McLennan

COMMUNITY

COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

COMPOSITION II

ENGLISH 1302.204

LESLIE MICHAELS

NOTE: This is a 8-week course.
NOTE: This is a hybrid course.

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:
This course will require commitment on the student's part. How well a student does and how much she/he/they learn is dependent on the student's engagement with the material and ability to complete online activities. Students must be willing and able to devote time to reading and writing nearly every day. There will be multiple hours of study per week. In this course, students may encounter topics that are controversial and uncomfortable. This course will challenge students, helping students develop critical thinking and writing skills.

Instructor Information:

Instructor Name:	Leslie Michaels
MCC E-mail:	lmichaels@mclennan.edu
Office Location:	Faculty Office Building, #119
Office/Teacher Conference Hours:	Mon. & Wed. 11:00 am - noon
	Remote via Zoom or phone. Email for an appointment.

Language, Literature, & Communication Division

Division Chair:	Dr. Matta
MCC E-mail:	wmatta@mclennan.edu
English Coordinator:	Dr. Waller
MCC E-mail:	pwaller@mclennan.edu

Required Text & Materials:
Title: *Writing Is Easier Than You Think*
Author: Nicholas Webb
(This textbook is free and online. I've provided links in Brightspace.)

Title: *In Cold Blood*

Author: Truman Capote
Publisher: Vintage
ISBN: 9780679745587
(This book has been out for a long time. There are many editions, covers, etc. You do not need to use this exact edition.)

MCC Library Website: **https://www.mclennan.edu/library/**

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

Methods of Teaching and Learning:
This class is a hybrid course. This means that students will come to class during the week and complete other lessons, assignments, and foundational learning on Brightspace. **If need be, the class will be split into cohorts in order to adhere to COVID-19 safety guidelines. In that case, Cohort A will meet on campus on Mondays, and Cohort B will meet on campus on Wednesdays.** Cohorts will be announced before class begins if this is the case.

Students need to be vigilant about their work and consistently check Brightspace and email. Writing and reading assignments are the core of the curriculum, so it is expected that all assignments are completed satisfactorily. Throughout the semester, students will write essays and improve upon those essays through the editing process, culminating in a final essay and portfolio. It is expected that written assignments are free of grammatical and spelling errors. All essays should be submitted in MLA format: typed, double-spaced, 12 point Times New Roman font with 1 inch margins. All assignments that require a file submission (exceptions include discussion boards, quizzes, surveys, etc.) should be uploaded to Brightspace in PDF or .doc(x) format.

Lectures will be given in person and posted on Brightspace in video format. Students are expected to review all foundational learning and complete all assignments in the allotted weeks; students can work at their own pace during the week as long as they meet all deadlines. **Assignments are due before students come to class for the next session.** See Brightspace for specific due dates.

In addition to face-to-face meetings, discussion boards will be assigned for [nearly] every week and will be the means of counting attendance for the online portion of the week. Failure to post or reply will result in an absence on the attendance register. When students post to the discussion forum, they must first post their thoughts, which should be 150 words. After the original post, students are required to respond to two classmates' posts in 75 words each.

If students have trouble with technology, please contact the professor and IT sooner rather than later. Contact IT at (254) 299-8077 and helpdesk@mclennan.edu. Online classes can be difficult to keep up with, especially when a student has technical difficulties. Students must make sure to organize and allocate enough time for these activities and, most importantly, their writing. Extra credit will be available during the course of the semester.

The Research Project

All English 1302 students will be assigned 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

Criteria	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	-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.
Communication	-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.
Mechanics	-Demonstrates complete command of format with	-Demonstrates competent command of format & diction.	-Shows mostly competent command of format and diction	-Fails to show competence in format, diction, mechanics,

	mature diction and shows few, if any, grammar, spelling, or diction errors	May have minor mechanical, grammar, spelling, or diction errors.	but has some major mechanical, grammar, spelling, or diction errors.	grammar, and/or spelling.
Teamwork	-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.
Personal Responsibility	-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

Course Objectives and/or Competencies:

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

Learning Outcomes

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Students will
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:

Unit 1 & 2:	*Course Orientation & The Problem-Solution Essay*

Week 1: March 15 – 21

Focus:	Syllabus, class schedule, and expectations
	Ways to be successful in the course
	"The Concern of the Head of a Family" by Franz Kafka
	Overview of the problem-solution genre
	Creating an evaluation
	Presenting a subject
	Responding to objections and alternate judgments
Tasks:	Review foundational learning in Brightspace
	Discussion board
	First week writing assignment
	Course agreement
	Problem-solution essay outline

Unit 2:	*The Problem-Solution Essay*

Week 2: March 22 – 28

Focus:	What makes a piece *literary*?
	The lede and the rise of the magazine
	The elementary principles of style
	Arguing for causes or effects
	Finding plausible cause and effect
	Purpose and audience
	Effective arguments
Tasks:	Review foundational learning in Brightspace
	Discussion board
	Problem-solution essay draft
	Problem-solution essay SmarThinking report

Problem-solution essay peer review

| **Unit 2 & 3:** | ***The Problem-Solution Essay & The Research Project*** |

Week 3: March 29 – April 4

Focus:	Connotation vs. denotation
	Choosing words carefully
	Overview of the research project
	Interviewing best practices
	Asking questions and taking notes
Tasks:	Review foundational learning in Brightspace
	Begin reading *In Cold Blood* by Truman Capote
	Discussion board
	Final problem-solution essay
	Research project proposal and preliminary questions

| **Unit 3:** | ***The Research Project*** |

Week 4: April 5 – 11

Focus:	Writing profiles
	How to quote and write about subjects
	The writer's role
	How to read and write social science
	Sources and research strategies review
	Analyzing information and making a claim
Tasks:	Review foundational learning in Brightspace
	Continue reading *In Cold Blood* by Truman Capote
	Discussion board
	Work on research project
	Writing test

| **Unit 3:** | ***The Research Project*** |

Week 5: April 12 – 18

Focus:	Developing your voice
	Balancing style and the demands of genre
	Deciding diction and syntax
	Exposition and explanation
	They say vs. I say
	Review of paraphrasing, summarizing, and quoting
	Significance and comparison
Tasks:	Review foundational learning in Brightspace
	Continue reading *In Cold Blood* by Truman Capote
	Discussion board

	Research project draft
	Research project SmarThinking report
	Research project peer review
Unit 3 & 4:	***The Research Project & The Collaborative Essay***

Week 6: April 19 – 25

Focus:	*Fictionalizing* your nonfiction
	Structure
	Parallelism and consistent writing
	Listing, person, and tense
	Working collaboratively best practices
	Team up and plan
	Summative discussion on *In Cold Blood*
Tasks:	Review foundational learning in Brightspace
	Finish reading *In Cold Blood* by Truman Capote
	Final research project
	Research project presentation
	Collaborative essay proposal
Unit 4:	***The Collaborative Essay***

Week 7: April 26 – May 2

Focus:	Writing about literature
	What to do
	What not to do
	Creative writing
	Humor writing
	Overview of the class
	Workshop
Tasks:	Review foundational learning in Brightspace
	Discussion board
	Work on collaborative essay
	Collaborative essay SmarThinking report

The final collaborative essay is due at 9:35 am on Wednesday, May 5, 2021.

<u>This schedule is subject to change. All changes will be announced in class and adjusted on Brightspace.</u>

<u>Course Grading Information:</u>

- 25%   Daily grades (e.g. discussion boards, quizzes, exercises, etc.)
- 5%   First week writing assignment
- 15%   Problem-solution essay (including outline and SmarThinking report)
- 15%   In-class writing test
- 20%   Research project (including proposal, draft, SmarThinking report, and permission form)
- 5%   Research project presentation
- 15%   Collaborative essay (including outline/proposal and SmarThinking report)

Students will be graded on a point system for every assignment. Essays will be graded on use of language, style, organization, sources, argumentation, and MLA style. All essays should meet the minimum word count assigned. Throughout the semester, it is expected that students' writing shall improve, which should be reflected in each subsequent draft and essay. For any questions on grading policies, please contact the professor.

MCC Grading System
A (90-100)   EXCELLENT
B (80-89)   GOOD
C (70-79)   FAIR
D (60-69)   POOR
F (Below 60)   FAILING
You must earn a C or better in order to take English 1302.

Essay Related Guidelines:
All graded work done outside of class must be typed, double-spaced in 12 point Times New Roman. Papers not meeting specified length may receive a reduced grade. Keep a back-up copy of each essay.
Out-of-class essays may be rewritten and regraded. To earn a higher grade on a rewrite, your paper must:
- Have been originally submitted on time;
- Contain revised or reorganized content (grammar must be corrected, but grammar itself is not content);
- Be resubmitted no later than one week from the day returned; and
- Be accompanied by the previously graded paper upon which the rewrite is based.

CHEATING

Plagiarism or collusion could lead to an "F" for the course, so please read the next two paragraphs carefully and ask questions when needed.

PLAGIARISM

Plagiarism is the use of someone else's—and in cases your own—work without crediting or properly adapting materials from that work. If students use quotes, ideas, opinions, arguments, examples, summaries, paraphrases, statistics, outlines, graphs, etc. from sources, they must cite their sources. Information not cited is considered plagiarized unless it is common knowledge or a student's original personal observation or idea. Students may not reuse papers written for other classes; this is called "recycling" a paper and is a form of self-plagiarism. If a student "recycles" a paper, that student will receive a failing grade on that paper. Students should contact the professor if there is a question about plagiarism. Plagiarism is easy to detect and almost as easy to prove. Please cite sources and ask the professor if questions arise.

COLLUSION

Collusion is getting another person to do the student's work. Students may get help outside of class (visit the Writing Center), but if students let others actually do their work, the professor will probably notice. As a result, the student may fail the course.

Late Work, Attendance, and Make Up Work Policies:

Homework assignments will always be graded. All assignments must be turned in on time, excepting special circumstances with proper documentation. Contact the professor via email if problems arise. Because this course is partly online, it is vital that students keep up with schedules and due dates. Attendance will be taken during weekly face-to-face meetings. Discussion boards will serve as attendance for the online portion of the week; if a student fails to post or reply on the discussion board, an absence will be recorded in the attendance register. No late work will be accepted; the only exception is if the student communicates with the professor and the professor grants an extension on the assignment. There will be opportunities for extra credit throughout the semester. Life can get messy and crazy, so contact the professor if extenuating circumstances are affecting learning.

Student Behavioral Expectations or Conduct Policy:

Students are expected to behave with decorum and respect their classmates and professor, in person and in the digital world. Students must be punctual and regularly attend face-to-face class, coming to class ready to learn and engage. Participation is a must. Students are also required to participate in online discussions, engaging and learning as if they were in a fully face-to-face class. The dress policy for this course is as follows: come to class fully dressed (no pajamas!) and do not wear anything that may hinder others' ability to learn in the classroom. **Per [MCC policy](#), face coverings are**

required on campus and will be required until the school issues new guidelines (see [Wear and Care for Your Face Coverings](#) on the MCC website). If you have a medical exemption for a mask, make sure to contact Accommodations and/or Human Resources so your exemption is noted on your ADA and you can acquire a face shield to wear in lieu of a mask. No food or gum is allowed in the classroom, although beverages are allowed. If a student needs to eat during class for medical reasons, the student should contact the professor. Disrespect of these rules may result a failing grade and/or dismissal from the class.

* [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)
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.*