

SYLLABUS

CLARENDON COLLEGE Division of Liberal Arts

Course Name: ENGL 1302

Credit Hours: 3

Semester: Spring 2026

Instructor: Karoline Ashmore

Instructor Contact Information:

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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.

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.

Required Instructional Materials:

- Textbook: Burrows, Elizabeth, Fowler, Angela, Fowler, Heath, Locklear, Amy. Composing Ourselves and Our World: A Guide to First-Year Writing

Student Requirements

- All students will submit assignments to me via Google Classroom. All major assignments will be submitted to www.turnitin.com
- All papers will be written in MLA format using Microsoft Word, Times New Roman size 12 font.

THECB Core Objectives

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision making.
4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

English Department Program Objectives:

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.

Learning Outcomes

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 in-class evaluating sources exercise 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)

Student Rights and Responsibilities:

<https://www.clarendoncollege.edu/Sites/ClarendonCollegeNew/Resources/Legal/24-25/StudentRightsResponsibilities.pdf>

Request for Early Final Exams:

<https://www.clarendoncollege.edu/studentservices/files/Request%20for%20Early%20Final%20Exams%20FV.pdf>

Grievance/Appeals

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

Grading Policies:

· Tests/Essays	40%
· Check Tests	20%
· Classwork/Homework	15%
· Final Exam	25%

Course Expectations and Assignments:

- Each student must keep up with all of the reading and writing assignments.
- Students should anticipate quizzes or check tests on the date the assigned readings are due.
- The final exam will be a comprehensive essay exam.

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

90 to 100 = A 80 to 89 = B 70 to 79 = C 60 to 69 = D Below 59 = F

Your assignments grades and official final grade will be made available through your Student Portal at Clarendon College's website.

Personal Policies

This class will meet Monday-Friday.

**The spring semester is loaded with activities that require you to miss school (track meets, tennis tournaments, golf tournaments, UIL Academic and OAP, stock shows and other FFA-related activities).

If you are going to miss class, you must get notes/class work from another student. Please understand that it is **your responsibility** to find out what you missed if you are absent from class, and you are required to take tests or quizzes, even if you missed the previous classes due to extracurricular activities.

You must bring a charged laptop to class each day.

College Policies

Academic Integrity Policy

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is

given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, 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. 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 Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, 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 Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean 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 Dean of Students 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.

Withdrawing from (Dropping) the Course

If you decide that you are unable to complete this course or that it will be impossible to complete

the course with a passing grade, you may drop the course and receive a “W” on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

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.

Accommodation Statement

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:

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

Nondiscrimination Policy

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

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

Tentative Course Schedule:

Week 1: Read syllabus and sign class contract. Students need to be sure they have the textbook and the necessary supplies to be successful in this class.

Week 2:

- Review **Rhetorical Situations** (Purpose, Audience, Genre, Stance, Media/Design), pages 3-17. This review will enhance students' understanding of the writing process (**Learning Outcomes #1 and #4 and core objectives COM & CT**)
- Various writing as assigned, including review of Thesis sentences and structuring essays

Week 3

- Discuss semester-long research project. This will begin with assigned research topics and develop over the semester through the use of other assignments that will meet **the Learning outcomes #1-5, including analyzing research texts, interpreting research material, writing a two-part Annotated Bibliography (minimum 4 sources each), and finally finishing with a persuasive 5-7 page research paper in MLA style with a minimum of 8 sources. These learning outcomes work together to enable student success in meeting the core objectives COM, CT, TW, and PR**)
- **Research assignment #1 required:** using MLA format, write 1-2 concise pages about your topic and your **plan** to research it. You should include a working thesis statement if you feel comfortable with your direction or you may just formulate what your specific area of interest within the topic is and what you hope to learn. Be sure to note where (and in what types of sources) you will begin research and what you think to find helpful from these sources. **This assignment meets learning outcomes #1 & #5 and core objectives COM and CT**)

Week s 4:

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

- Read and Discuss pages 352-366
- **Research assignment #2 required** Students will bring an assigned number of sources with certain specifications regarding the research topic to class and participate in the following analysis of the source:
 - o Reading Strategically (352)
 - Previewing a Text
 - Considering the Rhetorical Situation (353)
 - Thinking about your Initial Response (354)
 - Annotating (354)
 - Playing the Believing and Doubting Game (355)
 - Thinking about How the Text Works: What It Says, What It Does (358)

- Summarizing (360)
- Identifying Patterns (361)
- Analyzing the Argument (364)
- Considering the Larger Context (365)

Weeks 5 and 6:

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

- **Read and Discuss: Developing a Research Plan (pages 373-476)**

- Developing a research Plan (375)
- Finding Sources (384)
- Evaluating Sources (400)
- Synthesizing Ideas (404)
- Quoting, Paraphrasing, and Summarizing (408)
- Acknowledging Sources, Avoiding Plagiarism (420)
- Documentation (425)
 - MLA style (428)

Weeks 7 and 8:

- Finish research section
- **Read and Discuss: Annotated Bibliographies (716)** (Learning Outcomes #2,#3, and #5, core objectives COM, CT, PR)
 - Library day
 - **Research assignment #3 required First annotated Bibliography due**

Weeks 9 and 10:

- **Read and Discuss: Arguing (283)** (Learning Outcomes #2 and #4, core objectives COM, CT)
 - **Research assignment #4 required:** Students will work on writing a persuasive research thesis
 - **Research assignment #5 required: Second bibliography due**

Weeks 11 and 12:

- Continue work on research paper
- **Research assignment #6 due** (Learning Outcome #1 core objectives COM, CT)

- **Research assignment #7 due** (Learning Outcome #1 core objectives COM, CT)

Weeks 13 and 14:

- Work on final research paper
 - **Research assignment #8 required for peer review** (Learning Outcomes #1-5, CR, COM, PR, TW)
 - **Research assignment #9 due** (Learning Outcomes #1-5, CR, COM, PR)
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Week 15: Finals