

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_D045

SUSAN GIDDINGS

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 is 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.
Semester hours 3 (3 lec).

Course Notes and Instructor Recommendations:

English 1302 is a process-based course. Essays will go through the writing process with multiple drafts and revising and editing. Collaboration and cooperation are also required. Students will engage in whole-class discussions, peer workshops, small groups, and individual conferences. To be effective writers, students must think critically for themselves and engage in thoughtful dialogue with one another.

Instructor Information:

Instructor Name: **Susan Giddings**
MCC Email: **sgiddings@mclennan.edu**
Office Phone Number: 254-776-1150 ext. 7628
Office Location: Waco High School, room 254
Office/Teacher Conference Hours: 4:15 – 5:00 T/Th or by appointment

Required Text & Materials:

Title: *Writing is Easier Than You Think*
Author: Nicholas Webb
Edition: 1st

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

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Methods of Teaching and Learning:

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.

Basic Research Project Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	Shows originality of thought and logical connections. Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	Shows less originality and may have minor flaws in logic. Demonstrates good descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	Expression mostly limited to ideas from class or reading. 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	Clear main idea but may have minor lapses in organization, less developed examples and explanation. Good awareness of rhetorical	Shows competency but has weak or unfocused main ideas, organization, and few developed examples and	Inconsistent competence in thesis, organization, and content development. Does not consider or tailor content and

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	<p>rhetorical situation, including audience, topic, and perspective as speaker/writer.</p>	<p>situation and matches work to audience requirements.</p>	<p>explanation. Awareness of rhetorical situation but work does not meet the needs.</p>	<p>structure to rhetorical situation.</p>
Mechanics	<p>Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors.</p>	<p>Demonstrates competent command of format and diction. May have minor mechanical, grammar, spelling, or diction errors.</p>	<p>Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors.</p>	<p>Fails to show competence in format, diction, mechanics, grammar, and/or spelling.</p>
Teamwork	<p>Actively assists in meeting group goals. Treats others respectfully at all times. Consistently provides assistance and/or encouragement to all team members.</p>	<p>Contributes to meeting group goals. Treats others respectfully. Assists and/or encourages other team members.</p>	<p>Participates with teamwork requirements but does not actively work beyond the minimum required. Treats group members respectfully but does not interact fully.</p>	<p>Does not assist the group and/or fails to treat group members respectfully.</p>
Personal Responsibility	<p>Completes all assigned tasks by deadlines; work is thorough and comprehensive. Always shows the ability to connect choices, actions, and</p>	<p>Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability. Usually shows the ability to</p>	<p>Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility.</p>	<p>Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making.</p>

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

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

- Demonstrate knowledge of individual and collaborative research processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Compose several short essays using critical techniques.
- Compile a working bibliography and annotated bibliography of significant evidence to support a topic of choice.
- Compose a lengthy research paper using adequate and accurate support information and common knowledge.
- Apply the conventions of style manuals for specific academic disciplines (e.g. APA, CMS, MLA, etc.).

Course Outline or Schedule:

Week One (January 9 – 12) Introduction to Course and Overview of Argument

- Course expectations and requirements
- Passive voice
- Dangling modifiers
- Argument as a process of clarification, inquiry, and searching for the best solutions
- Genuine argument begins with an issue question and has a frame composed of a claim and reasons, often stated in because clauses
- “Petition to Waive the University Mathematics Requirement” and response
- Structure of the classical argument, rhetorical triangle, and classical appeals of *logos*, *ethos*, *pathos*, and *kairos*.
- Logical fallacies

Weeks 2 and 3 (January 16 – 26)

- Types of claims
- Appeals to ethos, pathos, and kairos
- Effective argument speaks to values, knowledge, and interests of intended audience
- Clear subjects and expletives
- Select novel for literary analysis
- Definitional argument due January 26

Weeks 4, 5, and 6 (January 29 – February 16)

- Arguments are intensely rhetorical, growing out of specific occasions and tailored to the needs, interests, and values of specific audiences
- STAR criteria (Sufficiency, Typicality, Accuracy, and Relevance)
- Rhetorical analysis assists in constructing arguments
- Parallel construction
- Novel reading check
- Problem – Solution essay due February 15

Weeks 7 and 8 (February 20 – February 29)

- Apply rhetorical analysis to nonfiction
- In-class rhetorical analysis
- Analyze and evaluate literature
- Use literary concepts to support ideas
- Critical literary research essay due February 29

Weeks 9 through 12 (March 11 – April 5)

- Approach argument as inquiry and problem-solving by posing complex, significant issue questions which do not yet have answers
- Use research skills to answer their research issue questions through their own investigation, research, and critical thinking
- Present multiple sides of an argument in an oral discussion
- Synthesize knowledge about writing arguments by writing a culminating piece as a researched academic argument
- Incorporate material from sources and apply conventions for documenting sources – MLA format
- Extended argument essay (research paper) due April 5

Weeks 13 and 14 (April 8 – 19)

- Group research project (refer to rubric)
- Present research conclusion in a visual and oral presentation April 17 and 18

Week 15 (April 22 – 26)

- Analyze and use the elements of visual design
- Analyze and create visual arguments

Week 16 (April 29 – May 3)

- Final Exam

Course Grading Information:

By the end of the semester, students will have written at least 4 research-based essays totaling approximately 3000 words and/or 15 pages. Essay assignments should demonstrate a student's ability to analyze argumentative rhetoric and to construct an argumentative essay with research documented in MLA format. Particular specifications of these essays are as follows:

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|---|------------|
| • Definitional argument | 100 points |
| • Problem-solution essay | 100 points |
| • Critical Literary Research Essay | 100 points |
| • Annotated Bibliography | 50 points |
| • Extended research essay: demonstrating student's ability to construct an argument essay addressing multiple sides of an issue with research and correctly use MLA format (5 – 8 pages) | 200 points |
| • Group project and presentation linked to research | 100 points |

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• Quizzes, homework, daily work, discussion board, participation	200 points
• Visual argument	50 points
• Final Exam/Essay	100 points
Possible Total	1000 points

All graded work done outside of class must be typed, double-spaced in 12 point Times-New Roman font. Papers not meeting specified lengths may receive a reduced grade. Final drafts must be turned in by 11:59 p.m. on the due date. Grades will be reduced by 5 points for each class day late. Note: if you do not complete the required drafts, you should expect a reduced grade. Drafts are also a part of the daily work portion of the grade. All papers will be submitted through Brightspace.

Rewrites: The first two assigned papers may be rewritten and regraded.

To earn a higher grade on a rewrite, your paper must:

1. Have been originally submitted on time;
2. Contain revised or reorganized content (grammar must be corrected, but grammar itself is not content);
3. Be resubmitted no later than one week from the day returned; and
4. Be accompanied by the previously graded paper upon which the rewrite is based.

Plagiarism or Collusion could lead to an “F” for the course, so please read the next two paragraphs carefully and ask questions when the topic comes up in class.

PLAGIARISM

Plagiarism is the use of someone else’s work without crediting or properly adapting materials from that work. If you use quotes, ideas, opinions, arguments, examples, summaries, paraphrases, statistics, outlines, graphs, etc., you must cite your sources. Information not cited is considered plagiarized unless it is common knowledge or your personal observation or ideas. Plagiarism is easy to detect and almost as easy to prove. Plagiarism will result in a 0 on the assigned essay. Please cite sources.

COLLUSION

Collusion is getting someone else to do your work. You may get help outside of class (visit the Writing Center or use online resources), but if you let others actually do your work, I will probably notice and you may fail the course. **Note: Large discrepancies in quality between in-class writing and out-of-class writing may result in a course grade based entirely on in-class work.**

Readings

Quizzes may be given on any assigned readings, so readings should be completed before class.

Brightspace

You will have access to course materials through Brightspace. In addition to the course syllabus and text, I will post announcements, modules, assignments, powerpoints, and additional resources through Brightspace. You **MUST** check Brightspace each class day. **You are responsible for any changes in schedule or assignments I post as announcements on Brightspace.**

Participation

Participation means being actively engaged in reading, writing, thinking, and discussing. Complete reading assignments carefully, engage fully in class discussions and activities, and attend class. Annotate as you read and write questions or comments you have about the assigned reading. Contribute verbally to discussions (in class and discussion boards) and listen attentively to others.

Student Behavioral Expectations or Conduct Policy:

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 the education opportunity. Much of the work is self-directed and must be completed outside of class. Students need to manage their time wisely and use effective organizational strategies. **Cell phones** must be turned off or on silent and not visible during class lecture and discussion.

[* Click Here for the MCC Academic Integrity Statement](#)

[Click Here for the MCC Attendance/Absences Policy](#)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

Late Work, Attendance, and Make Up Work Policies:

Regular and punctual attendance is expected of all students. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Absence from 25 percent of scheduled classes will be taken as evidence that a student does not intend to complete the course. Unless I have reason to believe you will complete the course, you will be withdrawn from the course with a grade of W. If you reach the 25 percent point after the official drop date and you are not passing the course, you will receive the grade you have earned, usually an F. In extenuating circumstances, I may assign a W to a student who is not passing.

Each **absence** will count toward the attendance requirement for the course. You will be permitted to make up class work and assignments due to absences caused by (1) authorized

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participation in official school functions, (2) personal illness, or (3) illness or death in your immediate family. It is your responsibility to inform me of the reason for an absence and to do so in a timely fashion.

Major writing assignments are assigned well in advance of the due date and are due on the day assigned. If a student is absent, he/she is still expected to submit the paper on the assigned day. The grade will be reduced by five points for each class day late. All papers will be submitted through Brightspace.

No late work will be accepted for daily assignments. Your lowest 10 points daily work grade will be dropped.

10/09/2023



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. Claudette Jackson, (Accommodations/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 may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>

Additionally, Title IX provides rights and protections for pregnant and newly parenting students. 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/>

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. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>)

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 or a Success Coach by calling (254) 299-8226 or emailing success@mclennan.edu.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to <https://calendly.com/paulannespantry-mcc/15min>.

The CREW, Success Coaches, and Paulanne's Pantry are all located on the second floor of the Student Services building in Success Coaching Services.

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:

Please view our [Academic integrity statement](#) for more information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

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. For more information about your student email account, go to 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 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](#) or email 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.