



## ENGL 1302 English Composition II

### Course Syllabus: Summer II, 2018

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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	Afternoons by Appointment	Afternoons by Appointment	Afternoons by Appointment	Afternoons 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:** 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

Prerequisite(s): ENGL 1301 or its equivalent.

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. 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.

**Required Textbook(s):** *Everyone's An Author*

**Publisher:** Norton

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

### Student 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 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.

### 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 & Weekly assignments)	<b>300 pts.</b>	<b>900 and above</b>	<b>A</b>
Five Papers (100 pts each)	<b>500 pts.</b>	<b>800-899</b>	<b>B</b>
Presentation (100 pts)	<b>100 pts.</b>	<b>700-799</b>	<b>C</b>
Research Journal (completing the Research Project Steps)	<b><u>100 pts.</u></b>	<b>600-699</b>	<b>D</b>
<b>Total</b>	<b>1000 pts</b>	<b>Below</b>	<b>F</b>

### 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. If you have done the reading and make an effort to be involved in the class activities, this should not be a problem for you. In particular it will also include:

**Attendance:** Attendance is mandatory. Remember, we meet only for five weeks, so it is very easy to fall behind if you miss. I will give you one and only one “freebie” absence. Remember: absences will affect your grade, and no work missed may be made up.

**Quizzes:** I tend to give two types of quizzes, neither of which take up too much valuable class time. The first are reading quizzes: if you’ve given the assignment some effort, reading quizzes should not be a problem as they will be literal questions over major issues in the reading for the day. The second are 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. I reserve the right to give a quiz at the beginning, middle or end of class.

**Assignments:** The primary “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 reviewing to revision for four papers. Those papers will be turned in (with all drafts included) for 100 points each. The fifth will be a formal “research” project, which you will design and complete at the same time you are working on the other papers. In addition to the paper and its drafts, you will also be required to complete a research journal and make a formal in-class presentation of results you

discovered during the process. That paper, like the other four, will be worth 100 points; the journal will be worth 100 points; and, the presentation will be worth 100 points.

### **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 four days 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.

**Late Assignments:** I do not accept late assignments. Important Due dates are announced clearly in the syllabus and all due dates are repeated in class regularly.

**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.

#### **Week 1:** A) Introductions & Writing Sample

- B) Writing Sample Discussion, Review Chapters 1-4, p. 1-52
- C) Research Paper Project Brainstorm and Planning, Chapters 19, p. 445-454
- D) Fiction Introduction, Read “The Story of an Hour” (Bb)

#### **Paper #1 Writing Sample Revision Due**

#### **Week 2:** A) Read “Cask of Amontillado” & “The Lottery” (Bb) and p. 47-66 & 139-154,

- B) “A Rose for Emily” (Bb) & Chapter 20, p. 455-484
- C) **Paper #2 Fiction Due for Peer Review & Research Paper Topic Confirmation** & Chapters 21 & 22, p. 484-499
- D) Poetry Introduction, Selected Poems (Bb)

#### **Paper #2 Fiction Due**

#### **Week 3:** A) Selected Poems (Bb) & Writing the Annotated Bibliography

- B) Selected poems (Bb)
- C) **Paper #3 Poetry Due for Peer Review & Dramatic Introduction and *Hamlet Act I***
- D) *Hamlet* (Bb) Act II-V

#### **Paper #3: Poetry Due**

#### **Week 4:** A) Film

- B) Organizing the Drama/Comparison
- C) **Paper #4 Drama Due for Peer & Research Paper**

- D) Research Project  
**Paper #4: Drama Due**

**Week 5: A) Annotated Bibliography Due**

- B) Research Paper Project  
C) **July 4<sup>th</sup> No Class**  
D) **Presentations (Research Paper and Journal Due) & Presentation Quiz**

**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.