



English 1302 – Composition II (F2F)

Course Syllabus: SPRING 2024

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

Instructor: Jennifer Sparks

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(Preferred method of contact or via TEAMS)

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	9:00-12:30 p.m.	1:30-3:00 p.m.	9:00-12:30 p.m.	1:30-4:30 p.m.	By Appointment	By Appointment
	1:30-3:00 p.m.		1:30-3:00 p.m.			

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: 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 develop their voices through every day and argumentative writing. **3 credit hours**

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 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:

Your assignments will be evaluated using the following point values:

Journal Assignments and Thesis and Outline Assignment	10%
Rough Drafts and Peer Reviews (Modules 2, 3, 4 and 5)	20%
Final Drafts of Writing and Presentations for Modules 1, 2, 3	30%
Final Draft of Research Essay 4	25%
Attendance	10%

Syllabus Acknowledgment, Course Evaluation 5%

Total 100%

Required Instructional Materials:

Access Code: *Everyone's an Author* . 3rd edition.

*You have inclusive access to the e-book and the assignments for this course. This fee was included in your tuition and fees. You will register inside the course once it begins. **There is no need to purchase any books for this course unless you would like a loose-leaf copy of the digital book. The loose-leaf version can be purchased at the NTCC bookstore.***

Publisher: New York: W. W. Norton and Company Inc., 2021 **ISBN Number:** N/A

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 draft assignments through Blackboard. The messaging platform **Microsoft TEAMS** will be utilized for course correspondence. It is recommended to download this along with your NTCC email on a mobile or cellular device.

It is recommended that you use Safari, Google Chrome, or Firefox as a browser with the Blackboard LMS (learning management system).

Required Computer Literacy Skills:

Blackboard Learning Management System, Microsoft Word processing, average email usage

Course Structure and Overview:

Course Assignments

- This course is set up in modules. Each module, except for the introduction, centers around the essay type. Assignments in the modules have due dates and are meant to be done in the order that they appear.
- A journal writing assignment will be completed in class each week.
- You will have four writing assignments and each assignment will include a rough draft, two peer reviews, and final draft. The last research essay final draft is weighted heavier than the first three essays, but all essays count for a large part of your grade, so it is important to complete each one.
- All essays are graded using a content rubric. The rubric is located within the instructions for the essay assignment. It is strongly advised that students become familiar with the rubric criteria before embarking on the writing portion of the assignment.

Communications:

Conscientious and timely completion of assignments is essential for success in this writing course. The assignments and due dates are in the syllabus, in the printable assignment calendar and on the Blackboard Course Calendar link. You can also view assignment reminders under the Bulletins and Announcements button.

Assignments are graded and returned within 72 hours. Essays are graded within one week following the due date or before the next assignment. All papers must be typed in MLA format, saved as .doc, .docx, or .rtf (rich text format) and submitted as attachments. See learning modules for reading assignments, journal requirements, and writing assignments. Specific instructions for each essay are posted in the learning modules. **All due dates are posted on the course calendar.**

Institutional/Course Policy:

Late Work

This course carries a no late policy. All assignments are due at midnight on the due date. Please submit assignments on time to receive full credit. "Assignments" refer to *all* work that is submitted to the instructor. Students are to submit assignments on or before the stated due date/time.

Students must also retain a copy of all pieces of their assignments, which must be produced if requested. **Writing assignments (rough drafts and final drafts) submitted after the due date/time will only be accepted at the instructor's discretion and will incur a 10% deduction (per day) of the original grade for the first three days unless the student has been granted an extension due to extenuating circumstances (see explanation below). No course credit is allowed after the three-day period.**

An extension for assignments is strictly given at the instructor's discretion. **In order to receive an extension, students must submit a written request to the instructor BEFORE the original due date of the assignment.** The request for the extension should include an acceptable reason that necessitates an extension. Standard acceptable reasons include severe illness or hospitalization, family tragedy, natural disasters, or extreme circumstances beyond the student's control. Emergency situations will be handled on an individual basis. Please note that being disorganized, not planning ahead, out of town ballgames, UIL events, or extracurricular activities, not having the correct textbook or computer software, or procrastination are examples of *non*acceptable excuses. Be aware that online technology is a very unpredictable tool and can disappoint at the most crucial times; therefore, waiting to submit an assignment within the hour it is due is typically not a wise choice.

All submitted work, including writing assignments, discussion boards, journals, etc. are to be original to the current course. No previously written work, whether your own or someone else's will be considered for course credit. This includes the use of artificial intelligence (AI). The use of any type of associated assistance will be treated as plagiarism and is not permitted. If an assignment is found to contain AI by Turnitin, it will be subject to the following grade penalty: a deduction of ½ of the percentage up to 40%. Anything over 40% will be considered a zero. In other words, 20% AI equals a 10 point deduction; 30 equals 15 and 40 equals 20.

You may **drop** the class prior to the official reporting day (twelfth day - regular semester; fourth day - summer term). In this case, the class will not appear anywhere on your transcript. You can **withdraw** from the class after the official reporting date and before the last posted date of withdrawal, and a "W" will be recorded on your transcript. The instructor will not drop or withdraw you from this course, even if you are not actively participating or logging in regularly. It is your responsibility to drop a course or withdraw from the college.

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.

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

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person (collusion). Generative AI is a subset of AI that utilizes machine learning models to create new, original content, such as images, text, or music, based on patterns and structures learned from existing data (Cornell, Center for Teaching Innovation). Unauthorized use of generative AI tools to complete an assignment or exam is not permitted. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. Individual course instructors may set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification. **(Adapted from the Stanford University Office of Community Standards-- accessed August 31, 2023)**

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.

English Composition II – ENGL. 1302 Course Assignment Calendar Spring 2024

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

Week 1
1/16-1/19

Module 1

Tuesday

- Meet in class face to face
 - Review course syllabus, expectations, and grading
 - Course navigation
 - Make sure you can access the E-textbook through the course link
 - Bring a composition book to class on next Tuesday

Thursday

- Submit Syllabus Acknowledgement online by Tuesday, January 24th.
- Begin reading Chapter 15 “Reporting Information” in the textbook

Week 2
1/22-1/26

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Notes and lecture over writing with “Just the Facts” Chapter 15
 - Writing objectively
 - Ethos
 - Types of reports-Informative and Profile
 - Purpose, audience, and **stance**
 - Characteristics of report writing

Thursday

- Review profile writing
- Read sample profile report in textbook, pg. 304 “Heart and Sole: Detroiters Walks 21 Miles in Work Commute” and discuss using evidence. What is the central argument or issue being made?

Week 3
1/29-2/2

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Review article and present sample thesis sentences

Thursday

- Review article and present sample thesis sentences

Week 4
2/5-2/9

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.

Thursday

- Final Draft Module 1 Writing Assignment due by 11:59 p.m.
- Review New York Times opinion article, read and discuss in groups

Week 5
2/12-2/16

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Begin Module 2-Proposal Writing Chapter 17, pg. 371 in textbook
 - Notes and Lecture
 - Characteristics

Thursday

- Read sample proposals on pages 383 and 387 in textbook and discuss components of each

Module 2

Week 6 2/19-2/23

Tuesday

- Complete in class journal writing.
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- “If Time and Money Were No Obstacle” practice proposal fast write and group discussion

Thursday

- Proposal research and review of databases
- Review requirements and instructions for Module 2 Proposal Writing assignment.

Week 7 2/26-3/1

Tuesday

- Complete in class journal writing.
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
 - Module 2 Writing Assignment- Rough Draft Due by 11:59 pm.
 - Begin lecture notes on Module 3 and introduce writing assignment.

Thursday

- Complete in class Module 2 peer reviews (Class will meet in the library). Due by Tuesday, March 5 by 11:59 p.m.

Week 8 3/4-3/8

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Complete in class Module 2 peer reviews (Class will meet in the library). Due by Tuesday, March 5 by 11:59 p.m.

Thursday

- Module 2 Writing Assignment-Final Draft due by 11:59 p.m.

Week 9
3/11-3/15

SPRING BREAK-NO CLASS.

Begin looking ahead to Module 3. The assignments are more involved and will require a significant amount of time and effort.

Module 3

Week 10
3/18-3/22

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Lecture and notes over Chapter 18 “Centrality of Argument”

Thursday

- Review Module 3 Writing and Presentation Assignment requirements
 - Discuss sample essays
 - Scavenger hunt activity to identify facts and components of writing

Week 11
3/25-3/29

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Lecture and notes over Chapter 36 “Making a Presentations”
 - Review sample essays

Thursday

- Review Module 3 Writing and Presentation Assignment requirements
 - Discuss and review sample presentations

Week 12
4/1-4/5

Tuesday

- Complete in class journal writing

- Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Module 3 Writing Assignment rough draft and presentation due
- Begin in class Module 3 presentations (each student must present)
 - 5-7 minute time limit per student

Thursday

- Begin in class Module 3 presentations (each student must present)
 - 5-7 minute time limit per student

Module 4

Week 13
4/8-4/12

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Lecture and Notes on Chapter 20 “Starting Your Research” page 477
 - Review Module 4 Writing Assignment requirements
 - Thesis and Outline

Thursday

- Module 3 Writing Assignment Final Draft due by 11:59 p.m.
 - Turn in via the Blackboard link in Module 3

Week 14
4/15-4/19

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Lecture and review credible sources

Thursday

- Review sample outline and sample research essays, textbook

Week 15
4/22-4/26

Tuesday

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.

Thursday

- Thesis and Outline Assignment due by 11:59 p.m.

Week 16
4/29-5/3**Tuesday**

- Complete in class journal writing
 - Exchange journals with one peer and write a response to their journal entry. Each response must be a minimum of five sentences.
- Rough Draft of Module 4 Writing Assignment due by 11:59 p.m.
 - Submit via Blackboard link.
 - Late submission are **not** eligible for the peer review assignment

Thursday

- In class peer review
- Continue editing and working on final draft of argument essay

Week 17
5/6-5/9**Final Exams****Tuesday**

- Final Draft of Module 4 Writing Assignment due by 11:59 p.m.

Thursday

- Post Final Draft of Module 4 Writing Assignment (Last class day)

