



# “ENGL 1302 001 – English Composition II” F2F

Course Syllabus: Spring 2021

*“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”*

**Instructor: Lori Shaw**

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	11:10-12:00	11:10-12:00	11:10-12:00	11:10-12:00	11:10-12:00	11:10-12:00

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

**Course Description:** 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

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 resources; and critical thinking about evidence and conclusions.

**Prerequisite(s):** ENGL 1301 or its equivalent.

**Student Learning Outcomes:** Upon successful completion of this course, 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 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 MLA style used for specific academic writing.

**Evaluation/Grading Policy:**

Your assignments will be evaluated using the following point values:

Two argumentative essay assignments @ 100 points each	200 points
One extended research argumentative essay	200 points
Research project assignments (survey 50 pts, outline 50 pts, annotated bibliography 100 pts.)	200 points
Three Peer Reviews @ 100 points each	300 points
Reading/Writing Response Journal	100 points
Research Presentation	<u>200 points</u>
<b>Total</b>	<b>1200 points</b>

Assignments will be graded within two weeks of receipt or before your next assignment is due. Your essays will be graded holistically based on the scoring rubric. (see the evaluation criteria rubric) for

writing assignments in Appendix A at the end of the syllabus.)

**Instructional Materials:** *Everyone's An Author with Readings (2<sup>nd</sup> Edition)*

**Publisher:** New York: W.W. Norton and Company, Inc. 2016 **ISBN Number:**978-0393938951

**Optional Instructional Materials:** None

**Minimum Technology Requirements:** You will need access to a computer to complete the writing assignments for this class. You will be typing your essays and submitting the final drafts.

**Required Computer Literacy Skills:** None

**Course Structure and Overview:**

This English composition course is designed to help students develop their critical thinking, research, and writing skills. The class will also include reading assignments that challenge students to think and effectively respond both in writing and orally to a variety of reading and visual material. Overall, the goal of this course is to help students grow as thinkers and writers. Higher order skills acquired in thinking and writing help students process information in a rapidly changing world and reflect on the deeper meanings of print and visual media. Students who utilize rhetorical tools and strategies achieve a level of sophistication in writing that invites audiences to join them in examining issues from multiple layers of meaning. In the process, students begin to take a more disciplined approach to writing and developing their voices through every day and argumentative writing.

**Writing Assignments:**

Please follow these instructions when writing your papers:

- Writing assignments, including a work cited page, must be typed in MLA format.
- Use Times New Roman 12 pt. font
- Double space.
- Essay writing assignments are usually two to three pages in length with the exception of the research paper which is 7-10 pages in length.
- Pay close attention to grammar, spelling, and punctuation.
- Due dates for all reading and writing assignments will be assigned during class and will be noted on the class calendar.
- Essay rough drafts should be printed and brought to class for a peer review session on the due date.
- Final drafts will be submitted on the due date.
- **Late papers are only accepted at the instructor's discretion. Emergency situations will be handled on an individual basis.**

**In-Class Writing Assignments:**

Students will be expected to read material and write on a variety of readings and topics. The work will be generated throughout the semester and submitted through the student's reading/writing response journal.

**Reading Assignments:**

Students are expected to read all assigned material before coming to class. You will be required to respond in writing to readings in your writing journal and orally in class discussions. Failure to read and respond effectively to the reading will affect your grade in the course.

**Communications:** Turnaround time for emails is 24 hours. Class time is a great time to address any questions you may have. I also have posted office hours.

**Institutional/Course Policy:**

To complete this course successfully, you should do the following:

- Read all of the assigned reading
- Participate actively and meaningfully in all group discussions
- Prepare and submit all writing assignments **on time**
- Attend class regularly

Always remember to bring your materials to class. Please do not engage in casual conversations during our lecture, discussion and group times or while we are working on the other assignments. Please do not use cell phones or chrome books during class unless the chrome book is being used as part of the classwork.

**Attendance policy:**

Attendance will be taken. Students who miss more than five class periods will be subject to failure. School related absences are understandable but should be kept to a minimum. Please do not ask to leave class to work on another class.

**Course Evaluations:**

Toward the end of the course you will be asked to complete an online course evaluation. Students are encouraged to fill out an online evaluation for each of your courses. This will be your opportunity to share important feedback on each of the courses you take at NTCC.

**Withdrawal policy:**

It is your responsibility to drop or withdraw from a course. Failure to do so could result in receiving a failing grade for the course.

**Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

**NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

**ADA Statement:**

It is the policy of NTCC 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 request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in

Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

**Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Tentative Course Timeline (\*note\* instructor reserves the right to make adjustments to this timeline at any point in the term):**

English Composition II—ENGL 1302.047  
Assignment Calendar Spring 2021

- Week 1      January 19-22  
Welcome to the class—introductory writing assignment  
Course and Syllabus Review  
Read "Thinking Rhetorically"  
Read and respond to an essay for reading/writing journal
- Week 2      January 25-29  
In class discussion of essay for reading/writing journal  
Research tools/databases review (in class)  
Read "Meeting the Demands of Academic Writing"  
**Choose topic and begin writing argumentative essay #1**  
Review thesis writing  
Review and respond to an essay for reading/writing journal
- Week 3      February 1-5  
In class discussion of essay for reading/writing journal  
Review MLA format  
Read "Analyzing and Constructing Arguments"  
**In class peer review of essay #1 rough draft**  
Read and respond to an essay for reading/writing journal
- Week 4      February 8-13  
In class discussion of essay for reading/writing journal  
Continue reading "Analyzing and Constructing Arguments"  
Review argumentative appeals and types of argumentative writing  
**Submit final draft of essay.**

WINTER BREAK February 15-19

- Week 5 February 22-26  
**Choose topic and begin writing argumentative essay #2**  
Read and respond to an essay for reading/writing journal  
In class discussion of essay for reading/writing journal
- Week 6 March 1-5  
Thesis writing workshop for essay #2  
**In class peer review of essay #2 rough draft**
- Week 7 March 8-12  
Read and respond to an essay for reading/writing journal  
Developing and writing outlines  
In class discussion of essay for reading/writing journal  
**Submit final draft of essay #2**
- Week 8 March 15-19  
Using and creating surveys  
**Choose topic and begin writing research argumentative essay #3**  
Review developing an annotated bibliography in MLA format  
Begin working on annotated bibliography
- Week 9 March 22-26  
Survey workshop  
**Submit final copy of survey and begin distributing**  
Begin working on formal outline for argumentative essay
- Week 10 March 29-April 2  
Read "Avoiding Fallacies"  
**Submit outline assignment**
- Week 11 April 5-9 **LAST DAY TO WITHDRAW 4/8**  
Peer review of annotated bibliography  
**Submit annotated bibliography**
- Week 12 April 12-16  
**In class peer review of essay #3**
- Week 13 April 19-23  
Begin research paper presentations
- Week 14 April 26-30  
Continue research paper presentations
- Week 15 May 3-7  
Continue research paper presentations  
**Submit final draft of essay #3**
- Week 16 May 10-13  
Final reading/writing journal response  
Turn in reading/writing journals

Appendix A

**EVALUATION CRITERIA FOR WRITING ASSIGNMENTS**

Grade	Criteria
90-100	<p>The essay provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct.</p>
80-89	<p>The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation, and spelling are correct.</p>
70-79	<p>The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled.</p>
60-69	<p>The essay provides a response to the topic but generally has no overall pattern of organization OR begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs. The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The essay has recurrent grammatical problems or has occasional problems <i>only</i> because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often.</p>
Below 50	<p>The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonably accurate judgment of the writer's competence is impossible.</p>