

# English Composition II

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## Basic Course Information

**Course Name:** English Composition II, ENG 122, Section 642

**Semester:** Spring 2021

**Course Credits:** 3 credits

**Prerequisites/Co-requisites:** ENG 121 with a grade of “C” or better.

**Meetings/Times:** Wednesdays, 11:00 AM to 12:15 AM

**Location:** Real-time-remote Zoom meeting. Link to meeting will be provided in D2L.

**Online Course Site on Desire2Learn (D2L):** <https://frcc.desire2learn.com>

## Instructor Information

**Instructor:** Mark Hussey

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**Email:** [mark.hussey@frontrange.edu](mailto:mark.hussey@frontrange.edu)

**College Web Site:** [www.frontrange.edu](http://www.frontrange.edu)

**Office Location:** Larimer Campus, BP109B

**Office Hours:** By appointment

**Department Contact:** Marissa Bailey, English Department Chair,

[marissa.bailey@frontrange.edu](mailto:marissa.bailey@frontrange.edu), 970-204-8679.

## Technical Support

**Intro to Online Learning:** Found under the FRCC Resources menu in D2L. Includes info on how to use D2L, WebEx, Zoom and other learning technologies

**24x7 Help Desk Web Site:** <http://help.cccs.edu>

**24x7 Help Desk Phone:** 1-(888)800-9198 (toll free)

## Course Materials

*Required:* Reliable internet and computer access, including sufficient bandwidth for visually participating in Zoom class sessions; Webcam, headset, and microphone; Digital file storage; Access to word processing programs capable of creating .docx or .pdf files.

*Recommended:* A dedicated English journal or notebook; pens, pencils, different colored highlighters, and paper to write on; printer access.

## Welcome Message:

Welcome to the course.

## Course Overview

### Instructors' Overview of the Course

We will reflect on the following question throughout the course:

***“How can the practice of rhetoric lead to personal growth and effective discourse?”***

This class focuses on the art and craft of rhetoric. Many people associate rhetoric with persuasion or manipulation, but I define it more broadly as the art of making meaning. In the context of an English course, the practice of this craft must go well beyond the traditional focus on grammar and on the “proper” way to compose specific types of essays. The “right” way to write is really just one interpretation of how to write well. I think there are many other, more diverse, and more effective ways of making meaning, of sharing that meaning with others, and of accomplishing our own purposes and goals through writing.

We will dive into exploring, investigating, and elaborating on our course question by practicing the art of rhetoric, pushing ourselves to grow as persons and as effective writers. This class uses an active-learning approach to the class where, as Terry Doyle put it, “The one who does the work does the learning.” How does this compare with a traditional class?

Traditional Lecture Model	Engaged Learning Model
Course is designed around topics or chapters from a textbook.	Course is designed around <b>learning outcomes</b> – the skills and knowledge you take from the course and use in your life.
The instructor’s role is to present course content to students.	The instructor’s role is to design lessons that engage students in meaningful ways of practicing and demonstrating the <b>learning outcomes</b> .
The student’s role is to listen and absorb what the instructor has presented.	The student’s role is to take ownership of the <b>learning outcomes</b> and to actively engage with course material as a way to meet these goals.
Knowledge is transmitted from teacher to student.	Knowledge and skills are <b>learned</b> through actively struggling with complex tasks, questions, problems, and activities.
Learning is assessed primarily through high stakes summative assessments such as unit exams that test how well students understand or remember course content.	Learning is built and demonstrated through both formative and summative assessments that push you to <b>practice, apply, and synthesize</b> course content and skills and, thus, to demonstrate your proficiency with the course <b>learning outcomes</b> .

## Learning Outcomes for the Course (What you will learn):

**English 122 Course Learning Outcomes:** Everything we do in this class connects back to our course statement: *“In this class we will practice rhetoric to grow personally and to create effective discourse.”* To accomplish that goal, we will practice, work at, and develop these **learning outcomes:**

Learning Outcome:	Description: You will work towards becoming a C.A.T. – a person who:
1. <b>Creates effective discourse</b>	You will <b>create</b> effective discourse that explores, challenges, and asserts your own voice, perspective, and authority on contentious, researchable issues.
2. <b>Argues convincingly</b>	You will <b>argue</b> convincingly in support of contentious claims, intentionally using rhetorical theory and strategy to plan and implement discourse that persuades or moves your audience.
3. <b>Thinks critically</b>	You will <b>think</b> critically and about research, evidence, and arguments in order to analyze not only how others use rhetoric to persuade you, but also how you can respond with effective, well-researched, and critical arguments of your own.

## Holistic Assessment of Learning Outcomes:

Description of course grade:	Letter Grade
<b>Fluent:</b> Demonstrates a “fluency” in the learning outcomes of the class. Meets the minimum process work requirements for all three Essay Projects.	A
<b>Proficient:</b> Demonstrates a “proficient” level of skill on all the learning outcomes of the class. Meets the minimum process work requirements for all three Essay Projects.	B
<b>Competent:</b> Demonstrates a “competent” level of proficiency on all the learning outcomes of the class. Meets the minimum process work requirements for all three Essay Projects.	C
<b>Not Satisfactory:</b> Either does not Demonstrates a “competent” level of proficiency on all the learning outcomes of the class, or does not meet the minimum process work requirements for all three Essay Projects.	D
<b>Insufficient:</b> An “insufficient” amount of work was completed to demonstrate your skill with the learning outcomes of the class. Or, does not meet the minimum requirements for completion for any of the Essay Projects.	F

## Graded Instructional Activities

The graded instructional activities in this course fall into roughly three categories:

1. *Practice & Participation:* This includes any low-stakes, often ungraded, and/or trial attempts with the learning outcomes of the class. To build a complex skill takes practice, and you need room and space to occasionally fail or fall short of expectations. Building a skill takes a bit of risk. So, to give you that space, we will have plenty of both in-class and out-of-class work dedicated simply to practicing the learning outcomes in this class.
2. *Formative assessments:* Formative assessments include any assignments, activities, drafts, outlines, or other work you complete and share with others for feedback. The goal here is to make a solid, best-effort attempt at the assignment, and then to share that work with your classmates, your Instructor, or even sometimes just yourself. These assessments help you keep track of your progress on the learning outcomes and help you prepare for completing the summative assessments.
3. *Summative assessments:* In this course, summative assessments are the finished Essay Projects. They should represent the end-result of all the practice and formative work you completed. With the end of each essay project, we will take some time to pause and reflect on your overall, holistic progress towards the learning outcomes of the class. Feedback on these assessments help you track of both your progress as well as your overall performance in the class.

Learning Activities & Assignments:	Due Dates:
<b>Practice &amp; Participation:</b> <ul style="list-style-type: none"> <li>• Attendance and engagement in in-class activities, assignments, and work.</li> <li>• D2L discussions.</li> <li>• D2L Guided Writing Activities / Quizzes</li> </ul>	Due-dates throughout the week detailed in the “Weekly Rhythm” document in D2L.
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Process work requirements leading to completion of the summative assessments.</li> <li>• Some pre-work assignments.</li> </ul>	Weekly due-dates, posted Weekly learning modules in D2L.
<b>Summative Assessments:</b>	
<ul style="list-style-type: none"> <li>• Essay Project #1: Exploratory Essay</li> </ul>	<i>See assignment sheet</i>
<ul style="list-style-type: none"> <li>• Essay Project #2: Audience Perspective Essay</li> </ul>	<i>See assignment sheet</i>
<ul style="list-style-type: none"> <li>• Essay Project #3: Argument Essay</li> </ul>	<i>See assignment sheet</i>

## Course Schedule

### Important Dates

**First Day of Class:** 1/20/2021  
**Attendance Deadline:** 1/28/2021  
**Payment Deadline:** 03/02/2021  
**Last Day to Drop with Refund:** 02/03/2021  
**Graduation Application Deadline:**  
     Priority: 3/1/2021  
     Final: 4/1/2021  
**Spring Break:** 03/15/2021 – 03/21/2021  
**Last Day to Withdraw:** 04/17/2021  
**Last Day of Class:** 05/05/2021

### Course Plan

Due-dates for all homework, pre-work, and other out-of-class assignments will be posted in the weekly learning materials in the D2L Content area. They will be posted at least one week in advance. Deadlines for Essay Projects will be listed in the Assignment Sheets for each project. The course plan is subject to change.

**Please view the “Weekly Rhythm” document in D2L for a description of our weekly pattern of assignments, due-dates, and class sessions.**

Week #	Dates:	Weekly Learning Outcomes:	Tentative Work to Complete (See weekly D2L Content modules for homework):
Wk. 1	1/19 – 1/24  Class: 1/20	<ul style="list-style-type: none"> <li>• Define active learning.</li> <li>• Practice using holistic assessments to evaluate skills and learning.</li> <li>• Understand the course learning outcomes.</li> <li>• Understand discourse communities.</li> <li>• Practice posing and analyzing problems &amp; questions within specific contexts.</li> <li>• Evaluate issue questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #1 Readings:               <ul style="list-style-type: none"> <li>○ Course Syllabus</li> <li>○ Active Learning</li> <li>○ Discourse Communities</li> </ul> </li> <li>• Guided Writing Activity (GWA) #1: “Course Policies and Issue Questions.”</li> <li>• Discussion #1: “Creating Discourse Communities.”</li> <li>• Zoom Class #1:               <ul style="list-style-type: none"> <li>○ Compare and contrast pseudo arguments with academic arguments.</li> <li>○ Evaluate issue questions.</li> </ul> </li> <li>• Formative Assessment (FA) #1: “Draft Issue Questions.”</li> </ul>

Wk. 2	1/24 – 1/31  Class: 1/27	<ul style="list-style-type: none"> <li>• Apply concept of discourse communities to analyze problems and issue questions.</li> <li>• Create criteria for evaluating draft proposals.</li> <li>• Evaluate and discuss proposed issue questions.</li> <li>• Practice drafting and evaluating issue questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #2 Readings: <ul style="list-style-type: none"> <li>○ Julia Galef Ted Talk</li> </ul> </li> <li>• GWA #2: Drafting issue questions.</li> <li>• Discussion #2: Evaluate a peer’s issue question using criteria developed in class.</li> <li>• Zoom Class #2: <ul style="list-style-type: none"> <li>○ Apply concept of discourse communities to analyze problems and issue questions.</li> <li>○ Draft criteria for evaluating proposals.</li> </ul> </li> <li>• FA #2: Submit draft essay proposal.</li> </ul>
Wk. 3	1/31 – 2/7  Class: 2/3	<ul style="list-style-type: none"> <li>• Practice conducting research.</li> <li>• Using rhetorical analysis to evaluate and select sources.</li> <li>• Understand stasis theory.</li> <li>• Practice applying stasis theory to address issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #3 Readings: <ul style="list-style-type: none"> <li>○ Interview on Caste System</li> <li>○ Stasis Theory</li> </ul> </li> <li>• GWA #3: “Stasis Theory”</li> <li>• Discussion #3: “Do we live in a caste system?”</li> <li>• Zoom Class #3: Practice applying stasis theory to address issues.</li> <li>• FA #3: Submit Final essay proposal.</li> </ul>
Wk. 4	2/7 – 2/14  Class 2/10	<ul style="list-style-type: none"> <li>• Practice categorizing claims using stasis categories</li> <li>• Identify criteria for evaluating facts and sources of information.</li> <li>• Analyze and interpret facts within specific contexts and discourse communities.</li> <li>• Examine models of exploratory-style writing.</li> <li>• Evaluate and think critically about draft sources and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #4 Readings: <ul style="list-style-type: none"> <li>○ “The Danger of a Single Story”</li> <li>○ Sample exploratory essays.</li> </ul> </li> <li>• GWA #4: “Library Databases”</li> <li>• Discussion #4: “The stories that define us and shape our perspectives.”</li> <li>• Zoom Class #4: <ul style="list-style-type: none"> <li>○ Evaluating sources &amp; information; practice with exploratory writing.</li> </ul> </li> <li>• FA #4: 1<sup>st</sup> Completed section of Exploratory Essay</li> </ul>

5	2/14 – 2/21  Class: 2/17	<ul style="list-style-type: none"> <li>• Use stasis theory to deepen approaches to investigating issues and problems.</li> <li>• Identify strengths and weaknesses in Exploratory Writing thus far.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #5 Readings: <ul style="list-style-type: none"> <li>○ “If a story moves you, act on it.”</li> </ul> </li> <li>• GWA #5: Using stasis theory to push deeper into issues.</li> <li>• Discussion #5: Moving audiences with stories &amp; examples.</li> <li>• Zoom Class #5: Using sentence templates to hold a conversation with sources.</li> <li>• FA #5: Completed 2<sup>nd</sup> section of Exploratory Essay and draft works cited page.</li> </ul>
6	2/21 – 2/28  Class 2/24	<ul style="list-style-type: none"> <li>• Reflect on the writing process up to this point.</li> <li>• Learn about strategies for revising writing.</li> <li>• Understand and reflect on the role of exploratory writing, research, and inquiry in the academic context.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #6 Readings: <ul style="list-style-type: none"> <li>○ “This Article Won’t Change your Mind.”</li> </ul> </li> <li>• GWA #6: Reflecting on exploratory writing in an academic context</li> <li>• Discussion #6: Peer-review workshop.</li> <li>• Zoom Class #6: Identifying sources of disagreement on issues.</li> <li>• FA #6: <b>Submit the final Exploratory Essay</b></li> </ul>
7	2/28 – 3/7  Class: 3/3	<ul style="list-style-type: none"> <li>• Create policy claims that respond to issues and problems.</li> <li>• Use stasis theory to analyze and plan for an argument.</li> <li>• Use reasons, evidence, and arguments to defend a claims.</li> <li>• Understand the Audience Perspective Essay Project.</li> <li>• Use stasis theory to identify the main sources of disagreement on issues and problems</li> <li>• Practice generating arguments from differing points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Week #7 Readings: <ul style="list-style-type: none"> <li>○ “This Article Won’t Change your Mind.”</li> <li>○ Classical Argument</li> </ul> </li> <li>• GWA #7: Understanding classical argument structure</li> <li>• Discussion #7: Thesis and Anti-Thesis tables.</li> <li>• Zoom Class #7: Practice generating arguments from different points of view</li> <li>• FA #7: Audience perspective essay proposal and sketch outline.</li> </ul>

Wk. 8	3/7 – 3/21  Class: 3/10	<ul style="list-style-type: none"> <li>Identify strategies for developing and expanding essay content.</li> <li>Practicing using techniques for integrating sources into academic writing.</li> <li>Recall rhetorical strategies, and use them to continue developing and planning an essay.</li> </ul>	<ul style="list-style-type: none"> <li>Week #8 Readings: <ul style="list-style-type: none"> <li>Sample Audience Perspective essay.</li> <li>“Sentimental Medicine.”</li> </ul> </li> <li>GWA #8: Using the PEAS method to develop and expand essay content.</li> <li>Discussion #8: Applying rhetorical strategies.</li> <li>Zoom Class #8: Workshopping paragraphs and integrating sources.</li> <li>FA #8: Complete a draft of one “chunk” of the audience perspective essay.</li> </ul>
-	-	<i>Spring break: No class 3/15/2021 – 3/21/2021</i>	-
Wk. 9	3/21 – 3/28  Class: 3/24	<ul style="list-style-type: none"> <li>Analyze writing for content, form, and function.</li> <li>Use content, form, and function outlines to evaluate and provide feedback on writing.</li> <li>Respond constructively and critically to writing.</li> <li>Understand the hierarchy of rhetorical concerns.</li> <li>Use hierarchy of rhetorical concerns to prioritize the revision process.</li> </ul>	<ul style="list-style-type: none"> <li>Week #9 Readings: <ul style="list-style-type: none"> <li>I Used to Give Men Mercy</li> </ul> </li> <li>GWA #9: The Hierarchy of Rhetorical Concerns</li> <li>Discussion #9: Workshopping essays using writer-generated criteria and questions for evaluation.</li> <li>Zoom Class #9: Giving feedback through a content, form, and function outline.</li> <li>FA #9: Submit a completed draft of the Audience Perspective Essay.</li> </ul>
10	3/28 – 4/4  Class: 3/31	<ul style="list-style-type: none"> <li>Adapting arguments to an audience’s expectations, values, and demands</li> <li>Practice getting immediate audience feedback and reactions to writing.</li> <li>Think critically about reasons, evidence, and arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Week #10 Readings: <ul style="list-style-type: none"> <li>TBD</li> </ul> </li> <li>GWA #10: Looking closely at argument structure.</li> <li>Discussion #10: Planning the rhetorical strategy for the final argument essay.</li> <li>Zoom Class #10: Listening to audience feedback.</li> <li>FA #10: <b>Submit the Audience Perspective Essay.</b></li> </ul>



11	4/4 – 4/11  Class: 4/7	<ul style="list-style-type: none"> <li>• Understand the Argument Essay Project.</li> <li>• Reflect on the audience’s expectations, values, and demands.</li> <li>• Compare and contrast the Toulmin &amp; Aristotle models of rhetoric with the invitational model.</li> <li>• Identify and practice writing strategies useful for accomplishing rhetorical purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #11 Readings: <ul style="list-style-type: none"> <li>○ Invitational Rhetoric</li> </ul> </li> <li>• GWA #11: Audience analysis for the final argument essay.</li> <li>• Discussion #11: Planning the rhetorical strategy for the final argument essay.</li> <li>• Zoom Class #11: Comparing and contrasting Toulmin/Aristotle with Invitational rhetoric.</li> <li>• FA #11: Submit a proposed outline of thesis and main points for the argument essay.</li> </ul>
12	4/11 – 4/18  Class 4/14	<ul style="list-style-type: none"> <li>• Thinking critically about reasons, evidence, and identify logical fallacies.</li> <li>• Summarizing and responding to reader objections &amp; fallacies.</li> <li>• Strengthening arguments using research, claim types, and/or additional evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #12 Readings: <ul style="list-style-type: none"> <li>○ Logical Fallacies</li> </ul> </li> <li>• GWA #12: Fallacies</li> <li>• Discussion #12: Practice with summarizing and responding to objections.</li> <li>• Zoom Class #12: Strengthening arguments with research &amp; evidence.</li> <li>• FA #12: Compose (or revise) an additional “chunk” of the argument essay.</li> </ul>
13	4/18 – 4/25  Class 4/21	<ul style="list-style-type: none"> <li>• Engaging the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Week #13 Readings: <ul style="list-style-type: none"> <li>○ TBD</li> </ul> </li> <li>• GWA #13: Using the writing process to actively develop an essay.</li> <li>• Discussion #13: Asking questions to push writing and thinking further</li> <li>• Zoom Class #13: Methods of developing an essay.</li> <li>• FA #13: Submit a rough draft of the Argument essay.</li> </ul>

14	4/24 – 5/2  Class: 4/28	<ul style="list-style-type: none"> <li>Recall and apply revision strategies.</li> <li>Use the hierarchy of rhetorical concerns to create a plan for revision.</li> </ul>	<ul style="list-style-type: none"> <li>Week #14 Readings: <ul style="list-style-type: none"> <li>TBD</li> </ul> </li> <li>GWA #14: Revision Strategies</li> <li>Discussion #14: Read and evaluate a peer's essay draft.</li> <li>Zoom Class 14#: In-class workshop and conferencing.</li> <li>FA #14: Submit a finished draft of the Argument Essay Project.</li> </ul>
15	5/2 – 5/9  Class 5/5	<ul style="list-style-type: none"> <li>Reflect on and evaluate the writing process.</li> <li>Determine a final level of proficiency with the course learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Week #15 Readings: <ul style="list-style-type: none"> <li>E-Prime</li> </ul> </li> <li>GWA #15: Editing and polishing writing.</li> <li>Discussion #15: Final workshops.</li> <li>Zoom Class #15: Presenting and sharing arguments.</li> <li>FA #15: <b>Submit a finalized draft of the Argument Essay Project.</b></li> </ul>

## Course Policies:

### Late Policy

It is ultimately your responsibility to demonstrate your learning in this course. To do that effectively, you must submit your work on time. Submitting work by the due-dates is essential for keeping pace with the class, demonstrating progress in your learning, and getting feedback from your Instructor and your peers. My late policies include the following:

- Late work is not eligible for Instructor feedback.** Peer and Instructor feedback are essential parts of the teaching and learning that happens in this class. Failing to complete work on time means that you will miss those opportunities for learning and for demonstrating your learning in this course. Opportunities for peer feedback on late work will be made available in the “Help a Friend” discussion board, but it’s up to you to seek out that peer feedback, and participation from you and your peers is encouraged but also entirely optional.
- Late work *may* be excluded from the holistic assessment of your learning in the course.** I reserve the right to exclude late submissions from the holistic assessment of the course, especially when late work shows a lack of competence with learning outcome #6, Revision. Generally speaking, late work will negatively impact your progress in the class,

and may lead to an unsatisfactory or insufficient holistic assessment at the end of the semester.

- **It is your responsibility to know the deadlines and to submit all work on time.**
  - *Pre-work, readings, and/or other out-of-class assignments:* Even though I do not give individualized feedback on late work, you should still complete all the work assigned in the course. Doing the work is how you learn, improve your skills, and demonstrate that you have learned and improved. At the end of the semester, you will argue for the proficiency level you think you have demonstrated in the work you completed this semester. It is your responsibility to hold onto all the work (including late work) that you complete as evidence of your learning, skills, and proficiency with the course learning outcomes.
  - *Final Essay Projects:* Final Essay Projects may be submitted *no more* than one week late, and you must contact me to request an extension. (I don't need or want an excuse; just let me know you need an extension.) You may submit some process work late; however, satisfactory completion of at least two steps of the assigned process work, as listed on the project assignment sheet, is a requirement for completion of each Final Essay Project. The D2L assignment folders for the Essay Projects will not open unless that requirement is met. Like pre-work, late process work will not be eligible for Instructor feedback, though I encourage you to use the "Help a Friend" discussion board.

**What to do if you fall behind?** The advantage of a holistic assessment grading policy is that, should you need to miss a portion of the course, your final grade will not be *automatically* or *arbitrarily* impacted by a loss of points. The grades I assign in this course are based only on the learning and skills you *demonstrate* in this class.

- First, do as much work as you can. It is your responsibility to notify me if and when late work has been submitted. After deadlines have passed, I don't go back to check for late submissions, so you must contact me to let me know that late work has been submitted. I won't likely give it any individualized feedback, but it does help for me to know that you completed the work.
- Second, don't panic. Remember, your learning and skills are holistically assessed in this course. You do not lose points when you miss an assignment. There are no points! What you miss with late work are opportunities for practice and learning, for demonstrating your learning, and for getting feedback on your work and progress in the course. You may miss learning opportunities, but there are no points to lose.
- Third, ask. Your final grade is determined by the level of proficiency you have demonstrated on the course learning outcomes *by the end of the semester*. Don't hesitate to contact me with questions about where your learning is at, where you may need more work, and/or how you might try to get back on track in the class if you fall behind.

## Attendance and Participation

**Attendance** is an expectation of enrollment in this class and cannot be made up. Class sessions include any and all of the Zoom meetings, group workshops, learning activities, pre-work, formative feedback, interaction with classmates, one-on-one conversations with your Instructor, and occasionally even lectures. Additionally, office hours are not a substitute for attendance and participation, especially since this is an Engaged Learning class: There aren't just lectures to repeat or notes to give out. What we do in class is engage with the materials we've read, watched, or prepared for that day. We spend a lot of time talking about the practice assignments or activities we've done in advance or together, getting into small focus groups, and receiving personal feedback--that's not something that will be replicated. If a class is missed, it is the student's responsibility to try to get notes from a classmate and to access the in-class handouts, lecture notes, and in-class materials which will be posted in the Content area of D2L.

**Participation and Pre-Work:** To participate effectively in most classes, you will need to complete any assigned "pre-work" (readings, assignments, and D2L activities) by the assigned due date – usually the night before or the beginning of class. Missing class, arriving late, or not completing the "pre-work" all have serious consequences on your learning in the course:

- If you miss class, or arrive late to class, it is your responsibility to catch yourself up on the learning you have missed (see "Note" below).
- Once in-class activities or assignments occur, I do not repeat them or re-create them after the fact.
- If you are not present for formative assessment feedback, it will not be provided late for you.
- If you miss an in-class activity or learning opportunity, your classmates may not be willing to repeat it with you later.
- If you arrive to class without completing the "pre-work," you may not be able to participate in the associated in-class activities which may include the entire session.
- Any feedback specifically given in class cannot be made up outside of class.

**Note:** Missing class (for any reason) *does not* entail a barrier to getting the assignments or knowing what's due and when it is due. Check the D2L Calendar for updates and assignments for the next class and speak with your classmates when you return to help you catch up. Doing so is your responsibility. The assignments tab for essay projects will be open and visible well in advance of the due dates.

**Zoom Camera Policy:** This class is offered as a "real-time remote" class session, and I treat attendance in these class sessions in exactly the same way I treat any on-campus, in-person course; therefore, I expect everyone in the in-class Zoom sessions to keep your cameras turned on during class. Having your camera off during Zoom class, by this policy, means the same thing as leaving the room would mean during an on-campus, in-person class. If you need to excuse

yourself from the room for a few moments, please do so, no questions asked; however, if you must “leave the room” or have your camera off for a significant portion of a Zoom class, send me a brief note in Zoom or via email letting me know your plan for engaging with the class. If you do not notify me and/or show no evidence of engagement in the class, I will interpret your turned off camera as a lack of attendance and will record you as absent from that class session. Merely logging in to Zoom is not sufficient for attending this class.

**Disruptive behaviors:** Disruptive behavior violates the FRCC Student Code of Conduct; it includes any behavior that negatively affects or impedes the teaching or learning environment of the classroom. Therefore, those detracting from the learning environment may be asked to focus; if the behavior does not change, those may be asked to leave the room. Such behaviors include (but are not limited to): texting, making phone calls, disruptive side-conversations, working on non-class-related assignments. When you are in the class, please focus on the class!

If you know in advance that you will be missing more than two classes, online courses or possibly second (or third start) courses may be a better fit for your learning needs.

### Other classroom and “Zoom” classroom guidelines:

- If it’s not immediately applicable to class, don’t do it in class.
- Please leave the room to use your phone for non-class purposes.
- Please avoid non-relevant conversations during class.
- If you have a question relevant to the material, please ask.
- I will likely change everyone’s seats.
- Please keep your chair legs on the ground, for safety.
- You may not chew tobacco or ‘vape’ in the classroom.
- Without permission from the disability support office, you may not record our class.

### Academic Honesty

Please familiarize yourself with the CCCS common student code of conduct:

<http://frontrange.smartcatalogiq.com/en/2015-2016/Catalog/Student-Responsibilities-Code-of-Conduct/CCCS-Common-Student-Code-of-Conduct-Statements>

Students are expected to uphold FRCC’s Student Code of Conduct relating to academic honesty and assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity will be that a student's submitted work, examinations, reports, discussions, and projects must be that of the student's own work and unique to the course. Students are guilty of violating the honor code if they:

- Represent the work of others as their own (this includes copying material from the Internet for discussion postings or other assignments without proper citation)
- Use or obtain unauthorized assistance in any academic work.
- Give unauthorized assistance to other students.

- Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
- Misrepresent the content of submitted work.
- The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should contact the instructor to discuss the situation.

**Collaboration.** Unless otherwise instructed, all work submitted is to be done individually by the student. This means you should not be working in pairs or in a group to write discussion posts, complete assignments or take quizzes and other assessments unless specifically asked to do so by your instructor.

**Plagiarism / Dual Submission.** Plagiarism, whether intentional or accidental, is academic dishonesty and may incur disciplinary action ranging from receiving a zero on an assignment or failing a course to more severe consequences. Plagiarism means

- Using someone else's ideas and not correctly citing that use. This means that if you put someone else's work into your own words, put it in your work, and do not correctly document it, the idea is plagiarized.
- Using someone else's words without quotation marks and not correctly citing that use.
- Using someone else's images or other works (such as from the Internet) without correctly citing that use.
- Submitting work that has been turned in for credit in another class or at another institution unless specifically permitted by your instructor.
- Students may be required to submit work that is evaluated for originality by Turnitin.com, a plagiarism detection software program that checks for certain forms of plagiarism.

## Video Recording

"Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college disability services, a student may NOT record lectures or classroom discussions unless written permission from the speakers have been informed that audio/video recording may occur." "A student granted permission by the instructor to make an audio or video recording may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization. All students in the class, as well as guest speakers, must be informed that audio/video recording may occur," (AGP Committee/CAO, memo on course syllabi, Dec. 2015).

## CCCS Required Syllabus Information

### Catalog Course Description

Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or argumentative compositions. This is a statewide Guaranteed Transfer course in the GT-CO2 category.

### Course Learning Outcomes

1. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments.
2. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable.
3. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting.
4. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects.
5. Select and apply contemporary forms of technology to solve problems or compile information.

### TOPICAL OUTLINE

Note: Outline details recursive, not linear, activities.

1. Rhetorical Knowledge
  - a. Rhetorical situations
  - b. Audience
  - c. Purpose
  - d. Reading and writing for multiple discourse communities
  - e. Understanding relationships between form and content
  - f. Genre
  - g. Reflective strategies
2. Experience in Writing
  - a. Generating ideas
  - b. Planning
  - c. Drafting
  - d. Editing
  - e. Proofreading
  - f. Revising
  - g. Critiquing
  - h. Recursive process
3. Critical and Creative Thinking
  - a. Evaluating relevance of context
  - b. Presenting a position

*The instructor reserves the right to modify the syllabus and schedule*

- c. Synthesizing other points of view
  - d. Drawing relevant conclusions and reflecting on their implications
4. Research Processes
    - a. Developing a research question
    - b. Locating, selecting, and evaluating sources
    - c. Using technology for research
    - d. Evaluating sources' relevance to research question
    - e. Integrating and synthesizing sources
    - f. Documenting sources in appropriate style
  5. Composing Conventions
    - a. Applying genre conventions
    - b. Voice, tone, and style
    - c. Structuring and paragraphing
    - d. Employing appropriate mechanics, syntax, and diction

### **Guaranteed Transfer (GT) Pathways Course Statement:**

The Colorado Commission on Higher Education has approved ENG 122 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

#### **WRITTEN COMMUNICATION CONTENT CRITERIA: GT-CO2**

Students should be able to:

- 1. Deepen Rhetorical Knowledge**
  - a. Focus on rhetorical situation, audience, and purpose.
  - b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
  - c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
  - d. Practice reflective strategies.
- 2. Deepen Experience in Writing**
  - a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
  - b. Critique one's own work and other's work.
- 3. Deepen Critical and Creative Thinking**
  - a. Evaluate the relevance of context.
  - b. Synthesize other points of view within one's own position.
  - c. Reflect on the implications and consequences of the stated conclusion.
- 4. Use Sources and Evidence**
  - a. Select appropriate sources and evidence.
  - b. Evaluate the relevance of sources to the research questions.
- 5. Deepen Application of Composing Conventions**



- a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
- b. Use specialized vocabulary, format, and documentation appropriately.

## **COMPETENCY & STUDENT LEARNING OUTCOMES for GT-CO2**

### **Competency: Written Communication:**

Students should be able to:

- 1. Employ Rhetorical Knowledge**
  - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- 2. Develop Content**
  - a. Create and develop ideas within the context of the situation and the assigned task(s).
- 3. Apply Genre and Disciplinary Conventions**
  - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- 4. Use Sources and Evidence**
  - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
  - b. Follow an appropriate documentation system.
- 5. Control Syntax and Mechanics**
  - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

## **Online and Real-Time Remote Learning**

FRCC is committed to helping you succeed in your online courses. Please read the following section for a better understanding of expectations specific to online and real-time remote courses. If you have questions or concerns about course content and activities, contact your instructor right away. If you have questions or concerns related to support services or the student code of conduct, contact your Pathways Advisor, the student affairs office at your home campus, or a member of the Online Learning team at 970-204-8250, 303-404-5513, or via [email](mailto:ol@frontrange.edu) (ol@frontrange.edu).

## **Required Intro to Online Learning**

All students who are taking their first online or real-time remote course at FRCC are required to complete the “Intro to Online Learning.” You will learn strategies for succeeding in online and real-time remote courses at FRCC, including how to use the online learning management system (D2L) and other online technologies such as WebEx, YuJa, Zoom, and Office 365. Look for the “Intro to Online Learning” under FRCC Resources menu when you [login to D2L](https://frcc.desire2learn.com) (https://frcc.desire2learn.com).

## Interacting in Online Learning Environments

Online and real-time remote classes provide opportunities for you to interact with your instructor and peers in a variety of online formats. Despite what is often modeled in public forums and social networks, civility and etiquette are important aspects in creating deep and meaningful learning. Personal attacks, monopolization, and bullying can stop valuable discussion and are harmful to academic discourse. For this reason, it is important that online interactions are civil, respectful, and focused on the topic presented. If you notice behavior that violates this conduct, be sure to contact your instructor.

## Use of Video Conferencing Technology

Real-time remote classes include live class sessions using video-conferencing technology (e.g. WebEx or Zoom) for at least 33% of the normal class meetings listed in the course schedule. Online courses may also use video-conferencing for study sessions and other activities, but offer alternatives for students who cannot meet at specific times. Instructors will notify students and any guest speakers in advance if a live class session will be recorded. Students may choose to turn off their camera, and the instructor will only post recordings where access is restricted to other members of the class. Please contact your instructor if you have any concerns about use of video for class meetings or assignments.

## Campus Closure Procedure

If Front Range Community College or one of its campuses closes due to inclement weather or another emergency, online courses will proceed unless Desire2Learn is impacted. If you experience particular hardship or problems completing the course as a result of an emergency, contact your instructor or call Online Learning at 970-204-8250 or 303-404-5513.

## Technical Difficulties

All FRCC Courses have an online course site in Desire2Learn (D2L), and may incorporate other online materials (e.g. publisher content and open educational resources). As a student in an online or real-time remote class, you are responsible for ensuring that you have a reliable internet connection and the necessary equipment to access your online course(s) and any required course materials listed in the course syllabus. Computer failure or problems with internet access are not considered valid excuses for not completing coursework, so be sure to have a backup plan in place so that you can still complete your work on time even if you run into technical problems. Local libraries and

computer labs on campuses can be great alternatives, but be sure to check on hours and availability.

For technical assistance with Desire2Learn, contact the 24x7 [Help Desk](http://help.cccs.edu): (<http://help.cccs.edu>); 888-800-9198 (toll free). Link to the 24x7 Help Desk and System Check can be found in D2L under the Tech Support Menu. D2L is available 24x7, with the exception of limited maintenance windows posted on the home page. In the unlikely event of an unplanned D2L outage, faculty and staff will be informed so that they can make reasonable adjustments to the course schedule and assignment deadlines.

## **Student Rights, Responsibilities, and Resources**

For important information on rights and responsibilities of all FRCC students, as well as the many support resources available to you, please refer to the link to “Student Rights, Responsibilities and Resources” in D2L. Topics include:

- COVID-19
- Philosophy of Inclusion
- Course Questions
- Access to Course Materials
- Student Email
- Student Drop for Non-Attendance
- Payment Deadline
- Financial Aid
- Academic Assistance
- Disability Support Services
- Use of Audio / Video Recordings
- Crisis Counseling and Stress Management
- FRCC Cares
- Notice of Non-Discrimination
- Mandatory Reporting (Title IX)
- Student Rights and Responsibilities