



ENGL 1302.102CL

Composition II

Spring 2023

16 Weeks: January 17, 2023-May 12, 2023

Face to Face

TR

LRC-247

Instructor: Steven A. Remollino, Professor of English

Email: sremollino@com.edu

Telephone: 409-933-8179 (Direct) or 409-933-8214 (Administrative Assistant Rhonda Shiflet)

Student hours and location: Office 239

9:30 A.M.-11:30 A.M. M-Th

Virtual by Teams/Phone by Appointment

Required Textbooks: *The Longman Writer: Rhetoric, Reader, and Research Guide Brief Edition* Tenth Edition (Nadell, Langan, and Coxwell-Teague (*Longman* in Syllabus))

The Little Seagull Handbook Third Edition (Bullock, Brody, and Weinberg) (*Seagull* in Syllabus)

Course Description: English 1302 is the second half of freshman composition. Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts and critical thinking.

Course requirements: We will be writing two short essays, and one longer research paper as well as a taking a syllabus quiz and completing an online library research tutorial, an oral presentation, and discussions via *Blackboard*. The student will be required to write on the assigned topic with the exception of the research paper for which the student will choose his or her own topic. Students will also view a number of films as the springboard for writing assignments.

	<p align="center"><u>Maps to Core Objective</u></p>	<p align="center"><u>Assessed via this Assignment</u></p>
<p><u>Student Learner Outcome</u></p> <p>1. Demonstrate knowledge of individual and collaborative writing processes.</p>	<p align="center">Teamwork (TW)</p>	<p align="center">Cause/ Effect Research Essay</p>

<p>2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.</p>	<p>Personal Responsibility (PR)</p>	<p>Cause/Effect Research Essay</p>
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<p>3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.</p>	<p>Communication Skills (COM)</p>	<p>Cause/Effect Research Essay</p>
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<p>4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action</p>	<p>Critical Thinking Skills (CT)</p>	<p>Cause/Effect Research Essay</p>
<p>5. Apply the conventions of style manuals for specific academic disciplines (e.g.,APA, CMS, MLA, etc.)</p>	<p>Unmapped</p>	<p>Essay 1: Definition</p>

Determination of Course Grade/Detailed Grading Formula:

Essays (2) (CT, COM, TW, PR) 600 points 2 @ 300 points each
Research Paper (1) (CT, COM, TW, PR) 500 points (1 @ 500 points
**Discussions (10) (COM, TW) 100 points (10 @ 10 points each)
Library Research Tutorial (CT, COM) 100 points (1 @ 100 points)
Syllabus Quiz 100 points (1 @ 100 points)
Oral Presentation 100 points (1 @ 100 points)
TOTAL1500 Possible Points

Grading Scale:

A=1500-1342

B=1341-1192

C=1191-1042

D=1041-892

F=891-00

Late Work Make-Up and Extra-Credit Policy: **No late work or make-up work is accepted.** The Course Evaluation provides 10 points of possible extra credit.

Attendance Policy: Even though this is an online course, your attendance is still mandatory in the form of course sign-ins and the completion of assignments. Distance Education policy mandates a minimum of two course sign-ins per week; however, I suggest signing in daily, especially in a fast-track course.

Communicating with your instructor: ALL electronic communication with the instructor must be through your *Blackboard* (*NOT COM*) email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

General Education Core Objectives:

1. Critical Thinking Skills (CT)
2. Communication Skills (COM)
3. Teamwork (TW)
4. Personal Responsibility (PR)

Academic Dishonesty: Any attempt to pass off another's ideas or work as one's own will result in an *F* on the assignment and, possibly, the course as well. Students will be referred to Kris Kimbark, Dean of Students for probation and possible suspension from the college.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact please contact Humanities Department Chair Dr. Brian Anderson at 409-933-8186.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course.*

Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_20192020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact 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 March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2nd 8-week session is May 3.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

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/communityresource-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.

Course Outline

Tentative and Subject to Change Based on External Circumstances beyond the instructor's control.

WEEK ONE: January 16, 2023-January 21, 2023

College of the Mainland will be closed for the Martin Luther King, Jr. holiday Monday, January 16, 2023. All campus buildings will be closed; however, *Brightspace D2L* and online library access will remain available.

Review Course Syllabus.

Complete Student Information Form **Due Tuesday, January 24, 2023 at 9:20 A.M.**

Assign **Discussion 1 Due Tuesday, January 24, 2023 (2 posts) at 8:00 A.M.**

Assign **Syllabus Quiz Due Thursday, January 26, 2023 at 8:00 A.M.**

WEEK TWO: January 23, 2023-January 28, 2023

Discussion 1 Due Tuesday, January 24, 2023 (2 posts) at 8:00 A.M.

Syllabus Quiz Due Thursday, January 26, 2023 at 8:00 A.M.

Read Humanities Department Plagiarism Policy (Handout 2)

Read Paper Requirements (Handout 3)

Read Part I "The Reading Process" (Longman: 1-9)

Read Part II: “The Writing Process Getting Started Through Prewriting” (Longman 14-32)

Read Chapter 12: Illustration (Longman: 183-215).

WEEK THREE: January 30, 2023-February 4, 2023

Read Diagnostic: Illustration (Handout 4)

Assign Diagnostic Essay: Illustration. **Due Tuesday, February 7, 2023 at 9:20 A.M.**

Note: Failure to submit the Diagnostic Essay: Illustration will result in a zero on the Grammar Oral Presentation, which is based on it.

Assign Discussion 2 **Due Thursday, February 9, 2023 (2 posts) at 8:00 A.M.**

WEEK FOUR: February 6, 2023-February 11, 2023

Diagnostic Essay: Illustration. **Due Tuesday, February 7, 2023 at 9:20 A.M.**

Discussion 2 **Due Thursday, Thursday, February 9, 2023 (2 posts) at 8:00 A.M.**

Assign Online Library Research Tutorial Due **Tuesday, February 14, 2023 at 8:00 A.M.**

Work on Online Library Research Tutorial.

Review Oral Presentations over grammar based on Diagnostic Essays

Note that failure to complete submit any of the Week One – Week Four assignments will result in an

Early Alert Referral as noted above

WEEK FIVE: February 13, 2023-February 18, 2023

Online Library Research Tutorial Due Tuesday, February 14, 2023 at 8:00 A.M.

Assign Grammar Oral Presentation topics

Work on Grammar Oral Presentations

Review keys to effective *Powerpoint* presentations

WEEK SIX: February 20, 2023-February 25, 2023

Work on Oral Presentations over grammar **Due Tuesday, March 7, 2023 at 8:00 A.M.**

WEEK SEVEN: February 27, 2023-March 4, 2023

Work on Oral Presentations over grammar **Due Tuesday, March 7, 2023 at 8:00 A.M.**

Read "Definition" (Longman: 353-360) and (Handout 5)

WEEK EIGHT: March 6, 2023-March 11, 2023

Oral Presentations over grammar **Due Tuesday, March 7, 2023 at 8:00 A.M.**

Read “Definition” (Longman: 353-360) and (Handout 5)

Assign Essay 1: Definition **Due Thursday, March 23, 2023, at 8:00 A.M.**

Assign Discussion 3 **Due Tuesday, March 21, 2023 at 8:00 A.M.**

College of the Mainland will be closed for the Spring Break holiday Monday, March 13, 2023-Sunday, March 19, 2023. All campus buildings will be closed; however, *Brightspace D2L* and online library access will remain available.

WEEK NINE: March 20, 2023-March 25, 2023

Discussion 3 Due Tuesday, March 21, 2023 at 8:00 A.M.

Essay 1: Definition Due Thursday, March 23, 2023 at 8:00 A.M.

Read “Organizing the Evidence” (Longman: 49-56)

Read “The Writing Process: Writing the Paragraphs in the First Draft” (Longman: 58-73).

Read “Revising Overall Meaning, Structure, and Paragraph Development” (Longman: 79-86)

WEEK TEN: March 27, 2023-April 1, 2023

Read “Process Analysis” (Longman: 251-266) and Handouts 13 and 13A.

View Process Video/Lecture

Work on Essay 2 Process **Due Tuesday, April 4, 2023 at 8:00 A.M.**

Assign Discussion 4 **Due Thursday, April 6, 2023 8:00 A.M**

College of the Mainland will be closed for the Spring (Easter) holiday Friday, April 7, 2023-Sunday, April 9, 2023. All campus buildings will be closed; however, *Brightspace D2L* and online library access will remain available.

WEEK ELEVEN: April 3, 2023-April 8, 2023

Essay 2: Process Due Tuesday, April 4, 2023 at 8:00 A.M.

Discussion 4 **Due Thursday, April 6, 2023 Due at 8:00 A.M**

Read "Cause-Effect" (Longman: 313-348)

Read Research Paper Requirements Handout 22

Cause/Effect Research. See <https://libguides.com.edu/TipsCause> for assistance.

WEEK TWELVE: April 10, 2023-April 15, 2023

View *White Light/Black Rain* at

<https://thoughtmaybe.com/white-light-black-rain/>

Assign Discussion 5 **Due Tuesday, April 18, 2023 (2 posts) at 8:00 A.M.**

WEEK THIRTEEN: April 17, 2023-April 22, 2023

Discussion 5 Due Tuesday, April 18, 2023 at 8:00 A.M.

Introduce *7 Faces of Dr. Lao*: Handout 29 and Handout 30.

View *7 Faces of Dr. Lao* via Swank Films

Assign Discussion 6 **Due Thursday, April 27, 2023 (2 posts) at 8:00 A.M.**

4/24 (Monday): W Day for Spring 2023 16-Week Classes.

WEEK FOURTEEN: April 24, 2023-April 29, 2023

4/24 (Monday): W Day for Spring 2023 16-Week Classes.

Discussion 6: Due Thursday, April 27, 2023 at 8:00 A.M.

Work on Cause/Effect Research Paper

Assign Discussion 7 **Due Tuesday, May 2, 2023 (2 posts) at 8:00 A.M.**

WEEK FIFTEEN: May 1, 2023-May 6, 2023

Discussion 7 Due Tuesday, May 2, 2023 at 8:00 A.M.

Assign Discussion 8 **Due Thursday, May 4, 2023 (2 posts) at 8:00 A.M.**

Discussion 8 Due Thursday, May 4, 2023 at 8:00 A.M.

Assign Discussion 9 **Due Tuesday, May 9, 2023 (2 posts), at 8:00 A.M.**

WEEK SIXTEEN: May 8, 2023-May 12, 2023

Discussion 9 Due Tuesday, May 9, 2023 at 8:00 A.M.

Assign Discussion 10 **Due Thursday, May 11, 2023 (2 posts) at 8:00 A.M.**

Discussion 10 Due Thursday, May 11, 2023 (2 posts) at 8:00 A.M.

Cause/Effect Research Papers Due Thursday, May 11, 2023 at 9:20 A.M.

English 1302
Spring 2023
Professor Remollino

Grading Rubric and Printing Symbols

You will soon receive your evaluated Diagnostic Essay.

I grade using what is known as holistic grading. In other words, I look at the essay as a whole and focus on three primary areas: content, grammar/mechanics/rhetoric, and form, which includes MLA style.

Content is what you said. It involves how you approached the topic, whether the paper you submitted was on topic, how you supported your arguments, and whether or not the paper's thesis was in control of the writing. This section relates to the prompt provided, and whether or not the paper adhered to the topic and logically developed and supported it.

Grammar, mechanics, and rhetoric refer to how you said it. Was standard written English employed throughout the essay? Did the paper's errors seriously distract the reader from what was being said? Were effective means, such as spell check, employed to alleviate the paper's errors? Was the paper carefully proofread? A detailed list of grammatical and mechanical abbreviations will be discussed later in this document. Remember, the writer should do all the work when writing. The reader should not have to work to figure out what is being said.

Form refers to MLA 8 (2016) style and paper requirements for all essays written in the course, and specific form issues related to each assignment. I strongly encourage you to review the paper requirements handout. It does say paper **requirements**, not paper **suggestions**. Errors with the heading, header, title, margins, works cited, and internal citations all fall under this category. Here is a guide to standard printer symbols that you may find throughout your paper:

(Taken from http://www.inkwelleditorial.com/proofreaders_marks.htm). Note: This site has undergone a redesign and this page may no longer be available.

Instruction	Editing Marks (in the line only)	Proofreading Marks (in the line and in the margin)
delete	Boulder s campus events	Boulder s campus events f
delete and close up	Boul ^{der} campus events	Boul ^{der} campus events F
replace	^{Denver} Boulder campus events	Boulder campus events Denver
insert	Boulder ^{campus} events	Boulder ^{campus} events campus
insert and close up	Boulde ^{campus} events	Boulde ^{campus} events r
transpose	Boulder (events campus)	Boulder (events campus) tu
insert space	Boulder campus [#] events	Boulder campus [#] events #
insert hair space	"Boulder campus 'events'" ^{h#}	"Boulder campus 'events'" h#
close up extra space	Boulder ^o campus events or Boulder ^o campus events	Boulder ^o campus events o extra# or Boulder ^o campus events o extra#
insert line space	# > Boulder campus events Denver campus events	> Boulder campus events Denver campus events l#
delete line space	Boulder campus events ^e Denver campus events	Boulder campus events ^e Denver campus events el#
equalize spacing	Boulder today	Boulder today lg#
run on/no new paragraph	She runs. > He jogs.	She runs. > <He jogs. run in
new paragraph	She runs. ^H He jogs.	She runs. ^H He jogs. H
line break	She runs.] He jogs.	She runs.] He jogs. break
instructions (don't set what's circled)	Boulder campus events which?	Boulder campus events ^ which?

Common Proofreading/Editing Abbreviations **NOTE:** The abbreviation usually appears in the margin, probably with a line or arrow pointing to the offending element.

Abbreviation	Meaning	Example
Ab	a faulty abbreviation	She had earned a Phd along with her M.D.
Agr See also P/A and S/V	agreement problem: subject/verb or pronoun/antecedent	The piano as well as the guitar need tuning. The student lost their book.
Awk	awkward expression or construction	The storm had the effect of causing millions of dollars in damage.
Cap	faulty capitalization	We spent the Fall in Spain.

CS	comma splice	Raoul tried his best, this time that wasn't good enough.
DICT	faulty diction	Due to the fact that we were wondering as to whether it would rain, we stayed home.
Dgl	dangling construction	Working harder than ever , this job proved to be too much for him to handle.
- ed	problem with final <i>-ed</i>	Last summer he walk all the way to Birmingham.
Frag	fragment	Depending on the amount of snow.
	problem in parallel form	My income is bigger than my wife .
P/A	pronoun/antecedent agreement	A student in accounting would be wise to see their advisor this month.

<p>PV</p>	<p>Passive voice</p>	<p>The boy was hit by the ball. (passive voice) The boy hit the ball. (active voice).</p>
<p>Pron</p>	<p>problem with pronoun</p>	<p>My aunt and my mother have wrecked her car. The committee has lost their chance to change things. You'll have to do this on one's own time.</p>
<p>Rep</p>	<p>unnecessary repetition</p>	<p>The car was blue in color.</p>
<p>R-O</p>	<p>run-on sentence</p>	<p>Raoul tried his best this time that wasn't good enough.</p>

<p>Sp</p>	<p>spelling error</p>	<p>This sentence is flaude with two mispellings.</p>
<p>-s</p>	<p>problem with final -s</p>	<p>He wonder what these teacher think of him.</p>
<p>S/V</p>	<p>subject/verb agreement</p>	<p>The problem with these cities are leadership.</p>
<p>T</p>	<p>He comes into the room and he pulled his verb tense problem gun.</p>	

<p style="text-align: center;">Wdy</p>	<p>wordy</p>	<p>Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.</p>
<p style="text-align: center;">WW</p>	<p>wrong word</p>	<p>What affect did the movie have on Sheila?</p>

Source: University of Colorado Web site

(<http://www.colorado.edu/Publications/styleguide/symbols.html>).

If you have any questions about comments made on your paper, please see me during my scheduled office hours, and I will be happy to review your writing with you and give you additional feedback about how to improve for the next paper. I request that you wait 24 hours before contacting me to allow yourself time to read ALL the comments made.

Please visit the Tutoring Center for additional help with your writing assignments.

I will also suggest that you utilize COM's Tutoring Center, especially if you have serious grammatical and mechanical issues. I understand that getting back that first paper can be a traumatic experience—remember that I was seated on the other side of the desk at one time—and I make every effort to

make my directions clear, and my comments specific. Hopefully, you will see this first writing sample as a learning experience and will not make the same mistakes in the subsequent writing samples.

Remember that this is a diagnostic writing sample, and even though it is not graded, it provides valuable feedback and acts as the springboard for the Grammar Oral Presentation, which is a graded assignment.

As a final note, please review the student learner outcomes, both primary and secondary, found on your course syllabus. Before you can receive a passing grade in the course, you must demonstrate that you have achieved these outcomes. Part of that demonstration comes in the form of the essays and research paper that you complete in the course.

