



College of the Mainland

English 1302-115H1: Composition II

**Spring 2025: 1st Eight Weeks Session**

MW 12:30 pm – 1:50 pm, LRC 275

**Instructor:** Craig R. Rader, BA, MA, MA

**Semester:** Spring 2025

**Location:** COM Main Campus, LRC 275

**Telephone:** 346-388-9594

**E-mail:** [crader@com.edu](mailto:crader@com.edu) (or Brightspace e-mail)

**Office Hours:** Mon. 11:30am - 12:30pm, Wed. 12:00pm – 12:30pm after class, or by appointment.  
Location: LRC Rm 240, Suite B

**Required Textbook/Materials:**

Lunsford, Andrea A. and John J. Ruskiewicz. Everything's An Argument. Ninth Edition. Boston/New York: Bedford/ St. Martin's Press, 2002.

Goodbye, Columbus and Five Short Stories, by Philip Roth.

**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 be available from an independent retailer, including an online retailer.

**Course Description:** 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.

**Additional Course Information:** English 1302 is directed toward the process of “reading-with-the-purpose” of analyzing and effectively synthesizing information as well as fiction texts, with a primary emphasis upon application of written arguments to defend one’s position on a variety of topics, in a persuasive essay format as well as the formal research paper. In service of this task, students shall learn to utilize both MLA and APA style and citation format. Additionally, an emphasis is placed upon verbal and collaborative class discussion of relevant topics of interest, such that students benefit from an egalitarian or information-exchange approach to critical analysis of a topic and the concepts therein.

**Student Learner Outcomes:**

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 ethical and logical use 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.).

**Course Requirements:** In addition to lecture by the Instructor, this is a workshop-style class in which students engage in discussion with one another and the Instructor, as preparation for writing critically and analytically about texts and media resources relevant to the course objectives (Outcomes) stated below. As evident by the Grade scale below, a considerable portion of the overall grade centers around such interactive participation. The purpose of such class activity is to facilitate students in identifying and clarifying ideas, and viewpoints about discussion topics, in an egalitarian and information-exchange approach to the writing process as well as the student’s final work product on any given assignment.

In terms of tangible work products, students shall complete a variety of assignments which include both individual, dyad, and small group format: several formal essays, a mid-term and a final exam, a portfolio with reflections, one in-class brief persuasive presentation, a small group project, and a formal research paper done in MLA style and format. (The grade points allocated for each of these assignment modalities are listed just below, in the next section.) Readings, as well as any other (written) homework assignments, are to be completed prior to the day when students come to class for discussion of the assigned material. Thus, prior preparation for each upcoming class meeting is essential ultimately for a good course grade outcome.

**Determination of Course Grade/Detailed Grading Formula:** (methods of evaluation to be employed to include a variety of means to evaluate student performance.)

Short Essays = 300 points (three at 100 points each).

Mid-term Exam = 100 points

Final Exam = 200 points

Small Group Project = 100 points

Interactive Participation = 100 points

Portfolio with Reflections = 100 points

Research Essay = 100 points

Total Maximum Points = 1000 points

**Late Work, Make-Up, and Extra-Credit Policy:** A student is responsible for any work missed, such as if he or she was absent on a given class day. The student is responsible for checking with the Instructor promptly, via Brightspace e-mail, if he or she wishes to have any clarification on that assignment. Any late assignment must be turned in by the next class meeting in order to be considered for a grade, and 25% shall be deducted from the student's grade due to it having been late. No credit shall be assigned for a late assignment turned in after the next class meeting (following the class day when the original assignment was due. At this time, I do not anticipate any extra credit opportunities with the class.

**Attendance Policy:** Consistent and regular attendance is mandatory and certainly required in order for a student to do well in the course, grade-wise. Students are required to log into the course online each week for assignments and announcements from the Instructor. Students with two or more unexcused absences shall be referred to the appropriate COM office for such Attendance concerns.

**Cell Phone Policy:** Students, as you know, cell phones are now an integral part of our daily lives. I respect the importance of this technology for you as an individual. Respectfully also, I ask, for the duration of the relatively short time that we are meeting together, that your cell phone be put away and not visible or in use during the class period.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Demonstrate knowledge of individual and collaborative research processes.	Teamwork	Research Essay, Discussions, Small Group Project and Presentation.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research- based essays.	Critical Thinking	Short Essays, Research Essay, Portfolio with Written Reflections. Online Writing Posts.
3. Analyze, interpret, and evaluate a variety of texts for ethical and logical use of evidence	Personal Responsibility	Short Essay, Research Essay, Multi-media Analysis, Short Novella Analysis
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Communication Skills.	Short Essays (3), Multi-media Analysis
5. Apply the conventions of style manuals for specific academic disciplines (e.g. APA, CMS. MLA, etc.)	Not Mapped	Research Essay –Research and Writing.

**Academic Dishonesty:** Plagiarism, as a serious form of academic dishonesty constitutes of two interrelated components: (1.) a student has taken another person’s words and ideas without that person’s knowledge or permission, and (2.) that student now presents those words and ideas as his or her own. Plagiarism on any assignment in the course shall result in a zero and complete loss of credit on that assignment. Such behavior, particularly on a recurrent basis, shall also result in a referral to the Dean of Students for appropriate intervention.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Brian Anderson, Chair of Humanities at 409-933-8186, or via e-mail at [banderson@com.edu](mailto:banderson@com.edu)

**Classroom Conduct Policy:** Students are responsible for knowing and complying with the College of the Mainland “Standards of Student Conduct,” which can be found online at <http://www.com.edu/student-services/student-handbook.php>. Any violation of the Student Code of Conduct will result in a referral to the Dean of Students.

Students, please be respectful of your peers during our class discussions and tolerant of those opinions and viewpoints of others which may be different from your own viewpoints and opinions.

**QEP (Quality Enhancement Plan):** This class has been selected to include oral communication in its curriculum, as part of College of the Mainland's Quality Enhancement Plan (QEP) on oral communication across the curriculum.

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**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://www.com.edu/student-services/docs/Student Handbook 2024-](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf)

[2025 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.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.*

**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:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**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.

**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 1<sup>st</sup> 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2<sup>nd</sup> 8-week session is April 30.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN 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 FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**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.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

COURSE OUTLINE \*\*\*(may be subject to revision during the semester).

Date	Assignment	Class Activity	Topic
Week of Jan. 13	Course Introduction, Discussion of Syllabus and Course Outline, Textbooks, Topics summary. For Wed., In your Textbook, Everything's An Argument, be sure to have read Chapter 1; pages 3-30.	Orientation, Discussion of Rubric for grading of essays Questions and Answers regarding requirements, objectives and course expectations	Discussion: ENGL1302 course and materials used therein. Understanding and using Arguments, and Persuasion.
Week of Jan. 20	HOLIDAY Monday—No class. For Wed . have read, in your text, pages 285-288 “Forever Alone.”	Students complete in-class writing with graphic organizer, in response to lecture material and video about “The Dan Markel Murder Trial”	Effective organization of relevant versus irrelevant information in an opening statement in court.
Week of Jan 27	Have read in text pages 31-58.In-class writing exercise with peer as well as Instructor feedback for each student. Interactive discussion of and viewpoints about major participants in Dan Markel Trial.	Short Essay # 1 DUE today in class. Please bring a hard copy to class, to turn in for credit. Writing workshop activity in class.	Arguments based on Ethos and Pathos. Effective versus ineffective elements of a verbal argument, and the value and use of evidence to support claims. Composing a clear sequence of ideas in an essay.
Week of Feb 3	For Monday, have read pages 1-36 in the novella, “Goodbye, Columbus.” For Wed., have read in text, pages 57-78.	Discussion of elements of characterization in novella, prep for second essay in class and discussion of focus for essay # 2.	Writing about Characterization in fiction. Use of facts and reason in Argumentation.
Week of Feb 10	Mon. have read pages 37-75 in “Goodbye, Columbus, “For Wed, have read pages 76-100 in “Columbus. “Film clip and Comparison discussion of portrayal of characters in motion picture versus text portrayal. Prep for essay # 3 have reading text, pages 201-214.	Short Essay # 2 Due Today in class, please be sure to bring a hard copy to class. Students verbally critique and compose notes on text versus media portrayal of characters and major events in novella.	Writing about symbolism in a work of fiction. The purpose and function of using Symbols to highlight characters and interpersonal events in a story. Comparison and Contrast Writing about Genres in Literature and Film Mid-term Exam..
Week of Feb 17	Mon. Class lecture a research process and prep for writing an Argumentative Essay For Mon, have read 367-380 in text. For Wed, have read in text, pages 458-480nd discussion of	Mon Library visit and use of databases to complete gathering sources. Wed. Students work on integration of sources into Research Essay	Interpreting symbols in literature. Writing about elements of Characterization in literature. Evaluating sources. Effective use of evidence.to support an argument

Week of Feb 24	<p>Research Essay</p> <p><b>NOTE: The last day to withdraw from the course with a “W” is Feb. 26.</b></p>	<p>On both Mon and Wed., Students are work on research essay in class within a workshop-style class format.</p>	<p>Researching a topic and use of effective versus ineffective sources for topic.</p>
Week of March 3	<p>On Monday, Students are to complete Final Exam during class period. Last Day to turn in Research Essay is Wed, March 5</p>	<p>Final Exam in class Monday. March 3. On Wed, any Student Conferences as requested.</p>	<p>Course Final Exam. As needed, Student Individual Conferences</p>

**\*\*\*NOTE: Instructor reserves the right to revise material on this Course Outline during the semester. Students shall be apprised accordingly of any notable changes, particularly before an assignment or activity is due in class.**