Instructor Information:
Instructor: Dr. Brett J. Millán  E-mail: bmillan@southtexascollege.edu
Office Location: Pecan/A-148  Website: www.phoenixprints.com
Office Telephone #: (956) 872-7263  Office Hours: MW (10:00am-11:20am)
Office Fax #: (956) 872-3565

Course Information:
Course Name: English Composition II-Rhetoric
Course #/Section: ENGL 1302

Catalog Course Description:
Students will examine and employ rhetorical strategies and techniques of argumentation in written discourse, principles of logic will be discussed, and research and documentation techniques will be applied in the process of completing a research project.
Prerequisite: A grade of “C” or higher in ENGL 1301.

Student Learning Outcomes/Exemplary Educational Objectives:
- Learning Outcome/Educational Objective #1- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Learning Outcome/Educational Objective #2- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- Learning Outcome/Educational Objective #4- To participate effectively in groups with emphasis on listening, critical and reflective thinking and responding.
- Learning Outcome/Educational Objective #5- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- Learning Outcome/Educational Objective #6- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Course Learning Outcomes:
Students will:
- Use writing and reading for inquiry, learning, thinking, and communicating;
- Learn the steps necessary to carry out a writing assignment or task, including locating, evaluating, analyzing, and synthesizing appropriate primary and secondary sources;
- Investigate, report, and document existing knowledge, as well as knowledge students develop themselves.
Evaluation & Course Requirements:
During the course of the semester students will write an 8-10 page fully-documented argumentative paper. In addition, students will also write two short literary analysis papers, complete at least one argumentative scenario, complete a local argument assignment, other short daily assignments and read selections from the textbook and the Internet that will illustrate rhetorical techniques. All work must comply with MLA or APA documentation format. A paper cannot receive a passing grade without compliance with MLA or APA format.

Assignments are weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Argumentative Scenario(s)</td>
<td>10%</td>
</tr>
<tr>
<td>Full-documentation Argumentation Paper/Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Literary Analysis Papers (2 of them)</td>
<td>20%</td>
</tr>
<tr>
<td>Local Argument Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Rhetoric Terms Test</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Assignments (Current Events and Short Arguments)</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance &amp; Timeliness</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

Instructor Outcomes:
• Gain a better understanding of sociological and philosophical events and ideas that have contributed to some of history’s most influential events, and how those correlate to an argumentive interchange of ideas.
• Gain a better understanding of the visual arguments that affect our everyday lives.

Required Textbooks:
White, Fred D. and Simone J. Billings. The Well-Crafted Argument. 3rd Ed.
LB Brief or Other grammar handbook (recommended)
A Webster’s or Random House College Dictionary
Internet (Computer access is available on Campus)

Academic Dishonesty:
BE WARNED! I will not tolerate any academic dishonesty. Any student that plagiarizes or cheats on any assignment will be subject to the school’s penalties for such offense. Penalties include failure of an assignment (accidental plagiarism) failure in the course (intentional plagiarism, cheating, or collusion to cheat), loss of financial aid privileges, suspension and/or expulsion.

So don’t do it.

English Department Chain of Command Statement:
Whenever concerns arise between an STC student and an instructor, the student should first discuss the matter with the instructor during the instructor’s office hours. If the matter is not resolved, the student may then discuss the matter with the Program Chair. The Program Chair is Mr. Joseph Haske. His contact phone number is 872-8352, and his office is J-3.1104b (Pecan Campus).

Developmental Studies Policy Statement:
The College’s Developmental Education Plan requires students who have not met the college-level placement standard on an approved assessment instrument in reading, writing, and/or
mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student’s withdrawal from ALL college courses.

**Late Work Policy:**
Late work will be assessed a 10 point per day (not class) penalty. After two days no late work will be accepted.

**Attendance and Preparedness:**
It is my fervent belief that to learn you must attend class on a regular basis, without being tardy. Absences and tardies disrupt the class and negatively impact your own ability to learn the required material. If for some reason you are absent, it is your own responsibility to contact me, or a classmate, to obtain the material you missed. I promise you I will do everything I possibly can to help you catch up and succeed in this class if it is your wish to do so.

However, certain standards must be maintained. If your absences exceed: 3 for a TR/MW class, you may earn a failing grade. I retain the right to drop or assign a failing grade if you stop attending class and do not initiate a drop yourself. It is a student’s responsibility to withdraw from class. Do not assume I will do it for you. Please be aware of the last day to withdraw. After that date, the grade you earn is the grade that will be posted to your academic record.

Cell phones and beepers are not allowed to be turned on in class. Everyone is paying in time, commitment and money to be in class. It is very inconsiderate to others to have cell phones or beepers ringing during class time. If your cell phone should ring in class, gather your materials and leave the room for that class period. It will count as an absence. In addition, please do not text in class, unless we are doing it as a class activity.

**Alternative Format Statement:**
This document is available in an alternative format upon request by calling (956) 872-6412.

**ADA Statement:**
Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.

**Statement of Equal Opportunity:**
No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status or disability.
This semester, your English instructor will be teaching you how to cite sources correctly; you will learn how to show your readers that you have taken words or ideas from an outside source. There are many different documentation formats used in colleges and universities, but the two most common formats used at the undergraduate level are MLA (developed by the Modern Language Association) and APA (developed by the American Psychological Association).

- MLA is most often used in English, Spanish, art, music, and other humanities courses.
- APA is most often used in psychology, education, nursing, and other social science courses.

Your instructor will most likely focus on one of these formats, but it is important that you understand how both of them work since you will most likely need to use both at some point in your college career.

Below is a brief overview of the differences between MLA and APA. Whichever one your instructor chooses to emphasize this semester, you can use this guide to help you use the other format should another one of your instructors require it.

The following information is taken from the seventh edition of the *MLA Handbook for Writers of Research Papers* and the fifth edition of the *Publication Manual of the American Psychological Association*.

### Parenthetical (or In-Text) Citations

- All in-text citations require context; you should transition into information that is not your own rather than simply dropping it into the paper. There are multiple ways to transition; the examples below give you some ideas of how to accomplish this.
- You should also explain the relevance of the information to your readers.

<table>
<thead>
<tr>
<th>Parenthetical Citations</th>
<th>MLA</th>
<th>APA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All parenthetical citations:</strong></td>
<td>Author’s last name and page number.</td>
<td>Author’s last name, year of publication, and page number. (Important: APA only requires page numbers only in quotes—but I require it on all citations)</td>
</tr>
</tbody>
</table>

**Direct quote (one author):**

Whatever is enclosed in quotation marks must be an exact replica of the original text; changes may not be made without indicating that you have done so.

- According to Veeder, “the impact on the environment cannot be overstated” (52). OR
- One author contends that “the impact on the environment cannot be overstated” (Veeder 52).

- Veeder (2007) argues that “the impact on the environment cannot be overstated” (p. 52). OR
- One author posits that “the impact on the environment cannot be overstated” (Veeder, 2007, p. 52).

**Direct quote (two authors):**

- Veeder and Murdoch argue that “consumption at current rates cannot be sustained” (265). OR

- Veeder and Murdoch (2008) believed that “consumption at current rates cannot be sustained” (p. 265). OR
Current studies indicate that “consumption at current rates cannot be sustained” (Veeder and Murdoch 265).

Summary/paraphrase (one author):
Summaries and paraphrases are in your own words entirely; any “borrowing” of language from the original text constitutes plagiarism.

According to Veeder, this policy will have a profound and significant environmental effect (52).
One author contends that this policy will have a profound and significant environmental effect (Veeder 52).
Veeder (2007) stated that this policy will have a profound and significant environmental effect (p. 52).
One author believed that this policy will have a profound and significant environmental effect (Veeder, 2007, p. 52).

Summary/paraphrase (two authors):
Veeder and Murdoch argue that we cannot keep using natural resources like we are at present (265).
One author believes that we cannot keep using natural resources like we are at present (Veeder and Murdoch 265).
Veeder and Murdoch (2008) contended that we cannot keep using natural resources like we are at present (p. 265).
Scientists concluded that we cannot keep using natural resources like we are at present (Veeder and Murdoch, 2008, p. 265).

Bibliographic Information

- The last page of your paper contains the list of works you have used in your research. You will present information about each work according to what type of work it is (a book, an article, etc.). If what you need is not found below, there are numerous sources that list MLA and APA citation formats. Try the Online Writing Lab (OWL) at Purdue University (http://owl.english.purdue.edu).
- This page is double-spaced throughout (no single spacing) and uses hanging indentation.

<table>
<thead>
<tr>
<th>Bibliographic Information</th>
<th>MLA</th>
<th>APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of bibliography page</td>
<td>Work Cited</td>
<td>References</td>
</tr>
</tbody>
</table>
Document Appearance

- Consult your textbook or handbook for examples of what an academic paper should look like.
- Below are the formatting details you should follow:

<table>
<thead>
<tr>
<th>Document Appearance</th>
<th>MLA</th>
<th>APA</th>
</tr>
</thead>
</table>
| Title Page?         | Not required. | Required. Include:  
|                     |     | • Paper title  
|                     |     | • Your name  
|                     |     | • Your institution  
|                     |     | Optional:  
|                     |     | • The date  
|                     |     | • Your instructor’s name  
|                     |     | (Ask your instructor for his/her preference)  
| Abstract?           | Not required. | Required. This is a short summary of your argument.  
|                     |     | Title it “Abstract” and place it on page 2.  
| Margins             | One inch | One inch  
| Heading             | Required in upper left corner of first page. Double-spaced. Include:  
|                     |     | • Your full name  
|                     |     | • Your instructor’s name  
|                     |     | • The class  
|                     |     | • The date  
| Running head (This is in the upper right corner of each page of your paper. It is in the header space, not the normal text space.) | Your last name and the page number. | A shortened version of your title and the page number.  
| Long quotes         | Indent a quote if it is longer than 4 lines of prose or 3 lines of poetry. | Indent a quote if it is longer than 40 words.  

(this shows a journal article; if you have a newspaper or magazine, adjust the format accordingly).  
