English 1302-001I1-FA2024
Composition II
Fall 2024
8-Week Online Course

Instructor Information:
Professor R. Shuman-Dispensa
Email: rshuman@com.edu

Student hours and location:
Virtual conferencing as needed by appointment. (Email to schedule with instructor)

Tutoring Days:
Wednesdays 3-5 p.m.
Thursdays 3-5 p.m.

Required Textbook/Materials*:* All reading materials, including supplemental readings, will be provided without additional cost to students.

Handbook: Purdue Online Writing Lab (https://owl.purdue.edu/, Open Resource)

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.

This course will encompass an overarching theme that will serve as the backbone of the course. All texts associated with the course will be thematically chosen and the final research project will be associated with the theme of the course.

Course Prerequisites: See college catalog or consult with advisor for current prerequisite requirements for English 1301.

<u>**Course Requirements/Major Assignments**</u>

Besides the major assignments listed below, class activities and teaching tools may include discussions, group work, presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

Major Assignments:

Essays

Students will receive separate instructions for major essay assignments. Major essay assignments will **range from 3-10 pages in length**, and each essay will build on your ideas as you focus on certain interests or topics over the course of the semester. For certain essay assignments, students should be aware that the final draft may not be submitted for credit if the early steps are not completed. We will be emphasizing the writing *process* in this class.

Reading & Responding Assignments

Students will be asked to generate 1-2-page response assignments, consisting of reflections and thoughts generated by the readings, class discussions, and other assigned topics. MLA format should be used on all assignments.

Discussions

Discussions are an important way to gauge student participation and keep the class engaged and interactive, particularly in an online class. Discussions give you a way to share ideas and interpretations with other classmates and the instructor. Because we do not meet in a face-to-face environment, discussions are graded as a way to encourage and objectively measure student participation. A discussion rubric will be distributed to help you understand how discussions are graded. You should avoid using outside sources (such as websites) to complete discussions, since I'm interested in your thoughts and analysis, but if you do use such a source, you should of course give credit with proper citations.

Note on discussions and other class materials: Certain questions and notes may be used or adapted from textbook and publisher resources.

Other Assignments

Minor assignment grades may include turning in a preliminary Works Cited list or working thesis for major paper assignments. Other assignments may include prewriting exercises, research checks, the Research Tutorial, grammar and style exercises, and shorter writing assignments.

Grading Plan Max of 1000 points possible

Research Essay = 400 points or 40% of final grade

Discussions = 100 points (10%)

Introduction & Reflection Modules = 100 points (10%)
- Introduction Material
- Library Assignment
- Reflection Essay

Portfolio = 150 points (15%)
- Research Proposal
- Sources List
- Primary Source Analysis
- Outline & Thesis

Reading & Response Assignments = 250 points (25%)

Grading scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

Notes: There may be some adjustment of point distributions, totals, or weights as needed to correct for errors or changes in assignments/schedules. Any extra-credit points will be added as raw points.

Online Gradebook: The online gradebook in Brightspace allows you to review and keep track of completed grades and get an overview of your grade. Please note that the final grade display may be incomplete at any given time and is simply for your convenience (not a substitute for the instructor's official records). The final grade display may be artificially inflated or deflated at any time if assignments have not been graded. Certain assignment points, like extra credit, may not be posted until the end of the semester, and the final gradebook may require some adjusting if the class schedule has been changed or just to correct for technical problems or input errors. You are responsible for keeping track of your progress in the class and keeping up with all assignments. Your final grades will be made available through WebAdvisor at the end of the semester. The final grade total (at the end of the semester) on Brightspace will also be considered official.

You should also not use the gradebook area as a way to locate assignments, as this can lead to confusion and missing deadlines. You will need to read all learning module instructions and all instructions for individual assignments. Please email me if you have questions.

Late Work, Make-Up, and Extra-Credit Policy:

1. *Late work/deadlines:* This class is self-paced; however, students are expected to know deadlines and to turn work in on time. Students should check deadlines carefully and understand that assignments may be locked after the deadline, preventing further access.

Points may be deducted for late or incomplete discussion postings (posting after the initial deadline); **once an assignment has been taken down or a discussion has been "locked," it will not be reopened**. Please contact me if you're having difficulty with deadlines. Because of the asynchronous nature of the class, quizzes and exams cannot normally be made up or taken late, so plan accordingly.

Due Dates:
- ➔ All discussion posts will be due on Wednesdays of each week by 11:59 pm CST. There will be NO LATE WORK allowed for these assignments.
- ➔ Responses to discussion posts must be posted by Fridays of each week by 11:59 pm CST. There will be NO LATE WORK allowed for these assignments.
- ➔ Individual assignments (journals, essays, practices, etc.) will be due each Sunday by 11:59 pm CST.
- ➔ Assignments will remain open until the following Wednesday, however a 15% late penalty will be deducted for each day that the assignment is late.
- ➔ Weekly assignments will close and lock the following Wednesday at 11:59 pm CST.

Weekly Assignment Schedule Example:

Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
	Weekly Assign. & lectures open		Discussion Post due		Discussion Responses Due	
Sunday	**Monday**	**Tuesday**	**Wed.**	**Thursday**	**Friday**	**Saturday**
Weekly Assign. Due	-15%	-15%	-15% Late Work from previous week due			

2. *Make-up work:* Students may only turn in a major essay late or complete a make-up exam with the instructor's express permission. Documentation may be required for students who request a makeup or deadline extension due to an emergency.

3. *Extra Credit:* There will be a total of 5 'easter eggs' hidden throughout assignments in the course. Each 'egg' is worth one point but accumulates for the semester for a possible final total of 5 points. These points will be added to the lowest major essay grade. These are optional and bonus opportunities but intended to benefit those who pay close attention and

read thoroughly. Your first 'egg' is hidden here: if you email me from your COM account by 11:59 pm on the first day of class with the phrase "I found the first egg," you will receive the first of 5 bonus points. Happy Hunting!

Attendance Policy: For the purposes of this online class, "attendance" means logging on to the class and completing tasks and/or communicating with the instructor. Regular class participation is expected; a student cannot expect to pass this online class without contributing to discussions and other assignments on a regular basis. Students are expected to check course email at least every other day and to sign on to the class at least 4-5 times a week to check assignments and participate in D2L discussions and other learning activities. Students should expect to devote a minimum of three hours to class each week in terms of Brightspace participation only (for a 16-week class), just as they would be attending a normal class for three hours each week. This time commitment does not include the time required for reading, completing writing assignments, and other preparation, but it does include reading discussions, viewing learning materials, taking notes from learning materials, and crafting discussion posts. Please be aware that I am able to check a student's progress (including last sign-on date, items accessed, etc.) through Brightspace. Reading all instructions is essential for your success.

Please note that I do not normally drop students based on lack of attendance, although this is done automatically for those who do not attend class or participate in some way before Census Day. (As explained in the Student Handbook, simply logging in is not enough to count for online attendance.) After that time, students are responsible for withdrawing themselves and for managing their own schedule and how they might be affected by the six-drop rule. See withdrawal policy below.

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) (Bolded item in chart used for data-collection purposes.)

When contacting the instructor, be sure to be professional. This means addressing the Professor by title and last name, including a subject line and asking specific questions. Do not incorporate text slang or emojis. Writing an email that states: *"yo miss, why'd I get that grade"* will **not** receive a response. *"Professor Shuman-Dispensa, can you explain the reasons why points were deducted on the presentation portion of the research paper?"* Will receive an explanatory response.

Disclaimers

Faculty Ally: I am an ally. I identify as an ally to members of all groups often marginalized and excluded by the college and the United States at large, and I am available to listen and support

5

you in an affirming manner. I can assist in connecting you with resources on campus to address issues you may face pertaining to religion, race, class, sexual orientation and/or gender identity that could interfere with your success at College of the Mainland.

Statement on Academic Freedom and Freedom of Expression

You will discover that one of the defining characteristics of being a student in my class is the commitment to freedom of inquiry and expression. Members of my classes are encouraged to speak, write, listen, challenge, and learn without fear of censorship. Civility and mutual respect are vital to all of us, and freedom of expression does not mean the freedom to harass or threaten others. You will find that I expect members of this class to be engaged in rigorous debate, discussion, and even disagreement. At times, this may challenge you and even cause discomfort. I do not condone the creation of spaces in which individuals can retreat from ideas and perspectives at odds with their own.

(adapted by Rachel Shuman-Dispensa from a letter from The University of Chicago Dean of Students, August 25, 2016)

The Civility Statement Policy should be followed in class, on any submission to Brightspace, and/or when using email correspondence. Bullying and disrespect will not be tolerated. I will give ONE warning for any behavior that does not follow the policy. A second offense will result in disciplinary action.

Student Learner Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to the audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.
Please note that these learning outcomes are state mandated.

Secondary objectives include:

1. Demonstrate knowledge of MLA bibliographic and citation systems.
2. Use technology in the writing process.

6

Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

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

Assessment Information Box:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	1. **Research-based Essay** 2. Peer Review Activities 3. Essay assignments
2. Develop ideas with appropriate support and attribution.		**Research-based Essay**
3. Write in a style appropriate to the audience and purpose.	Communication Skills (CS)	1. **Research-based Essay** 2. Essay assignments
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking (CT)	1. **Research-based Essay** 2. Essay and journal assignments
5. Use Edited American English in academic essays.		1. **Research-based essay** 2. Other essay and journal assignments
Personal Responsibility: Evaluate choices and actions of others or one's own, and relate	Personal Responsibility (PR)	Course interaction and participation.

consequences to decision-making.		

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, 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 giving proper citation, copying directly from a website and pasting it into your paper, or 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 and remediation.

The plagiarism and academic-dishonesty policy applies to all written work submitted for this class, including tests, journals, quizzes, online forums, and essays. If you use anything from another source, you must document properly using MLA standards. Making up quotes or falsifying information will also be construed as academic dishonesty. Reusing your own assignments from an earlier class or this class (except for your own discussion posts or prewriting as instructed) is also not allowed; please ask me if you need guidance on this. Please note that not all papers will necessarily be checked for plagiarism; the decision to check a particular paper for possible plagiarism is made based on my professional judgment and expertise, in part garnered from years of grading student papers.

The use of any form of Artificial Intelligence (including but not limited to ChatGPT) to complete discussions, journals, or papers may be considered a form of academic dishonesty. Please note that our current plagiarism-checking tool provides information on possible use of AI, though the instructor is responsible for making a final determination. Use of "smart" grammar checkers and "writing advice" aids may be permissible, but students should be aware that suggestions are not always valid or helpful to improving writing style. Use your own judgment and make sure you're doing your own work.

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 Humanities Chair Dr. Brian Anderson at 409-933-8186 or banderson@com.edu.

Other Policies:

1. **Withdrawals:** Please note that I do not normally drop students based on lack of attendance, although this is done automatically for those who do not attend class or

8

participate before Census Day. After that time, students are responsible for withdrawing themselves and for managing their own schedule and how they might be affected by the six-drop rule. See institutional withdrawal policy below.

2. **Caveat on Grading.** The instructor reserves the right to make subjective decisions on student grades and assessment based on his own expertise and judgment in the subject matter.

3. **Syllabus Changes.** The instructor reserves the right to change the syllabus and/or schedule as needed. Readings may also be added, but no major assignments will be added unless needed due to a weather emergency or other outside circumstances. You will be duly notified of any such changes.

Institutional Policies and Guidelines

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_2024-2025_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

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 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November15. The last date to withdraw for the 2nd 8-week session is November 26.

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 or 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.