McLennan

COMMUNITY

COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

COMPOSITION II (Honors)

ENGL 1302.099

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.

Composition II

ENGL 1302.099

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 an honors course taught in a hybrid/blended format, and students should expect to develop a research project through consultation with a faculty member and independent work 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: *How Scholars Write*
Authors: Aaron Ritzenberg and Sue Mendelsohn
Edition: First Edition
Publisher: Oxford UP
ISBN: 978-0-19-029673-5

MCC Bookstore Website: http://www.mclennan.edu/bookstore/

Methods of Teaching and Learning:

This course uses a mix of assigned reading, lecture, class discussion, and short and long writing assignments to helps students meet the learning objectives, including:
- Assigned Reading, Lecture, and Class Discussion

- Short Writing Exercises, Discussion Posts, & Writing Workshops
- Major Assignments (includes an abstract, literature review, and research project essay)
- Publication Project (delivered and/or presented in class)
- A Research Reflection Paper

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.

<u>Core Objectives for Communication</u>:

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

<u>Course Objectives and/or Competencies:</u>

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.).

<u>Course Outline or Schedule:</u>

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 & Course Introduction' Unit.** Discuss syllabus, schedule, Brightspace, and textbook (Ritzenberg & Mendelsohn's *How Scholars Write*); Discuss basics of academic argument (UNC Writing Center handout); Navigating MCC's library resources.

Work Due: Essay #1: Syllabus Quiz (1/13); Discussion Post #1 (1/17). **NOTE: Martin Luther King, Jr. Day, Mon., Jan. 18th, 2021 – MCC Closed (No Classes)**	
Weeks 2 - 3 **1/18 – 1/31**	**Unit 1: Developing an Academic Research Project.** Developing an academic research project; moving from a scholarly problem, to a research project, to a claim. Assign Research Project Abstract; discuss requirements & rubric. Review UNC Writing Center handout on abstracts (in Brightspace).
Work Due: Choosing a Scholarly Problem Exercise (in class); Discussion Post #2 (1/21); Understanding Claims Exercise (in class); Writing Workshop #1 (1/29); Research Project Abstract (1/31).	
Weeks 4 – 5 **2/1 – 2/14**	**Unit 2: Engaging in Research.** What is research? Assign Literature Review; discuss requirements & rubric. Review handout from UNC Writing Center. Managing and selecting source Materials. Strategies for reading (skimming and scanning) and effective note-taking (annotation keys and note-taking templates).
Work Due: Source Function Exercise (in class); Discussion Post #3 (2/7); Annotation Key Exercise (in class); Writing Workshop #2 (2/12); Literature Review (2/14).	
Weeks 6 – 8 **2/15 – 3/7**	**Unit 3: Planning, Drafting, and Getting Feedback.** Getting work done. Assign Research Project Essay; discuss requirements & rubric. Planning a research project: identifying goals, subgoals, and tasks. Strategies for drafting: reducing distraction and overcoming procrastination. Giving and receiving feedback.
Work Due: Procrastination Strategies Exercise (in class); Discussion Post #4 (2/21); Reverse Outline Exercise (in class); Writing Workshop #3 (3/5). **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 9 - 14 **3/15 – 4/25**	**Unit 4: Revising & Publishing Your Work.** Why publish your work? Assign Publication Project; discuss requirements & rubric. Strategies for integrating source materials; analyzing and interpreting evidence. Citation & documentation in the academy; why plagiarism matters. Creating authority and authenticity with style. Present Publication Project to class (4/19 – 4/25).
Work Due: Publication Project Brainstorming Exercise (in class); Discussion Post #5 (3/21); Integrating Sources Exercise (in class); Recognizing Plagiarism Exercise (in class); Discussion Post #6 (4/4); Concise Writing Exercise (in class); Research Project Essay (4/11); Writing Workshop #4 (4/16); Publication Project (4/25).	
Weeks 15 – 16 **4/26 – 5/6**	**Unit 5: Course Reflection.** Assign Reflection Paper; discuss requirements & rubric. Reflect on experience in course.
Work Due: Prepare Reflection Paper; Reflection Paper (due Tues., May 4th, at 10:00 pm).	

Course Grading Information:

Students' final grades are determined as follows:

Course Component	Description	Percentage
Research Project Abstract	A short summary (200-250 words) that establishes the scope, purpose, and significance of the research project.	10%
Literature Review	Short essay (1000 words) that establishes the context and background for the research project using at least seven sources appropriate to academic argument.	15%
Research Project Essay	Students prepare an essay of 2500 words in length that presents their research project, integrating and citing at least ten academic sources.	25%
Publication Project	Students prepare a publication project (website, oral presentation, video, etc.) that captures their research project's claim, methods, key insights, and significance.	20%
Reflection Paper	Short essay (1000 – 1250 words) that reflects on students' experience with the research project and research process overall, identifying areas of success and areas for growth.	10%
Homework	Short writing exercises, discussion posts, and writing workshops completed throughout the semester.	10%
Participation & Attendance	Weekly attendance grades that reflect the student's participation and engagement in the course.	10%

Research Project Abstract

Students prepare an abstract of their research project in the first two weeks of class. This assignment requires students to draft an informative abstract (see UNC Writing Center Handout in Brightspace) that establishes the scope, purpose, and significance of their research project. Think of the abstract as a stand-in for the longer work you will develop; it makes the same points, but concisely. Detailed instructions and a grading rubric for this assignment appear in Brightspace. Students may wish to review sample abstracts in their discipline/field of study (such as those in tier 1 and 2 journals).

Literature Review

Students prepare a literature review of at least 1000 words in length that establishes both the context and background for the research project. Literature reviews must use at least SEVEN sources appropriate for academic writing (such as books, peer-reviewed journals, and other sources from MCC's library). The literature review does more than simply list and summarize several works; it selects the materials most relevant for the student's specific research project and puts those sources in conversation with one another. Detailed instructions and a grading rubric for both assignments appear in Brightspace.

Research Project Essay

Students will prepare an essay that presents their research project to their target audience. Detailed instructions and a grading rubric for this assignment appear in Brightspace. Research project essays

should be 2500 words in length and incorporate at least TEN sources appropriate for academic argument (such as works from MCC's library). Essays shoud (1) present a specific, interesting claim, (2) support that claim with good reasons and evidence typically used in the discipline, (3) use an organizational pattern/structure that suits the claim, (4) adopt an appropriate tone/style, and (5) cite all sources in a style appropriate to the discipline (such as MLA, APA, or Chicago).

NOTE: All essays are submitted to TurnItIn, a plagiarism detection tool in Brightspace. This software compares submissions to material in TurnItIn's database, such as work submitted by other students and information on the Internet. 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.***

Publication Project

To share their work, students prepare a publication project that presents their research to a wider audience. Detailed instructions and a grading rubric appear in Brightspace. Students may choose to create: a poster or oral presentation with slides (GoogleSlides, PowerPoint, Prezi, etc.); a website (using free templates and software, such as Wix); or, a video recording (5-10 minutes in length; posted on *YouTube* or *Yuja*). Students may create any content necessary to engage their audience, such as graphics, charts, original artwork, or audio/visual components. Any source materials used in the publication project should be cited appropriately, either in a "Resources" slide/image for a presentation or video, or with footnotes at the bottom of each page for a website.

Reflection Paper

After submitting their research project, students prepare a Reflection Paper (1000 – 1250 words). Detailed instructions and a grading rubric appear in Brightspace. Students may use a conversational tone, and sources are not required. The goal is for students to examine their experience with research this semester. What went well? What didn't? What they might change for next time?

Homework

Students complete short writing exercises, discussion posts, and writing workshops throughout the semester. Discussion posts and writing workshops are completed in Brightspace. For discussion posts, students must prepare a response and respond to at least one classmate's post. Students For writing workshop, students must upload/share a copy of their draft assignment in the discussion forum in Brightspace and provide feedback to at least two classmates using the questions provided.

Participation & Attendance

Students receive weekly grades for participation and attendance. To be counted 'present,' students must attend class via Zoom or in person. If you wish to attend virtually, please contact me by e-mail (jzbeida@mclennan.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.***

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, prior to the due date). **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: Students may revise the major components of the research project (excluding the publication project). 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 the work'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 the abstract and submit a revision, the highest grade you could earn is an 80. If you get an 80 and revise again, you could get up to a 90. If you earned a 90, you would not be able to revise again.

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, **we 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 content in a discussion forum, etc.) 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.*

McLennan
C O M M U N I T Y
C O L L E G E

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)**
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
(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.*