



English 1302 – English Composition II Course Syllabus: Spring 2017

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:30-4 p.m.	1:30-4 p.m.	1:30-4 p.m.	NA	NA	NA

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description: ENGL 1302 - **Composition II** is an intensive study of, and practice in, the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multi-media texts; systematic analysis, evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. A research paper is required. English 1301, or its equivalent, is a prerequisite. (3 semester hours)

Required Textbooks: *Everyone's An Author* (2nd Edition - With Readings) - Author: Lunsford, et al.
Publisher: W.W. Norton and Company - ISBN: 9780393265293
They Say, I Say (3rd Edition - With Readings)- Author: Graff, et al.
Publisher: W.W. Norton and Company - ISBN: 9780393937510
Both are available at the NTCC College Bookstore.

Recommended Readings: Chapter readings as assigned, and Research Journal Articles.

Required Items for Class: 3x5 Index Cards, 1 Spiral Notebook, Both Textbooks.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. demonstrate knowledge of individual and collaborative research processes;
2. develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays;
3. analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence;
4. write in a style that clearly communicates meaning, builds credibility, and inspires belief or action; and
5. apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

Course Goal

The goal of this course is to help students grow as thinkers and communicators. Higher order skills acquired in thinking and writing help students process information in a rapidly changing world, and reflect on the deeper meanings of print and visual media. Students who utilize these rhetorical tools and strategies achieve a level of sophistication in writing that invites audiences to join them in examining issues from multiple layers of meaning. In this process, students begin to take a more disciplined approach to writing and develop their personal voice through everyday and argumentative writing.

Class Expectations and Responses to Reading Assignments

Class participation is an important expectation of this course. Students are expected to actively participate in discussions that take place in class. Rubrics for **Class Participation, Essay Evaluation, Class Presentations, and the Research Essay** are located on the class Blackboard homepage. **Talking Points** are part of your responses to assigned readings—questions or statements you develop as you read. These talking points are used to generate class discussion, help you add your viewpoints to the discussion.

WRITING ASSIGNMENTS

Please follow the instructions below when writing your formal papers. During the semester, students are required to complete ten (10) scholarly, academic, **Research Journal** entries and one scholarly, academic, **Research Essay** writing assignment. Weekly in-class writing assignments are also required, and are part of your final grade.

Out of Class Papers

1. Out-of-class writing assignments **must be typed in APA or MLA format** (see chapters 27 & 28 in Lunsford).
2. Use font size of 12 pt. and double-space.
3. Research Journal assignments are usually two-three paragraphs in length (250-350 words). Please see the examples on the home page.
4. Pay attention to spelling, grammar, word choice, syntax, and punctuation. (Use spell-check and grammar-check.)
5. Due dates for all assignments are noted in the Tentative Course Schedule in this syllabus, and the assignment icon on the Blackboard Homepage for this class.
6. Submit Research Journal entries and revisions electronically to your instructor via Blackboard. **You must save your essays as Microsoft Word (.doc or .docx) format documents so that I can open, read, and comment on your essays. Papers not submitted by the deadline, or in any other format than Microsoft Word, will not be graded.**
7. Graded papers will be returned within two weeks of receipt. Your essays will be graded holistically based on the essay-scoring rubric.
8. Late papers are only accepted at the instructor's discretion, and will not receive full credit. Emergency situations will be handled on an individual basis, and only under dire circumstances.
9. If you receive a grade you would like to improve, simply revise your paper and re-submit it through the same assignment icon. You may do this as many times as you like to improve your grade and your writing skill. At the end of the course the highest grade will be applied to your final average. Revised RJs are due one week after you receive your graded paper (7 days from the date returned) or they **may not** be accepted.

In-class Papers

These weekly writings follow the accepted model for research in upper-level classes across disciplines, and are used in this class to prepare you for future studies.

1. Written responses to readings from *They Say, I Say*, scholarly articles, and class discussions will make up weekly Research Journal rough drafts.
2. Discussions will be held on day-one of each week, followed, on day-two by in-class writing of a Research Journal. You are required to bring your scholarly article to class the second day.
3. After your rough draft is complete to your satisfaction, and typed in MLA style and MS Word format, upload it through the appropriate assignment icon on the Blackboard home page.
4. During the final weeks of the course, these Research Journal entries will be compiled into one extended research paper, with the addition of a Title, and Introduction, a Thesis Statement, a Conclusion, and a Works Cited page.

REQUIREMENTS FOR THE RESEARCH PAPER

1. A research paper (including a Works Cited page) is required in order to pass this class. The paper has no set number of pages, but should include excerpts from all your Research Journals, and should be typed in APA or MLA format, and submitted online during the last week of the semester. See Chapters 19-37 in our text (Lunsford), or the Online Writing Lab (OWL) at Purdue University for examples. A link is provided for the OWL on our Blackboard Homepage. We will concentrate our efforts on assembling the final draft of the paper during the last four (4) weeks of the semester. You cannot pass this course without the research paper.
2. You should have at least eight (8) outside sources on your Works Cited page, and included in in-text citations.

3. During **Week 2** the class will choose research topics from the *They Say, I Say* text before beginning research.
4. Although you may not have finished the final draft of your research paper by **Week 14**, presentations of your papers will begin that week. You do not have to have your paper finished at the time of presentation, and you do not have to turn anything in with the presentation. You will be graded separately, according to the Presentation Rubric located on the class Blackboard Homepage.

The length of the presentation should be between 5 & 10 minutes and should follow this format:

- A power-point presentation beginning with a title slide that includes the title of your paper and your name.
- Slide 2 - states the title of your argument, the reasoning behind your research, and your conclusions.
- Slide 3 - begins with a summary of the points from your research journal findings.
- After summarizing - list the results of your research journal analysis;
- State your final conclusions and possible solutions. (The End)
- Do not read from slides, simply use them for an outline, and discuss your findings.

5. There will be time, during weeks 13 & 14, to review your rough draft, **in hard copy, in class.**

6. After this review you will complete your Research Paper and turn it in by the end of the last regular class day - 5/4 - (before finals week). Please email me with questions you may have during your research and the writing of your rough draft. Carefully check your sources for credibility and quality. Although you should keep your direct quotes to a minimum, be aware of the definition of plagiarism when quoting information from sources. Be sure you adhere to APA or MLA guidelines for research papers. Use the information in Chapters 27 & 28, and/or the OWL of Purdue University located on our class homepage for help with citing sources and formatting.

7. **What is due, and how should each item be turned in?**

- a. A presentation of your Research paper is due during the last three (3) weeks of the semester (before finals week).
- b. A fully formatted Research Paper should be turned in as an individual assignment item through the Safe-assignment icon, located on the class Homepage, no later than 11:59 pm, the last regular class day - (5/4). **No late papers will be accepted - NO EXCUSES!**

COURSE/ASSIGNMENTS GRADES

Your assignments will fall within the following point values:

Project Presentation	100 Points
Class Participation/Discussion	200 Points
In-class Writing/Written Responses	200 Points
Eight (8) Research Journal Entries @ 100	800 Points
Research Paper	200 Points
<u>Total</u>	<u>1500 Points</u>

COMPUTER REQUIRMENTS

You must have access to a computer to take this course. A significant amount of the required work is to be done on computer. Your computer needs to have current Windows for PC or MAC OS X10.3 or higher. You will need Office 2003 or higher, and you will need broadband Internet access. You can check your operating system by right clicking on the My Computer icon on the home screen. You can check your word processing program by going to the Start icon on a PC and clicking on All Programs, or clicking on the Applications icon on a MAC. You will find your Microsoft Office program there. If you do not have access to a computer with the minimum computer requirements, I strongly suggest that you reconsider taking this course.

ATTENDANCE/WITHDRAWAL POLICY

Students are expected to attend class regularly. **It is class policy to assign a student a grade of F after five (5) absences.** It is the responsibility of students who need to withdraw from the class to do so before the final withdrawal date posted by the college, or they will receive a grade of F.

Student Responsibilities/Expectations:

1. Students are expected to come to class with the text, something to write on, and something to write with, or they will be asked to leave and counted absent for that class day.
2. There will be no texting or reading of texts during class. If you are expecting an emergency call please notify me in advance and put your phone on vibrate. Leave the room if you need to answer with text or talk. Students who do not follow this rule will be asked to leave class and will be counted absent that day.
3. If you are having trouble with your writing, please talk to me. I will be glad to help you. Tutors are also available.

Class Disruptions

All students enrolled at the college shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Your attendance in this class requires that you participate as an adult. On that basis, there will be no talking while I am lecturing, or while another classmate is talking or presenting, and no texting, or social networking at any time. Disregard for this rule will result in you being asked to leave the class until further notice.

NTCC Academic Honesty Statement

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

All students are expected to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. ***Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in an F in the course.*** Refer to the student handbook for more information on this subject.

ADA Statement

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

English 1302 Tentative Class Schedule – Spring 2017

Week 1: 1/17-21

Day 1 - First Class Day/Syllabus/Expectations

Day 2 - Discuss Research Project/Choose Topics (Graff)/Research Journal Format/Entry process.

For next week - Review Chapters 1-4 and 11-18 (Lunsford)

Week 2: 1/22-28

Day 1 - Discussion - Chapter material/In Class Writing and Article to review (from me).

Day 2 - Examples - MLA citation style/Summary & Analysis

For next week – Read 1st article in Graff text, find outside comparison article in LRC Database, & Read Chapter 1 (Graff) & be prepared to discuss.

Week 3: 1/29-2/4

Day 1 - Continue discussion of Chapter 1 (Graff), Small-Group discussion of articles.

Day 2 - First RJ Article Due/Approval/Begin 1st Research Journal in Class - **RJ-1 Due 2/3**

For next week – Read 2nd article (Graff) for discussion and find one comparison article and bring for 2nd outside article to review.

Week 4: 2/5-11

Day 1 - Discussion of and responses to reading (Graff) /Small- Group discussions of articles

Day 2 - Second RJ Article Due/Approval/ Begin 2nd Research Journal In Class - **RJ-2 Due 2/10**

For next week - Read Chapter 2 (Graff) and 3rd article, and bring 3rd outside article to review.

Week 5: 2/12-18

Day 1 - Discussion of Chapter 2 (Graff)/Small-Group discussion of text & online articles

Day 2 - Third RJ Article Due/Approval/ Begin 3rd Research Journal In Class - **RJ-3 Due 2/17**

For next week - Read 4th article (Graff) and bring written responses and 4th outside article to review.

Week 6: 2/19-25

Day 1 - - Continue discussion of Chapter 2 (Graff) /Small- Group discussions of text and online articles

Day 2 - Fourth RJ Article Due/Approval/ Begin 4th Research Journal In Class - **RJ-4 Due 2/24**

For next week - Read Chapter 3 and 5th article (Graff), and 5th outside article to review.

Week 7: 2/26-3/4

Day 1 - Discussion of Chapter 3 and responses to reading (Graff) /Small- Group discussions of articles

Day 2 - Fifth RJ Article Due/Approval/ Begin 5th Research Journal In Class - **RJ-5 Due 3/3**

For next week - Read 6th article (Graff) and 6th outside article to review.

Week 8: 3/5-11

Day 1 - - Continue discussion of Chapter 3 (Graff) /Small- Group discussions of text and online articles

Day 2 - Sixth RJ Article Due/Approval/ Begin 6th Research Journal In Class - **RJ-6 Due 3/10**

For next week - Read Chapter 4 and 7th article (Graff) and 7th outside article to review.

Spring Break – March 12-18 -- No Classes**Week 9: 3/19-25**

Day 1 - Discussion of Chapter 4 and responses to reading (Graff) /Small- Group discussions of articles

Day 2 - Seventh RJ Article Due/Begin 7th Research Journal In Class - **RJ-7 Due 3/24**

For next week - Read and respond to article (Graff) and 8th RJ Article to review.

Week 10: 3/26-4/1

Day 1 - Continue discussion of Chapter 4 (Graff) /Small- Group discussions of text and online articles

Day 2 - Eighth RJ Article Due/Begin 8th Research Journal in Class - **RJ-8 Due 3/31**

Review Chapters 19 - 32 (Lunsford, et al.) as reference for research paper writing.

Week 11: 4/2-8

Day 1 - Work on thesis/introduction/transition/conclusion/rough draft in class. Sign up for presentations.

Day 2 - Conferences in class & continue working on Rough Draft. **No more RJ Revisions after 4/14.**

Week 12: 4/9-15

Day 1 & 2 Work on thesis/introduction/transition/conclusion/rough draft in class. Sign up for presentations.

Conferences – Students will use this time (after conference) to finalize Rough Drafts in class. Presentations begin next week.

Week 13: 4/16-22

Day 1 & 2 Work on thesis/introduction/transition/conclusion/rough draft in class. Conferences – Students will use this time (after conference) to finalize Rough Drafts in class. Presentations & **turn in final Research Paper no later than 5/4 at 11:59 p.m.** Last regular class day – 5/4.

Week 14: 4/23-29

Day 1 & 2 Work on thesis/introduction/transition/conclusion/rough draft in class.
Conferences – Students will use this time (after conference) to finalize Rough Drafts in class.
Last regular class day – 5/4. Finals begin 5/5.

Week 15: 4/30-5/6

Presentations & **turn in final Research Paper no later than 5/4 at 11:59 p.m.**
Last regular class day – 5/4. Finals begin 5/5.

Week 16: 5/7-11

Finals Week. Presentations continue, if necessary. No regular classes.
Graduation – 5/13 – 9 a.m. & 11 a.m.