

McLennan

C O M M U N I T Y

COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

COMPOSITION II

ENGL 1302.007 & .019

Dr. Jessica Zbeida

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

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

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 the conventions of research-based academic writing. This class requires students to write substantially, producing a variety of texts. Students 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. *Note: This course is in a hybrid/blended format, and students should expect to work independently outside of class.*

Instructor Information:

Instructor Name: Dr. Jessica Zbeida

MCC Email: jzbeida@mclennan.edu

Office Phone Number: (254)299-8949

Office Location: Faculty Office Building (FOB) 113

Office/Teacher Conference Hours: MW, 1:00 pm – 2:30 pm (via Zoom)

Other Instruction Information: I respond most quickly to e-mail (within 24-48 hours). If you want to meet outside of office hours, please contact me at least 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/>

Methods of Teaching and Learning:

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

- Assigned Reading, Lecture, and Class Discussion
- Quizzes, Short Writing Exercises, Essay Outlines, & Peer Review Workshops

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- Essay Assignments (includes a timed in-class essay and three research-based arguments)
- A Proposal Website (prepared in small groups and delivered online)
- A Final Exam

Students submit all essays online in Brightspace (save your work in .docx format).

Course Grading Rubrics

I use holistic grading rubrics tailored to each assignment. You may view them in Brightspace.

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 Objectives and/or Competencies:

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 Outline or Schedule:

The schedule below provides a general overview of the course. A detailed course schedule appears in Brightspace.

Week 1 1/11 – 1/17	‘Start Here: Syllabus’ and ‘Course Introduction’ Units: Discuss Syllabus, Schedule, Brightspace, and textbook (Faigley & Selzer’s <i>Good Reasons</i> , 7 th ed.); Discuss Essay #1: Writing Diagnostic, including assigned articles (in Brightspace) and grading rubric.
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<i>Work Due: Essay #1: Syllabus Quiz (1/13); Writing Diagnostic (1/18).</i> NOTE: Martin Luther King, Jr. Day, Mon., Jan. 18th, 2021 – MCC Closed (No Classes)	
Weeks 2 - 3 1/18 – 1/31	Unit 1: Introduction to Academic Argument: What is Academic Argument? Reading Arguments: Annotating, Summarizing, and Responding to Arguments; Discuss Logical Fallacies; Discuss MLA Format.
<i>Work Due: Writing a Summary Group Exercise (in class); Argument Summary (1/24); MLA Format & Plagiarism Quiz (1/24); Exploring Arguments Group Exercise (in class); Logical Fallacies Quiz (1/31).</i>	
Weeks 4 – 6 2/1 – 2/21	Unit 2: Definition Argument: What is Definition Argument? Assign Essay #2: Definition Argument; Discuss Sample Essays & Assigned Reading; Criteria-Match Structure; Intro. to MCC's Library Resources; Finding & Evaluating Source Materials; Framing Evidence and Integrating Source Materials; Peer Review Workshop #1 (2/19); Revision Strategies for Definition Argument.
<i>Work Due: Definition Argument Group Exercise (in class); Essay #2 Outline (2/7); MCC Library Quiz (2/7); Integrating Sources Group Exercise (in class); Argument Response (2/14); Peer Review Workshop #1 (2/19); Essay #2: Definition Argument (2/21).</i>	
Weeks 7 – 9 2/22 – 3/21	Unit 3: Evaluation Argument: What is Evaluation Argument? Assign Essay #3: Evaluation Argument; Discuss Sample Essays & Assigned Reading; Using Source Materials Ethically: Documentation & Plagiarism; Peer Review Workshop #2: Evaluation Argument; Revision Strategies for Evaluation Argument.
<i>Work Due: Evaluation Argument Group Exercise (in class); Essay #3 Outline (2/28); Using Sources Ethically Group Exercise (in class); Peer Review Workshop #2 (3/19); Essay #3: Evaluation Argument (3/21).</i> NOTE: Spring Break Holiday, March 8th – 14th, 2021 – MCC Closed (No Classes) NOTE: Last Day for Student-Initiated Withdrawals with "W" Grade, Fri., March 26th, 2021	
Weeks 10 - 14 3/22 – 4/25	Unit 4: Proposal Argument: What is Proposal Argument? Assign Essay #4: Research-Based Proposal Argument and Proposal Website; Strategies for Group Writing (UNC Handout); How to Design an Effective Website; Plan, Draft, and Revise Essay #4 & Website; Peer Review Workshop for Essay #4 (in class, 4/12 or 4/13); Peer Review Workshop for Proposal Website (in class, 4/19 or 4/20); Revision Strategies for Proposal Argument.
<i>Work Due: Proposal Argument Group Exercise (in class); Group Planning Worksheet (3/28); Essay #4 Outline (4/4); Research Planning Worksheet (4/4); Proposal Website Outline (4/11); Peer Review Workshop for Essay #4 (4/16); Essay #4 (4/18); Peer Review Workshop for Proposal Website (4/23); Peer Evaluation Forms (4/24); Proposal Website (4/25).</i>	
Weeks 15 – 16 4/26 – 5/6	Unit 5: Course Wrap-Up/Final Exam: Discuss Final Exam (Respondus Lockdown Browser, assigned articles, etc.); Review materials on argument from UNC Writing Center and other sources; Reflect on experience in course.
<i>Work Due: Study for Final; Submit Final Exam in Brightspace (due Tues., May 4th, at 10:00 pm).</i>	

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Course Grading Information:

Students' final grades are determined as follows:

Course Component	Description	Percentage
Writing Diagnostic (Essay #1)	Timed essay (750-1000 words in length) that demonstrates students' familiarity with argument.	10%
Definition Argument (Essay #2)	Definition argument essay of 1250 words in length that integrates & cites at least three academic sources.	15%
Evaluation Argument (Essay #3)	Evaluation argument essay of 1250 words in length that integrates & cites at least three academic sources.	15%
Proposal Argument (Essay #4)	Group writing assignment linked to the proposal website; students prepare an essay of 2500 words in length that integrates & cites at least five academic sources.	20%
Proposal Website	Group writing assignment linked to the proposal argument essay; students prepare a website that presents their ideas.	15%
Participation & Homework	Short writing exercises completed throughout the semester, peer review workshop, and participation and engagement in the course.	10%
Final Exam	Timed essay (1000+ words in length) that integrates at least three sources to develop and support a claim.	15%

Writing Diagnostic

Students complete the writing diagnostic during the first week of class. This assignment requires students to prepare a timed argumentative essay in response to a prompt; essays must integrate material from at least two assigned articles (posted in Brightspace). Essays should be roughly 750-1000 words in length, or about 4-6 paragraphs. A rubric for this assignment appears in Brightspace.

Definition & Evaluation Arguments

Students 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 appear 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 & Website

In small groups (3-4 members), students prepare two linked research projects: a Proposal Argument essay and a Proposal Website. 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). Students will create a website that presents their proposal argument, which may use a free template software such as Wix; sources used in the website should be cited in a "Resources" page. *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%).*

Participation & Homework

Students complete 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 quiz settings*). 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 participate in peer review workshop for each essay and the proposal website.

Students also receive grades for participation and attendance. To be counted 'present,' students must attend class, either via Zoom or in person. If you wish to attend virtually, please contact me by e-mail (jzbeida@mcclennan.edu). **Students who miss more than three weeks of class may fail the course.** *If you need to miss class for a school-sponsored event, you must notify Dr. Zbeida and 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

For the Final Exam, students prepare a timed essay that presents an argument and supports it with reasons and evidence drawn from three articles. Materials appear in the Final Exam module in Brightspace. Students have two hours to complete the exam. Students may use copies of the articles (without notes/highlighting) during the exam, but no other 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 schedule an appointment to take your exam through Register Blast.*

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 warrants it. If something unexpected happens that may affect your ability to submit an assignment, please contact me immediately (either by e-mail or phone). **Make-up work is allowed solely at my discretion.** For major assignments, I deduct five points for each day late—assignments that are not submitted within ONE WEEK of the original deadline receive a "0" grade.

Revision Policy: All students may revise graded assignments (excluding the fourth essay). After I return an assignment, students have **ONE WEEK** to revise. Revisions should be sent to me as an e-

mail attachment. If time allows, students may revise more than once; each revision should involve thought and reflection on higher-order concerns (like an essay's 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** until you receive a 90 or above. If you receive a 60 on an essay and submit a revision, the highest grade you could earn is an 80. If you get an 80 and revise again, you may earn up to a 90. If you earned a 90, you would no longer be able to revise for a higher grade.

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 one another with respect**. Our success in class depends on our ability to collaborate with one another. In all assignments and interactions, you should **AVOID making comments that belittle or attack someone**, *particularly on the basis of race, ethnicity, religion/beliefs, sexual orientation, gender identity, or citizenship/national origin*. You DO NOT have to change your personal views to succeed in this course, but your expression of those views *cannot intimidate others or limit their participation in the class*. Any **student who disrupts the learning environment (posting inappropriate material in a discussion forum, for instance) will be marked absent**. Make up work will not be accepted.

Zoom Attendance Guidelines

When attending class via Zoom, please follow the guidelines listed below:

1. You are expected to be present for the entire class and engaged with the discussion.
2. Be sure your name is displayed (you can edit this in your Zoom profile).
3. Keep your camera/video on, but remember that other people can see you. Do your best to maintain professionalism.
4. Periodically, I'll pause after I ask a question or invite you to comment. To respond, you may use the chat feature, the 'raise hand' feature, or unmute your microphone to speak.
5. If something comes up that causes you to step away for a moment (or you lose your internet connection), please let me know via the chat feature or by e-mail later.
6. Be sure that your background (physical or virtual) is appropriate.

*** [Click Here for the MCC Academic Integrity Statement](#)**

(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](#)**

(<https://www.mclennan.edu/highlander-guide/policies.html>)

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

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

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ACADEMIC RESOURCES/POLICIES

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 or want to explore strategies for balancing life and school, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

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](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

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.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

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.

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

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* [Click Here for more information about Title IX](http://www.mclennan.edu/titleix)
(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 or by calling Dr. Drew Canham (Chief of Staff for Equity & Inclusion/Title IX) 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. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

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 Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*