Engl 1302 – Composition II
Course Syllabus: Spring 2026

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

Instructor: Mrs. Casey Cannaday
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Office Hours	Monday	Tuesday	Wednesday
	4:19-4:45pm	4:19-4:45pm	4:19-4:45pm

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

<u>**Course Description:**</u> 3 credit hours.
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.

<u>**Learning Outcomes:**</u>
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 communicated 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.)

<u>**Supplies**</u>
☐ Notebook
☐ Folder with pockets

☐ Writing utensils & highlighters
☐ Kleenex

<u>**Course Assignments & Grading Policy**</u>

Short Essays	20%
Peer Review	15%
Annotated Bibliography	15%
Research Essay	20%
Daily Class Assignments/Participation	30%
Total	100

Absences

The student will be responsible for obtaining and completing the makeup work missed during absences. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. The amount of time to complete the work will be three school days from returning to class. This does not include essays and projects. Teachers may assign a late penalty to any long-term project or essay in accordance with timelines previously communicated to students.

Instructional Materials: textbooks and various novels provided by Mount Vernon High School

Technology Requirements & Computer Literacy Skills: some written assignments will be submitted through Blackboard.

Course Structure and Overview: Daily class will involve lecture, reading, discussion, writing, tests, and quizzes, both announced and unannounced.

Writing Assignments: Depending on the assignment, final drafts are written either in a Blue Book Examination Book or typed in class. When typed, final drafts will be submitted through a Blackboard TurnItIn assignment on the due date. **Late papers are only accepted at the instructor's discretion and will not receive full credit. Emergency situations will be handled on an individual basis.** Please follow these instructions when typing your papers:

- Writing assignments 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 (500-750 words) with the exception of the research paper, which is between four to five pages including a work cited page.
- Pay close attention to spelling, grammar, and punctuation.
- Due dates for all reading and writing assignments will be assigned during class and will also be noted in the class calendar.
- Essay rough drafts should be submitted to Blackboard TurnItIn prior to in-class peer review.
- Submit your final draft through Blackboard TurnItIn on the due date.

In-Class Writing Assignments: Students will be expected to write on a variety of topics during class time. The work will be generated through the semester and submitted through the students' journal or in a Blue Book.

Reading Assignments: You will be required to respond in writing to readings in your journal and orally during class discussions. Failure to read and respond effectively to the reading assignments will affect your grade in the course.

Course Expectations: To complete this course successfully, you should do the following:
- Show up on time and be kind and respectful to all
- Come to class prepared to learn, with material read and assignments prepared
- Participate actively and meaningfully in all group discussions
- Prepare and submit all writing assignments on time
- No food or cell phones in the classroom

Communications: Email is the preferred method of communication. Messages will be returned within 24 hours, Monday through Thursday.

Attendance policy: Students who miss more than five class periods will be subject to failure in this course.

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 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.

Alternative 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.

Plagiarism:
In any written paper, you are guilty of the academic offense known as plagiarism if you do not produce your own work by either fully copying or half-copying another person's words or sentences. You cannot mix another author's words with your own or "plug" your synonyms into another author's sentence structure. If you use words, phrases, or sentences from another source even if you are paraphrasing, you must cite the outside material within the text and on a work cited page. Written assignments created by ChatGPT or other forms of artificial intelligence (AI) are also considered a form of plagiarism because you are not producing your own work. Plagiarism results in an automatic grade of "F" for the assignment or the course, depending on the offense. Most written assignments for this course will be submitted to TurnItIn.com, which includes a plagiarism and AI checker. Both the similarity report and the AI report are used to determine plagiarism.

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)

Additional Information on the Use of Artificial Intelligence (AI) in this course:
All work submitted in this course is expected to be original work for this particular class. Any previously written work, either by the student or another source, will either be considered ineligible for course credit or a percentage of the grade will be heavily deducted.

This does include the use of any artificial intelligence (AI) programs including ChatGPT. I use Turnitin's AI detector to check for AI usage for essay assignments in this course. The grade will be affected on any writing assignment that is detected with more than 20 percent AI generated material, and based on the percentage of usage, could receive a zero.

So, my advice is to please avoid the temptation to use AI generated work in any of your written assignments.

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.

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 & Hygiene Closet
- Financial Literacy
- Students with Children
- Emergency Aid
- Tutoring

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

Mental Health Counseling Services are available on campus- in person and online - to all NTCC students at no cost. If you are experiencing concerns, seeking help is a courageous thing to do. You can also contact us directly at counseling-center@ntcc.edu.

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.

EVALUATION CRITERIA (RUBRIC) FOR WRITING ASSIGNMENTS

Grade	Criteria
90-100	The essay provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct.
80-89	The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation, and spelling are correct.
70-79	The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled.
60-69	The essay provides a response to the topic but generally has no overall pattern of organization OR begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The essay has recurrent grammatical problems or has occasional problems *only* because of the narrow range of sentence and

	language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often.
Below 50	The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonably accurate judgment of the writer's competence is impossible. Or, the essay

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

FOURTH SIX WEEKS: (Jan 6-Feb 19)

Unit 1: Greek Tragedy & The Problem of Politics
        Aechylus's *Oresteia*
        Excerpts from Machiavelli's *The Prince* & Tocqueville's *Democracy in America*
        Short Analysis Paper due Feb. 3
        Short Persuasive Paper due Feb. 23

FIFTH SIX WEEKS: (Feb 23-April 9)

Unit 2: Research
        March 9: Annotated Bibliography
        March 27: Peer Review
        March 31: Research Essay due

SIXTH SIX WEEKS: (April 13-May 28)

Unit 3: Comedy & Short Stories
        Wilde's *The Importance of Being Earnest*
        Assorted short stories

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Please detach and return by Friday, January 9th.

Classes taught on campus are taught by college instructors employed by NTCC and MVISD. Students will need to check NTCC Blackboard for grades. MVHS grades will not be posted until the end of the semester.

If you have any questions please speak with your instructor.

By signing, I acknowledge that I have read the Engl 1302 syllabus and agree to abide by the expectations outlined.

Print student name_____

_____ _____

Student Signature Date

Guardian signature _____