Moberly Area Community College
Common Syllabus
LAL102H Composition II Honors

Instructor:
Office numbers:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: LAL102H Composition II Honors (3-0-3)
Students are introduced to research writing through originality, organization, and persuasion. Focus is on critical thinking when conducting research, considering sources, and synthesizing information. Honors sections of Composition II will require student to think in more depth about topics, research with a greater emphasis on scholarly sources, and write with more specificity about the course topics. (IN)

Prerequisite: LAL101 or instructor approval and students must meet the criteria for admission into the Honors Program.

Text: Title: Read Reason Write – Custom
Author: Seyler
Edition: 12th Edition
Publisher: McGraw Hill
ISBN: 978-1-2643-3728-6

Additional Resource: Title: Reading, Thinking, Writing*
Authors: MACC Faculty/LOGOS/ Dr. Mike Barrett, ed.

*This resource is located in Canvas as part of the course. There is no additional charge.

Other Required Materials: Per instructor’s policy

Purpose of Course: This course teaches research writing as a creative endeavor that requires originality, organization, critical thinking, and persuasive ability. Students practice a skeptical approach when conducting research, considering sources, and synthesizing information.

Course Objectives: Upon successful completion of this course, students will
- demonstrate academic research techniques,
- incorporate secondary research into original writings,
- use argument for effective evaluation and persuasion.
write more than 16 pages of prose that reflects writing as a process and Standard English.

Course Content:
1. Overview of Argument
2. Principles of Argument
   a. Research Techniques
   b. Writing Techniques
      1. Argument Techniques
      2. Audience Awareness
      3. Revision Awareness
3. Arguments in Depth
   a. Types of Claims
   b. Fallacies
4. Writing from Sources
   a. Academic Responsibility
   b. Selecting Sources

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Internet Scavenger Hunt</td>
<td>100</td>
</tr>
<tr>
<td>Academic Responsibility Quiz</td>
<td>40</td>
</tr>
<tr>
<td>Source Reviews</td>
<td>60</td>
</tr>
<tr>
<td>Evaluation Paper</td>
<td>100</td>
</tr>
<tr>
<td>Causes and Consequences Paper</td>
<td>100</td>
</tr>
<tr>
<td>Here's what we should do!: Proposal Paper</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>600</strong></td>
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Grading Scale:
- A=90% - 100%
- B=80% - 89%
- C=70% - 79%
- D=60% - 69%
- F=0% - 59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s):

Internet Scavenger Hunt: Students will perform a timed search for information on the internet based on a lecture series titled “Finding Information You Actually Want or Debunking the ‘unreliable’ myth.”

Using Sources and Citations Quiz: Students will take a 40-point 20 question quiz on academic responsibility.

Source Reviews: Students will write four source reviews on scholarly journal articles. Each review is worth 15 points for a total of 60 points.
Evaluation Paper: This six to eight page paper is in a traditional essay format. Students will craft an evaluation argument asserting a controversial evaluation of X. Students will choose a topic from one of four possibilities: NAFTA, cost of higher education, and genetically engineered crops.

Causes and Consequences Paper: This six to eight page paper is in a traditional essay format. Students will argue the causes or consequences related to one of three topics: sport sociology, image of women in the media, and American foreign policy with Muslim nations.

Here’s what we should do! Proposal Paper This twelve to fifteen page paper is a traditional college research paper. Students will use scholarly journal sources to craft an argument proposing an action. Students will chose from one of the course topics.

Schedule of Student Assignment and Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information**: Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Composition II is a course that teaches research and writing needed across disciplines. This is a practical course that enables students to research and write in their chosen field.

**College / Instructor Policies:**

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure
for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

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<tr>
<th>Term Length</th>
<th>Drop Criteria</th>
<th>Acceptable Justification</th>
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<tbody>
<tr>
<td>16-week</td>
<td>Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
<td>Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.</td>
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<tr>
<td>8-week</td>
<td>Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<tr>
<td>4-week</td>
<td>Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<tr>
<td>Intersession</td>
<td>Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Virtually attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course

Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:
- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

Online Course

Active participation in an online course includes the following:
- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

We will think, act, and react as a community of learners and writers. In order to do this, everyone must attend on a regular basis. In connection with attending, listening and participating in class are essential ingredients of active learning.

In my view, the 25% of the class periods that can be missed represent a fair number of absences, so I do not consider excuses. In other words, there is no such thing as an unexcused or an excused absence. If you do find it necessary to miss a class period, it will be your sole responsibility to find out what you will miss or missed. I will not track you down and tell you, nor will your lack of knowledge constitute a good reason to turn in late work.

Tardiness: If you plan to come to class, plan to come on time. I will take roll once at the beginning of class. In the event that you are unable to arrive on time, please quietly take your seat. You will be counted absent for that class period unless you see me after class and ask me to adjust the attendance record.

Make-up and late work: Papers will be accepted for one week after the due date with a 25% penalty. If students have a documented illness or death, tests may be made-up upon return to school.

Extra-credit work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to
contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.