Course Information

Semester & Year: Spring 2024

Course Title: English 102

Course Prefix & Number: Freshman Composition II

Section Number: 15572

Credit Hours: 3

Start Date: January 29, 2024

End Date: May 10, 2024

Room Number   ONLINE

Meeting Days: On your own time

Meeting Times: On your own time

Assignment Due Dates: Assignments are due on Fridays, Sundays, and Tuesdays. Students may request another schedule if this one does not work for your schedule; however, days must follow the above pattern to permit me the time to provide necessary feedback.

Course Format and Time Commitment

The course format for this course is On Your Time Online. The class will be conducted using the Canvas Learning Management System. All assignments will be submitted online. Assignments are due on Fridays, Sundays, and Tuesdays. Set your Canvas notifications to signal you when I send an e-mail. I will send reminders to help keep you on track.

Completing the learning activities for this class should take you approximately 9 hours a week to complete. Take some time to survey your personal schedules to determine whether you have this time to devote to the class. (Do not forget other classes, especially 8 week classes, that you are currently taking). Make a study plan for the next 14 weeks to help you be successful.

Trigger Warning: This course will have a common topic: The Brock Turner case and the recall of Judge Aaron Persky. All readings and writings will be focused on some aspect of this topic. Since the Brock Turner case was a sexual assault case, all readings and writings will address sexual violence and society's reaction to it.

Instructor Information

Instructor: Ramona Goth

Email: Ramona.Goth@scottsdalecc.edu

Phone: 480-423-6419

Office Location: LC 315

Office Hours: **Monday, Wednesday, Friday in person in LC 315 or online via Google Hangouts from 10:00-11:00 a.m.** Check the announcements page for the access link for Google Hangouts. **Tuesday** by appointment only. Contact me via Canvas messenger and we can find a time that works for both of us. **Thursday in person in LC 315 or online via Google Hangouts from 8:00-9:00 a.m.** Check the announcements page for the access link for Google Hangouts.

I can be also reached through Canvas Conversations between 7am and 9 pm Monday through Sunday.

In addition, I am happy to make a virtual appointment at your convenience. (This includes weekends.) Simply send an email giving me some days and times and request an appointment.

Course Description

English 102 provides an emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding argument as a process. It develops advanced college-level writing strategies through *three or more major writing* projects comprising at least 4000 words.

English 102 is designed to refine the skills learned in English 101 and to develop critical thinking skills that are essential for both academic and professional writing. This class will focus on research and writing from data and artifacts (outside sources) in order to construct effective research-based arguments.

Prerequisites

A grade of C or better in English 101 is required for this class. *Either testing exempt for or completing CRE 101 (Critical and Evaluative Reading) is strongly recommended.*

Course Competencies

When you finish this course you should be able to

• Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing's ethical, political, and cultural implications.

• Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context.

• Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.

• Find, evaluate, select, and synthesize both online and print sources that examine atopic from multiple perspectives.

• Integrate sources through summarizing, paraphrasing, and quotation from sources to develop and support one's own ideas.

• Identify, select, and use an appropriate documentation style to maintain academic integrity.

• Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing.

• Assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation and/or other methods.

• Generate, format, and edit writing using appropriate technologies

Texts and Course Materials

This course does not require a textbook. All materials will be accessed online and all assignments will be submitted through the Canvas learning management system. You must have access to a tablet or computer, however. It is extremely difficult to complete the coursework on a mobile phone. If you do not have a computer, there are a number of computer labs on campus.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Synchronous Communication Tools

This course implements the use of web conferencing and/or other synchronous course tools.

- Google Meet

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube
- Screencast-O-Matic

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism check tool that matches text to a vast database of sources including the internet, published works, commercial databases and student work submitted to Turnitin in institutions internationally. Designated assignments will be *automatically* submitted to Turnitin by Canvas. For your reference, read the [Turnitin Terms of Service](#).

Turnitin also checks for the presence of AI generated materials.

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website. These policies are also copied into the Canvas website.

Late Assignments

All late work will receive limited, if any, feedback. Since the work was not submitted on time, it causes a delay in the instructor's scheduling; therefore, late assignments will be graded when the instructor finds time and this may cause delayed review.

Late Formative assignments will not be instructor graded. You may receive point for questions/practices that are computer scored, but you will receive 0 points for questions/practices that require instructor feedback. However, once formative assignments have been completed, you can see the suggested answers, so learning can take place; therefore, it is encouraged to complete assignments even if they are late.

Since formative practices prepares you to complete the summative assignments, you should complete all formative assignments. Failure to complete the formative assignments often results in failing the summative assignment.

Reflection posts and Summative assignments are not accepted more than 3 calendar days (72 hours) past the due date. Summative assignments will be deducted points for each day late using the following timeline:

1-24 hours: 10%

25-48 hours:20%

49-72 hours: 30%

73 hours +: 0%

Late Check-in assignments will receive 0 points. Check-in assignments are required to remain in the class. Students who fail to submit 2 consecutive check-in assignments will be withdrawn for non-attendance. Students who are withdrawn for non-attendance will receive a Y (withdrawal failing) if they do not have a 70% grade average at the time of withdrawal.

Summative Assignments Expectations and Grading Rubrics

Each summative assignment will have a detailed expectation page with instructions, a sample, and a grading rubric. These can be viewed by clicking on each assignment. Any summative assignment that does not meet the minimum requirements will receive a 0 with an opportunity to re-do the assignment subject to grade reductions specified in the late policy. Minimum requirements include the use of assigned templates, APA format, used for citations, grammar consistent with college expectations of students passing ENG101, and/or the assignment components being entirely completed.

Emergency Plan for Assignments

If you have difficulty submitting your work to Canvas by the due date, email it to your instructor (Ramona.goth@scottsdalecc.edu) **prior to the due date** to avoid penalties and upload it to Canvas when you are able to troubleshoot the issue. Your assignment will not be graded until it has been submitted to Canvas, but it will not be counted late if submitted before the due date.

If you begin an assignment and find that you need to work with our embedded tutor, you may submit your paper late without penalty *if*

- *You notify me that you will be submitting the paper late BEFORE the due date.*
- *You make and keep an appointment with the tutor. E-mail me the date and time of the appointment.*
- *Your due date will be 24 hours from that appointment.*
- *The tutor will e-mail me that you kept the appointment. I must have this corroboration in order to waive the late points.*

Students may also arrange to have a patten of submission deadlines that better meet their personal schedules. For instance, students can petition to have their Friday assignments due on Saturdays since they have to work on Fridays (Saturday-Monday-Wednesday schedule). If you want to petition to have a different schedule, contact me and we will arrange something that will work for both of us.

Academic Dishonesty-Generative Artificial Intelligence (AI)

The World Economic Forum defines generative AI as "a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more." Some examples of generative AI tools include but are not limited to: ChatGPT,

Google Bard, Quilbot, Paraphraser, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

In this class, all work submitted must be your own. The use of generative AI tools will be considered academic misconduct (see Administrative Regulation 2.3.11 1.B(b)) and will be treated as such. If you are unsure if the tool or website you are using is a generative AI tool, please contact the instructor for further clarification before using the tool or website.

Academic Dishonesty- Plagiarism

All students are responsible for upholding academic integrity. Plagiarism (representing another writer's work as if it were your own) is one of the biggest problems with academic misconduct in First-Year Composition. Please know that English teachers are very perceptive when it comes to recognizing plagiarism. Carefully review the discussion of plagiarism in the instructional modules. All work containing plagiarism will receive 0 points.   If you have questions about whether you may be plagiarizing, be sure to ask me rather than suffer the consequences after the work has been submitted.

Grading Standards & Practices

Grade Scale

Letter Grade	Description	Points Range
A	**Exceeds the standard** Student demonstrates exemplary work	90 – 100%
B	**Meets the standard** Student shows a strong understanding of the competency.	80 – 89%
C	**Approaches the standard** Student shows a baseline understanding of the competency	70 – 79%
D	**Does not meet the standard** Student does not show an understanding of the competency	60 – 69%

F	**Does not complete the assignment** Student does not address all aspects of the assignment or does not attempt the assignment or plagiarizes the assignment.	0 – 59%

Assignments

In this course you will be assessed using both formative and summative assessments.

Formative assessments

•help students and instructors "form" learning

•identify student strengths and weaknesses

•are used to develop future activities/assignments

•have low point values

•are used during the learning process, where errors occur while adapting skills.

There are three types of formative assessments in this class:

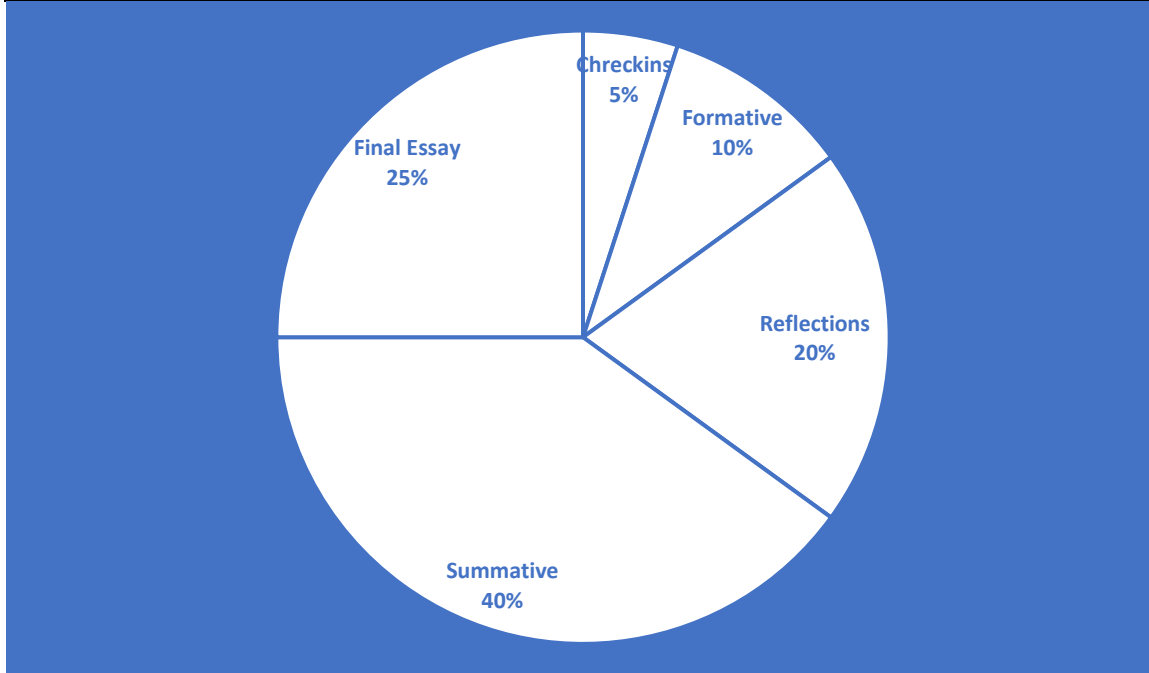|	
Weekly check ins	5% of your grade
Reflection assignments	20% of your grade
Formative assignments	10% of your grade

Summative assessments

• are worth much greater points

• "summarize" what the student is able to do with learning from formative assessments

• require more time to complete

• demonstrate your ability to independently apply learned skills

• are accepted late, but with severe penalties.

There are two types of summative assignments.

Summative Practice Assignments	40% of your grade

The Final Essay	25% of your grade

Two Ways to Pass the Class

The easiest way to pass this class is to do all of the assignments, show mastery of all of the assignments and ***earn a cumulative grade of 70% or higher.*** Some students, however, do not complete practice work but do complete the final project that demonstrates mastery of the course competencies. Students who ***earn an 80% or higher on the final essay*** will be considered passing with a C even if their cumulative average is lower than 70%.

Students who give an honest effort on every summative assignment will earn a D or higher since a student who completes all of the major work cannot be considered failing.

Embedded Writing Coach

To provide additional student support, an embedded writing coach is provided for this class. The embedded coach has access to the Canvas site, is familiar with the instructor's assignments and expectations, and works closely with the instructor to provide targeted coaching. Students are encouraged to work with the embedded coach frequently. The information about the coach in Canvas.

Extra Credit

Extra credit opportunities are woven throughout the modules. You will need to read content pages and assignment sheets carefully to find them. Students cannot receive extra credit if it is submitted late. There will be no last-minute extra credit.

Response Time

Students can expect a response time of 24 hours for the instructor to respond to messages sent via the Canvas Learning Management System. Messages sent by standard email may take up to 48 hours. Students can expect assignments to be graded within 1 week of the assignment's due date

Attendance Policy

Because this is an online class, I can only judge a student's intent to stay in the class by participation. **Students must submit the Course Acknowledgement Form and the first Check-in Assignment before the first Friday of the first week (the refund deadline) in order to remain enrolled in the class.** After that, weekly check-in posts are required to remain in the class. **Students who fail to submit 2 consecutive check-in assignments will be withdrawn for non-attendance.** *Students who are withdrawn for non-attendance will receive a Y (withdrawal failing) if they do not have a 70% grade average at the time of withdrawal.*

Withdrawal Policy

The last day to withdraw yourself is March 10, 2024. This is the last day you can withdraw with a guaranteed W (withdrawal passing).

Students to want to withdraw after this date must request a withdrawal from the instructor. *More importantly, students who withdraw after this date will only receive a W (withdrawal passing) if they are earning a 70% or higher at the time of the withdrawal. Students who withdraw after this date will receive the grade they are earning as of the last day of attendance.* This may be a Y (withdrawal failing).

Instructional Contact Hours (Seat Time)

A three-credit course requires 135 hours of learning time. In order to meet those hours, you should be prepared to spend approximately 9 hours per week on direct instruction and graded learning activities. Although I try to keep the workload consistent, some works may require more time than others.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.