



**ENGL-1302-003I1-SP2025**  
**Composition II**  
**Spring 2025, Jan. 13, 2025 – March 6, 2025**

**Instructor Information:** William Faour, [wfaour@com.edu](mailto:wfaour@com.edu)

**Student hours and location:** My office hours are Mondays and Wednesdays from 12-1 pm on each day, online and by appointment only. Students may also schedule office hours outside of this range at my discretion.

**Required Textbook/Materials:**

All required readings will be provided online via D2L.

**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.

*Prerequisite:* [ENGL 1301](#) with a grade of "C" or better.

**Course requirements:**

As this is an eight-week course covering the same material as a typical sixteen-week course, we will move at a fast pace with strict deadlines. Although it is asynchronous, there will still be strict due dates to follow, so make sure to log into D2L and check your email regularly. If you have wifi trouble, you can use COM's tutoring center.

There will be readings "due" before every class. I will reference these readings in the lectures and use them as examples, so if you don't read the material, you'll likely be lost. Additionally, I will typically ask you to respond to some aspect of the reading in the discussion board posts.

Essays

This semester, you will write three major essays focused on academic writing: one rhetorical analysis essay, one argumentative essay, and one synthesis essay. You will be expected to revise these essays and submit a final draft in the second half of the semester as another major grade. I will provide information on these essays in lectures and via D2L.

## Participation

Although this is an online course, participation will still remain a major component. Discussion board posts will accompany each lecture. Students are expected to respond to the post I make, make one post of their own, and respond to at least one more, twice a week. The first discussion board post will be due by the end of the day every Wednesday, and the second will be due by the end of the day every Sunday. These discussion boards will include responding to the readings, addressing each lecture's material, and peer reviewing essays as the semester progresses. Discussion board posts will be graded based on quality of the response, rather than quantity of words. This means your posts must be substantial and in-depth; you are unlikely to find that with only two sentences, for example, but each sentence should always have a purpose, even if you write two paragraphs. **This is an online class, so discussion board posts will be used for attendance. Failing to use the discussion board will result in an absence.**

## Quizzes

After the first week, there will be roughly one quiz per week. Each quiz will be based on information from the lectures to ensure understanding of the material **and should be taken only after the respective lecture(s)**. The quizzes will be multiple choice or free response, depending on the material.

## The Final

The final for this class will be a research paper on a subject of the student's choosing. As this class will only span eight weeks, you should start thinking about what you want to focus your research paper on as soon as possible. **I must approve your topic, so a proposal will be due midway through the semester.** You are welcome to submit your proposal to me before the deadline so you may start working on it sooner, rather than later.

The following rubric is a brief overview of how grades in this class will be calculated. I will go over more information on each assignment below the table.

### **Determination of Course Grade/Detailed Grading Formula:**

<b>Assignment</b>	<b>Percent of Course Grade</b>
Rhetorical Analysis Essay Rough Draft	15%
Argumentative Essay Rough Draft	15%
Synthesis Essay Rough Draft	15%
Essay Final Draft	15%
Research Paper Proposal	5%
Research Paper	25%
Discussion Board	5%

Quizzes	5%
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**Late Work, Make-Up, and Extra-Credit Policy:**

As this is a fast-paced class, and peer review and revisions are both major components, late work is unacceptable. For each day an essay is overdue, twenty points will be deducted from its grade. Missed quizzes and discussion board posts will be automatic zeroes.

I understand extenuating circumstances may always occur, and there are occasionally situations beyond our control in life. If such an extreme circumstance happens, please let me know in advance so that we may come up with a make-up plan at my discretion. **If you do not follow these instructions, you will receive a zero, and there will be no make-up options.**

To incentivize working on the research paper sooner, rather than later, I will offer extra credit to anyone who has completed enough and wishes to present on it in our final class. I may also offer extra credit opportunities at my discretion through extra discussion board posts, bonus questions on quizzes, and conferences.

**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 writing process.	Critical Thinking Teamwork	Essay Assignments Research Paper
2. Develop ideas with appropriate support and attribution.	Critical Thinking Communication Skills	Essay Assignments Discussion Board
3. Write in a style appropriate to audience and purpose.	Critical Thinking	Essay Assignments Research Paper
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking	Essay Assignments Discussion Board Peer Review Quizzes
5. Use edited American English in academic essays.	Communication Skills	Discussion Board Essay Assignments

**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. Similarly, if you use any of your peers' research, secondary sources, and/or ideas to write your own work, it will not be tolerated and will be viewed as academically dishonest. These types of choices 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 do not understand what constitutes plagiarism, or academic dishonesty, please contact me. If you are unsure whether something included in one of your writing assignments may be considered plagiarism, or academically dishonest please contact me during my office hours or at least two days before the assignment is due. Please note that failure to credit a source in a discussion post is also plagiarism. If you use a source, credit the author no matter what type of assignment it is.

Plagiarism will result in a zero on the assignment in question with no exceptions, and I will also report you to the dean of students.

In this course, you **may not use AI** for any assignment in any way, shape, or form. Use of AI will be treated as plagiarism.

### **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](mailto:banderson@com.edu).

**Course outline:**

<b>Week</b>	<b>Subject</b>	<b>Readings</b>	<b>Due Dates</b>
1 1/13 – 1/17	-Introduction and Syllabus (1/13) -Rhetorical Analysis Essays (1/17)	-Syllabus (1/13) -“Politics and the English Language” by George Orwell (1/17) -“The Structure of an Academic Paper” by Simone A. Fried (1/17)	-Discussion board 1 post due 1/17 at 11:59 pm. -Syllabus quiz due 1/17 at 11:59 pm. -Discussion board 2 post due 1/19 at 11:59 pm.
2 1/21 – 1/24	-Writing a Rhetorical Analysis Essays (1/21) -Argumentative Essays (1/24)	-“Everybody’s Protest Novel” by James Baldwin (1/21) -“You, Disappearing” by Alexandra Kleeman (1/21) -“The Death of the Book” by Ursula K. Le Guin (1/24) -“The Ones Who Walk Away from Omelas” by Ursula K. Le Guin (1/24)	-Discussion board 3 post due 1/24 at 11:59 pm. -Rhetorical analysis essays quiz due 1/24 at 11:59 pm. -Discussion board 4 post due 1/26 at 11:59 pm. -Rhetorical analysis essay rough draft due 1/26 at 11:59 pm.
3 1/27 – 1/31	-Writing an Argumentative Essay (1/27) -Synthesis Essays (1/29)	-“Civil Disobedience” by Henry David Thoreau (1/27) -“In a Grove” by Ryūnosuke Akutagawa (1/27) -“Living through something” by Deany Hendrick Cheng (1/29) -“I Fire at the Face of the Country Where I was Born” by Shiraishi Kazuko (1/29) -“A Chinese Ulysses” by Shiraishi Kazuko (1/29)	-Discussion board 5 post due 1/29 at 11:59 pm. -Argumentative essays quiz due 1/29 at 11:59 pm. -Discussion board 6 post due 2/2 at 11:59 pm. -Argumentative essay rough draft due 2/2 at 11:59 pm.

<p>4 2/3 – 2/7</p>	<p>-How NOT to Write an Essay (2/3) -Introduction to Research Papers (2/5)</p>	<p>-“Alas, Poor Richard” by James Baldwin (2/3) -“Phantom Thread, Jane Eyre, and the Power Dynamics of Hetero Romance” by Shelley Farmer (2/3) -“Writing a Research Paper: A Guide” by Laxmi Shrestha, Bishal Joshi, and Anand Kumar (2/5) -“The Yellow Wallpaper” by Charlotte Perkins Gilman (2/5)</p>	<p>-Discussion board 7 post due 2/3 at 11:59 pm. -Synthesis essays quiz due 2/3 at 11:59 pm. -Discussion board 8 post due 2/5 at 11:59 pm. -Synthesis essay rough draft due 2/5 at 11:59 pm. -Research paper proposal due 2/5 at 11:59 pm.</p>
<p>5 2/10 – 2/14</p>	<p>-Revising Essays (2/10) -Close Readings and Media Literacy (2/12)</p>	<p>-“A Conversation with Tina Chang” from Lantern Review Blog (2/10) “Rolling Revisions” by Patricia C. Wrede (2/10) -“Close Reading” by Kim Hanson (2/12)</p>	<p>-Discussion board 9 post due 2/12 at 11:59 pm. -Revising essays quiz due 2/12 at 11:59 pm. -Discussion board 10 post due 2/16 at 11:59 pm. -No assignments due this week. Focus on revisions!</p>
<p>6 2/17 – 2/21</p>	<p>-Reading and Writing Poetry (2/17) -Reading and Writing Prose (2/19)</p>	<p>-“How to Read a Poem: Gray Goose and Gander” by Ursula K. Le Guin (2/17) “Mythos” by Tamara Al-Qaisi Coleman (2/17) “The Boys at the Tennis Courts” by Lupe Mendez (2/17) -“Sonny’s Blues” by James Baldwin (2/19)</p>	<p>-Discussion board 11 post due 2/19 at 11:59 pm. -Poetry quiz due 2/19 at 11:59 pm. -Discussion board 12 post due 2/23 at 11:59 pm. -Final draft of ONE of the three earlier essays due 2/23 at 11:59 pm.</p>
<p>7 2/24 – 2/28</p>	<p>-Essays vs. Reviews and Interviews (2/24) -Close Readings and Media Literacy, Part 2: Point-of-View and Authorial Intent (2/26)</p>	<p>-“Hope is a Discipline” by Mariame Kaba (2/24) -“Freedom or Death” by Emmeline Pankhurst (2/24) -“Girl” by Jamaica Kincaid (2/26)</p>	<p>-Discussion board 13 post due 2/26 at 11:59 pm. -Prose quiz due 2/26 at 11:59 pm. -Discussion board 14 post due 3/2 at 11:59 pm.</p>

		“The Young Painters” by Nicole Krauss (2/26) “A Hunger” by Elsa Pair (2/26) “Rabbits” by Kanai Mieko (2/26)	<b>-Research paper due          3/2 at 11:59 pm.</b>
8 3/3 – 3/6	-Practical Uses for Writing (3/3) -Research Paper Presentations (3/5)	-“I’ve lived in an incredible time’: Comic Bob Newhart dies at 94” by Eric Deggans (3/3) “Chain Letters” by Barbara Mikkelson (3/3)	-Research paper presentations (extra credit) due 3/3 at 11:59 pm. -Discussion board 15 post due 3/5 at 11:59 pm.

## 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](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.