



“ENGL 1302 047 – English Composition II” F2F

Course Syllabus: Spring 2025

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

Instructor: Lori Shaw

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	7:10-7:30	7:10-7:30	7:10-7:30	7:10-7:30		email

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description: 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

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 resources; and critical thinking about evidence and conclusions.

Prerequisite(s): ENGL 1301 or its equivalent.

Student 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 research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of MLA style used for specific academic writing.

Evaluation/Grading Policy:

Your assignments will be evaluated using the following point values:

Two argumentative essay assignments @ 100 points each	200 points
One extended research argumentative essay	200 points
Research project assignments	200 points
Three Peer Reviews @ 100 points each	300 points
Reading/Writing Response Journal	100 points

Total	1000 points
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Assignments will be graded within two weeks of receipt or before your next assignment is due. Your essays will be graded holistically based on the scoring rubric. (see the evaluation criteria rubric) for

writing assignments in Appendix A at the end of the syllabus.)

Instructional Materials: *Everyone's An Author with Readings (2nd Edition)*

Publisher: New York: W.W. Norton and Company, Inc. 2016 **ISBN Number:**978-0393938951

Optional Instructional Materials: None

Minimum Technology Requirements: You will need access to a computer to complete the writing assignments for this class. You will be typing your essays and submitting the final drafts.

Required Computer Literacy Skills: None

Course Structure and Overview:

This English composition course is designed to help students develop their critical thinking, research, and writing skills. The class will also include reading assignments that challenge students to think and effectively respond both in writing and orally to a variety of reading and visual material. Overall, the goal of this course is to help students grow as thinkers and writers. Higher order skills acquired in thinking and writing help students process information in a rapidly changing world and reflect on the deeper meanings of print and visual media. Students who utilize rhetorical tools and strategies achieve a level of sophistication in writing that invites audiences to join them in examining issues from multiple layers of meaning. In the process, students begin to take a more disciplined approach to writing and developing their voices through every day and argumentative writing.

Writing Assignments:

Please follow these instructions when writing your papers:

- Writing assignments, including a work cited page, must be typed in MLA format.
- Use Times New Roman 12 pt. font
- Double space.
- Essay writing assignments are usually two to three pages in length with the exception of the research paper which is 7-10 pages in length.
- Pay close attention to grammar, spelling, and punctuation.
- Due dates for all reading and writing assignments will be assigned during class and will be noted on the class calendar.
- Essay rough drafts should be printed and brought to class for a peer review session on the due date.
- Final drafts will be submitted on the due date.
- **Late papers are only accepted at the instructor's discretion. Emergency situations will be handled on an individual basis.**

In-Class Writing Assignments:

Students will be expected to read material and write on a variety of readings and topics. The work will be generated throughout the semester and submitted through the student's reading/writing response journal.

Reading Assignments:

Students are expected to read all assigned material before coming to class. You will be required to respond in writing to readings in your writing journal and orally in class discussions. Failure to read and respond effectively to the reading will affect your grade in the course.

Communications: Turnaround time for emails is 24 hours. Class time is a great time to address any questions you may have. I also have posted office hours.

Institutional/Course Policy:

To complete this course successfully, you should do the following:

- Read all of the assigned reading
- Participate actively and meaningfully in all group discussions
- Prepare and submit all writing assignments **on time**
- Attend class regularly

Always remember to bring your materials to class. Please do not engage in casual conversations during our lecture, discussion and group times or while we are working on the other assignments. Please do not use cell phones or chrome books during class unless the chrome book is being used as part of the classwork.

Attendance policy:

Attendance will be taken. Students who miss more than five class periods will be subject to failure. School related absences are understandable but should be kept to a minimum. Please do not ask to leave class to work on another class.

Course Evaluations:

Toward the end of the course you will be asked to complete an online course evaluation. Students are encouraged to fill out an online evaluation for each of your courses. This will be your opportunity to share important feedback on each of the courses you take at NTCC.

Withdrawal policy:

It is your responsibility to drop or withdraw from a course. Failure to do so could result in receiving a failing grade for the course.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are

students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term):

English Composition II—ENGL 1302.047
Assignment Calendar Spring 2025

Week 1	January 21-24 Welcome to the class—introductory writing assignment Course and Syllabus Review Read "Thinking Rhetorically" Read and respond to an essay for reading/writing journal
Week 2	January 27-31 In class discussion of essay for reading/writing journal Research tools/databases review (in class) Read "Meeting the Demands of Academic Writing" Choose topic and begin writing argumentative essay #1 Review thesis writing Review and respond to an essay for reading/writing journal
Week 3	February 3-7 In class discussion of essay for reading/writing journal Review MLA format Read "Analyzing and Constructing Arguments" In class peer review of essay #1 rough draft Read and respond to an essay for reading/writing journal
Week 4	February 10-14 In class discussion of essay for reading/writing journal Continue reading "Analyzing and Constructing Arguments" Review argumentative appeals and types of argumentative writing Submit final draft of essay.

- Week 5 February 17-21
Choose topic and begin writing argumentative essay #2
 Read and respond to an essay for reading/writing journal
 In class discussion of essay for reading/writing journal
- Week 6 February 24-28
 Thesis writing workshop for essay #2
In class peer review of essay #2 rough draft
- Week 7 March 3-7
 Read and respond to an essay for reading/writing journal
 Developing and writing outlines
 In class discussion of essay for reading/writing journal
Submit final draft of essay #2
- Week 8 March 10-14
Choose topic and begin writing research argumentative essay #3
 Review developing an annotated bibliography in MLA format
 Begin working on annotated bibliography
- SPRING BREAK
- Week 9 March 24-28
 Begin working on formal outline for argumentative essay
- Week 10 March 31-April 4
 Read "Avoiding Fallacies"
Submit outline assignment
- Week 11 April 7-11
 Peer review of annotated bibliography
Submit annotated bibliography
- LAST DAY TO DROP COURSE WITH A W 4/10**
- Week 12 April 14-17
In class peer review of essay #3
- Week 13 April 21-25
 Revisions of Essay #3
- Week 14 April 28-May 2
 research paper presentations
- Week 15 May 5-9
 Continue research paper presentations
Submit final draft of essay #3
- Week 16 May 12-15
 Final reading/writing journal response and submit reading/writing journal

