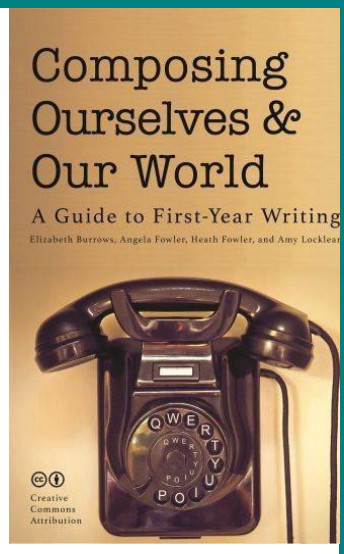**CLARENDON COLLEGE**
 Division of Liberal Arts
 ENGL 1302 Course Syllabus
Composition II
Fall Mini 2025

INSTRUCTOR: Dr. Brad Swygard

OFFICE: Online, you can reach me at brad.swygard@clarendoncollege.edu or send me a Message in the LMS. We can set up another way if needed.

The **Messages** feature in Blackboard is the main method you should use to contact me. I will check the course website every weekday and respond to your inquiries within 24 hours. It may take longer than 24 hours for a response if you submit a message over the weekend.

Fall Mini 2025 CALENDAR OF IMPORTANT DATES:

Census Date	September 10
Last day to Withdraw with a W	January 5
Final Exam	December 11-13
Final Grades Due @ 2:00PM	December 15

ONLINE COURSE WEBSITE
This hybrid course uses Blackboard as its online course management program. All instructions, tutorials, exams, and assignments are provided at the course website. All assignments will be submitted there. Deadlines for all assignments are listed in the tentative course schedule located at the end of the syllabus.

Most communication between you and your instructor as well as fellow classmates will be handled in through the **Messages** feature and discussion forums. You will be able to log on to the

course website once you have officially registered for the course and once you have been added to the course website. The course website will become available by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend between 6-9 hours per week on the course.

The information explaining how to log on to your course website can be obtained by going to Clarendon College's home page and clicking the **Online Classes** button. If you have any difficulty logging on, e-mail our help desk at: administrator@clarendoncollege.edu

REQUIRED ENROLLMENT VERIFICATION ACTIVITY
Students who fail to complete the Syllabus Agreement EVA (Enrollment Verification Activity) by the official census date may not be able to continue in the course. This could result in an F for the course and forfeiture of Financial Aid. The census date for this term can be found on the Academic Calendar located at the Inside CC link on Clarendon College's home page. The Syllabus Agreement EVA is located in the Class Orientation section of your course.

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.

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
Online Textbook: Burrows, Elizabeth, Fowler, Angela, Fowler, Heath, Locklear, Amy. Composing Ourselves and Our World: A Guide to First-Year Writing Clarendon College now uses a digital text, *Composing Ourselves and Our World*. You do not have to pay for this text. You will be accessing this text via your class in Blackboard. You will be given instructions in your Student Portal for accessing Blackboard. We will do all of our **reading**, **discussions**, and **Final Exam** online through Blackboard. **All major writing assignments will be submitted online through the appropriate link in Blackboard.** You can print your

text, if you desire.

*Any good dictionary (Optional, but recommended) i.e. *The American Heritage Dictionary, Webster's Collegiate* or access to any good on-line site such as

http://www.m-w.com/

A flash drive or other additional means of saving your work is HIGHLY recommended

STUDENT REQUIREMENTS/COURSE EXPECTATIONS
You may expect a response time from me of 24 hours for messages or e-mail, and perhaps a week for major writing assignment grades/feedback. However, it is your responsibility to contact me if you wish to receive feedback before the next major writing assignment is due. Major writing assignments will be due by midnight on Sundays. If you wish to receive feedback on an assignment, you must email it to me by the Monday before it is due.

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

Etiquette expectations (netiquette) for all types of communication: You are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. Please be polite and maintain a professional tone in your writing. No abusive language will be tolerated in this course.

COMPUTER/TECHNOLOGY REQUIREMENT
This course uses a variety of web resources that require a good Internet connection and an up-to-date browser. You should use the latest version of Mozilla Firefox or Google Chrome. Other technology requirements will be listed in your Blackboard course.

COMPUTER/TECHNOLOGY REQUIREMENTS: During your orientation course, you learned of the following Blackboard requirements:
• Compatible internet browsers and special browser settings
• Adobe Reader
• Flash Player

In addition, I would like you to consider the following items. If this is your first online course, there are some questions you need to consider before beginning this or any online course:
• Are you self-motivated? Can you get assignments finished and submitted on time?
• Do you understand what you read? Can you follow written directions?
• Do you have the use of a computer--one that fits YOUR schedule and the COURSE schedule? Furthermore, are you proficient at navigating the world of computers, including software and digital environments?
• Is your internet service reliable? If the answer is no to any of these questions, you may wish to rethink your decision to take an online course. A face-to-face class may be the right one for you. If, on the other hand, you believe an online course is for you, here a few tips:
• Be prepared to spend as much or more time as you would in a face-to-face class. Students should be very disciplined and responsible in online classes—students are expected to participate

as if they are in a classroom, but in an online environment. Students are expected to read the assigned text and be prepared to contribute to the class discussion in the online format as well as turn work in on time.

• Make the most of your time and try not to fall behind—it's difficult to catch up on readings. Moreover, only one assignment shall be accepted late, so you must keep up, yourself, with the schedule and turn work in on time.

 • Make sure you can fit the exams and assignments into your schedule. There aren't going to be any make-up exams or extra-credit opportunities.

• If you have a problem, let me know as soon as you can. Don't wait or just do nothing. Remember that I am not a computer teacher but an English one. The excuse "my computer crashed" or "my internet went down" is very like the old excuse "the dog ate my homework". The dog MAY have eaten your homework, and your computer may have crashed, but these excuses will not be accepted.

• Don't wait until the last minute to complete a test or submit material. Things can and do go wrong!

 • One more thing and this is so very important. You must save your documents in a Microsoft Word compatible format (such as .doc, .docx, or .rtf). PDFs will not be accepted! This is especially something to be cautious of if you have an Apple computer because much of Apple's software is not compatible with what we use on the PCs. Again, I cannot grade work that I cannot open. If I receive a document that is not compatible, you will receive a zero on that assignment.

Clarendon College students have access to Onedrive and Office 365, which provides access to some software you might need for this class, for free. For further instructions on how to access these resources, go to your Student Portal Help sections in CAMS.

METHODS OF INSTRUCTION
Course material is accessible online through a combination of written assessments and feedback for individual essays and student writing, readings, collaborative exercises, discussion forums, group work activities, peer reviews, quizzes, various media examples such as online videos, conference drafts, e-mails, and optional office hour conferences for on-campus students.

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 Board. The Board has determined the following categories as necessary achievements of core curriculum in higher education:

THECB 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.

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, earn online attendance, 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, CR, 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, CR, 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, CR, 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, CR, 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 CR through the research paper)

ASSIGNMENT GRADING SCHEMA

<u>**Research Assignments**</u>   **80%**
1. Topic/Plan (Proposal)—5%
2. Written Summary/Source Evaluation—5 %
3. Evaluative Annotated Bibliography—10%
4. Persuasive Research Thesis Statement and Intro Paragraph—10%
5. Topic Outline—15%
6. Rough Draft—15%
7. Final Draft—20%

<u>**Reflection Assignments**</u>   **10%**
1. Final Exam – 10%

Discussion Boards <u>10%</u>
<u>100%</u>

DEFINITION OF LETTER GRADES FOR FINAL SEMESTER GRADE

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

Your official final course grade will appear in the student portal.

PAPER FORMAT & SUBMISSIONS POLICY
Your major writing assignments will meet the following criteria:
- Format: MLA
- Font: Times New Roman
- Font Size: 12 pt.
- Top, Bottom, Left, & Right Margins: 1 inch
- Spacing: Double
- File: <u>.doc or .docx (Microsoft Word file)</u>

I will not accept documents if they fail to meet the aforementioned requirements. You can submit Microsoft Word documents (files saved as .doc or .docx) or PDF documents. I prefer PDF documents for grading because I write on my tablet. If I am unable to open your document because you failed to follow instructions, I *cannot* grade that assignment. This will result in an automatic failing grade for that particular assignment. Also, I grade electronically, which means I can highlight your text and make adjustments to determine whether or not you altered the text to increase the length of the essay.

I will use turnitin.com to check all student work for plagiarism for your assignment RA#6, the Rough Draft of your paper as well as your final paper, assignment RA #7. Instructions on how to do this are posted in those sections.

LATE ASSIGNMENT GRADING POLICY
Assignments are due as stated in the "Tentative Course Schedule" and in each Blackboard section for each writing assignment, discussion, and Final Exam. No exceptions!!!!!

Late work ---- I **may** accept **one (1)** late assignment due to extenuating circumstances. **This decision will at my discretion and must be discussed with me.** This must be turned in within a week of the original due date. A 0 will be given if the assignment is not completed.

 Important: Assignments must be computer generated. **The MLA format must be used for all typed assignments. Always keep at least two (2) saved copies of your work.** Flash drives are your best option. See the **REQUIRED INSTRUCTIONAL MATERIALS** section of this syllabus. Any lost or damaged data will not be accepted as an excuse for late work.

You must be prepared to spend a minimum of 9-12 hours on this class per week for a regular

semester and 17-26 hours per week for a summer or mini semester.

Assignments must be uploaded by the designated deadline. 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.

SELF-PLAGIARISM
If you have previously taken this course, or have papers from another course, the submission of papers that were previously written is NOT ALLOWED. If it is found that a paper is submitted more than once, you will receive a 0 on that assignment. Also, programs that "edit" or exchange words for synonyms are not acceptable: I want to see YOUR thoughts, not a computer-generated facsimile!

REVISION POLICY
I do not allow revisions after the final draft deadline. 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 e-mail assignments to me prior to the deadline. 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 your 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).

Conference drafts should be submitted via e-mail as an attached Microsoft Word file (.doc or .docx file) to brad.swygard@clarendoncollege.edu by the Sunday before the major writing assignment's deadline. If I receive a conference draft, I will provide feedback within 24-48 hours, and you can revise the essay according to my feedback.

ONLINE ATTENDANCE POLICY
Regular weekly attendance is mandatory in all online/dual credit courses. Specific activities will be identified on the tentative course schedule that must be completed in order for students to be considered "in attendance." These activities are labeled and highlighted. Attendance will be posted to the Student Portal. After three absences, your participation grade will decrease by 10% for each additional week you are absent.

Failure to complete these assignments can result in forfeiture of Financial Aid and failure of the class.

For this course, I will submit an attendance report each week and on the census date. Students

who are following the online attendance policy are marked "present."

Face-to-Face Attendance Policy: You are expected to attend every class period you are enrolled in. Exceptions are those days when, if you are in an athletic or other program such as meat judging, RFO, etc., you are in an excused competition or event. Plan ahead, and make sure your assignments can be submitted on time. Attendance is part of participation; hence, if you are not in class, you cannot participate! The same policy applies, after three absences, your participation grade will be reduced by 10% for each additional week you are absent.

COLLEGE POLICIES

STUDENT ACADEMIC INTEGRITY AND CLASSROOM ETHICS
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 an 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 activity; 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 vice president, 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.
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 Academic Affairs. The

Vice President of Academic Affairs will maintain a file on all violations. If a faculty member prefers to report the case directly to Vice President of Academic Affairs, 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 Academic Affairs. If the Vice President of Academic Affairs observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Vice President of Academic Affairs 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 Academic Affairs 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.

Dropping a Course

Course Withdrawal--Students desiring to make schedule changes after their initial registration each semester must do so during the designated "Drop and Add" period as scheduled in the College Catalog. Students will be required to pay tuition and fees applicable to any class(es) added to their schedule.

Official withdrawal from a course is initiated in the Office of the Registrar. However, each student should consult with his/her academic advisor or the Associate Dean of Enrolment before officially withdrawing from a course. A student who stops attending a class without officially dropping it may receive a grade of "F" for that class.

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."

Student Rights and Responsibilities

Student Rights and Responsibilities are listed on the College website at: http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf.

Accommodations Statement

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

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

Note: I highly encourage you to review the required readings prior to the designated deadlines. If you procrastinate, readings may interfere with your ability to post to discussion forum, or draft major writing assignments. The course is structured in a way that allows you to manage one task at a time, but you may be responsible for many tasks in a single day if you wait until Fridays (the designated day for major deadlines).

ENGL1302 Fall Mini Schedule Overview

Week One December 17-21 (Short Week)

Type   Titles

Forums: The Importance of Purpose

Writing Assignment: Topic Plan

Week Two December 22-28

Forums: 20 Questions about Your Topic

Writing Assignments: Evaluate a Source, Thesis Statement/Introduction

Week Three December 29- January 4

Forums: Ethical Argumentation

Writing Assignment: Annotated Bibliography, Outline

Week Four January 5-11

Forums: Because I Said So

Writing Assignments: Rough Draft

Week Five January 12-13 (Short)

 FINAL TEST

Writing Assignment: Final Draft