



ENGL 1302.001 -English Composition II (F2F)

Course Syllabus: Spring 2025

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

Instructor: Athena Hayes

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| Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Online |
|--------------|-----------|-----------|-----------|-----------|--------|---------------|
| | 1:30-3:00 | 1:30-3:00 | 1:30-2:00 | 1:30-3:00 | | Email anytime |

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 sources; and critical thinking about evidence and conclusions.

Prerequisite(s): ENGL. 1301 or its equivalent.

Class meeting time: TR 11:00-12:20

Room: UHS 154

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 one or more 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 style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Evaluation/Grading Policy:

Participation—15%: In this course, there will be weekly lecture and in-class writing. All work done in class both as a group and individually is meant to prepare you for your major assignments, as well as teach you the SLO skills listed earlier.

- **Attendance:** You are allowed three unexcused absences, for which there are no penalties. After this, any unexcused absence will count against your grade. **If there are three additional unexcused absences after the first three “freebies” are used up, students will receive a 0% for their attendance grade.** An excused absence denotes a university sponsored event or a health-

related appointment and will not count toward this allowed total—however, any excused absence should be addressed with me in advance. As attendance is worth one-third of your participation grade and in-class writing assignments cannot be made up, **students who miss more than five class periods will be subject to failure in this course.** Any major assignments must be turned in on their regular due dates regardless of attendance—skipping class will not earn you an extension (please also reference the “Late Work” section of this syllabus in regards to this).

- **Peer Reviews:** For each of the four major writing assignments we will do a peer review. You will bring in either a digital or physical copy of your paper and trade it with your partner. You will write comments on your partner’s paper and then discuss your critiques together. Partners will be randomly assigned.
- **Research Pool:** For your second writing assignment, you will all build your research skills by each contributing a scholarly source relating to an essay we will read together in class. You must provide a link to/upload of the source and write a brief explanation on why the source is useful to the class’s collective research.
- **Thesis Statement:** You will write a rough thesis statement for your final research paper and submit it for critique.
- **Conference:** Near the end of the semester you will meet with me for an individual conference to discuss your final paper in which I will provide you with feedback.

Four rough drafts—20% (5% each): On peer review day at the beginning of class you will submit your rough draft electronically to Blackboard. Papers are submitted electronically not only so you receive credit, but so you receive written feedback from me. This feedback will consist of constructive criticism meant to help you make the best possible grade that you can on your final draft. Rough drafts are not weighted the same as final drafts of course, so it is okay if there are some mistakes—however, rough drafts still must meet the page and content requirements. A partial rough draft will not receive full credit.

Four major writing assignments—60% (15% each): You will be required to write four major essays in this course. You will turn in these in electronically by 11:59 PM (one minute before midnight) on their respective due dates. These essays are as follows (more detailed information can be found on their assignment sheets on Blackboard):

- Writing Assignment 1) Website Review
- Writing Assignment 2) Essay Analysis
- Writing Assignment 3) Annotated Bibliography
- Writing Assignment 4) Problem and Solution Research Paper

Presentation—5%: You will give a 10 minute presentation on your research paper. You will not be reading your paper out loud, but rather will present your thesis and findings through a speech. Include some sort of visual—either a PowerPoint, drawings/charts, or demonstration of some sort. Creativity is highly encouraged!

Grading:

A Paper (90-100): A paper of this level meets all of the assignment’s requirements and denotes key understanding of its genre and content. The writing is professional and extremely effective, with very little grammatical and formatting errors (if any at all).

B Paper (80-89): A paper of this level meets the assignment’s requirements and denotes an understanding of its genre and content. The writing is good, but may contain some minor issues in style, grammar, or formatting.

C Paper (70-79): A paper of this level meets the basic requirements of the assignment. There may be a slight misunderstanding of its genre and content. The writing is average and may contain frequent errors.

D Paper (60-69): A paper of this level barely meets the requirements of the assignment and denotes little to no understanding of its genre and content. The writing is slightly below average has frequent errors.

F Paper (0-59): A paper of this level does not meet any of the assignment’s requirements and denotes no understanding of its genre and content. The writing is below average, unprofessional, and contains frequent errors or is completely illegible.

Required Instructional Materials:

Rhetoric and Composition Wikibook (Free-to-use resource. Link on Blackboard).
Additional readings posted on Blackboard

These readings are both required and provide essential information for successful completion of this course.

Minimum Technology Requirements:

You will need access to a computer with Microsoft Word and an internet connection to complete the writing assignments for this class. You will be typing your essays and submitting the final drafts through Turnitin assignments in Blackboard.

Required Computer Literacy Skills:

Blackboard Learning Management System, Microsoft Word processing, average email usage

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 develop their voices through everyday and argumentative writing.

Writing Assignments:

All of your writing assignments will have these basic requirements:

- Writing assignments, including a work cited page, must be typed in MLA format
- Use Times New Roman 12 pt. font
- Double-space
- Minimal errors in spelling, grammar, and punctuation.

Extra credit opportunities may sometimes be available during the semester, but not upon request. If you wish you increase your grade, you may go back and make further edits to a final draft of a major assignment. This can be done up to three times—either multiple times to one or two assignments, or once on three different assignments. Because it will be submitted on the final class day, this option will not be available for Writing Assignment 4.

Late Work:

I accept late work, but five points are removed for each day late. For example, if you turned in an assignment five days late, you would receive 25 points off and begin the paper at 75%. A late assignment is graded with the same scrutiny as an on-time assignment, so keep this in mind. Still, I encourage turning in assignments for partial credit—anything is better than a zero!

Extensions can be negotiated for reasons such as health or family related emergencies. Sometimes things happen that are completely out of our control. I understand that. Please be sure to email me promptly if an extension is ever needed. Extensions cannot be provided for Writing Assignment 4 nor the final exam.

Reading Assignments:

Students are expected to read all assigned material before coming to class. You will be required to respond in writing to readings both in writing and orally during class discussions.

In-Class Policies:

- Remember: manners matter! A large portion of our class is discussion based, so please be kind to your fellow classmates. No interrupting or shouting. We are in this class to learn how to express our opinions in a constructive, professional way.
- Bring something to write on and with *every* class period.
- Food and drinks are fine, but please clean up after yourself if you are in the classroom.
- No phones during lecture or discussion unless I explicitly state otherwise (for example, I ask you to look something up as part of a research activity or reference something in your eBook).
- No headphones during lecture or discussion.
- Do not sleep in 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 their courses. This will be your opportunity to share important feedback on each of the courses you take at NTCC and the faculty member who teaches the class. Please watch for info about the evaluation on your NTCC email account and make sure you participate in evaluating your experiences in the classroom.

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.

A similarity percentage higher than 20% is subject to discussion.

Statement Regarding the Use of Artificial Intelligence (AI) Technology:

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person (collusion). Generative AI is a subset of AI

that utilizes machine learning models to create new, original content, such as images, text, or music, based on patterns and structures learned from existing data (Cornell, Center for Teaching Innovation). Unauthorized use of generative AI tools to complete an assignment or exam is not permitted. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. Individual course instructors may set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification. (Adapted from the Stanford University Office of Community Standards - accessed August 31, 2023)

An AI percentage higher than 20% is subject to discussion.

Eagle Assist

At Northeast Texas Community College, we understand that students often need support that extends beyond the classroom. “Eagle Assist” is the place to start when looking for that type of assistance. Our support system is here to help you succeed in both your academic and personal growth. www.ntcc.edu/eagleassist

Services provided:

- [Mental Health Counseling](#)
- [Classroom Accommodations](#)
- [NTCC Care Center Food Pantry](#)
- [NTCC Care Center Hygiene Closet](#)
- [NTCC Care Center Cook Nook](#)
- [Financial Literacy](#)
- [Child Care Assistance](#)
- [Emergency Aid](#)

Can't find what you are looking for? Send us a message at eagleassist@ntcc.edu

Need writing help? Visit our Writing Center, located in Humanities 110.

More information here: <https://www.ntcc.edu/academics/tutoring>

[Mental Health Counseling Services](#) are available to all NTCC students.

- Visit the following page to make an appointment:
<https://www.ntcc.edu/student-services/eagle-assist/counseling-wellness-center>

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.

1302 Tentative Course Calendar

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

Week 1 (Jan. 21, 23)

Tuesday:

- In-class writing activity
- Go over syllabus, how to access Blackboard, etc.
- Blackboard scavenger hunt activity

Thursday:

- Review: ethos, pathos, logos
- Look at "Reviews" in the Wikibook as a class and discuss Writing Assignment 1: Website Review
- Homework: Read "'What is 'Academic' Writing?'" by L. Lennie Irvin. Also, begin thinking of ideas for your website review

Week 2 (Jan. 28, 30)

Tuesday:

- In-class writing and discussion on reading; how do we analyze?
- Discuss and brainstorm our ideas

Thursday:

- Analyze websites together as a class: what makes something credible? What is the goal/rhetoric of media?
- Work on Writing Assignment 1 **rough draft due Feb. 6**

Week 3 (Feb. 4, 6)

Tuesday:

- Practice writing thesis statements for our reviews
- Go over requirements for Peer Review Day

Thursday:

- Peer Review Day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: work on your edits. **Final Draft due Feb. 13.** Read "'What's Motivating This Writer?'" Reading for the Conversation" by Gerald Graff **for Tuesday**

Week 4 (Feb. 11, 13)

Tuesday:

- Go over common mistakes found in the rough drafts
- In-class writing and discussion on reading
- Lecture: logical fallacies and identifying bias

Thursday:

- Analysis practice: PSAs
- Final drafts due—**turn in online no later than midnight**
- Homework: Read "A Modest Proposal" by Jonathan Swift **for Tuesday**

Week 5 (Feb. 18, 20)

Tuesday:

- In-class writing and discussion regarding the reading

- Read the preface to *The Picture of Dorian Gray* together as a class
- Go over requirements for Writing Assignment 2: Essay Analysis and Research Pool

Thursday:

- Lecture: How do we begin basic research?
- Look at the essay “Wikipedia Is Good for You!?” by James P. Purdy and “Researching” section of Wikibook together as a class
- Homework: contribute something to the research pool **for Tuesday**

Week 6 (Feb. 25, 27)

Tuesday:

- Go over our findings in the research pool
- Form some thesis statements as a class

Thursday:

- MLA Lecture and activity
- Homework: work on writing assignment 2. **Rough draft due Mar. 6**

Week 7 (Mar. 4, 6)

Tuesday:

- How to use quotes in papers
- MLA Review
- Work on your papers in class

Thursday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: Read “Assessing Source Credibility” by Kate Warrington, et al. **for Monday** and work on your edits. **Final draft due Mar. 13**

Week 8 (Mar. 11, 13)

Tuesday:

- Go over common mistakes in the rough drafts
- In-class writing and discussion on the reading
- Introduce writing assignment 3: Annotated Bibliography
- Look at examples together
- Brainstorm ideas

Thursday:

- CRAAP Sheet exercise
- Final drafts due—**turn in online no later than midnight.**
- Homework: begin work on your annotated bibliography. **Rough draft due Apr. 3**

(Mar. 18, 20) Spring Break – No class

Week 9 (Mar. 25, 27)

Tuesday:

- Let’s discuss: what are we finding in our research? What troubles are we having? How will we use our bibs in our final papers?
- Write an annotation together as a class

Thursday:

- Go over requirements Writing Assignment 4: Problem/Solution Research Paper
- Look at “Argument” section in Wikibook
- Essay critique exercise
- Homework: Work on Annotated Bibliography. **Rough draft due Apr. 3.** Read “So What? Who Cares?” by Gerald Graff **for Tuesday.**

Week 10 (Apr. 1, 3)

Tuesday:

- In-class writing and discussion on the reading
- Use the models in “So What?” to practice using research in our papers

Thursday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: Work on your edits. **Final draft due Apr. 10.** Begin working on final paper. **Rough draft due Apr. 24.**

Week 11 (Apr. 8, 10)

Monday:

- Thesis formula exercise

Wednesday:

- Construct an outline together
- Final drafts due—**turn in online no later than midnight.**
- Homework: work on your Problem/Solution papers. **Rough draft due Apr. 24.** Submit your Thesis to Blackboard for critiques **Tuesday.**

Week 12 (Apr. 15, 17)

Tuesday:

- Thesis critiques
- Work on your papers

Thursday:

- Writing/analysis exercise
- MLA Review
- Happy Easter! 😊 Remember to work on your paper. **Rough drafts due April 24.**

Week 13 (Apr. 22, 24)

Tuesday:

- How do you turn your annotated bib into a works cited?
- Presentation guidelines and tips
- Use rest of time to work on paper

Thursday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Make sure to sign up for a conference period!
- Homework: work on your edits. **Final drafts due May 15**

Week 14 (Apr. 29, May 1)

Tuesday:

- Individual conferences: no class

Thursday:

- Individual conferences: no class

Week 15 (May 6, 8)

Monday:

- Presentations

Wednesday:

- Presentations

Week 16 (May 13, 15)

No class. Use this time to finish up your final papers. I will still have my office hours if you need help.

All final papers must be submitted by midnight on May 15. After that, you may enjoy your summer!

