

**Midland College
Syllabus
ENGL 1302
Composition II
Semester and Year
SCH (3-0)
Instructor Name**

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. Course assignments will include a minimum of 6000 words of writing. Prerequisite: ENGL 1301 or its equivalent.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

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 logical and ethical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply basic principles of critical thinking, problem solving, sound reasoning, and technical proficiency in the development of exposition and argument.
6. Apply the conventions of style manuals for specific academic disciplines (e.g., MLA, APA, CMS, etc.), including appropriate page format, and documentation.
7. Write an extended research paper, using principles of effective writing from ENGL 1301 and providing appropriate documentation.
8. Use current technology to exchange email, access course materials, conduct research, submit electronic files, and gather information.
9. Demonstrate personal responsibility by citing all sources properly, writing without plagiarism, and doing independent work.

Core Objectives

This course fulfills three hours of the Communications requirement in the Midland College **Core Curriculum**. The Core Curriculum is a set of courses that provides students with a foundation of knowledge, skills, and educational experiences that are

essential for all learning. The URL for the Core Curriculum is http://catalog.midland.edu/preview_program.php?catoid=6&poid=738

Composition courses explore writing as both a process and a product, using underlying rhetorical strategies to inform and persuade an identified audience. As part of the core, this course addresses the following four objectives:

Critical Thinking: The course involves creative thinking, innovation, inquiry, evaluation, and synthesis of information. Mastery of these skills is accomplished through the following: class discussions; writing group discussions and peer reviews; exploration of invention strategies to draft essays; revision of essays; and reflecting on the writing process and final product.

Communication: The course includes effective written, oral, and visual communication. Students are required to participate in all of the following: class discussions; informal class presentations; creation of visual presentations; writing essays in a variety of modes and intended to accomplish a variety of purposes.

Teamwork: Students will learn to consider different points of view and to work effectively with others to support a shared purpose or goal. They will accomplish this by participating in a writing group throughout the semester for discussion of concepts taught in class; conducting peer reviews of assignments in their writing group before submitting them for grading; completing in-class group projects; and delivering informal group presentations to the class.

Personal Responsibility: Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making. They will accomplish this by submitting original work and using appropriate documentation and attribution when using another's words or ideas.

REQUIRED TEXTS AND MATERIALS (Text may vary)

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument*. 9th ed. Bedford, 2022. **Most students will have paid for this e-book version of the text when paying tuition. Students will access the book through the RedShelf link in Canvas.**

[Adobe Reader](#) (Links to an external site)

ACADEMIC DISHONESTY

Plagiarism is defined as the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work offered for credit. A student commits plagiarism if he/she:

1. fails to acknowledge the sources of any information in a paper which is not either common knowledge or personal knowledge. A student can acknowledge a source through in-text citations, attribution lines, footnotes, or other forms of documentation approved by the instructor. (Common knowledge is the basic information within a field or discipline, as well as most historical dates and facts, and many ordinary observations.)

2. fails to acknowledge direct quotation either by using quotation marks or (for longer passages) indentation. Without the quotation marks or indentation, passages copied directly from a source might be considered plagiarized even if it is followed by an in-text citation or a footnote. The citation or footnote acknowledges that there is a source, but it does not indicate that the writer has borrowed someone else's exact words. If a writer uses the language of a source, word-for word, he/she must use quotation marks or block indentation.

3. merely paraphrases the original words of the source. Some students think they can avoid a charge of plagiarism by changing a few words in each sentence they copy or by rearranging the shape of phrases or the order of sentences in a paragraph. This is not true. When taking notes students must be careful to put ideas in their own words or to use direct quotations when relying on phrases directly borrowed from a source.

4. borrows the ideas, examples, or structure of the source without acknowledging it. A student can be guilty of plagiarism if he/she systematically borrows the ideas and organization of a source even if the language of the piece is on a major news event by using exactly the same ideas in the same order as they appear in an article in any popular news magazine.

5. takes, buys, or receives a paper written by someone else and presents it as the student's own.

6. uses one paper for two different courses, or re-uses a paper previously submitted for credit, without the prior approval of the instructor or instructors.

Plagiarism will result in a failing grade on that assignment. Continued plagiarism may result in an F for the course.

COURSE POLICIES

Policy may vary on such policies as attendance, submission of papers and deadlines, format of papers, use of Canvas, participation, email correspondence, portfolios, and course schedule.

GRADING STANDARDS

Departmental guidelines for grading standards

A Papers/Essays:

- Follow the directions
- Have a clear, central purpose and manageable topic for the length of the paper

- Pay attention to the needs and expectations of the audience
- Have a thesis that clearly and specifically states the argument of the paper
- Have topic sentences that state the purpose of the paragraph, as well as support and develop the thesis
- Have paragraphs that appropriately support and develop the topic sentence of each paragraph
- Are organized logically and persuasively both at the sentence level and as a unified whole
- Use Standard English and appropriate word choice/tone
- Create correctly formatted quotations, paraphrases, parenthetical citations, and Works Cited (*if research is required*)

B Papers/Essays:

- Follow the directions
- Have a clear, central purpose and manageable topic for the length of the paper
- Pay attention to the needs and expectations of the audience
- Have a thesis that may need slight revision to clearly and specifically state the argument of the paper
- Have topic sentences that may need slight revision to clearly state the purpose of the paragraph, as well as support and develop the thesis
- Have paragraphs that may need slight revision to appropriately support and develop the topic sentence of each paragraph
- Are organized mostly logically and persuasively both at the sentence level and as a unified whole but may need revision to improve
- Use Standard English and appropriate word choice/tone, though minor editing may be necessary
- Have mostly correctly formatted quotations, paraphrases, parenthetical citations, and Works Cited, though minor editing may be necessary (*if research is required*)

C Papers/Essays:

- Follow the directions
- Have a purpose that needs clearer focus to better achieve the assigned length of the paper
- Minimally attend to the needs of the audience and need revision to be fully compelling
- Have a thesis that needs revision to be focused and specific enough to make a strong, forceful argument
- Have topic sentences that need revision to support and develop the thesis explicitly and clearly
- Have paragraphs that are underdeveloped and need revision to adequately support the topic sentence; alternatively, the paragraphs are overdeveloped and need either cutting down or splitting into multiple paragraphs to be easily followed
- Lack strong organization and logic in the development of an argument over the course of the paper
- Need significant editing in Standard English and appropriate word choice/tone
- Have incorrectly or inconsistently formatted quotations, paraphrases, parenthetical citations, and Works Cited (*if research is required*)

D Papers/Essays

- Inadequately follow the directions
- Lack a clear sense of purpose to guide a focused argument persuasively across the length of the paper
- Are inattentive to the needs of the audience
- Have a weak thesis that fails to provide an original argument
- Have topic sentences that do not support/develop the thesis and/or fail to make a clear statement that can be supported
- Have paragraphs that are underdeveloped and/or do not support the topic sentence; alternatively, paragraphs are overdeveloped and do not support the topic sentence succinctly or persuasively
- Are illogically organized with content that is irrelevant, interchangeable, or repetitive
- Need significant editing of Standard English and have inappropriate word choice/ tone
- Have incorrectly, inconsistently, or incompletely formatted quotations, paraphrases, parenthetical citations, and Works Cited (*if research is required*)
- Is missing some of the required research

F Papers/Essays

- Do not follow the directions
- Do not meet the minimum required word or page length
- Use AI or grammar checkers without professor approval
- Lack a clear sense of purpose
- Do not attend to the needs of the audience

EVALUATION OF STUDENTS

(will vary)

DROP / WITHDRAWAL

The student is responsible for initiating a drop or withdrawal, not the instructor.

Withdrawal from course: The instructor is not able to withdraw a student from the course after the census date. A student wishing to withdraw must fill out the **withdrawal form in MyMCPortal**.

2023-2024 WITHDRAWAL DATES

Fall	November 27
Fall First 8-Week Session	September 28
Fall Second 8-Week Session	November 27
December Mini-Semester	December 26
Spring	April 11
Spring First 8-Week Session	February 22
Spring Second 8-Week Session	April 25

May Mini-Semester
Summer I
Summer II

May 23
July 3
August 8

ACADEMIC RESEARCH

For Research information, tutorials, library information, web links and more, access the **Distance Learning Webpage for the [Midland College Fasken Learning Resource Center](#)**.

Academic Database Access

1. Go to [Midland College Fasken Learning Resource Center](#).
2. Click on big green box labeled "A-Z Databases."
3. Click on link for desired database
4. **You will be taken to the Midland College Microsoft 365 site, and from there you will be taken directly to EBSCO.**
5. **Sign in to Microsoft 365.**

TECHNICAL SUPPORT for Canvas problems

1. Navigate to the page in Canvas where the problem exists
2. Click the Help icon in the dark green toolbar on the left
3. Select "Report a Problem", complete the short form and Submit
4. Check your MC student email account for responses to your ticket.

Americans with Disabilities Act (ADA) Statement:

Midland College provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit <https://www.midland.edu/services-resources/accommodation-services.php> and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations. For more information or questions, please contact Shep Grinnan, Counselor at sgrinnan@midland.edu or 432-685-4505.

Phone, Midland College Special Needs Counselor: 432-685-5598

[Midland College Disability Services](#)

[Microsoft Accessibility](#)

[Canvas Accessibility](#)

[Turnitin Accessibility](#)
[Adobe Reader Accessibility](#)
[Google Reader Accessibility](#)

ACADEMIC SUPPORT SERVICES

[Academics and Student Services](#)

Phone, Midland College Testing Center: 432-685-4735

Phone, LanguageHub, Midland College On-Campus Writing Center: 432-685-4811,
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Language Hub Online_(available to all students in Canvas)

STUDENT RIGHTS AND RESPONSIBILITIES AND DUE PROCESS

[Midland College Student Rights and Responsibilities](#)

PRIVACY POLICIES

The below privacy policies apply to this course, as they are applicable to your conduct on this online platform.

[Midland College Website Privacy Policy](#)

[Canvas Privacy Policy](#)

[YouTube Privacy Policy](#)

[Canvas Student Guide](#)

[Turnitin Privacy Policy](#)

Instructor Information:

Instructor Name:	
Email:	
Office Location:	
Office Phone:	
Office Hours:	
Department Chair:	Dr. Christopher Brown
Division Dean, Fine Arts and Communications:	Dr. William Feeler
Secretary:	Ms. Lula Lee
Division Office:	135 AFA
Phone:	432-685-4624
Division Office hours:	8-5, Monday-Friday

Non-Discrimination Statement

Midland College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding the non-discrimination policies:

Nicole Cooper, Title IX Coordinator

129 SSC

432-685-4781

TitleIX@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

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