

McLennan
C O M M U N I T Y
COLLEGE
WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

COMPOSITION II

ENGL 1302.002 and ENGL 1302.024

Michael John Manzullo

NOTE: This is a 16-week course

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

AN EQUAL OPPORTUNITY INSTITUTION
Spring 2022

Composition II

English 1302

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:

(NOTE: TO LOG ON TO AN MCC COMPUTER, USE YOUR WebAdvisor **user name** and **password**.)

- **Our class is meant to be an open forum for discussion and learning. Please treat it as such with proper respect for all attendees in our class.**
- **We will have critical readings with assigned critical writings from you, the student/critical writer. That means to analyze carefully, NOT to criticize.**
- **We will discuss, practice, edit, re-write, re-edit, and develop properly formatted documents with substance, not “fluff”. (Instructions will be clearly given.)**
- **1) Several short (journal) writings; 2) discussions times / RTD (round table discussions); 3) short presentations; 4) 3 full-length papers (~4-5 pp. pages), and**
- **Lastly, we will have a Final essay, w/ a Presentation, to help you present a precise product from what you have gleaned from our class activities, assignments, and interactions with your peers.**

Instructor

Michael John Manzullo

MCC Email: mmanzullo@mclennan.edu

Office Phone Number: 254 -299-8971 & Office Location: FOB 120 (Do visit)

Office Hours: MW 10 -11:00 AM & TTh 11 – 12:00 (noon)

How to Do Well in and The Value of ... this course ---

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As a professional writer and an English Professor, I have had the opportunity to write in many situations and in several professional settings. One of the most “mind draining” experiences is to write well ...

- how to focus your mind, *wanting* to write well, even after you are exhausted *trying* to write well.

There are little “tricks” you can learn to enhance your writing, and learn to do it well, rather simply... like using a GPS instead of a paper map!

You will be reading from various online selections and asked to respond to several questions. These responses will make up your Journal ... a series of reflections on various topics.

This collection of journal writings & papers will constitute your **Portfolio**.

We will discuss various styles of Writing and realize how these styles can be used by you to develop clear thoughts, on paper.

Writing is not easy... but it is rewarding if you learn how to think this way:

“Good Writing is Clear Thinking Made Visible”

Required Text & Materials On Line :

Title: Writing Is Easier Than You Think (Reference Text, On line) Author: Webb, Nicholas R.

https://drive.google.com/file/d/1eKoZF7bPnw9AUxYLU_WpAclZ2qxBAE9/view?ths=true

Other important online, public domain (free) Websites we will access frequently:

- 1) Intellectual Journal Readings/ Writing (Portfolio materials),
 - a. <https://icds.ee/en/new-peace-treaties-in-the-middle-east/>
 - b. <https://icds.ee/en/vladimir-putin-thinks-in-terms-of-empire/>
 - c. *et al.*
- 2) Writing Topics from which you will choose to use for writing your papers, and
- 3) www.owl.purdue.edu

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

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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).

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 [here](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf) (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.

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English 1302

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.

Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

- 1) Please submit your communication to me through emails at my MCC email: mmanzullo@mclennan.edu
- 2) Standard student, McLennan email, should be used for Classroom use / electronic communications.
- 3) Students are GREATLY encouraged to check a student's college email on a **regular basis**.

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.

Methods of Teaching and Learning:

All English 1302 students must complete a relatively **short research project** that includes both a written paper and a presentation. **To meet MCC core objectives, students will:**

- accurately evaluate, compare, and integrate at least five secondary sources;
- cite sources correctly and appropriately, using MLA documentation style, and
- work together to improve written drafts through peer review and self/team analysis.

Our usual discussions/ activities will look something like this:

- Lecture, discussion groups (RTDs),
- Group projects,
- Student presentations,
- Portfolio,
- Written reports/papers, and
- **FINAL EXAM**

Course Objectives and/or Competencies for Communication:

Courses in this category a) focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. **These courses also b)** 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

Interpersonal Relationship

- **Teamwork (TW)** --
- **Personal Responsibility (PR)** --

a) Includes the ability to *consider different points of view* and to work effectively with others to support a shared purpose or goal

b) Includes the ability to *connect choices, actions and consequences* to ethical decision-making.

Learning Outcomes

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 English / Literature (MLA).

6. ENGL 1302 Essay Guidelines:

7. By the end of the semester, **you will have written at least 5 research-based essays totaling approximately 4000 words and/or 20 pages.** Essay assignments should demonstrate your ability to analyze argumentative rhetoric and to construct an argumentative essay with research documented in MLA format. The following guidelines serve as the ratio for determining final grades. (See next 2 pages/ 2 charts)

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Please read the following VERY carefully:

Course Grading Information:

- Students must do all assignments to pass and do well in the course.
 - Missing work becomes a failing mark for that assignment, which can lead to reduced final, course grade.
- This is a skills development course; therefore, certain work in the course counts for less than other, less intensive, work done
- Points are assigned to each major paper assigned, and the % of **the points assigned** will be the grade for **that assignment**. (e.g., 85% of 150 points assignment = 128/150 points.
- Each of the assignments will be graded as followed and are **percentage of total**.
 - Total points** for all assignments = 1,200 total points (see chart next page)
 - Most important assignments = most points. For example:

| | | |
|---|---------------------|----------------------|
| • Daily Journal Activities | = (15 + 15 = 30) | = 100 points |
| • “White Papers” | = (4 x 100) | = 400 points |
| • Class presentations | = (4 x 25) | = 100 points |
| • Major paper (1) (end 1 st 8 wks) | = (150) | = 150 points |
| • Extended Paper (2) (E/S ¹) | = (25 + 125) | = 150 points |
| • Portfolio / RTDs | = (50) + (4 x 25) | = 150 points |
| • Final Exam | = (100) | = 100 points |
| • <u>Total points possible</u> | | <u>1, 150 points</u> |

Note: your Semester grade = pure % out of 1, 150 possible points);

¹ End of the Semester

Write well, do well in everything ... leave nothing to chance.

Please Remember the following:

There are **serious academic penalties** for violations of academic integrity:

- 1) **Plagiarism:** writing, borrowing, and/or including another’s material in one’s own work without standard, acceptable MLA formatting for using such sources, involving improper acknowledgement or omission of another author’s material (in any format whatsoever), **or**
- 2) **“out and out” cheating:** “lifting” material from another source, be it sections, paragraphs, etc.

NOTE: The “W” is given for course withdrawal and

- may be initiated by students during the first 60% of the course calendar, or
- by the instructor at any time for **excessive absences**, as per MCC policy.
- **Withdrawals may affect financial aid or scholarship status.**

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- 1 Please read the following Grading Chart & Information (2 pages) **carefully**.
- 2 It is your “blueprint” for a successful experience in your English 1302 class.
- 3 Paper and/or Presentation Scoring Guide:
- 4

| Criteria | A= Outstanding 90-100 | B = Proficient 80-89 | C = Basic 70-79 | D= Needs Work 60-69 |
|--------------------------------|---|--|---|---|
| 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 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. |
| Teamwork | -Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and 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 others with respect 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 |

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English 1302

Late Work, Attendance, and Make Up Work Policies:

- a. Late work is not accepted. **Sorry.** *
- b. You have ample time to plan because I present to you a **complete schedule,** including all dates and **DUE DATES** for the entire Semester/ Term.

Plan ahead!

*People **have to** do it in the "real world!"*

***Emergencies do happen. We can talk.**



Student Behavioral Expectations or Conduct Policy:

Describe the behaviors students are expected to demonstrate in class, lab, clinical, including dress policy and reference to the General Conduct Policy in the Highlander Guide. For example, "Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity."

*** 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 guidelines specific to this course.

COMPOSITION II

English 1302

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 (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.*

COMPOSITION II

English 1302

- 1 Please note the following important dates (for both sections)
- 2 **Jan 10/11 : First class meetings**
- 3 **Mar 7-11 : Spring Break Holiday**
- 4 **Mar 25 : Last date for student to drop class with grade of “W”**
- 5 **April 25/26 : Portfolios due**
- 6 **Apr 27/28 : Last Day of class (16-week courses)**
- 7 **May 2/3 : Final Exam Week**
- 8

COMPOSITION II

English 1302

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Course Schedule

| WEEK of: | Activities, In Class | Out of Class |
|-----------|---|---------------------------|
| Week 1 | Sample/ Introduction | 1. Journal entries 1, 2 |
| 1/10/11 | https://icds.ee/en/new-peace-treaties-in-the-middle-east/ | 2. |
| | | |
| Week 2 | Library Visit/ Info | 1. Journal entries 3, 4 |
| 1/17, 18 | Discussion | 2. |
| | | |
| Week 3 | Discussion | 1. Journal entries 5, 6 |
| 1/24, 25 | | 2. |
| | | |
| Week 4 | | 1. Journal entries 7 |
| 1/31, 2/1 | RTD 1 ¹ | 2. J/T1 |
| | | |
| Week 5 | Pres 1 | 1. Journal 8, 9 |
| 2/7, 8 | https://icds.ee/en/vladimir-putin-thinks-in-terms-of-empire/ | 2. WP 1 |
| | | |
| Week 6 | Discussion | 1. Journal entries 10, 11 |
| 2/14, 15 | | |
| | | |
| Week 7 | Discussion | 1. Journal entries 12, 13 |

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|-----------|------------|---------------------------|
| 2/21, 22 | RTD 2 | 2. J/T2 |
| | | |
| Week 8 | Pres 2 | 1. Journal entries 14 |
| 2/28, 3/1 | | 2. WP 2 |
| | | |
| Week 9 | Discussion | 1. Journal entries 15, 16 |
| 3/14. 15 | | 2. |
| | | |
| Week 10 | Discussion | 1. Journal entries 17, 18 |
| 3/21, 22 | | 2. J/ T3 |
| | | |
| Week 11 | | 1. Journal entries 19, 20 |
| 3/28, 29 | RTD 3 | 2. WP 3 |
| | | |
| Week 1 | Pres 3 | 1. Journal entries 21 |
| 4/4. 5 | | 2. |
| | | |
| Week 13 | Discussion | 1. Journal entries 22, 23 |
| 4/11, 12 | | 2. |
| | | |
| Week 14 | | 1. Journal entries 24, 25 |
| 4/18. 19 | RTD 4 | 2. WP 4 |
| | | |

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| | | |
|-------------|--------|---------------------------|
| Week 15/16 | Pres 4 | 1. Journal entries 26, 27 |
| 4/25, 26 | | 2. J/T4 / Final RS Paper |
| | | |
| Exam Week | | |
| May 2, 3 | | |
| FINAL EXAMS | | |

1

2 ¹ **Round Table (in-class group) Discussions re: Selected Issues.**

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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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 their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

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Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.