

**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 1302.017 and 018**

**DR. JEREMY LEATHAM**

**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.

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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:**

If you're like most students, you're taking this course because it is required. In fact, I was a reluctant participant in my first-year writing courses when I began college. Many students have had unfavorable experiences with English classes or writing assignments, and even those who enjoy writing generally agree that it is hard work. Whatever your background or interest level, I hope you'll come to appreciate, as I did, that your composition courses will help you acquire valuable skills that make your life easier. Quite simply, good writing is closely tied to good thinking, and communicating effectively is important no matter what you do.

I believe that everyone can improve writing, reading, and thinking skills, and I am committed to helping you succeed. It does take dedicated effort on your part, though. Because of the potential benefits, I expect a lot from you: You must prepare for class carefully, participate actively, and submit your best work punctually. Take advantage of the resources I offer, and commit to gaining all that you can from this course.

**Instructor Information:**

Instructor Name: Jeremy Leatham  
MCC Email: jleatham@mclennan.edu  
Office Phone Number: 254.299.8910  
Office Location: FOB 216  
Office Hours: MTWTh 8:00–9:15am, also by appointment

**Additional Contact Information:** During the week, I will always try to reply to emails that solicit a response within 24 hours. Please feel free to follow up if you have not heard from me in that time. If you would like to meet with me outside of my regularly scheduled office hours, send me an email to schedule an appointment.

**Required Text & Materials:**

Title: *The St. Martin's Guide to Writing*  
Author: Rise B. Axelrod and Charles R. Cooper  
Edition: Thirteenth Edition  
Publisher: Bedford/St. Martin's  
ISBN: 978-1-319-24922-9

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

**Methods of Teaching and Learning:**

In this face-to-face course, students will receive primary instruction through in-person classes with supplemental resources offered through Brightspace. Classes will be interactive, including student participation in discussions and in-class activities and assignments. Papers, quizzes, and other assignments completed outside of class will be submitted through Brightspace.

All English 1302 instructors will assign 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.

**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:**

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.).

**Basic Research Project Rubric**

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| Criteria                       | Outstanding                                                                                                                                                                                          | Proficient                                                                                                                                                                                 | Basic                                                                                                                                                                                    | Below Expectations                                                                                                                                        |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical Thinking</b>       | -Shows originality of thought and logical connections<br>-Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.                                | -Shows less originality and may have minor flaws in logic.<br>-Demonstrates good descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.                      | -Expression mostly limited to ideas from class or readings.<br>-Inconsistent description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.                  | -Does not comprehend course concepts.<br>-Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.           |
| <b>Communication</b>           | -Clear main idea with supporting organization and developed examples and explanation.<br>-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.<br>-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.<br>-Awareness of rhetorical situation but work does not meet the need. | -Inconsistent competence in thesis, organization, and content development.<br>-Does not consider or tailor content and structure to rhetorical situation. |
| <b>Mechanics</b>               | -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.                                                                        |
| <b>Teamwork</b>                | -Actively assists in meeting group goals.<br>- Treats others respectfully at all times.<br>- Consistently provides assistance and/or encouragement to all team members.                              | -Contributes to meeting group goals.<br>-Treats others respectfully.<br>-Assists and/or encourages other team members.                                                                     | -Participates with teamwork requirements but does not actively work beyond the minimum required.<br>-Treats group members respectfully but does not interact fully.                      | -Does not assist the group and/or fails to treat group members respectfully.                                                                              |
| <b>Personal Responsibility</b> | -Completes all assigned tasks by deadlines; work is thorough and comprehensive.<br>-Always shows the ability to connect choices, actions,                                                            | -Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability.                                                                     | -Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility.                                                                      | -Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making                                              |

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|  |                                              |                                                                                                      |                                                                                                    |  |
|--|----------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--|
|  | and consequences to ethical decision-making. | -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making. | -Often shows the ability to connect choices, actions, and consequences to ethical decision-making. |  |
|--|----------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--|

**Course Outline or Schedule:**

The following is a tentative schedule for the semester. Complete reading assignments before class on the days they are listed. Take quizzes and have assignments submitted to Brightspace before class begins unless indicated otherwise. Any changes to this schedule will be announced in class and posted on the course Brightspace page.

SMGW – *The St. Martin's Guide to Writing*, 13<sup>th</sup> edition

| Date      | Discussion                                         | Readings                                                                      | Assignments                                                         |
|-----------|----------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------|
| T Jan 10  | Introduction                                       |                                                                               |                                                                     |
| Th Jan 12 | Rhetorical Situation                               | SMGW 1-2, 600-603                                                             | Commercial Analysis                                                 |
| T Jan 17  | Claims, Reasons, and Warrants                      | SMGW 450-452<br><br>Jessica Statsky, "Children Need to Play" (Brightspace)    | Reading Quiz #1<br><br>Group Presentations (in class)               |
| Th Jan 19 | Logos, Ethos, Pathos                               | SMGW 452-453, 458-460, 513-518, 522                                           |                                                                     |
| T Jan 24  | Analysis                                           | SMGW 438-439<br><br>Stephen King, "Why We Crave Horror Movies" (SMGW 348-350) | Annotations of Stephen King's essay                                 |
| Th Jan 26 | Analysis (cont.) and Organization                  | SMGW 210-214                                                                  | "Analyzing Arguments" Essay                                         |
| T Jan 31  | Workshop                                           | SMGW 64-65<br>Review Handbook Guidelines S1, S2, and S3 (H-5 to H-9)          | Email me the most recent version of your essay for a class workshop |
| Th Feb 2  | Conferences                                        |                                                                               |                                                                     |
| T Feb 7   | Introduction to "Justifying an Evaluation"         |                                                                               | AA Final                                                            |
| Th Feb 9  | Presenting the Subject Well                        | SMGW 320-324                                                                  | Have the website you will be evaluating chosen before class         |
| T Feb 14  | Making Judgments                                   | SMGW 296-305, 308-309, 325                                                    | Introduction                                                        |
| Th Feb 16 | Responding to Objections and Alternative Judgments | SMGW 326-328, 330-331                                                         | Reading Quiz #2<br><br>"Justifying an Evaluation" Essay             |
| T Feb 21  | Workshop                                           | SMGW 331-335<br>Review Handbook Guideline G5-d (H-21 to H-22)                 | Email me the most recent version of your essay for a class workshop |
| Th Feb 23 | Introduction to "Synthesizing Ideas"               |                                                                               | JE Final                                                            |

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|-----------|---------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| T Feb 28  | Questioning a Text: Lahiri                  | Jhumpa Lahiri, “Sexy” (Brightspace)                                                       | Reading Quiz #3<br>Discussion Question and Reply                                                        |
| Th Mar 2  | Developing Ideas: Poe and Hurston           | Edgar Allan Poe, “The Cask of Amontillado” and Zora Neale Hurston, “Spunk” (Brightspace)  | Reading Quiz #4<br>Discussion Question and Reply                                                        |
| Mar 6-10  | <b>No Class – Spring Break</b>              |                                                                                           |                                                                                                         |
| T Mar 14  | Formulating Arguments: Faulkner             | William Faulkner, “Barn Burning” (Brightspace)                                            | Reading Quiz #5<br>Discussion Question and Reply                                                        |
| Th Mar 16 | Incorporating Sources: Paredes and Cisneros | Américo Paredes, “The Hammon and the Beans” and Sandra Cisneros, “Mericans” (Brightspace) | Reading Quiz #6<br>Discussion Question and Reply                                                        |
| T Mar 21  | Introduction to Library Research            | SMGW 398-403, 529-533                                                                     |                                                                                                         |
| Th Mar 23 | Research Day                                | SMGW 404-408, 526-528<br><br>Review SMGW 558-578 for MLA guidelines                       | Thesis Statement                                                                                        |
| T Mar 28  | Developing and Synthesizing Ideas           | SMGW 546-557                                                                              | Reading Quiz #7<br><br>Annotated Bibliography<br><br>Bring your source to class (printed or electronic) |
| Th Mar 30 | Review Sample Papers                        | SMGW 383-393                                                                              | “Synthesizing Ideas” Essay                                                                              |
| T Apr 4   | Workshop                                    | SMGW 409-411<br>Review Handbook Guideline E6 (H-38 to H-40)                               | Email me the most recent version of your essay for a class workshop                                     |
| Th Apr 6  | Conferences                                 |                                                                                           |                                                                                                         |
| T Apr 11  | Introduction to “Researched Argument”       |                                                                                           | SI Final                                                                                                |
| Th Apr 13 | Research Day                                | SMGW 534-535, 541-545                                                                     | “Researched Argument” Proposal                                                                          |
| T Apr 18  | Writing Day                                 | SMGW 428-432                                                                              | Annotated Bibliography and Outline                                                                      |
| Th Apr 20 | Writing Day                                 | SMGW 518-521 and review 546-557                                                           | “Researched Argument” Essay<br>Upload to Brightspace by the end of class                                |
| T Apr 25  | Workshop                                    | SMGW 579-586                                                                              | Email me the most recent version of your essay for a class workshop                                     |
| Th Apr 27 | Prepare for Final Exam                      |                                                                                           | RA Final                                                                                                |

Final Exam: Tuesday, Dec. 6, 1:00–3:00pm

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**Course Grading Information:**

Students will write four major essays, complete various homework and in-class assignments, and take a final exam. Each major essay will be evaluated based on a specific rubric.

Final grades are determined as follows:

|                                             |                    |
|---------------------------------------------|--------------------|
| “Analyzing Arguments” Essay                 | 150 points (15%)   |
| “Justifying an Evaluation” Essay            | 150 points (15%)   |
| “Synthesizing Ideas” Essay                  | 150 points (15%)   |
| “Researched Argument” Essay                 | 250 points (25%)   |
| Daily Assignments (quizzes, homework, etc.) | 200 points (20%)   |
| Final Exam                                  | 100 points (10%)   |
| <b>TOTAL</b>                                | <b>1000 points</b> |

**Attendance, Make Up Work, and Late Work Policies:**

It is extremely important that you attend class and that you are on time. Much of the learning that takes place in this course occurs during class, not on paper, and there is no “make-up work” that can substitute. You must attend at least 75% of scheduled classes to pass the course. Your attendance will affect your final grade in the following ways:

|                          |                          |                         |
|--------------------------|--------------------------|-------------------------|
| No absences = +20 points | 1 absence = +15 points   | 2 absences = +10 points |
| 3 absences = +5 points   | 4-7 absences = no effect | 8 absences = “F” or “W” |

If you reach 8 absences after the official drop date and are passing the class, you may request to be dropped from the class with a “W” instead of an “F.”

Missing more than a third of any class period, being unprepared for class, or failing to participate is considered an absence. This includes, but is not limited to, using a cellphone or other electronic device for purposes other than coursework, sleeping, disruptive behaviors, refusing to engage in in-class activities, or failing to have the requested materials for class.

It is expected that under normal circumstances you will be present in class for the entire period. A tardy in this course is defined as missing any part of class—whether at the beginning, during class, or at the end—as long as it is less than one-third of the period. Two tardies equal one absence. If an emergency arises during class requiring you to leave the room, do so without disrupting class. (You do not need permission.) If special circumstances require you to miss or leave class more than occasionally, please contact me individually.

In-class assignments cannot be made up except in cases of school-excused absences or other special circumstances (such as a serious illness, accident, death in the family, or religious holiday). Whenever possible, make arrangements with me before the absence. All such absences still count toward the total number of absences for the semester. In all cases, it’s wise to alert me before class if you are unable to attend.

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Take all writing assignments and due dates very seriously. Under normal circumstances I will not accept late work. If there are extenuating circumstances that interfere with your work, speak with me well before the work is due to discuss a possible extension.

You must submit your work electronically and complete online quizzes by the due dates listed on the schedule, even if you do not attend class that day. If you ever have difficulty submitting a paper through Brightspace, you can email it to me directly as a backup to ensure I have it by the deadline and then upload it to Brightspace later, as soon as you are able.

Be sure to save all drafts and work that you do on each paper.

**Student Behavioral Expectations or Conduct Policy:**

All students should feel comfortable in this class and be able to focus. Students are expected to be respectful of others and display professionalism at all times. Students are not permitted to bring food or drink into the classroom, and they are to refrain from the distracting use of electronics, including but not limited to laptops, tablets, and cell phones.

**Academic Integrity Statement:**

Students are expected to do their own work at all times. Plagiarism involves presenting someone else's words or ideas as your own or otherwise falsely attributing information. It is a serious issue and will be treated accordingly. A student who has deliberately plagiarized will receive no credit for the work, may fail the course, and may be subject to further academic discipline. Many instances of plagiarism occur unintentionally, and ignorance of the proper conventions is not a valid excuse. Students who have any questions or concerns regarding this issue should contact me before the work is due. Any other form of cheating is subject to the same penalties.

**[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.