English 122-650  English Composition II Honors, Spring 2019 (3 credits)

Times:  TuTh 11:30 a.m. – 12:45 p.m. (1/22-5/9)
Classroom:  T338 Grayslake Campus
Instructor:  Jenny Lee, Ph.D.
Email:  jlee1@clcillinois.edu (don’t forget the “1” after “jlee”)
Phone:  847.543.2963
Office:  B264
Office hours:  MW 10-1
Blackboard:  www.clc.blackboard.com

Catalog description:  This course furthers the work done in English Composition I by providing students more experience as academic writers, readers, researchers and critical thinkers. This class will help students construct their own meaning while engaging with the texts of others, developing the ability to collect, evaluate, and incorporate varied sources in thoughtfully written analyses and arguments. Students’ work should demonstrate the ability to position themselves within the context of academic and societal conversations using a variety of texts, which may include literature, arguments on various issues, news articles, films, advertisements, and websites.


General education learning outcomes of this course:
- Communication:  Students will present information and ideas effectively in various contexts and format (written and oral).
- Technical and information literacy:  Students will use contemporary technology and information literacy skills appropriately and effectively to support academic and job-related tasks.
- Critical thinking:  Students will use scientific methods and other modes of inquiry to define problems; access, evaluate, integrate, and document information; and develop logical arguments with evidence.
- Social and cultural awareness:  Students will evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.
- Reading:  Students will read critically using appropriate strategies.

Grade evaluation:
- Paper 1  15%
- Paper 2  15%
- Professional Writing Unit  20%
- Research paper  20%
- Quizzes and other minor assignments  20%
- Attendance and participation  10%

Grade breakdown:  90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F.

*IMPORTANT: Absolutely no cell phones, computers, iPads, and other technology use in class unless needed for class activities. It is distracting and disrespectful to you, to me, and to the other students in the class. If you need special accommodations to take and/or record notes, please ask me for permission (see note below).
Class Policies, Requirements, and Resources

Participation and attendance: This class relies upon your attendance and active participation in class discussion and activities. Therefore, punctuality and attendance for the entire class will figure prominently into your final grade. You are expected to prepare all reading and writing assignments before each class session, and to come to class with your textbooks and writing materials in hand every day. I expect everyone to contribute to and participate in all class activities.

Attendance and participation will be calculated on a strict point system. You will start off the semester with 100 attendance points. For each class that you miss, 10 points will be deducted. The only exception will be for emergencies and other unavoidable absences that you notify me about in advance of the class starting time that day. Lateness, unauthorized use of technology, and other disruptions may also result in deduction of points. In other words, if you make a habit of missing class, you will not pass the course.

Assignments and projects: In order for this class to work effectively, you must turn in work on time at the start of class on the day the assignment is due. All homework assignments, projects, and papers must be typed and printed out before the class period that they are due. Late papers will be penalized 10% if they are not turned in by the beginning of class; papers submitted more than one week after the due date will receive an automatic F (50%). Papers that are not submitted at all will receive a zero (0%). Papers that are submitted late may not be revised for a higher grade. Absence from class on the day that a paper is due does not excuse the late submission of the paper – it must be emailed to me before the start of the regular class period. Finally, your paper will not receive a passing grade (at least 70%) if it does not meet minimum length. For minor writing assignments, you will receive at most half credit if turned in late or incomplete in content and/or length. If you know ahead of time that you will not be able to make the deadline, tell me at least two weeks before the deadline so that we can discuss options and extensions. Emergencies (medical, family, etc.) will require documentary proof on the day that you return.

Revision: You will be given a chance to revise major assignments, but regrades are subject to the following conditions. You must include a typed 1-page summary reflecting on what you needed to do to improve the assignment. Editing and punctuation is not enough for a regrade – the content and structure must be revised. In addition to this 1-page summary, you need to turn in the original graded assignment with my notes and the new revised version. A revision does not guarantee a better grade – this will depend on the work that you did to improve the assignment. All revisions are due on the Tuesday of Week 16.

Quizzes: In order to ensure that you are keeping up with and understanding the daily readings as well as other supplementary material, regular quizzes will be given. Occasionally, open-book quizzes may be given; if you do not have your book, you will not be permitted to borrow one for the quiz. There are no makeups for quizzes.

Academic honesty policy: It is the student’s responsibility to be aware of behaviors that constitute academic dishonesty. The minimum punishment for the first offense for a student found in violation of the standards of academic integrity is a failing grade of zero (0%) for the assignment – in some cases, the entire course. In addition, disciplinary records may be established and kept on file in the office of the Vice President for Student Development. In other words, DON’T PLAGIARIZE. JUST DON’T.

Other policies, resources, and support at CLC: Your well-being, development, and success in this class is very important to me, and I’m always available to discuss any concerns. Our campus has many resources to help support you while you are a student here at CLC.

- Statement on services for students with disabilities: If you are a student with a documented disability and may need academic accommodations including but not limited to extended time for exams and/or an in-class note taker, please contact the Office for Students with Disabilities in B171 at the Grayslake campus. For more information, please call (847) 543-2474 or e-mail osd@clcillinois.edu. If you have already contacted the Office for Students with Disabilities and have completed the Instructor Notification Form, please schedule a time to meet with Thomas Crowe and discuss your needs. If your instructor announced that a note taker is needed in your class and you are interested in the paid position, email mamburn@clcillinois.edu with your name, ID number and the name of the class (first come, first served).
• **Counseling services:** The College of Lake County Counseling, Advising and Transfer Center (CATC) assists students in making the transition to college life and getting oriented to the college environment to help students reach their academic and career goals. Counselors and Advisors are available at all three campuses: Grayslake, Room A124, 847-543-2060; Lakeshore, Room N211, 847-543-2168; and Southlake, room V130, 847 543-6502. If you need short-term counseling services for personal reasons, we have on-campus therapists in Counseling and Psychological Services (CAPS), located in Grayslake, Room A151, 847-543-2032.

• **Commitment to diversity and student success:** CLC is committed to maintaining an environment free from harassment and discrimination for everyone, including on the basis of race, sex, national origin, religion, sexual orientation, gender identity or expression, or any other protected status. Faculty are legally obligated to share information with the College’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare are being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to CLC’s website ([http://www.clcillinois.edu/titleix](http://www.clcillinois.edu/titleix)) for Title IX contact information and further details about our policy and procedures. In addition, in compliance with Title IX federal law, CLC needs to provide students access to education about sexual assault, sexual harassment, dating violence, stalking, bullying, and alcohol and drug abuse. As a CLC student, you have access to Not Anymore, an online program designed to educate and help you with these issues – you can access it in on our Blackboard site under “Documents—Not Anymore.” As an incentive to complete the program, you will receive **2% extra credit** on any assignment when you complete the short online course, printing out the completion certificate and handing it in to me.

• **CLC Safe Zone:** As a means of increasing CLC’s commitment to open access and educational opportunity, CLC has actively participated in the national Safe Zone program since the fall of 2003 semester. The national program represents an effort to address homophobia, heterosexism, and transphobia in schools and is intended to provide support for LGBTQ+ students, faculty, and staff. The LGBTQ+ Resource Center facilitated program tangibly identifies safe allies for LGBTQ+ people in an effort to increase students’ academic success and retention. I hereby declare myself as such an ally, and this class as a Safe Zone.

• **Religious observation:** Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work requirement that he or she may have missed because of such absence on a particular day; provided that the student notifies the faculty member or instructor well in advance of any anticipated absence or a pending conflict between a scheduled class and the religious observance and provided that the make-up examination, study, or work does not create an unreasonable burden upon the institution. No fees of any kind shall be charged by the institution for making available to the student such an opportunity. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this Section.

**Class code of conduct**

- Be honest, respectful, and open to new ideas.
- Be a good listener.
- Know when to step up or step back.
- Limit sidebar conversations.
- Start and end class on time. Don’t be late, and don’t start packing up before class is over.
- No cell phone use in class.
- I reserve the right to restrict laptop usage if I feel that a student’s use of a laptop is disrupting class or if the laptop is being used for non-class purposes.
- Take good care of yourself! And always keep me posted if anything comes up.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Main readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SCHEDULE</strong></td>
<td><em>(All are to be completed before class.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Date</strong></td>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>1/22</td>
<td>Introduction to class</td>
</tr>
<tr>
<td></td>
<td>1/24</td>
<td>Entering the conversation Understanding arguments</td>
</tr>
<tr>
<td>Week 2</td>
<td>1/29</td>
<td>Summarizing</td>
</tr>
<tr>
<td></td>
<td>1/31</td>
<td>Quoting</td>
</tr>
<tr>
<td>Week 3</td>
<td>2/5</td>
<td>Arguing back and using voice markers</td>
</tr>
<tr>
<td></td>
<td>2/7</td>
<td>Naysayers/counterarguments</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/12</td>
<td>The broader context</td>
</tr>
<tr>
<td></td>
<td>2/14</td>
<td>Transitions and connecting the parts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>2/19</td>
<td>Style and metacommentary</td>
</tr>
<tr>
<td></td>
<td>2/21</td>
<td>Digital class discussion <em>(computer lab)</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>2/26</td>
<td>Writing across disciplines</td>
</tr>
<tr>
<td></td>
<td>2/28</td>
<td>Mid-semester conferences</td>
</tr>
<tr>
<td>Week 7</td>
<td>3/5</td>
<td>Using the templates to revise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer-revision workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due: 1st draft of Paper 2</strong></td>
</tr>
<tr>
<td></td>
<td>3/7</td>
<td>Midterm review</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/12</td>
<td>Professional Unit: Intro to Resumes and Cover Letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/14</td>
<td>Professional Unit drafting <em>(computer lab)</em></td>
</tr>
</tbody>
</table>
Week 9

3/19  How to write a great transfer/scholarship essay
3/21  Workshop on Transfer Planning

Week 10

3/26  SPRING BREAK – NO CLASS
3/28  SPRING BREAK – NO CLASS

Week 11

4/2  Introduction to research
   *Due: Professional unit*
4/4  Finding a research topic

Week 12

4/9  Finding and evaluating sources
   *Due: Abstract*
4/11  Library workshop (computer lab/Library)*/**
   *Due: Source worksheet*

Week 13

4/16  Plagiarism 1.0
4/18  Plagiarism 2.0
   MLA Workshop
   *Due: Paper outline*

Week 14

4/23  Arguments, counterarguments, intros, and conclusions
   *Due: Annotated bibliography*
4/25  Round-table discussions and evaluations
   *Rough draft due by email by 11:59 p.m. Sunday 4/28*

Week 15

4/30  Conferences
5/2  Conferences

Week 16

5/7  Conferences
5/9  Conferences

*Final research paper, Works Cited, and reflective statement due to me by email no later than Tuesday 5/14 at 2:00 p.m.*