



English 1302.108CL

Composition II: Putting Research to Work

Semester: Spring 2022: 1/18/2022 – 5/12/2022, 16-week semester

T/Th 9:30-10:50am, TVB 1318

Associate Professor Dalel Serda, MFA

Campus Email: dserda@com.edu

Communication Policy: Email me at dserda@com.edu using your COM email, please. I do not check Blackboard messages with much frequency. I only use that function to message your major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it.

Communicating with your instructor: ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Office Phone: (409) 933-8497

College of the Mainland Office:

Learning Resource Center (LRC), Building #8, Suite B Rm #240
Humanities Department

Student Hours/Conference/Office Hours: LRC Suite B Rm. #240 Humanities Dept.

Monday through Thursday: 8:30 am-9:30 am

Friday: 8:30 am - 12:00 noon

Friday's office hours will be by appointment so we can determine if f2f or online is best. Contact me through Teams whenever you wish as I will always be able to respond there regardless of most factors. My response time outside of office hours is about three hours at most during the day and if you message me when I'm already asleep at night, I'll reply in the morning.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the "Office 365 & Email" button next to the "Blackboard" button. "Teams" is one of the apps available through Office 365. There is no cost as a result. It is my preferred mode of communication for its ease and speed.

Books Texts you'll be in charge of reading/purchasing:

Borderlands / La Frontera: The New Mestiza by Gloria Anzaldua (\$18 new on Amazon)

Between the World and Me by Ta-Nehisi Coates (\$13 new/\$6 used on Amazon)

Required Resource/Reference Texts:

FREE: The OWL Website (the Purdue University's Online Writing Lab): <http://owl.english.purdue.edu/>

FREE: You should also have a college level dictionary to use every time you read an assigned text, etc. Keep a list of new terms and notes that help you understand them. I recommend free online dictionaries/apps.

Texts I'll supply in class and on Blackboard or are available online:

Theoretical and Research Frameworks:

- “Metaphor of the Sun,” “Analogy of the Divided Line,” and “Allegory of the Cave,” by Plato
- Status and Trends in the Education of Racial and Ethnic Groups* (2018) by de Brey et al.
- Condition of Education* (2019) by McFarland et al.
- “African American and Latina(o) Students’ Social Capital and Student Success” by Sandoval-Lucero, Maes, and Klingsmith
- “Love as the Practice of Freedom” by bell hooks

Primary Sources:

Understanding our relationship with language and education:

- “Mother Tongue” by Amy Tan
- “Se Habla Español” by Tanya Maria Barrientos
- “Learning to Read” by Malcolm X
- “The Extraordinary Characteristics of Dyslexia” by Jack Horner

Understanding our socio-economic status and education:

- “Blue Collar Brilliance” by Mike Rose
- A Devil’s Highway* “Part One: Cutting the Drag” by Luis Alberto Urrea
- “How I Started to Write” by Carlos Fuentes

Understanding our cultural identity and education:

- “Gender in the Classroom” by Deborah Tannen
- “Why Chinese Mothers Are Superior” by Amy Chua
- “Public Enemy: Prophets of Rage” <https://www.youtube.com/watch?v=xMCvWeWnsJw>
- 13th* (documentary) by Ava DuVernay <https://www.youtube.com/watch?v=krfcq5pF8u8>

Suggested Items for Class:

- Flash drive for your own storage needs (you don’t need a new one if you have one). Get into the habit of saving your work (backing it up) *many* times during a single writing session.
- Two-pocket folder or binder for your handouts and paper drafts
- Notebook for class notes, pens, pencils, etc.
- Near **DAILY access to the Internet (there are labs on campus)**.
- Access to Microsoft Word or Macintosh Pages software. (Turn in all work as **.doc/.docx** files.)

For a COM-sponsored free version of Microsoft Office 365, please visit this site:

<https://www.com.edu/its/office-365>

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description: English 1302 requires intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. The emphasis of this course is on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of visual, verbal, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Course Prerequisite: English 1301 (Note: You will not receive credit for this course unless you have already completed English 1301 with a grade of “C” or higher. Students are not allowed to take English 1301 and English 1302 at the same time. If you have not passed 1301, you must inform me immediately to avoid further problems.)

General Education Competencies:

This course addresses the following general education competencies: writing, reading, speaking, listening, critical thinking, rhetorical inquiry, research, and computer literacy.

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 their 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.)

General Education Core Objectives:

1. Critical Thinking Skills: Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesis information.
2. Communication Skills: Develop, interpret, and express ideas through written, oral, and visual communication.
3. Teamwork: Consider different points of view and work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: Evaluate choices and actions of others or one’s own, and relate consequences to ethical decision-making.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	Analytical Discussion Responses Project 3
2. Develop ideas with appropriate support and attribution.	Critical Thinking Skills (CT)	Analytical Discussion Responses Projects 2/3

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Personal Responsibility (PR)	Analytical Discussion Projects 2/3
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Communication Skills (COM)	Research Project Final Project
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)	Unmapped	Analytical Discussion Responses Research Project

IMPORTANT: The Daily Grade Work in the First Half of Class:

For the daily reading assignments for the first part of the semester, you will be responsible for downloading, printing (if possible), annotating, and responding to all daily readings by annotating and coming to class ready to engage in academic discourse.

For Friday’s weekly written responses, *for example*, you might interpret the scholar or author’s argument **then** assert **your own claim** about an implicit insight in the text or about an element the scholar might have overlooked or under-discussed that you might have experienced personally. You will then support your position with direct and/or indirect evidence from the text and your own experiences/evidence as a student. Doing this helps you connect your understanding of the text to your personal experience as a student while contributing to our academic conversation. The idea for the weekly posts is to practice developing **thesis-driven writing**. Concentrate on developing the argument in support of a single claim spelled out in your thesis. In these short writing assignments for the first part of the course, narrowing our scope and deepening and expanding our thinking and corresponding writing is the objective.

Review this link to refresh your understanding of how the thesis relates to the argument you develop in your writing: <https://clas.uiowa.edu/history/teaching-and-writing-center/guides/argumentation>

The goal of academic writing is to develop a worthwhile conversation with peers that helps foster new ideas by asking and attempting to answer good questions. Generating new ideas is difficult but working toward that end is productive and can become habitual, which is the overall goal of this course (and every course I teach).

You are responsible for posting 250+ word (minimum, not maximum) responses to Blackboard Discussion Board. They are **DUE on Fridays at 10 am**. Your objective is to build on conversations we construct on **Blackboard in the Discussion Board** in response to the readings. You will also consider the “Serda

Discussion Questions” I provide for each reading because they help you think about the assigned texts. I also encourage you to forge connections between texts. Drawing from a variety of our assigned readings will enrich your understanding of their potential interconnectedness and will help you practice writing about these connections and documenting multiple texts in a single written response. These are skills you need to practice as you work toward preparing to write the higher stakes, multi-page essays and researched projects which are the major projects for this class.

Your daily grades will take into account the following: the quality of your Blackboard response to the assigned reading and your comments on your peers’ Blackboard posts (you’re responsible for a minimum of one thought-provoking quality response for two different peers per post). Keep in mind, you must be *actively participating on Blackboard* to ensure a quality understanding of **the texts and how to analyze and write about them. Also keep in mind your daily grades and participation account for 40% of your semester grade.** Long story short, this portion of your overall grade is key. **Success is about work ethic, commitment, efficiency, and resourcefulness.** ***Please note that because this is an English Composition II course and thus, a reading and writing course, you will need to set aside AT LEAST between 2-4 hours of reading, thinking, and writing time TWICE a week to keep up with the work in this class.

YOUR ORIGINAL DISCUSSION QUESTION (DQ): You will also be responsible for including an original, thought-provoking, open-ended discussion question with each of your Blackboard Posts. These questions will help show me the way your brain works; they will also serve you as points of entry for developing longer writing and/or to help your peers respond to your post. Reiteration: *The purpose of the Blackboard posts and discussion question is to further push along our Discussion Board class discussions and to forge new, debatable (and thus, potentially thought-provoking and insightful) connections.* Aim to be original and divergent in your thinking.

MAJOR PROJECTS:

For the major projects in this course, I’ll provide detailed assignment sheets well ahead of time as noted in your syllabus course calendar (see below). I will also provide student examples of most work in this course so that you can self-evaluate the quality of your work. Furthermore, I will provide you with marginal notes on your major projects in addition to end comments and a numerical grade. For the Daily Grade Blackboard Discussion Posts, I provide a rubric in this syllabus, student examples, and short content and mechanics comments for your benefit. Should all this fail to provide you with the kind of assistance you’d like or require, please contact me during office hours and consider visiting **The Tutoring Center in TVB 1306 (details on the Center below) or scheduling virtual time with a tutor to get more personalized attention.**

The Writing Center which is housed within the Tutoring Center (TVB 1306) is staffed with tutors. Let them be a part of the team that helps you become the best communicator possible. Additionally, your peers and I will also be available to help you. I am specifically here to help you, so don’t be shy; use the office hours I offer to your advantage. **Visit <https://com.mywconline.com/> to schedule a tutoring appointment with The Writing Center. Students come back raving about how helpful the center is. Take advantage.**

The Scope of This Course: Putting the Researched Argument to Work:

I have lofty goals for us this semester: I aim to help put intellectual authority in your hands. For this to happen, I will lead a semester-long inquiry that will help you understand what college-level commitment to research and meaning making can be. Most important, when we arrive at a stopping place in our research, we will think about how we might use our conclusions to positively effect change in our

community. As thinking leaders, we will learn to lead with research-based evidence so that we may persuade our community of *what* we do, *how* we do it, and *why*. Ultimately, we will learn what it means to be an activist scholar; to a degree, we will *emulate* the *actions* of an activist scholar; and in the end, we will decide what this means for us.

Breakdown of Course Grades:

Project #1: Extended Analysis and Argument: Creation Story	15%
Project #2: Annotated Bibliography for the Researched Argument (APA or MLA)	10%
Project #3: The Researched Argument (APA or MLA)	25%
Project #4: Exit Video Response	10%
Weekly Grades: Blackboard and Class Discussions/Professionalism/Other	40%

Total:	100%

Note: I provide you with detailed major project assignment sheets. I'll hand them out in class and make available on Blackboard.

Course Grade Determination: I will use both low-stakes (Daily Grades such as class participation on Blackboard posts) and high-stakes reading, writing, and speaking assessments (such as the major projects) to help you understand and practice the critical thinking and analytical strategies necessary to meet the course's Student Learning Outcomes. You will receive grades along with written comments on all major assignments and grades and short comments on Blackboard posts **submitted on time**. All late work will receive a grade but likely no comments. Please speak to me during virtual office hours if you feel this syllabus does not properly explain how you will be evaluated this semester.

Grading Rubric for Blackboard Daily Grade Posts (out of ten points):

10 – These posts are insightful, thought provoking, and mechanically strong. There is a well-developed, debatable, analytical thesis. They push the class conversation forward in surprising ways. The author may have connected more than one of the class readings to generate complex ideas. All evidence is explained well and cited correctly.

9 – These posts are insightful, thought provoking, and for the most part, mechanically accurate. There is a well-developed, debatable, analytical thesis. They attempt to push the class conversation forward; these feel somewhat original and new. The author may have connected more than one of the class readings to attempt to generate complex ideas. All evidence is explained well and cited correctly.

8 – These posts are solid responses though not overly original or thought provoking; they have some mechanical errors. The author may have connected more than one of the class readings to attempt to generate interesting claims and ideas. The evidence may or may not be cited correctly.

7 – These posts are on time and meet minimum expectations. There is often no properly cited evidence in these posts.

6 – These posts show minimal effort; though on time, they are below average in content and mechanics. There is rarely properly cited evidence in these.

5 – These posts are submitted late and their content is at least average.

0-4 – These posts are submitted late and their content is below average.

Grading Scale:

A 90-100% = Excellent work; superior in both style and content.

B 80-89% = Good work; solid content

C 70-79% = Average work; **meets the minimum requirements**

D 60-69% = Below average work; does not meet the requirements

F 50-59% = Failing work; deficient in mechanics, style, and content;
all late work will lose half credit

IMPORTANT: MLA and APA Formatting:

All daily work writing and at least for Project #1, we'll use MLA. For Projects 2-3, students will use APA or MLA. It makes sense to practice using APA on Projects 2 and 3 if your degree-related classes require it. Practicing APA will also allow you navigate at least two style guides well upon completion of this course.

For the daily work and Project #1, papers (including rough drafts, Blackboard posts, and projects) should be typed, double-spaced, use a standard 12-point Times New Roman font, have 1-inch margins, and have page numbers with your last name preceding it on the top right corner, etc. Use MLA or APA (or other) style guidelines (available inside *A Pocket Style Manual* and on The OWL at Purdue Web site [<https://owl.english.purdue.edu/owl/>]). Put the word count below the date. Also, include a Works Cited (for MLA) or a list of References (for APA) always. NOTE: I will not read or score any work that doesn't meet the minimum requirements. All major projects will be submitted as Microsoft Word document attachments via Blackboard. All Daily Work posts should be simply copy/pasted from Word into the Discussion Board forum text boxes. This saves us, readers, time since we don't have to download then open these very short assignments in order to read them and reply to them. If when you copy/paste your work from Word into the Discussion Board forum threads, you lose spacing or formatting, don't fret too much; I care most that the elements exist, and you attempted to get the spacing and formatting right. It is easy to determine if you did from my end. **Note: It might be necessary for you to use these keyboard keystroke combinations when copying/pasting from Word to the Blackboard text boxes: Control A, Control C, and once you're on Blackboard, Control V.**

Make-Up /Late Work Submission Policy:

If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is exceptional, I might credit the work up to 75%. What this means, is always aim for high-quality writing even if the work is late. The last day I will accept any work will be Monday night (11:59 pm) of the last week of class. I will not provide feedback for any work that is submitted late after the first deadline or for work that fails to meet minimum requirements though I will assign a grade.

Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your Daily Grade average. This is a **participation-heavy** workshop course. The success of the course depends on the community we build; thus, your presence on Blackboard is vital. I *reserve* the right to drop you after four **consecutive** missed assignments without notice from you. In sum, your active engagement is key.

IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS. Reference the Late Work Submission Policy above.

For F2F Classes: Punctuality:

You are a college student; therefore, I will treat you like an apprentice professional who is perceptive and responsible; in sum, I expect you to be on time. Your Weekly Grade will suffer if you routinely show up late.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2nd 8-week session is May 4.

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Early Alert Program: Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland’s Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/student-handbook>.. Students are expected to be familiar with and abide by the Student Code of Conduct. Any violations of the Code of Conduct will result in a referral to the Dean of Students and may result in dismissal from this class.

Academic Dishonesty:

Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a **grade of zero** on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Plagiarism:

Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. **Plagiarism includes paraphrasing someone else’s words without proper citation and attribution, copying directly from a website and pasting it into your paper, and using someone else’s words without quotation marks.** Any assignment containing any plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Links on Avoiding Plagiarism: <https://owl.english.purdue.edu/owl/resource/589/01/>

A Note Regarding Cell Phones in F2F Classes: Be courteous: turn your cell phone either off completely before class begins or silence it. Do not text in class; if you have an emergency, walk outside into the hallway, and take care of your business there.

Student Computer Labs:

The Innovations Lab (409-933-8370 or 409-933-8153) in Technology Vocational Building #1324 is open to all COM students Monday through Thursday 7:30am to 7pm and Friday from 8am to 2pm. Printing is free there. The Library Computer Lab is open Monday through Thursday from 8am to 9pm, Friday from 8am to 5pm, and Saturday from 9am to 1pm; it’s located on the first floor of the LRC. Printing is free there also. You may also print in The Tutoring Center (see above for location details).

About Me: My Teaching Philosophy:

Learning is fluid. Learning takes place both inside and outside the classroom. It continues long after we leave school. In this course, we will think of ourselves as creators of meaning. We will also regard ourselves as active learners and contributors. I specify “active” because I want to foster a sense of inquiry, reflection, communication, and interaction. All these lead to *autonomy* which is related to self-reliance and self-realization. In other words, I hope to help you become selfishly aware of what the world offers you and in turn, what you can offer the world.

Additionally, we will work to think objectively while valuing our own subjectivity. We will acknowledge that to be good citizens, we must be able to be objective and subjective in tandem. Yet, before we go off on our unique paths toward self-actualization, I ask that we learn to work together to bring what we learn from the outside in and take what we learn here outside.

I see myself as both a teacher and student. Both identities allow me to be particularly sensitive to what works and does not work in the traditional and virtual classroom. Additionally, I push myself to make connections between what I learn and teach in a course and the life that continues outside it. Bridging the two makes what I do in school, as both a teacher and student, much more relevant and meaningful for me. I hope to encourage you to seek those connections also.

Moreover, I recognize you have been a student a long time. You will join this course with a wealth of experience, wisdom, and knowledge, and because I understand your importance, this will be a student-centered course where we will push boundaries together.

College of the Mainland Technology Outage Policy:

If College of the Mainland's technology experiences problems that impede you from submitting work on deadline, email and call me (at my office) as soon as possible. You will have twelve hours from the time you emailed or called me to submit your work provided the technology is restored. You will receive no penalty if I have evidence that you attempted to submit work but faced difficulties outside your control.

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*
https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Concerns/Questions Statement:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Brian Anderson at 409.933.8186 or banderson@com.edu.

The GCIC Academic Symposium: COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. I chair this event and am therefore especially motivated to help you gain knowledge concerning it. Speak with me if you'd like to learn more and/or visit: <http://www.com.edu/symposium>.

Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. This year, the symposium is Friday, April 1, 2022. The abstract submission deadline is Friday, Feb. 25, 2022, at 11:59 pm.

Putting Research to Work
English 1302 | Spring 2022 16-Week Calendar
(Tentative/Subject to change)

Umbrella Research Questions for Class:

What does it mean to be "educated"? What is an education? What is a "quality" education? Who has or does not have access to quality education in the United States? What is the effect of access or lack of access to quality education in the United States? What about in our region? What is the effect of equitable access to quality education on you?

Note #1: Each week, students will write 250+ word debatable, analytical thesis-driven responses to the assigned readings unless otherwise noted by me. Students will also meaningfully comment for two or more peers each time they post. Please include at least one original discussion question (DQ) with each post. Please reference the Serda DQs for each assigned text outlined below. The Serda DQs are in the “Assignments” link on Blackboard. Please read, listen to, and/or watch all materials in the folders for each author and take notes. The author folders are on Blackboard inside the “Content” tab.

Note #2: All work is due Fridays at 10 am on Blackboard unless I specify otherwise.

Note #3: Always include in-text/parenthetical citations for all directly quoted material as well as for all summaries and paraphrases. All writing requires proper attribution. Also, always include a Works Cited for MLA or References citation list for APA.

Note #4: All essay, chapter, and scholarly article **titles** should be in quotes and **not** italicized. Italicize titles of longer works such as the books, documentaries, and lengthy research reports like *Status and Trends* (see below).

Week 1: Tuesday, Jan. 18, 2022:

Get to know your audience: your peers and me | Course overview

Introductions

Blackboard App

Outlook

Teams App

Office 365

Homework: Read and annotate the syllabus. Come back ready to show me your annotated syllabus. Come with questions you’d like answered about the course.

Week 1: Thursday, Jan. 20, 2022:

Syllabus Discussion

Books to purchase for this class

Research questions for the course: **What does it mean to be “educated”? What is an education? What is a quality education? Who has or does not have access to quality education in the United States? What is the effect of access or lack of access to quality education in the United States? What about in our region? What is the effect of equitable access to quality education on you?**

Review of 1301 questions: Questions at the heart of a student scholar’s academic life: What is inquiry? What is rhetoric? What is critical and rhetorical analysis? What is rhetorical reading and writing? What is critical reading, writing, and thinking? What do “explicit” and “implicit” mean? What does inquiry-driven research look like? What is secondary research? What is primary research? What is a secondary source? What is a primary source? What is quantitative research? What is qualitative research? What is the role of research in society? What is its effect on society? How is research a conversation? Who is a part of the conversation? What is an activist scholar?

Introduction to *Plato* and *Status and Trends*

Homework: For your first weekly Friday post, please compose a 250+ word introductory response to this first week of English 1302 Composition II. Consider the syllabus and our first two class meetings, with what did you connect? What questions do you have? What kind of student, researcher, reader, and writer are you? How do you feel this course will help you develop? **From reading the syllabus, how do you feel this course connects to English 1301 (Composition I) and how does it differ or move beyond it since this is an extension or advanced version of that course?**

Write your post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto Blackboard. Look for the forums I created on the Discussion Board; this one will be titled “Week 1 Response.” Post your response by deadline. Check out the student examples before posting to get an idea what A-quality work looks like.

This post will be worth a Weekly Grade. Use MLA style guidelines.

*** Use evidence from the syllabus itself to support your claims (opinions regarding the syllabus); quote, summarize, or paraphrase the parts of the syllabus you’re discussing, cite appropriately and include in-text citations which are also called parenthetical citations. Also, post thought provoking comments on at least two of your peers’ posts. This is a part of the requirement. Note: No need to include a Discussion Question (DQ) for this first post.

NOTE: Use Standard edited, American English for all formal, school/work-related writing. Do not use text-speak. Pay attention to the varying contexts in which you communicate.

After Friday’s post, please read the Plato excerpt and annotate it for class on Tuesday.

Week 2: Tuesday, January 25, 2022:

Plato class discussion: the intellectual journey and community

Note: Plato’s text is a primary source.

Homework: Download *Status and Trends in the Education of Racial and Ethnic Groups* (2018) in its entirety and read and annotate the **first chapter** and everything prior including the Table of Contents. Both skim and read critically. Focus your curiosity on at least one area of the first chapter and the content prior to it including the report’s highlights. Jot down questions and notes as you do.

Week 2: Thursday, January 27, 2022:

We will watch video overviews of *Status and Trends in the Education of Racial and Ethnic Groups* (2018) and the *Condition of Education* (2019).

Note: These reports are secondary sources.

While watching, make note of interesting observations and new questions that emerge from listening to these overviews. Make note of what the reports showcase in their analysis and what fails to show up. Make sure to make note of the questions the reports do not answer. These knowledge gaps can serve you as opportunities for you as you begin taking on the researcher role.

Homework: For your second weekly Friday post, please compose a 250+ word response to this first week of assigned texts. Please post quality feedback for two or more of your peers. Make it your goal to engage in conversation and idea making in community.

After, choose either the Status and Trends or Condition of Education report, download it, and spend time with the entire report. Skim when you wish and critically read when you wish. Select at least one (or more) chapters to read closely. Annotate the chapter and be ready to talk about your insights in class. I will always want to see your annotations and hear at least one insight from you regarding some part of the assigned text you found interesting, a connection you made, a new question that emerged for you.

Week 3: Tuesday, February 1, 2022:

Status and Trends and *Condition of Education* continued

Connect *Status and Trends* to our on-going inquiry and conversation.

Homework: Read and annotate “African American and Latina(o) Students’ Social Capital and Student Success” by Sandoval-Lucero, Maes, and Klingsmith. Come to class ready to share your annotations and ideas in response.

Note: Sandoval-Lucero, Maes, and Klingsmith’s peer-reviewed, scholarly article is a secondary source. It was published along a selective collection of other scholarly articles inside an academic journal. This article can be found in COM’s Academic Search Complete database.

Week 3: Thursday: February 3, 2022:

Class discussion: “African American and Latina(o) Students’ Social Capital and Student Success” by Sandoval-Lucero, Maes, and Klingsmith

Homework: Write your Friday 250-word response to this week’s readings by 10 am. Incorporate evidence and analysis and discussion in support of your thesis. The thesis should take an interesting position on the conversation we’re having in reaction to our readings. It should help expand the conversation in some form. Please comment for at least two peers. Engage in meaningful conversation with them.

Afterward, read Tan and Barrientos’s essays and annotate them for class discussion. As of now, we have considered Plato and then secondary source research. We will now switch to considering more subjective genres: creative nonfiction, personal essay, documentary, hip-hop, memoir.

Understanding Our Relationship with Language and Education

Always reflect on how these texts thread to our class research question set. Also, think about this new question: Are these different texts and genres forms of activism?

Read Tan and Barrientos’s essays. Work to draw connections and synthesize ideas between texts. Note: These are both primary sources.

Week 4: Tuesday, February 8, 2022:

Discuss Tan and Barrientos

Read and annotate Malcolm X and Horner.

Week 4: Thursday, February 10, 2022:

Discuss Malcolm X and Horner

Homework: Post your 250+ word response for this week's readings: Tan, Barrientos, Malcolm X, and Horner. Incorporate at least two of these authors and incorporate one or more of our previous texts. Comment for two peers. Deadline: Friday at 10am.

Afterward, read and annotate Rose and Urrea for Tuesday's class, please. (Purchase Ta-Nehisi and Anzaldua if you haven't yet.)

Understanding Our Socio-Economic Status and Education

Week 5: Tuesday, February 15, 2022:

Discuss Rose and Urrea.

(Purchase Ta-Nehisi and Anzaldua if you haven't yet.)

Homework: Read and annotate Fuentes. Give this essay time as it can be a little dense for some students; it's full of cultural allusions you may want to look up on the Internet for better understanding.

Week 5: Thursday, February 17, 2022:

Discuss Fuentes. (Purchase Ta-Nehisi and Anzaldua if you haven't yet. Check COM and public libraries.)

Homework: Post your 250+ word response for this week's readings: Rose, Urrea, and Fuentes. Incorporate at least two of these authors and incorporate one or more of our previous texts. Comment for two peers. Deadline: Friday at 10am.

Then read Tannen and Chua. Annotate them both for class discussion.

Week 6: Tuesday, February 22, 2022:

Discuss Tannen and Chua.

(Purchase Ta-Nehisi and Anzaldua if you haven't yet.)

Homework: Watch the BBC *Public Enemy* documentary. It is available on Blackboard inside "Content" like all other texts. Write notes that include time stamps within in-text citations; example: (38:24)

Understanding Our Cultural Identity and Education

Week 6: Thursday, February 24, 2022:

Discuss Public Enemy

Homework: Post your 250+ word response for this week's readings: Tannen, Chua, and Public Enemy's BBC documentary and/or Public Enemy as musicians and/or activists. Incorporate at least two of these texts and incorporate one or more of our previous texts. Comment for two peers. Deadline: Friday at 10am.

The GCIC Academic Symposium abstract submission deadline is tonight. You will receive extra credit if you submit a presentation abstract and are accepted to present at the symposium. In other words, you will receive extra credit for my class if you present at the symposium.

After, watch the documentary *13th*. It is available on Blackboard inside "Content" like all other texts. Write notes to help you discuss the documentary as it relates to our class conversation.

Week 7: Tuesday, March 1, 2022:

We'll discuss Ava DuVerney's documentary *13th*.

Homework: Read Part I, of Ta-Nehisi Coates's book, *Between the World and Me*, pages 5-71. Come to class ready to share parts of the section you found interesting and your explanations regarding why. Draw connections between Coates's personal writing and other texts we've analyzed this semester. Come with questions that emerged for you also.

Week 7: Thursday, March 3, 2022:

Day 1 discussion of *Between the World and Me* by Ta-Nehisi Coates. I'll want each of you to present us with your favorite excerpt, your analysis of why it is your favorite, and questions your selection raises.

Homework: Respond to DuVerney and the first part of Coates's memoir in a 250 word post that incorporates evidence from both texts and is thesis driven. Comment for two peers at minimum and post by 10 am on Friday, please.

(Please make sure you have the Anzaldua book by now. We'll read it after Coates's book.)

Afterward, read Part II (the rest of his book) of *Between the World and Me* by Ta-Nehisi Coates. Prepare for class discussion, please.

Week 8: Tuesday, March 8, 2022:

We'll watch a Coates talk at Howard University: <https://www.youtube.com/watch?v=tsMKQsKV9Xg>

Who are the dreamers? What does it mean to "come into consciousness"?

What did watching this talk do for the way you think about academic discourse and conscious engagement.

Homework: No reading for Thursday. Prepare for a class conversation that deals with your reactions to Coates as his work relates to the class conversation. Prepare, too, for your post for Friday.

Week 8: Thursday, March 10, 2022:

Final class discussion on Coates.

Homework: Write your 250-word Friday post in response to Coates' book. Make sure you are offering us a debatable thesis with evidence supported analysis that synthesizes and concludes this part of our thinking and reading for the time being.

Spring Break: March 14-18: Read Chapters 1-2 in Anzaldua's *Borderlands/La Frontera* for Tuesday's class after the break. Come with your favorite excerpts and your analysis of them.

Week 9: Tuesday, March 22, 2022:

Anzaldua Conversation 1 (of 3)

Homework: Read Chapters 3-4 of Anzaldua, annotate, and come ready to talk.

Week 10, Thursday, March 24, 2022:

Anzaldua Conversation 2 (of 3): I will want to hear your favorite excerpt and its meaning for you. I'll also want to hear questions that your excerpt raises for you/us.

Homework: Post in response to the week's Anzaldua's assigned readings. Please respond to two peers.

After, finish reading Chapters 5, 6 and 7. (Note: I will not assign Part II of the book as part of class reading. You may of course read it for leisure.)

Week 10: Tuesday, March 29, 2022:

Anzaldua Conversation 3 (of 3): You will share your favorite excerpt, its meaning, and the questions Anzaldua raises for you with us.

Homework: Read our final assigned text: bell hooks's "Love as the Practice of Freedom." Annotate it and come ready to discuss your ideas.

Week 10: Thursday, March 31, 2022:

Final class discussion on hooks and past assigned texts.

Introduction of Project #1.

Homework: No post. **EXTRA CREDIT OPPORTUNITY:** Attend the GCIC Academic Symposium for a chance at 10 extra credit points added to your lowest Weekly Friday post grade. You will need to attend the entire day and ask questions at all the sessions you attend. Be sure to sign in so that I have record of your attendance.

This weekend, generate a substantial Project #1 draft and bring it to class to share with your peers in an informal peer review. Bring two printed copies of your working draft. Set up a Tutoring Center session for professional

Week 11: Tuesday, April 5, 2022:

Informal Peer Review #1 of Project #1. Your presence and engagement are worth a grade.

Homework: Revise and edit Project #1 and prepare your second draft for a second peer review in class.

Week 11: Thursday, April 7, 2022:

Informal Peer Review #2 of Project #1. Your presence and engagement are worth a grade.

Homework: Revise and edit Project #1 and prepare your second draft for a second peer review in class. Submit Project #1 as an attachment on Blackboard by 10am.

After, rest. Come to class on Tuesday. I'll introduce Projects #2-3 then. Bring your laptop if you have one to class on Tuesday so you can follow along if necessary.

Week 12: Tuesday, April 12, 2022:

I'll introduce Projects #2 and #3 and review academic database research.

Homework: Locate secondary sources for my approval. Bring the bibliographic citations for my approval on Thursday.

Week 12: Thursday, April 14, 2022:

I'll want to see the bibliographic citation entries for the secondary sources you want me to review for approval.

Homework: Get approval on your secondary sources if you haven't then read and annotate your articles and prepare Project #2.

For Friday, post your work thus far. No word minimum; I want to see your progress. This is a participation grade. Afterward, continue working on Project #2 and ready it for submission.

Week 13: Tuesday, April 19, 2022:

I will discuss the primary research phase of this combined Project #2-3 project today. Do not be absent. I want you to think about what you will do for your primary research as you continue working on your secondary research for Project #2.

Homework: Continue working on Project #2. Bring your printed draft for peer review on Thursday. Decide on your primary research details. You'll present those on Thursday.

Week 13: Thursday, April 21, 2022:

Peer Review of Project #2 today. Your participation is worth a grade.

Primary research plan sharing.

Homework: Revise, edit, and submit Project #2 as a Word document on Blackboard. Submit by 10 am. Afterward, conduct your primary research. Analyze your outcomes.

Week 14: Tuesday, April 26, 2022:

Report on outcomes from your primary research.

Homework: Begin drafting Project #3. Bring your draft in progress for an informal peer review on Thursday. Please bring two hard copies.

Week 14, April 28, 2022:

Peer review of Project #3.

Homework: Continue working on Project #3. Submit rough draft on Blackboard on Friday for a grade and continue working on Project #3. Make a Tutoring Center appointment to get professional feedback, please.

Week 15: Tuesday, May 3, 2020:

I'll introduce the Project #4 Exit Video today. You can bring your draft for peer review or choose to bring your laptop to work in class, or you can leave after I explain Project #3 if your Project #3 draft is in good shape. Today is your final required in class presence.

Please do the course evaluation.

Homework: Finish drafting Project #3, revise, edit and prepare it for submission.

Week 15: Thursday, May 5, 2020:

Work on Project #3. Today, your presence is optional. You will need to establish contact with me using Teams if you do not plan to be here. I will need to see your progress on Project #3.

Please do the course evaluation.

Homework: Submit Project #3 on Friday by 10 am.

Afterward, outline your talking points for your Exit Video endnotes.

Any late work you owe should be submitted by Monday at 11:59pm. Please review the Late Work Submission Policy in this this syllabus.

Please do the course evaluation.

Week 16: Tuesday, May 10, 2022:

*****Project 4 Exit Video due on Blackboard by 10am today.**

Week 16: Thursday, May 12, 2022:

No class. I'll be in my office if you need me.

* Grades will be available on WebAdvisor after Friday. THANK YOU for your hard work. Enjoy your break!