



Spring Semester: 16 January – 13 May 2018

English 1302: Composition II

Credit Hours: 3 Prerequisite: ENGL 1301, Composition I

Course Delivery Method: Lecture/Lab

Professor

Mr. Tony J. Howard.
Spring Creek Campus, #L259
2800 E. Spring Creek Blvd.
Plano, Texas 75074

Phone (972) 578-5597 **Email** thoward@collin.edu

Web faculty.collin.edu/thoward/howardt.htm

Office Hours: Mondays, Tuesdays, Wednesdays, & Thursdays 2:30-4:00pm,
and by appointment

Sections

S25	(25342)	MW	4-5:15pm	G218
S70	(22760)	MW	5:30-6:45pm	B213
S49	(22692)	TR	4-5:15pm	L254

Texts

Barnet, Sylvan, et al. *Current Issues and Enduring Questions*. 11th ed. Bedford/St.

Martin's, 2017.

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 8th ed. Bedford/St. Martin's,

2016.

Note: Please do not attend class without bringing the assigned text(s).

Course Description & Objectives:

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.

Upon successful completion of the course, you 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.
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)
- Demonstrate personal responsibility through the ethical use of intellectual property.

Attendance and Late Work Policy

To receive credit for the course, you may miss no more than six classes while maintaining at least a 2.0 average for coursework completed. As a rule, I will not accept late work nor give makeup work, so please be sure to attend classes punctually, prepared, and with assigned work completed. Hard copies of essays are due by the date assigned in the syllabus. *Do not submit work electronically.* It is your responsibility to follow the syllabus and to contact classmates if you are absent in order to stay current since circumstances may require that I change the syllabus from time to time. Please do not email me and ask if you “missed anything important” or expect me to reprise the class for you. Bottom line: to receive three credit hours for a course means that you were actively present, engaged, and that you successfully completed the assignments for the three hours per week that the class met. Fair enough?

Please note you may repeat this course only once after receiving a grade, including W. If you drop the course *before* the census date, 29 January 2018, you will not be penalized in regard to the repeat policy. However, if you withdraw from the course *after* the census date, a grade of W will be posted to your transcript and count as one attempt toward the repeat policy. **The last day to drop is Friday 9 March 2018.** Students who have stopped attending classes but have not officially withdrawn in the Registrar’s Office by then will receive an “F” on their transcripts.

Course Repeat Policy: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester hour. Please see the “Repeating Courses” section of the Spring 2018 Registration Guide for more information. Also note that students enrolled in Texas colleges/universities may drop a *maximum* of six courses (18 credit hours) during their

entire college career. If you are contemplating a withdrawal from the course, please see me first so that I may understand your reasons and advise you accordingly. Bottom line: choose your drops carefully but realize it is certainly better to bail than fail.

Etiquette: In order to maintain a respectful, positive learning environment:

- 1) Please do not interrupt the class by coming in late.
- 2) Please do not schedule doctor's appointments or other business during class time.
- 3) Please **turn off your cell phone** and keep it out of sight. If I see it, I may be rude.
- 4) Please bring your text(s) with you to every class. No texts? Ciao, baby.
- 5) Please do not carry on private conversations outside of class discussions or study for other courses or file your nails or eat or sleep or engage in any other behavior disrespectful of your classmates and professor.
- 6) Unless you have a special need, and I have given my approval, please do not use your laptop computer during class.
- 7) Always use your Cougarmail Email account when corresponding with me; I may not respond to your private email accounts.

If you fail to observe basic civility, I reserve the right to ask you to leave the class, and continued disruption will earn you a visit to the Dean of Students, who is even less accommodating than I. Remember: attending college is your *choice*. You do not *have* to be here, and I do not *have* to tolerate inconsiderate behavior. However, I will offer everyone my utmost attention and will respect every point of view considerately expressed and seriously presented. Professors and students alike enjoy academic freedom, which gives us the opportunity to grow and learn from our reading and from one another. If you show an interest, I will go out of my way to deepen that interest; show apathy, and I will likely repay in kind.

Course Requirements

LABS (10%) You will be asked to complete three lab modules designed to broaden your expertise in argument. If you complete all three modules successfully, you will earn a lab grade of 100; two modules, 85; one module, 75; no modules, 0.

Module I: Advertisement Analysis. Perhaps the most persuasive medium in our culture is advertising. Millions of dollars are spent each year in order to manipulate us into buying some product or idea. Using any *printed* magazine ad please write a two-page analysis (typed, double-spaced, MLA format) . Your object is to evaluate the effectiveness of the advertisement. Include the *original* advertisement with your analysis (*not* a photocopy).

Module II: Fallacies Notebook. Using any *printed* medium as your source, collect and briefly analyze *ten examples* of the logical fallacies covered in class. (More than one of the same fallacy is acceptable, but not more than three of the same fallacy, please.) In a brief, typed paragraph, identify the fallacy by

name, provide an explanation, and indicate the source (e.g. title & date of the magazine). Present the fallacies in a folder with originals (not photocopies) of the example. An accepted notebook will be clear, readable, and attractive with correct, lucid, concise explanations and documentation.

Module III: Basics Test. College writers are proficient with basic grammar and punctuation. You will be given an opportunity to demonstrate that proficiency by passing one of two Basics tests with a grade of 80 or better.

QUIZZES (10%) Generally, class will begin with a quiz based on the day's assignment in order to assess how closely you are reading the text. These quizzes will range from the simple multiple-choice to the more involved short essay response. **I do not give make-up quizzes, but I will drop your lowest quiz grade.**

ESSAYS (60%) You will be asked to write four formal, out-of-class essays, which should be word-processed and follow the format stipulated on pp. 513-525 in *Rules for Writers*. Grading standards for these essays appear later in this syllabus. Topics will normally be given a week or so prior to the due date; moreover, the length and complexity of the assignments will increase as the semester progresses. At least two of these essays should be five pages each, documented according to MLA format, with parenthetical citations and a Works Cited page. Furthermore, progress and improvement will be rewarded: Essay #1 will be worth 10%, #2, 10%; #3, 20%, and #4, 20%. Hard copies of essays are due by the date assigned; ***late essays and electronic copies of essays, as a rule, will not be accepted. However, I will allow a rewrite of one of the first three essays if a student requests it. The rewrite will be due the next class after the original was returned.***

FINAL EXAM (20%) During the scheduled final exam period, students will take an objective test covering the Basics, MLA documentation, and textual analysis.

Scale: <60 = F, 60-69 = D, 70-79 = C, 80-89 = B, 90-100 = A

Grade Reports: Since I do not use the grade book in Canvas, I will provide students with a print out of their grades at least twice during the semester. And, of course, students may discuss their grades with me at any time during office hours.

Plagiarism Policy: Other than sources documented and cited according to MLA format, all work submitted for a grade must be your own original work. Submitting another's words as your own is plagiarism *and may result in an "F" in the course*. Further, the College may initiate disciplinary proceedings against students accused of academic dishonesty. Quote carefully and document fully in order to avoid even the *appearance* of plagiarism. Please pp. 441-457 in *Rules for Writers* for further information regarding plagiarism.

Americans with Disabilities Act Compliance: It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable Federal, State and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the faculty member and/or the Services for Students with Disabilities at 972.881.5950 in a timely manner to arrange for appropriate accommodations.

Calendar of Assignments:

Most readings come from Barnet & Bedau's *Current Issues and Enduring Questions* (11th ed.) and *should be completed by the date assigned*. Please bring Hacker & Sommers' *Rules for Writers* with you as well, in order to review grammar, punctuation, usage, and MLA documentation.

Depending on how quickly you read and assimilate the material, each assignment should require an average of two hours for completion (excluding essay composition, of course, which will require additional commitment). Please budget your time wisely between employment, recreation, and education. For example, ***if you work full-time (40 hours per week), you should not be enrolled for more than nine hours of college credit***. A principal cause of student frustration in college results from trying to do more work than can be reasonably undertaken. Set goals, certainly, but be realistic, not sociopathic.

Tuesday 1/16/2018 & Wednesday 1/17/18: Introduction to course.

Thursday 1/18: TBA

Monday 1/22 & Tuesday 1/23: "Critical Thinking," pp. 3-34.

Wednesday 1/24 & Thursday 1/25: "Critical Reading: Getting Started," pp. 35-61.

Monday 1/29 & Tuesday 1/30: "Critical Thinking: Getting Deeper into Arguments," pp. 80-115 (Deduction and Induction).

Wednesday 1/31 & Thursday 2/1: Lecture: Logical Fallacies. Discussion of Lab Module: Fallacy Notebook.

Monday 2/5 & Tuesday 2/6: "Visual Rhetoric: Images as Arguments," pp. 139-170.

Wednesday 2/7 & Thursday 2/8: Video: Jean Kilbourne, "Still Killing Us Softly." Discussion of Lab Module: Advertisement Analysis.

Monday 2/12 & Tuesday 2/13: “Writing an Analysis of an Argument,” pp. 181-196; 217-220 (Foer, “Let Them Eat Dog: A Modest Proposal for Tossing Fido in the Oven”) **Essay #1 assigned.**

Wednesday 2/14 & Thursday 2/15: Lab #1 due/Advertisement Analysis.

Monday 2/19 & Tuesday 2/20: “Using Sources,” pp. 261-288.

Wednesday 2/21 & Thursday 2/22: “Documentation/MLA Format,” pp. 288-314.

Monday 2/26 & Tuesday 2/27 : “A Literary Critic’s View: Arguing About Literature,” pp. 384-399.

Wednesday 2/28 & Thursday 3/1: Essay #1 due. “A Literary Critic’s View” continued, pp. 400-408. **Essay #2 assigned.**

Monday 3/5 & Tuesday 3/6: “A College Education: What Is Its Purpose?” pp. 463-476. (Delbanco, “3 Reasons College Still Matters,” Rotella, “No, It Doesn’t Matter What You Majored In,” Conard, “We Don’t Need More Humanities Majors,” Madsburg & Rasmussen, “We Need More Humanities Majors.”)

Wednesday 3/7 & Thursday 3/8: “A College Education” continued, pp. 474-487 (Samuelson, “Why I Teach Plato to Plumbers,” Slouka, “Mathandscience,” Wallace, “Commencement Address, Kenyon College.”) **Essay #3 assigned.**

Friday 3/9: Last day to drop classes with a grade of “W.”

Monday 3/12 through Sunday 3/18: Spring Break

Monday 3/19 & Tuesday 3/20: Lab #2 due/Fallacies Notebook. Editing Workshop for Essay #2: bring typed rough drafts for credit and peer review.

Wednesday 3/21 & Thursday 3/22: Essay #2 due. Grading Conferences in L259.

Monday 3/26 & Tuesday 3/27: Grading Conferences in L259

Wednesday 3/28 & Thursday 3/29: Grading Conferences in L259.

Monday 4/2 & Tuesday 4/3: Grading Conferences in L259.

Wednesday 4/4 & Thursday 4/5: Grading Conferences in L259.

Monday 4/9 & Tuesday 4/10: Lab #3: Basics Test (bring scantron and pencils). Essay #3 due.

Wednesday 4/11 & Thursday 4/12: “What is Happiness?” pp. 729-730 (“Thoughts About Happiness, Ancient and Modern.”) Essay #4 assigned.

Monday 4/16 & Tuesday 4/17: pp. 730-739 (Gilbert, “Does Fatherhood Make You Happy?”, Thoreau, “Selections from *Walden*,”

Wednesday 4/18 & Thursday 4/19: pp. 739-747 (Epictetus, “From The Handbook,” Russell, “The Happy Life,” The Dalai Lama & Howard Cutler, “Inner Contentment.”)

Monday 4/23 & Tuesday 4/24: pp. 747-756 (Lewis, “We Have No ‘Right to Happiness,’” Crittenden, “About Love,” Brady, “I Want a Wife.”)

Wednesday 4/25 & Thursday 4/26: Editing Workshop for Essay #4: bring typed rough drafts for credit and peer review.

Monday 4/30 & Tuesday 5/1: Essay #4 due.

Wednesday 5/2 & Thursday 5/3: Lab #3.1: Basics Test redo (bring scantron and pencils). Review for Final Exam.

Monday 5/7: Final Exam for Section S70 (5:30-7:30pm)

Tuesday 5/8: Final Exam for Section S49 (4-6pm)

Wednesday 5/9: Final Exam for Section S25 (4-6pm)

Grading Standards for College-Level Writing

Closely graded work will indicate your strengths and weaknesses. I provide specific guidelines for matters of style and substance, and I encourage you to strive for clarity of expression in addition to depth of thought. Clear writing mirrors clear thinking. For additional help with writing, consider the free tutoring available in the Writing Centers on each campus. The Spring Creek Center is located in D-203. Phone 972.881.5843 for an appointment. Also, the college offers free tutoring throughout the semester; phone 972.881.5128 for assistance.

Superior (A = 90-100, B = 80-89)

Note: Although "A" and "B" papers possess many of the same features, the style, originality and level of excellence of the "A" paper are exceptional.

Preparation: The student adapts his thinking to the form and requirements of the assignments, and develops his paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with an inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the bulk of the essay without being repetitive. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise.

Grammar and Punctuation: (See the handout on the Basics of grammar and punctuation.) Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The superior paper is carefully proofread and correctly documented. It is typed or word-processed according to MLA style.

Average (C or 70-79)

The "C" paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The topic and content are clearly and competently adapted to the assignment.

Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail may be occasionally repetitious,

irrelevant, or sketchy.

Development: The plan of the paper is recognizable, but not developed or not consistently fulfilled. The essay might be disproportionately developed or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.

Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

Appearance: The "C" paper conforms to the guidelines established for the superior paper.

Unsatisfactory (D = 60-69, F = <60)

Though "D" and "F" papers may share the same faults (such as inadequate development or absence of a discernible thesis), the "F" paper exhibits an obvious breakdown in style and structure. A plagiarized paper will receive a zero.

Preparation: The student's ideas do not relate to the specific assignment, and there is little evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, or aimless.

Development: The essay has no clear and orderly stages and fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Meaning is thwarted by sentences which are incoherent, incomplete, fused, monotonous, rudimentary, or redundant.

Diction: The level of language is inappropriate to the subject.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the ideas.

Appearance: An illegible presentation is always a liability.

On Grading

I do not. . .grade on potential, talent, improvement, effort, motivation, intention, behavior, personality, weight, height, sex, race, accent, appearance. I grade on accomplishment, subjectively, I admit, but to the standards I feel are appropriate to the course. A's represent exceptional work, far above average. B's represent good work, above average. C's represent average work. D's below-average work. And F's exceptional work in the wrong direction.

It is the work I am grading, not the student. It is work that can be shown to the student, to colleagues, to administrators; it is work that relates directly to the quality of the reference that would be given for the student when that student applies to more advanced courses or for a job. It is a grade that represents my evaluation of what the student has accomplished and demonstrated at the end of the course after the student has had the benefit of extensive writing and extensive reaction to that writing.

From *A Writer Teaches Writing* by Donald Murray

The Fallacy of Separable Form and Content

Any pretense that something called “content” can always be separated easily from something called “form” in a piece of writing is just that—a pretense. Naïve at best and, at worse, an excuse for careless writing and muddled thinking, such a notion denies language any self-sufficient communicative power and thrusts readers into the roles of psychics who glance at jumbled words, then mysteriously divine what the writer “Really meant.” Very few have psychic powers, and, to the majority of readers, vague, confused writing succeeds only in expressing vague, confused thought.

Similarly, the comfortable old saw that “what one says” is more important than “how one says it” rests on the lazy assumption that language is the mere ornament of basic intention. If such really were the case, then why not reply to a respected host's offer of a cup of coffee with “Yuk, no! Your coffee tastes like skunk toes”? According to the axiom that the intention of “what's said” matters more than the manner of saying it, isn't one simply refusing the coffee just as he would be refusing it by answering, “No, thank you”? Of course not; expression and impression here are of a piece, and attempting a reduction to some sort of “basic meaning,” as opposed to “form,” comically distorts the nature of social communication, if not of language itself.

In what one writes, even more than in what one says, lies all the meaning, or lack of it, an audience finds, for a writer can not often face his readers and protest “I didn't really mean that.” Simply put, written work alone either makes sense, or it doesn't; it communicates clear thinking to literate readers, or it doesn't. And literate readers are hardly found only in college departments of English. Complaints that how a paper is written should matter only in English courses, aside from betraying a dangerous ignorance of the function of language, insults professors in all other disciplines by assuming they—thought obviously literate—somehow don't have the sense or the right to expect literature discourse from students.

One can not more limit making sense in writing to English courses than he can confine the use of numbers to math classes. Understandable language, whether it take the form of sentences or of equations, is too basic, too necessary to civilized living to admit restriction. All college courses require students to write literately. To require any less would deny the social purposes of a liberal education.

--M.L. Lawhon

Student Profile for English 1302

Name _____ Section _____

Date of Birth _____ College ID Number _____

Address _____
Street _____ City _____ Zip _____

Cell Phone _____ Email _____

Place of Employment _____ Hours per week? _____

What is your major? _____ Do you seek an Associates degree? _____

Where will you likely transfer? _____

When did you take English 1301? _____ Where did you take it? _____

Who was your instructor? _____ What was your grade? _____

In a short paragraph (four or five sentences), please describe your strengths and weaknesses as a writer.

(over)

What other courses are you taking this semester besides English 1302?

Which of the following best describe your reasons for enrolling in this course? Please check as many as may apply:

_____ Because it's required.

_____ Because the professor was recommended.

_____ Because I wish to improve my grade from a previous attempt at English 1302.

_____ Because I must be full-time to stay on my parents' insurance policy.

_____ Because I enjoy arguing.

_____ Because I enjoy writing.

_____ Because. . . (please elaborate)

Please consider the following questions as ways of introducing yourself. Provide a short paragraph (four or five sentences) in response to each question.

Who has had the greatest influence on your life up to now? Give some specific examples, please.

Why are you in college?