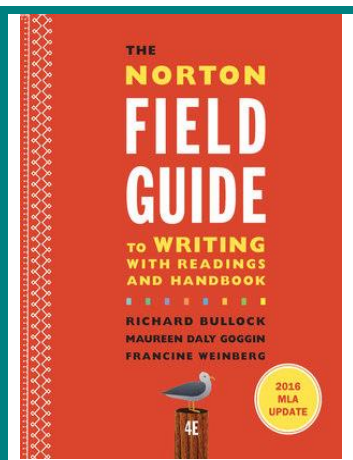


CLARENDON COLLEGE  
Division of Liberal Arts  
ENGL 1302 Course Syllabus  
English Composition II  
Summer 12-Week 2019 — 3 credit hours  
Section 585: W 8:00 AM – 10:45 AM; Roach Unit ROAC-1



**Instructor:** Joey Mulder **Office:** BAC 101  
**E-mail:** [joey.mulder@clarendoncollege.edu](mailto:joey.mulder@clarendoncollege.edu) **Office Hours:** After-class Conferences  
**Phone:** (806) 874-4861

#### CALENDAR OF IMPORTANT DATES:

Classes Begin	Tuesday, May 28
Late Registration Begins	Tuesday, May 28
Last Day to Add/Drop or Register	Thursday, May 30
Last Day for Financial Settlement	Thursday, May 30
Last Day to Drop with a “W”	Thursday, August 1
Final Exam	Wednesday, August 14
Final Grades Submitted by 2:00 PM	Friday, August 16

#### COURSE VALUE

Ability to communicate across the curriculum; ability to interpret what is read and to accept or reject ideas projected from that reading; designed to fulfill the requirements of the core curriculum.

#### 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.

Prerequisite: ENGL 1301 or its equivalent.

#### STATEMENT OF PURPOSE

English Composition and Rhetoric II partially satisfies the requirements for the Associate degree at Clarendon College and is designed for transfer to a senior college.

## **REQUIRED INSTRUCTIONAL MATERIALS**

Textbook: Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing, with Readings and Handbook*. Fourth Edition **with 2016 MLA UPDATE**. New York: W.W. Norton and Company, Inc. 2016. The ISBN # is 978-0-393-61739-9

## **STUDENT REQUIREMENTS**

Students are expected to arrive on time for class. When students arrive late, they are disruptive to the rest of the class. Please be courteous to your instructor and your peers by arriving on time.

## **STUDENT PORTAL**

Your student portal is an online platform that Clarendon College students will be taught how to access in this course. Students are not required to use the student portal in this particular course because all major writing assignments will be submitted as hard copies in class. However, final grades will be available for viewing in the student portal.

## **METHODS OF INSTRUCTION**

Course material will be taught through the combination of lectures, collaborative exercises, group work activities, whole class discussions, presentations, demonstrations, peer reviews, readings, possible media examples such as videos and visual tutorials, and in-class writings.

## **ENGLISH DEPARTMENT PROGRAM OBJECTIVES**

The following objectives will be encompassed throughout all core classes in the English Department at Clarendon College and these objectives are not particular to ENGL 1302 alone. These objectives apply to other English courses, too.

1. The students will understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and/or presentations.
2. The students will develop the ability to research and write a documented paper.
3. The students will be able to demonstrate an awareness of the scope and variety of works in the arts and humanities.
4. The students will demonstrate understanding of various works of literature as expressions of individual and human values within a historical and social context.

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board. The Board has determined the following categories as necessary achievements of core curriculum in higher education:

## **THECB CORE OBJECTIVES**

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information (CT)
2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral, and visual communication (COM)
3. Personal Responsibility: to include the ability to connect choices, actions, and consequences to ethical decision making. (PR)
4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal (TW)

## COURSE OBJECTIVES

As a result of this course, you should be able to meet the learning outcomes listed below.

(You should expect to meet these outcomes only if you honor all course policies, attend regularly, complete all assigned work in good faith and on time, and meet all other course expectations).

## LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes. (Assess COM, CT, TW, and PR through the research paper)
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Assess COM, CT, and PR through the research paper)
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Assess COM, CT, TW, and PR through evaluating sources and through the Evaluative Annotated Bibliographies)
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Assess COM, CT, and PR through the research paper)
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)—(Assess COM and CT through the research paper)

## DEFINITION OF LETTER GRADES FOR FINAL SEMESTER GRADE

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

## ASSIGNMENT GRADING SCHEMA & DEADLINES

<b><u>Research Assignments</u></b>	<b>90%</b>
1. Topic/Plan (Proposal)—5%--Wednesday, June 12	
2. Written Summary/Source Analysis—5%--Wednesday, June 19	
3. First Annotated Bibliography—10%--Wednesday, June 26	
4. Persuasive Thesis Statement—10%--Wednesday, July 3	
5. Second Annotated Bibliography—10%--Wednesday, July 10	
6. Rough Outline—10%--Wednesday, July 17	
7. Final Outline—10%--Wednesday, July 24	
8. Rough Draft—10%--Wednesday, July 31	
9. Final Draft—20%--Wednesday, August 7	
<b><u>Participation</u></b> (includes in-class activities and quizzes)	<b>+ 10%</b>
	<b>100%</b>

## **ATTENDANCE, TARDIES, & ABSENCES**

If students skip class, it is impossible to participate. I grade participation. Students must notify me prior to the absence if they wish to receive an excused absence for that particular day.

Tardies will count as absences if students arrive after I have already recorded attendance. It is disruptive and disrespectful to arrive late if your peers are in the middle of a quiz or if your instructor is in the middle of a lecture. If class is in session when you arrive, the instructor reserves the right to dismiss you and mark you as absent.

## **RESPECTFUL BEHAVIOR**

Students are required to treat one another with respect. Students are entitled to personal opinions, but they must be presented in a tactful manner. Any derogatory comments regarding gender, race, religion, sexual orientation, *etc.* will not be tolerated in the classroom.

Acknowledge the “etc.” Numerous comments could offend peers and these subjects are not limited to the ones mentioned in this document.

## **LATE ASSIGNMENT GRADING POLICY**

I do not accept late work. Assignments must be submitted as hard copies in class by the designated deadlines. Since this course reflects the expectations of potential future employers, it is important to remember that *deadlines are deadlines*. In the working world, late work interferes with productivity and could even result in termination. This course intends to prepare students for such environments.

## **REVISION POLICY**

I do not allow revisions. Similar to the examinations students take in other classes that exist to assess overall knowledge of course content at a particular moment in the semester, the major writing assignments are a way of assessing the students’ writing skills *on the assignment’s deadline*.

If students wish to discuss progress prior to the deadline, they should feel free to talk to me after class prior to the assignment’s deadline. I would be happy to review the work and provide feedback that could be used to revise the assignment.

## **COLLEGE POLICIES**

### **Academic Integrity Policy**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another

during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken. Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

### **Withdrawing from (Dropping) the Course**

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a “W” on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6<sup>th</sup> dropped class, he/she will no longer be able to withdraw from any classes.

### **Accommodations Statement**

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. If you require special accommodations, notify the Dean of Student Services. We will work with you to make whatever accommodations we need to make.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The role of Clarendon College is to encourage individuals of all ages to develop their skills and talents based on their abilities and interests, so that collectively they may contribute to the growth and development of this democracy. College policies, procedures, and regulations are formulated to promote an appropriate teaching and learning environment where each student has the freedom to learn and where the constitutional rights of others are protected.

The concept of rights and freedom, no matter how basic or widely accepted, carries with it corresponding responsibilities. Students, as well as other members of the college community, enjoy the same constitutional and civil rights guaranteed all citizens; at the same time, they are subject to the laws of the nation, the State of Texas, and the local community. All members of the college community have a strong responsibility to protect and maintain an academic climate in which the freedom to learn can be enjoyed by all. To this end, certain basic regulations and policies have been developed to govern the behavior of students as members of the college community.

Violations of student conduct regulations will be handled through the Office of the Vice President of Student Services. Violations of federal, state, and/or local laws make a student subject to civil or criminal action in addition to disciplinary action by the College. Each student is responsible for knowing the policies and regulations of the College.

### **Freedom of Expression**

The rights of free speech and peaceable assembly are fundamental to the democratic process. The College supports the rights of students of the college community to express their views and opinions on actions or ideas, to associate freely with others, and to assemble peacefully.

Whether expressing themselves as individuals or in organized groups, members of the college community are expected to conduct themselves responsibly, according to law, and to respect the basic educational goals of the College. Accordingly, the College insists that free expression not violate the rights of others. Disruption of the educational process and functions of the College, or violation of law, would constitute such a violation.

Students wishing to assemble must complete an official request with the Vice President of Student Services. The institution reserves the right to determine the time and location of such assemblies in order to ensure that the educational process is not disrupted. The use of amplified equipment is prohibited in student assembly and speech. The institution will not tolerate hate speech, defined as "...the lewd and obscene, the profane, the libelous, and the insulting or 'fighting' words—those which by their very utterance inflict injury or tend to incite an immediate breach of the peace." (Chaplinsky vs State of New Hampshire, 315 U.S. 568, 1942)

### **Freedom of Access**

Within the limits of its resources, Clarendon College shall be open to all applicants who are qualified according to current admission requirements. Clarendon College does not discriminate on the basis of race, creed, color, national origin, mental or physical disabilities, age, or sex in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services, programs, and activities.

### **Freedom of Association**

Students are free to associate to promote their common interests. They have the right to seek, through official procedures, and establish organizations of their choosing so long as such are not in conflict with the educational purposes of the College. Students have the right to affiliate with officially recognized campus organizations of their choice, within the requirements of those organizations relative to membership.

### **Academic Rights of Students**

The College has the responsibility of providing a program of quality education in keeping with its financial resources; students have protection through campus-designed procedures against prejudiced or capricious academic evaluation. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are responsible for completing their academic program, being familiar with all requirements of the College Catalog, and for maintaining their grade point average for degree requirements.

### **Students Records**

Student records are maintained in confidence and in compliance with the Texas State Library and Archives Commission retention schedule. Student records are used to promote the instruction, career development, guidance, and educational progress of the student. In accordance with the

Family Educational Rights and Privacy Act of 1974, Public Law 93-380, as amended, the student has access to specific information contained in his or her official records as specified by that act. Student records may be released to other persons, agencies, or institutions with a demonstrated interest in the student only if a written release has been signed by the student. College staff shall have access to student records when there is a demonstrated educational interest in the student.

### **Student Participation in Institutional Decision-Making**

The primary route of Clarendon College students in decision-making is through participation in the Student Government Association (SGA). Students also may be invited to serve on one of the various institutional committees. Student opinion of food services, student housing, student activities, etc., are gathered from a number of surveys. All student input, whether it be through organized clubs, committees, or questionnaires, is given serious consideration as suggestions for change in and improvement of the College.

### **Student Responsibilities**

The Board of Regents of Clarendon College expects employees, students, visitors, and guests of the College to accept the following responsibilities:

- (1) Compliance with and support of duly constituted civil authority,
- (2) Respect for the rights of others and cooperation to ensure that such rights are maintained, whether or not one agrees with the views of those exercising such rights.
- (3) Cooperation to ensure that the will of the majority is implemented after due consideration, but not to include the suppression of the minority,
- (4) To exercise disagreement in a responsible manner and within a framework compatible with the orderly resolution of differences.
- (5) Knowledge of and active support of college regulations.
- (6) A person who is required to register under the Code of Criminal Procedures 62.152 must register no later than the seventh day after the date on which the person begins to attend school to the Director of Student Life as well as any other local law enforcement agencies as required by Chapter 62, Code of Criminal Procedure.

### **CHANGES TO POLICIES, DEADLINES, OR SYLLABUS**

The policies and course calendar are subject to change according to the needs of the class. Students will be notified in a timely manner if such changes occur. Students are responsible for reading and making adjustments according to the most recent version of the course syllabus.



## TENTATIVE COURSE SCHEDULE

### Wednesday, May 29

- Read syllabus and sign class contract. Students need to be sure they have the textbook and the necessary supplies to be successful in this class. Students will be counted absent if they come unprepared to class.
- Review **Rhetorical Situations** (Purpose, Audience, Genre, Stance, Media/Design), pages 3-52. This review will enhance students' understanding of the "emphasis on effective and ethical rhetorical inquiry" that is fundamental to the 1302 course.

### Wednesday, June 7

- Various writing as assigned, including review of thesis sentences and structuring essays
- Discuss semester-long research project. This will begin with assigned research topics and develop over the semester through the use of other assignments that will meet the Learning outcomes #1-5, including analyzing research texts, interpreting research material, writing a two-part Annotated Bibliography (minimum 4 sources each), and finally finishing with a persuasive 5-7 page research paper in MLA style with a minimum of 8 sources (review handout for breakdown of acceptable sources).
- **Research assignment #1: Formal Research Topic Proposal** Review pages 242-244 for the required elements of a Research Topic Proposal. You will use MLA format for this and all assignments unless otherwise instructed. See the assignment sheet for more detailed instructions. **Submit RA #1 (Topic/Plan) in class on Wednesday, June 12.**

### Wednesday, June 12

- Bring a complete version of RA #1 to class. Submit the assignment for grading.
- Review Reading Strategies for analyzing a text (Learning Outcome #3)
- Read and Discuss pages 10-44
- Discuss **Author Tags/Signal Phrases**.
- **Research assignment #2:** I will give students an **assigned text** for this research assignment. Students will analyze the text using the steps listed below (**SEE HANDOUT**). Then students will write a **WRITTEN SUMMARY** of the assigned text. After completing analysis using the following steps, there will be a class discussion over the topic. **Submit RA #2 (Written Summary) in class on Wednesday, June 19.**
  - Reading Strategically (11-26)
  - Reading Critically (26-32)
  - Summarizing (33-44, 486-87) (Your writing assignment requires you to summarize an assigned passage, so pay careful attention to this section.)
  - **Students will turn in BOTH the HANDOUT analyzing the text and an MLA formatted document that is the WRITTEN SUMMARY of the assigned text.**

### Wednesday, June 19

- Bring a complete version of RA #2 to class. Submit the assignment for grading.
- **Read and Discuss: Developing a Research Plan (pages 421-431)**
  - Chapter 45: Developing a research Plan (435)
  - Chapter 46: Finding Sources (445)
  - Chapter 47: Evaluating Sources (469)
  - Chapter 48: Synthesizing Ideas (473)
  - Chapter 49: Quoting, Paraphrasing, and Summarizing (478) Students will have writing assignments on quoting and paraphrasing.
  - Chapter 50: Acknowledging Sources, Avoiding Plagiarism (491) Students will have a writing assignment on avoiding plagiarism.
  - Chapter 52: Documentation (500)
    - MLA style: Practice, Practice, Practice!
- Receive prompts for **Research assignment #3: Read and Discuss: Annotated Bibliographies (188)—Submit RA #3 (Annotated Bibliography) in class on Wednesday, June 26.**
- **Read and Discuss: Arguing (Chapters 13 and 36)**
- **Research assignment #3: Read and Discuss: Annotated Bibliography (188)—Deadline: Wednesday, June 26**

### Wednesday, June 26

- Bring a complete version of RA #3 to class. Submit the assignment for grading.
- **Research assignment #4:** Students will work on writing a persuasive research thesis (See detailed handout)
- **Submit RA #4 (Persuasive Thesis Statement) in class on Wednesday, July 3.**

### Wednesday, July 3

- Bring a complete version of RA #4 to class. Submit the assignment for grading.
- **Research assignment #5: Second Evaluate Annotated Bibliography**
- **Submit RA #5 (Second Evaluate Annotated Bibliography) in class on Wednesday, July 10.**

### Wednesday, July 10

- Bring a complete version of RA #5 to class. Submit the assignment for grading.
- Discuss both informal (topic) and formal (sentence) outlining. Please use the templates I provide so you can be sure your argument has all necessary components.
- **Research assignment #6: Informal (topic) outline**
- **Submit RA #6 (Topic Outline/Informal Outline) in class on Wednesday, July 17.**

### Wednesday, July 17

- Bring a complete version of RA #6 to class. Submit the assignment for grading.
- **Research assignment #7: Formal (sentence) outline**
- **Submit RA #7 (Sentence Outline/Formal Outline) in class on Wednesday, July 24.**

### Wednesday, July 24

- Bring a complete version of RA #7 to class. Submit the assignment for grading.
- **Research Assignment #8: Rough Draft**
- **Submit RA #8 (Rough Draft) in class on Wednesday, July 31.**
- Discuss requirements for peer review, which will be held on Wednesday, July 31.

### Wednesday, July 31

- Bring a complete version of RA #8 to class. Submit the assignment for grading.
- Conduct the peer review activity.
- **Research Assignment #9: Final Draft**
- **Submit RA #9 (Final Draft) in class on Wednesday, August 7.**
  - *The Final research paper demonstrates that students have achieved Learning Outcomes #1-5*

### Wednesday, August 7

- Bring a complete version of RA #9 to class. Submit the assignment for grading.
- Review for final exam.

### Wednesday, August 14

- Final Exam

### **COURSE CONTRACT**

Students are required to provide their signatures on the final page of this document. Your signature acknowledges that you read the course syllabus, comprehend the material that appears on the course syllabus, and that you agree to the terms and conditions that appear on the course syllabus.



**COURSE CONTRACT**

Students are required to provide their signatures on the final page of this document. Your signature acknowledges that you read the course syllabus, comprehend the material that appears on the course syllabus, and that you agree to the terms and conditions that appear on the course syllabus.

***Note:** Please remove this page from the syllabus and return it to your instructor with your signature and date at the bottom of the page. Please keep the rest of the syllabus. You are responsible for the material that appears in the syllabus. Therefore, you should keep a printed copy of the syllabus so you can have access to it for the rest of the semester.*

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_