



ENGL 1302.061 – English Composition II – HyFlex

Course Syllabus: Spring 2021

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

Instructor: Julie Ratliff
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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:30-6:00 p.m.	9:30-11:00 a.m. & 1:30-2:30 p.m.	8:30-9:30 p.m. & 1:30-2:30 p.m.	9:30-11:00 a.m.	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.

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.

Prerequisite(s): ENGL 1301 or its equivalent.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

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.)

Evaluation/Grading Policy:

Participation	300 pts.	900 and above	A
Five Papers (100 ea, including research paper)	500 pts.	800-899	B
Presentation (100 pts)	100 pts.	700-799	C
Research Journal	300 pts.	600-699	D
Total	1000 pts	Below	F

Grades will be returned to the student as follows:

- Blackboard assignments within twenty-four hours of the due date.
- Papers and Presentations within one week of due date.
- Quizzes and Participation grades will usually be updated within one week, but the final total with any extra credit will be entered by finals period.

Required Instructional Materials:

Everyone's An Author, (MLA 2016 Edition) or equivalent

Publisher: Norton's

ISBN Number: ISBN 978-0-393-91201-2

Two-Pocket Folder for Journal (Required)

Additional Readings online

Optional Instructional Materials:

A Flash Drive and WEPA card

Minimum Technology Requirements:

The class requires access to a computer with access to Blackboard and Word (Note: all computers available in the LRC are sufficiently equipped to complete class assignments if you do not have access to one at home.)

If you have trouble accessing Blackboard and Word, there are basically three options:

- 1) If you have your own computer and solid internet access at home, please use your own equipment there.
- 2) If you have your own computer, but less than optimal internet access, bring your laptop to campus and plan to access the campus' WiFi in one of the socially distanced areas available on-campus. Weather permitting, the best option for that is to remain outside away from others. If weather conditions are less than optimal, the campus is arranging socially distanced rooms you can use. You probably want to bring earbuds/headphones for privacy.
- 3) If you do not have your own computer, all computers available in the LRC and other campus computer labs are sufficiently equipped to complete class assignments and have been arranged for socially distancing. You probably want to bring earbuds/headphones for privacy.

Additionally, there are computer kiosks available in the SUB and LRC from which you can check out one of a limited number of laptops for personal use.

Required Computer Literacy Skills:

Basic Word Processing and Email skills

Course Structure and Overview:

This is a sixteen-week ENGL 1302. That means you will spend one day a week in the traditional classroom.

The class is focused on hands-on writing activities and the process that it takes to achieve them. Formal hour-long lectures are rare; hour-long writing sessions and discussions are not. In class, face-to-face or through Zoom, students will learn to compose, research, draft, and revise five formal papers, including a formal research paper and presentation. In class meetings will be reserved for lecture, discussion, writing activities, and practice as well as presentations. In class participation is an essential element in this course. Each student will be expected to participate in all activities which occur in class, whether face to face or via Zoom. These activities are designed to sharpen skills and provide tools for use in this and other classes. Participation in these activities directly affects the student's grade at the end of the semester. Out of class, students are expected to complete all the readings (chapters, online readings, or handouts), finalize all papers, and complete all assignments by deadline.

Assignments

Participation: This part of the course is primarily done through discussion and completion of in-class activities.

Papers: In class, we will be following the writing process from brainstorming to drafting to peer to reviewing to revision for five papers. Four of those papers will be turned in (with all drafts included) for 100 points each. The final paper will be a limited “research” project, which will also be created through the writing process, but in addition to the paper and its drafts, you will also be required to make a formal in-class presentation of results you discovered during the process. That paper, like the others, will be worth 100 points.

Please Note:

YOU CANNOT PASS THIS COURSE WITH OUT COMPLETING THE RESEARCH PAPER!

Presentation: As a result of the research project connected to the final paper of the semester, you will be expected to give the class a presentation of your findings. This is NOT reading the paper that you composed; it is highlighting the aspects of the research from which you believe your audience will learn the most. It is worth 100 points.

Journal: You will be required to keep a research journal for the duration of the class. A journal is a place for you to explore ideas and experiment with concepts. In addition to in-class activities that we will place in the journal, you will be expected to write entries on your own leading to the research paper.

Communications:

EMAIL (preferred contact): Check your NTCC email EVERYDAY. Email is the official form of communication used here at NTCC, and if you do not check it regularly, you will miss important deadline information. Most emailed questions to the instructor will be responded to within 24 hours, but usually within a few hours during normal waking hours.

TEXT MESSAGING (903-220-3658): I do not usually give my private phone number to students, but these are not usual times. I respect your privacy. Please respect mine. If you must text me, please identify yourself in the text and try to stay **within normal business hours**.

PHONE: The phone number at the top of the syllabus is to my campus office. I will only access and return messages to that number during my stated office hours.

Institutional/Course Policy:

Preparation:

While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. That means for your days in class, make sure you have read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil.

That means for your days via Web, you need to set up your computer well before class time and get signed in for the beginning of class. You should also have read the assignment BEFORE class; have your assignments finished and the textbook, blank paper for notes or activities, and a WORKING writing utensil available.

Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

Attendance:

Under normal circumstances, I track attendance carefully. And, attendance is still expected, but we have to be honest that it might be a little complicated this semester. Obviously, on the days you are scheduled to be in class, we can track that easily, and we can also track who has signed into the Zoom meeting just as easily. Where things become complicated are the days when technology problems (or life) get in the way of attendance, and we have to assume there might be several

problems with attendance just given the situation the world is in at the moment.

So, while attendance will be tracked daily, I am also going to offer a weekly attendance quiz based on the lectures/activities of the week for times when we have too many folks missing class. If you run into problems during the week, over the weekend you can go back and view the Zoom recordings, then take the quiz in Blackboard before midnight on Sunday and still get your attendance points for the week (and, more importantly, keep up with the course work). Keep in mind, you only have to take the quiz if you miss class during the week. Quizzes will be available after Noon on Fridays and close at midnight on Sunday.

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.

Video Recording of Course Activities

Certain portions of this course may be recorded via video conferencing software to assist students in course material review or later viewing by a student who was not able to attend the live session. The recordings will be made available only to students within the course and will cease to be available upon completion of the course. Students may not retain, reproduce, or share recordings.

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):

You should have read everything scheduled **before** class starts, whether you are in the physical class or in Zoom. Things in Bold are important "issues"—important assignment dates or class absences. Dates between () are the first day of that week, not necessarily the date an assignment is due.

Week 1 (Jan 19): No Class—MLK Holiday

Week 2 (Jan 25) A) Introductions / B) Writing Sample

Week 3 (Feb 1): A) Writing Sample Discussion, "Review" Chapters 1-4, p. 1-52
B) Research Paper Project Brainstorm and Planning, Chapter 19, p. 445-454

Week 4 (Feb 8): A) Fiction Introduction, "The Story of an Hour" (Bb) / B) "Popular Mechanics" (Bb)

Week 5 (Feb 15): A) "The Lottery" (Bb) / B) "A Rose for Emily" (Bb)
Paper #1 Writing Sample Revision Due in hardcopy.

Week 6 (Feb 22): A) Read Chapter 20, p. 455-484 / B) Chapters 21 & 22, p. 484-499
Research Paper Topic Confirmation by Noon on Thursday Feb 18.

Week 7 (March 1): A) Organizing the Fiction Paper / B) Skill-building Exercise

Week 8 (March 8): A) Poetry Introduction (Bb) / B) Selected Poems
Paper #2 Fiction Due

Week 9 (March 15): Spring Break

Week 10 (March 22): A) Selected poems (Bb) / B) Organizing the Poetry Paper

Week 11 (March 29): A) Dramatic Introduction & *Hamlet* (Bb) Act I / B) Act II & III
Paper #3: Poetry Due

Week 12 (April 5): A) *Hamlet* IV & V / Research Project work

Week 13 (April 12): Film

Week 14 (April 19): A) Drama Paper Organization / B) Research Project work

Week 15 (April 26): A) Organizing the Research paper / B) Organizing the Presentation
Paper #4: Drama Due
Annotated Bibliography Check

Week 16 (May 3): Presentations

Finals (May 7-13): Final In-Class Writing and Research Journal Due

Fiction Paper Assignment

Choose one or more of the stories we read for class about which to right a cohesive essay.

Choose one or more literary terms to discuss within the work(s).

Create an analytical thesis on the significance of the literary term to the work under consideration. Write an essay in which you use the work(s) as supporting evidence to explain your thesis. Be sure to use the appropriate literary terms and their definitions to relay your conclusions to the audience.

The paper must be a minimum of 1000 words and use specific supporting evidence from at least one of the works from the short story unit.

You may NOT re-use the Alligator River Story.

Poetry Paper Assignment

Choose one or more of the poems available.

Decide which literary terms are necessary in order to understand the poem.

Create an analytical thesis about the poem. Write an essay in which you explain to an uninformed reader what the poem means and which literary/poetic techniques were used to relay that meaning to you. Be sure to define terms and use specific supporting evidence from the poem(s) in question.

If you choose to compare the poem to the writer's life, make sure you have supporting evidence for how you know that poet's life. And, if you use such support, make sure you document it appropriately.

The paper must be a minimum of 1000 words and use specific supporting evidence.

Drama Paper Assignment

Choose one or more 'modern' adaptations of *Hamlet*.

Using *Hamlet* and at least one or more adaptations of the play, write an essay in which you explain to an uninformed reader what the drama was about and why it is relevant to a modern audience. Be sure to use the appropriate literary/poetic terms when discussing the drama.

If you choose to compare the drama to something outside class materials, please provide proper documentation and explanations of that work.

The paper must be a minimum of 1000 words and use specific supporting evidence.

Research Paper Assignment

To fulfill the Texas State Requirements for 1302, you must complete a fully documented research paper. For our purposes, you will write an essay that is 2500-5000 words (approx. 7-10 pages) with at least FIVE independent sources used and documented appropriately in MLA handbook styles.

For your topic: Examine and explain how a "text" changed the world.

To do the research project, you will need to complete and document the following steps in your research journal. Each step must be initialed by the professor on or before the due date detailed in the syllabus, and the entire journal will be turned in on or before your final's period.

Journal Steps (Keep these in your journal)

- 1.) Explore your three top choices by doing preliminary research to see what is available online or in the NTCC library by _____ ()
Write a brief analysis of at least 300 words in your journal describing the thought process involved in choosing your topic based on the options available to you for your project.

Research Topic: _____
Tentative Source List:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
- 2.) Commit to a topic (sign sheet in class) and a research plan by _____ ()
Create a research plan for finding, reading, and taking notes on sources, writing the annotated bibliography, drafting the paper, organizing the presentation, and completing your project. It must be at least 300 words and include both sources and time management choices.
- 3.) You must find and make use of one real book in your research. Get the book checked off by the teacher on or before _____ ()
The book must be on the annotated bibliography.
- 4.) Complete an annotated bibliography with at least five works on it, including your "book" from step 3. The bibliography is due on or before _____ ()
Include the final version of your bibliography in your journal
- 5.) You will need a draft of the research paper on _____ ()
Include the final version of your bibliography in your journal
- 6.) You will need the final copy of the research paper on or before _____ ()
- 7.) You will give your presentation over your findings on _____ () You will be allotted 10 minutes, including set and breakdown. You must speak for at least 3-5 minutes.
- 8.) Your "Presentation Quiz/Final" will be during the final's period, and that will also be the last time to turn in any revisions of previous papers.

Please Note:

You may **NOT** use **Wikipedia** as a source.

The required **Five** sources must be **SEPARATE** sources; they may not be pages from the same website.

Formal papers must be in third person.

You must follow proper MLA documentation formatting for both the Annotated Bibliography and the Paper.