ENGL 1302.AL2  
Composition/Rhetoric II  
Mon/Wed/Fri: 11:00-11:50  
Room: CC101

Spring 2011  
Pre-Requisite: ENGL 1301  
Credit: 3 hours  
Lab Required

INSTRUCTOR: DR. JULES SEARS  
Office: D234d  
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Phone Number: 972-516-5852

Website: http://iws2.collin.edu/jsears

TEXTBOOKS:

COURSE DESCRIPTION: In this course students should continue to improve skills acquired in English 1301 and develop skills in argumentation and analysis. Students will study various types of literature, do extensive writing, and learn research methods and proper documentation of a research paper.

COURSE FORMAT: Lectures, class discussion, small group discussions, audio/visual materials, and individual conferences.

EXPECTED STUDENT LEARNING OUTCOMES: We believe that English 1301 leads directly into English 1302, and that the second course builds upon skills from English 1301; therefore, English 1302 will continue to develop and evaluate those expected outcomes from English 1301. Because English 1302 focuses on research skills, students successfully completing the course should also be able to demonstrate the following:
A. **Defend an informed position or argument** within the context of a specific discipline with explanations and answers to relevant counterarguments.
B. **Comprehend writing as a series of additional research tasks** that include finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
C. **Practice appropriate conventions of documenting their work with the MLA format**.
D. **Continue to build upon the Student Learning Outcomes for English 1301**—
   1. Students should be able to **demonstrate rhetorical knowledge** in the following ways:
      a. Read and interpret a prompt for a writing assignment.
      b. Write essays that take a position and successfully argue or defend that position.
      c. Write essays with appropriate evidence, discussion, and organization for a specific audience.
      d. Write essays with strong introductions and conclusions that represent sophisticated thought and writing.
      e. Write essays that use format, structure, tone, diction, and syntax appropriate
to the rhetorical situation.

2. **Students should be able to demonstrate critical thinking, reading, and writing in the following ways:**
   a. Use reading and writing for inquiry, learning, thinking, and communicating.
   b. Integrate their own ideas with those of others with clear distinction between the two.

3. **Students should be able to demonstrate knowledge of the writing process in the following ways:**
   a. Be aware that it usually takes multiple drafts to create and complete a successful text.
   b. Develop and demonstrate flexible strategies for generating ideas, revising, editing, and proofreading.
   c. Understand and utilize the collaborative and social aspects of writing processes by learning to critique their own and others’ work.

4. **Students should be able to demonstrate knowledge of conventions in the following ways:**
   a. Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
   b. Control such surface features as grammar, punctuation, and spelling.

**COURSE REQUIREMENTS:**

1. Students must write FOUR essays. TWO of these will be research papers of at least FIVE typed pages each which include FIVE to EIGHT sources in each paper.

2. Even though this course focuses on argumentation and research, students will study various types of literature and write response papers and/or analyses.

3. Research is mandatory. No student should be able to pass the course without completing two research papers written in the latest MLA style of documentation. English 1302 should prepare students for sophomore courses in which students are expected to know the current MLA style of documentation.

4. A final exam will be given at the scheduled time during the week of finals. Most of the final exam will be devoted to testing a student’s ability to write under a time limit. Part of the final exam will test knowledge of current MLA style of documentation.

5. Students must do lab work in the course.

**COURSE EVALUATION:** The final course grade will be based on the following:

- Two Essays of Literary Analysis: 15% each (30% total)
- Two Research Papers including MLA style documentation: 20% each (40% total)
- Final Exam: 10%
- Lab Work: 10%
- Participation: 10%
GRADE CALCULATION:
90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
0-59 = F

METHOD OF EVALUATION: Assignments will be evaluated using the grading standards for composition courses described under “Grading Standards for Courses in Rhetoric.”

TURNITIN.COM
In addition to turning in a hard copy of your essays, you must submit all of your out of class essays to Turnitin.com to ensure they are plagiarism free. Turnitin.com accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats. I will also post grades on Turnitin.com.
To access Turnitin.com, go to www.turnitin.com
You must create your own user profile
Class Name = ENGL 1302.AL2  Class ID = 3727208  Password = literature [lowercase]

LAB ASSIGNMENTS: The lab component develops and reinforces reading, writing, and thinking skills related to course issues. Lab assignments are listed after the course schedule.

ATTENDANCE POLICY: Students are expected to attend as many classes as possible; consequently, attendance will be taken at the beginning of every class period. Your attendance will be reflected in your participation grade. IF YOU HAVE 10 ABSENCES OR MORE, YOU AUTOMATICALLY FAIL THE COURSE. Tardy students or those who leave class early/frequently may be counted as absent. Those who are asked to leave the classroom will be counted as absent.

PARTICIPATION GRADE: You will be graded on your degree of participation in the classroom discussions and the degree to which you pay attention during lectures. If the instructor sees you sleeping, working on homework for another class, text-messaging, talking to your friend(s), reading a book, doing a crossword, working on your laptop, or excessively leaving the classroom, you will be given a failing participation grade.

LATE WORK: All assignments are due on the day specified in the syllabus. Late work will be penalized. For every class day a paper is late, 10 points will be taken off the paper’s grade. NO LATE WORK WILL BE TAKEN A WEEK AFTER THE DUE DATE. All class work must be turned in by the last regular class day of the semester.

WITHDRAWAL: The last day to withdraw from this course is Friday, March 11. It is up to the student to initiate the withdrawal process in the Registrar’s Office.

RELIGIOUS HOLY DAYS: Refer to the current Collin Student Handbook.
AMERICANS WITH DISABILITIES ACT COMPLIANCE: It is the policy of Collin County Community College 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 contact the faculty member and/or the Services for Students with Disabilities, SCC G200 at 972-881-5950 (V/TTD: 972-881-5950) in a timely manner to arrange for appropriate accommodations.

ACADEMIC ETHICS: Plagiarism is a serious academic offense that can result in severe consequences! The English Department’s policy on plagiarism as detailed in the sheet “Scholastic Dishonesty and Plagiarism” is strictly enforced in this course. The Dean of Students also advises instructors to report to them cases of plagiarism; therefore, a case of plagiarism can negatively impact your academic career. I will give an essay that is clearly plagiarized a zero.

CAMPUS POLICY: Campus regulations do not allow food, drinks, or smoking in the classroom. Out of courtesy for your classmates and the instructor, students should turn off cell phones and beepers.

COURSE REPEAT POLICY: You may repeat this course only once after receiving a grade, including W. If you drop the course before the census date—Monday, January 31—you will not be penalized in regard to the repeat policy. If you withdraw from the course after the census date, a grade of W will posted to your transcript and count as one attempt toward the repeat policy.

CLASSROOM CIVILITY: Students are expected to behave in a civil manner in class. This means there should be no talking while the instructor is lecturing. Students who talk in class without permission may be asked to leave the classroom and will receive an absence for the day. Students must turn off all cell phones, lap tops, and pagers before entering the classroom. Students who talk on their cell phones, work on their computers, or text message in class may be asked to leave the classroom. Except for technology used by the instructor, this is a technology-free zone.

COURSE SCHEDULE
Any changes in the following schedule will be announced in class.
All readings should be completed by the dates on which they are listed.
MLM means Making Literature Matter.

Week 1  Wednesday, Jan. 19: Overview of Course; Assign Essay #1
         Friday, Jan. 21: How to Read Closely (16-23)

Week 2  Monday, Jan. 24: Writing Process; Reading: “The Colonel,” “Punishment,” “Parsley,” and “Capital Punishment” (1155-1167 in MLM); Lab 1 Due
         Wednesday, Jan. 26: How to Make Arguments about Literature (33-58 MLM)
         Friday, Jan. 28: Reading: Antigone (1274-1314 in MLM); Lab 2 Due
Spring Census Date: Monday, January 31

Week 3  Monday, Jan. 31:  Reading: “In the Penal Colony” (979-998 in MLM); Lab 3 Due
     Wednesday, Feb. 2:  Reading: “A Good Man Is Hard to Find” (1249-1262 in MLM); Lab 4 Due
     Friday, Feb. 4:  Discussion of Readings

Week 4  Monday, Feb. 7:  Peer Review Essay #1
     Wednesday, Feb. 9:  ESSAY #1 DUE; Assign Essay #2
     Friday, Feb. 11:  Reading: “Commitments,” “A Chinese Banquet,” “Two Small-Sized Girls,” “My Transvestite Uncle Is Missing” (552-561 MLM); Lab 5 Due

Week 5  Monday, Feb. 14:  Discussion of Readings
     Wednesday, Feb. 16:  Reading: “The Love Song of J. Alfred Prufrock” (631-646 in MLM); Lab 6 Due
     Friday, Feb. 18:  Reading: “A Rose for Emily” (667-675 in MLM); Lab 7 Due

Week 6  Monday, Feb. 21:  Discussion of Readings
     Wednesday, Feb. 23:  Reading: “The Storm,” “The Story of an Hour,” and “Désirée’s Baby” (653-665 in MLM); Lab 8 Due
     Friday, Feb. 25:  Discussion of Readings

Week 7  Monday, Feb. 28:  Peer Review Essay #2
     Wednesday, March 2:  ESSAY #2 DUE; Assign Essay #3; Writing a Research Paper (190-218 in MLM)
     Friday, March 4:  Film

Week 8  Monday, March 7:  Film; Writing a Research Paper
     Wednesday, March 9:  Writing a Research Paper
     Friday, March 11:  Writing a Research Paper

     LAST DAY TO WITHDRAW: FRIDAY, MARCH 11
     SPRING BREAK: MARCH 14-18

Week 9  Monday, March 21:  MLA-Style Documentation Practice
     Wednesday, March 23:  MLA-Style Documentation Practice
     Friday, March 25:  Peer Review Essay #3
Week 10  Monday, March 28:  ESSAY #3 DUE; Assign Essay #4  
Wednesday, March 30:  Reading: A Doll House Acts I and II (857-895 in MLM); Lab 9 Due  
Friday, April 1:  Reading: A Doll House Act III (895-911 in MLM)  

Week 11  Monday, April 4: Film  
Wednesday, April 6: Film  
Friday, April 8: Film  

Week 12  Monday, April 11:  Reading: “The Yellow Wallpaper” (924-937 in MLM); Lab 10 Due  
Wednesday, April 13: Discussion of Readings  
Friday, April 15:  Reading: “St. Lucy’s Home for Girls Raised by Wolves” (1073-1085 in MLM); Lab 11 Due  

Week 13  Monday, April 18:  Reading: “Sonny’s Blues” (318-342 in MLM); Lab 12 Due  
Wednesday, April 20: Discussion of Readings  

SPRING HOLIDAY: FRIDAY, APRIL 22  

Week 14  Monday, April 25: Creative Writing Day: Flash Fiction  
Wednesday, April 27: Creative Writing Day: Poetry  
Friday, April 29: Peer Review Essay #4  

Week 15  Monday, May 2:  ESSAY #4 DUE; Film  
Wednesday, May 4:  LAB WORK and ALL LATE WORK DUE; Film  
Friday, May 6: Final Review; Final Grade Consultation  

Week 16  Wednesday, May 11, 11:00am-1:00pm: Final Exam
LAB ASSIGNMENTS

You must complete 16 units of credit from these activities in order to satisfy this lab requirement.

For the reading responses, turn in a page explaining what you learned from that reading and/or found interesting, confusing, disturbing, etc. in the reading. Do not worry about grammar, spelling, etc. Focus on generating ideas. To receive full credit (2 units), you must write a full page about the work(s).

These responses must be turned in on the DAY THE READING IS DUE at the BEGINNING OF CLASS.

The other lab assignments may be turned in at any point in the semester but are due no later than Wednesday, December 1.

1. Response to “The Colonel,” “Punishment,” “Parsley,” and/or “Capital Punishment” —Due Jan 24 2.0 Units
2. Response to Antigone —Due Jan 28 2.0 Units
3. Response to “In the Penal Colony” —Due Jan. 31 2.0 Units
4. Response to “A Good Man Is Hard to Find”—Due Feb. 2 2.0 Units
5. Response to “Commitments,” “A Chinese Banquet,” “Two Small-Sized Girls,” and/or “My Transvestite Uncle Is Missing”—Due Feb. 11 2.0 Units
6. Response to “Love Song of J. Alfred Prufrock”—Due Feb. 16 2.0 Units
7. Response to “A Rose for Emily”—Due Feb. 18 2.0 Units
8. Response to “The Storm,” “The Story of an Hour,” and/or “Désirée’s Baby”—Due Feb. 23 2.0 Units
9. Response to A Doll House Acts I and II —Due March 30 2.0 Units
10. Response to “Yellow Wallpaper” —Due April 11 2.0 Units
11. Response to “St. Lucy’s Home for Girls Raised by Wolves” —Due April 15 2.0 Units
12. Response to “Sonny’s Blues”—Due April 18 2.0 Units
13. Write a short story, short play, or poem 2.0 Units
14. Answers to worksheet on When the Emperor Was Divine by Julie Otsuka (Collin Book-in-Common) 6.0 Units

Lab Grade

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More than 20 units = +1 per unit will be added to 100
GRADING STANDARDS FOR PAPERS

I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

**Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

**Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

**Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

**Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

**Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

**Grammar and Punctuation:** correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

**Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

**Preparation:** The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.

**Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

**Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

**Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

**Diction:** The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

**Grammar and Punctuation:** Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

**Appearance:** The C paper conforms to the guidelines established for the superior paper.
III. UNSATISFACTORY (D-F)

Although D and F papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the F paper exhibits an obvious breakdown in style and structure.

**Preparation:** The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

**Content:** The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

**Development:** The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

**Sentence Structure:** Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

**Diction:** The level of language is inappropriate to the subject; errors in usage are frequent.

**Grammar and Punctuation:** Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer’s ideas.

**Appearance:** An illegible presentation is always a liability.

**Plagiarism:** CCCCD faculty does not tolerate plagiarism. A paper containing plagiarism will earn a zero.

**SCHOLASTIC DISHONESTY AND PLAGIARISM**

**Academic Ethics:** Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one’s own work material that is not one’s own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

- **Plagiarism** is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

- **Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else’s work for assignments as if it were one’s own; or any other dishonest means of attempting to fulfill the requirements of a course.

- **Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a
classmate to copy answers. See the current Collin Student Handbook for additional information.

Every student should read that information, but the Collin English faculty would like for you to know more about plagiarism whether you are beginning the study of the research process and the pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. PLAGIARISM IS A SERIOUS MORAL OFFENSE.

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING. Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. IN EITHER CASE, YOU MUST DOCUMENT. Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For a more complete explanation of proper paraphrasing, see your textbook.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin English Department's policy is that an assignment containing plagiarized material receives an automatic zero. Your instructor may have other penalties in the course syllabus and may choose to initiate disciplinary proceedings against any student guilty of plagiarism.

Instructors are advised to report cases of plagiarism to the Dean of Students.
*****PLEASE SIGN BELOW, DETACH, AND TURN IN TO INSTRUCTOR ******

I have carefully read through the course syllabus and understand what is required of me.

I have also read the above brief explanation of plagiarism. I understand what it is and I am aware of the consequences if I should be guilty of it either intentionally or unintentionally.

_________________  ____________________________
DATE                                                          SIGNATURE

_________________  ____________________________
ENGLISH Course/Section                                        NAME (PRINT)