



WACO, TEXAS

---

**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**Composition II  
ENGL 1302.C17**

**NOTE: This is a blended/hybrid, 16-week course.**

**Dr. Jessica Zbeida**

Composition II  
ENGL 1302.C17

---

**Course Description:**

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.

**Prerequisites and/or Corequisites:**

ENGL 1301 or its equivalent with a grade of C or better, or consent of Division Chair.

**Course Notes and Instructor Recommendations:**

Composition II guides students through to the conventions of research-based academic writing. This class requires students to write substantially, producing a variety of texts. Students will analyze academic and general sources and employ active reading strategies. This course emphasizes the writing process (prewriting, drafting, and revision), collaboration, and the fundamentals of research and citation. Students who complete this course should feel confident to write in academic and professional settings.

**Instructor Information:**

Instructor Name: Jessica H. Zbeida

MCC E-mail: [jzbeida@mclennan.edu](mailto:jzbeida@mclennan.edu)

Office Phone Number: (254) 299-8949

Office Location: Faculty Office Building (FOB), 113

Office/Teacher Conference Hours: TTH, 11:00 am – 1:00 pm (or by appointment)

Other Instruction Information: You are welcome to contact me by phone, e-mail, or using Zoom. If you would like to meet outside of office hours, please contact me 24-48 hours in advance.

**Required Text & Materials:**

Title: *Good Reasons with Contemporary Arguments*

Author: Lester Faigley and Jack Selzer

Edition: Seventh Edition

Publisher: Pearson

ISBN: 978-0-13439287-5

**MCC Bookstore Website:** <http://www.mclennan.edu/bookstore/>

**Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

**Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

**Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

\* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)  
([www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements))

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Core Objectives for Communication:**

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking (CT)** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill (COM)** -- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork (TW)** -- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

**Course Learning Objectives:**

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.

## Composition II

ENGL 1302.C17

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.).

### **Methods of Teaching and Learning:**

All English 1302 instructors will assign a research project with shared parameters that will be graded by a common rubric. The project will include both a written product and a presentation. To meet core objectives, students will accurately evaluate, compare, and integrate at least 5 primary and/or secondary sources; cite sources correctly and appropriately using MLA documentation style; and work together to improve the product through shared data collection, peer review, and self and team member analysis.

### **Basic Research Project Rubric**

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Expectations</b>
<b>Critical Thinking</b>	-Shows originality of thought and logical connections -Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Shows less originality and may have minor flaws in logic. -Demonstrates good descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Expression mostly limited to ideas from class or readings. -Inconsistent description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.	-Does not comprehend course concepts. -Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.
<b>Communication</b>	-Clear main idea with supporting organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer.	-Clear main idea but may have minor lapses in organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements.	-Shows competency but has weak or unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need.	-Inconsistent competence in thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation.
<b>Mechanics</b>	-Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors	-Demonstrates competent command of format & diction. May have minor mechanical, grammar, spelling, or diction errors.	-Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors.	-Fails to show competence in format, diction, mechanics, grammar, and/or spelling.

## Composition II

ENGL 1302.C17

---

---

<b>Teamwork</b>	-Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and/or encouragement to all team members.	-Contributes to meeting group goals. -Treats others respectfully. -Assists and/or encourages other team members.	-Participates with teamwork requirements but does not actively work beyond the minimum required. -Treats group members respectfully but does not interact fully.	-Does not assist the group and/or fails to treat group members respectfully.
<b>Personal Responsibility</b>	-Completes all assigned tasks by deadlines; work is thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making

This course uses a mix of assigned reading, lecture, short quizzes, class discussion, and short and long writing assignments to help students meet the learning objectives, including:

- Assigned Reading, Lecture, and Class Discussion
- Reading Quizzes, Short Writing Exercises, Essay Outlines, & Peer Review Workshops
- Essay Assignments (includes a timed in-class essay and three research-based arguments)
- An Oral Presentation (prepared in small groups and delivered in class)
- A Final Exam

**Students submit all essays online in Brightspace (save your work in .pdf or .docx format).  
*Hard copies are not accepted.***

### Course Grading Rubrics

I use holistic grading rubrics for major writing assignments in this course. Each rubric is tailored to the assignment. You may view them in the course units in Brightspace.

### Course Outline or Schedule:

The course schedule below provides an overview of the material covered and major assignments. A more detailed schedule appears in Brightspace, and students should check the course announcements section of the course shell in Brightspace regularly for updates to the schedule.

## Composition II

ENGL 1302.C17

<b>Week 1</b> <b>1/13 – 1/19</b>	Course Introduction: Navigating the Course & Understanding the Syllabus. Syllabus, Calendar, and Textbook (Faigley & Selzer's <i>Good Reasons</i> , 7 <sup>th</sup> ed.); Intro. to Brightspace; Complete Essay #1: Writing Diagnostic (in class).
<i>Work Due: Essay #1: Writing Diagnostic (in class, 1/15 or 1/16).</i>	
<b>Weeks 2-3</b> <b>1/20 – 2/2</b>	Unit 1: An Introduction to Academic Argument What is Argument? Expectations for Academic Arguments; Writing a Clear Summary; Review Logical Fallacies; Exploring Arguments – Finding Good Reasons; Using MCC's Library Resources; Intro. to Documentation and Plagiarism - Discuss MLA Format and Citation.
<i>Work Due: Writing a Summary Exercise (in class); Argument Summary (1/26); Exploring Arguments Exercise (in class); Library Resources Exercise (in class); MLA Format &amp; Plagiarism Quiz (2/2). [No Class Mon., Jan. 20th, 2020 – MLK, Jr. Holiday]</i>	
<b>Weeks 4 – 6</b> <b>2/3 – 2/23</b>	Unit 2: Definition Argument. What is Definition Argument? Discuss Examples; Assign Essay #2: Definition Argument; Criteria-Match Structure; Select Peer Review Group & Write Group Contract; Intro. to Research – Finding & Evaluating Evidence; Integrating Source Material Using Summary, Paraphrase, & Quotation; Peer Review Workshop #1 (in class, 2/19 or 2/20); Discuss Revision Strategies for Definition Argument.
<i>Work Due: Definition Argument Exercise (in class); Essay #2 Outline (2/9); Integrating Sources Exercise (in class); Argument Response (2/16); Peer Review Workshop #1 (in class, 2/19 or 2/20); Essay #2: Definition Argument (2/23).</i>	
<b>Weeks 7 – 9</b> <b>2/24 – 3/22</b>	Unit 3: Evaluation Argument. What is Evaluation Argument? Discuss Examples; Assign Essay #3: Evaluation Argument; Choosing the Right Criteria; Using Source Materials Ethically: Documentation & Plagiarism; Peer Review Workshop #2: Evaluation Argument (in class, 3/18 or 3/19); Discuss Revision Strategies for Evaluation Argument.
<i>Work Due: Evaluation Argument Exercise (in class); Essay #3 Outline (3/1); Using Sources Ethically Exercise (in class); Peer Review Workshop #2 (in class, 3/18 or 3/19); Essay #3: Evaluation Argument (3/22). [No Class Mon., Mar. 9<sup>th</sup> – 13<sup>th</sup>, 2019; Spring Break]</i>	
<b>Weeks 10 – 14</b> <b>3/23 – 4/26</b>	Unit 4: Proposal Argument. What is Proposal Argument? Discuss Examples; Assign Research-Based Proposal Argument: Essay #4 and Oral Presentation; Synthesizing Ideas in Argument; Discuss Planning, Drafting, and Revising Group Projects; Discuss Oral Presentations; Peer Review Workshop #3: Proposal Argument Essay (4/13 or 4/14); Peer Review Workshop #4: Oral Presentation (4/15 or 4/16).
<i>Work Due: Prepare Group Planning Worksheet (in class); Proposal Argument Exercise (in class); Essay #4 Outline (3/29); Synthesizing Sources Exercise (in class); Oral Presentation Outline (4/12); Peer Review Workshop #3: Essay (in class, 4/13 or 14); Peer Review Workshop #4: Oral Presentation (in class, 4/15 or 4/16); Essay #4: Proposal Argument (4/19); Oral Presentations (in class, 4/20 – 4/24). [Last Day for Student-Initiated Withdrawals with a "W" - March 27<sup>th</sup>, 2019]</i>	

## Composition II

ENGL 1302.C17

<b>Week 15</b> <b>4/27 – 5/3</b>	Unit 5: Course Wrap-Up/Final Exam Review Discuss Essay Exams – Strategies for Success; Review for Final Exam; Course Wrap-Up and Reflection.
<i>Work Due: Study for Final Exam.</i>	
<b>Week 16</b> <b>5/4 – 5/7</b>	Finals Week Class Meets: TTh, 9:35 – 10:55 am; Final Exam: Tues., 5/5, 9:35 - 11:35 am Class Meets: MW, 1:30 – 2:20 pm; Final Exam due Mon., 5/4, by 10:00 pm

### **Course Grading Information:**

Students' final grades are determined as follows:

<b>Course Component</b>	<b>Description</b>	<b>Percentage</b>
Writing Diagnostic (Essay #1)	Students will complete a timed, in class essay that demonstrates their familiarity with argument.	10%
Definition Argument (Essay #2)	Students will prepare an essay of 1250 words in length that includes at least three sources appropriate to academic argument.	15%
Evaluation Argument (Essay #3)	Students will prepare an essay of 1250 words in length that includes at least three sources appropriate to academic argument.	15%
Proposal Argument (Essay #4)	This is a group writing assignment linked with the oral presentation; students will prepare an essay of 2500 words in length that includes at least five sources appropriate to academic argument.	20%
Oral Presentation	This is a group presentation of 10-15 minutes in length; students must have a media component (Prezi, PowerPoint, Camtasia Video, etc.).	15%
Participation & Homework	Includes short writing exercises completed throughout the semester, peer review workshop, and participation and engagement in the course.	10%
Final Exam	Students will complete a timed, in class essay using three sources to develop and support a claim.	15%

### **Writing Diagnostic**

Students will complete the writing diagnostic during the first week of class. This assignment requires students to write an argumentative essay in class in response to a writing prompt. Essays should be roughly 750 words in length, or about 3-4 pages handwritten (or typed, double-spaced).

### **Definition & Evaluation Arguments**

Students will prepare two essay assignments of 1250 words in length: a Definition Argument and an Evaluation Argument. Both essays must use THREE sources appropriate for academic writing (such

as sources from MCC's library). Detailed instructions and grading rubrics for both assignments are posted in Brightspace.

**NOTE: All essay assignments are submitted to TurnItIn, a plagiarism detection tool in Brightspace.** This software compares submissions to material in TurnItIn's database, which includes work submitted by other students and information available online. When an essay is uploaded in TurnItIn, it becomes part of the database. **If you attempt to use all or part of an essay submitted in another course or to use material that isn't your own without proper attribution and citation, you may receive a failing grade for the assignment or for the course, as well as other disciplinary action from the College.**

### **Research-Based Proposal Argument: Essay & Oral Presentation**

In small groups (3-4 members), students will prepare two linked research projects: a Proposal Argument essay and an Oral Presentation. Detailed instructions and grading rubrics for both assignments appear in Brightspace. Proposal Argument essays should be 2500 words in length and incorporate at least FIVE sources appropriate for academic argument (such as sources from MCC's library). In addition, students deliver an oral presentation of 10-15 minutes in length on their proposal argument, which should include a visual element such as a Prezi, PowerPoint, or Google Slides presentation; sources used in the presentation should be cited in a "Works Cited" slide at the end. **NOTE: A portion of the grade for each assignment is determined by the instructor (60%), while another portion is determined by the student's peer group members (40%). Students must attend the day of their presentation to receive credit—students who are absent receive a "0."**

### **Participation & Homework**

Students complete several short writing exercises, quizzes, and peer review workshops throughout the semester. Quizzes are completed online in Brightspace (*please notify Dr. Zbeida if you receive accommodations including extra time on quizzes and exams so she can adjust the assignment in Brightspace*). For each essay, students will prepare an "Essay Outline" that presents a claim and supporting reasons (or at least a topic) for the paper. Students will also complete peer review workshop for each essay and the oral presentation.

Students also receive a grade for their participation and engagement in class. I expect all students to attend and to engage with the material and one another. **Students are allowed two weeks of unexcused absences during the course.** In a class that meets twice a week, students could miss four classes without penalty. Students who miss three weeks (six classes) receive a lower Participation & Homework Grade. Students who miss four weeks (eight classes) may be dropped from the course. **If you need to miss class for a school-sponsored event, it is your responsibility to notify Dr. Zbeida and to complete any work due outside of class. If you do not notify Dr. Zbeida before your absence, you may not be allowed to make up your work.**

### **Final Exam**

Students will prepare a Final Exam consisting of an essay that presents an argument and supports it with good reasons and evidence drawn from at least three articles. The Final Exam prompt and articles will be posted in Brightspace before the exam, and students will write their essays in class. Students may bring copies of the articles to the exam, but no other notes or course materials are



allowed. Please notify Dr. Zbeida as soon as possible if you receive accommodations so she can submit a copy of the exam to the Testing Center; you will need to contact the Testing Center to schedule an appointment to take your exam.

**Late Work, Attendance, and Make Up Work Policies:**

**As a rule, I do not accept late work.** In rare cases (hospitalization, serious car accident, etc.), I will allow students to submit work late, but only if the situation merits it. If something unexpected happens that may affect your ability to submit an assignment, you should contact Dr. Zbeida immediately (either by e-mail or phone). **Make-up work is allowed solely at Dr. Zbeida's discretion.** For major assignments, I **deduct five points for each day late—assignments that are not submitted within ONE WEEK of the original deadline may receive a “0” grade.**

**Revision Policy:** All students may revise the definition and evaluation argument essays (but not the proposal argument). After I return an assignment, students have **ONE WEEK** to revise. The revision should be sent to me as an e-mail attachment. If time allows, students may revise more than once *until they receive a grade of 90 or above*. Each revision should involve careful thought and reflection on higher-order concerns (like the thesis, development, and organization) and lower-order concerns (like grammar and mechanics). When you revise, **you may earn up to 50% of the points you missed back;** so, if you receive a 60 on an essay and submit a revision, the highest grade you could receive is an 80. If you get an 80 and revise again, you may earn up to a 90, and so on.

**Student Behavioral Expectations or Conduct Policy:**

In courses like Composition II, controversial subjects often arise. It's important for us to engage in vigorous debate. To do this, **students must treat everyone in the course with respect.** This is particularly important for class discussion and peer review where success depends on our ability to empathize with another. In all assignments and interactions, you should **AVOID making comments that belittle or attack someone else, particularly on the basis of race, ethnicity, religion/beliefs, sexual orientation, gender identity, or citizenship/national origin.** You DO NOT have to change any of your views to do well in this course, but your expression of those views cannot intimidate other students or limit their participation in the class.

**Students who disrupt the learning environment (using a cell phone or laptop inappropriately, arguing with another student, etc.) will be marked absent for the class.** Make up work will not be allowed. If you experience any behavior that you find inappropriate, please contact Dr. Zbeida or another MCC campus official (See Title XI Statement below).

\* **[Click Here for the MCC Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)**  
([www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity))

The link above will provide you with information about academic integrity, dishonesty, and cheating.

\* **[Click Here for the MCC Attendance/Absences Policy](http://www.mclennan.edu/highlander-guide/policies)**  
([www.mclennan.edu/highlander-guide/policies](http://www.mclennan.edu/highlander-guide/policies))

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

### **Accommodations/ADA Statement**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit [mclennan.edu/disability](http://mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

### **\* Click Here for more information about Title IX**

**([www.mclennan.edu/titleix](http://www.mclennan.edu/titleix))**

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

*\* You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*