SYLLABUS - ENGLISH 1302 - COMPOSITION II - SPRING 2016

Dr. Chris Grooms, H 210, H 205 suite, SCC. (972) 881-5952, Office Hours: MW: 10 a.m.-12 noon; W: 6-7 p.m., TR: 9-10 a.m.
E-mail: cgrooms@collin.edu, Course website: iws.collin.edu/grooms/cr2syltr.htm

TEXTBOOKS (REQUIRED)

Hacker, Diana, and Nancy Summers, eds. Rules for Writing, Bedford/St. Martin’s, 8/e.
Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, MLA of America, 7/e.

Recommended: The Merriam-Webster Dictionary or the Pocket Oxford Dictionary

GRADE PERCENTAGES / SCALE

Major Essays = 30%, Short Essays = 20%, Final Essay = 20%, Reading Quizzes = 10%,
Research Paper: 20% (Process: subject index [exercise], First Draft = 10%, MLA tutorial [exercise], Final Copy = 10%).
Grade Scale: A = 90+, B = 80-89, C = 70-79, D = 60-69, F = < 59.

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. Lab required. Prerequisite: English 1301.

LEARNING OBJECTIVES AND EXPECTED OUTCOMES

• 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.

COURSE POLICIES - ACADEMIC GUIDELINES AND ETHICS

ATTENDANCE:

Because I take attendance at the beginning of each class, tardiness counts as an absence. Leaving class before dismissal also counts as an absence and nullifies your reading quiz grade for that class day. Chronic tardiness or frequent leaving and returning to class can interfere with course instruction and as such may be subject to disciplinary procedures (2015-2016 Student Handbook, section 7-2.3, item C). You cannot pass this course with four absences, excused or otherwise. You are responsible for your own attendance and work. Friday, March 18, is the last day to withdraw from the course with a “W”.

AMERICANS WITH DISABILITIES ACT (ADA)

Collin County Community College provides reasonable accommodations for qualified individuals who are students with disabilities as outlined in the 2015-2016 Student Handbook, section 5.3, “Accommodations at Collin County for Equal Support Services (ACCESS).” Students should provide the class instructor with a copy of the letter of accommodation as soon as they receive such written and signed confirmation from the ACCESS office. For specific information on policies and processes for accommodation, contact ACCESS at 972-881-5898 (Voice/TTY) - ACCESS offices: Suite D-140, SCC.
PORTABLE PHONES AND COMPUTERS

Please turn off and store all portable phones and/or laptop computers with Web access before entering the classroom. Please conduct all e-communication (emails, social media) outside of the classroom. If you need to monitor any outside e-communication for emergency purposes during class time, please set your phone on vibrate and inform the instructor before class begins. It is an academic offence to engage “in the use of media and telecommunication devices during class” (“Student Code of Conduct,” 2015-2016 Student Handbook, section 7-2.3, item S; in addition, read “Academic Etiquette and the College Experience,” section 6.1).

MAJOR ESSAYS (30%) AND FINAL ESSAY (20%):

Essays are **600 words minimum**. Format all work with MLA format guidelines and the course ‘MLA Guide’ for parenthetical documentation; for all major essays, no Works Cited page is necessary for textbook citations. With the revision guidelines, carefully review each essay writing assignment both before submitting and after receiving a marked or graded essay to reveal strengths and eliminate weaknesses in your writing as the course progresses. Without such review, you cannot benefit from this course. Ask the instructor for additional help before going to the Writing Center.

I do not accept e-mail or office submissions. If you must be absent during an in-class major essay assignment, you may write the essay in the Testing Center [SCC, J232] on or one day before the essay due date. Any late essay work written in the Testing Center will receive a late penalty according to the recorded date of completion in the Testing Center. Please note that the Testing Center does not allow textbooks for documentation and reference, only a first draft and a bluebook. Subtract one full letter grade (10 points) on any in-class essay for each class day that it is late. After two class days beyond a due date, I will not accept a late essay.

*Note: You must rewrite and revise all major essays in-class in order to receive a passing grade in the course.*

SHORT ESSAYS / LAB CREDIT (20%):

Twenty percent of your final grade will come from weekly short essay assignments in response to designated prompts from the textbook. Such work broadens your response to argumentative writing and helps prepare you for major essays and the research paper. Successful completion of eight short essays earns a grade of “100”; seven, “90”; six, “80”; five, “70”; four, "60"; **less than four writing exercises earns a grade of "0"**. For acceptance, each short essay must be relatively free of basic grammar errors with a word count (**400 words minimum**) at the end of each submission (excluding the heading and title) in response to the course calendar. Follow the course ‘MLA Guide’ for documentation.

*Note: Because I accept short essay assignments at the end of class, you must attend class to submit and receive credit for all short essay exercises (no class or office drop-offs or e-mail submissions).*

RESEARCH PAPER (20%):

Twenty percent of your final grade will measure your understanding of the research process, 10% as the first draft composition of an argument from primary and secondary sources, and 10% as an application of the MLA format. This section of the course includes research exercises (subject indexes) and MLA format workshops. The research paper requires an individual office conference (H210, H205 suite) to review and grade your first draft.

*Note: Failure to both attend the instructor-student grading conference for the first draft and submit a final copy of the research paper for a grade constitutes a ground for failure in the course.*

READING QUIZZES (10%):

I give reading quizzes at the beginning of class on calendar dates that require readings. I drop the lowest reading quiz grade from your final semester average. Please complete the textbook readings for each calendar date before class. For more effective response to the course, read the designated prompts for each author before reading the assignment. This will strengthen your short essay preparation and responses to the prompts.

*Note: You may not make up in-class quizzes.*
The Writing Center, SCC, D-203 - (972) 881-5843

Hours: M-R: 8:00 a.m. to 8:00 p.m., F-S: 8:00 a.m. to 5:00 p.m., Walk-ins – M-F: as consultants are available.

The Writing Center will:

• Assist students in understanding the assignment & professor’s expectations.
• Help students in brainstorming, planning, and/or organizing ideas for a writing assignment.
• Teach students how to construct a thesis statement, topic sentence, and/or determine the focus of the paper.
• Assist students in developing supporting ideas and connecting those ideas to the main idea or thesis statement.
• Teach students proper citation methods, whether MLA, APA, or Chicago formatting is required.
• Encourage students’ ownership of the paper, the ideas contained in the paper, and development of the student’s ability to revise independently.

*Note: The Writing Center will not write the paper for the student, proofread and/or edit the paper, judge the paper according to grade, or guarantee a quick “fix” for student’s writing problem.*

ACADEMIC ETHICS:

The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work material that is not one’s own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, and/or falsifying academic records. Please note the following definitions:

**Plagiarism** is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. Other than sources documented and cited according to MLA standards, all work submitted for a grade must be your own original work and never before submitted for a grade in any previous or current course. You may not revise a previous response paper and submit it as a major essay. Submitting previous or current work in another course or work by other writers (including Web-based texts) as one’s own original work in this course (without MLA documentation), i.e. plagiarism, constitutes a ground for failure in this course (see 2015-2016 Student Handbook, section 7-2.2, “Scholastic Dishonesty: Plagiarism, Cheating, Collusion”; Rules for Writers, Section 54; and MLA Handbook, Chapter 2).

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else’s work for assignments as if it were one’s own, or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

**COURSE WEB SITE (SYLLABUS AND CALENDAR):**

http://iws.ccccd.edu/grooms/cr2syltr.htm

**LEFT MENU:** Syllabus (course policies), revision guidelines, websites, and *MLA Handbook* tutorial.

**RIGHT MENU:** Calendar due dates (by week) for all reading and writing assignments, essay prompts, research paper guidelines, instructor email contact and instructor homepage.
CALENDAR - ENGLISH 1302 - COMPOSITION II - SPRING 2016

Month / Week: Day – Assigned essays (in bold) and readings due for that day, pages + designated prompts [Question(s)].

JANUARY
1: 19 Introduction - syllabus and calendar; Aristotle, excerpt, Τέχνη ῥητορική (Rhetoric to Alexander).
    21 Writing sample.

    Handouts: Gerhard Richter, “Thinking, Processing, Revising”; Quintilian, “Rhetorical Terms.”
    **Short Essay due (400 words minimum):** After reading the Richter handout (“Thinking, Processing, Revising”), compare the activity of writing an essay or composition with Richter’s observations on painting and composition. Cite support examples parenthetically by section and list number, example: (Thinking 4).

FEBRUARY
3: 2 JOURNALS
    Ralph Waldo Emerson, “from Journals” (90-2); Henry David Thoreau, “from Journal” (93-5) [Questions 1-4].
    4 **Short Essay due (400 words minimum):** From the “Questions” section following these two authors, choose one designated prompt [listed after the readings above], then compose, revise, and submit a short essay.

4: 9 CULTURAL ANALYSIS
    Nicholas Carr, “Is Google Making Us Stupid?” (226-235) [Questions 1-3].
    Malcolm Gladwell, “Java Man” (248-253) [Questions 1-3].
    Jessica Mitford, “Behind the Formaldehyde Curtain” (254-260) [Questions 1-2].
    Handout: Jean-Paul Japeter Ash, “Behind the Formaldehyde Curtain – A Review.”
    11 **Short Essay due (400 words minimum):** From the “Questions” section following each reading, choose one designated prompt from one author [listed after each author/reading above], then compose, revise, and submit a short essay.

5: 16 OP-EDS AND PUBLIC ARGUMENTS
    Anna Quindlen, “Stuff Is Not Salvation” (321-2) [Questions 1-2].
    Molly Ivins, “Get a Knife, Get a Dog, but Get Rid of Guns” (323-5) [Questions 1-3].
    Brent Staples, “Why Colleges Shower Their Students with A’s” (329-331) [Question 2].
    18 **Short Essay due (400 words minimum):** From the “Questions” section following each reading, choose one designated prompt from one author [listed after each author/reading above], then compose, revise, and submit a short essay.

    25 **Essay 1 - in-class (600 words minimum).**

MARCH
7: 1 AN ALBUM OF STYLES
    John Donne, “No Man Is an Island” (479) [Question 1].
    Benjamin Franklin, “from Poor Richard's Almanack” (481-3) [Questions 1-2].
    William Blake, “Proverbs of Hell” (483-4) [Questions 1-2].
    Ambrose Bierce, “from The Devil's Dictionary” (484-5) [Question 1].
    Ernest Hemingway, “from A Farewell to Arms” (486-7) [Questions 1-2].
    3 **Short Essay due (400 words minimum):** From the “Questions” section following each reading, choose one designated prompt from one author [listed after each author/reading above], then compose, revise, and submit a short essay.
MARCH (cont.)

[Spring Break - March 7-11]

8: 15 HISTORY
   Alberto Manguel, “The Library as Survival” (741-751) [Questions 1-3].
   H. Bruce Franklin, “From Realism to Virtual Reality: Images of America's Wars” (761-776) [Questions 1-4].

17 Short Essay due (400 words minimum): From the “Questions” section following each reading, choose one designated prompt from one author [listed after each author/reading above], then compose, revise, and submit a short essay.

Note: Friday, March 18 - Last day to withdraw from the course with a “W” (no grade assigned).

9: 22 LITERATURE, THE ARTS, AND MEDIA
   Allegra Goodman, “Pemberley Previsited” (978-983) [Questions 1-4].
   Scott McCloud, “Understanding Comics” (1022-1028) [Questions 1-2].
   Susan Sontag, “A Century of Cinema” (1028-1035) [Questions 1-3].

24 Short Essay due (400 words minimum): From the “Questions” section following each author, choose one designated prompt from one author [listed after each author/reading above], then compose, revise, and submit a short essay.


31 Essay 2 – in-class (600 words minimum)

APRIL

   Subject index exercise tutorial.

7 Subject index exercise due.
   Sign-up for First Draft individual conferences (April 14-17).


13: 19 MLA format – tutorial.
   (cont.)


28 PHILOSOPHY AND RELIGION
   Henry David Thoreau, “Where I Lived, and What I Lived For” (1098-1109) [Questions 1-3].
   Zen Parables, “Muddy Road, a Parable,” “Learning to be Silent” (1127-8) [Questions 1-2].

Short Essay due (400 words minimum): From the “Questions” section following reading, choose one designated prompt from one author [listed after each reading above], then compose, revise, and submit a short essay.

MAY

15: 3 Preparation for Essay 3 (Final Essay) - Thesis statement workshop.

5 Thesis statement workshop (cont.)

16: Final Essay – in-class (600 word minimum): 11:30-1:30 p.m., Thursday, May 12.
Mark, note, or remember what you find interesting, mysterious, or difficult (construct a personal index) as you read the assigned essays. Rather than do extensive research, construct your own meaning of the text, based on what you find agreeable and/or challenging and difficult. Apply that knowledge to your essays and class discussions.

In addition to the editors' suggestions and guidelines, please consider these additional instructions and aids for more effective use of your academic time and energy:

- Read the biographical sketches and backgrounds to each author in the back of the textbook (“Authors,” 1137-1169) before reading the primary work as they provide an intellectual blueprint and contribute to your personal understanding of specific ideas and arguments. Giving thought to these initial biographies may ease the initial anxiety and ego-shock that inevitably arises when exploring new texts.

- Read the designated "Questions" from the course calendar that follow each author’s work before beginning reading; this habit will allow you to search for key ideas and support for your weekly short essay assignments.

- Consult a dictionary for new words and special vocabularies, such as the recommended Merriam-Webster Dictionary in the textbook list, or even dictionary.com from your smart phone, iPad, or digital tablet); the vocabulary of each author is rich and complex. For a true mastery and deeper understanding of the English language, the Oxford Dictionary of the English Language (OED) is available through your CougarWeb account access to our library databases.

ARISTOTLE (C. 335-322 B.C.E.)

EXCERPT, ΤΈΧΝΗ ῥΗΤΟΡΙΚΉ OR ‘RHETORICA AD ALEXANDRUM’ (RHETORIC TO ALEXANDER)*

• ...the art of Rhetoric has its value. It is valuable, first, because truth and justice are by nature more powerful than their opposites; so that, when decisions are not made as they should be, the speakers with right on their side have only themselves to thank for the outcome. Their neglect of this art needs correction -- a proper knowledge and exercise of Rhetoric would prevent the triumph of fraud and injustice.

• Secondly, Rhetoric is valuable as a means of instruction. True instruction involves both the method of proofs and arguments and the help of common knowledge and accepted opinions.

• Thirdly, in Rhetoric, we should be able to argue on either side of a question; not with the idea of putting both sides into practice--we must not advocate evil--but in order that no aspect of the matter may escape us, and that if our opponent makes unfair use of the arguments, we may be able in turn to refuse them. It is characteristic of Rhetoric alone that it may indifferently prove opposite statements. Still, the facts are not indifferent, for, speaking broadly, what is true and preferable is by nature always easier to prove, and is convincing.

• Lastly, reason is more distinctive of man than are his fists. If it is urged that an abuse of rhetorical skills can work great mischief, the same charge can be brought against all good things, and especially against the most useful things such as strength, health, wealth, and military skill. Rightly employed, they work the greatest wonders; wrongly employed, they work the utmost harm.

*attributed to Anaximenes of Lampsacus