
Syllabus: Composition II - EN1520 - A1203

Semester: Winter 2025: Jan 6- April 28, 2025

Meeting day and times: Online, asynchronous

No classes on: January 20 | Martin Luther King Jr. Day | College is closed
Feb 24 - Mar 1 | Mid-Winter Recess | College is open but no classes

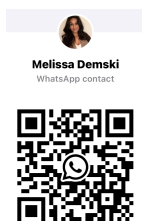
Contact Information

Instructor: Melissa Demski

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Office hours: Mondays, 11AM-11:30AM
(by appointment only)

Mailbox: D330 (Demski, Melissa)



English Admin office

Admin: Maddy Graziadei

Location: F Building, Room F212

Telephone: (248) 232-4026

Course Description (OCC Catalog)

Students will compose several assignments related to academic research and argumentation. In addition to reading academic texts regularly, students will explore argumentation and persuasion while building successful writing with credible research and scholarly documentation. Emphasis will be placed on analysis and critical thinking as well as the generation of writing through drafting and revision. (Prerequisite: ENG 1510 or ENG 1510E)

Course GE Outcomes

Critical Thinking, Effective Communication, Information Literacy

Instructor Emphasis and Strategies

Exchanging ideas, expressing opinions, and challenging each other make learning life-changing and impactful. The foundation of learning in my classroom is connection; we will work together to build and protect our classroom as a safe space to exchange perspectives, hold opposing views, and offer critical feedback. To this end, we will talk a lot! We will engage with content that makes you think about who you are, what you believe, and what you want your life to look like; we will then use these conversations to springboard critical reading and writing exercises. I'm a fierce advocate of meeting with students one-on-one throughout the semester to check-in on performance, progress, and academic goals. I love watching students grow into their potential by helping them uncover their "superpowers," encouraging them to value the unique lens they bring to the world around them.

Textbook, Online Components, and Materials (all required)

- *VanRhy's College Writer - ENG 1520 Con. (OCC Custom)*
- Internet Access. MindTap is a required component of this course. Access to MindTap is included with this course.

Methodology & Common Course Outcomes

"Without contraries [there] is no progression. Attraction and repulsion, reason and energy, love and hate, are necessary to human existence." — William Blake

Writing and research assignments, lecture and discussions, quizzes, annotation exercises, student-teacher conferences, and research presentations, are the mainstays of this class.

Students will learn how to conduct research within an appropriate field of study for a scholarly audience. Students will use this information to formulate focused, informed, and well-articulated arguments in one (1) argumentative essay. MLA formatting and citation methods will be practiced alongside annotation exercises throughout the semester.

ENG 1520 Common Course Outcomes

- 1. Students will make a specific claim and support it (successfully) with evidence and reasoning.
- 2. Students will paraphrase and summarize correctly.
- 3. Students will use credible sources.
- 4. Students will use source material ethically, without plagiarizing.
- 5. Students will use grammar and mechanics correctly.
- 6. Students will demonstrate a sense of audience appropriate to the topic and the discipline.

Dates to remember

College Instruction Begins	Jan 6
Drop/Add Period	Jan 6-11
Last day to drop (without a grade)	Jan 9
Last day to Add	Jan 11

Census Date / N mark date

	Jan 19
Martin Luther King Jr. Day	Jan 20
Mid-Winter Recess	Feb 24-Mar 1
Last day to drop (with a grade)	Mar 14
College Instruction Ends	April 28

Assigned Point Values and Percentages and Grading Scale

Percentage Scale	Letter Grade	GPA
94 to 100%	A	4.0
90 to 93.9%	A-	3.7
86 to 89.9%	B+	3.3
83 to 85.9%	B	3.0
80 to 82.9%	B-	2.7
76 to 79.9%	C+	2.3
73 to 75.9%	C	2.0
70 to 72.9%	C-	1.7
66 to 69.9%	D+	1.3
63 to 65.9%	D	1.0
Below 63%	F (Fail)	0.0
Failure to attend before end of class on Census date.	N	
Student stops attending and/or stops submitting work (Faculty-initiated, must meet criteria).	WS	

Assignment	Point Value	% of Total
MindTap, Readings, & Homework	300	30%
RESEARCH PAPER - Topic pitch (written)	50	5%
RESEARCH PAPER - Topic pitch (video)	30	3%
RESEARCH PAPER - Instructor feedback session #1	50	5%
RESEARCH PAPER - Instructor feedback session #2	50	5%
RESEARCH PAPER - Research Proposal	75	7.5%
RESEARCH PAPER - Annotated Bibliography	75	7.5%
RESEARCH PAPER - Research presentation slide deck	75	7.5%
RESEARCH PAPER - Research presentation video (with slide deck)	50	5%
RESEARCH PAPER - ASC Tutor (essay review)	50	5%
RESEARCH PAPER - Essay Draft	75	7.5%
RESEARCH PAPER - Final Essay	120	12%
TOTAL	700	100%

Virtual classroom policies

1. PARTICIPATION.

"Conversation should be pleasant without scurrility, witty without affectation, free without indecency, learned without conceitedness, novel without falsehood." — William Shakespeare.

Discussion forums are one of the mainstays of this class. Students are expected to treat other with respect and consideration in discussion forums. Diversity in the classroom enriches our academic experience by bringing a wide variety of interpretive lenses to class discussions. Students will therefore be open to a spectrum of well thought-out, informed, and intelligent contributions in class. Prejudice will not be tolerated. Students are expected to contribute to class discussions every week.

2. STUDENT WORK. Students can expect a wide range of instructional methods in this online class, including pre-recorded lectures, small group work, discussion boards, quizzes and tests, and one-on-one conferences with the Instructor. **Students are expected to manage their time appropriately and expertly to complete homework, essay research, and essay writing on their own time outside of class. If you need support, guidance or**

assistance with learning how to manage your time as a student, check out one of the many seminars available to you through OCC.

3. **PRESENTATION ETIQUETTE.** Student presentations are a key component of this course. Students will record and upload presentations to the drop-box on the due dates assigned. You are not expected to have advanced technical skills to complete these assignments; recording your presentation using your phone, laptop camera, or other recording device, and uploading it to the drop-box, is all that is required. If a student does possess advanced technical skills in video editing and production they are welcome to use those skills in putting their presentation videos together but this is by no means expected or required.

Late video submissions will not be accepted. I strongly suggest you allow yourself a 48-hour buffer before assignments are due to troubleshoot any technical issues you may have. Classmates will be called-upon to provide meaningful, thoughtful feedback to presenters in a manner that is respectful, considerate, and appropriate for a College environment.

Grading policies

1. **"N" or NON-ATTENDANT GRADES.** This mark is awarded to students who, though registered, never attended class and did not officially drop. Oakland Community College is adopting the Federal policy language, which is:

- For synchronous classes (whether on-site or online), "attendance" is determined by attendance in a class, lecture, field activity, recitation, or laboratory activity.
- For online asynchronous classes, "attendance" is determined by submission of gradable work.

Marks of "N" do not satisfy prerequisites and are non-transferable. This mark is not used in the calculation of GPA, but it may affect eligibility for financial aid. Instructors confirm non-attendance immediately after the Census Date (found on the Section Deadline Dates website for each section and listed above) and then report non-attendance to the institution. Students who have received an "N" mark will not be permitted to enter the class, nor will the student be able to drop the class. After the "N" mark has been received, a change of grade will not be accepted for the student.

2. **"W" or "STUDENT INITIATED WITHDRAWAL" GRADES.** This mark is awarded to students who initiate the process to officially drop the course during the time specified for the academic period. Marks of "W" do not satisfy prerequisites and are not transferable. This mark is not used in the calculation of GPA, but it may affect the eligibility for financial aid.

3. **"WS" or "WITHDRAWAL - STOPPED ATTENDING" GRADES.** This faculty-initiated mark is awarded when a student stops attending the class or (for online and hybrid classes) stops submitting work but never officially drops. Marks of "WS" do not satisfy prerequisites and are not transferable. This mark is not used in the calculation of GPA, but it may affect eligibility for financial aid.

4. **"I" or INCOMPLETE GRADES.** This faculty initiated mark will be used sparingly and only when an emergency prevents a student from completing course work during the regular College session. The student is responsible for completing a written agreement with the instructor detailing the requirements to be met for the completion of the "I" before it is assigned. The student is not to register for a course in which he or she has a current mark of "I". Without prior faculty-initiated action to change the "I", this mark will become a "WS" one year subsequent to its original issue. Marks of "I" do not satisfy prerequisites and are not transferable. This mark is not used in the calculation of GPA, but it may affect the eligibility for financial aid.

5. **LATE AND MISSING ASSIGNMENTS.** Every assignment in this course is due at a specific date and time. Students are expected to hand assignments in on time in the manner specified. I strongly suggest that you submit assignments 24 hours before the deadline so that, should technical issues arise, you are able to address them and still submit your assignment on time.

I do not accept assignments via email. All coursework must be submitted through D2L or MindTap to undergo academic screenings (plagiarism and AI) and to enable student feedback and grading.

6. GRADING TURNAROUND TIMES. Every effort will be made to grade or return graded assignments to students within one week of submission, not including Statutory Holidays or days when the College is closed.

Your Course Calendar (attached below) is organized by week. Weeks begin on Monday and end on the following Sunday. Course work that is assigned in Week 1 will therefore open on Monday January 6th at 12:01AM. It will be due on Sunday January 12th at 11:59pm. See the complete list of corresponding week numbers and dates for this course below.

Week #	Starts on (Monday at 12:00am)	Ends on (Sunday at 11:59pm)
1	Jan 6	Jan 12
2	Jan 13	Jan 19
3	Jan 20	Jan 26
4	Jan 27	Feb 2
5	Feb 3	Feb 9
6	Feb 10	Feb 16
7	Feb 17	Feb 23
9	Mar 3	Mar 9
10	Mar 10	Mar 16
11	Mar 17	Mar 23
12	Mar 24	Mar 30
13	Mar 31	Apr 6
14	Apr 7	Apr 13
15	Apr 14	Apr 20
16	Apr 21	Apr 27

College-wide policies

1. PLAGIARISM AND ACADEMIC HONESTY. Plagiarism is not only immoral and unethical, but may result in student disciplinary action. The OCC Student Handbook states: "No student shall engage in behavior which, in the judgement of the instructor of the class, may be construed as academic dishonesty. This may include, but is not limited to, plagiarism, presenting another individual's ideas, data, words, images, or other products without giving credit to the originator, or other forms of academic dishonesty, such as the acquisition (without permission) of tests or other academic materials and/or distribution of the same. This includes students who aid and abet, as well as those who attempt such behavior." Students who do "aid, abet...[or] attempt such behavior" will be reported and will receive a grade of "F" in this class.

2. STUDENT CODE OF CONDUCT

Per the OCC Handbook:

1. Be on time.
2. Spend time in class to learn and understand.
3. Demonstrate high ethical standards—For example, no cheating or plagiarism.
4. Remain in class until dismissed.
5. Keep classroom corridors quiet.
6. Maintain civility while on campus property, including all campus offices.
7. Respect differences in others—harassment of any kind is not tolerated.

8. Refrain from using vulgarities.
9. Abide by the College's rules and regulations.

3. DEIJ (DIVERSITY, EQUITY, INCLUSION, JUSTICE)

I will create, promote, and model a respectful, welcoming, and inclusive learning environment. In this class, we will include a variety of voices and perspectives in course materials and activities and will honor and respect all our identities (including race, gender identity, class, religion, ability, age, ethnicity, national origin, sexual orientation, and other visible and non-visible differences).

4. ACADEMIC SUPPORT CENTER (ASC). The Academic Support Center provides free one-on-one tutoring and free seminars in topics such as Study Skills and College Success Strategies. The ASC is located in the library. Their email address is ahasc@oaklandcc.edu. Students who book a tutoring session with the ASC to review final essays, and who demonstrate that they have incorporated feedback into their essays, will receive a 5 point bonus towards their final essay grade.

5. IMPORTANT FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) REMINDER. Per the Family Educational Rights and Privacy Act (FERPA), college personnel are not allowed to release a student's personal information to anyone, including other students. Please read Oakland Community College's FERPA policy for more information.

6. ADA NOTIFICATION. The College abides by the requirements of the American Disabilities Act (ADA). Students who require assistance due to a disability should contact the ACCESS department on any campus to discuss possible accommodations, preferably within the first two weeks of the semester. Services may take time to put into place and will not be retroactive. Additional information is available at <https://www.oaklandcc.edu/access>.

Personal and Educational Success Resources

Students at OCC may experience life challenges that impact their ability to succeed in the classroom. Whether it be financial struggles, family and job responsibilities, health needs, or other factors, life challenges can sometimes get in the way of achieving your academic and professional goals. Check out these resources to find support that allows you to focus more on academic achievement. <https://www.oaklandcc.edu/counseling/success-resources.aspx>

7. D2L TECHNICAL SUPPORT. If you are experiencing technical difficulties in this course and wish to speak directly with a D2L Support Technician, call 855-772-1235. The D2L Student Helpdesk is available 24/7. You will be required to provide your Student ID number, your OCC email address, and a phone number to the D2L Helpdesk when asking for assistance. Please review the D2L Technical Requirements, including supported browsers.

8. D2L ACCESSIBILITY INFORMATION. D2L Accessibility Standards are available on the D2L website. Required Minimum Technical Skills

- Web navigation
- Access and use the tools in D2L
- Basic word processing and presentation creation
- File management and attachment

9. MICROSOFT ACCESSIBILITY PAGE

Microsoft has a variety of accessibility information and resources on their Accessibility page.

10. TECHNOLOGY APPROPRIATE USE REGULATIONS (TAUR). Review OCC's Technology Appropriate Use Regulations online at <https://www.oaklandcc.edu/TAUR/>.

11. SAFETY PRECAUTIONS. Sign up for the OCC Emergency Notification System at <https://www.oaklandcc.edu/ENS/> to receive e-mail and/or text messages from the Public Safety department. Please also take a moment to review OCC's Public Safety page at <https://www.oaklandcc.edu/PublicSafety>.

- ✓ Familiarize yourself with exits and evacuation routes. Shelter area maps are located in hallways
- ✓ Take note of posted emergency response and other Public Safety flyers in classroom
- ✓ Review the Student Emergency Response Plan, on the Public Safety web site and Active Shooter video on the PS web site, under Emergency Protocols
- ✓ If you hear a building alarm, evacuate the building
- ✓ In an emergency follow the instructions of OCC Public Safety, your instructor, and/or college administrator
- ✓ Should you become aware of communications, actions, or behaviors that are perceived as inappropriate, please inform OCC Public Safety, faculty or staff
- ✓ If you have a Personal Protection Order, file it with Public Safety immediately
- ✓ If you have or develop special needs advise your instructor
- ✓ In an emergency, contact Public Safety by calling 911

For on-site / synchronous classes: if we have time in our schedule I will invite Public Safety to speak to the class on Active Shooter Emergency Protocols. In any case, please watch the following video in your own time, which is posted on the Public Safety page. You will need to enter your OCC ID and password to access the video: <https://www.oaklandcc.edu/publicsafety/sfoc.aspx>

The Department of Public Safety also provides a range of services to support your personal safety on campus, such as escort services to and from your classroom and/or vehicle, vehicle jump start and lock out assistance, lost and found facilities, and crash reports. To contact the Department of Public Safety from a campus phone dial '5555'. To contact the department of Public Safety from an off-campus phone dial 248-858-4951.

Assignments

1. RESEARCH PAPER

Students will write a new and original research paper that is a minimum of 10 (ten) pages to a maximum of 12 (twelve) pages in length (in Times New Roman 12 point font, double-spaced, with 1-inch margins on each side). Students will submit final essays to D2L for a similarity and AI screenings.

1.1 INSTRUCTOR FEEDBACK SESSION.

Students will meet with the Instructor 2 (two) times this semester via zoom. Students will book the session through the Calendly link provided by the Instructor. Students are expected to come to the meeting prepared to discuss their Research Essay topic in depth, including their working thesis, arguments and counter arguments, research and outside sources, and more, along with any questions they have about current and upcoming assignments.

1.2 "ELEVATOR" TOPIC PITCH - PRESENTATION

Students will write and deliver an "elevator pitch" that is sixty (60) to ninety (90) seconds long to try and "sell" their essay topic to the professor. This assignment has 2 (two) parts:

- i) a written script, uploaded to D2L
- ii) a video recording of the student delivering the pitch, uploaded to D2L

1.3 RESEARCH PROPOSAL & ANNOTATED BIBLIOGRAPHY

Students will continue to build on their Topic Pitch by writing a Research Proposal and Annotated Bibliography. This assignment has 2 (two) parts:

- i) A Research Proposal that is 2 (two) to 3 (three) pages long that contextualizes their argument (what is the issue, why is it timely and relevant, what are other people arguing, and how does their argument bring a new "take" to the issue).
- ii) An annotated bibliography that includes 6 (six) to 8 (eight) annotated sources that are legitimate and relevant scholarly sources, and that are documented in MLA format. Students will read the assignment Rubric to make sure that they are meeting all of the requirements for this assignment.

1.4 RESEARCH PRESENTATION

Students will continue to evolve their research and argument, and present it to the Professor in a formal Research Presentation. This assignment has 2 (two) parts:

- i) A slide deck that students will incorporate into their presentation. Students must meet specific requirements as set out in the Rubric and outlined in the D2L Assignment Dropbox.
- ii) A video / recorded Research Presentation that is at least three (3) minutes long to a maximum of five (5) minutes long.

1.5 ASC TUTOR APPOINTMENT

Students will book an appointment with a tutor at the ASC to obtain critical feedback on their essay draft. This is an opportunity to ask questions, work through and address challenges, and identify technical / grammatical glitches.

1.6 FINAL ESSAY - DRAFT

Students will hand in an essay draft that no fewer than 8 (eight) full pages long (which means to the very last line of page #8) in MLA format, with no fewer than 4 (four) scholarly / peer reviewed sources incorporated within, to be graded by the instructor. The essay draft is your opportunity to gain valuable feedback on your essay before you hand it in. Students will highlight or underline key components of the essay as outlined in the assignment folder in D2L.

1.7 FINAL ESSAY

The Final Essay is the culmination of this vital course work. Students will write an Argumentative Research Paper that is 10 (ten) (which means to the last line of page #10) to 12 (twelve) (which means to the last line of page #12) pages in length. The final essay will demonstrate mastery of successful writing that expertly incorporates credible research and scholarly documentation. Students will incorporate 6 (six) to 8 (eight) outside sources in their final paper.

2. MINDTAP, READINGS AND HOMEWORK.

Our textbook for this course is available through MindTap. MindTap is accessed through the Content tab in D2L.

Weekly readings and homework assignments have been mapped-out in MindTap and/or mapped out in D2L and/or listed in the Course Calendar (below). **Assigned readings and homework are required components of this course and account for 30% of your final grade.** Additional readings and homework, including articles, videos, and chapters that may or may not be included in the course textbook, may be added to the course calendar as required. Any items not included in the course textbook will be provided to the students by the Instructor.

Course Calendar

Please find attached the tentative course calendar for this class. It is subject to change based on the needs of the class.

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12	Mar 31	Apr 6
13	Apr 7	Apr 13
14	Apr 14	Apr 20
15	Apr 21	Apr 27

COURSE CALENDAR

Week	Read	Watch	Do	Due to D2L
1	Chapter 17 - Writing strategies for argumentation	Chapter 17 - Writing strategies for argumentation	Chapter 17 - Writing strategies for argumentation	
2	Chapter 4 - Writing and Analyzing Arguments		Chapter 4 - Writing and Analyzing Arguments	
			How to Write a Topic Pitch (external link)	
3	Unit 3 - Developing an Argument	Unit 3 - Developing an Argument		Research paper - Topic pitch (written submission)
4	Chapter 19 - Planning your Research			Research paper - Topic pitch (video submission)
	Chapter 20 - Conducting Research		Book Session #1 with Instructor	
	Chapter 21 - Practicing Research Ethics			

Week	Read	Watch	Do	Due to D2L
5	KFW - Research Proposals		**Instructor Feedback sessions this week!**	Research proposal
	KFW - Annotated Bibliographies			
6	Chapter 4 - Planning your piece	Chapter 4 - Planning your piece	Chapter 4 - Planning your piece	Annotated Bibliography
	Chapter 5 - Drafting		Chapter 5 - Drafting	
	Unit 6 - Using Research in Argument	Unit 6 - Using Research in Argument	Unit 6 - Using Research in Argument	
	Chapter 22: Drafting Research papers			
7			KFW - Thesis Statements	Research Presentation - slide deck
			KFW - Topic Sentences	
8			KFW - Supporting ideas	Research Presentation - video
			KFW - Structure of Argument	
9	Unit 4 - Synthesizing Diverse Perspectives	Unit 4 - Synthesizing Diverse Perspectives	Unit 4 - Synthesizing Diverse Perspectives	
	Unit 5 - Revising logical fallacies	Unit 5 - Revising logical fallacies	Unit 5 - Revising logical fallacies	
			Book Session #2 with Instructor	
10	Chapter 11 - Citing Sources in your Paper, MLA style		Chapter 11 - Citing Sources in your Paper, MLA style	Essay draft #1
	Chapter 12 - MLA list of Works Cited		Chapter 12 - MLA list of Works Cited	
			Instructor Feedback sessions this week!	
11	Chapter 3 - Revising, editing, proofreading		Chapter 3 - Revising, editing, proofreading	

Week	Read	Watch	Do	Due to D2L
12				ASC Tutor - book appointment, upload confirmation to D2L Dropbox
13				ASC Tutor - upload Essay Draft ,Tutor Feedback, and Session Confirmation
14				Research Paper (FINAL) due!
				Student feedback survey (OCC)
				Surveys (MD)
15				WRAP-UP