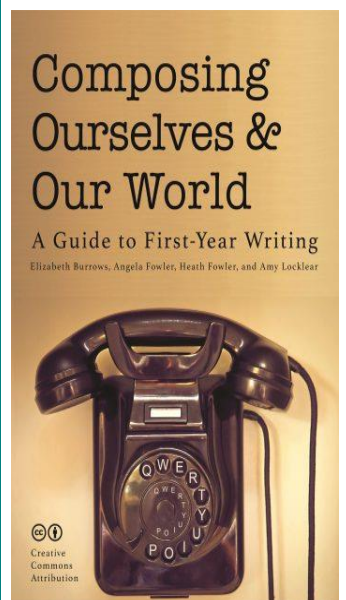


CLARENDON COLLEGE
Division of Liberal Arts
ENGL 1302 LEC Course Syllabus
Freshman Composition II
Spring 2025— 3 semester hours



INSTRUCTOR: Mrs. Cindie Miller

OFFICE: Room 109. Online, you can reach me at cindie.miller@clarendoncollege.edu or send me a Moodle Message.

OFFICE HOURS: M 10 am – 10:30 am; WF 10 am-12:30 p.m. TR 9:00-11:00 am. I check my email and Moodle messages 2-3 times per day.

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The **Messages** feature in Moodle 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.

CALENDAR OF IMPORTANT DATES

Classes Begin	Tuesday, January 21
Last Day to Register and/or Add/Drop	Thursday, January 23
Census Date (12 th Class Day)	Wednesday, February 5
Spring Break	Mon-Fri, March 17-21
Last Day to Drop with a “W”	Thursday, April 10
Good Friday	Friday, April 18
Commencement	Friday, May 6
Final Exams	Mon.-Wed., May 12-14
Final Grades due at 2pm	Thursday, May 15
Grades Posted to Transcript	Friday, May 16

ONLINE COURSE WEBSITE

This online course uses Moodle 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 me, as well as fellow classmates, will be handled in Moodle through the **Messages** feature. 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 Moodle. You will be given instructions in your Student Portal for accessing Open LMS/Moodle. We will do all of our **reading, quizzes, and Final Exam** online through Moodle. **All major writing assignments will be submitted online through the appropriate link in Open LMS/Moodle.** You can print your text, if you desire. We will hold regular in-class discussions, in which you are expected to participate.

*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

**A spiral theme tablet for classroom writing assignments is required for face-to-face classes.

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 or give it to me by the Monday before it is due. As a reminder, I have an office in this building, #109, and I hold regular office hours. I welcome in-person meetings with you! If my office hours are inconvenient for you, we can arrange an appointment.

RESPECTFUL BEHAVIOR

You are required to treat one another with respect. You 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.” Some 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 at all times. 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 Moodle course.

During your orientation course, you learned of the following Open LMS/Moodle requirements:

- Compatible internet browsers and special browser settings
 - Adobe Reader
 - Flash Player
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- 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. **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. Face-to-face classes will be expected to participate in classroom discussions, freewrite exercises, handout activities, and in-class discussions as well as the above online sources.

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

Research Assignments

80%

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

Participation (Discussions, Plagiarism Paper, 20 Questions, Oral presentation and Final Exam)

20%

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: .doc or .docx (Microsoft Word file)

I will not accept documents if they fail to meet the aforementioned requirements, specifically the file type. You must submit Microsoft Word documents (files saved as .doc or .docx). 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 and AI for your assignment RA#6, the Rough Draft of your paper as well as your final paper, assignments RA #7 and #8.

LATE ASSIGNMENT GRADING POLICY

Assignments are due as stated in the “Tentative Course Schedule” and in each Moodle 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 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 (such as Grammarly and Chat.GPT) 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 cindie.miller@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.

ATTENDANCE POLICY

Regular daily attendance is mandatory in all courses. Attendance will be posted to the Student Portal.

Failure to attend class results in forfeiture of Financial Aid and failure of the class.

For this course, I will submit an attendance report every class day. Students who are following the online attendance policy are marked "present." Students who are excused because of program activities will receive an "excused" absence. Notification from your coach is required (they usually email a list prior to the activity).

However, the excused classroom absence does not excuse you from assignment deadlines. 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 can not participate!

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 (such as AI), 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. (Refer to other policies concerning this issue in the current college catalog online.)

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.”

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

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.

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 participate in discussions, 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 Sundays (the designated day for major deadlines).

Week 1: January 21-26

READ

- the **Course Introduction** in the Syllabus and Quick Links area. Follow all instructions.
- the **Syllabus and Quick Links** section. Open and read the syllabus very carefully. Print if desired.
- all of the material in the **Course Overview** section. Follow all instructions.
- Discussion: Ice Breaker—introduce yourself

APPLY

Due Sunday, January 26

In the Class Orientation Section, complete the following:

- Syllabus Quiz
- Syllabus EVA
- Practice using the Messages feature
- Send Me an E-mail

Week 2: January 27-Feb 2

READ

- All of the information on AI and plagiarism
- the instructions in the Plagiarism Homework assignment

● **APPLY**

Due Sunday, February 2

- Plagiarism Homework

Week 3: February 3-9

Propaganda

- Read the handouts and information on propaganda
- View the examples of propaganda
- Participate in Discussion

Week 4: February 10-16

Fake News

READ

- all of the handouts, links regarding Fake News
- Check out the Website Politifact.com and ask questions
- Compare news stories from different media

Week 5, February 17-23

Read:

- unit overview/learning outcomes
- Read and discuss MLA formatting
- Chapter 16: “Researching: How, What, When, Where, and Why (pages 590-769 in *Composing Ourselves and Our World*)
- all of the material in the Tutorial on Using the Clarendon College Library section
- Articles to Choose From: Evaluating Sources/Written Summary before you begin Research Assignment #1.
- Discussion: Importance of Purpose

Due Sunday, Feb. 23

RA #1: Evaluate a Source (.doc or .docx format only)

Week 6 February 24-March 2

READ:

- “Chapter 2: Critical Concepts” (pages 113-126 in *Composing Ourselves and Our World*)
- “Chapter 15: Entering the Discourse Community” (pages 461-589 in *Composing Ourselves and Our World*)

APPLY

Due Sunday, March 2

- RA #2: Topic/Plan (In MLA format, .doc or .docx only)

Week 7 March 3-9

READ:

- Chapter 13: “Annotated Bibliography” (pages 417-423 in *Composing Ourselves and Our World*)
- Chapter 17: “Reviewing and Analyzing Your Sources” (pages 770-879 in *Composing Ourselves and Our World*)
- Evaluative Annotated Bibliography (RA#3) assignment.
- Discussion: Sharing Knowledge

APPLY

Due Sunday, March 9

- Twenty questions About Your Topic

Week 8: March 10-16

Due Sunday, March 16

- RA #3: First Evaluative Annotated Bibliography

Spring Break March 17-23

Week 9: March 24-30

READ

- Chapter 5: “Composing Strategies” (pages 215-312 in *Composing Ourselves and Our World*)
- “RA 4 Materials”
- In class exercise Practice Thesis Statements
- Discussion: Ethical Argumentation—Acknowledging the Opposition
- Discussion: Because I Said So

APPLY

Due Sunday, March 30

- RA #4: Introduction paragraph with thesis statement underlined

Week 10: March 31-April 6

READ

- Chapter 18 in *Composing Ourselves and Our World* (pages 880-1111)

APPLY

Due Sunday, April 6

- RA #5: Second Annotated Bibliography

Week 11: April 7-13

READ

- Topic Outline information
- Example/template
- Read Chapter 19 in *Composing Ourselves and Our World* (pages 1112-1202)

APPLY

Due Sunday, April 13:

- RA #6 Topic Outline

WEEK 12 April 14-20

READ:

- Review the 1302 Persuasive Research Paper—Instructions document.
- Read the Rough Draft (RA #7) assignment.

- RA #7: Rough Draft

Week 13: April 21-26

READ

- all of the material in the Research Assignment #8—Final Draft section in the CONTENTS area.
- the Final Draft (RA #8) Assignment
- Chapter 20 in *Composing Ourselves and Our World*
- **Classroom exercise—peer review.** Bring in two copies of your rough draft to share with classmates. This will be a group exercise.

APPLY

Due Sunday, April 26

- RA #8-Final Draft

Week 14: April 27-May 4

This week you will work with your group on making a presentation of your argumentative paper: more information to come.

APPLY

Due Sunday, May 4

- your group's visual presentation outline/document

Week 15: May 5-9 (Monday-Friday)

Group presentations

Prepare for final exam

Week 16: May 12-14

Final Exam