



**ENGL 1302.014IN and ENGL 1302.314IN**  
**Composition II**  
**Spring 2022**  
**16 Weeks: January 18, 2022-May 13 , 2022**  
**Internet**

**Instructor:** Steven A. Remollino, Professor of English

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

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

**Student hours and location:** Office 239

7:30-8:00 A.M. M-Th

9:30 A.M.-11:00 P.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. The majority of the writing will be argumentative; however, students will also write a descriptive paper. Students will also view a number of films as the springboard for writing assignments.

<u><b>Student Learner Outcome</b></u>	<u><b>Maps to Core Objective</b></u>	<u><b>Assessed via this Assignment</b></u>
<p>1. Demonstrate knowledge of individual and collaborative writing processes.</p>	<p>Teamwork (TW)</p>	<p>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>
<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>

<p><b>4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action</b></p>	<p><b>Critical Thinking Skills (CT)</b></p>	<p><b>Cause/Effect Research Essay</b></p>
<p><b>5. Apply the conventions of style manuals for specific academic Disciplines (e.g.,APA, CMS, MLA, etc.)</b></p>	<p><b>Unmapped</b></p>	<p><b>Essay 1: Definition</b></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)

**TOTAL**

1500 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.

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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://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](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\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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 Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**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 March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 4.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.

Course Outline

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

## **WEEK ONE: January 17, 2022-January 22, 2022**

College of the Mainland will be closed for the Martin Luther King, Jr. holiday Monday, January 17, 2022. All campus buildings will be closed; however, *Blackboard* and online library access will remain available.

Review Course Syllabus.

Complete Student Information Form **Due Thursday, January 20, 2022 at 8:00 A.M.**

Assign **Discussion 1 Due Saturday, January 22, 2022 (2 posts) at 8:00 A.M.**

Assign **Syllabus Quiz Due Tuesday, January 25, 2022 at 8:00 A.M.**

## **WEEK TWO: January 24, 2022-January 29, 2022**

**Syllabus Quiz Due Tuesday, January 25, 2022 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 31, 2021-February 5, 2022**

Read Diagnostic: Illustration (Handout 4)

Assign Diagnostic Essay: Illustration. **Due Tuesday, February 8, 2022 at 8:00 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 10, 2022 (2 posts) at 8:00 A.M.**

## **WEEK FOUR: February 7, 2022-February 12, 2022**

Diagnostic Essay: Illustration. **Due Tuesday, February 8, 2022 at 8:00 A.M.**

Discussion 2 **Due Thursday, February 10, 2022 (2 posts) at 8:00 A.M.**

Assign Online Library Research Tutorial Due **Tuesday, February 15, 2022 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 14, 2022-February 19, 2022**

**Online Library Research Tutorial Due Tuesday, February 15, 2022 at 8:00 A.M.**

Assign Grammar Oral Presentation topics



Work on Grammar Oral Presentations

Review keys to effective *Powerpoint* presentations

## **WEEK SIX: February 21, 2022-February 26, 2022**

Work on Oral Presentations over grammar **Due Tuesday, March 1, 2022 at 8:00 A.M.**

## **WEEK SEVEN: February 28, 2022-March 5, 2022**

**Oral Presentations Over Grammar Due Tuesday, March 1, 2022 at 8:00 A.M.**

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

## **WEEK EIGHT: March 7, 2022-March 12, 2022**

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

Assign Essay 1: Definition **Due Thursday, March 24, 2022, at 8:00 A.M.**

Assign Discussion 3 **Due Tuesday, March 29, 2022 at 8:00 A.M.**

**College of the Mainland will be closed for the Spring Break holiday Monday, March 14, 2022-Sunday, March 20, 2022. All campus buildings will be closed; however, *Blackboard* and online library access will remain available.**

## **WEEK NINE: March 21, 2022-March 26, 2022**

**Essay 1: Definition Due Thursday, March 24, 2022 at 8:00 A.M.**

**Discussion 3 Due Tuesday, March 29, 2022 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 28, 2022-April 2, 2022**

**Discussion 3 Due Tuesday, March 29, 2022 at 8:00 A.M.**

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

View Process Video/Lecture

Work on Essay 2 Process **Due Tuesday, April 5, 2022 at 8:00 A.M.**

Assign Discussion 4 **Due Thursday, April 7, 2022 8:00 A.M**

## **WEEK ELEVEN: April 4, 2022-April 9, 2022**

**Essay 2: Process Due Tuesday, April 5, 2022 at 8:00 A.M.**

Discussion 4 **Due Thursday, April 7, 2022 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 11, 2022-April 16, 2022**

**Note:** College of the Mainland will be closed Friday, April 14, 2022-Sunday, April 15, 2022 in observance of the Spring (Easter) holidays. Blackboard content and online library access will remain available.

View *White Light/Black Rain* at

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

Assign Discussion 5 **Due Tuesday, April 19, 2022 (2 posts) at 8:00 A.M.**

## **WEEK THIRTEEN: April 18, 2022-April 23, 2022**

**Discussion 5 Due Tuesday, April 19, 2022 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 28, 2022 (2 posts) at 8:00 A.M.**

## **WEEK FOURTEEN: April 25, 2022-April 30, 2022**

**4/25 (Monday): W Day for Spring 2022 16-Week Classes.**

**Discussion 6: Due Thursday, April 28, 2022 at 8:00 A.M.**

Work on Cause/Effect Research Paper

Assign Discussion 7 **Due Tuesday, May 3, 2022 (2 posts) at 8:00 A.M.**

## **WEEK FIFTEEN: May 2, 2022-May 7, 2022**

**Discussion 7 Due Tuesday, May 3, 2022 at 8:00 A.M.**

Assign Discussion 8 **Due Thursday, May 5, 2022 (2 posts) at 8:00 A.M.**

**Discussion 8 Due Thursday, May 5, 2022 at 8:00 A.M.**

Assign Discussion 9 **Due Tuesday, May 10, 2022 (2 posts), at 8:00 A.M.**

## **WEEK SIXTEEN: May 9, 2022-May 13, 2022**

**Discussion 9 Due Tuesday, May 10, 2022 at 8:00 A.M.**

Assign Discussion 10 **Due Thursday, May 12, 2021 (2 posts) at 8:00 A.M.**

**Cause/Effect Research Papers Due Thursday, May 12, 2022 at 8:00 A.M.**

**Discussion 10 Due Friday, May 13, 2022 at 8:00 A.M.**

English 1301

Spring 2022

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](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 <sup>r</sup> campus events	Boulder <sup>r</sup> campus events <span style="float: right;">r</span>
delete and close up	Boul <sup>r</sup> der campus events	Boul <sup>r</sup> der campus events <span style="float: right;">r</span>
replace	Denver Boulder campus events	<del>Boulder</del> campus events <span style="float: right;">denver</span>
insert	Boulder <sup>campus</sup> events	Boulder <sup>^</sup> events <span style="float: right;">campus</span>
insert and close up	Boulde <sup>r</sup> campus events	Boulde <sup>r</sup> campus events <span style="float: right;">r</span>
transpose	Boulder (events campus)	Boulder (events campus) <span style="float: right;">(t)</span>
insert space	Boulder campus <sup>#</sup> events	Boulder campus <sup>#</sup> events <span style="float: right;">#</span>
insert hair space	"Boulder campus 'events'" <sup>h#</sup>	"Boulder campus 'events'" <span style="float: right;">h#</span>
close up extra space	Boulder <sup>~</sup> campus events or Boulder <sup>r</sup> campus events	Boulder <sup>~</sup> campus events <span style="float: right;">~ (extra#)</span> or Boulder <sup>r</sup> campus events <span style="float: right;">r (extra#)</span>
insert line space	# > Boulder campus events Denver campus events	<del>Boulder campus events</del> Denver campus events <span style="float: right;">(l#)</span>
delete line space	Boulder campus events <sup>g</sup> Denver campus events	Boulder campus events <sup>g</sup> Denver campus events <span style="float: right;">(gl#)</span>
equalize spacing	Boulder   today	Boulder   today <span style="float: right;">(lg#)</span>
run on/no new paragraph	She runs. > He jogs.	She runs. > < He jogs. <span style="float: right;">(run in)</span>
new paragraph	She runs. He jogs. <sup>A</sup>	She runs. He jogs. <span style="float: right;">A</span>
line break	She runs. He jogs. <sup>]</sup>	She runs. He jogs. <span style="float: right;">(break)</span>
instructions (don't set what's circled)	Boulder campus events <sup>(which?)</sup>	Boulder campus events <sup>^</sup> <span style="float: right;">(which?)</span>

**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
<b>Ab</b>	a faulty abbreviation	She had earned a <b>Phd</b> along with her M.D.
<b>Agr</b> <b>See also P/A and S/V</b>	agreement problem: subject/verb or pronoun/antecedent	The piano as well as the guitar <b>need</b> tuning. The student lost <b>their</b> book.
<b>Awk</b>	awkward expression or construction	The storm <b>had the effect of causing</b> millions of dollars in damage.
<b>Cap</b>	faulty capitalization	We spent the <b>Fall</b> in <b>spain</b> .
<b>CS</b>	comma splice	Raoul tried his best, this time that wasn't good enough.
<b>DICT</b>	faulty diction	<b>Due to the fact that we were wondering as to whether it would rain, we stayed home.</b>

<b>Dgl</b>	dangling construction	<b>Working harder than ever</b> , this job proved to be too much for him to handle.
<b>- ed</b>	problem with final <i>-ed</i>	Last summer he <b>walk</b> all the way to Birmingham.
<b>Frag</b>	fragment	<b>Depending on the amount of snow.</b>
<b>  </b>	problem in parallel form	My <b>income</b> is bigger than my <b>wife</b> .
<b>P/A</b>	pronoun/antecedent agreement	A <b>student</b> in accounting would be wise to see <b>their</b> advisor this month.
<b>PV</b>	Passive voice	The boy was hit by the ball. (passive voice) The boy hit the ball. (active voice).
<b>Pron</b>	problem with pronoun	My aunt and my mother have wrecked <b>her</b> car. The committee has lost <b>their</b> chance to change things. You'll have to do this on <b>one's</b> own time.
<b>Rep</b>	unnecessary repetition	The car was blue <b>in color</b> .



<b>R-O</b>	run-on sentence	<b>Raoul tried his best this time that wasn't good enough.</b>
<b>Sp</b>	spelling error	This sentence is <b>flaude</b> with two <b>mispellings</b> .
<b>- s</b>	problem with final -s	He wonder what these teacher <b>think</b> of him.
<b>S/V</b>	subject/verb agreement	The <b>problem</b> with these cities <b>are</b> leadership.
<b>T</b>	He <b>comes</b> into the room and he pulled his verb tense problem gun.	
<b>Wdy</b>	wordy	<b>Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.</b>
<b>WW</b>	wrong word	What <b>affect</b> did the movie have on Sheila?
<p>Source: University of Colorado Web site  (<a href="http://www.colorado.edu/Publications/styleguide/symbols.html">http://www.colorado.edu/Publications/styleguide/symbols.html</a>).</p>		

**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.