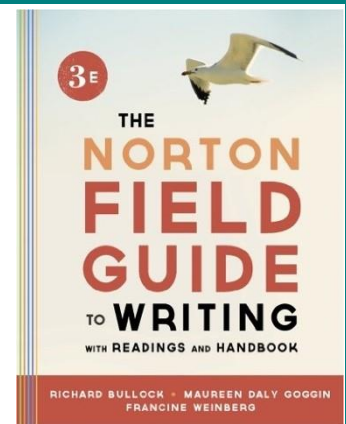


CLARENDON COLLEGE
Division of Liberal Arts
ENGL 1302 LEC 565 Course Syllabus
English Composition II
Fall 2024 — 3 credit hours
Location: Jordan Unit
Course Type: Lecture
Method of Delivery: Handwritten Assignments



Instructor: Dr. Brad Swygard

CALENDAR OF IMPORTANT DATES:

Classes Begin	August 26th
Last Day to Register or Add/Drop	August 29th
Census Day (Verify Enrollment)	September 11th
60% of Term	October 30th
Last Day to Drop with a "W"	November 14th
Thanksgiving	November 28th
Final Exams	December 9 th -11th

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.

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.

REQUIRED INSTRUCTIONAL MATERIALS:

All page numbers found on this syllabus as well as the prompts for major writing assignments will direct students to readings in the following textbook:

Textbook: Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing, with Readings and Handbook*. 4th ed. New York: W.W. Norton and Company, Inc. 2016.

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Prerequisite: ENGL 1301 or its equivalent.

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.

Due to limited resources, students may receive another edition of the textbook or printed handouts. *All* students will receive the required readings; however, the page numbers and textbook edition may differ from what appears on this syllabus. Students are responsible for finding and reading the corresponding chapters in their textbooks and/or handouts.

METHODS OF INSTRUCTION

Due to constraints brought upon us by COVID-19, this course will be taught as a lecture course. Course instructions will be taught through a combination of textbook reading, detailed prompts and tutorials, and written assignments.

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, complete all assigned work in good faith and on time, and meet all other course expectations of you as a 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 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.)

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

THE CB CORE OBJECTIVES

Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Personal Responsibility: the ability to connect choices, actions, and consequences to ethical decision making.

English Department Program Objectives

1. The students will understand and demonstrate writing processes through inventions, organization, drafting, revision, editing, and/or presentation.
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 the 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.

RESPECTFUL BEHAVIOR

Even though this course will not meet in a traditional classroom, students are required to treat one another with respect in their writing or potential group work activities. 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 written assignments or group work. Acknowledge the “etc.” Numerous comments could offend peers and these subjects are not limited to the ones mentioned in this document.

GRADING SCHEMA & MAJOR DEADLINES

Final Test	10%
Participation/Daily Work	10%
Major Writing Assignments	+ 80%
Total	

GRADING SCHEMA & MAJOR DEADLINES *IN DETAIL*

Grading scale:

Research assignment #1: Topic/plan (proposal) 5%

Research assignment #2: Class Analysis of a source 5%

Research assignment #3: First Annotated Bibliography 10%

Research assignment #4: Working, Persuasive Thesis Statement 5%

Research assignment #5: Second Annotated Bibliography 10%

Research assignment #6: Formal Outline 10%

Research assignment #7: Rough Draft 15%

Research assignment #8: Final Draft 20%

Various writing assignments/participation 10%

Final exam: 10%

Note: The grading schema and major deadlines section of this syllabus contain deadlines and the pickup dates for major writing assignments and quizzes. Students should consult the course calendar section of this syllabus to determine the work they should be completing prior to these dates.

The final semester grades will be figured as set in the current catalog:

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

PAPER FORMAT & SUBMISSIONS POLICY

Your major writing assignments will meet the following criteria:

- Format: MLA
- Spacing: Double

Students will draft handwritten assignments. Please be sure to follow MLA format. Provide a header/page number; a heading with your name, the instructor's name, course number, and date; a creative title; and double-spaced text which allows the instructor to provide feedback in the empty spaces.

LATE ASSIGNMENT GRADING POLICY

I accept late work with a penalty. 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.

If you complete an assignment and fail to submit it by the designated pickup date, please contact a correctional officer immediately so they may e-mail the instructor to provide a reason or excuse for the missing work.

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 contact a correctional officer and e-mail any questions to me regarding the assignment. I would be happy to review the work and provide feedback that can be used to polish the assignment.

CONFERENCE DRAFTS

Students are allowed to submit a conference draft (an early version of the essay that I will review similar to the way I would provide feedback during an office conference during office hours). Conference drafts must be a complete rough draft of the essay. When I receive a conference draft, I will review the document and provide the same feedback and marginal comments I would provide if I were grading the assignment (with the exception of the actual letter grade).

If students wish to receive early feedback on an assignment, they must complete the assignment in its entirety prior to the deadline and pickup date. Remember this is a correspondence course and the instructor will require the time to receive the assignment, provide feedback, and then mail the comments back to students. This means there will be a duration of time between conference draft submissions and feedback. Please plan accordingly and submit conference drafts *prior* to the deadline.

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 vice president, and/or the vice president. 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 Vice President of Instruction. The Vice President of Instruction will maintain a file on all violations. If a faculty member prefers to report the case directly to the Vice President of Instruction, 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 Vice President of Instruction. If the Vice President of Instruction observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Vice President of Instruction 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 Vice President of Instruction 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 Vice President of Student Services.

Dropping a Course

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may

drop any other course with a grade of “W” any time after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services.

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 6th dropped class, he/she will no longer be able to withdraw from any classes.

Withdrawal from College

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar’s Office. The request must include the student’s signature, the student’s current address, social security number, and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of “W.”

Accommodation Statement

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran’s status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one’s ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

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.

Student 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.

Grievance/Appeals

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

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

Read the course syllabus and the course calendar in its entirety in an effort to be prepared for all upcoming deadlines this semester.

SEE BELOW FOR TENTATIVE COURSE SCHEDULE AND CLASS TOPICS

(Subject to adjustments if necessary)

Week 1: 8/27

Read syllabus and complete the syllabus quiz, which is the Enrollment Verification Activity (EVA). Students need to be sure they have the textbook and the necessary supplies to be successful in this class. Review my policies above on consequences for being unprepared for class.

Week 2 09/03

Discuss Topics for Papers and the essence of an argument. Pick preliminary idea. Discuss Debate Assignment

Week 3 09/10

AI Debate Due

Read Chapter 2 Reading in Academic Contexts pp 10-32

- Previewing a Text
- Considering the Rhetorical Situation
- 10
- Thinking about your Initial Response
- Annotating
- Playing the Believing and Doubting Game
- Thinking about How the Text Works: What It Says, What It Does
- Summarizing
- Identifying Patterns
- Analyzing the Argument
- Considering the Larger Context

Research Assignment #1: using MLA format, write 1-2 concise pages about your topic and your plan to research it. You should include a working thesis statement if you feel comfortable with your direction or you may just formulate what your specific area of interest within the topic is and what you hope to learn. Be sure to note where (and in what types of sources) you will begin research and what you think to find helpful from these sources. Note: this does NOT mean students should say, “I plan on using the internet”. Some web sources will be allowed, but there is more to it than this. What types of internet sources will you be using? Will you use personal interviews? Will you seek out information from news agencies or government websites? Etc. This assignment meets learning outcomes #1 & #5 and core objectives COM and CT) **RA#1 Due September 17.**

Week 4: 09/17 RA#1 Topic Plan due. Explain Source Analysis

Week 5 09/24

- Review Rhetorical Situations Pp. 55-70. (Purpose, Audience, Genre, Stance, Media/Design). This review will enhance students’ understanding of the writing process (Learning Outcomes #1 and #4 and core objectives COM & CT)
- In-class: Discuss research project with your classmates (if possible). Brainstorm on ideas and possible thesis statements. 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 3 sources each), and finally finishing with a persuasive 7-10 page research paper in MLA style with a minimum of 8 sources. These learning outcomes work together to enable student success in meeting the core objectives COM, CT, TW, and PR) **RA#2 Source Analysis Due**

Week 6: 10/01 In-depth MLA discussion and explain Annotated Bibliographies

Week 7: 10/08

Review Analyzing a Text (Learning Outcome #3, core objectives COM, CT)

- Read and Chapter 11 Analyzing A Text pp 94-128.
- Read pp 124-5 and use the information to analyze the article “College: What It’s All About and Why It Matters” **RA #3 Evaluative Annotated Bibliography#1 Due**

Week 8: 10/15

Review Developing a Research Plan (Learning Outcome #1, core objectives COM, CT)

- Read and Discuss: Developing a Research Plan (Blue section of your book)
 - o Developing a research Plan (Chapters 45 -52 pp 435-548)
 - o Finding Sources 445-468 **Research Assignment #4 Persuasive Thesis Due**
 - o Evaluating Sources 469-472
 - o Synthesizing Ideas 473-477
 - o Quoting, Paraphrasing, and Summarizing 478-490
 - o Acknowledging Sources, Avoiding Plagiarism 491-495
 - o Documentation 496-497
- MLA style 498- 548

At this point, you should be looking at what you want your topic of research to be. I will have given you a list of possible topics generated from your interests handed in during the first week..

Assignment: **Review research Assignment #1,2**

Week 9: 10/22

- Finish research section on Documentation
 - Read: Ch. 15 Annotated Bibliographies pp 188-196 (Learning Outcomes #2,#3, and #5, core objectives COM, CT, PR)
- Research Assignment #5 AEB#2 Due**

Week 10: 10/29 Explain Outlining

Week 11: 11/05 Read: Ch 13 Arguing pp.156-182 (Learning Outcomes #2 and #4, core objectives COM, CT)

Arguing for and against: students will make arguments and counterarguments on the topic, practicing argumentation strategies

- **Research Assignment #6 Outline Due**

Week 12: 11/12

- o Continue work on research paper
- o Research assignment #6 reviewed Formal Outline (Learning Outcome #1 core objectives COM, CT)
(Learning Outcome #1 core objectives COM, CT)

Week 13: 11/19

- Work on final research paper which will be due on November 28.
- o Rough Draft (Learning Outcomes #1-5, CR, COM, PR) **RA#7 Rough Draft Due**

Week 14: 11/26 Rough Draft returned and discussed.

Week 15: 12/03 **Final Draft Due** and Final Test Review

Week 16: 12/10 **Final Test**

1302 Due Dates Summary

1. 08/27 Syllabus Eva
2. 09/03 Discuss topics
3. 09/10 AI Debate
4. 09/17 RA#1 Topic Plan
5. 09/24 RA#2 Source Analysis
6. 10/01 MLA Discussion
7. 10/08 RA#3 AE Bibliography 1
8. 10/15 RA#4 Persuasive Thesis
9. 10/22 RA#5 AE Bibliography 2
10. 10/29 Outlining Discussion
11. 11/05 RA#6 Outline
12. 11/12 Research Follow-up
13. 11/19 RA#7 Rough Draft
14. 11/27 Rough Draft Returned
15. 12/03 RA#8 Final Draft
16. 12/10 Final Test

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:** _____
