



1200 West Algonquin Road
Palatine, Illinois 60067-7398

Liberal Arts Division Office
Main Campus Building L, Room 203
847.925.6284
English Department
847.925.6284
[Harper College English Department](#)

***College Mission:** Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.*



Composition II - ENG 102 005

Course Syllabus Fall 2024



General Course Information

Credit Hours: 3

Class Dates: Tuesday, August 20, 2024 to Friday, December 13, 2024

Meeting Times: 9:30am 10:45am Tuesdays and Thursdays

Meeting Location(s): H Building 193

Modality: Face-to-Face

Online Expectations: This class will utilize Harper College's [Blackboard website](#) for course materials, discussions, assignments, and feedback/grading information. Please logon to Blackboard as soon as possible after the course start date.

Last Day to Drop for 100% Refund: TBA

Last Day to Withdraw: TBA

Instructor Information

Name: Daniel M. Connolly, Adjunct English Instructor

Prefer to be Addressed as: Professor Connolly

Phone: request via email appointment

Email: dconnoll@harpercollege.edu

Office Hours: by appointment

Office Hours Location: L Building 233

Preferred Method of Communication: Initially, I prefer to be reached via email; thereafter, I find one-on-one meetings via Blackboard's Collaborate Ultra the best way to meet outside of class. If you would like to schedule an appointment (phone, or online web session), please send an email to initiate the meeting.

Course Description

Course Description: Prerequisite: ENG 101 with a grade of C or better, or consent of instructor or department chair.

Continues ENG 101. Reading literature and writing of various types of prose. Introduces methods used in writing investigative papers. IAI C1 901R

This course teaches composition in the form of essays and a research paper. The course material may include literary fiction or non-fiction. Interpretation, analysis, and response will be emphasized, with particular attention paid to structure and style.

Student Outcomes (The student should)

- write a total of approximately 6000 words of original prose in the following forms—written, formal essays; an academic research paper of approx. 2700-5000 words, and other forms of writing to be determined by instructor.
- demonstrate proficiency in interpreting, analyzing, and responding.
- demonstrate proficiency in the academic research process, which includes gathering data, using the library, taking notes, evaluating source material, drafting and revising the research paper, putting the research paper in finished form according to the MLA format.
- demonstrate an understanding of the elements of literature, such as structure, imagery/symbolism, point of view, setting/atmosphere, theme, and style.

If you need assistance with using Blackboard or logging in see Harper College Tech Support.

Harper Help Desk

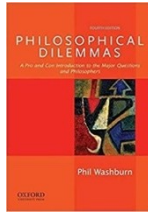
Off-Campus Phone: 847-925-6866 Email: studentsd@harpercollege.edu.

Tutorial for Logging Into Blackboard: <https://youtu.be/BVAyMJbupwc>

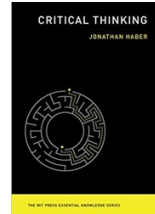
Expected Technical Skills: You will be required to perform basic computer processes, such as creating and saving documents, working on word processing software applications such as Microsoft Word, Google Docs, and accessing Blackboard via the internet. If you need technical assistance, start with the [Technical Support Information page](#) for online students.

Instructional and Technological Information

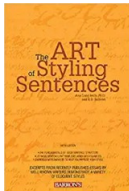
Required Materials



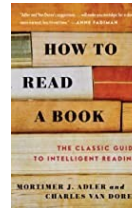
Philosophical Dilemmas: A Pro and Con Introduction to the Major Questions and Philosophers 4th Edition
by Phil Washburn
ISBN-13: 978-0199920402
ISBN-10: 0199920400



Critical Thinking (The MIT Press Essential Knowledge series) The MIT Press; Illustrated edition (April 7, 2020)
by Jonathan Haber
ISBN-13: 978-0262538282



The Art of Styling Sentences 5th Edition
by Ann Longknife Ph.D. and K.D. Sullivan
ISBN-13: 978-0764147838
ISBN-10: 0764147838



How to Read a Book: The Classic Guide to Intelligent Reading. Revised and Updated ed. edition (August 15, 1972)
by Mortimer J. Adler and Charles Van Doren
ISBN-10: 0671212095
ISBN-13: 978-0671212094



MLA HANDBOOK
NINTH EDITION
MLA Handbook (OFFICIAL)
by The Modern Language Association of America Apr 22, 2021
Modern Language Association of America; 9th edition
ISBN-10: 1603293515
ISBN-13: 978-1603293518

Note: Current textbook information for each course and section is available on Oakton's Schedule of Classes.

Technology:

- All Harper College English 102 classes use Harper's Blackboard Learning Management System. This course will use the [Blackboard](#) learning management system to augment classroom coursework and provide added interaction when needed. For the best experience with Blackboard, you will need a device with access to the internet and a compatible internet browser. Please visit [Blackboard's Browser Support page](#) to see the current list of browsers and browser versions that are supported. Blackboard has limited functionality on mobile devices, but there is a student Blackboard App available for iOS and Android devices in the

Apple App Store and Google Play. Visit the [Blackboard App website](#) for more information. You can contact the [Student Service Desk](#) at 847.925.6866 or studentsd@harpercollege.edu with any Blackboard technical questions.

Other Materials:

- A physical notebook for notes

Course Assessments

Assessment Overview

Grading Criteria:

Essay 1: 5 points
Essay 2: 5 points
Essay 3: 5 points
Essay 4: 5 points
Essay 5: 5 points
Essay 6: 15 points
Essay 7: 15 points
Discussions: 45 points

Total points: 100

Grading Scale:

90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
59% or below F

Category Descriptions

1. **Essays:** These are formal written assignments due in class.
2. **Discussions:** The “Discussion” tools in Blackboard will enable students to participate, practice, and peer edit. Detailed instructions will appear for each week’s assignment. Discussion posts are course required assignments: each week 3 points are awarded for participation; however, failure to post all discussions may result in a failing grade. These must be completed on time each week—for example, if a student misses Week 3 of discussion, the points cannot be made up after the due date. Students should communicate quickly and clearly to the instructor if problems arise.
 - For full credit, posts must be consistent with college-level writing and include detailed feedback. Posts should be descriptive and include a minimum of 300 words per post.
 - No late posts will be accepted.

Assessment Policies

Grading and Feedback: I will provide grades and feedback on submitted work within 2 weeks of the due date for the assignment, which will appear in the My Grades link in the course in Blackboard. Grades will be based on six essays, fifteen discussion post, and a final portfolio project.

Late/Missed Work Policy: All coursework should be completed on time. However, I will accommodate reasonable requests for extensions, but only if the request is made prior to the due date of the assignment.

Course Surveys (Student Opinionnaires of Instruction): Near the end of this course, you will be invited to participate in a survey. The feedback you provide is valuable to me, as your instructor, as well as Harper College. The comments you share are completely anonymous and the compiled confidential results will not be released until after final grades have been posted for the entire semester. You may access the survey through a link you will receive in your Harper College Gmail account or directly via Blackboard. Surveys are *usually* available three weeks before the last day of class. To check a survey’s availability in Blackboard, select the SOI- COURSE SURVEY link in the course menu. Surveys are only visible when they are available. *Note: Course surveys are administered in Fall and Spring semesters only.*

Course Culture

In Our Course*

What to Expect from Your Instructor: I will be active in this course in Blackboard regularly during the week. Expect to see me posting in the discussion boards at least one a week. I welcome open discussions or questions in the discussion forum. I will respond to your communications within 48 hours on weekdays.

Attendance/Participation: You should expect to spend a portion of time each week learning material. This will include reading and completing assignments, as well as simply self-quizzing and reviewing material. This course is cumulative in nature. It is extremely important that students are committed to staying on schedule and seeking help when needed. If students should have any questions concerning the course, they should contact their instructor. Three absences are allowed without penalty. More than three absences will detract from the final grade by 10 points per absence. More than two late arrivals may also adversely affect the overall grade. If a student cannot commit to consistent attendance and punctuality, it may be advisable to drop the class.

*When we meet online via Blackboard Collaborate Ultra, all students must have their cameras and microphones switched on to verify attendance.

The William Rainey Harper College English Department staff has worked diligently to assure that the courses taught at Harper are comparable to those taught at the major universities and colleges across the country. The comprehensiveness of these courses assures you that your credits are transferable. Additionally, your satisfactory completion of the Harper English curriculum will put students' skills at the level of those of their peers at other colleges and universities.

The effort required on your part to acquire these skills will be substantial. The Harper staff estimates that, subject to your prior experience and skills, you will need to commit the following **minimum** time and energy:

- Time spent in class: 8 semester hours (400 minutes in class)
- Time spent on homework: 12 – 16 hours*

*However, as this is a composition course, expect the time for writing and revising to increase significantly—students need to adapt and plan accordingly.

In order for you to do well, it will be necessary for students to read all the assigned chapters in your textbook and to work all other reading assignments.

To assist students, instructors are available to help during scheduled office hours, or by appointment; and the College also maintains a free tutoring center at which accounting instructors are available during scheduled hours (See the Student Success Resources section of this syllabus).

Behavioral Expectations: You can expect to have your academic performance evaluated fairly based on the standards communicated in this syllabus and any relevant program guidelines. You may utilize the [Academic Complaint process](#) if you have concerns with a decision made about your academic progress in the course. In exchange for this opportunity, you are expected to uphold the following behavioral expectations:

- Behave in accordance with the [Student Code of Conduct](#) and other applicable College policies
- Refrain from disrupting the ability of fellow students to learn or the instructor's ability to teach. Examples of disruption include:
 - Cell phone or computer use that significantly, or repeatedly, distracts others

- Coming to class sessions late or leaving early
 - Interrupting, discussing unrelated issues in class, or speaking frequently without being called on
 - Yelling, cursing, or engaging in other aggressive behavior
- When interacting online, communicate in a respectful fashion. This includes, but is not limited to:
 - Refraining from name calling, using profanity, posting inappropriate material, and typing in all capital letters
 - Sending multiple emails with one sentence
 - Avoiding rants or discussing non-relevant topics

Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. There are a variety of behaviors that, while not against a specific College rule, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may be required to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Code of Conduct.

Course Conduct: All participants in this course are expected to follow the [Student Code of Conduct](#) and other applicable College policies. All are expected to contribute to an environment that maximizes students' ability to learn and the instructor's ability to teach. Examples include:

- Arriving and leaving class at the scheduled times
- Using electronics in a way that minimizes distractions to others
- Participating respectfully in class discussions
- Refraining from yelling, cursing, or aggressive behavior
- Refraining from name calling, using profanity, posting inappropriate material, and typing in all capital letters when interacting online

Dispute Resolution: All Harper students have the right to express their concerns regarding their experience in the classroom, including the assessment of their performance or difficulties with other students. Students should first contact their instructors with any questions or concerns. If students and instructors cannot resolve concerns together, students should follow the [Student Academic Complaint Process outlined in the Student Handbook](#).

At Our College

COVID-19 Vaccination/Testing Mandate: All Illinois college students taking on-campus classes are required to provide proof of COVID-19 vaccination or weekly test results. Failure to comply with the state mandate may lead to removal from our courses. Visit harpercollege.edu/cleared for more information.

If You are Sick with COVID-19: If you are experiencing COVID-19 symptoms or are awaiting COVID-19 test results, do NOT come to campus. If you have tested positive for COVID-19, or have been in close contact with someone who has tested positive, you are expected to notify the college. This will help the college protect and health and safety of our campus community.

- Fill out [this form](https://bit.ly/studentcovidreport) (bit.ly/studentcovidreport). The college will provide you with information on available resources and notify your current instructors/ faculty.

Academic Dishonesty: The College reserves the right to set and communicate reasonable standards of behavior. Students are expected to uphold college standards related to academic honesty. The following behaviors, as outlined in the [Student Code of Conduct](#), are considered academic dishonesty and are prohibited. Examples are provided to illustrate the specific prohibition and are not intended to be all-inclusive.

- Cheating (accessing or using unauthorized materials or information)
- Plagiarism (reproducing someone else's words or ideas without accurate acknowledgment)
- Falsifying information (providing untrue information)
- Unauthorized collaboration (getting assistance or sharing work without permission)
- Facilitating academic dishonesty (participating in an act that creates an unearned advantage for someone)

Student Code of Conduct: Harper College encourages the intellectual and personal growth of its students as scholars and as citizens. The College has both the authority and responsibility to maintain a campus community where the educational programs can flourish for all students and where individual rights, personal and collective safety, and College operations are appropriately protected. It is a choice to attend Harper College and by doing so, students assume the obligations (including standards for behavior) imposed by the College.

Harper College students and student organizations are expected to act in accordance with the policies, rules, regulations, laws, and requirements of Harper College, municipalities and counties, the State of Illinois, and the United States. The [Student Code of Conduct](#) and related information at the [Harper Student Conduct resource page](#) outlines these expectations and provides resources and reporting options for students.

Equal Educational Opportunity Statement: In providing educational programs and opportunities, the College will not discriminate against any individual on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, gender-related identity, disability, unfavorable discharge from military service, or any other legally protected category. It is the intent of the Board of Trustees to comply with all applicable local, state, and federal statutes, regulations and ordinances prohibiting such discrimination.

If you believe you have experienced discrimination or harassment (whether on or off campus) that affects your ability to participate in class or any of Harper College's programs, please seek assistance from any of the following resources:

- For gender-based or sexual misconduct (including sexual assault and sexual harassment) by any person, visit the [Harper College Title IX resource page](#) to learn more about your support and reporting options.
- For any other harassment/discrimination by an employee, contact the College's Chief Human Resources Officer at 847-925-6216.

Please be advised that faculty members are required to report to the College if they learn that a crime, harassment, or discrimination may have occurred.

Student E-mail Notifications & Privacy: All notifications related to student registration or other business activities are sent to students via their Harper College email account (XXXX@mail.harpercollege.edu) that is assigned to students upon registration. Students access this account via an icon in the student portal (where you registered for classes). Please check this e-mail frequently. To forward e-mails from this account to a personal email account please [follow these instructions](#).

Please be advised that your education records are subject to a federal privacy law called the Family Education Rights and Privacy Act (FERPA). As a result, please be aware that you (not your parent(s), spouse, or other such person) will generally need to be the one to ask questions, file complaints, or otherwise interact with the College and faculty about your academic performance in this class.

Blackboard Privacy and Accessibility Statements: Blackboard is the learning management system used at Harper College. It provides a secure Web space for delivery of instructional course materials. Blackboard's [privacy statement](#) and [accessibility statement](#) are available for review.

Copyright Statement: The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. For more information, please visit the [Harper College Copyright/Fair Use resource page](#).

Student Support Resources

Please note: As on-campus activity changes in response to the COVID-19 pandemic, Student Support resources may adjust accordingly. Information about all student support resources can be found on the [Student Support Services page](#).

Student Success

Academic Advising: Students are encouraged to meet regularly with their assigned academic advisor and can schedule through the MyHarper Student Portal or by calling 847.925.6220 to learn more about options for virtual and in-person appointments. Students who do not have an assigned academic advisor can contact Advising Services to schedule an appointment.

- Phone: 847.925.6220

- To learn more visit: [Advising Services](#)

Access and Disability Services: Harper College strives to make all learning experiences as accessible and inclusive as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including possible accommodations. You are encouraged to register with ADS by filling out the online application that can be found on the ADS website. Once approved by ADS, please make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In-person and virtual appointments are available.

- Phone: 847.925.6266
- Email: ads@harpercollege.edu
- To learn more visit: [Access and Disability Services](#)

Military and Veteran Students: If you are a member of the military community, and are in need of accommodations for Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments contact your **Academic Advisor**. For opportunities to connect, participate in activities and workshops with other Veteran and Military Connected Students (spouse, parent, sibling) contact us below.

- Phone: 847.925.6555
- Email: jmolina@harpercollege.edu
- Follow us on Instagram: [@Harpercollegesva](#)

OneStop: The OneStop is available by phone, email, or chat to help with registering for classes, updating records, financial aid and payment plans. They can help answer your questions or point you in the right direction.

- Phone: 847.925.6710
- Email: onestop@harpercollege.edu
- To learn more visit: [One Stop](#)

Library: The Library offers various services to support students including access to resources, study spaces, computers, course reserves, research help, and technology loans. Students can request library materials for pickup through their [Library account](#). Research assistance is available through in-person, [live chat](#), [email](#), and [online research appointments](#). Visit the Library website (see link below) to learn more and view our current hours.

- Phone: 847.925. 6584
- Email: library@harpercollege.edu
- To learn more visit: [Harper College Library](#)

Technology Loan Request: The Harper College Library has Chromebooks, wi-fi hotspots and graphing calculators available for semester-long loans. Equipment is available through the Library while supplies

last. Students must be registered for the Spring 2022 semester to borrow equipment. Please submit a [Library Technology Loan Request](#) to begin this process or visit the Library during [open building hours](#).

Students that request materials through the online form will be contacted by a Harper College Library representative as soon as possible. Students will receive an email to agree to the loan terms and will then receive an email when their items are ready for pick up. Thank you for your patience as we process your request.

- Phone: 847.925.6584
- Email: semesterloantech@harpercollege.edu

Academic Support Center: The Academic Support Center offers Online and On Campus Tutoring (free for all Harper students), the Anatomy Room, the Developmental Math Center, Supplemental Instruction, Success Services, Tutoring Center, and Writing Center. For appointments: 1) Log in to your MyHarper Student Portal; 2) Click on Academic Success; 3) Click on Schedule an Appointment. For drop-in tutoring: 1) Visit harpercollege.edu/academicsupport; 2) Click on Live Chat; 3) Click on link to join tutoring session.

- Phone: 847.925.6539
- Email: academicsupportcenter@harpercollege.edu
- Live Chat: harpercollege.edu/academicsupport
- To learn more and view our current schedules visit: [Academic Support Center](#)

Student Service Desk (Computer Help): The Student Service Desk assists all students by providing information and support for Harper Student E-mail Accounts, MyHarper Student Portal, and Blackboard.

- Phone: 847.925.6866
- Email: studentsd@harpercollege.edu

Computer Labs: Campus labs are staffed to assist students with logging on and off, accessing specific applications and printing their work. Labs are open to all currently enrolled Harper students.

- To learn more visit: [Harper College Computer Labs](#)

Job Placement Resource Center (JPRC): Assists students to become successful in their search for employment opportunities. Help is available with resumes, interviewing, job search, co-ops and internships, and on-campus employment as Student Aides. Students can take advantage of JPRC services by scheduling an appointment.

- Phone: 847.925.6400
- To learn more visit: [Harper College JPRC](#)

Student Safety and Wellness

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. Please reach out for support. We offer the following resources:

Hawks Care: It can be hard to focus on school when you are worried about everyday life. Maybe you are not sure how you can pay for school, while also paying for everyday expenses or your monthly bills. Maybe you are worried about the cost of food, or if your car can reliably make it to and from campus. Maybe you don't have the supplies you need for school, like a laptop or Wi-Fi internet connection, etc. Hawks Care at Harper is here to help! A private conversation with someone who cares can connect you to community and campus resources. Hawks Care also has limited financial support for unexpected needs.

- To learn more visit: [Hawks Care](#)
- Phone: 847-925-6393

Counseling Services: Counseling Services promotes the academic success and personal well-being of students by providing short term personal counseling and wellness support along with career and educational counseling. Services are available to currently enrolled students and are free of charge. Harper students also have free access to WellTrack, a mobile app with self-help tools and resources anytime, anywhere.

- Additional information about [WellTrack](#)
- To learn more visit: [Counseling Services](#)
- Phone: 847.925.6393

Harper Wellness: Harper College is committed to providing a campus culture and environment that strives to promote and enhance the overall wellness of its students, staff, faculty and surrounding community. Harper Wellness provides various programs, events and resources so everyone is supported and best prepared to LEARN WELL. WORK WELL. and LIVE WELL. (Please note that individual services are provided through Counseling Services)

- Phone: 847.925.6963
- To learn more visit: [Harper Wellness](#)

Community Resources: A variety of community-based resources are available to help students in need: [Community Resources for Students](#)

Harper Early Alert Team (HEAT): HEAT is a multidisciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors. HEAT strives to assist the campus in intervening with someone before their behaviors reach a critical level.

- To learn more or to report a threat: [Harper College HEAT](#)

Harper College Police: Contact the Harper College Police for emergency assistance or to report a crime.

- Phone: 847.925.6330

Some Advice for College (From Professors of the Summer Transition Program at Northeastern Illinois University)

- In college, we communicate with instructors as individuals: it is not appropriate to represent the interests of others.
- Granting an extension on work is not inappropriate, but the night before a paper or project is due is usually too late in the process.
- It is not advisable to tell one instructor that an assignment is not ready because of work due in another class – this is insulting to the instructor. In college, the average student takes 4 to 6 courses a semester – instructors know this and assume students are ready and willing to pursue this challenge without excuses. Students should not reveal their course load priorities to an instructor. Assume that instructors expect students to value ALL courses or else drop them.
- Ask questions and send e-mails as soon as possible. *Help them know you.*
- Begin the process of working on assignments as soon as they are assigned: every minute counts in college – plan accordingly. *Constantly re-read the prompt.*
- Exploit the library: enter phone numbers and e-mail addresses of the reference librarians – make them earn their pay too! They actually love helping students do research. College librarians are experts in research, most have a Master's degree, and many have PhD's. They are NOT there to quiet students or to send them for detention – COLLEGE librarians are research experts who help locate, test, and create knowledge: use them!
- Follow assignment directions carefully.
- Read and continuously reread course syllabi and other course materials!
- Take careful notes in class.
- Do not mistake an instructor's kindness as weakness. Moreover, do not confuse a professor's personality with the course requirements or proper protocol – in other words, just because a teacher acts "casually" or "friendly" does not mean that the course is casual or easy. Many times professors are simply good people who want students to relax and enjoy the learning process. But always remember that excellence in academics requires not only effort, but also achievement.
- Try not to make college work more difficult than it is. Often, first-year college students think college is extremely difficult or complicated, when in fact it is not. College is actually a place where we learn to break down knowledge, look at it, think about it, and put it back together with a greater understanding of it. This is not really a difficult process – it seems like hard work that takes time and effort, and it is—but it is not out of your reach. Take each step as it comes. We have designed college to be progressive: this is why we have 100-level, 200-level, and 300-level courses in undergraduate study—we want students to progress in their learning; no one expects first-year students to think, write, or act like seniors. Take it easy.
- Go to all class meeting. Although it is tempting to sleep in – especially when it's cold out and a professor allows many days off or has no attendance requirements – do not miss class! College is for the student – missing a class cheats a student out of success. No counselors will call your parents or give you a detention, but then again no one will help you fill in missing notes or make clear cloudy concepts. Be there, take notes, ask questions, and make comments.
- Meet with every instructor at least once during office hours. Instructors are REQUIRED to hold office hours to meet with and help students—take advantage of this opportunity. In office hours hints are given, ideas are made clear, and some instructors reward students by giving them special insights or clues to upcoming exams. Moreover, creating a rapport with an instructor could help when final grades are assessed because instructors tend to give ambitious students the benefit of the doubt. College professors have great respect for students who show interest, show commitment, and show up during office hours. Go!
- Take care of your body! Eat well, sleep 8 hours a night, exercise, stretch—avoid myths about pulling all-nighters and blowing off sleep: these activities will ruin you – trust me, it's not worth it. Love and respect yourself and know you are here for a reason, a good reason.
- Take care of your emotional/spiritual/social/family life. Be sure to let your loved ones know that you are adjusting to your new life, and that you still love them, but that although your new life may seem strange to them, you still need their loyalty. Plan to have fun, plan to spend quality time with your friends and explain that your time has limits. If they are truly your loved ones, they will understand it if you clearly and honestly explain your situation. If you hang out with people who "don't get it" then they are not the friends you need – stick with the winners!

IF...

IF you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man*, my son!

-Rudyard Kipling

*At the time of its publication the term "man" was used in different contexts than today. We can now safely interpret the expression as 'an adult human being.'

ENG 102 – Composition II

Fall 2024 Course Schedule

Week	Topics and Required Reading	Class Activities	Due Dates
Week 1: Tuesday, August 20	Course intro; assign Essay 1; listening and note taking skills; reading. Read: <i>How to Read a Book</i> , Parts One and Two	Review syllabus Definitions of “Rhetoric” Definitions of “Argument” The Purpose of the University Note taking Skills Rhetorical Triangle for Analysis	Assign: Essay 1 Due: Discussion 1
Week 2: Tuesday, August 27	Read: <i>How to Read a Book</i> , Parts Three and Four. The Sentence Patterns: 1, 1a, 1b, 2, 3, 4, 4a “What’s Happened to Disney Film?”	The Five Canons of Rhetoric & The Three Appeals Invention Peer revise Essay 1. Toulmin Objective Analysis Syllogism & Enthymemes Using MLA guidelines	Due: Essay 1 Due: Discussion 2
Week 3: Tuesday, September 3,	Begin Reading: <i>Philosophical Dilemmas</i> by Phil Washburn Peer revise Essay 2; The Sentence Patterns: 5, 6, 7, 7a, 8, 9, 9a, 10, 10a	Metaphor & Synonym Synecdoche & Metonymy Toulmin Objective Analysis	Due: Essay 2 Due: Discussion 3
Week 4: Tuesday, September 10	Read: <i>Philosophical Dilemmas</i> by Washburn Peer revise Essay 3; The Sentence Patterns: 11, 11a, 12, 13, 14, 15, 15a, 16, 16a, 17, 18, 19	Synecdoche & Metonymy Critical Analysis Toulmin and Toulmin essay structures for arguments with research Review essay structures for arguments with research Using MLA guidelines	Due: Discussion 4
Week 5: Tuesday, September 17	Read: <i>Philosophical Dilemmas</i> by Phil Washburn Peer revise Essay 4;	Reading for research; More Rhetorical devices! Using MLA guidelines	Due: Discussion 5 Due: Essay 3
Week 6: Tuesday, September 24	Read: <i>Philosophical Dilemmas</i> by Phil Washburn Rogerian essay structures for arguments with research	Review essay structures for arguments with research Using MLA guidelines	Due: Discussion 6
Week 7: Tuesday, October 1	Read: <i>Philosophical Dilemmas</i> by Phil Washburn Rogerian essay structures for arguments with research; for structures of arguments	Reading for research Using MLA guidelines Peer revise essay 4	Due: Discussion 7 Due: Essay 4
Week 8: Tuesday, October 8	“Academics” and the worlds they inhabit	Critical Analysis Toulmin Reading for research Using MLA guidelines	Due: Discussion 8

Week	Topics and Required Reading	Class Activities	Due Dates
Week 9: Tuesday, October 22	More about “Academics” and the worlds they inhabit	Rogerian Argument Reading for research Using MLA guidelines	Due: Discussion 9
Week 10: Tuesday, October 29	review essay structures for arguments with research	Rogerian Argument Using MLA guidelines Peer revise Essay 5	Due: Discussion 10 Due: Essay 5
Week 11: Tuesday, November 5	Reading research	Combining Toulmin & Rogerian Argumentation Using MLA guidelines	Due: Discussion 11
Week 12: Tuesday, November 12	Reading research	Combining Toulmin & Rogerian Argumentation Peer revise Essay 6Using MLA guidelines	Due: Discussion 12 Due: Essay 6
Week 13: Tuesday, November 19,	Reading research	Combining Toulmin & Rogerian Argumentation Using MLA guidelines	Due: Discussion 13
Week 14: Tuesday, November 26	Reading research	Combining Toulmin & Rogerian Argumentation	Due: Discussion 14
Week 15: Tuesday, December 3	Reading research	Combining Toulmin & Rogerian Argumentation	Due: Discussion 15
Week 16: Tuesday, December 10	Toulmin and Rogerian essay structures for arguments with research; peer revise Essay 7	Combining Toulmin & Rogerian Argumentation	Due: Essay 7
Finals Week Dec 12-13		Submit Final Essay 7	

ENG 102 – Composition II
Fall 2024
Statement of Understanding

Documentation of Understanding

Syllabus Receipt

_____ I acknowledge that I have received and reviewed the course syllabus for ENG 102 – Composition II, Fall 2024.

☐ My course meets on _____ (days) at _____ (time) in room _____.

☐ My course is online, and can be accessed at [Harper's Blackboard site](#)

Syllabus Acknowledgement

_____ I have read the syllabus (either in paper or online), and I understand the classroom policies, instructor's expectations, and rules as stated in the syllabus for this course.

_____ I understand that I am responsible to complete all homework assignments, in-class activities, and class assessments by the due dates as outlined in the syllabus.

_____ I understand that attendance and participation in all course activities is essential for my success in this course.

_____ If I have any questions or concerns, I will contact the instructor for further explanation.

Student Signature

Print/Type Name: _____

Signed: _____ **Date:** _____

(If submitted electronically, the typed name plus submission of this statement in Blackboard or to the instructor via email constitutes student signature).

Student Information Sheet

Please fill out this form seriously and honestly-for my eyes only!

Your Legal Name:
How do you prefer to be addressed (nickname, pronoun, or other)?
Why did you choose Harper College?
Describe what you know about your writing process so far:
Complete the following statement: "Honestly, I think the writing process is . . ."
Complete the following statement: "For me, the hardest part of writing is . . ."
Complete the following statement: "And the easiest aspect of writing for me is . . ."
Complete the following statement: "Honestly, I think reading is . . ."
Complete the following statement: "For me, the hardest part of reading is . . ."
Complete the following statement: "And the easiest aspect of reading for me is . . ."
What are your plans after Harper?
What do you think is the purpose of research in a university?
Please ask me one or two questions you have about the course?