WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

COMPOSITION II

ENGL 1302.O280 and O281

DR. JEREMY LEATHAM

NOTE: This is an Online course.
NOTE: This is a Summer course.
NOTE: This is a 6-week course.

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 this is a fully online Summer course, it will also take a great deal of self-motivation and time management. You will be completing the same amount of work as in a regular 16-week semester, but you will be doing it in a third of the time. Make sure that you are able to dedicate approximately 20 hours per week to the course, and be sure that you are logging into Brightspace and submitting assignments at least three times per week.

Instructor Information:

Instructor Name: Jeremy Leatham
MCC Email: jleatham@mclennan.edu
Office Phone Number: 254.299.8910
Office Location: FOB 216
Office Hours: by appointment

Additional Contact Information: During the week, I will always try to reply to emails that solict a reponse within 24 hours. Please feel free to follow up if you have not heard from me in that time.

Required Text & Materials:

Title: *The Norton Field Guide to Writing with Handbook*
Author: Richard Bullock et al.
Edition: 6th
Publisher: W. W. Norton
ISBN: 978-0-393-88410-4

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

Methods of Teaching and Learning:

This is a fully online, asynchronous course in which students work independently to review instructional material, read assigned sections from the textbook and documents on Brightspace, complete participation assignments (including posting on class discussion boards), take online quizzes, and compose and revise essays. Instructional material and resources will be posted weekly to Brightspace (or sooner) for students to review. Students have regular due dates and are expected to log into the Brightspace course at least three times per week. Assignments and assessments include:

- Careful reading and annotating of assigned texts
- Reading quizzes
- Review of other students' papers
- Participation on discussion boards
- Prewriting work, such as proposals and annotated bibliographies
- Three major essays
- Written final exam

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

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 readings. -Inconsistent description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.	-Does not comprehend course concepts. -Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.

Communication	-Clear main idea with supporting organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer.	-Clear main idea but may have minor lapses in organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements.	-Shows competency but has weak or unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need.	-Inconsistent competence in thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation.
Mechanics	-Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors	-Demonstrates competent command of format & diction. May have minor mechanical, grammar, spelling, or diction errors.	-Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors.	-Fails to show competence in format, diction, mechanics, grammar, and/or spelling.
Teamwork	-Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and/or encouragement to all team members.	-Contributes to meeting group goals. -Treats others respectfully. -Assists and/or encourages other team members.	-Participates with teamwork requirements but does not actively work beyond the minimum required. -Treats group members respectfully but does not interact fully.	-Does not assist the group and/or fails to treat group members respectfully.
Personal Responsibility	-Completes all assigned tasks by deadlines;	-Completes most assigned tasks by the deadline;	-Misses deadlines occasionally;	-Sometimes fails to show the ability to

	work is thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making.	work is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making.	work generally meets requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making.	connect choices, actions and consequences to ethical decision-making

Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Before the 60% point of the semester, a student who is absent for 25% or more of a face-to-face or blended course or who misses 25% or more of assigned work for an online course will be withdrawn from the course with a grade of W. A student may also request to be withdrawn with a grade of W before the 60% point of the semester. After the 60% point of the semester, the student may request to be withdrawn if the student is passing, or be assigned the final grade earned at the end of the semester after grades have been updated to reflect missing work.

It is expected that you will log into our Brightspace course at least three times per week. Attendance in this fully online course is counted weekly by submission of assignments. Any week in which you fail to submit an assignment is considered an absence.

Course Outline or Schedule:

The following is a tentative schedule for the semester. The schedule is subject to change. Any changes will be posted on the course Brightspace page.

NFGW – *The Norton Field Guide to Writing*, 6th edition

Date	Readings	Assignments (due by 11:59pm)
Tue Jul 15	NFGW 57–64, 164–170, 410–422, 423–427	Introduction Discussion Board Honor Pledge Reading Quiz #1
Th Jul 17	NFGW 16–17 Stephen King, "Why We Crave Horror Movies" (Brightspace)	Commercial Analysis Annotations of Stephen King, "Why We Crave Horror Movies" Thesis statement for Analyzing a Text
Sun Jul 20	NFGW 116–128, 134–139	Analyzing a Text First Draft
Tue Jul 22		Review of Sample Student Paper Peer Review **Analyzing a Text Final Draft**
Th Jul 24	Jhumpa Lahiri, "Sexy" (Brightspace) Edgar Allan Poe, "The Cask of Amontillado" (Brightspace) Zora Neale Hurston, "Spunk" (Brightspace)	Lahiri Discussion Board: Question and Reply Poe and Hurston Discussion Board: Question and Reply Reading Quiz #2 and #3
Sun Jul 27	William Faulkner, "Barn Burning" (Brightspace) Américo Paredes, "The Hammon and the Beans" (Brightspace) Sandra Cisneros, "Mericans" (Brightspace)	Faulkner Discussion Board: Question and Reply Paredes and Cisneros Discussion Board: Question and Reply Reading Quiz #4 and #5 Proposal for Literary Analysis
Tue Jul 29	NFGW 495–509, 511–512, 542–559 Review NFGW 564–614 for MLA guidelines	Annotated Bibliography for Literary Analysis Reading Quiz #6
Th Jul 31	NFGW 228–235	Literary Analysis First Draft
Sun Aug 3		Review of Sample Student Paper Peer Review **Literary Analysis Final Draft**
Tue Aug 5	NFGW 180–182	Proposal for Arguing a Position
Th Aug 7	NFGW 184–190, 340–342	Annotated Bibliography for Arguing a Position Outline for Arguing a Position
Sun Aug 10	NFGW 190–192 Review NFGW 544–559	Arguing a Position First Draft
Tue Aug 12	NFGW 193–195	Review of Sample Student Paper Peer Review **Arguing a Position Final Draft**
Wed Aug 13		**Final Exam**

Course Grading Information:

Students will complete three 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 a Text	200 points (20%)
Literary Analysis	200 points (20%)
Arguing a Position	300 points (30%)
Participation (discussions, quizzes, homework, etc.)	200 points (20%)
Final Exam	100 points (10%)
TOTAL	**1000 points**

Late Work and Make Up Work Policies:

Take all writing assignments and due dates very seriously. Under normal circumstances I will not accept late work. If you ever have difficulty submitting your work 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. If there are extreme circumstances that interfere with your work, speak with me well before the work is due. Be sure to save all drafts and work that you do on each paper. You cannot make up missed work later in the semester.

Student Behavioral Expectations or Conduct Policy:

All students should feel comfortable in this class. Students are expected to be respectful of others and display professionalism at all times on discussion boards or in any other communication.

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. This includes the use of material from any artificial intelligence (AI) program without disclosing the material's source. All papers written for this course must be composed entirely in Google Docs, and the full document history of the paper must be made available upon request. Any work submitted in this course may be checked for originality by Turnitin or similar software.

Students in this course will be required to write out, sign, and abide by an Honor Pledge that affirms that all work submitted will be the student's own.

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

07/02/2024

MCLENNAN COMMUNITY 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 Accommodations (Disability Services) 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

Title IX:

Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities that receive Federal funds. 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 a Title IX incident 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.

Additionally, Title IX provides rights and protections for pregnant and newly parenting students which can include educational accommodations such as excused absences

and the opportunity to make up assignments and tests. Lactation spaces are also available on campus. Please email titleix@mclennan.edu for more information.

MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Faculty and Staff may email titleix@mclennan.edu to submit a report.

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 https://www.lighthouse-services.com

Visit McLennan's Title IX webpage at https://www.mclennan.edu/titleix/ to learn more about Title IX protections, reporting, and resources.

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/)

At our campus, we understand that students face numerous challenges beyond the classroom. That's why we offer Success Coaches who are dedicated to helping you succeed. Our coaches know that life can sometimes get in the way of your educational goals. Through personalized meetings, Success Coaches empower you to overcome obstacles, maximize your potential, and create a clear path to both academic and personal success. Our Success Coaches are ready to help you achieve your dreams! Schedule your appointment today by calling 254-299-8226 or emailing success@mclennan.edu.

College personnel also recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources and other essential resources, we encourage you to contact the CREW - Campus Resources Education Web by calling 254-299-8561 or emailing crew@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.

Success Coaching Services, the CREW, and Paulanne's Pantry are located on the second floor of the Student Services building in Success Coaching Services, suite 249.

The Student Counseling Center offers confidential mental health counseling to currently enrolled students at no charge. Counselors are trained to help students with problems related to personal, social, and emotional concerns. Sessions focus on short-term goals in order to facilitate students college success and adjustment. This service is available to students in person or through Zoom.

Make an appointment to meet with a counselor by visiting the center in the Wellness & Fitness building, room 101, calling 254-299-8210, or emailing counseling@mclennan.edu.

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/scholarships-and-resources/emergencygrant.html

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-StaffCommons/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.