English 1302 Master Syllabus

Course Guide

General Description (LSCS Catalog): 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.

Rationale: The substantive changes in this revised English 1302 syllabus reflect a greater emphasis on the role that the course plays as the second part of the Introductory English sequence. Greater focus has been placed on student understanding of advanced rhetorical methods, most notably argumentation and textual analysis, forms that challenge student understanding of local, ethnographical, and global contexts, in the endeavor to raise major issues of civic and personal responsibility. Like English 1301, students will be asked to demonstrate knowledge of appropriate research methods, including how to find, evaluate, synthesize and document researched material. Unlike English 1301, students are required to integrate this research component into each of the four (4) major essay assignments and to demonstrate an understanding of the ethical grounds for evidence-gathering to fuel knowledge building. Students are asked to invent and develop their own topics, to compose essays around these themes with a unifying purpose, and to transition between key ideas or points persuasively.

Textbooks:
See p.5. To change or delete a textbook, please inform the chair.

State-Mandated Learning Outcomes for ENGL 1302

All five of the following learning outcomes should be taught and mastered for successful completion of this class. For credit in the course, students should be able to

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (MLA, APA, CMS).

Course Objectives:

In English 1302, students are asked to build upon the fundamentals introduced in English 1301 and to further master the following course-specific skills:

• Understand and demonstrate the persuasive application of language.
• Respond appropriately to a variety of rhetorical situations and constraints.
• Strengthen their argumentative skills as a form of persuasion.
• Critically evaluate a variety of texts, both individually and through group discussion.

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• Draw conclusions from the interpretation of a wide range of genres (historical, philosophical, political, literary, and ethnographical, among others) and mediums (visual texts, multimedia, speeches, recordings, among others) that challenge student perspectives of person, place and identity (questions that relate to personal, social, and civic responsibility).
• Master common genre terminology.
• Compose multi-paragraph essays in appropriate rhetorical styles, such as argumentation, critical analysis, and other forms of advanced persuasive discourse.
• Prepare written analyses on a variety of texts and genres.
• Utilize prescribed research methods to support a logical thesis statement, as well as integrate and document the ideas of others in a competent manner.
• Demonstrate a thorough understanding of the appropriate conventions of style as applicable to upper-level courses and disciplines (MLA, APA, and/or CMS).

Course Policies

An attendance policy should be in effect and announced via the syllabus (see p. 7). Beyond the department's stated limit, you are urged to process excessive absences withdrawals, particularly if the students are failing the course. Make sure you file the withdrawal prior to the semester's drop deadline date. It is also advisable to urge students with good attendance but who are failing the course at that point (Week II) to self-withdraw as a safety measure against receiving a final grade of F.

A diagnostic essay or writing during the first week is not required but is highly recommended. It can help identify major writing issues that might affect the student's success in English 1301 (see below), so that they may seek assistance in the Writing Center as early as possible (AU15).

Writing center support: students with writing issues, identified early, should be strongly urged to seek assistance at the ACAD 115 Writing Center (English Open Lab) where they can work independently or with a credentialed writing tutor. Operating hours will be announced via email no later than the first day of class. Sign-in software is provided, and professors receive individual emailed reports of student time spent in both centers. The reports indicate only time spent (individual and cumulative), but you may request that students provide more details of writing center activity via a journal or other writing.

Essay evaluation and instructor feedback should be grounded in the state-mandated student learning outcomes (above) and demonstrated in writings that show unity, coherence, development, critical thinking, and mechanics (the basics of edited American English—grammar, punctuation, and sentence composition) as observed through composing and revising (individually and collaboratively). NOTE: For a passing grade in the course, students should show mastery in all five of the student learning outcomes.

SEE SYLLABUS GUIDE (LATER IN THIS DOCUMENT) FOR ADDITIONAL POLICIES
Activities

The writing process and critical thinking should be fundamental to all course activities— including brainstorming, planning, drafting, revising and editing. Students should also read and discuss a variety of essays that encourage them to evaluate both the content and rhetorical methods employed by the writer as well as to fulfilling the instructions for the various writing assignments.

Persuasion: Students should explore a wide range of rhetorical strategies, via both classical and contemporary forms, as a means of creating and reshaping knowledge, as well as credibly supporting ideas, whether firmly entrenched or highly controversial in nature. This exploration should culminate in an appreciation for the rhetorical possibilities available to student writers, as opposed to a formalized training in one or more limited methodologies.

Research: The research process should be taught and reinforced in every major essay assignment. Proper attribution and format documentation should demonstrate that students can effectively incorporate other voices and perspectives into their writing and respond to those voices in the attempt to discover fresh knowledge. Students should be instructed in the ethical and logical rules of evidence-gathering. Furthermore, students should know how to cite sources (using MLA, APA or CMS formats) within a text, as well as to incorporate research findings (via direct quotation and paraphrasing) into their own composition. They should also know how to generate a correct Works Cited page (or equivalent).

Analytical Essays: Students should compose at least two (2) essays employing critical analysis. In developing these essays, students should practice all stages of the writing process, from pre-writing to revision. Essays should be thesis-driven and organized in well-developed support paragraphs. These essay assignments may be advanced or modified versions of more traditional modalities commonly taught in English 1301, such as Cause and Effect. However, each of these papers must incorporate a research element and correspond to a text being covered in class.

Rhetorical/Argument Essays: Students should compose at least two (2) essays employing advanced rhetorical techniques, demonstrating an effective argument, critical analysis, or other rhetorical form. In developing these essays, students should practice all stages of the writing process, from pre-writing to revision. Essays should be thesis-driven and organized in well-developed supportive paragraphs. Student writing should invoke a clear communication of purpose or credibility. Each of these papers must incorporate a research element and correspond to a text being covered in class.

Revision—individual and collaborative: Students should understand the effectiveness of their writings and make appropriate suggestions to improve their material. Collaborative revision (peer review) should be required on a minimum of one (1) major paper assignment or writing project. While reinforcing revision skills, collaborative exercises offer an opportunity to introduce critical
analysis, interrogate the precision of ideas, set the stage for constructive revision, and provide a practical application for its use.

**Examples of Major Assignments:**

1. Rhetorical Analysis (performed on a political, social or historical visual).
2. Rhetorical Analysis (performed on a speech).
3. Rhetorical Analysis (performed on another form of multimedia).
4. Critical Text Analysis (performed on a literary work or argument).
5. Comparative Critical Text Analysis (multiple texts).
6. Deductive Argument Essay (Aristotelian, Toulmin, Rogerian, Generative, Dialectical, etc.).
8. Argumentation Research.
9. Argumentation (performed on varying texts, but limited to only ONE on literature).
10. Formal Proposal (group or individual) related to a community issue/problem.

*Syllabus Guide (see following pages)*
Syllabus Guide (What Should be Included):

The syllabus should provide key information for success in the course. Urge your students to keep a printed copy in their materials, available every day in class. A double asterisk (**) indicates a college-required syllabus component, and a single asterisk (*) indicates a department-required component.

Professor's contact information: include your phone, location, email, and office hour information—or a statement of online conference times if the section is not face-to-face.

General Course Description (LSCS Catalog): [See page 1 of this document to copy and paste in the course description]

Materials and/or Skills Required to Begin the Course:

- **Pre-requisites:** college-level reading and writing skills (documented by placement testing or completion of pre-requisite developmental courses), internet/keyboard (especially for online courses)

- **Textbooks:**

- **If no paper textbooks required:** include a statement of how and where students will access the readings (note the state-mandated course outcome related to critical reading)

- **Online support:** method for receiving or reviewing course information and assignments online (with D2L access, for example) or acquisition of any required software.

- **Miscellaneous additional factors** (examples: a USB drive, dictionary, scantron forms, dependable computer access).

Course Timeline with Key Assignment Dates Noted—may be listed by individual class meeting dates or by weeks (16).

Campus Services (Create your own statements based on any of the following topics):

  **Writing Centers**—ACAD 115 Writing Center (English Open Lab) is available for independent study and credentialed tutoring. Operating hours will be provided. Specify any policies for required or recommended writing center time.

  **Counseling and advising** will be available in the office of the Division of Communication, ACAD 162. Hours to be announced.

* *Disability Services
The American Disabilities Act (ADA) is a federal anti-discrimination statute that provides civil rights protection for persons with disabilities. If you have a disability that requires accommodation(s) to participate in this course, please contact the LSC-North Harris Learning Accommodations Center as soon as possible (Winship-120, 281-765-7940). The Center will provide you with the documentation I need to provide your accommodation(s). Failure to handle this in a timely manner may delay your accommodations. This form is called the "Lone Star College Support Services Checklist." Contact LSC-North Harris Disability Support Services office at 281-618-5690 (voice) or 281-618-5565.

Campus Carry Syllabus Statement
The Texas Legislature enacted campus carry by passing Senate Bill 11, effective at LSC on August 1, 2017. Senate Bill 11, known as the “Campus Carry” law, amends Texas law to allow license holders to carry concealed handguns on college campuses. To carry a concealed handgun on LSC campuses, an individual must have a valid License to Carry issued by the Texas Department of Public Safety.

LSC has established rules and regulations regarding enforcement of Campus Carry. Lone Star College prohibits concealed carry in some areas of LSC campuses. For more information about Campus Carry, visit the LSC Campus Carry website at http://www.lonestar.edu/campuscarry.

*Optional Syllabus Statement
As permitted by LSC regulations, I have designated my assigned faculty office in Room (number) as an exclusion zone where concealed carry is prohibited. In addition to the office hours listed elsewhere in this syllabus, I will hold office hours at (specific place) on (days) from (start time) to (end time). I may also be able to meet with students at other places and times if we can agree in advance, but I cannot guarantee that I will be able to accommodate your schedule.

*Faculty should be clear that this sentence is optional; they do not need to put this sentence in their syllabus if they have an assigned office that they choose to make an exclusion zone. This statement is merely suggested as a way to inform students of the exclusion zone in advance if faculty choose to do so.

Library: The library is the three-story building with the clock tower. Use the second floor for main access to books (and check out), then go to the third floor for reference materials and assistance. Contact information: 281-618-5707/281-618-5491. Texts: 281-901-0285
Library main link: http://www.lonestar.edu/library/ Link for individual librarian contacts: http://www.lonestar.edu/library/15200.htm Email reference desk: nhrefaLoneStar.edu or general email: NIIC.libweb@LoneStar.edu

* *Emergency Notification:
Lone Star College System (LSCS) is committed to maintaining the safety of the students, faculty, staff, and guests while visiting any of our campuses. See http://www.lonestar.edu/oem or http://www.lonestar.edu/LoneStarAlett.htm for details. In the event of an emergency contact LSCS Police at (281) 290-5911 or X5911.
**Student Responsibilities:** Individualize with specific dates as appropriate, and be sure to include the withdrawal deadline date for the current semester.

*LSC-NH English Department Policy on Attendance:*
Each student can miss no more than the equivalent of two weeks of classes—in order to avoid a withdrawal for excessive absences. Since attendance is imperative if students are to learn the required skills, they will be expected to attend every class meeting. Therefore, this attendance policy will apply to all students. If a student becomes ill or a family emergency arises necessitating any absence **beyond the limit**, he/she should e-mail or call the professor. It is then up to the professor to decide if the student can remain enrolled in the class. NOTE: Students may also be dropped for non-performance (failure to submit a major assignment may count as an absence, and failure to submit two major required assignments may be grounds for immediate withdrawal from the course—regardless of the number of absences accumulated). For college guidelines on both kinds of withdrawals, see below:

**Withdrawal for Excessive Absences:** Faculty have the authority to withdraw a student from a course for excessive absences, as long as the professor has stated the policy in the syllabus, and the student's action falls within that policy. For example: "After four absences the professor may withdraw you from this course." Note the use of the word "may"—so that the language does not require the withdrawal. Specific details may also be included about the importance of communicating with the professor when absences begin to accumulate prior to reaching the limit.

**Withdrawal for Non-Performance:** Faculty have the authority to withdraw a student from a course for non-performance, as long as the professor has stated the policy in the syllabus, and the student's action falls within that policy. For example: "If you fail to submit two major assignments, the professor may withdraw you from this course." or "If you fail to complete seven of the ten labs assigned, the professor may withdraw you from this course." Again, the use of the phrase "may withdraw" is recommended. The form to complete for this withdrawal would be the same as the one for excessive absences—although it would be advisable to specify non-performance in the comment section, and do not check the "Excessive Absences" box.

**The Withdrawal Form.** The form is NOT titled "Withdrawal Form"—rather, it is called "Schedule Change Form." Enter the student's name and ID number on the top line, then indicate the semester and year along the left side. In the "DROPS" grid, write in your four-letter course code under "SUBJECT," your four-number course code under "CATALOG #," the class section number under "SECTION #," and sign under "APPROVAL." If the withdrawal is for excessive absences, check that box in the "ADMINISTRATIVE USE" section in the middle right of the form, and if the withdrawal is for non-performance, check the box for "Problem with Instruction" and write in the comments section at the bottom of the page.

**Six-Drop Statement:**
Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of "W") from more than six courses. This six-course limit includes courses that a transfer student has previously dropped at other Texas public institutions of higher education if he/she falls under the law. Each student should
fully understand this drop limit before you drop any course. Please see a counselor or advisor in our Student Services area for additional information and assistance.

**Format Requirements for Major Essays**—if there are specific format settings required for major assignments, include them here so that students will have a convenient checklist. Examples could be a typed format with specific font, margins, spacing, etc.—or MLA format. Common definitions, or statements about thesis, topic sentences, and other essay structure elements could also be appropriate here.

**Late Submissions and/or Make-Up Exams**—if late papers are not accepted, please indicate that policy. If they are accepted, indicate the penalty system to be applied, and the conditions under which these are applicable.

**Student Handbook Link:** for some of the above policies and/or statements, you may prefer to include a link to that policy as found in the online student handbook. The link is found below, for the full handbook. However, it is advisable to look up the page(s) with the policies you want the students to know in particular, then provide a link to those specific pages:

**Grading Procedures**—state the method for determining grades (a points accumulation system, letter grades, or a pass/fail system) for major assignments. Indicate how the final semester grade will be determined (average, cumulative points, grades converted to point system, other). Articulate any special grading components if offered—revision credit, bonus points, extra credit, etc.

**Research Components**—In recent semesters, many professors have started the practice of incorporating sources even in the first essay, and expanding the requirement for research and depth of sources for later essays. Even the reader/response essay requires some in-text documentation and possibly Works Cited as well. Note that this is one of the course outcomes and needs a balanced emphasis throughout the course.

- **Documentation system (MLA/APA)**—indicate where to find guidelines for documenting in-text citations and the Works Cited. References could be provided to sections or chapters in the hard copy text, the library reference area which provides a guidesheet for in-text and works cited format, or online sites such as OWL (Purdue)
- **Plagiarism**—give a definition or refer to a place where the definition(s) are provided—such as the Department's plagiarism document (separate file). Refer to the Lone Star College Academic Integrity policy:
  http://www.lonestar.edu/departments!libraries!academic_integrity_brochure.pdf
  http://www.lonestar.edu/31695.pdf. Finally, indicate the range of severity for penalties which might result when any form of plagiarism occurs.
Supplemental file: The English Department statement on plagiarism and its various forms.
Requirements for Successful Completion:

As the second part of the Introductory English sequence, students will be required to build upon the skills learned in English 1301, while mastering advanced rhetorical, analytical, and research methods:

- **Critical Thinking:** Students should read and discuss a variety of texts that encourage them to evaluate critically both the content and rhetorical methods employed by the writer.

- **Persuasion:** Students should explore a wide range of rhetorical strategies, via both classical and contemporary forms, as a means of creating and reshaping knowledge, as well as credibly supporting ideas, whether firmly entrenched or highly controversial in nature. This exploration should culminate in an appreciation for the rhetorical possibilities available to student writers, as opposed to a formalized training in one or more limited methodologies.

- **Writing Process:** Students should continue to be taught the writing process, including brainstorming, outlining, drafting, revising, and editing.

- **Revision:** Students should employ proper techniques to understand the effectiveness of their ideas and make appropriate changes to their written material. The purpose of revision is to reinforce the necessity of re-visioning the structure, chosen audience, effectiveness, and clarity of a written work.

- **Collaborative Revision (Peer Review):** Students should perform collaborative peer-to-peer exercises on a minimum of one (1) major paper assignment to understand the effectiveness of other student writing and to make appropriate suggestions to their project. While reinforcing revision skills, collaborative exercises offer an opportunity to introduce critical analysis, interrogate the effectiveness of ideas, set the stage for constructive revision, and provide a practical application for its use.

- **Research:** The research process will be taught and reinforced in **every major essay assignment**. Students should understand the necessity of incorporating other voices and perspectives into their writing and responding to those voices in the attempt to discover fresh knowledge. Students should be instructed in the ethical and logical rules of evidence-gathering. Furthermore, students should know how to cite sources (using MLA, APA or CMS formats) within a text, as well as to incorporate research findings (via direct quotation and paraphrasing) into their own composition. They should also know how to generate a correct Works Cited page (or equivalent).

- **Analytical Essays:** Students should compose **at least two (2) essays employing critical analysis.** In developing these essays, students should practice all stages of the writing process, from pre-writing to revision. Essays should be thesis-driven and organized in well-developed support paragraphs. These essay assignments may be advanced or modified versions of more traditional modalities commonly taught in English 1301, such as Cause and Effect. However, each of these papers must incorporate a research element and correspond to a text being covered in class.

- **Rhetorical Essays:** Students should compose **at least two (2) essays employing advanced rhetorical techniques**, demonstrating an effective argument, critical analysis, or other rhetorical form. In developing these essays, students should practice all stages of the writing process, from pre-writing to revision. Essays should be thesis-driven and organized in well-developed supportive paragraphs. Student writing should invoke a clear communication of purpose or credibility.
Each of these papers must incorporate a research element and correspond to a text being covered in class.

- **Mechanics:** Students are expected to have demonstrated prior understanding of standard writing mechanics in English 1301: "Use edited American English in academic essays,” employing proper grammar and sentences. As such, they will be held responsible for the execution of grammar, punctuation, sentence and paragraph construction, as well as proper revision, editing, and formatting.

**Examples of Possible Major Assignments:**

1. Rhetorical Analysis (performed on a political or historical advertisement).
2. Rhetorical Analysis (performed on a speech).
3. Rhetorical Analysis (performed on another form of multimedia).
5. Comparative Critical Text Analysis (multiple texts).
6. Deductive Argument Essay. (Aristotelian, Toulmin, Dialectical, etc.)
8. Argumentation Research.
9. Argumentation (performed on varying texts, but limited to only **ONE** on literature)
10. Formal Proposal (group or individual) related to a community issue/problem.