

Course Name/Number	ENGL 1302	Instructor:	Dr. Rufel Ramos
Section/Days/Time/Room:	- 4012 MW 12:30pm-1:50pm C279 - 4024 TR 12:30am-1:50pm L303	Instructor Office & Phone:	G136, 972-860-7361
		Instructor Office Hours:	M-F 10am-11am
		Instructor E-mail:	rrosos@dccc.edu
		Instructor Back-up Email:	admin@rowenasworld.org
		Instructor Back-up Website:	www.rowenasworld.org
Division Office Location/Hours	G138 (Dr. Ramos' mailbox located here)	Division Phone/Fax	972-860-7124, 972-860-8342
Division Office Hours:	M-F 8am-5pm	Division Email:	brendalee@dccc.edu

DCCCD CATALOG COURSE DESCRIPTION: ENGL 1302 Composition II (3 credit hours)

- Prerequisite:** English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing.
- Description:** In this course, students refine the writing, research, and reading skills introduced in English 1301. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a formal research paper. (3 Lec.)

REQUIRED TEXTBOOK/RESOURCES:

- Kirszner, Laurie G. and Stephen R. Mandell. *Practical Argument*. Boston: Bedford/ St. Martin's, 2011. ISBN-10: 0-312-57-92-9
- Recommended Writing Reference:** University's Online Writing Lab (OWL): <http://owl.english.purdue.edu>
- Basic office supplies: Thumbdrive/ flashdrive to save files, paper, pen/pencil, folder/binder to keep all your paper stuff together.

CORE CURRICULUM INTELLECTUAL COMPETENCIES:

- Reading** – analyze and interpret a variety of printed materials, books, documents, and articles (above 12th grade level).
- Writing** – produce clear, correct, and coherent prose adapted to purpose, occasion, and audience (above 12th grade level).
- Critical Thinking** – think and analyze at a critical level.
- Computer Literacy** – understand our technological society, use computer-based technology in communication, solving problems, acquiring information.

EXEMPLARY EDUCATIONAL OBJECTIVES (EEOs):

- To understand and demonstrate** writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand** the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply** modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively** in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply** basic principles of critical thinking, problem solving, and technical proficiency in the description of exposition and argument.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to

1. Refine Writing Skills

- continue to use the process of writing including inventing, drafting, revising, and editing.
- write paragraphs or essays suitable for a specific audience or purpose.
- support a position logically in your writing.
- respond in writing to meanings and values encountered in readings using analysis and synthesis.
- write argument and/or persuasion that supports a position.
- write a formal research paper that incorporates various resources (such as books, interviews, articles, TV programs) and adheres to appropriate standards of format and documentation.

2. Refine Reading Skills

- read a variety of writings (ranging from student to professional works).
- recognize the author's purpose and follow the author's line of argument and formulate generalizations about key concepts in readings.
- recognize patterns in readings, such as comparison/contrast, cause and effect.
- identify rhetorical and/or literary devices.
- differentiate between primary and secondary resource materials.

3. Refine Research Skills

- use the various services of a college or public library.
- find and use a variety of sources to support your purpose in both expository and persuasive writing.
- paraphrase, synthesize, and summarize information from sources.

4. Build Critical Thinking Skills

- identify problems and propose and evaluate ways to solve them.
- recognize and use inductive and deductive reasoning.
- recognize fallacies in reasoning.
- draw defensible conclusions from information found in various sources.
- comprehend, develop, and use concepts and generalizations.
- distinguish between fact, inference, and opinion.

5. Improve Attitudes Towards Communications Skills

- write with increased confidence.
- understand the value of writing in your life as a way to learn, record, communicate, and understand.
- be aware that effective reading, writing, speaking, and listening are essential humanizing skills in our culture.

COURSE POLICIES

ATTENDANCE POLICY

- Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.
- If your absences exceed **three days** of class sessions, I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for Participation & Discussion. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.
- An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or **immediately** after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the timeframe specified by the instructor.
- While contributing to class discussion: Please understand that your mere presence in class (either in person or on screen) does not automatically give you an “A” for Participation & Discussion. Thus, during discussion and lecture, please refrain using your cell phone and/or MP3 player. Also, disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect your Participation & Discussion grade. The instructor will respect you and your classmates; please have the courtesy to do the same.

LATE WORK POLICY

You are expected to submit assignments on time. The instructor will **deduct five points for each class day** the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about **why** the work will be late **prior** to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is **December 9**. The instructor will accept no late work after this date.

INSTITUTIONAL POLICIES

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE

If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw **in person** (Admissions/Registrar’s Office C119) **or through eConnect** (econnect.dcccd.edu) by **Thursday, November 17, 2011**. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. **A “W” shows up on your transcript BUT does not hurt your GPA.**

STOP BEFORE YOU DROP: THE 6 DROP RULE

For students who enrolled in college level courses for the **first time in the fall of 2007**, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop **no more than 6 courses during your entire undergraduate career** unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: <https://www1.dcccd.edu/coursedrops>.

DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: <http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/> .

FINANCIAL AID STATEMENT

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C237). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

TEXAS SUCCESS INITIATIVE (TSI)

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ACADEMIC HONESTY/PLAGIARISM POLICY

*You are expected to do your own work. **Plagiarism** (the unacknowledged, wholesale use of another writer’s words in a written assignment) and **cheating** (using unauthorized resources during an exam) will not be tolerated. For the **first offense**, the student will receive **a grade of zero on the assignment**. A **subsequent offense could result in failure in the course**.*

PRINTING ON CAMPUS

Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC, C236) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account **before** you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

FERPA STATEMENT:

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes student name, student address, telephone numbers, date and place of birth, weight and height of members of athletic teams, participation in officially recognized activities and sports, dates of attendance, educational institution most recently attended, and other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

STUDENT E-MAIL:

Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to <https://www1.dcccd.edu/netmail/activate.cfm> **All students receiving financial aid must open a student NetMail account.** You can check your NetMail by going to <http://www.dcccd.edu/netmail/home.html> Also, make sure your email address is current with the Registrar’s office, or you may not be able to receive important emails from your instructor or Eastfield College in general, as well as check your grade online via eConnect.

GETTING YOUR END-OF-TERM COURSE GRADE:

Grade reports are not mailed. Convenient access is available online (eConnect) or by telephone (DCCCD Touch Tone Services). Online: <http://econnect.dcccd.edu/grades.html> You’ll need your student ID number and password to login. Telephone: 972-613-1818. Final Course Grades will be available by **10am, Monday, December 19, 2011.**

ADA STATEMENT

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office, in the Student Support Services Division, room C237, email: efcdso@dcccd.edu, phone: 972-860-8348.

RELIGIOUS HOLIDAYS POLICY

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

INCLEMENT WEATHER STATEMENT

In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the [Dallas County Community College District](#) and [Eastfield College](#) web pages will display a notification of any closings or delays. **If there is no notice of changes or delays, then classes are in session as usual.** You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE

The instructor reserves the right to amend this syllabus as necessary.

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

Students will do these tasks: 1) participate, discuss, and work together on assigned textbook exercises; 2) create THREE 3-page, at least two-source Argument Essays following the writing process and MLA Style rules of formatting and source documentation; 3) create ONE 5-6 page, five-source Argument Research Paper; and 4) present the main points of the Research Paper to the entire class.

Participation & Discussion – [EEOs 1-5]: In-class collaborative textbook exercises & peer reviews	20%
Essays -- [EEOs 1-5]: (3 @ 10% ea)	30%
1. 10% “Argument by Definition” or “Causal Argument” essay	
2. 10% “Evaluation Argument” or “Proposal Argument” essay	
3. 10% “Argument by Analogy” or “Ethical Argument” essay	
Research Project -- [EEOs 1-5]:	50%
1. 1% Prewriting (based on one of the prior three short argument essays)	
2. 1% Short Annotated Works Cited	
3. 1% Formal Topic Outline	
4. 1% Rough Draft	
5. 1% Peer Review	
6. 35% Final Draft	
7. 8% Presentation of Oral Argument (maximum time allotted: 10 minutes)	
8. 2% Responses to Classmates’ Presentations	
Total Grade:	100%

Grading Scale:

Grading	A= 90-100%	C= 70-79%	F= 0-59%, participating
Scale:	B= 80-89%	D= 60-69%	N=0-59%, not participating (N negatively affects your Financial Aid)

ASSIGNMENT CALENDAR

This Assignment Calendar is intended to serve as a guide to various assignments. Students, in pairs, must contribute to all textbook exercises and peer review responses to get full credit for Participation/Discussion. All reading and writing assignments come from textbook, Practical Argument. All PowerPoint (PPT) lectures are based on the textbook. Also, students must submit **at least** Prewriting/Arrangement, Peer Review, and Final Draft to get **full credit** for Essays. Finally, students must submit **all items** for the Research Project (including the Presentation) **to get full credit**.

Date	For Lecture/Reading	For P&D	For Essay
Wk 1: 8/29-9/2	<p>Syllabus & Writing Process</p> <p>PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/1and2introargument.ppt</p> <p>Read from textbook (before class): Introduction: Understanding Argument (3-9); Ch. 1: The Structure of Argument (11-14); Student Model: Nia Tuckson (14-16); Ch. 2: Thinking & Reading Critically (33-45, 49); PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/5logicfallacies.ppt</p> <p>Read from textbook (before class): Ch. 5: Understanding Logic & Recognizing Fallacies (89-96, 99, 102-106, 109-110, 113-123); Student Model: Crystal Sanchez (99-102); PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/7planningargument.ppt</p> <p>Ch. 7: Planning, Drafting, and Revising and Argumentative Essay (189-197, 200-211); Student Model: Shawn Holton (212-216)</p>	<p>Syllabus</p> <p>Acknowledgement form;</p> <p>Exercises from textbook: Exercises 1.1 (16-18), 2.1- 2.5 (35-45)</p> <p>Exercises 5.5 (106-107), 5.8 (123-24)</p>	None
Wk 2: 9/6-9/9	<p>PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/8to11sources.ppt</p> <p>Read from textbook (before class): Ch. 8: Evaluating Sources (219-225, 231-237); Ch. 9: Summarizing, Paraphrasing, Quoting, and Synthesizing Sources (249-262) Ch. 10: Documenting Sources : MLA (265-279); Student Model: Erin Blaine (274-279) Ch. 11: Avoiding Plagiarism (281-285, 287-289)</p>	<p>Exercises 9.1-9.6 (251-261)</p> <p>Exercises 11.1 (284-285), 11.3 (289-291)</p>	None
Wk 3: 9/12-9/16	<p>PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/12definition.ppt</p> <p>Read from textbook (before class): Ch. 12: Argument by Definition (315-319, 321-322); Student Model: Adam Kennedy (319-321)</p> <p>PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/13causal.ppt</p> <p>Ch. 13: Causal Argument (353-367); Student Model: Kristina Mialki (363-365)</p>	<p>Exercises 13.1 (354), 13.2 (358), 13.3 (359)</p>	<p>Essay 1 topics (pick ONE):</p> <p>1) Write an Argument of Definition of a word or phrase that you know well and many people disagree about.</p> <p>2) Write a Causal Argument of an event or situation that you know well and many people disagree about.</p>
Wk 4: 9/19-9/23	<p>Essay Rubric: http://rowenasworld.org/syllabi/ENGL1302/essayrubricrfr.rtf</p>	<p>Peer Review classmate's Essay 1 draft (use Checklists on pages 208-209)</p>	<p>Work on Essay 1: Prewriting, Arrangement with Thesis, Research, Drafting</p>
Wk 5: 9/26-9/30	<p>PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/14evaluation.ppt</p> <p>Read from textbook (before class): Ch. 14: Evaluating Arguments (385-389); Student Model: Loren Martinez (389-392)</p> <p>PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/15proposal.ppt</p> <p>Ch. 15: Proposal Arguments (417-423, 426-427); Student Model: Melissa Burrell (427-430)</p>	<p>Exercises 14.4 (388), 15.1-15.2 (423-424)</p>	<p>Finish Essay 1: Final Draft due @ start of week.</p> <p>Essay 2 topics (pick ONE):</p> <p>1) Write an Evaluation Argument of a work of literature, film, or music that you know well and many people disagree about.</p> <p>2) Write an Evaluation Argument about a product or service that you know well.</p> <p>3) Write a Proposal Argument with Exercise 15.9 topic (450)</p> <p>4) Write a Proposal Argument to solve a problem that you know well.</p>
Wk 6: 10/3-	<p>For 4012 section -- 10/5: Meet in S101 for Guest Speaker Brett Wilkinson. Take notes for</p>	<p>Peer Review classmate's Essay 2</p>	<p>Work on Essay 2: Prewriting, Arrangement with Thesis, Research, Drafting</p>

10/7	attendance.	draft (use Checklists on pages 208-209)	
Wk 7: 10/10-10/14	PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/16analogy.ppt Read from textbook (before class): Ch. 16: Argument by Analogy (453-463); Student Model: Anthony Luu (457-460) PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/17ethical.ppt Ch. 17: Ethical Arguments (481-496); Student Model: Chris Muñoz (491-496) Another Student Model: Matt Daniels	Exercise 16.3 (461-463), 17.1-17.5 (488-491)	Finish Essay 2: Final Draft due @ start of week. Essay 3 Topics (pick ONE): 1) Write an Argument by Analogy of an issue that you know well. 2) Writing Assignments: Argument by Analogy #1, #2, or #3 (479) 3) Write an Ethical Argument about an ethical dilemma that you know well. 4) Writing Assignments: Ethical Arguments #1, #2, or #3 (518)
Wk 8: 10/17-10/21		Peer Review classmate's Essay 3 draft (use Checklists on pages 208-209)	Work on Essay 3: Prewriting, Arrangement with Thesis, Research, Drafting
Wk 9: 10/24-10/28	Go over Research Project -- Re-read (before class): Ch. 8-11. Research Project Rubric: http://rowenasworld.org/syllabi/ENGL1302/1302researchrubric.rtf		Finish Essay 3: Final Draft due @ end of class. Research Project Topics: Pick ONE of your three short essays to expand and revise into a 5-page (NOT including Works Cited page), 5 sources research paper. Work on Research Project: * Correct your chosen short essay, fixing any issues that your professor identified → This is your Prewriting! * Note where to add and expand on your corrected short essay (more Points with Evidence, more Opposing Points, and/or more Background information – explanation of terms)
Wk 10: 10/31-11/4		None	Work on Research Project: * Research credible sources & create Annotated Works Cited: A. What is the source author's claim? B. Do you agree or disagree with this claim, and why? C. How will you use this source? * Revise corrected short essay into a new, expanded Rough Draft with your five sources.
Wk 11: 11/7-11/11	None	Peer Review classmate's Research Project draft (use Checklists on pages 208-209)	Work on Research Project: Finish drafting rough draft, and have it peer reviewed .
Wk 12: 11/14-11/18	PPT lecture: http://rowenasworld.org/syllabi/ENGL1302/6oralargument.ppt Read from textbook (before class): Ch. 6: Understanding Oral Arguments (160-173); Student Model: Chantee Steele (168-173)		Work on Research Project: * Finish final draft (don't forget to remove your annotations on the final Works Cited page!) * Create formal topic outline (with Roman numerals), if you haven't done so already. * Prepare Oral Argument Presentation
Wk 13: 11/21-11/23	11/21: In-class progress check 11/23: Submit Final Draft & any other items I haven't seen yet. Campus closed 11/24-11/27: Thanksgiving Holiday		Work on Research Project: * Final draft due @ middle of week (Wednesday) * Continue preparing your Oral Argument Presentation
Wk 14: 11/28-12/2	None	Peer Review classmate's Oral Argument (use page 173 as a guide)	Work on Research Project: * Finish preparing your Oral Argument Presentation
Wk 15: 12/5-12/16	None	Evaluate classmates' presentations (use handout)	Finish Research Project: Present Oral Argument of the Research Paper
Wk 16: 12/5-12/8	Designated Finals Day, To Be Announced	Evaluate classmates' presentations	Finish Research Project: *Finish Presentations of Oral Argument of the Research Paper *With the last presentation, submit your evaluations

*Please copy the info below on a sheet of paper, sign and date it,
and give the signed and dated sheet to your instructor.*

Student Acknowledgement and Agreement to the Syllabus:

I have read Dr. Ramos' ENGL 1302 syllabus and agree to its terms and policies, including the **Attendance Policy**, the **Late Work Policy**, and the **Academic Honesty/Plagiarism Policy**.

Print Name

Signature

Date