

TULSA COMMUNITY COLLEGE
COURSE SYLLABUS
ENGLISH 1213-192 Composition II
Spring 2020 – online, service-learning

Professor: [REDACTED]

Start and End Dates: January 12th – March 5th

Email: [REDACTED] (preferred method of contact)

Allow 24 hours for a response on weekdays, 48 hours on weekends.

Office: MC 634 (6th floor on the east side of the building – my office faces Home Depot)

Office phone: [REDACTED] (usually only there during office hours, but will return messages next time I'm in the office)

Office Hours:

Tuesdays: 9-10:30; 12:30-1:50pm

Wednesdays: 9:15am-1:00pm;

Thursday: 9:15-10:00am; 12:30-1:50pm; 9:00pm-10:00pm (online)

Required Textbooks:

- *Tulsa 1921: Reporting a Massacre* by Randy Krehbiel ISBN: 9780806165837
You will need this book right away. The TCC library has free ebook versions of this library for those who would prefer to not buy the book or who can't get it right away. My recommendation is to buy the book, however, as you will be taking open-book quizzes over your readings. A print copy of the book will keep you from having to flip screens back and forth.
- PDFs on Blackboard and access to TCC library databases for other essays as assigned

Required Technologies:

- Regular access to a desktop, laptop, or campus computer lab. Tablets will most likely not have everything you need to succeed in this course.
- A USB flash drive
- Microsoft office (essays written through other software programs can be difficult to open and will not be accepted – you may download Microsoft office for free on Blackboard.)
- Daily access on weekdays to TCC email. *Students will be held responsible for all information transmitted to their College email account.* I do recommend checking your TCC email daily.

Minimum Technological Skills Required for this Course:

- Ability to navigate blackboard (take quizzes, download documents, post to discussion boards, participate in group discussions)
- Ability to send an email with attachments
- Ability to save a file
- Ability to download and install Microsoft office (if not already on computer)
- Ability to copy and paste information
- Ability to take screen shots
- Ability to upload files to Safe Assign and to discussion posts
- Ability to watch videos posted to Blackboard
- Basic knowledge of Microsoft office comments feature and of track changes (many good tutorials exist online). I will return papers to you using comments and track changes.

Technical Support:

- Step 1: consult the Blackboard tutorial page (refer back to the brief online orientation you took at the start of the semester)
- Step 2: if that didn't answer your question, contact TCC IT at 918-595-2000. They can help you with logging into blackboard, MyTCC, your personal email, Microsoft office, or basic Blackboard problems.
*Keep in mind that most assignments will close after their due date, so if you cannot access an assignment that has already been due, this is probably the reason why. Assignments will not be reopened unless a technology problem affected most of the class.

Catalog Description: A continuation of English 1113 (Freshman Composition I), Composition II involves critical reading, thinking, and writing. The course includes analysis and evaluation of reading selections and techniques of research and documentation. This course will transfer readily to any public institution of higher education in Oklahoma.

Course Outcomes: These are the specific goals or outcomes that all Composition II students should meet by the end of the semester:

- Construct academic arguments using sound claims and appropriate evidence
- Analyze college-level readings
- Select appropriate and varied sources for college research
- Evaluate the effectiveness of arguments by other scholars
- Synthesize ideas of other scholars
- Use information reliably and persuasively
- Apply the principles of evidence-based research processes and methodologies

Service-Learning Outcomes:

Upon completing this service-learning course, students will be able to

- Recognize needs in the community
- Respond to community needs with service, and
- Reflect on how the service experience reinforces course learning outcomes.

Program Learning Outcomes

PLO1 - Formulate ideas based on informed readings of texts, their elements, and their contexts

PLO2 - Evaluation diverse literary works of various genres, styles, traditions, and movements

PLO 3 - Use secondary sources in various media

PLO 4 - Compose clear, focused, convincing, thesis-driven analytical arguments

PLO 5 - Create interpretive arguments based on original thoughts

TCC Institutional Learning Outcomes

Tulsa Community College graduates value cultural diversity, ethical behavior, and the unique role of public education in sustaining a free society. The following institutional learning outcomes function independently and in concert. TCC graduates demonstrate:

Communication Skills

Institutional Learning Outcome: Graduates will be able to exchange information or ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.

Critical Thinking

Institutional Learning Outcome: Graduates will be able to evaluate existing information in order to form judgements, raise new questions, and/or implement creative and effective solutions.

Personal Responsibility

Institutional Learning Outcome: Graduates will be able to implement the skills necessary for physical, financial, mental, and/or emotional well-being.

Social Responsibility

Institutional Learning Outcome: Graduates will be able to evaluate one's ethics and traditions in relation to others in order to respectfully interact with diverse groups.

Grading:

This class follows a standard 10 point grading scale. Your final grade percentage will be determined by dividing the number of points you earn in the class by the total number of points available in the class and multiplying this number by 100. I do not generally round up percentages to the next grade. What you earn is what you earn. An 89.7% is a *B*, not an *A*.

I cannot ethically change your grade, so please don't put me in that position by asking at the end of the semester. Requests for extra credit will not be considered. Make sure that you understand the grading guidelines for each assignment. If you want an "A" for the semester, you will need to clearly earn an "A."

Course Theme: In 1921, Tulsa experienced one of our county's worst race massacres. We will be participating in TCC's common book reading program by adopting *Tulsa 1921: Reporting a Massacre* into our curriculum. This book will help you to learn about

this vital piece of our city's history and will serve as a basis for our two service-learning projects. It is my hope that this reading will also help you to be able to further the work of racial reconciliation in Tulsa as you continue conversations about these events outside of this class with your social circle.

Description of Graded Assignments:

Quizzes: All quizzes will be taken on blackboard. They will cover your readings from *Tulsa 1921: Reporting a Massacre*. These will be open book, but timed. You will have 10 minutes to answer 10 questions from your reading. You will not have enough time to look up all the answers, so please do the reading in advance, and save your book for questions you really don't know the answer to. These will be basic reading comprehension questions. I am not trying to trick you. Keep in mind that your book index may help you find the page that a particular topic is on.

Activities: Your weekly activities will be over your readings on writing college-level essays. These activities will ask you to apply concepts that you read about. You may use your handouts and notes to complete assignments, but don't always expect to find the exact right answer. If you didn't understand the reading, you may not be able to complete the assignment.

Essays: Essays 1 and 2 function also as service-learning projects. In addition to being graded, your written work will also go to help the community. You will have a choice in how you are credited for this work, either by name or anonymously.

Essay 1: For essay 1, you will choose a person from the glossary of *Tulsa 1921: Reporting a Massacre*. Double check the [John Hope Franklin Center's curriculum](#) resources page to make sure it wasn't already written about. You will research about the person you chose, using *Tulsa 1921* and you will complete a 150-250 word essay on the individual. You will then use the format provided on the link above to format your essay onto a bookmark. If you can find a picture of the person, that will make the bookmark more visually attractive, but it's ok if you don't find one. Both [The University of Tulsa archives](#) and the Tulsa Historical Society have moved their collection of Tulsa Race Massacre photographs into the public domain. This means that you can utilize them without paying a fee, provided you credit the archives.

Essay 2: For essay 2, you will be choose one of 20 pre-determined locations that were important to the history of the Tulsa Race Massacre. Using *Tulsa 1921* as well as any other research you need. (See the TCC library's [Tulsa Race Massacre Resource](#) Page). This research is a part of a larger collaboration of service-learning courses working together to provide a geo-tagged map of Greenwood for the John Hope Franklin Center. (See Mapping Greenwood Project Description for more info.)

Essay 3: For essay 3, you will be writing an argumentative research essay. (See Essay 3 prompt for a list of possible topics.) You will need a strong thesis as well as at least three supporting points for this essay. You will also need a minimum of 5 scholarly sources.

Participation: By the end of the semester, I should have a sense of your voice, both what it sounds like, but also what kind of ideas you have. You can show me this by regularly logging into blackboard, turning in assignments, asking me questions, showing up at my office hours, responding thoughtfully to classmates, and contributing to class discussions. Those who give this class their best efforts should receive most if not all of these points.

Grading Scale:

90%-100% = A

80%-89% = B

70-79% = C

60-69% = D

59% and below = F

Course Points

Quizzes/Activities: 70 points

Discussion Boards: 70 points

Essays: 325 points

Participation: 35 points

500 points

Grade Updates: I will try to have updated Blackboard grades updated as I am able. My goal is to have your grade updated at the end of each week, but most likely it will be updated more frequently than that. Due to FERPA laws, I cannot respond to requests for grades by email, but you may check where you stand in the class by accessing the grade center on Blackboard or by making an appointment with me.

Late Work: One of the transferable skills that this class can teach you is that of responsibly completing work on time. As such, **late work will not generally be accepted in this class.** You must complete assignments on time in order to receive credit for them. **Missed quizzes, discussion posts, and essays cannot be made up.**

The only exception to this is if you receive written (emailed) permission from me to obtain an extension on an assignment. This extension must be granted before the assignment is due. If you know you will be absent in advance, please turn in all work ahead of time.

Withdrawal:

WN: If you do not turn in any work by the end of the second week of the course, you will be withdrawn from the class.

AW: If you do not turn in any work (are absent) for three weeks in a row, you will be administratively withdrawn from the course. This shows up on your transcript as an AW and may affect your financial aid. I will not reverse an AW, regardless of your reason for being absent.

W: The first week of April is the last chance you will have to withdraw from class. To initiate withdrawal, contact me first and then the Advisement Office at any TCC campus.

I's are not given out for this course.

Writing Center: The writing center is available to you free of charge and can be a huge help to you as you write and review your writing assignments. To schedule an appointment, visit tulsacc.mywconline.com. Sessions are 30 minutes long. Please bring a copy of the writing instructions, your draft of the essay, and your textbook. Please also identify one or two areas you'd like the consultants to help you with.

Academic dishonesty or misconduct: Academic dishonesty or misconduct is neither condoned nor tolerated at TCC. For details about what constitutes dishonesty or misconduct, see the college's Academic Code of Integrity, available online at <http://www.tulsacc.edu/sites/default/files/StudentHandbook2013.pdf#page=7>

Plagiarism: According to author and Professor Robert Harris, "Plagiarism is using another person's words or ideas without giving credit to the other person. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use that person's ideas, you still must give the author credit in a note. . . . Plagiarism is using any words or ideas without giving credit to the source. If the plagiarizer copies material that is also copyrighted then the wrongdoing is potentially enhanced by the additional crime of copyright infringement" (25-6). From Harris, Robert A. *The Plagiarism Handbook*. Los Angeles: Pycszak, 2001. Print.

Penalties for Plagiarism: Proven plagiarism will result in failure on that assignment, a meeting with me, and your name being sent to the Dean of Student Affairs. Subsequent plagiarism will result in an F in the course.

Format for course work: Essays and summaries should be **typed and double spaced**. They must follow MLA formatting. Observe one inch margins on all sides and use left justify. Essays should be turned in to the SafeAssign link, posted on our Blackboard's course site. **I will not generally accept essays through email.**

Communication: You may communicate with me by phone or through your TCC email address. Due to FERPA laws, I cannot correspond with you through any other email account. You should check your TCC email daily you are responsible for all information submitted there.

Usually I can respond to emails fairly quickly, but please allow up to 24 hours for a response during the week and 48 hours on weekends. If you do not hear from me within this timeframe, email me again to make sure your initial email went through. I am usually pretty good about quick responses, but occasionally an email will get overlooked. Definitely follow up because my goal is to get back with you to answer your question as quickly as I can.

Netiquette: This course is situated under the larger umbrella of the communication division. Skills you are learning in this class like audience analysis, tone adjustment, and correct grammar will help you communicate more effectively in every aspect of your life. As such, you should practice these skills when composing an email to me or posting to a discussion board. Even though you

are not being graded in your email to me, I am forming opinions about how well you are assimilating the course material as I read your email. Keep the following rules in mind to make sure you are following proper *netiquette*:

- 1) Adhere to standards of correct English grammar and mechanics (including spelling, capitalization, and punctuation)
- 2) Avoid clichés, colloquialisms, unexplained acronyms, and slang
- 3) Do not use offensive language
- 4) Use a respectful tone
- 5) Aim for a formal to mid-formal tone
- 6) Address individuals by their correct title: example: Dr. or Professor Marangoni
- 7) Do not post anonymously
- 8) Even though this course involves the use of an online medium, there are still people (humans) reading your posts and emails. Treat them with the same respect you would if you encountered them in-person.

Student Conduct: Each student is responsible for being aware of the information contained in the TCC Catalog, the TCC Student Policies & Resources Handbook, and semester information listed in the syllabus and class schedule. Students who do not follow proper etiquette for class conduct may be dismissed and required to meet with the Dean of Student Services or with me and the Associate Dean for the Communication Division.

Although I will usually provide students with a verbal warning for an initial breach of student conduct, I reserve the right to ask a student to leave the classroom (digital or in-person) for behavior that I consider to be dangerous, inappropriate, disrespectful, or flagrant. This includes unauthorized cell phone use in class. If a student is asked to leave the classroom, regardless of whether a warning was issued or not, that student must meet with me and the associate dean of communications before re-admission is allowed. If a second breach of conduct occurs after this meeting, the student will be withdrawn from the course.

FERPA: The Family Educational Rights and Privacy Act (FERPA) is a Federal law designated to protect the privacy of a student's education records and academic work. The law applies to all schools, colleges, and universities, including TCC, that receive funds under an applicable program of the U.S. Department of Education. All files, records, and academic work completed within this course are considered educational records and are protected under FERPA. It is your right as a student in this course to expect that any materials you submit in this course, as well as your name and other identifying information, will not be viewable by guests or other individuals permitted access to the course. I will not discuss your grades with your parents or with anyone except for you, the student.

Policy adjustments: The specific needs of the class may require minor changes in the policies in this syllabus. Students will be given written notification of any policy changes.

Tentative schedule: Please follow the scheduled below. Any schedule changes will be based on the needs of the class and will be provided in writing.

Due dates	Topics covered	Reading Homework (do reading prior to completing activities and discussion boards)	Homework (due by 11:59pm)
UNIT 1: Question Informed Research			
Week 1 January 16th	Intro to class Blackboard overview Review common writing mistakes	Syllabus and course schedule Reading: <i>Tulsa 1921</i> : Chapter 1-2 Reading: Handout on Common Writing Errors (blackboard) Reading: Using Evidence (Blackboard) Preview: Check out the John Hope Franklin Center's website (your essays 1 and 2 will be service-projects that will help them develop their curriculum resource page) Preview: Essay 1 prompt on blackboard (due on January 30 th)	Quiz 1: Syllabus and Course Intro Material and Tulsa 1921 Reading Activity 1: Common Writing Errors, Using Evidence Discussion Board 1 on Blackboard – introductions, reflection on who the John Hope Franklin Center is Complete Service-learning orientation on Blackboard
Week 2 January 23rd	Review conventions of writing and MLA formatting	Reading – <i>Tulsa 1921</i> , Chapters 3-5 Reading: “Good Research Starts with Good Questions” Reading: MLA documentation for research papers Reading: “What Makes a Good Research Question” Reading: “What Mass Graves Investigation Means for Tulsa” Watch video on Greenwood Mapping Project (Accompanying handout can be found on blackboard)	Quiz 2: Tulsa 1921 Reading Activity 2: Research Questions and MLA Discussion Board 2 – Reflection- Asking questions Wiki – sign up for knowledge card topic (essay 1) AND Mapping Greenwood Location (essay 2)
UNIT 2: Evidence Informed Research			
Week 3 January 30th	Distinguish between a fact and an opinion	Reading: <i>Tulsa 1921</i> , Chapters 6-7 Reading: How do we know things? Reading: “Distinguishing fact, opinion, belief, and prejudice” Reading: “The Tulsa Race Massacre: Primary v.	Quiz 3: Tulsa 1921 Reading Activity 3: fact, opinion, belief, prejudice Discussion Board 3 – Reflection – How did the history of the Tulsa Race Massacre come to be?

		Secondary Sources” Preview Essay 2 Prompt	Essay 1 – Knowledge Card for the John Hope Franklin Center
Week 4 February 6th	Identify fallacies/bias in statements	Reading: <i>Tulsa 1921</i> , Chapters 8-10 Reading: Biased Language Definition and Examples View: news source infographics Read: Ellsworth afterward to “Death in the Promised Land” Read passage from “The Burning” Work on Essay 2 (due next week)	Quiz 4: Tulsa 1921 readings Activity 4: Identifying biases Discussion Board 4 – Reflection – What are my personal Biases?
UNIT 3: Evaluating Sources			
Week 5 February 13th	Searching with databases	Reading: <i>Tulsa 1921</i> , Chapter 11-12 Library database workshop Preview Essay 3 prompt	Quiz 5: Tulsa 1921 reading Activity 5: library databases Discussion Board 5 – Reflection – What is my responsibility? Essay 2 due: Mapping Greenwood Project (for the John Hope Franklin Center)
Week 6 February 20th	Learn to put together an outline	Reading: <i>Tulsa 1921</i> , chapters 13-14 Read: handout on outlining Read: Handout on longer essay structuring	Quiz 6: Tulsa 1921 Reading Activity 6: evaluating outlines Discussion Board 6 – post outline or summary of final paper
UNIT 4: Using Evidence to Persuade			
Week 7 February 27th	PEER REVIEW	Reading: Handout on advanced style Work on completing a draft of your paper for peer review	Quiz 7: Over all Tulsa 1921 readings Activity 7: Style Discussion Board 7 – post essay – peer review (you will have until February 28 th to complete a review of two classmates’ essays)

Week 8 March 5		Reading: Handout on revision strategies	Essay 3 due – researched persuasive essay
-------------------	--	-----------------------------------------	--------------------------------------------------

