

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

WACO, TEXAS

COURSE SYLLABUS AND INSTRUCTOR PLAN

**COMPOSITION II
ENGL 1302.004, .007, & .019**

Dr. Jessica Zbeida

NOTE: This is an 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.

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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.

Instructor Information:

Instructor Name: Jessica H. Zbeida
MCC E-mail: jzbeida@mclennan.edu
Office Phone Number: (254)299-8949
Office Location: Faculty Office Building (FOB), 113
Office/Teacher Conference Hours: MW, 1:00 p.m. – 2:30 p.m.
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/>

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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
- 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 .rtf or .docx format).

Course Grading Rubrics

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

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 course schedule below provides an overview of the major assignments. A detailed schedule appears in Brightspace. Check the course announcements in Brightspace for updates.

Weeks 1 – 2 1/10 – 1/23	‘Start Here: Syllabus’ and ‘Course Introduction’ Units Discuss course syllabus, schedule, Brightspace shell, 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.
<i>Work Due: Essay #1: Syllabus Quiz (1/16); Writing Diagnostic (1/21).</i>	
Weeks 3-4 1/24 – 2/6	Unit 1: Introduction to Academic Argument What is Academic Argument? Reading Arguments: Annotating, Summarizing, and Responding to Arguments; Discuss Logical Fallacies; Intro. to MLA Format and Citation;.

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<i>Work Due: Writing a Summary Group Exercise (in class); Argument Summary (1/30); MLA Format & Plagiarism Quiz (1/30); Exploring Arguments Group Exercise (in class); Logical Fallacies Quiz (2/6).</i>	
Weeks 5 – 7 2/7 – 2/27	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 (in class, 2/21-2/24); Discuss Revision Strategies for Definition Argument.
<i>Work Due: Definition Argument Group Exercise (in class); Essay #2 Outline (2/13); MCC Library Quiz (2/13); Integrating Sources Group Exercise (in class); Argument Response (2/20); Peer Review Workshop #1 (in class, 2/21-2/24); Essay #2: Definition Argument (2/27).</i>	
Weeks 8 – 10 2/28 – 3/27	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 (in class, 11/16); Discuss Revision Strategies for Evaluation Argument.
<i>Work Due: Evaluation Argument Group Exercise (in class); Essay #3 Outline (3/6); Using Sources Ethically Group Exercise (in class); Peer Review Workshop #2 (in class, 3/21-3/24); Essay #3: Evaluation Argument (3/27).</i>	
SPRING BREAK, March 7th – 12th, 2022; MCC Closed Last Day for Student-Initiated Withdrawals with a "W" – Mar. 25th, 2022	
Weeks 11 - 15 3/28 – 5/1	Unit 4: Proposal Argument. What is Proposal Argument? Assign Essay #4: Research-Based Proposal Argument and Proposal Website; Discuss Strategies for Group Writing (UNC Handout); Designing and Effective Website; Plan, Draft, and Revise Group Writing Project & Website; Peer Review Workshop for Essay #4 (in class, 4/18 - 4/21); Peer Review Workshop for Proposal Website (in class, 4/25 - 4/28).
<i>Work Due: Proposal Argument Group Exercise (in class); Group Planning Worksheet (3/30); Essay #4 Outline (4/3); Research Planning Worksheet (4/10); Proposal Website Outline (4/17); Peer Review Workshop for Essay #4 (4/18 – 4/21); Essay #4 (4/24); Peer Review Workshop for Proposal Website (4/25 – 4/28); Peer Evaluation Forms (4/30); Proposal Website (4/30).</i>	
Finals Week 5/2 – 5/6	Finals Week Final Exam due Tues., May 3 rd , 2022, by 10:00 pm in Brightspace.
<i>Work Due: Study for Final Exam.</i>	

Course Grading Information:

Students' final grades are determined as follows:

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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 will complete the writing diagnostic during the first week of class. This assignment requires students to write an argumentative essay in class in response to a writing prompt. Essays should be roughly 750-1000 words in length, or about 4-5 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 are posted in Brightspace.

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

Research-Based Proposal Argument: Essay & Website

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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 (problem and solution), which may use a free software such as Wix or GoogleSites; 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%) and a 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 receive a grade for participation and attendance each week. I expect all students to attend and to engage with the material. To be counted 'present,' students must attend class, either via Zoom or in person. If you must attend virtually, please contact me by e-mail (izbeida@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.

Final Exam

For the Final Exam, students prepare a timed essay that presents an argument and supports it with good reasons and evidence drawn from at least three articles. The Final Exam prompt and articles appear in Brightspace, and 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 and Revision Policies:

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

Revision Policy: All students may revise the definition and evaluation argument essays (but not the proposal argument). After I grade an assignment, students have **ONE WEEK** to revise. Revisions should be submitted via e-mail. If time allows, students may revise more than once *until they receive*

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a grade of 90 or above. Each revision should involve reflection on higher-order concerns (like the thesis, development, and organization) and lower-order concerns (like grammar and mechanics). For each revision, **students may earn up to 50% of the points missed back.** If you receive a 60 on an essay and submit a revision, the highest grade you could receive is an 80. If you get an 80 and revise again, you may earn up to a 90. If you earn a 90 or above, the revision process ends.

Student Behavioral Expectations or Conduct Policy:

In courses like Composition II, controversial subjects arise. It's important for us to engage in vigorous debate; to do this, **students must treat one another with respect.** This is essential for class discussion and peer review where success depends on our ability to collaborate. In all assignments and interactions, you should **AVOID making comments that belittle or attack someone else,** particularly on the basis of that person's race, ethnicity, religion/beliefs, sexual orientation, gender identity, or citizenship/national origin. You DO NOT have to change your views to do well in this course, but you cannot express your views in a way that intimidates others or limit their participation in the class. **Students who disrupt the learning environment (using a cell phone or laptop inappropriately, etc.) will be marked absent.** Make up work will not be allowed. If you experience any behavior that you find inappropriate, please contact Dr. Zbeida or another MCC official.

Zoom Attendance Guidelines

If you attend class via Zoom, please follow these guidelines:

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 Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<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.

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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. For additional information, please visit www.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

Title IX:

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 Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It 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.

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 or emailing SuccessCoach@mclennan.edu. Students may 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.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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 notified via 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.

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 their 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. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

Forwarding Emails:

You may forward 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 be lost or placed in junk or spam filters.

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.