



English Composition II: Rhetoric Across Multimodalities
ENGL 1302.110H2
T/TH 11-12:20pm

8-week Session: 2nd

Delivery Method: Hybrid

Class Location: LRC, RM 275

Office Location: Main Campus, Building #8 (LRC), Humanities Suite B, RM 239

Office Phone: 409-933-8937*

*Feel free to leave a message if I don't answer, though I will only be able to get to it once I am in my office.

Instructor Information:

Monique Suarez, MA (she/her)

msuarez@com.edu

Student Hours/Office Hours:

If none of these times work for you, please let me know.

<u>Day</u>	<u>Time</u>	<u>Location</u>
Monday	8:30-11:30am	Main Campus LRC, RM 239
Tuesday	9:20-11am, 2-3:20pm	Main Campus LRC, RM 239
Wednesday	By appointment	Online Only
Thursday	9:20-11am	Main Campus LRC, RM 239
Friday	By appointment	Online Only

ENGL 1302 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

Professor Suarez's Personal ENGL 1302 Description: In this course, we will explore what it means to evaluate, analyze, and create meaning through multimodality. This course contains three focuses: (1) Understanding and Contributing to Social Discourse, (2) Nonfiction as Argumentation (3) Multimodal Rhetoric and the Public Sphere. My hope is that you:

- Learn to recognize the various argumentation and rhetoric that exists in our world
- Begin (or continue) to acknowledge yourself as a member of society – one whose voice, in all capacities, has the power to make a difference

Required Text/Materials:

- ***The Other Wes Moore: One Name, Two Fates, by Wes Moore***
 - [~\\$10-12 on Amazon](#)
 - You will need this book **NO LATER THAN TH 3/27** - no exceptions. Amazon typically delivers this within 4 days.
 - While you may listen to the audiobook, you will need a physical or digital copy to reference specific page numbers.
- Everything else that we read or watch in this course will be accessible through D2L Brightspace, printed, or in person.

Recommended Materials:

- A folder or binder to keep all materials from this class together (it can pile up throughout the semester)
- A pencil/pen for quizzes or in-class activities
- A notebook to take notes
- A planner of some sort to keep track of due dates

Communication Policy:

You can either email me at my campus email (msuarez@com.edu), message me on Teams via your COM Microsoft Office account, or send me a message through D2L Brightspace. Whichever option you choose, ALL electronic communication with me (your instructor) must be through your COM email/account. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

If you send me an email and I do not reply, double-check that you sent it from the right place or that it was sent successfully. I have had some instances where I never receive an email because a student forgot to press "send".

Student Learner Outcome Chart:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative research processes.	Teamwork (TW)	Assignments/Peer Review/Group Assignment
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays	Unmapped	Assignments
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Communication Skills	Assignments/Weekly Reflections In-class Discussions
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Critical Thinking Skills	Assignments In-class activities/HW
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)	Unmapped	Assignments

Course Requirements:

NOTE: This is an 8-wk hybrid class, meaning that you will be expected to do a lot of work OUTSIDE of class (the online component of the hybrid modality). This course is more intensive than my ENGL 1301. Please ensure you keep up with the work to avoid falling behind/feeling lost.

Attendance/Timeliness/Participation: Attendance and arriving on time to class is crucial to your success – not just in this class but in life. For each day you are absent, one point will be deducted from your attendance grade (out of a total of 16 days). Two tardies will be equivalent to one absence. Those who are late to class will find that they miss out on pertinent information and reminders. An occasional 5 minutes late is one thing, but making a habit of it will not be tolerated. Participation will be assessed at the end of the semester. The rule of thumb here is that if I cannot remember you ever participating in group activities, speaking in class, or completing course assignments and HW (yes, completing HW counts as participation!), then your grade will not be high.

NOTE: You may miss up to one class with no penalty + no questions asked so long as it is not the day of your scheduled presentations, a peer review day, a scheduled conference, or any other day I explicitly state that attendance is mandatory. You will be in charge of keeping up with the work completed in class + HW and should be prepared for the next day of class that you are present. Tardies do count toward this. In other words, if you are tardy two times, you will have no penalty-free absence left.

PLEASE READ ENTIRE PAGE

Reflection Journal | due every Tuesday/Thursday by the start of class

In preparation for each class day, you will complete an informal reflection, discussing your thoughts on whatever HW you were required to read/watch/complete.

You have the option of:

- completing this as a traditional, writing post on that day's discussion board (DB)
- uploading a voice comment to the DB, or
- physically writing on a piece of paper and bringing it to class to turn in.
 - If you complete a physical reflection, you will show it to me in its completion at the start of class and then turn it in at the end of class for me to read.

No peer responses are necessary. This reflection is meant to aid your preparation for each class. "Peer response" will come during in-class fishbowls and discussion.

I will read/listen to every single post and your grade will come from its completion and whether it is substantive. This reflection is **NOT** a summary. It is your *personal* reflection on the material – your thoughts, questions, and ideas that the material sparked. This will help you ground yourself and prepare your contribution to our in-class discussion.

I often will NOT have prompts for you unless they are related to writing process things. Why? Because, it is crucial that you begin (or continue) to practice what it means to develop your own ideas without guidance. You are developing and cultivating your unique understandings and relations to what you are doing in this course, in your education, and in the world writ large. I want to hear from *you*. I don't want to hear about the things I prompt you to tell me about. I get the hesitation or worry you might encounter when you read/hear this. Trust yourself and the ideas you have. I promise you have something valuable to contribute that will *matter* in our discussions. The only recommendation I will give you is to incorporate specific page numbers + quotes in your post that you might want to think deeper about and/or that you want to bring into the discussion during class.

There is no grace period for these reflections except for when you use the "life happens" clause. That is, you cannot contribute to the discussion board once the due date/time has passed. However, I will drop your lowest grade at the end of the semester. This means you can miss one reflection with no penalty. Note that you will still be expected to contribute to the in-person conversation.

Weekly HW/Prep

This work may entail reading/watching course materials, completing peer reviews or drafts, finding + reading sources, completing work you did not finish in class, and/or anything else that I might assign throughout the semester.

NOTE: If you miss a day of class, please check Brightspace to ensure you did not miss an in-class activity. Miss classes at your own discretion. All this to say, complete HW, show up to class ready for discussion + to learn alongside your classmates.

Overview

Focus 1: Understanding + Contributing to Social Discourse

Our first lesson in this class will be centered on the idea that active reading + writing involves contributing to some kind of conversation/social discourse. Understanding what it means to contextualize what you read, understand who you are situated in a conversation, and what you have to say is crucial to any mode of meaning-making.

Focus 2: Nonfiction as Argumentation

In relation to reading scholarly work, reading literature can lead to important discussions about the human experience. We will discuss the assigned book for this class – *The Other Wes Moore* – at length, and you will learn how to think both specifically and broadly in relation to the text through a Discussion Facilitator assignment. This unit will also begin our work toward the major paper for the course: The Multimodal Autoethnography.

Focus 3: Multimodal Rhetoric and the Public Sphere

Shifting gears from the written word, we will explore other contexts of meaning-making through multimodalities, such as social media, music, TV shows, and films. You will learn how to recognize argument + rhetoric through these lenses, which will culminate into your own multimodal, argumentative composition on a topic of your choice and for a wide-scope audience.

Condensed Grading Formula:

Attendance	10%
Reflections (completed through Brightspace DB)	20%
HW: Activities/Writing Process/Presentations	20%
Summary/Response Course Archive	10%
Multimodal Autoethnography	25%
Public Sphere Project: Multimodal Piece + Reflection	15%

Total:	100%

Grading Scale:

A: 90-100 | **B:** 80-89 | **C:** 70-79 | **D:** 60-69 | **F:** 59 or less | **FN:** failure due to attendance

Late Work Policy: Timely completion of all assignments is crucial. Please know that not completing assignments or HW sets you back. It is in your best interest to complete every assignment on time with full effort. **Late or incomplete assignments will not receive extensive feedback.**

- **Late Assignments:** Assignments submitted within 48hr of the original due date will receive a deduction of up to 2 full letter grades.
- **Missed Assignments:** Assignments that are not submitted within 48hr of the original due date are missed assignments that will receive a zero.
 - **Please note that you must complete all major assignments in order to pass the course. Thus, 1 missed assignment = F**
- **Incomplete Assignment:** Assignments submitted on time or within the 2-day submission period that do not meet one or multiple requirements are considered incomplete and will receive a zero until the student completes the assignment fully. An incomplete assignment suggests that you are either (1) not reading the assignment sheet and not paying attention when I go over instructions, or (2) you are not asking for help.

Late Submission Opportunity (The “Life Happens” Clause):

- You each have **two separate 24-hr opportunities OR one giant 48-hr late submission opportunity that you can use** on any major assignment, reflection, or writing process assignment.
- **EXCEPTIONS:** Any time-sensitive thing like presentations, assigned fishbowl/seminar discussion days, rough drafts, peer reviews, etc. → I do my best to let you know if something cannot be submitted late. If you choose to use this, just email me and let me know or ask in class.
- **Please try to notify me BEFORE the due date passes.**

Make-Up Policy (The “Revision” Clause): You have the opportunity to revise up to one assignment other than the final draft of the autoethnography. if you receive a grade that you are not happy with. The caveat here is that you must meet with me to go over my feedback and steps for revision if you made below a B+. Along with your revised draft, you will be required to submit a mini reflection paragraph discussing what you have done to revise the assignment (based on my specific feedback) and what you have learned in the process. It is always best to notify me early if you want to revise; this allows ample time to complete your revision and submit it with enough time for me to grade it before grades are due.

A Note on Written Feedback: You will receive feedback from me on major assignments. If I ever give you feedback that you do not understand, please please reach out and we can set up a time to go over it. I understand that you cannot improve if you do not understand the advice I am giving. Help me help you 😊 **If you submit an assignment late, please do not expect extensive feedback outside of general comments.**

Extra Credit Opportunities: As of now, there are no extra credit opportunities in this class because I give each of you the opportunity to revise two assignments. In other words, you earn points back by recognizing where you can improve your writing and working to do so. If I change my mind, I will let you know.

The Tutoring Center /Tutor.com : Located in the ICB, Room 104 (Building #23), The Tutoring Center provides free face-to-face and online tutoring sessions to students, staff, and faculty seeking assistance for writing, reading, and oral presentations for academic and nonacademic assignments/projects. Tutor.com is also available and is accessible through Brightspace.

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/>.

Badelynge Review: Here at College of the Mainland we have The Badelynge Review, a literary journal of student work that is curated, edited, and designed entirely by COM students! Joining the journal is a great opportunity for you to gain experience in editing and publishing. If you are interested in joining the journal staff as a Reader (read submissions to help with the selection process), an Editor (work with a few of the selected authors to edit their work for publication), or a Reviewer (evaluate the credibility and accuracy of research used in accepted papers), please reach out to Professor Gwendolynn Barbee-Yow at gbarbee@com.edu.

Academic Dishonesty: Any incident of academic policy will be dealt with per 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, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Plagiarism/AI Statement: Plagiarism means many things, such as using someone else's words or ideas and claiming them as your own, paraphrasing someone else's words without proper citation, copying directly from a website and pasting it into your paper, and/or using someone else's words without quotation marks. Content generated by an Artificial Intelligence third-party service or site without proper attribution or authorization is another form of plagiarism. Do not use an AI paraphrasing or rephrasing tool like Quillbot or ProWritingAid. Do not use ChatGPT, Grammarly, or any platform with similar functions. *Violations could result in failure of the assignment, failure of the course, and referral to the Office of Student Conduct*

Student Concerns:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information on 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:

Phone: 409-933-8186

Email: banderson@com.edu

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.*

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Name: Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

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.

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.

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. **NOTE: The required book for this course is not available in the bookstore.**

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 February 26th. The last date to withdraw from the 16-week session is April 21st. **The last date to withdraw for the 2nd 8-week session is April 30th.** The last date to withdraw for the winter mini session is May 28th.

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.

Important Dates - 2nd 8 weeks

MN-SN, March 17-23

Spring Break (no classes)

Monday, March 24

Census Day

Friday-Sunday, April 18-20

Spring Holiday

Wednesday, April 30

W day

Thursday, May 8

Last day of classes

Friday, May 9

Grades due at 11am

Tentative Course Outline/Calendar

3/10/2025-5/8/2025

Note: HW (readings, activities, writing process, etc.) is NOT listed below but will be listed on Brightspace each week. Underneath assignments, you can find tentative due dates for major assignments. Use this calendar as a general list of topics we will cover each week. Use Brightspace content tab for specifics.

REFLECTIONS: As mentioned earlier in the syllabus, weekly reflections are due most days Tuesday and Thursday by the start of class, unless otherwise stated by me in an announcement or in class.

WEEK	TOPIC OF THE WEEK	MAJOR ASSIGNMENT DUE DATES
1 3/10-3/16	<ul style="list-style-type: none"> Course Overview Our perspectives on FYC, writing, and "I" 	
SPRING BREAK (3/17-3/23)		
2 3/24-3/30	<ul style="list-style-type: none"> Language ideologies + discourse communities 	Our Interests: Course Summary/Response Archive Sunday 3/30 11:59pm
3 3/31-4/6	<ul style="list-style-type: none"> Creative nonfiction: <i>The Other Wes Moore</i> (ch. 1-4) Discussion facilitator presentations 	Discussion Facilitator Presentations Tuesday + Thursday in class
4 4/7-4/13	<ul style="list-style-type: none"> Creative nonfiction: <i>The Other Wes Moore</i> (ch. 5-8) Discussion facilitator presentations 	Discussion Facilitator Presentations Tuesday + Thursday in class

<p style="text-align: center;">5 4/14-4/20</p>	<ul style="list-style-type: none"> • Multimodal Rhetoric (Visual, Aural, Linguistic) • Rhetorical Situation + Analysis 	<p>Autoethnography: Full Draft Sunday 4/20 11:59pm</p>
<p style="text-align: center;">6 4/21-4/27</p>	<ul style="list-style-type: none"> • Autoethnography Conferences 	<p>Autoethnography: Final Draft Sunday 4/27 11:59pm</p>
<p style="text-align: center;">7 4/28-5/4</p>	<ul style="list-style-type: none"> • Public Writing + Multimodal Composing 	<p>Public Sphere Project Sunday 5/4 11:59pm</p>
<p style="text-align: center;">8 5/5-5/9</p>	<ul style="list-style-type: none"> • Sharing our work • EOC Reflection 	<p>Last day to submit all revisions + late work Tuesday 5/6 11:59pm (no exceptions)</p>