



## COURSE OBJECTIVES

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Upon successful completion of this course, students should be able to:

1. Understand effective strategies to argumentation and recognize argumentative fallacies. (GLO 4)
2. Understand effective strategies to argumentation and recognize argumentative fallacies. (GLO 4)
3. Develop skills in research and inquiry. (GLO 3, 4, 5)
4. Demonstrate logic, order, clarity, critical analysis, and audience awareness in writing. (GLO 1, 4, 5, 6)
5. Evaluate and understand contextuality of sources. (GLO 1, 4, 5)
6. Read and understand long and complex texts and visual arguments. (GLO 1, 4, 5, 6)
7. Understand effective ways to enter conversations, through writing, dealing with complex issues. (GLO 1, 4, 5, 6)

## STARK STATE COLLEGE POLICIES

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Please refer to the Policies and Procedures manual on *mystarkstate* for more information on all college policies and procedures:

- Honesty in Learning
- Withdrawal
- Attendance
- Student Complaint
- Incomplete
- Grade Appeal
- Standards of Academic Progress
- Anti-Harassment/Title IX
- Sexual Assault
- Inappropriate Behavior

## DISABILITY SERVICES

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The Disability Support Services (DSS) office offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of the disability, and academic need. In order to initiate services, students should meet with DSS early in the semester to discuss their needs. The DSS staff will determine specific accommodations and services. If a student with a disability does not request accommodations through the DSS office, the instructor is under no obligation to provide accommodations. Students may contact the DSS office at 330-494-6170, ext. 4935, or schedule an appointment in S307.

## COMPUTER USAGE

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Students are expected to observe the Student Computer Usage Guidelines concerning the appropriate use of computers at the College. The guidelines are posted in all areas where computers are located, and individuals may obtain copies in the Admissions Office (S303) or on the SSC website under Student Computing (<http://www.starkstate.edu/content/student-computing>).

Help Desk Services provides support for the following computer issues:

- questions regarding access to student accounts (login issues)
- connecting to a College resource
- connectivity issues with ANGEL (LMS - learning management system)
- using *mystarkstate* tools
- software questions
- campus laptop checkout
- reporting issues with computing or technical resources

Help Desk Services is located in B219 on the Main campus. Contact them at 800-797-8275 (800-79-STARK), ext. 4357 (HELP). See the Help Desk website: <http://www.starkstate.edu/helpdesk> for hours and contact information.



# STARK STATE COLLEGE

## CLASS SYLLABUS

**Division Name:** Arts and Sciences  
**Department Name:** English and Modern Languages  
**Term:** Spring 2016

### COURSE INFORMATION

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**Course Name:** College Composition II  
**Course Number:** ENG231  
**CRN:** P. 1 – CRN 47540 Section 930  
P. 2 – CRN 47541 Section 932  
P. 5 – CRN 47542 Section 933  
P. 6 – CRN 47543 Section 931  
P. 7 – CRN 47544 Section 983  
P. 8 – CRN 47545 Section 929  
 Classroom/Lab    Web 2    Web 3    Web 4  
**Class Days/Times:** Daily M – F per district schedule  
**Campus Location:** Other  
**Room Number:** P116 – Jackson High School

### INSTRUCTOR INFORMATION

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**Instructor(s) Name:** Jennifer Koladin  
**Office Hours:** Planning Period 3<sup>rd</sup> from 9:28 am to 10:15 am or by appointment  
**Office Location:** Jackson High School P116  
**SSC Phone/Extension:** 330 837 3501 x1186  
**SSC Email Address:** jjk3jc@jackson.sparcc.org or jkoladin@starkstate.edu

### REQUIRED MATERIALS

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**Textbook(s):** Faigley, Lester. *Writing: A Guide for College and Beyond*. 4<sup>th</sup> ed. Pearson, 2016. Students responsible for replacement cost: **\$112.31**  
**Additional Materials:** Single subject 70 page spiral bound paper notebook.

### METHODS OF ASSESSMENT/METHODS OF EVALUATION

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#### Writing/Community Workshop

College Composition II is conducted as a writing and research workshop. Comp II is a discussion and practice-oriented course, not a lecture course in which you can borrow a friend's notes for the class you missed. You will be learning the best possible way – by doing.

Research, argument, and rhetoric are important skills for academic and professional writing. However, this class will also serve a broader purpose in helping you to learn valuable ways to engage conversations and situations within your own communities and personal/social experiences. You will be developing an understanding of the rhetorical forces at work. As we engage various kinds of texts and situations, we will be critically examining concepts such as the contextuality of research, agenda-driven arguments and data, and other research and inquiry practices that will help us develop insight into complex issues.

Because this course is structured much like a workshop setting, students will be required to work in groups. This may require meeting outside of class and/or using message boards and email to communicate with group members. Group work is not optional, so all students should be prepared to meet this requirement. Students should also expect a wide variety of readings and other assignments in the course. Even if a particular reading or discussion is missed, it will be expected that you understand the concepts being presented and can demonstrate that understanding throughout the semester.

The nature of argumentation requires us to engage multiple viewpoints of subject matter with inquiry and intellect. Re-evaluating our own perceptions, engaging viewpoints or arguments that oppose our preconceived belief systems, and understanding the complex nature of arguments is important in creating a rich and successful experience. Students are expected to be willing to enter conversations that may be outside of their comfort zones in a thoughtful and mature manner.

### Learning Outcomes

In order to support these goals, College Composition II specifically supports the learning outcomes expected in second-semester composition courses; they are addressed here and supported by the assignments and activities provided in this course.

**Rhetorical Knowledge:** Your writing should have clear purpose, acknowledging the needs of your audience and addressing them appropriately. The tone and style of your writing should be expressed using standard conventions. In particular, you should be able to analyze argumentative strategies and persuasive appeals, employing them effectively in your own writing.

**Critical Thinking, Reading, and Writing:** With the drafting and revising of each essay, your writing should demonstrate your growth with inquiry techniques and critical thinking strategies used to analyze texts. In addition, by the end of this course, you should be able to develop a clear line of argument by analyzing and integrating ideas and arguments within your own writing.

**Knowledge of Composing Processes:** Increasing quality in your writing should be the result of the drafting, revising, and editing process. Peer groups, instructor conferences, and the Writing Center should be integral parts of a process that you adopt.

**Collaboration:** The process of drafting and revising should ultimately strengthen not only your skill and adaptability, but also your confidence in producing quality text of your own.

**Knowledge of Conventions:** These include not only structure, mechanics, grammar, and such, but your understanding of format and its role in producing quality writing. Standard documentation will be included throughout your essay and research writing. Of particular importance is your ability to incorporate summary, paraphrase, and quotation.

**Electronic Environments:** Through open labs in the college, the Digital Library, and the Kent-Stark/Stark State Library, you have opportunities to improve your integration of technology into the drafting and revising process under the guidance of your instructor. In addition, the collaborative project is your opportunity to enhance your use of various databases and technology to produce 'visual' text.

### \*\*Requirements

<b>Essays</b> (3-4 essays, minimum 3-4 pages in length)	20%	GLO 1, 3, 4, 5, 6)
<b>Instructor Determined Writing Assignments</b> (3-4 assignments: Fallacy Study and Presentation, Editorial Analysis, TWO SSC online writing center visits with written reflections.)	10%	GLO 1, 4
<b>Invention Journal</b> (minimum 20 pages)	20%	GLO 1, 3
<b>*Collaborative Project</b> (multi-modal presentation – 2 modes minimum)	20%	GLO 1, 3, 4, 5, 6
<b>*Argumentative Ethnographic Research Project</b> (7-9 pages)	30%	GLO 1, 3, 4, 5, 6

**\*Both the collaborative project and the argumentative research project must earn a minimum grade of 'D' in order for you to pass this course. Without completion of either of these projects, you cannot pass this course.**

**\*\*In addition, you must meet the criteria for all assignments as set by your instructor in the assignment sheets.**

### Assignments:

**Essays** should present or critique an argument. Since these essays should involve inquiry and discovery for you as a student of argumentative writing, you are expected to demonstrate growing critical thinking skills, as well as writing and rhetorical strategies. As preparation for these essays, you will be practicing strategies for effective research, understanding the contextuality of information, unearthing agendas in text and sources, considering clashing data and viewpoints, and analyzing argumentative fallacies. Your text, the handbook, and handouts provided by your instructor will support your essay writing.

Your instructor will choose the readings/text on which writing is based in addition to determining whether the progress of the class permits 3 or 4 essays to be written. Each should be a minimum of 3-4 pages in length. Participation in the writing process is essential. You should work on drafts early to allow for time to revise and collaborate with peers or at the writing center to foster an improved final draft. Use the on-line writing center to receive guidance at any time during the writing process.

Essay assignments will provide you with the opportunity to respond to various arguments through expanding on the argument, developing a point of view for a specific micro-argument, or refuting ideas presented. Some assignments may also ask you to analyze the rhetorical and argumentative strategies an author is employing within an argument, or to unearth agendas and logical or emotional fallacies. Essay assignments may also ask you to present an argument or analyze some of the conversations surrounding a particular topic. Additionally, these assignments could ask you to employ specific strategies or address other particular rhetorical issues such as audience, location, etc.

**Instructor-Determined Writing Assignments** include a fallacy presentation, a rhetorical analysis of a published opinion article, a visual analysis paper. Assignments may be summary/response papers, response papers, summary/analysis papers, or other short papers as your instructor assigns. Since each of these involves slightly different expectations, your instructor will determine which type to write based on your progressing level of understanding and mastery of critical thinking skills. Typically, these are 2-3 pages in length and devised to enhance your ability to critically analyze texts.

#### **Instructor-Determined Writing Assignments**

- A. Analysis of logic and emotion as used by the author in a local, published commentary, opinion or editorial. Students should be able to engage with critical situations in their community. To successfully complete this assignment, students will choose a published editorial and write a 2-3 page written response focusing on the effective or ineffective logic or emotion of the editorial or opinion or commentary.
- B. Fallacy explorations are incorporated into classes over a period of time to enable students to focus on particular fallacies in depth. Reflective writing on context and perspective will involve writing 2-3 pages describing the author's context and perspective on a piece of argumentative or persuasive writing such as an editorial.  
**Presentation component:** Students will also present and analyze logical fallacies to the class as they find the fallacies appearing in the world around them.

Students should be aware of fallacies in logic and emotion in order to better analyze arguments they come across and to avoid such flaws in reasoning when creating their own arguments. Your instructor may have you engage these fallacies in a number of ways.

- C. Visual Advertisement Analysis paper is a 2-3 page paper analyzing the effectiveness or ineffectiveness of a visual. Though students are not visual design majors, it is fair to say students can assess printed advertising effectiveness by writing a 2-3 page response. Concepts from semester one continue in this assignment as it is important to identify Subject, Occasion, Audience, Purpose and Speaker. Additionally, students will comment on the advertisement's claim and effectiveness of the visual rhetorical choices.

The **Invention Journal** is a place for students to record several different types of activity, all related to the development of your critical thinking skills. Thus, the emphasis is on 'invention.' These activities can include writing process activities such as idea generation, brainstorming, peer review responses, in-class activities, and group meeting notes and ideas.

The **Collaborative Project** allows students to experience the collaboration that is vital to understanding writing (a social process) and argumentation, especially as it is handled within text, as connected to a larger group (stakeholders) dealing with common issues (common places) and values. Additionally, collaboration is at the heart of argument and critical analysis as we learn and develop ideas by sharing them with others and evaluating other points of view.

The class will be broken down into groups of 2-3 students who will act as researchers and who will create a multi-modal project that is a visual representation of the argumentative research findings from the ethnographic research study. The purpose of the multi-modal project is to convey the position/argument to the audience. You can use a number of technologies to create this multi-modal produce, such as PowerPoint, website, video, etc. While students will show this project to the class, there should be no speech associated with the project; rather, the project should be able to stand alone, much like a traditional text. However, discussion of the qualities of the project will take place with the class after the viewing of the project.

Your meeting logs, notes, and research in your Invention Journal will be especially important to this project. Expect that this section of your invention journal will be scrutinized carefully by your instructor. This section should demonstrate the depth of the brainstorming and the extent of the collaboration among members of your group.

The **Argumentative Ethnographic Research Paper** is your opportunity to demonstrate that you have been successful in the course and can apply critical thinking and argumentative/rhetorical strategies in your writing after conducting field research within a subculture. You will complete a 7-9 page researched, argumentative paper following MLA or APA formatting and documentation. Make use of all the communities available to you for revising and editing: peer groups, your instructor, and the writing center.

The final paper should be focused in an area of interest to you but also within your grasp. The instructor will assist the student in determining if the topic is appropriate to the assignment and how to best focus the discussion. You are expected to produce and submit each of the elements necessary to credible, effective research: narrowed topic, research question, credible sources, workable plan, responsible notes, all drafts with evidence of documentation, and final copy.

You will keep all documents for this project in the JHS Bearworks Google Drive under the class folder. You will label your folder in our class folder with your name. It is expected that you will read and respond to instructor comments using the comment function within the Google drive.

Students will receive a detailed assignment sheet to follow for the research paper.

## **GRADING SCALE**

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A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

## English Department Rubric

### **“A” Paper**

The writer maintains a clear thesis, focus, or controlling idea.

The writer demonstrates a clear understanding of the assignment and its requirements.

The paper is unified, coherent, and organized.

The details of the paper are relevant, vivid, and explicit, and provide ideas/information in depth.

Sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that is reflective of its purpose and audience.

The paper contains few spelling, grammar, usage, mechanics, format, and/or documentation errors.

Departures from convention appear intentional and appropriate.

### **“B” Paper**

The writer strays minimally from a clear thesis, focus, or controlling idea.

The writer demonstrates a mostly clear understanding of the assignment and its requirements.

The paper contains few lapses in unity, coherence and organization.

The details are relevant and develop ideas/information with some depth and vividness.

Most sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that is usually reflective of its purpose and audience.

Some spelling, grammar, usage, mechanics, format, and/or documentation errors exist.

Departures from convention appear intentional and appropriate.

### **“C” Paper**

The writer does not consistently support a thesis, focus, or controlling idea.

The writer demonstrates adequate understanding of the assignment and its requirements.

The paper contains some lapses in unity or coherence within the organizational structure.

The details adequately develop ideas/information.

Some of the sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that inconsistently reflects its purpose and audience.

Numerous spelling, grammar, usage, mechanics, format, and/or documentation errors distract the reader.

### **“D” Paper**

The writer does not make the thesis, focus, or controlling idea clear.

The writer demonstrates minimal understanding of the assignment and its requirements.

The paper displays significant lapses in unity and coherence that impact organization.

Details lack elaboration, are merely listed, or are repetitious.

Few of the sources cited are credible, appropriate to the content, or formatted accurately.

The paper lacks a tone that reflects its purpose and audience.

Errors in spelling, grammar, usage, mechanics, format, and/or documentation interfere with the reader’s understanding of the paper.

### **“F” Paper**

The writer does not employ a thesis, focus, or controlling idea.

The writer demonstrates very little, if any, understanding of the assignment and its requirements.

The paper contains serious breaks in unity and coherence that impact organization.

Details are minimal, inappropriate, or random.

The sources cited are not credible, appropriate to the content, or formatted accurately.

The paper lacks a tone that reflects its purpose and audience.

Errors in spelling, grammar, usage, mechanics, format, and/or documentation seriously interfere with the reader’s understanding of the paper.

# CLASS POLICIES

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*(Established by the instructor and cannot conflict with the College's Policies and Procedures)*

## **A NOTE ON COURSE CONTENT and MATERIALS**

Some of the materials and experiences in this course may present you with ideas that oppose your beliefs and values, and you may find some of the material offensive. Bear in mind that we are not advocating nor asking you to approve of, adopt, believe, or embrace any of the points of view found in the material we will study in this class. Understand that one of the reasons you are in college is to expand your knowledge; it is important that each of us recognize our own personal biases and be open to hearing alternative viewpoints. By remaining in this class, you consent to being exposed to the assigned materials. Alternative assignments will **not** be offered.

## **LATE WORK, ATTENDANCE, AND PARTICIPATION**

### **Late Work**

Late work will be accepted up to one week (seven days including weekends) after the due date for partial credit. 5% per day will be deducted for work turned in late. Students must submit written assignments to Turnitin.com per JHS policy in a timely manner. Students who miss class will likely miss in-class assignments and activities that cannot be made up. Specifically in this course, the Multi-modal project and in-class peer review cannot be made up. **Advice:** Plan your absences accordingly. After one week, late work will not be accepted, although extenuating circumstances may be considered on a case-by-case basis at the instructor's discretion due to medical emergencies, for example.

### **Attendance and Participation**

You are expected to attend class regularly and punctually and to be prepared. Poor attendance will prevent you from meeting the objectives of the course. However, if you must miss class for any reason, be prepared for the next class by checking your syllabus and calendar since you are responsible for being aware of the assignments and activities that you missed. Please be proactive and email the instructor if you are going to miss class for the day.

Students who miss more than the equivalent of two weeks of a full-semester course will incur a penalty of 1/2 of a letter grade for each additional missed class. For this course that meets daily each week with not each day being a day of instruction for a full semester, penalties begin after ten (10) missed classes. Any combination of 3 late arrivals (tardies)/early walkouts will be assessed as one class absence. For dual enrollment, only official school class field trips will **not** count as an absence.

If you do not earn at least a D on the collaborative multi-modal project or on the argumentative research project, you will receive a zero for these assignments and fail the course.

## **ADDITIONAL INFORMATION/REQUIREMENTS**

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Nothing additional to add.

## **WITHDRAWAL DATES**

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### **POLICY:**

A student may drop a course or all courses from the College during the first 8 calendar days (excluding holidays) of any academic period without academic penalty. Any changes made during this period will not become a part of the student's academic record. Students should refer to the posted refund schedule available at [www.starkstate.edu/<semester>-refund-schedule](http://www.starkstate.edu/<semester>-refund-schedule).

After the first 8 calendar days, the College gives students an opportunity to withdraw from a course or all courses. It is the student's responsibility to withdraw by the published withdrawal date and to satisfy any financial obligations to the College. A student is officially withdrawn from a course once a signed "Schedule Change" form has been submitted to the Academics Records/Registrar's Office. A grade of "W" will appear on the student's academic record.

Beyond the published withdrawal date through the end of the last instructional day, a student with an emergency or extenuating circumstance may receive a grade of "W" only upon consultation with the instructor and approval from the department chair. Sufficient supporting documentation shall be provided by the student when making such a request.

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***If a student is a financial aid recipient, it is strongly recommended the student consult with a financial aid representative to discuss ramifications of withdrawing.***

**PROCEDURE:**

1. After the first 8 calendar days (excluding holidays), the College requires students to obtain the instructor's, advisor's, or department chair's signature, and to submit the form to the Academic Records/Registrar's Office to process the withdrawal. The person signing the Schedule Change form should discuss the reason for the withdrawal with students to ensure they are aware of all their options. Web 3 and Web 4 students can submit an electronic request for withdrawal, including discussion of all options, via the instructor, advisor, or department chair to the Academic Records/Registrar's Office. The Schedule Change form is available via the mystarkstate portal.
2. A student is officially withdrawn from a course once a signed "Schedule Change" form has been submitted to the Academic Records/Registrar's Office. A grade of "W" will appear on the student's academic record after the first 8 calendar days (excluding holidays) of any academic period, as long as the student withdraws before the published withdrawal date.
3. Failure to follow the procedures may result in the student remaining registered for the class and accepting the grade outcome on the academic record at the end of the semester.

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**Deadline to Process Withdrawal Form for This Class:**

**April 18, 2016**

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## **COURSE OUTLINE/CALENDAR**

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Students will be provided detailed monthly calendars.