



ENGL 1302 881TR – English Composition II Online

Course Syllabus: Summer 2026

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

Instructor: Jennifer Sparks

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| Weekday | Office Hours |
|----------------|-----------------------------|
| Monday | Online Daily by Appointment |
| Tuesday | Online Daily by Appointment |
| Wednesday | Online Daily by Appointment |
| Thursday | Online Daily by Appointment |
| Friday | Online Daily by Appointment |

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 practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating and critical analysis.

Prerequisite(s): ENGL 1301

Student Learning Outcomes:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use edited American English in academic essays.

Evaluation/Grading Policy:

The breakdown of the course requirements is as follows:

| % | Requirement |
|----------|--|
| 30% | Module 1 & 2 Final Draft Essay Assignments |
| 20% | Rough Draft Essay and Peer Review Assignments |
| 15% | Discussion Assignments |
| 10% | McGraw Hill Connect Assignments, Annotated Bibliography Assignment, Outline Assignment |
| 5% | Syllabus Acknowledgement and Course Evaluation |
| 20% | Module 3 Final Research Essay |

Semester grades will be earned as follows

| Percentage | Letter Grade |
|-------------------|---------------------|
| 90% and above | A |
| 80 %-89% | B |
| 70 %-79% | C |
| 60%-69 % | D |
| 59.9% and below | F |

Required Instructional Materials:

Publisher: McGraw Hill: Engaging Questions: Guide to Writing English 1302
 ISBN Number: 978-1-266-43992-6

Optional Instructional Materials:

None

Minimum Technology Requirements:

You will need access the internet and to a computer to complete the assignments for this class.

Required Computer Literacy Skills:

Blackboard Learning Management System, Microsoft Word processing, average email usage, and access to and knowledge of TEAMS application. The Microsoft Office suite of products is available for free as long as you are an active NTCC student.

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 challenges 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 reflects 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 develop their voices through every day and argumentative writing.

Writing Assignments:

Please follow these instructions when writing your papers:

- Writing assignments include a works cited page, must be typed in MLA format
- Use Times New Roman 12 pt. font
- Double-space
- Pay close attention to spelling, grammar, and punctuation. Grading rubrics will be provided.
- Due dates for all reading and writing assignments will be assigned during class and will also be noted in the class calendar.
- Writing assignments will be submitted through a Blackboard Turnitin assignment link before the due date. Assignments sent via email will not be accepted.
- Late assignment will only be accepted at the instructor's discretion and in emergency situations. Regardless of the reason for being late, papers will not be accepted after three days from the due date and a late penalty of -10 each day will be assessed. After three days, papers will not be accepted for grading.
- Students are expected to submit work that has not been previously used in this or any other course. All work must be your original words and not those of another or an artificial intelligence (AI) source. Writing submitted from AI sources will not be considered for grading. Avoid using Grammarly, Scriber or any type of AI checker or editing platform that might create an AI flag.
- If an assignment is flagged as being generated by AI, the following grading policy will apply:
 - 0-20%- No deduction. Instructor will leave appropriate feedback and require content to be changed.
 - 21-39%- Half a point for each percentage (i.e. 30% = 15 points deducted)
 - 40% and over- A grade of 0 and a new essay on a different topic will be required for the final draft.

Discussion Assignments:

Students are expected to read all assigned materials before coming to class. You will be required to respond in writing to an assigned discussion topic for each module. You are expected to meet the minimum of 300 word count requirement and 150 word count requirement for three peer responses. Discussion responses should demonstrate your understanding of the related chapters and apply the concepts of such chapters to the topic discussion. All submissions should be your own, original writing. The use of AI platform of any type should be avoided. Correct grammar and punctuation should be used. Late submissions are not accepted for discussion post. Submissions that are incomplete as of the due date will receive partial credit.

- Initial response only -50 points
- Peer responses -15 for each

Peer Review Assignments:

The objective of the peer review process is to provide constructive feedback that helps writers strengthen their essays before final submission. Through reviewing and discussing drafts, students are expected to

identify areas for improvement in organization, argumentation, evidence, clarity, and mechanics while also developing their own critical reading and revision skills. All questions must be answered using specific text from the assigned peer essays. In addition, a minimum of 4-5 quality embedded comments/corrections/notes are expected to be embedded within each essay. A failure to include this feedback is an automatic deduction of -10 points.

The peer review assignment is access via the original rough draft link. From that link, the Peer Mark tab should be selected to access the essays assigned for review and to review the feedback received from peers.

All feedback should be formal and academic in nature.

Communications:

Emails will be returned with 24 hours. Please note that NTCC email is the official form of student communication used by the college. **Emails sent from other accounts will not be answered.**

Institutional/Course Policy:

To complete this course successfully, you should:

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

Always remember it is your responsibility to make sure you have adequate internet access and an electronic device to meet the requirements of 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.

Statement Regarding the Use of Artificial Intelligence (AI) Technology:

Employees and students shall be permitted to explore artificial intelligence (AI) and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes or as necessary to engage in research and shall never take the place of faculty, staff, and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security. A student shall only use AI tools with faculty permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work.

Example:

APA (7th edition)

OpenAI. (2026). ChatGPT (March 25 version) [Large language model]. <https://chat.openai.com/>
MLA (9th edition)

OpenAI. ChatGPT. 25 Mar. 2026, <https://chat.openai.com/>.

Employees or students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with policy. [See DH, DIA series, FFD series, FFE, FLB, and the FM series] AI Use by Employees and Students. Northeast Texas Community College 225500 TECHNOLOGY RESOURCES CRB ARTIFICIAL INTELLIGENCE (LOCAL) DATE ISSUED: 12/8/2025 1 of 1 UPDATE 50 CRB(LOCAL)-AJC Adopted: 12/16/2025

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 accommodation 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 accommodation as required to afford equal educational opportunity. It is the student's responsibility to request accommodation. 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 Schedule: 2026 Summer I Semester

The instructor reserves the right to adjust this timeline at any point in the term.

The below represents all assignments in the course. Assignments noted with ** indicates that is for a grade.

Day 1 Monday, Day 2 Tuesday, Day 3 Wednesday Day 4 Thursday, Day 5 Friday, and Day 6 Saturday for each weekly section below.

| Week 1 | 6/8-6/13 | Day Due |
|---------------|---|----------------|
| | Read Chapters 15 and 17 | Day 1 |
| ** | Chapter 15: Planning a Research Project | Day 2 |
| ** | Syllabus Acknowledgment Quiz | Day 3 |
| ** | Research Process | Day 4 |
| ** | Introductory Discussion Post and 3 Peer Responses | Day 5 |
| ** | Module 1 Writing Assignment | Day 6 |
| Week 2 | 6/15-6/20 | |
| ** | Chapter 16 Finding Sources | Day 1 |
| ** | Phrases and Clauses | Day 1 |
| ** | Chapter 17 Evaluating Sources | Day 2 |
| ** | Module 1 Discussion- Initial Response and 3 Peer Responses | Day 2 |
| ** | Abbreviations and Symbols | Day 3 |
| | Read Chapters 18, 19, and 20 | Day 3 |
| ** | Chapter 18 Incorporating Source Material | Day 4 |
| ** | Chapter 19 Using Sources Responsibly | Day 4 |
| ** | Module 2 Discussion-Initial Response and Three Peer Responses | Day 4 |
| ** | Developing an Effective Thesis or Claim Using Evidence | Day 5 |
| ** | Chapter 20: Documenting your Sources MLA | Day 5 |
| ** | Using the MLA Documentation Style | Day 5 |
| ** | Module 2 Writing Assignment Rough Draft | Day 6 |
| Week 3 | 6/22-6/27 | |
| ** | Module 2 Peer Review Assignment | Day 2 |
| | Read Chapters 26 and 29 | |
| ** | Module 2 Writing Assignment Final Draft | Day 4 |
| ** | Chapter 26: Writing an Opinion or Editorial Column | Day 5 |
| ** | Chapter 29: Writing an Annotated Bibliography | Day 5 |
| ** | Module 3 Discussion-Initial Response and Three Peer Responses | Day 6 |
| ** | Using Ethos, Logos, and Pathos to Persuade Readers | Day 6 |
| Week 4 | 6/29 -7/4 | |
| ** | Annotated Bibliography | Day 1 |
| | Read Chapter 21 | Day 1 |
| ** | Chapter 21: Documenting Your Sources APA | Day 2 |
| ** | Using the APA Documenting Style | Day 2 |
| ** | Cliché, Slang, and Jargon | Day 3 |
| ** | Module 3 Writing Assignment-Thesis and Outline | Day 5 |
| Week 5 | 7/6-7/9 | |
| ** | Module 3 Writing Assignment Rough Draft | Day 1 |
| ** | End of Course Evaluation Due | Day 2 |
| ** | Module 3 Peer Review Assignment | Day 3 |
| ** | Module 3 Final Draft Writing Assignment | Day 5 |