

Johnson County Community College – Spring 2012
Class Schedule
English 122 – Composition II – Section 031 (12858)
MWF 4-4:50 PM – Instructor: Susan Ferguson (kfergus8@jccc.edu)

Course Type: Transfer

Contact Information: kfergus8@jccc.edu

Credit Hours: 3

Office Hours: 4:50-5:30 PM MWF or by appointment

Course Description

Because so much writing is required in college and the workplace demands the ability to synthesize information gathered from various sources, Composition II will focus on skills essential to gathering, comprehending, analyzing, evaluating and synthesizing information. Composition II also emphasizes organizing and polishing steps important in composing expository, evaluative and persuasive prose.

Prerequisite

ENGL 121

Textbooks

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading Across the Curriculum*. 11th ed. New York: Pearson Longman, 2011.

Lunsford, Andrea. *Easy Writer*. 4th ed. Boston: Bedford/St. Martins, 2010.

Supplies

Access to a word processor/computer, access to the JCCC library databases, a notebook for taking notes and participating in class activities, and something to write with.

Objectives

Upon successful completion of this course, the student should be able to:

1. Integrate the research process into the basic writing process.
2. Begin writing tasks with appropriate methods for discovering ideas, gathering materials, and comprehending concepts from secondary sources.
3. Decide on a suitable controlling idea and arrangement of supporting ideas for compositions with explanatory, evaluative, and argumentative purposes drawing on secondary sources (including field, library and on-line sources).
4. Write essays that synthesize original positions with the ideas of others and develop the student's thesis with critically sound and interesting sources.
5. Make and assist others to make significant revisions in the organization and development of ideas using comments from the instructor and/or other students.
6. Develop a written style within the conventions of standard edited prose.
7. Demonstrate ability to read and think critically about texts:
8. Profile texts and determine appropriate audiences and potential biases.
9. Comprehend and summarize the content and intention of academic texts.
10. Evaluate the biases and reliability of sources.

Content Outline and Competencies

- I. Students will integrate the research process into the basic writing process.
 - A. Begin a writing task by using appropriate methods for discovering ideas and gathering materials appropriate to a range of purposes and subjects.
 1. Demonstrate ability to read and formulate objectives of an assignment.
 2. Locate supporting materials and evidence from field/library/on-line research, including professional journals.
 3. Read, comprehend, and summarize appropriate sources.
 - B. Decide on a suitable controlling idea and arrangement for the supporting ideas.
 1. Develop and express a controlling idea for papers that reflect the range of assignments and

- audiences for academic writing across the curriculum.
2. Select a pattern of organization appropriate to support a complex thesis.
 3. Demonstrate ability to write explanatory, evaluative, and argumentative papers drawing on secondary sources.
- C. Write an essay that synthesizes original positions with the ideas of others and develops the student's thesis with critically sound and interesting sources.
1. Analyze, organize, introduce and interpret evidence that supports the essay's main idea.
 2. Critically select and utilize evidence free of logical fallacies.
 3. Develop arguments using principles of logic (syllogism, enthymemes, presuppositions, etc.).
 4. Effectively integrate and correctly punctuate appropriate support into a text including quotations, examples, and statistics.
 5. Account for other viewpoints, including the opinions of people who hold different political, religious, or cultural views.
 6. Write introductions that effectively introduce a topic (including its vocabulary, importance, and appropriate historical background) to a specific audience and conclusions that reinforce the writer's point and brings closure to the text.
 7. Paraphrase and summarize complex written sources effectively.
 8. Document outside sources with appropriate in-text and parenthetical citations.
- D. Make and assist others to make significant revisions in the organization and development of ideas using comments from the instructor and/or other students.
1. Revise organizational patterns to allow ideas to progress more smoothly and logically through coherent sentences, paragraphs, and major points of development.
 2. Insert additional materials where needed for support and eliminate repetitive, irrelevant or ineffective and unreliable information.
 3. Critique the work of peers to assist them in improving the focus, organization, support, clarity, correctness and effectiveness of their essay.
- E. Develop a written style within the conventions of standard edited prose.
1. Select and correctly use vocabulary appropriate to the topic and audience.
 2. Write sentences that grammatically convey clear and complex relationships.
 3. Use figurative language appropriately to add clarity and interest.
 4. Edit prose into standard edited English.
- II. Students will demonstrate ability to read and think critically about texts
- A. Profile texts and determine potential biases.
1. Identify approximate demographics for ideal audience of individual articles, journals, books, and student essays.
 2. Identify biases or targeted viewpoints by analyzing vocabulary, support, and organization.
- B. Comprehend the content and intention of academic texts.
1. Summarize an article's content effectively.
 2. Describe the author's intention or agenda.
- C. Evaluate the biases and reliability of sources.
1. Identify language that reveals a bias.
 2. Distinguish and identify arguments based in logos, pathos and ethos.
 3. Locate logical fallacies in student and professional texts independently.
 4. Recognize personal and cultural biases that influence readers.

POLICIES

Method of Evaluation and Competencies

Evaluation of student mastery of course competencies will be accomplished using the following methods:

4 researched essays (4–5 pages + bibliography)	45%	450
1 visual presentation (to accompany last essay)	5%	50
4 reflection essays (1½–2 pages)	16%	160
Peer review	4%	40
Class participation + in-class activities	30%	300
TOTAL	100%	1000

Final Grades

- A** work is excellent work that fulfills assignment criteria with exceptional skill, quality, style, persuasiveness or sophistication **(90-100%) (900-1000 pts)**
- B** work is good work that meets assignment criteria **(80-89%) (800-899 pts)**
- C** work is acceptable work that meets assignment criteria but contains notable flaws you should have remedied in planning, drafting, revising or conferring with your instructor **(70-79%) (700-799 pts)**
- D** work is poor work that does not meet assignment criteria **(60-69%) (600-699 pts)**
- F** work is poor work filled with numerous severe flaws or work that is plagiarized **(0-59%) (0-599 pts)**

Late Work

No late work will be accepted. The due dates for all assignments are posted in the class schedule; all assignments are due at the beginning of class. If you know you will be absent on the day that an assignment is due, **you must make arrangements with the instructor at least 48 hours before the due date** to turn in the assignment within seven days of the original due date. Any assignment otherwise turned in after the date and time that it is due will receive a zero.

Attendance

Attendance is required. More than a third of your grade in this class involves in-class activities and participation. A good grade, therefore, depends on good attendance. Over the course of the semester, a student will be allowed to miss three class sessions without consequence to his or her grade. For each subsequent class missed, 20 points will be deducted from the student's grade. **If you know you must be absent, please notify the instructor by phone or email prior to the start of class so that you can get the in-class activity materials to make up the work you have missed.** Make-up work will not be provided to students that do not notify the instructor by phone or email prior to the start of class.

Johnson County Community College requires the instructor to drop from the class any student who has not attended at least one session of a course by the end of the second week of the semester. A student always has the option of withdrawing from the course for any reason at any time. If the student withdraws from the course before Feb. 13, the student will not receive any sort of notation on his or her grade record. If the student withdraws between Feb. 14 and April 16, he or she will receive a W to reflect the timing of withdrawal. If a student withdraws from the course after April 17, he or she will receive a grade of A, B, C, D or F as determined according to the grading terms stated in the syllabus.

School policy also allows for an instructor to initiate withdrawal of a student from a class. **I will not initiate withdrawals for students that fail to attend class and/or fail to participate in a meaningful way (taking part in class and completing assignments).** I believe it is the student's responsibility to manage his or her own academic fate. If you think that you will be unable to complete coursework satisfactorily, it is your responsibility to initiate withdrawal from the class.

Tardiness

It is the student's responsibility to arrive on time for the start of class. If a student is more than 10 minutes late, he or she will not earn any points that might otherwise be available on in-class activities.

Disabilities

If you are a student with a disability, and if you will be requesting accommodations, it is your responsibility to contact Access Services. Access Services will recommend any appropriate accommodations to your professor and his/her director. The professor and director will identify for you which accommodations will be arranged. JCCC provides a range of services to allow persons with disabilities to participate in educational programs and activities. If you desire support services, contact the office of Access Services for Students With Disabilities (913) 469-8500, ext. 3521 or TDD (913) 469-3885. The Access Services office is located in the Success Center on the second floor of the Student Center.

Academic Dishonesty/Plagiarism

"No student shall attempt, engage in, or aid and abet behavior that, in the judgment of the instructor of the class, is construed as academic dishonesty. This includes but is not limited to cheating, plagiarism or

other forms of academic dishonesty such as those examples illustrated here. Examples of cheating include but are not limited to unauthorized acquisition of tests or other academic materials and/or distribution of these materials, unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for re-grading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, using electronic equipment to transmit information to a third party to seek answers, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructor. Examples of plagiarism include but are not limited to any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in the paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work. This includes use of complete or partial papers from Internet paper mills or other sources of non-original work without attribution.” (from the JCCC Student Code of Conduct)

Plagiarism is defined as any attempt to pass off someone else’s work as your own. This includes usage in your work of anyone else’s writing or artwork (published or unpublished), ideas, communication, intellectual or technology products without appropriate acknowledgement of the source. Plagiarism also includes failure to cite accurately and/or thoroughly another person’s product in your own work. In this age of downloadable papers, remember that turning in work that in whole or in part is not the writer’s is considered plagiarism. Essay and term paper mills that sell the “rights” to a paper and tell the student that he or she has “authorization” to use the content are misleading the student. Usage of these materials is considered plagiarism.

Usage in assignments of any non-cited copied-and-pasted information from any Internet source, online database source or any other printed source accessible through the Internet is unacceptable. Likewise, non-cited information from any print, other media source or private library is unacceptable. All of these situations are considered violations of the college’s Student Code of Conduct. Work that contains non-cited copied and pasted materials will receive a failing grade the first time, and the student will have to meet with the instructor. A second incident of plagiarism will result in an F for the class, the student will have to meet with the Department Chair and/or Dean of Students, and the incident of plagiarism will be recorded on the student’s academic record. Other consequences are outlined in the Student Code of Conduct.

Said another way, plagiarism is a form of theft. It is grounds for failing the course. Plagiarism occurs when a writer uses someone else’s phrasing, sentences, or distinctive insights without giving proper credit or citation. It only takes a few moments to acknowledge and cite sources of ideas and/or information that are not your own. Learning to do this now will benefit you not only in academia but in all walks of life. When in doubt about quotation, citation, or acknowledgment of sources, ask the instructor.

Cell Phones, Pagers, and Other Electronic Communications Devices

All electronic communications devices such as cell phones, pagers, cameras and texting systems will be turned off while class is in session. Students will not use their cell phones, pagers, cameras or other communications devices during class for any non-academic purpose. Any use of any electronic device for any non-academic purpose during class will result in the student being instructed to leave the classroom immediately; in addition, 50 points will be deducted from the student’s grade.

Classroom Behavior

Students are expected to behave with courtesy and respect at all times toward all persons in the classroom. No weapons, drugs or alcohol are allowed in the classroom. Any student who uses vulgar, offensive or abusive language; behaves in a rude or disruptive manner; misuses college equipment; or threatens or harasses anyone in the class by word or deed will be asked to leave the classroom immediately. Additional offenses will result in the student’s permanent removal from the class.

EXPECTATIONS Student Responsibilities

As the student, you are expected to attend class regularly, be prepared for class by completing all assignments, and take part in class activities and discussions. If you must be absent from class, it is your responsibility to make arrangements (by phone or email) before class starts with the instructor to get the in-class activity materials so that you can complete the assignment. You are also expected to do your own work on all assignments. You may participate in class peer reviews of your assignments, and you may ask family and friends to provide general commentary about your assignments, but you cannot commission another individual to complete any assignment for you. Likewise, you cannot turn in a paper that has been submitted or is intended for use in another course.

Tests & Quizzes

A diagnostic test will be given at the start of the semester to help the instructor develop effective teaching and learning strategies for students in the class. Quizzes may be given at the instructor's discretion if it appears that reading has fallen out of popularity.

In-Class Activity Assignments

In order to develop your critical thinking, organizational, research and writing skills, there will be various in-class activity assignments done **in class** during the first half of the semester. The materials for these assignments are available for download at ANGEL and at the class website, www.susanferguson.net. Unless otherwise stated, they will be completed during class time. **Attendance is required for completion of these assignments.** More than a third of your grade in this class involves in-class activities and participation. A good grade, therefore, depends of good attendance.

Extra Credit

No extra credit will be offered in this class. The instructor's philosophy about extra credit is that it represents extra work for the student and instructor. If you do well on the work that is assigned, there is no need to do additional work. Please do not ask for extra credit assignments.

Saving Your Work

Because this class relies upon revision as a fundamental part of the coursework and a significant portion of your grade, please save ALL work multiple times at multiple locations (desktop, flashdrive, email). Lost work will result in a loss of points, unless you are willing to reconstruct your work with the same thoroughness with which it was initially written.

Major Writing Assignments

Reflection Essay (4 total) (*Hard copy due in class Feb. 3, Feb. 20, Apr. 2 and May 14*)

Each weekly reflection essay will be 400-600 words (1-1/2-2 pages) and will focus on how a discussion, experience or observation of something we have discussed in class has changed your perspective or understanding in some way. For example, if we discuss an author's deliberate use of emotion-evoking imagery as a means of influencing audience, and your new awareness of this technique has changed the way you experience a text, you could write an essay on how your new awareness of this technique has changed the way you interpret something in your surroundings or your life. Or you may choose to use your reflection essay opportunity to continue discussion about a topic we explored in class. Or you may choose to use your reflection essay opportunity to present a cogent expression of your views opposing an opinion voiced in class. The weekly reflection essay opportunity should focus on the relationship between an issue/topic/discussion and you; it should not be used as a rant or means of attacking other individuals or others' values and beliefs. The weekly reflection essay does not require any outside research. You may research additional information if you wish; the source of such additional information should be acknowledged in the text of your essay. The weekly reflection essay does not require a bibliography.

Essay A (Hard copy due in class Feb. 13)

This essay will be 1,000-1,200 words and will focus on a topic you develop based on two things: in-class work involving critical thinking and critical reading AND your reading of various essays about marriage and family in America in Chapter 9 of *Writing and Reading Across the Curriculum*. Using at least two essays (source material essays must each be at least 6 pages or longer) in Chapter 9, you will identify an

issue, analyze and evaluate the information in at least two essays; select information from these essays that supports and refutes the issue you have identified; and write an essay about the issue, using supporting and refuting information from the two essays you have selected. Your essay must have a bibliography.

Essay B (Hard copy due in class Mar. 9)

This essay will be 1,000–1,200 words and will focus on a topic you develop based on two things: in-class work involving critical reading, rhetorical appeals and other persuasive techniques AND your reading of various essays about work and career in Chapter 7 of *Writing and Reading Across the Curriculum*. Using at least two essays (source material essays must each be at least 6 pages or longer) in Chapter 7, you will identify an issue, analyze and evaluate the information in at least two essays; select information from these essays that supports and refutes the issue you have identified; and write an essay about the issue, using supporting and refuting information from the two essays you have selected. Your essay must have a bibliography.

Essay C (Hard copy Draft version due in class Apr. 18; hard copy final version due in class Apr. 23)

This essay will be 1,200–1,600 words and will focus on a topic you develop based on three things: all that we have discussed in class so far AND your reading of various essays in Chapter 8, 10, 11, 12 or 13 of *Writing and Reading Across the Curriculum* AND your research of library/academic databases, printed materials and internet resources. Use at least two essays (source material essays must each be at least 6 pages or longer) in one of these chapters plus information from at least one article, book or other detailed and lengthy information from one of the above listed research source forms. In your essay, you will identify an issue, analyze and evaluate the information you have selected; choose information from these essays/sources that supports and refutes the issue you have identified; and write an essay about the issue, using supporting and refuting information from the sources you have selected. Your essay must have a bibliography; you may use either MLA or APA Style for documentation. **Your topic must be okayed by the instructor before you start researching.**

Visual Presentation (turn in a link to an online presentation/CD/hard copy in class May 4)

This visual presentation will be a visual and verbal preview of the ideas you are going to present in Essay D – The Research Paper. Create a 7-slide PowerPoint presentation or a polished 2-minute video presentation that relates to the focus of your research paper. A bibliography slide or hard copy is required.

Essay D – The Research Paper (Hard copy Draft version due in class May 9; hard copy final version due in class May 11)

This essay will be 1,200–1,600 words and will focus on a topic you develop based on four things: all that we have discussed in class so far AND your selection of a local or regional resource that has the potential to be developed as a geotourism destination AND your research of library/academic databases, printed materials, internet resources, films/videos and personal interviews, AND your desire to solve a problem/overcome an obstacle/persuade an audience about the topic you have selected. (In other words, your essay/research paper should focus on a local or regional resource and present a convincing argument about the importance and value of this resource as a potential geotourism project. Geotourism is described by National Geographic and Wikipedia as “tourism that sustains, or even enhances, the geographical character of a place, such as its culture, environment, heritage, and the well-being of its residents.”) Use information from at least six articles, books, databases, films/videos, internet, interviews and printed materials to build your argument. Provide artwork in the form of diagrams, drawings, photos, illustrations and charts; this artwork will be used in your Visual Presentation (described above) and in your research paper. In your research paper, you will identify an issue relating to the resource you have selected; analyze and evaluate the information you have researched; choose information from your source materials that supports and refutes the issue you have identified; and write an essay about the issue, using supporting and refuting information from your sources. Your essay must have an annotated bibliography; you may use either MLA or APA Style to document your sources. **Your topic must be okayed by the instructor before you start researching.**

Participation

This class is taught using a combination of learning methodologies. Most important is the collaborative approach. The collaborative approach calls for students to work in small groups, with each student contributing information and ideas toward a desired result. Small groups will not be assigned; they will vary in size and configuration depending on the nature of the activity or assignment. In order for collaborations to work, students must be prepared to participate by completing readings and assignments before class begins.

This is not a lecture class. The instructor expects students to be active participants in the learning process. To that end, students will work together and individually as needed to accomplish specific tasks. In-class activities and discussions may require a student to serve as a scribe to write ideas on the board. A student may also be expected to serve as a team leader during a collaborative exercise. A student may also be expected to lead discussion of the whole class or make brief statements/presentations to the whole class following participation in a small-group/collaborative activity. The goal is to encourage students to be comfortable expressing their own ideas. You will be more comfortable if you are knowledgeable. You will be knowledgeable if you are prepared/informed about a topic.

General Expectations about Writing in this Class

Use your own voice – with one caveat: You are expected to use standard/conventional English in your assignments. Avoid slang, clichés, texting language or other anomalies that suggest an ignorance, abomination or disregard for the English language. Each essay/paper you write should have a **beginning** that introduces the problem plus some background plus the arguable proposal you intend to cover in the essay/paper, a **middle** where you present proof/evidence to support the proposal you introduced at the beginning, and an **end** where you reiterate the proposal you introduced at the beginning as it relates to the proof you presented in the middle. Use an academic style guide (MLA Style or APA Style) for consistency in the structure and form of your writing.

Avoid the practice of addressing the reader as “you.” Avoid the practice of writing “I think” or “I believe” or “I feel” or “It is my opinion” to qualify your opinions and statements; because you are the author of the paper, it is obvious that the entire paper is your opinion, so there is no need for qualifiers (except in those rare moments when you might disagree with an idea presented in one of your source materials).

Understand your topic. Give your paper several days of thought before you start writing it. Make notes about the ideas you want to emphasize. Make lists of examples you want to use. And even then, start your paper at least 48 hours *before* it is due. Organize ideas and information logically (chronologically, from least important to most important, from most important to least important, spatially, alphabetically/numerically, from largest to smallest, or from least to greatest). Put complex ideas into simple words whenever possible. Remember: If you don’t understand what you are trying to say, your reader will not be able to understand it, either.

You are expected to use proper grammar, spelling and punctuation. Finish writing your paper 24 hours *before* it is due. Print out the draft. Proofread your draft *twice*. Read it slowly, backwards or out loud. Ask someone else to proofread your draft. Make the corrections. Print out a final version. Proofread the final version completely. Make your paper so perfect that your favorite relative will want to frame it and hang it in his or her kitchen.

Please print a copy of this page, sign and return it to the instructor.

I have read and acknowledged the policies and expectations of Susan Ferguson’s ENGL 122 class.

Student signature _____

Student’s name (Print) _____

Student’s email address (Print) _____