



English 1302.110CL
Composition II: Putting Research to Work
Semester: Spring 2024: 1/17/2023 – 5/11/2023, 16-week semester
T/Th 11:00-12:20 pm, LRC 212B, Building #8

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Student Hours/Conference/Office Hours: LRC Suite B Rm. #241 Humanities Department

Monday: 8:30 am – 9:30 am & 12:30 – 2:00 pm

Tuesday: 8:30 am – 9:30 am

Wednesday: 8:30 am – 9:30 am & 12:30 pm – 1:30 pm

Thursday: 8:30 am – 9:30 am & 1:30 pm – 2:30 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:

Project #1: Extended Analysis and Argument: Creation Story	15%
Project #2: Annotated Bibliography for the Researched Argument (APA or MLA)	10%
Project #3: The Collaborative Research Project (APA or MLA)	25%
Project #4: Research in Action Presentations	10%
Weekly Grades: D2L and Class Discussions/Professionalism/Other	40%

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 (Daily Grades such as class participation on D2L posts) 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

IMPORTANT: The Daily Grade Work in the First Half of Class:

For the daily reading assignments for the first part of the semester, you will be responsible for downloading, printing (if possible), annotating, and responding to all daily readings by annotating and coming to class ready to engage in academic discourse.

For Friday's weekly written responses, *for example*, you might interpret the scholar or author's argument *then* assert **your own claim** about an implicit insight in the text or about an element the scholar might have overlooked or under-discussed that you might have experienced personally. In other words, apply, challenge, or extend ideas you're exploring as you draw from both the texts and your experiences. You will then support your position with direct and/or indirect evidence from the text and your own experiences/evidence as a student. Doing this helps you connect your understanding of the text to your personal experience as a student while contributing to our academic conversation. The idea for the weekly posts is to practice developing **thesis-driven writing**. Concentrate on developing the argument in support of a single claim spelled out in your thesis. In these short writing assignments for the first part of the course, narrowing our scope and deepening and expanding our thinking and corresponding writing is the objective.

Review this link to refresh your understanding of how the thesis relates to the argument you develop in your writing: <https://clas.uiowa.edu/history/teaching-and-writing-center/guides/argumentation>

The goal of academic writing is to develop a worthwhile conversation with peers that helps foster new ideas by asking and attempting to answer good questions. Generating new ideas is difficult but working toward that end is productive and can become habitual, which is the overall goal of this course (and every course I teach).

You are responsible for posting 250+ word (minimum, not maximum) responses to D2L Discussion Board. They are **DUE on Fridays at noon**. Your objective is to build on conversations we construct on **D2L in the Discussion Board** in response to the readings. You will also consider the "Serda Discussion Questions" I provide for each reading because they help you think about the assigned texts. I also encourage you to forge connections between texts. Drawing from a variety of our assigned readings will enrich your understanding of their potential interconnectedness and will help you practice writing about these connections and documenting multiple texts in a single written response. These are skills you need to practice as you work toward preparing to write the higher stakes, multi-page essays and researched projects which are the major projects for this class.

Your daily grades will consider the following: the quality of your D2L response to the assigned reading and your comments on your peers' D2L posts (you're responsible for a minimum of one 50+ word

thought-provoking quality response for two different peers per post). Keep in mind, you must be *actively participating on D2L* to ensure a quality understanding of the texts and how to analyze and write about them. **Also keep in mind your daily grades and participation account for 40% of your semester grade.** Long story short, this portion of your overall grade is key. Success is about work ethic, commitment, efficiency, and resourcefulness. ***Please note that because this is an English Composition II course and thus, a reading and writing course, you will need to set aside AT LEAST between 2-4 hours of reading, thinking, and writing time TWICE a week to keep up with the work in this class.

YOUR ORIGINAL DISCUSSION QUESTION (DQ): You will also be responsible for including an original, thought-provoking, open-ended discussion question with each of your D2L Posts. These questions will help show me the way your brain works; they will also serve you as points of entry for developing longer writing and/or to help your peers respond to your post. Reiteration: *The purpose of the D2L posts and discussion question is to further push along our Discussion Board class discussions and to forge new, debatable (and thus, potentially thought-provoking and insightful) connections.* Aim to be original and divergent in your thinking.

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 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 not provide feedback for any work that is 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 f2f **participation-heavy** 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 dserrda@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
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

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
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.

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.

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.

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 Daily Work posts should be simply copy/pasted from Word into the Discussion Board forum text boxes. 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. Your Weekly Grade will suffer if you routinely show up late.

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. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume/CV. This academic year, the symposium is on Friday, March 22, 2024, from 9 a.m. to 2:30 p.m. in the ICB building. The abstract submission deadline is Thursday, Feb. 15, 2024, at 11:59 p.m. Please speak with me if you are interested or have questions.

I will offer extra credit to all students who attend as active audience members and more to students who participate as presenters for work inspired by this class. Ask me more about this in class or during office hours.

Putting Research to Work
English 1302 | Spring 2024 | 16-Week Calendar
(Tentative/Subject to change)

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?

Note #1: Each week, students will write 250+ word debatable, thesis-driven analytical responses to the assigned readings unless otherwise noted by me. Students will also meaningfully comment for two or more peers each time they post. Your comments for your peers must be at least 50-words long. Please include at least one original discussion question (DQ) with each post. Please reference the Serda DQs for each assigned text outlined below. The Serda DQs are in the “Assignments” link on D2L. Please read, listen to, and/or watch all materials in the folders for each author and take notes. The author folders are on D2L inside the “Content” tab.

Note #2: All work is due Fridays at noon on D2L unless I specify otherwise.

Note #3: Always include in-text/parenthetical citations for all directly quoted material as well as for all summaries and paraphrases. All writing requires proper attribution. Also, always include a Works Cited for MLA or References citation list for APA.

Note #4: All essay, chapter, and scholarly article **titles** should be in quotes and **not** italicized. Italicize titles of longer works such as books, documentaries, and lengthy research reports like *Status and Trends* (see below).

Week 1: Tuesday, Jan. 16, 2024:

Get to know your audience: your peers and me | Course overview
Develop working groups
Introductions
D2L - Pulse App
Outlook
Teams App
Office 365

Homework: Read and annotate the syllabus. Come back ready to show me your annotated syllabus. Come with questions you'd like answered about the course. Also, come back with a notebook dedicated to in class writing for class.

Week 1: Thursday, Jan. 18, 2024:

Syllabus Discussion

Research questions for the course: **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?**

Review of 1301 questions: Questions at the heart of a student scholar's academic life: What is inquiry? What is rhetoric? What is critical and rhetorical analysis? What is rhetorical reading and writing? What is critical reading, writing, and thinking? What do “explicit” and “implicit” mean? What does inquiry-driven research look like? What is secondary research? What is primary research? What is a secondary source? What is a primary source? What is quantitative research? What is qualitative research? What is the role of research in society? What is its effect on society? How is research a conversation? Who is a part of the conversation? What is an activist scholar?

Introduction to *Plato* and *Status and Trends*

Homework: For your first weekly Friday post, please compose a 250+ word introductory response to this first week of English 1302 Composition II. Consider the syllabus and our first two class meetings, with what did you connect? What questions do you have? What kind of student, researcher, reader, and writer are you? How do you feel this course will help you develop? **From reading the syllabus, how do you feel this course connects to English 1301 (Composition I) and how does it differ or move beyond it since this is an extension or advanced version of that course?**

Write your post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto D2L. Look for the forums I created on the Discussion Board; this one will be titled “Week 1.” Post your

response by deadline. Check out the student examples before posting to get an idea what A-quality work looks like.

This post will be worth a Weekly Grade. Use MLA style guidelines.

*** Use evidence from the syllabus itself to support your claims (opinions regarding the syllabus); quote, summarize, or paraphrase the parts of the syllabus you're discussing, cite appropriately and include in-text citations which are also called parenthetical citations. Also, post thought provoking comments on at least two of your peers' posts. This is a part of the requirement. Note: No need to include a Discussion Question (DQ) for this first post.

NOTE: Use the English you would for your future professional life for all formal, school/work-related writing. Do not use text-speak on your posts as I want you to practice your English variants and "professional" English is one of the variants we are practicing. Pay attention to the varying contexts in which you communicate.

After Friday's post, please read the Plato excerpt and annotate it for class on Tuesday.

Week 2: Tuesday, January 23, 2024:

Plato class discussion: the intellectual journey and community

Note: Plato's text is a primary source.

Homework: Download *Status and Trends in the Education of Racial and Ethnic Groups* (2018) in its entirety and read and annotate the first chapter and everything prior including the Table of Contents. Both skim and read critically. Focus your curiosity on at least one area of the first chapter and the content prior to it including the report's highlights. Jot down questions and notes as you do.

Week 2: Thursday, January 25, 2024:

We will watch video overviews of *Status and Trends in the Education of Racial and Ethnic Groups* (2018) and the *Condition of Education* (2019).

Note: These reports are secondary sources.

While watching, make note of interesting observations and new questions that emerge from listening to these overviews. Make note of what the reports showcase in their analysis and what fails to show up. Make sure to make note of the questions the reports do not answer. These knowledge gaps can serve you as you begin taking on the researcher role.

Homework: For your second weekly Friday post, please compose a 250+ word response to this first week of assigned texts. Please post quality feedback for two or more of your peers. Make it your goal to engage in conversation and idea making in community.

After, choose either the *Status and Trends* or *Condition of Education* report, download it if you didn't before, and spend time with the entire report. Skim when you wish and critically read when you wish. Select at least one (or more) chapters to read closely. Annotate the chapter and be ready to talk about your insights in class. I will always want to see your annotations and hear at least one insight from you regarding some part of the assigned text you found interesting, a connection you made, a new question that emerged for you.

Week 3: Tuesday, January 30, 2024:

Status and Trends and Condition of Education continued

Connect *Status and Trends* to our on-going inquiry and conversation.

Homework: Read and annotate “African American and Latina(o) Students’ Social Capital and Student Success” by Sandoval-Lucero, Maes, and Klingsmith. Come to class ready to share your annotations and ideas in response.

Note: Sandoval-Lucero, Maes, and Klingsmith’s peer-reviewed, scholarly article is a secondary source. It was published along a selective collection of other scholarly articles inside an academic journal.

Week 3: Thursday: February 1, 2024:

Class discussion: “African American and Latina(o) Students’ Social Capital and Student Success” by Sandoval-Lucero, Maes, and Klingsmith

Homework: Write your Friday 250-word response to this week’s readings by noon. Incorporate evidence and analysis and discussion in support of your thesis. The thesis should take an interesting position on the conversation we’re having in reaction to our readings. It should help expand the conversation in some form. Please comment for at least two peers. Engage in meaningful conversation with them.

Afterward, read Tan and Barrientos’s essays and annotate them for class discussion. As of now, we have considered Plato and then secondary source research. We will now switch to considering more subjective genres: creative nonfiction, personal essay, documentary, hip-hop, memoir.

Understanding Our Relationship with Language and Education

Always reflect on how these texts thread to our class research question set. Also, think about this new question: Are these different texts and genres forms of activism?

Read Tan and Barrientos’s essays. Work to draw connections and synthesize ideas between texts. Note: These are both primary sources.

Week 4: Tuesday, February 6, 2024:

Discuss Tan and Barrientos

Read and annotate Malcolm X and Horner.

Week 4: Thursday, February 8, 2024:

Discuss Malcolm X and Horner

Homework: Post your 250+ word response for this week’s readings: Tan, Barrientos, Malcolm X, and Horner. Incorporate at least two of these authors and incorporate one or more of our previous texts. Comment for two peers. Deadline: Friday at 10am.

Afterward, read and annotate Rose and Urrea for Tuesday’s class, please.

Understanding Our Socio-Economic Status and Education

Week 5: Tuesday, February 13, 2024:

Discuss Rose and Urrea.

Homework: Read and annotate the assigned part of the Fuentes essay (I'll clarify in class). Give this essay time as it can be a little dense for some students; it's full of cultural allusions you may want to look up on the Internet for better understanding.

Week 5: Thursday, February 15, 2024: 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.

Discuss Fuentes.

Homework: Post your 250+ word response for this week's readings: Rose, Urrea, and Fuentes. Incorporate at least two of these authors and incorporate one or more of our previous texts. Comment for two peers. Deadline: Friday at noon.

Then read Tannen and Chua. Annotate them both for class discussion.

Week 6: Tuesday, February 20, 2024:

Discuss Tannen and Chua.

Homework: Watch the BBC *Public Enemy* documentary. It is available on D2L inside "Content" like all other texts. Write notes that include time stamps within in-text citations; example: (38:24)

Understanding Our Cultural Identity and Education

Week 6: Thursday, February 24, 2024:

Discuss Public Enemy

Homework: Post your 250+ word response for this week's readings: Tannen, Chua, and Public Enemy's BBC documentary and/or Public Enemy as musicians and/or activists. Incorporate at least two of these texts and incorporate one or more of our previous texts. Comment for two peers. Deadline: Friday at noon.

After, watch the documentary *13th*. It is available on D2L inside "Content" like all other texts. Write notes to help you discuss the documentary as it relates to our class conversation.

Week 7: Tuesday, February 27, 2024:

We'll discuss Ava DuVerney's documentary *13th*.

Homework: Read the assigned excerpt from Ta-Nehisi Coates's book, *Between the World and Me*. Come to class ready to share parts of the section you found interesting and your explanations regarding why. Draw connections between Coates's personal writing and other texts we've analyzed this semester. Come with questions that emerged for you also.

Week 7: Thursday, February 29, 2024:

Discuss *Between the World and Me* by Ta-Nehisi Coates.

Homework: Respond to DuVerney and Coates's excerpt in a 250-word post that incorporates evidence from both texts and is thesis driven. Comment for two peers at minimum and post by noon on Friday, please.

Afterward, read assigned excerpts from Anzaldua's *Borderlands/La Frontera* for Tuesday's class.

Week 8: Tuesday, March 5, 2024:

Discuss Anzaldua.

Homework: Read bell hooks.

Week 8: Thursday, March 7, 2024:

Discuss bell hooks, "Love as the Practice of Freedom." and introduce Project #1.

Homework: Write your Friday post in reaction to Anzaldua and bell hooks. Then begin brainstorming and drafting Project #1, please. Come to class with a printed or electronic draft of your ideas.

Spring Break: March 11-15, 2024: No class. Rest up!

Week 9: Tuesday, March 19, 2024:

Work day for Project #1. Come to class ready to informally discuss your draft/ideas.

Homework: Draft Project #1.

Week 9: Thursday, March 21, 2024:

Peer review. Your presence is worth a grade.

Homework: Finish writing Project #1 and submit it for a grade by Friday by 5pm. I'm extending the deadline because of the GCIC Academic Symposium this Friday from 9am to 2:30pm in the ICB.

EXTRA CREDIT OPPORTUNITY: Attend the GCIC Academic Symposium for a chance at 10 extra credit points added to your lowest Weekly Friday post grade. You will need to attend the entire day and ask questions at all the sessions you attend. Be sure to sign in so that I have record of your attendance.

Week 10: Tuesday, March 26, 2024:

Introduction of Projects #2, #3, and #4. These are connected projects and will require a partner or a team of three students. Settle on partners or groups of three today. Decide on how to communicate between the group and brainstorm research subjects and questions.

Homework: Work on individual project proposals in preparation for a group discussion on Thursday. Come with a draft of your individual proposals to the next class.

Week 10: Thursday, March 28, 2024: End class by 11:45am today.

Library research review

Work with your partner or group to finalize and delegate secondary research.

Homework: Do library research and post citations for approval. Begin reading and annotating your secondary sources once you have my approval.

Week 11: Tuesday, April 2, 2024:

Final Secondary source approvals today. Read and annotate your secondary sources.

Homework: Read and write annotated bibliography (Project 2).

Week 11: Thursday, April 4, 2024:

Group peer review and group discussion about secondary source research.

Homework: Submit all drafts for Project #2 and comment for your group members.

Week 12: Tuesday, April 9, 2024:

Continue working on your secondary source research and finalize. Draft synthesis notes to share with class/me.

Introduce the primary research phase.

Homework: Finish Project #2, submit it Friday, and design primary research. Come to class ready to discuss your primary research idea and timeline.

Week 12: Thursday, April 11, 2024:

Work day for primary research.

Homework: **Submit Project #2 by noon.** Conduct primary research and keep notes.

Week 13: Tuesday, April 16, 2024:

Primary research work day. Show your progress. Discuss primary research data analysis.

Homework: Finish conducting your primary research, analyze your primary research data. Write your analysis.

Week 13: Thursday, April 18, 2024:

Draft Project #3 in class.

Homework: Post your Project #3 draft.

Week 14: Tuesday, April 23, 2024:

Project #3 Peer Review and work day.
Introduce Project #4 and sign up for presentation slots.

Homework: Continue working on finishing Project #3.

Week 14: Thursday, April 25, 2024:

Work day for Project #3.

Homework: **Submit Project #3 by Friday at noon. Once you submit Project #3, develop Project #4.**

Week 15: Tuesday, May 2, 2023:

Work Day for Project #4 Research in Action Presentation.
Please do the course evaluation.

Homework: Finish Project #4 if presenting on Thursday. Continue working if presenting next week.

Week 15: Thursday, May 4, 2023:

Project #4 Research in Action Presentations Day 1 of 3

Please do the course evaluation.

Homework: Continue working on Project #4 if presenting next week.

Week 16: Tuesday, May 9, 2023:

Project #4 Research in Action Presentations Day 2 of 3

Week 16: Thursday, May 11, 2023:

Project #4 Research in Action Presentations Day 3 of 3

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

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_2023-2024_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 at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2nd 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

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.