

CLARENDON COLLEGE  
Division of Liberal Arts  
**ENGL 1302 LEC 195 Course Syllabus**  
**Freshman Composition II**  
**Summer 2023 — 3 semester hours**  
**Location: ‘Online Classes’ Link at**  
[Clarendon College’s website](#)

# Composing Ourselves & Our World

A Guide to First-Year Writing

Elizabeth Burrows, Angela Fowler, Heath Fowler, and Amy Locklear



**INSTRUCTOR:** Ms. Cindie Miller

**OFFICE:** Online. You can reach me at [cindie.miller@clarendoncollege.edu](mailto:cindie.miller@clarendoncollege.edu) or send me a Moodle Message

**OFFICE HOURS:** I check my email and LMS messages 2-3 times per day.

The **Messages** feature in LMS 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	Monday, July 8
Last Day to Register and/or Add/Drop	Tuesday, July 11
Census Date (4 <sup>th</sup> Class Day)	Thurs July 11
Last Day to Drop with a “W”	Monday July 24
Final Exams	Mon., August 11
Final Grades due at 2pm	Wednesday August 13
Grades Posted to Transcript	Thursday August 14

## 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 your instructor as well as fellow classmates will be handled in Moodle through the **Messages** feature and discussion forums. You will be able to log on to the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend between 6-9 hours per week on the course.

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

## **STUDENT REQUIREMENTS/COURSE EXPECTATIONS**

You may expect a response time from me of 24 hours for messages or e-mail, and perhaps two to three days 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 on Mondays. If you wish to receive feedback on an assignment, you must email it to me by the Thursday before it is due.

## **RESPECTFUL BEHAVIOR**

Students are required to treat one another with respect. Students are entitled to personal opinions, but they must be presented in a tactful manner. Any derogatory comments regarding gender, race, religion, sexual orientation, *etc.* will not be tolerated. Acknowledge the “*etc.*” Numerous comments could offend peers and these subjects are not limited to the ones mentioned in this document.

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

## **COMPUTER/TECHNOLOGY REQUIREMENT**

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

**COMPUTER/TECHNOLOGY REQUIREMENTS:** During your orientation course, you learned of the following Moodle requirements:

Compatible internet browsers and special browser settings

Adobe Reader

Flash Player

In addition, I would like you to consider the following items. I am sure you probably have as many or more computer skills than I do; however, if this is your first online course, there are some questions you need to consider before beginning this or any online course:

Are you self-motivated? Can you get assignments finished and submitted on time?

Do you understand what you read? Can you follow written directions?

Do you have the use of a computer--one that fits YOUR schedule and the COURSE schedule? Furthermore, are you proficient at navigating the world of computers, including software and digital environments?

Is your internet service reliable? If the answer is no to any of these questions, you may wish to rethink your decision to take an online course. A face-to-face class may be the right one for you. If, on the other hand, you believe an online course is for you, here a few tips:

Be prepared to spend as much or more time as you would in a face-to-face class. Students should be very disciplined and responsible in online classes—students are expected to participate as if they are in a classroom, but in an online environment. Students are expected to read the assigned text and be prepared to contribute to the class discussion in the online format as well as turn work in on time.

Make the most of your time and try not to fall behind—it's difficult to catch up on readings. **Moreover, no assignments shall be accepted late**, so you must keep up, yourself, with the schedule and turn work in on time.

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

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

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

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

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

## **METHODS OF INSTRUCTION**

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

## **ENGLISH DEPARTMENT PROGRAM OBJECTIVES**

The following objectives will be encompassed throughout all core classes in the English Department at Clarendon College and these objectives are not particular to ENGL 1302 alone. These objectives apply to other English courses, too.

- The students will understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and/or presentations.
- The students will develop the ability to research and write a documented paper.
- The students will be able to demonstrate an awareness of the scope and variety of works in the arts and humanities.

- 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. Evaluative Annotated Bibliography—10%
4. Persuasive Research Thesis Statement and Intro Paragraph—10%
5. Topic Outline—15%
6. Rough Draft—15%
7. Final Draft—20%

<b>Final Exam</b>	<b>5%</b>
<b><u>Participation</u></b> (Discussion Posts)	<b>+ 15%</b>
	<b>100%</b>

#### **DEFINITION OF LETTER GRADES FOR FINAL SEMESTER GRADE**

A	90 – 100%
B	80 – 89.9%
C	70 – 79.9%
D	60 – 69.9%
F	0 – 59.9%

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

#### **PAPER FORMAT & SUBMISSIONS POLICY**

Your major writing assignments will meet the following criteria:

● Format:	MLA
● Font:	Times New Roman
● Font Size:	12 pt.
● Top, Bottom, Left, & Right Margins:	1 inch
● Spacing:	Double
● File:	<u>.doc or .docx (Microsoft Word file)</u>

I will not accept documents if they fail to meet the aforementioned requirements, 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 for your assignment RA#6, the Rough Draft of your paper as well as your final paper, assignment RA #7. For those assignments, there will be two submissions portals, one for the assignment and one for Turn-it-in.

## **LATE ASSIGNMENT GRADING POLICY**

**I do not accept late work.** Assignments must be uploaded by the designated deadline. Since this course reflects the expectations of potential future employers, it is important to remember that *deadlines are deadlines*. In the working world, late work interferes with productivity and could even result in termination. This course intends to prepare students for such environments.

## **SELF-PLAGIARISM**

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

## **ONLINE ATTENDANCE POLICY**

Regular weekly attendance is mandatory in all online courses. Specific activities will be identified on the tentative course schedule that must be completed in order for students to be considered “in attendance.” These activities are labeled and highlighted. Attendance will be posted to the Student Portal.

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

For this course, I will submit an attendance report each week and on the census date. Students who are following the online attendance policy are marked "present."

## **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. **It also includes the use of AI, or any program that claims to "improve" your writing through the use of Artificial Intelligence, such as Grammarly.**

It is perfectly fine to use a spellcheck application: MS Word has such, which includes grammar. I recommend using MS Word for your corrections.

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 6<sup>th</sup> 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**

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

### **CHANGES TO POLICIES, DEADLINES, OR SYLLABUS**

The policies and course calendar are subject to change according to the needs of the class. Students will be notified in a timely manner if such changes occur. Students are responsible for reading and making adjustments according to the most recent version of the course syllabus.

### **TENTATIVE COURSE SCHEDULE**

*Note: I highly encourage you to review the required readings prior to the designated deadlines. If you procrastinate, readings may interfere with your ability to post to discussion forum, or draft*

major writing assignments. The course is structured in a way that allows you to manage one task at a time, but you may be responsible for many tasks in a single day if you wait until the designated day for major deadlines.

As mentioned in the online attendance policy section, you must complete the activities that are labeled as **Attendance** in order to earn attendance for that particular week.

### **Week 1: July 8-14**

#### **READ**

- \* Read the **Course Introduction** in the Syllabus and Quick Links area. Follow all instructions.
- \*Read the **Syllabus and Quick Links** section. Open and read the syllabus very carefully. Print if desired.
- \*Read all of the material in the **Course Overview** section. Follow all instructions.

#### **APPLY**

##### **Due Thursday, July 11**

In the Class Orientation Section, complete the following:

- \*Attendance: Syllabus Quiz
- \*Syllabus EVA
- \*Practice using the Messages feature
- \*Send Me an E-mail
- \*Discussion: Ice Breaker

- **LEARN**

- \*Read the unit overview/learning outcomes
- \*Read “Chapter 2: Critical Concepts” (pages 113-126 in *Composing Ourselves and Our World*)
  - Read “Chapter 15: Entering the Discourse Community” (pages 461-589 in *Composing Ourselves and Our World*)
    - Read the **Articles to Choose From: Evaluating Sources/Written Summary** document before you begin Research Assignment #2.

- **APPLY**

##### **Due Sunday, July 14**

- Online Discussion: Importance of Purpose
- Online Discussion: My Direction
- **Attendance: RA #1: Topic/Plan (.doc or .docx format only)**

## **Week 2, Jul 15-21**

### **LEARN**

- Read Chapter 16: “Researching: How, What, When, Where, and Why (pages 590-769 in *Composing Ourselves and Our World*)
- Read all of the material in the **Tutorial on Using the Clarendon College Library** section
- Read the instructions in the Plagiarism Homework assignment
- Read the **Articles to Choose From: Evaluating Sources/Written Summary** document before you begin Research Assignment #2.

### **APPLY**

#### **Due Sunday, July 21**

- **Attendance: RA #2: Evaluate a Source—Written Summary**

#### **Week 3: July 22-28**

### **LEARN**

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

### **APPLY**

#### **Due Sunday, July 28**

- **Attendance: Online Discussion: Sharing Knowledge**

#### **Due Sunday July 28**

#### ● **Attendance: RA #3: Evaluative Annotated Bibliography**

#### ● **20 Questions About Your Topic**

#### **Week 3 Part 2**

- **LEARN**

● Read Chapter 5: “Composing Strategies” (pages 215-312 in *Composing Ourselves and Our World*)

● Read “RA 4 Materials”

- **APPL**

**Due Sunday July 28**

- Online discussion: Ethical Argumentation—Acknowledging the Opposition
- Online Discussion: Because I Said So
- Online Discussion: Practice Thesis Statements

**Attendance:** RA #4: Introduction paragraph with thesis statement underlined

**Week 4, July 31- Aug 6**

- **LEARN**

- Read Chapter 18 in *Composing Ourselves and Our World* (pages 880-1111)
- Read Topic Outline example/template

- **APPLY**

**Due Friday, August 2**

- **Attendance:** RA #5: Topic Outline

**●LEARN**

- Review the **1302 Persuasive Research Paper—Instructions** document.
- Read the **Rough Draft (RA #6)** assignment.
- Read Chapter 19 in *Composing Ourselves and Our World* (pages 1112-1202)

**APPLY**

**Due Sunday Friday August 2**

- **Attendance:** RA #6: Rough Draft

**Your grade you will see on Moodle is the grade you would get if this were the Final Paper (RA #7).**

If you turn in the rough draft, and make the appropriate corrections on the final draft of the paper, then I will raise this grade to match the grade on the final draft when I compute overall grades.

**Week 5, August 5-11**

**LEARN**

- Read all of the material in the **Research Assignment #7—Final Draft** section in the CONTENTS area.

- Read the Final Draft (RA #7) Assignment
- Read Chapter 20 (pages 1203-1231 in *Composing Ourselves and Our World*)

## **APPLY**

**Due Friday August 9**

**● Attendance: RA #7-Final Draft**

**Turn your final draft in to the Turn-It-In dropbox as well as the assignment dropbox for the similarity check.** You will receive a score as well, showing your similarity percentage (plagiarism check and AI check).

**Final Exam Quiz: Due Monday, August 12**