

# McLennan

C O M M U N I T Y

# COLLEGE

WACO, TEXAS

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## **COURSE SYLLABUS**

## **AND**

## **INSTRUCTOR PLAN**

**COMPOSITION II**

**ENGL 1302.005 & 1302.007**

**Dr. Jessica Zbeida**

**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.

**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 requires students to develop a research project through faculty guidance, library support, and independent work outside of class.*

**Instructor Information:**

Instructor Name: Dr. Jessica Zbeida

MCC Email: [jzbeida@mclennan.edu](mailto: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 help students meet the learning objectives, including:

- Assigned Reading, Lecture, and Class Discussion
- Short Writing Exercises, Discussion Posts, & Writing Workshops

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- Major Assignments (including a Project Plan, Annotated Bibliography, Research Project Paper, and Publication Project)
- A Research Reflection Paper

**Students submit assignments 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.

### **Core Objectives for Communication:**

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking (CT)** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill (COM)** -- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork (TW)** -- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

### **Course Objectives and/or Competencies:**

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

### **Course Outline or Schedule:**

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

<b>Week 1</b> <b>1/9 – 1/15</b>	<b>‘Start Here: Syllabus &amp; Course Introduction’ Unit.</b> Discuss syllabus, schedule, Brightspace, and textbook (Ritzenberg & Mendelsohn’s <i>How Scholars Write</i> ); Discuss basics of academic argument (UNC Writing Center handout); Finding a Research Focus: Moving from Topic to Question, and Question to Problem.
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<i>Work Due: Essay #1: Syllabus Quiz (1/13); Developing &amp; Stress-Testing Research Questions Exercise (in class); Discussion Post #1 (1/17).</i>	
<b>Martin Luther King, Jr. Day, Mon., Jan. 16<sup>th</sup>, 2023; MCC Campus Closed</b>	
<b>Weeks 2 - 3 1/16 – 1/29</b>	<b>Unit 1: Developing an Academic Research Project.</b> Developing an academic research project. Assign Project Plan; discuss requirements & rubric. Select Writing Group and prepare Group Guidelines. Planning a research project: identifying goals, subgoals, and tasks. Review sample Project Plan in Brightspace. Participate in Writing Workshop #1: Project Plan.
<i>Work Due: Finding a Problem and Problem Collective Exercise (in class); Finding a Problem Collective Exercise (in class); Discussion Post #2 (1/22); Writing Group Guidelines (in class); Post Draft of Project Plan to Writing Workshop #1 (1/23); Provide feedback to TWO classmates on their work (1/27); Submit Project Plan (1/29).</i>	
<b>Weeks 4 – 6 1/30 – 2/19</b>	<b>Unit 2: Engaging in Research.</b> Why does academic research matter? Connecting research to problems, and problems to collectives. Assign Annotated Bibliography; discuss requirements & rubric. Introduction to MCC Library (website, search engines, support services, etc.). Managing and selecting source Materials. Strategies for reading (skimming and scanning) and effective note-taking (annotation keys and note-taking templates). Participate in Writing Workshop #2: Annotated Bibliography.
<i>Work Due: Library Scavenger Hunt Exercise (in class); Discussion Post #3 (2/5); Reading Notes Template Exercise (in class); Post Draft of Annotated Bibliography to Writing Workshop #2 (2/13); Provide feedback to TWO classmates on their work in Writing Workshop #2 (2/17); Submit Annotated Bibliography (2/19).</i>	
<b>Weeks 7 – 10 2/20 – 3/26</b>	<b>Unit 3: Planning, Drafting, and Getting Feedback.</b> Getting work done. Assign Research Project Paper; discuss requirements & rubric. Strategies for drafting: reducing distraction and overcoming procrastination. Strategies for integrating source materials; analyzing and interpreting evidence. Citation & documentation in the academy; recognizing and avoiding plagiarism. Participate in Writing Workshop #3: Research Project Paper.
<i>Work Due: Procrastination Strategies Exercise (in class); Discussion Post #4 (2/26); Reverse Outline Exercise (in class); Integrating Sources Exercise (in class); Recognizing Plagiarism Exercise (in class); Concise Writing Exercise (in class); Post Draft of Research Project Paper to Writing Workshop #3 (3/20); Provide feedback to TWO classmates on their work in Writing Workshop #3 (3/24); Submit Research Project Paper (4/2).</i>	
<b>Spring Break Holiday, March 6<sup>th</sup> – 10<sup>th</sup>, 2023; MCC Campus Closed Last Day for Student-Initiated Withdrawals with “W” Grade, March 23<sup>rd</sup>, 2023</b>	
<b>Weeks 11 - 14 3/27 – 4/23</b>	<b>Unit 4: Revising &amp; Publishing Your Work.</b> Why publish your work? Assign Publication Project; discuss requirements & rubric. Sharing Your Work: Oral Presentations, Posters, and Websites. Publishing Notes & Data. Creating authority and authenticity with style. Participate in Writing Workshop #4: Publication Project. Present Publication Project to class (4/17 – 4/19).

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<i>Work Due: Publication Project Outline Exercise (in class); Discussion Post #5 (4/2); Post Draft of Publication Project to Writing Workshop #4 (4/10); Provide feedback to TWO classmates on their work in Writing Workshop #4 (4/14); Submit Publication Project (4/23).</i>	
<b>Weeks 15 – 16 4/24 – 5/4</b>	<b>Unit 5: Course Reflection.</b> Assign Reflection Paper; discuss requirements & rubric. Reflect on experience in course. How does research change us?
<i>Work Due: Prepare Reflection Paper; Reflection Paper (due Tues., May 2nd, at 10:00 pm).</i>	

**Course Grading Information:**

Students' final grades are determined as follows:

Course Component	Description	Percentage
Research Project Plan	Students prepare an outline (2-3 pages) that establishes the research project's scope, purpose, and significance.	10%
Annotated Bibliography	Students prepare a list of bibliographic information (in MLA format) and annotations for at least seven sources appropriate for academic argument.	20%
Research Project Paper	Students prepare an essay of 2500 words in length that presents their research project, integrating and citing at least seven sources appropriate for academic argument.	20%
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 Plan**

Students prepare a plan (or outline) for their research project early in the class. The Project Plan establishes the scope, purpose, and significance of the research project, as well as any challenges or opportunities that might arise. If the project involves interviewing other students, for instance, it might be easier for a person who is naturally extroverted than for someone who has social anxiety. Detailed instructions, a grading rubric, and a sample project plan appear in Brightspace.

**Annotated Bibliography**

Students prepare an annotated bibliography that presents bibliographic information and annotations for at least SEVEN sources appropriate for academic writing (such as books, peer-reviewed journals, and other sources from MCC's library). A successful annotated bibliography does more than simply list and summarize sources; it highlights the most salient details from the research and puts sources in conversation with one another, which shows why the research problem matters. Detailed instructions, a grading rubric, and a sample annotated bibliography appear in Brightspace.

### **Research Project Paper**

Students will prepare a research paper that presents their project to the target audience. Research project papers should be at least 2500 words in length and incorporate at least SEVEN sources appropriate for academic argument (such as works from MCC's library). Papers should (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). Detailed instructions, a grading rubric, and sample papers appear in Brightspace.

**NOTE:** All essays are submitted to TurnItIn, a plagiarism detection tool. 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**

Students prepare a publication project that shares their research with a wider audience. Students may create: a poster or oral presentation with slides (GoogleSlides, PowerPoint, etc.); a website (using GoogleSites or Wix); or, a video recording (using *YouTube* or *Yuja*). Students may create any content necessary to engage their audience, such as graphics, charts, original artwork, or audio/visual components. All sources 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. Detailed instructions, a grading rubric, and a few sample publication projects appear in Brightspace.

### **Reflection Paper**

As a final component of the course, students prepare a Reflection Paper (1000 – 1250 words) that analyzes their experience with research. Students may use a conversational tone, and sources are not required. Students consider their experience over the semester, reflecting on how their research process changed (or stayed the same), what went well, what didn't, and what they might use in future research projects. Detailed instructions and a grading rubric appear in Brightspace.

### **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. 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 and actively participate. If you need to attend via Zoom, please contact me by e-mail ([jzbeida@mclennan.edu](mailto:jzbeida@mclennan.edu)) at least 24 hours in advance. **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 major assignments (excluding the publication project and reflection paper). After I grade an assignment, students have **ONE WEEK** to revise. You may submit your work via email or in Brightspace. Each revision should involve thought and reflection—the goal is to ‘see’ your work again in light of the feedback you received. Students **may earn up to 50% of the points missed back**, and they may continue to revise until they receive a grade of 90 or above (if time allows). For instance, if you got a 70 on the Project Plan and submitted a revision, the highest grade you could earn is an 85. If you then got an 85 and revised again, you could earn up to a 92. If you earned a 92, you would not be able to revise again (since 92 > 90).

### **Student Behavioral Expectations or Conduct Policy:**

In courses like Composition II, it’s important for us to engage in vigorous debate on controversial issues; to do this, **we must respect one another.** Our success in class depends on our ability to collaborate. 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.*

\* **[Click Here for the MCC Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)**  
([www.mclennan.edu/academic-integrity](http://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)**  
(<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.

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Updated 11/04/2022

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## **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](http://www.mclennan.edu/disability).

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

[disabilities@mclennan.edu](mailto: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 acting Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center 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/](http://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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email ([ast@mclennan.edu](mailto:ast@mclennan.edu)) during the above mentioned times.

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing [crew@mclennan.edu](mailto:crew@mclennan.edu) or a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to [https://mclennan.co1.qualtrics.com/jfe/form/SV\\_07byXd7eB8iTqJg](https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg). Both the Completion Center and Paulanne's 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](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://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-andStaffCommons/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. For more information about your student email account, go to [www.mclennan.edu/studentemail](http://www.mclennan.edu/studentemail).

**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](mailto:Helpdesk@mclennan.edu) for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

**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.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email [helpdesk@mclennan.edu](mailto:helpdesk@mclennan.edu).

**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.