



English 1302 306HY
Composition II
Spring 2022
T 7:10-8:30

Instructor Information:

Name Gwendolynn Barbee-Yow
Email gbarbee@com.edu
Office Phone (409) 933-8776

Student hours and location:

Office hours Monday 11:00-12:30 & 1:30-3:00, Tuesday 1:30-3:00, Wednesday 11:00-12:30,
Thursday 1:30-3:00, or by appointment
Location LRC 246a

Required Textbook/Materials:

Craft of Research, Booth, Wayne, et al., 4th edition 9780226239736

The rest of our reading materials will be provided for free, and will be accessed through Blackboard.

Course Description:

This course provides an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is 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.

We all have an image in our mind of what ‘research’ is, but it may be a different, more active process than you expect. We will be learning the process of research; moving from topics of interest to questions, and engaging sources. There are different methods of research that we will explore, as well as understand how research isn’t about gathering evidence for an argument, as much as it is what shapes the argument. Research and writing aren’t two ordered steps, but rather they occur simultaneously as a linked process. Our first unit we will explore our relationship to literacy and language through brief primary research. The second unit will incorporate academic perspectives with literary analysis to enhance our ability to use outside sources to inform and shape our arguments. This second unit will be conducted in small teams and culminate in a mock trial and an individual midterm exam. The third unit will be an archival based research project, where you will conduct your own research, beginning from a point of inquiry and working toward a completed research paper.

Course requirements:

This is a hybrid course, which means we will meet in person once a week, with students completing the work earlier that week online. The online work will be comprised of readings, discussion board posts, wiki activities, blog posts, and assignment submissions. Students will need access to a computer and internet connection outside of class for the online portion of the course.

This is a composition class, which means there will be a lot of writing. The course is broken into three units, and in each unit there will be a major writing project due to complete that unit. You'll notice below that three of the six categories in the grading formula are named for these three units, and in order to earn a grade for that unit, you will need to submit a second draft of that unit's major project. In addition to the three major projects and the midterm exam, there will be several minor writing assignments and discussions throughout the course.

Revision is an important part of this course, and as such, not only is the drafting process a requirement, peer reviews are as well. Failing to submit a first draft will not only deprive you of valuable feedback, but will cause you to lose points on the grade for that project. Failing to attend and participate in peer review will also result in a loss of points for that project.

Classroom and online discussion should be polite, professional, and on topic. Feedback should be constructive and mindful of the person who will read it.

Come to class prepared with paper and a pencil/pen.

Grading:

Participation:	15%
Blog Responses:	10%
Literacy Profile:	15%
Mock Trial:	20%
Midterm:	15%
Archival Research Project:	25%

The Literacy Profile, Mock Trial, Midterm, and Archival Research Project will be graded using rubrics that I have written. Students will have access to these rubrics during the revision process and before the exam, and will be able to see their rubric scores after the paper or project has been graded.

The participation grade will be based on thoughtful contributions to class discussions, discussion board posts, peer reviews, and in-class writing.

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

Work should be submitted by the due date and in the form listed on assignment sheets. Work submitted after the due date will decrease five points for every day that it is late. No late work will be accepted after the last day on the course calendar.

Extra credit may be earned once during the semester by attending (in person or online) an event of educational or professional value at the college, and submitting a half-page report on your experience to the Extra Credit blog on Blackboard.

Attendance Policy:

You are expected to be on time and in attendance. Four or more absences may result in a failing grade.

Failure to participate in peer reviews will result in both an absence for that day, as well as a lower grade for that assignment.

Excessive tardiness will impact your participation grade.

Excessive use of electronics for purposes other than classwork may result in an ‘absence’ for that day.

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.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork	Mock Trial
2. Develop ideas and synthesize primary and secondary sources within academic arguments, including one or more research-based essays.	Critical Thinking	Midterm, Archival Research project
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Critical Thinking, Personal Responsibility	Mock Trial, Midterm, Archival Research Project
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Communication Skills	Literacy Profile, Archival Research Project
5. Apply the conventions of style manuals for specific academic disciplines (e.g. APA, CMS, MLA, etc.)	Personal Responsibility, Communication Skills	Literacy Profile, Archival Research Project

Academic Dishonesty:

Scholastic dishonesty and plagiarism are defined in the student handbook. Plagiarism (failure to acknowledge or cite sources of ideas and/or works, representing another's work as your own, etc.) will not be tolerated in this class. It can result in a failing grade for the assignment, the course, and in the most extreme cases, it will be reported to COM. If you are unsure whether something may be considered plagiarism, please contact me.

HUMANITIES DEPARTMENT POLICY STATEMENT: PLAGIARISM

Plagiarism is a form of academic dishonesty. To plagiarize is to steal the words or ideas of another and pass them off as one's own. Two forms of plagiarism are common. In the first form, the writer incorporates published or otherwise recorded material without properly acknowledging its sources. In the second form, the writer submits work actually done by someone else. (The student who allows his/her work to be used by others is also guilty.) Any student who plagiarizes will receive a grade of "0" on his/her plagiarized work and may, as a result, receive a failing grade in the course. Ignorance will not be an acceptable defense: all students are responsible for familiarizing themselves with the rules of documentation.

Violation of the Plagiarism Policy may result in a referral to the College of the Mainland Judicial Coordinator or further disciplinary actions as stated in the current Student Handbook.

"Source" may refer to published works (including material available from electronic/computer networks or databases), electronically broadcast programs, films, recordings, interviews, speeches, or lectures.

1. You must document when you quote directly from another source.
2. You must document when you paraphrase words from another source.
3. You must document when you summarize ideas from another source.
4. You must document when you use facts (statistics in a chart or graph, for example) or visual material from another source

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 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/course/program-related and creative projects. To learn more about this spring event, visit: <https://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 11:59pm.

Course outline:

Day	Reading	Assignment Due
Unit One		
Week One	Syllabus	
Week Two	Writing Effective Interview Questions “Ocean Vuong, Reluctant Optimist” “Neil Gaiman The Creative Process Interview” “Ishmael Reed Gets the Last Laugh”	Discussion Board due Blog response due
Week Three	Craft of Research ch. 17	Literacy Profile draft one due
Unit Two		
Week Four	“The Tiger’s Bride” “‘A Different Logic’ Animals, Transformation, and Rationality in Angela Carter’s ‘The Tiger’s Bride’”	Discussion Board due Blog response due
Week Five	“The Werewolf” “Feminism and Postmodern Aesthetics in Angela Carter’s ‘Wolf-Alice’, ‘The Company of Wolves’, and ‘The Werewolf’”	Discussion Board due Blog response due Literacy Profile draft two due
Week Six	“The Company of Wolves” “Fairy Tale Film in the Classroom: Feminist Cultural Pedagogy, Angela Carter, and Neil Jordan’s <i>The Company of Wolves</i> ”	Discussion Board due Blog response due
Week Seven	<i>Let the Right One in</i> excerpt “What to Expect When You Are Expecting (a Vampire): Reading the Vampire Child”	Discussion Board due Blog response due
Week Eight	MIDTERM EXAM	Mock Trial Projects due
3/14-3/16	Spring Break	
Unit Three		
Week Nine	Craft of Research II, ch. 3, ch. 4 Archive List	
Week Ten	Craft of Research chs. 5 & 6	Research Proposal due

Week Eleven	“Language and Dehumanization in Alaskan Japanese Internment Documents” Your own research	Blog response due
Week Twelve	Craft of Research chs. 8 & 9 “Orientalism and the Legacy of Racialized Sexism: Disparate Representational Images of Asian and Eurasian Women in American Culture”	Annotated Bibliography Blog response due
Week Thirteen	Craft of Research ch. 12, ch. 13, ch. 16 “Why We Need to Get in ‘Formation’”	Outline due
Week Fourteen	Craft of Research ch. 14, ch. 10, ch. 11	Archival Research Project draft one due
Week Fifteen	<i>Young Scholars in Writing</i> article of choice	Blog response due
Week Sixteen		Presentation due
5/12	LAST DAY OF CLASS	Archival Research Project draft two due

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://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

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.

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 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.

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.

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.