

**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](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)

Goshgarian, Gary, and Kathleen Krueger. *Dialogues*. 8<sup>th</sup> ed. Pearson, 2015.

[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. A second plagiarized paper may result in an F for the course.**

## **COURSE POLICIES**

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

## **GRADING STANDARDS**

### **Departmental guidelines for grading standards**

***The A paper:*** Perhaps the principal characteristic of the A paper is its rich content. The information delivered is such that one feels significantly taught by the writer. The A paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly concrete; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the A paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

**The B paper:** It is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers information that is substantial in both quantity and interest value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between the paragraphs are, for the most part, smooth, the sentence structures pleasing and varied. The diction of the B paper is concise and precise.

**The C paper:** The C paper is generally competent--it meets the assignment, has few mechanical errors, and is reasonably well-organized and developed. The actual information it delivers, however, seems commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities that prompt the confused reader to ask: "In every case?" "Exactly how large?" "Why?" And "How?" Stylistically, the C paper has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrapping up; the transitions between the paragraphs are often bumpy; the sentences, besides being choppy, tend to follow a predictable (hence monotonous) subject-verb-object/loose sentence format; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The C paper gets the basic job done, but it lacks both imagination and intellectual rigor and does not invite a rereading.

**The D paper:** Its treatment and development of the subject are only rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading is scanty, if nonexistent. The whole piece, in fact, often gives the impression of having been conceived and written in haste.

**The F paper:** Its treatment of the subject is superficial; its focus lacks discernible organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable college writing.

## **EVALUATION OF STUDENTS**

**(will vary)**

## **ATTENDANCE IN IVC CLASSES**

Early College High School and Dual Credit students must show themselves on camera at least once AND turn in that day's classtime tasks to be counted presented.

## **PROHIBITION OF AUDIO/VIDEO RECORDING OF INSTRUCTOR AND CLASS ACTIVITIES**

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**Midland College  
Syllabus  
ENGL 1301  
Composition I  
Semester and Year  
SCH (3-0)  
Instructor Name**

## **COURSE DESCRIPTION**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Course assignments will include a minimum of 6000 words of writing. ENGL 1301 is a pre-requisite for all 2000-level literature courses.

## **LEARNING OUTCOMES**

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes, including invention, organizing, drafting, revising, editing, and publishing.
2. Collaborate with others through listening, critical and reflective thinking, peer review, and discussion.
3. Read, reflect on, and respond critically to a variety of texts.
4. Construct an effective thesis statement that controls the essay.
5. Develop ideas in focused paragraphs with appropriate support and attribution and with a variety of development strategies.
6. Write in a style appropriate to audience, purpose, and occasion.

7. Use Edited American English in academic essays.
8. Format an MLA document, including correct and appropriate documentation.
9. Use current technology to exchange email, access course materials, submit electronic files, and conduct research.
10. Demonstrate personal responsibility by citing all sources properly, writing without plagiarism, and doing independent work.

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Johnson-Sheehan, Richard, and Charles Paine. *Writing Today*. 3<sup>rd</sup> ed. Pearson, 2016.

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## 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.**

## 2021-2022 WITHDRAWAL DATES

Fall	November 11
Fall First 8-Week Session	September 30
Fall Second 8-Week Session	November 29
December Mini-Semester	December 27
Spring	April 14
Spring First 8-Week Session	February 24
Spring Second 8-Week Session	April 28
May Mini-Semester	May 26
Summer I	June 30
Summer II	August 4

## 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](#)** (Links to an external site).

## Academic Database Access

1. Go to [Midland College Fasken Learning Resource Center](#) (Links to an external site).
2. Click on big green box labeled “A-Z Databases.”
3. Click on “EBSCO”
4. Then click on “EBSCO” database. **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.**

**Username:** Use your MC student email address as the username.

**Password:** Put in your password as follows.

**If you have a 9-digit MC Student ID**

1st initial of your first name + 1st three initials of your last name + your complete Midland College student ID

**Example:**

Student: John Smith

MC ID: 123004567

Password = **jsmi123004567**

**If you have a 5-digit MC Student ID**

1st initial of your first name + 1st three initials of your last name + 0000 + your complete Midland College student ID

**Example:**

Student: John Smith

MC ID: 12345

Password = **jsmi000012345**

After you log in you will have the option to change your Microsoft 365 password. Hint: You may want to simplify your life by changing your MC email and Canvas accounts to have the same password as Microsoft 365.

**TECHNICAL SUPPORT**

If you experience technical difficulties with Canvas, click the **Help** link at the bottom of the [Canvas login page](#) (Links to an external site), or at the bottom of the green toolbar on the left while in Canvas. Select Report a Problem, provide details, and submit the ticket. Your request will automatically be sent to the Midland College information technology support center. Check your email for support updates.

**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 [www.midland.edu/accommodation](http://www.midland.edu/accommodation) 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.

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

[Midland College Disability Services](#) (Links to an external site)

[Microsoft Accessibility](#) (Links to an external site)

[Canvas Accessibility](#) (Links to an external site)

[Turnitin Accessibility](#) (Links to an external site)

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

[Google Reader Accessibility](#) (Links to an external site)

## **ACADEMIC SUPPORT SERVICES**

[Academics and Student Services](#) (Links to an external site)

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

**Phone, LanguageHub, Midland College On-Campus Writing Center: 432-685-4811, 182 TC**

**Language Hub Online** (available to all students in Canvas)

STUDENT RIGHTS AND RESPONSIBILITIES AND DUE PROCESS

[Midland College Student Rights and Responsibilities](#) (Links to an external site)

## **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](#) (Links to an external site)

[Canvas Privacy Policy](#) (Links to an external site)

[YouTube Privacy Policy](#) (Links to an external site)

[Canvas Student Guide](#) (Links to an external site)

[Turnitin Privacy Policy](#) (Links to an external site)

## **Instructor Information:**

Instructor Name:

Email:

Office Location:

Office Phone:

Office Hours:

Department Chair: Dr. Pamela Howell, Dr. Christopher Brown  
Fine Arts and Communications

Division Dean: 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:

### **Tana Baker**

Title IX Coordinator/Compliance Officer

3600 N. Garfield, SSC 131

Midland, Texas 79705

(432) 685-4781

[tbaker@midland.edu](mailto:tbaker@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.

**UPDATED AUGUST 2021**