



1302 English Composition II

Course Syllabus: Spring 2019

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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	9:30-11:00 a.m. 3:00-5:30 p.m.	11:00-12:20 a.m. 3:00-5:30 p.m.	9:30-11:00 a.m. 3:00-5:30 p.m.	11:00-12:20 a.m.	By Appointment	By Appointment

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.

Course Description: This course is designed to improve academic writing skills. Students will read and write expository prose with an emphasis on the writing process and mastery of good writing skills. Course assignments may incorporate summary, analysis, and criticism of texts; exercises in effective argument and analysis; and the study and application of rhetorical approaches. Students will write essays throughout the semester and may also keep a journal or participate in group writing projects.

Required Textbook(s):

Everyone 's An Author

Publisher: Norton

ISBN Number: ISBN 978-0-393-91201-2

Recommended

A Flash Drive and WEPA card

Learning Outcomes

Upon successful completion of this course, students will be able to:

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.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Course Objectives: This course provides an intensive study of and practice in the strategies

and techniques for developing research-based expository and persuasive texts. It provides an emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Exemplary Educational Objectives:

Type EEO's here

Lectures & Discussions:

The class is focused on hands-on writing activities and the process that it takes to achieve them. Formal hour long lectures are rare; hour long writing sessions and discussions are not. During the semester, the course will cover invention processes, basic mechanical skill building, and the revision process. In particular this semester we will be focusing on the narrative, description, observation, concept analysis, argumentation, and documentation.

Evaluation/Grading Policy:

Participation (includes Quizzes and Weekly assignments)	300 pts.	900 and above	A
Five Papers (100 pts each)	500 pts.	800-899	B
Presentation (100 pts)	100 pts.	700-799	C
Research Journal	<u>100 pts.</u>	600-699	D
Total	1000 pts	Below	F

Tests/Exams:

This class has two in-class “tests”—the Diagnostic Essay the second day of class and the final exam at the end; both are part of the class participation grade. The rest of the class is done through writing essays.

Assignments:

Participation: This part of the course is primarily done through discussion and completion of in-class activities.

Quizzes: I give two types of quizzes: reading quizzes and attendance quizzes with the opportunity for extra credit connected to them. Regardless of the type of quiz, it will never be more than five questions, and it will be completed within ten minutes, but may come at the beginning, middle or end of class.

Weekly Assignments: The primary “weekly assignment” will be steps to generating the essay in progress at the time, but they may also include short writings over the readings for the class or practice over specific skills necessary for good writing like comma reviews or thesis development. More than half of them will be written in-class.

Papers: In class, we will be following the writing process from brainstorming to drafting to peer to reviewing to revision for five papers. Four of those papers will be turned in (with all drafts included) for 100 points each. The final paper will be a limited “research” project, which will also be created through the writing process, but in addition to the paper and its drafts, you will also be required to make a formal in-class presentation of results you discovered during the process. That paper, like the others, will be worth 100 points.

Presentation: As a result of the research project connected to the final paper of the semester, you will be expected to give the class a presentation of your findings. This is NOT reading the paper that you composed; it is highlighting the aspects of the research from which you believe your audience will learn the most. It is worth 100 points.

Journal: You will be required to keep a research journal for the duration of the class. A journal is a place for you to explore ideas and experiment with concepts. In addition to a number of in-class activities that we will place in the journal, you will be expected to write a number of entries on your own leading to the research paper.

Student Responsibilities/Expectations:

Preparation: While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. Read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

Attendance: Attendance is mandatory. We meet only twice a week, and everything we do builds upon the days or weeks before, so it is very easy to fall behind if you miss. It is English department policy that if you acquire five unexcused absences for whatever reason you receive them, you will receive a failing grade for the course. You cannot miss one-third of the course and expect to have truly mastered the subject matter.

Keep in mind, even if an absence is excused, your class participation grade will suffer, especially as no work missed may be made up. The class will be moving forward with the syllabus, and it is your responsibility to ask classmates for notes and follow the exercises in the book to keep up with the class.

Schedule: You should have read everything scheduled before you get to class. Readings on argument are from the text book. Examples will be found in the Blackboard section for this class or given via Handout.

M/W Schedule: You should have read everything scheduled before you get to class.

Week 1: A) **MLK Holiday—No Class** / B) Introductions

Week 2: A) Writing Sample / B) Writing Sample Discussion, Review Chapters 1-4, p. 1-52

Week 3: A) Research Paper Project Brainstorm and Planning, Chapters 19, p. 445-454 / B) Fiction Introduction, Read “The Story of an Hour” (Bb)

Week 4: A) Read “Popular Mechanics” & “The Lottery” (Bb) / B) Read Chapter 20, p. 455-484 & **Paper #1 Writing Sample Revision Due**

Week 5: A) “A Rose for Emily” (Bb) / B) Chapters 21 & 22, p. 484-499 & **Research Paper Topic Confirmation**

Week 6: A) **Paper #2 Fiction Due for Peer Review** & B) Chapters 23-26, p. 500-534

Week 7: A) Poetry Introduction (Bb) & B) Selected Poems & **Paper #2 Fiction Due**

Week 8: Spring Break (Begins March 11)

Week 9: A) Selected poems (Bb) / B) **Paper #3 Poetry Due for Peer Review**

Week 10: A) Dramatic Introduction & *Hamlet* (Bb) Act I / B) Act II & III & **Paper #3: Poetry Due**

Week 11: A) *Hamlet* IV & V

Week 12: A) Film

Week 13: A) Drama Paper Organization & B) **Paper #4 Drama Due for Peer Review**

Week 14: A) **Annotated Bibliography Due** / B) **Paper #4: Drama Due**

Week 15: A) Research Project Work / B) **Research Project Revision Due for Peer Review**

Week 16: **A) Presentations (Research Journal Due)**

Finals: Make-Up Presentations / Final In-Class Writing

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

The college expects all students 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 disciplinary action. 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 request accommodations. An appointment can be made with Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

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.