



**English 1302.110-690 H1**

**Composition II: Putting Research to Work**

**Semester:** Spring 2025: 1/14/2025 – 3/06/2025, 8-week course

T/Th 9:30-10:50 am, STEAM 105, Building #22

This class is a Hybrid class. This means that we meet face-to-face twice a week and will work heavily on the course outside of the times we meet; in other words, we are doing sixteen weeks of work in eight compressed weeks.

**Professor Dalel Serda, MFA**

**Campus Email:** [dserda@com.edu](mailto:dserda@com.edu)

**Office Phone:** (409) 933-8497

**Student Hours/Office Hours:** LRC Suite B, Room # 241 Humanities Department

Monday: 11:00 am – 2:00 pm

Tuesday: 11:00 am – 12:30 pm

Wednesday: 11:00 am – 12:30 pm

Thursday: 11:00 am – 12:30 pm

These are f2f and online Teams hours. I can also make myself available to you via Teams outside these hours pending our arrangements.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the “Office 365 & Email” button next to the “D2L” 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.

You will not need to purchase any books for this class. Everything we read will be provided through D2L.

**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.

**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>

**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.)

**Breakdown of Course Grades:**

Week 3 Project #1: Extended Analysis and Argument: Creation Story	15%
Week 4 Project #2: Annotated Bibliography for the Researched Argument (APA or MLA)	10%
Week 6 Project #3: The Research Project (APA or MLA)	25%
Week 7 Project #4: Research in Action Video Presentations	10%
Weeks 1, 2, 5, 8 D2L Discussion posts, peer feedback, class discussions, professionalism	40%
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Total:	100%

Note: I provide you with detailed major project assignment sheets. I’ll hand them out in class and make them available on D2L.

**Course Grade Determination:** I will use both low-stakes (Weeks 1, 2, 5, and 8) 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 D2L posts *submitted on time*. All late work will receive a grade but likely no comments. Please speak to me during office hours if you feel this syllabus does not properly explain how you will be evaluated this semester.

**Grading Rubric for all writing:**

95+ = The writing/project is insightful, thought-provoking, and well-composed. There is a well-developed, debatable, analytical thesis. The work pushes the class conversation forward in surprising ways. The student successfully connected multiple class readings to generate and support complex ideas when appropriate. All evidence is explained well and cited correctly.

90+ = The writing/project is insightful, thought-provoking, and for the most part, composed well. There is a well-developed, debatable, analytical thesis. The work attempts to push the class conversation forward; these feel somewhat original and new to the class conversation. When appropriate, the author connected more than one of the class readings to attempt to generate complex ideas. All evidence is explained well and cited correctly.

80+ = The writing/project is a solid response though not overly original; it may have some grammatical and/or 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.

70+ = The writing/project is on time and meets minimum expectations. There is often no properly cited evidence in this work. There may or may not be efforts to connect multiple texts. NOTE: Late posts can earn up to a 75% if they are very high quality.

60+ = This work show minimal effort; though, on time, the work is below average in content, grammar, and mechanics. There is rarely properly cited evidence in these.

50+ = This work is likely submitted late, and the content is at least average.

0-40+ = This work is submitted late, and the 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

**DEADLINES FOR WEEKS 1 – 7 IS SUNDAY AT 11:59PM ON D2L FOR ALL WORK. Week 8 will have a different deadline. Please reference the course calendar below for deadline reminders for each week.**

### **WEEKS 1 – 2:**

We will spend the first two weeks of class practicing how to read, annotate, analyze, discuss, and synthesize various readings that helps us understand how to engage in sustained inquiry and research as both individuals and as a class community. This will help us establish and practice habits of mind necessary the rest of the semester, and arguably, in many of your other classes. You will read and annotate assigned texts and then prepare written notes in advance of class discussions. On the weekends, you will synthesize your ideas and write Discussion forum posts that establish your thesis-driven contributions to the class discussion.

### **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 D2L 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 ICB 104 (details on the Center below) or scheduling virtual time with a tutor to get more personalized attention.**

### **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 but only *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 strong, I might credit the work up to 75%. What this means is to 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 likely not provide feedback or only provide little feedback for any work 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 fast-paced, f2f participation-heavy hybrid 8-week course. The success of the course depends on the community we build; thus, your presence on D2L and in class is vital. I *reserve* the right to drop you after four **consecutive** missed assignments and/or four missed classes 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 or if you are going to be absent.**

**Communication Policy:** Email me at [dserda@com.edu](mailto:dserda@com.edu) using your COM email, please. I do not check D2L messages with daily frequency. I only use that function to send 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. I recommend you download the TEAMS app.

**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.

**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 Projects 2, 3, 4

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
2. Develop ideas with appropriate support and attribution.	Critical Thinking Skills (CT)	Analytical Discussion Responses Projects 1 - 4
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Personal Responsibility (PR)	Analytical Discussion Projects 1-4
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 Projects

**Academic Dishonesty:**

Any incident of academic policy will be dealt with per college policy and the Student Handbook. Academic dishonesty 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. **Using artificial intelligence (AI) technology to produce parts or all of your college work qualifies as academic dishonesty if your instructor didn't explicitly ask you to use it. Please avoid using AI unless your professor says otherwise. When in doubt about whether you can use any technology to help you with your work, ask your professor.**

If I suspect generative AI usage, I will require we have an in-person meeting to discuss the writing process on the specific assignment.

**Student 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, Dr. Brian Anderson at 409.933.8186 or [banderson@com.edu](mailto:banderson@com.edu).

**A Note from The Tutoring Center - ICB 104:** The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and job-related assignments and projects. The Tutoring Center provides face-to-face and online sessions. Appointments can be made in person, by phone (409-933-8703) or by clicking on the Tutoring Center icon on the COM website, and then the hyperlink: Schedule online tutoring sessions at [com.mywconline.com](http://com.mywconline.com).

**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.

**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, D2L 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 D2L. All work that is not a major project should be copy/pasted into the Discussion forum thread. 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 D2L text boxes: Control A, Control C, and once you're on D2L, Control V.**

**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.

**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.

**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 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 which is immediately the left upon entering the ICB Building.

**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-determination 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 humans, 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.

**The GCIC Academic Symposium:** COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. To learn more, visit: [com.edu/symposium](https://www.com.edu/symposium). Participation in the symposium helps develop your professional skills and widen your professional networks; it should be noted on your resume/CV. This academic year, the Symposium is on Friday, March 28, 2025, from 9 a.m. to 2:30 p.m. in the ICB building. The abstract submission deadline is Thursday, Feb. 6, 2025, at 11:59 p.m. Please speak with me if you are interested or have questions and visit this site for more information: <https://www.com.edu/symposium/>

**Honors Contracts** are special projects that extend the work we do in class. They are for ambitious students who wish to deepen their knowledge and experiences of the practices and ideas related to this class. They require students to earn at least a B in class and approval from me since the Honors Contract will require the student and I to work closely together. Please speak with me if you are interested or have questions and visit this site for more information: <https://www.com.edu/honorsprogram/>.

**Putting Research to Work**  
**English 1302 | Spring 2025 | H1 8-Week Calendar**  
**(Tentative/Subject to change)**

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**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?**

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**Week 1: Tuesday, Jan. 14, 2025:**

Get to know your audience: your peers and me | Course and syllabus overview | Review course questions  
Develop working groups

Introductions

D2L - Pulse App

Outlook

Teams App

Office 365

Discuss argumentation and research and their relationship. Discuss quantitative and qualitative research methods and data differences.

**Time permitting: Plato’s “Allegory of the Cave”**

Watch introduction video for *Status and Trends* and *Conditions of Education*.

**Homework:** Read *Status and Trends in the Education of Racial and Ethnic Groups* (2018) highlights on pages iii through vii and then select one chapter for in-depth analysis. Read *Conditions of Education* (2024) highlights on pages two through four then select one chapter for in-depth analysis. Write a full page of notes (at least half a page per text) that include direct quotes along with in-text citations, summaries, paraphrases, analysis, and reflections on personal connections between the reports’ data and you. Finally, include new questions that emerge as you analyze the reports’ data. Consider the course’s framing question set as you think through the reports’ data: What is a quality education and who has access to quality education?

**Week 1: Thursday, Jan. 16, 2025:** Class discussion: *Status and Trends* and *Conditions of Education*

**Homework:** Please synthesize *Status and Trends* and *Conditions of Education* (you can include Plato, too, of course!) for your Week 1 Sunday night post (due at 11:59 pm on the D2L Discussion forum area).

**Your Week 1 weekend post should discuss and analyze aspects of the reports you found most interesting and offer us a position/thesis that pushes us to think about the data and its implications in different ways. Think about how your personal experiences validate, contradict, or expand aspects of the report and provide us with anecdotal evidence to support your position.** Consider the course’s framing question set as you think through the reports’ data: What is a quality education and who has access to quality education?

Your weekend post should be at least 500 words each. Write these over a period of a few days if you can and make use of the notes you prepared for class. Your weekend posts should include textual evidence



from the week's texts and in-text citations. They should also draw meaningful connections to your lived experiences and have a clearly explained and supported thesis.

Please post a 50+ word conversational feedback *for at least* two of your peers before class on Tuesday. Peer feedback is a part of your grade.

For Week 2 on Tuesday, read the scholarly article, "Literacy and Social Equity" by Linda McMillan and MaryAnn O'Neil. Annotate the scholarly article and write at least half a page of notes that include direct quotes along with in-text citations, summaries, paraphrases, analysis, and reflections on personal connections between the article and you. Finally, include new questions that emerge as you analyze the scholarly article. You will use these notes for class discussion and the weekend Discussion forum post for Week 2. I will ask to see the annotations on your article and your half-page+ notes in class. Consider the course's framing question set as you think through the texts: What is a quality education and who has access to quality education?

**Week 2: Tuesday, January 21, 2025:** Class discussion: "Literacy and Social Equity" by Linda McMillan and MaryAnn O'Neil | Connect to Week 1 texts and course questions

**Homework:** Read "Blue-Collar Brilliance" by Mike Rose, "The Extraordinary Characteristics of Dyslexia" by Jack Horner, "Gender in the Classroom" by Deborah Tannen, and "Why Chinese Mothers Are Superior" by Amy Chua. Write two full pages of notes (at least half a page per text) that include direct quotes along with in-text citations, summaries, paraphrases, analysis, and reflections on personal connections between the essays and you. Finally, include new questions that emerge as you analyze the essays. You will use these notes for class discussion and the weekend Discussion forum post for Week 2. I will ask to see the annotations on your article and your page of notes in class. Consider the course's framing question set as you think through the texts: What is a quality education and who has access to quality education?

**Week 2: Thursday, January 23, 2024:** Class discussion: "Blue-Collar Brilliance" by Mike Rose, "The Extraordinary Characteristics of Dyslexia" by Jack Horner, "Gender in the Classroom" by Deborah Tannen, and "Why Chinese Mothers Are Superior" by Amy Chua | Connect to previous texts and course questions

**Homework:** Please synthesize "Literacy and Equity" by Linda McMillan and MaryAnn O'Neil and at least one of the following: "Blue-Collar Brilliance" by Mike Rose, "The Extraordinary Characteristics of Dyslexia" by Jack Horner, "Gender in the Classroom" by Deborah Tannen, and "Why Chinese Mothers Are Superior" by Amy Chua for your Week 2 Sunday night post. You may always use any other course assigned texts if you'd like. **Your Week 2 weekend post should discuss and analyze aspects of the texts you found most interesting and offer us a position/thesis that pushes us to think about McMillan and O'Neil, Rose, and Horner's arguments and their implications in different ways. You can focus on one of the texts more than the other two if that makes the most sense given your personal experiences, but you will need to summarize and analyze all three to some extent, nevertheless. Think about how your personal experiences validate, contradict, or expand aspects of the texts' arguments and provide us with anecdotal evidence to support your position.** Consider the course's framing question set as you think through the texts: What is a quality education and who has access to quality education?

Your weekend post should be at least 500 words each. Write these over a period of a few days if you can and make use of the notes you prepared for class. Your weekend posts should include textual evidence from the week's texts and in-text citations. They should also draw meaningful connections to your lived experiences and have a clearly explained and supported thesis.

Please post a 50+ word conversational feedback *for at least* two of your peers before class on Tuesday. Peer feedback is a part of your grade.

Read the selections I announce in class and on D2L by Gloria Anzaldúa's mixed genre book, *Borderlands/La Frontera*. Annotate the text and write at least half a page of notes that include direct quotes along with in-text citations, summaries, paraphrases, analysis, and reflections on personal connections between the selections and you. Finally, include new questions that emerge as you analyze the selections. You will use these notes for class discussion and the Discussion forum post for Week 3. I will ask to see the annotations on your text and your notes in class.

**Week 3: Tuesday, January 28, 2025:** Class discussion: Gloria Anzaldúa's selections from *Borderlands/La Frontera* | Connect to previous texts and course questions | Introduce Project #1

**Homework:** Watch *13<sup>th</sup>* directed by Ava DuVernay. Review how to write in-text citations for films. Write at least half a page of notes that include direct quotes along with in-text citations (again, please review how to do this for films), summaries, paraphrases, analysis, and reflections on personal connections between the selections and you. Finally, include new questions that emerge as you analyze the documentary. You will use these notes for class discussion and the Discussion forum post for Week 2. I will ask to see the annotations on your article and your notes in class. Please consider how the documentary connects to the class questions and to the previous texts. What does it validate, contradict, or expand upon?

**Week 3: Thursday: January 30, 2025:** Class discussion: *13<sup>th</sup>* directed by Ava DuVernay

**Homework:** Write Project #1. Refer to the Project #1 handout for all details. Project #1 is due this Sunday at 11:59pm as a Word attachment. Post it as an attachment to the Week 3 Discussion forum, please. Your peer feedback for at least two classmates is due before I see you on Tuesday.

Afterward, please read through the Project #2 and #3 handout, watch the library research review video on D2L, sketch out an area of research and find at least five scholarly sources (peer-reviewed articles or book chapters) and an additional five highly credible Internet sources that might work for your Project #2 Annotated Bibliography. Bring your list of citations for my review and approval for Tuesday. Please be prepared to talk about your research area and pinpoint the secondary sources that most appeal to you.

**Week 4: Tuesday, February 4, 2025:** Class discussion: Project #2 & #3 research area and secondary source approval

**Homework:** Read and annotate your secondary source articles for the Project #2 Annotated Bibliography. Write notes for at least two of your scholarly articles and two of your Internet sources for class. Be ready to discuss your understanding of the background research and the connections between the sources.

**Week 4: Thursday, February 6, 2025:** GCIC Academic Submission Deadline!

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.

**Class discussion:** Status report on the secondary research and introduction to the primary research phase.

**Homework:** Finish your secondary research and submit Project #2 by Sunday night. Afterward, develop a plan for the primary research phase of your work. Come to class read to discuss your plan. Bring a laptop or device.

**Week 5: Tuesday, February 11, 2025:** Class discussion: Finalizing primary research plans

**Homework:** Receive approval from me for your primary research and conduct your primary research.

**Week 5: Thursday, February 13, 2025:** Primary research in-progress

**Homework:** Finish your primary research and compose a 350-500+ word post that shows the highlights of your primary research and analyzes its meaning. The Week 5 primary research results/data and analysis is due Sunday night. Peer feedback is due for at least two classmates by Tuesday before class.

**Week 6: Tuesday, February 18, 2025:** Class discussion: “Conclusions and Discussion” section of Project #3 and drafting Project #3

**Homework:** Draft a full draft of Project #3 for peer review in class on Thursday. Come to class with two copies of your full draft.

**Week 6: Thursday, February 20, 2025:** Peer Review of Project #3

**Homework:** Revise and edit Project #3 and prepare for submission. Visit the Tutoring Center for an extra brain on your work. Submit Project #3 on the D2L Discussion forum by Sunday night. Submit Project #3 as an attachment. Read the Project #4 handout and brainstorm solutions. Watch the video about how to use Stream before coming to class on Tuesday.

**Week 7: Tuesday, February 25, 2025:** Class discussion: Project #4 discussion

**Homework:** Work on your ideas for Project #4 and prepare the PowerPoint presentation.

**Week 7: Thursday, February 27, 2025:** Workday in class for Project #4

**Homework:** Finish Project #4 and submit it by Sunday night. Watch your assigned presentations and provide feedback for each peer by Tuesday. Please do the course evaluation for the course.

**Week 8: Tuesday, March 4, 2025:** Project #4 class discussion and class reflections

**Homework:** Write and post your Week 8 course reflections. Due by Wednesday at 11:59 pm on the Week 8 D2L Discussion forum.

**Week 8: Thursday, March 6, 2024:** TBA

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

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## **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.