



COM-110 English Composition II

Brenda Leiker

FORT HAYS TECH | NORTH CENTRAL

COURSE INFORMATION

This course is a continuation of COM-103, English Composition I focusing on persuasive writing. Emphasis will be on the writing process, the writing workshop and incorporating research and documented sources into writing. Assigned readings, expository writings and a research paper are required.

Instructional Level: A.A.S. - Associate in Applied Science

Credits: 3

Pre/Corequisites:

- Prerequisite: A grade of C or better in COM-103 English Composition I

CLASS INFORMATION

Section Number:

Term: Summer Year: 2026 Start Date: 6/1/2026 End Date: 7/24/2026

Meeting Times: Online

Meeting Location: Online

Delivery Mode: Online; emails will be returned typically between 24-36 hours

INSTRUCTOR

Brenda Leiker

Email: BkLeiker@fhtechnnc.edu

TEXTBOOKS

No textbook required. All materials are available on Blackboard or online links provided.

SUPPLIES

- Access to a computer and reliable internet. Ability to upload/download WORD documents required.

COURSE COMPETENCIES

1. Compose persuasive or informative texts acknowledging the expectations of specific audiences.
2. Apply research strategies including finding, evaluating, analyzing and synthesizing sources.
3. Employ an appropriate style for citing and listing sources.
4. Demonstrate the ability to read and think critically about texts.

GRADING INFORMATION

NCK Tech's Grading Scale:

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

Coursework will include discussion posts, reading and analysis of essays, written essays including definition, evaluative, position, problem solution, one of which will be a research paper of 8-10 paper. **All work must be submitted in MLA format.**

NO LATE WORK IS ACCEPTED.

ACADEMIC HONESTY

Membership in the Fort Hays Tech | North Central learning community imposes upon the student a variety of commitments, obligations, and responsibilities. It is the policy of this College to impose sanctions on students who misrepresent their academic work. Appropriate classroom instructors or other designated persons will select these sanctions consistent with the seriousness of the violation and related considerations.

Examples of academic dishonesty include but are not limited to:

- Plagiarism: i.e. taking someone else's intellectual work and presenting it as one's own. Each department set standards of attribution. Faculty will include disciplinary or class-specific definitions in course syllabi.
- Cheating is unacceptable in any form. Examples include consultation of books, library materials, notes or intentional observation of another student's test on paper or a computer screen; accessing another student's answers from an exam to be given or in progress; submission of falsified data; alteration of exams or other academic exercises; and collaboration on projects where collaboration is forbidden.
- Falsification, forgery or alteration of any documents pertaining to assignments and examinations.
- The use of AI generated content from AI tools such as, but not limited to, ChatGPT, Dall-E, Co-Pilot, etc., is up to faculty discretion per course as stipulated within the course syllabus. Submitting AI generated work as your own, without attribution, will be considered academic dishonesty.
- In courses where the use of **AI tools is not permitted as stipulated within the course syllabus, work submitted using AI will be considered academic dishonesty.**
- Students who participate in, or assist with, cheating or plagiarism will also be in violation of this policy.

Classroom instructors and/or administrators will assess sanctions for violations of this policy. The seriousness of the violation will dictate the severity of the sanction imposed. Academic sanctions may include but are not limited to any of the following:

1. verbal or written warning
2. lowering of grade for an assignment
3. lowering of term grade

Administrative sanctions may include but are not limited to either of the following

1. Suspension from the course, program, or College
2. Dismissal from the course, program, or College

FORT HAYS TECH | NORTH CENTRAL MISSION STATEMENT

Fort Hays Tech | North Central delivers applied, innovative and personalized education to empower learners, enrich lives, develop skilled professionals and strengthen economic systems.

Vision Statement

Fort Hays Tech | North Central is dedicated to being a leader in workforce development by maximizing value for students, employers and communities through educational excellence.

Core Values

Achieving EXCELLENCE with INTEGRITY through

DEDICATION

INNOVATION

COLLABORATION

COMMUNICATION

RIGHT TO MODIFY THE SYLLABUS

The instructor reserves the right to modify the syllabus during the semester. Students will be given advanced notice if a change occurs.

USE OF ARTIFICIAL INTELLIGENCE IN CLASSWORK

AI should be used as a tool and should never be used to 100% author an outline, manuscript, or text. If the instructor suspects inappropriate or overuse of AI to cheat or otherwise plagiarize work, they may assign no or only partial credit at their discretion. All assignments are subject to AI and plagiarism software check.

ONLINE - CORE ABILITIES

Although the primary setting for learning in this course is online, you are a member of a learning community just as you would be in a classroom course. As members of an online learning community, we share

responsibility for creating and maintaining an environment that communicates mutual respect, supports learning for all members, and provides opportunities for all members of the community to learn from one another. Throughout this learning experience we will strive to build the following online learning core abilities:

Learn effectively

You will know you are practicing effective online learning habits:

- o you actively engage in the online learning community
- o you use the syllabus, learning plans, performance assessment tasks, and learning materials to guide learning
- o you use online learning tools such as Profiles, Orientation, Learning Plans, Discussion, Chat, In/Out Box, Workspace, GradeBook, Help Desk
- o you take responsibility for self as a learner
- o you use resources that are provided and find additional resources to meet learning needs
- o you produce evidence of learning that meets the performance expectations

Work cooperatively

You will know you are effectively contributing to the online learning community when:

- o you complete assigned tasks for team/group work
- o you use collaborative strategies to complete tasks
- o you exchange information, ideas, and opinions in group and/or class discussions
- o you actively provide feedback through Peer Review process

Act responsibly

You will know you are taking responsibility for your online learning when:

- o you complete assigned tasks according to prescribed deadlines
- o you complete assigned tasks according to prescribed criteria
- o you are an active participant in your cyber community
- o you observe the rules of netiquette

Think critically and creatively

You will know you are thinking critically and creatively when:

- o you respect other points of view
- o you apply the principles and strategies of purposeful, organized thinking to problem solving and decision making
- o you distinguish between fact and opinion
- o your contributions to online discussions show original thought
- o you synthesize information from a variety of sources

ONLINE - CREATING A LEARNING ENVIRONMENT AT HOME

What makes a particular setting or space a good place to learn? Think about classrooms or training rooms that have worked well for you. Chances are they provided good lighting, comfortable seating, ample workspace, good ventilation and a comfortable temperature, minimal distractions, and content-related visual or audio cues.

When you attend class in a classroom, the school and your instructor create a good learning environment. When attending class online, you need to create a good learning environment for yourself-most

likely in your home. Don't underestimate the importance of your study surroundings. The time you spend creating surroundings that support learning will be well invested.

Here are some tips to help you get started:

- Select a space in which you can set up your computer (with access to your internet connection) and your tools for learning (books, papers, pencils and pens, calendar) and (if possible) leave them undisturbed between sessions.
- Keep the area well-ventilated and at a temperature that works for you-cool enough so that you don't feel sleepy, but warm enough so that you are comfortable.
- Provide yourself with a comfortable desk or work chair (preferably adjustable; not an easy chair) and ample work surface (table space) at a comfortable height.
- Ensure that you have good lighting that does not cause a glare on your computer screen, but still allows you to read comfortably.
- Keep your study space as free from distractions as possible (television, distracting music, conversations, ringing phones).
- Add props to make your learning space more interesting and to help you focus on the subject matter. You might use posters, pictures, mind maps, geographic maps, drawings, charts, etc. that are related to the subject matter you are studying.
- Play music that enhances learning. Research shows that classical music written by classical composers such as Bach, Brahms, Handel, Mozart, Vivaldi, Mendelssohn, Haydn, Tschaikovsky, and Corelli, can enhance the ability of many students to concentrate and think. You can purchase classical music CDs or tapes very reasonably at any music store, many bookstore chains, and online.
- Have fresh drinking water and nutritious snacks nearby.

ONLINE - INSTRUCTOR ROLE AND RESPONSIBILITIES

As your instructor, I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. As a resource person and facilitator, I will organize the course, schedule learning activities, and evaluate the short run "products" of your learning process. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 48 hours of the time they were posted. Since the Writing and Thinking Skills and Individual Reflections are significant pieces of writing, it may take a little longer to assess them. I will be giving your work, as well as that of your fellow learners, careful consideration.

ONLINE - LEARNER ROLE AND RESPONSIBILITIES

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

ONLINE - EMAIL GUIDELINES

Assume that e-mail on the Internet is not secure. Never put in a mail message anything you would not put on a postcard.

Respect the copyright on material that you reproduce. Almost every country has copyright laws.

If you are forwarding or re-posting a message you've received, do not change the wording. If the message was a personal message to you and you are re-posting to a group, you should ask permission first. You may shorten the message and quote only relevant parts but be sure you give proper attribution.

A good rule of thumb: Be conservative in what you send and liberal in what you receive. You should not send heated messages (we call these "flames") even if you are provoked. On the other hand, you shouldn't be surprised if you get flamed and it's prudent not to respond to flames.

In general, it's a good idea to at least check all your mail subjects before responding to a message. Sometimes a person who asks you for help (or clarification) will send another message which effectively says, "Never Mind". Also make sure that any message you respond to was directed to you. You might be cc:ed rather than the primary recipient.

Make things easy for the recipient. Many mailers strip header information that includes your return address. In order to ensure that people know who you are, be sure to include a line or two at the end of your message with contact information. You can create this file ahead of time and add it to the end of your messages. (Some mailers do this automatically.) In Internet parlance, this is known as a ". sig" or "signature" file. Your .sig file takes the place of your business card. (And you can have more than one to apply in different circumstances.)

Watch cc's when replying. Don't continue to include people if the messages have become a 2-way conversation.

In general, most people who use the Internet don't have time to answer general questions about the Internet and its workings. Don't send unsolicited mail asking for information to people whose names you might have seen on mailing lists.

Be especially careful with sarcasm.

Use mixed case. UPPER CASE LOOKS AS IF YOU'RE SHOUTING.

Use smileys to indicate tone of voice but use them sparingly. :-) is an example of a smiley (Look sideways). Don't assume that the inclusion of a smiley will make the recipient happy with what you say or wipe out an otherwise insulting comment.

Wait overnight to send emotional responses to messages.

Be brief without being overly terse. When replying to a message, include enough original material to be understood but no more. It is extremely bad form to simply reply to a message by including the entire previous message: edit out all the irrelevant material.

Mail should have a subject heading which reflects the content of the message.

If you include a signature keep it short. Rule of thumb is no longer than 4 lines. Remember that many people pay for connectivity by the minute, and the longer your message is, the more they pay.

If you think the importance of a message justifies it, immediately reply briefly to an e-mail message to let the sender know you got it, even if you will send a longer reply later.

Be careful with slang or local acronyms.

This information was abstracted from Netiquette Guidelines offered for unlimited distribution on the Delaware Technical Community College website <<http://www.dtcc.edu/cs/rfc1855.html>>.

ONLINE - EMOTICONS

In a face-to-face conversation auditory cues and visual cues, or body language, play an important part in communicating the emotions and feelings behind the message. In an online learning community, we strive to build relationships that enhance our ability to support learning for each member of the community. It can be difficult to build rapport through written conversations because they may seem to lack feeling or personality. To overcome the lack of visual or auditory cues in e-mail and online discussions, users have come up with something called "smilies" or "emoticons" (emotional icons). They are made up of combinations of keyboard characters that are inserted in the e-mail or discussion text to convey the writer's emotions (cues). The most common example is :-). Turn your head to the left and you should see a happy face (the colon are the eyes; the dash is the nose and the parentheses is the mouth).

Writers usually insert "smilies" at the end of a sentence to refer to the prior statement. There are hundreds of "smilies" and their interpretation is by no means universal, so I recommend you use them sparingly. If you stick with the examples and their definitions below, everyone in the class will know how you intend for them to be interpreted. If you find or make up additional emoticons, please clue us in so we know what you mean!

:-) smile variation: :^)

:-)) big smile (and you can make it bigger) :-))))))

:-(frown

;-) wink

:-P sticking out tongue <hold the "alt" key down & use your number pad to press 0222 to make the tongue>

8-) smile with glasses

:-D laughing

:-O "oh!"

{{{{ name}}}} a cyber hug. You'll see xoxoxo too.

:-| indifference

:-> devilish grin

:-/ perplexed

:-e disappointment

:-@ scream

:-} leer

:- male

-< female

FORT HAYS TECH | NORTH CENTRAL NON-DISCRIMINATION POLICY

Fort Hays Tech | North Central is committed to nondiscrimination on the basis of race, color, gender, ethnic or national origin, sex, sexual orientation, gender identity, marital status, religion, age, ancestry, disability, military status, or veteran status in admission or access to, or treatment or employment in, its programs and activities. Further, it is the policy of the college to prohibit harassment (including sexual harassment and sexual violence) of students and employees. Any person having inquiries concerning the college's compliance with the regulations implementing Title VI, Title VII, Title IX, Section 504, and the Americans with Disabilities Act Amendments Act is directed to the VP of Student and Instructional Services (Section 504/ADA Compliance Officer and Title VI, Title VII, & Title IX Compliance Officer) at [\(785\)738-9055](tel:7857389055), cisbell@ncktc.edu, or PO Box 507, 3033 US Hwy 24, Beloit, KS 67420.

OVERVIEW FOR STUDENTS WITH DISABILITIES

Fort Hays Tech | North Central is dedicated to providing equal access and opportunity to all campus programs and services for students with disabilities. We are committed to providing reasonable accommodations in accordance with applicable state and federal laws including, but not limited to, Section 504 and 508 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. We strive to create a safe, respectful and inclusive environment and promote awareness, knowledge and self-advocacy.

Fort Hays Tech | North Central acknowledges that traditional methods, programs and services are not always appropriate or sufficient to accommodate the limitations experienced by some qualified persons with disabilities. When a student's disability prevents him/her from fulfilling a course requirement through conventional procedures, consideration will be given to alternatives, **keeping in mind that academic standards must be maintained.**

Services are provided through Student Accessibility Services (SAS) staff located in the Student Success Center, on the Beloit Campus, and in Student Services, on the Hays Campus.

- Director of Learning Services, may be reached at [1-785-738-9020](tel:17857389020); or by mail at [Fort Hays Tech | North Central, 3033 US Hwy 24, Beloit, KS 67420](#).

Student Responsibilities

Students requesting support services will need to register ("self-disclose" and complete Student Accessibility Services Intake and Consent Form), provide appropriate documentation (if available) including how the disability affects academic performance and suggested accommodations, and communicate with the Director of Learning Services as part of the interactive process to create an *Educational Accommodation Plan* that will notify Instructors of approved accommodations, services and/or auxiliary aids.

Students are encouraged to make timely and appropriate disclosures and requests, at least two weeks in advance of a course, program, or activity for which an accommodation is requested (or as soon as realistically possible) to allow adequate time for accommodation services to be set in place.

Accommodations, Academic Support Services, or Auxiliary Aids

Reasonable accommodations including academic support services and auxiliary aids are provided to allow students with disabilities an equal opportunity to participate in and benefit from our educational programs. Accommodation will be provided on a case-by-case basis determined by student request, documentation, intake interview, Educational Accommodation Plan team, and assessment of individual needs and course requirements.

Reasonable testing accommodations may include, but are not limited to:

- Extended testing time
- Reduced distraction testing environment
- Test reader and/or scribe
- Use of calculator

Academic support services/auxiliary aids may include, but are not limited to:

- Note-taking assistance (second set of notes, power point slides, or other visual aids provided)
- Sign Language Interpreter
- Preferential seating in the classroom
- Large print exams, handouts, signs, etc.
- Telecommunications devices
- Use of Assistive Technology

Accommodation may not fundamentally alter the nature of the program or activity, lower academic standards, present undue financial or administrative burden on the college, or pose a threat to others or public safety.

Additionally, some accommodation and services cannot be provided, such as personal devices or assistance with personal services.

Auxiliary aids may be available through a variety of sources available to individual students. The student may make a request in obtaining specialized support services from other resources such as Vocational Rehabilitation Services (VR), Recordings for the Blind, Kansas Talking Book Service, etc. For example, Vocational Rehabilitation may fund such items as transportation to the institution, tuition, textbooks, hearing aids, and other individually prescribed medical devices.

If at any time throughout the academic year, a student feels that the agreed upon accommodations are not being followed or that alternate accommodations need to be provided, the student should notify Student Accessibility Services (SAS) staff. Fort Hays Tech | North Central is committed to student success; however, we

do not require students to use accommodations. The decision of when to utilize approved accommodations or services is up to the student. Integration, self-advocacy and individual responsibility are promoted and expected.

Grievance Procedure

Any student who believes he or she has been subjected to discrimination on the basis of disability or has been denied access or accommodations, shall have the right to invoke the Grievance Procedure.

Students are encouraged to first discuss their concerns with SAS. An attempt will be made to resolve the issue(s) causing concern by assisting the student in discussions with the person(s) involved. Most situations are positively resolved through this process. If the student does not feel the concern or complaint has been appropriately resolved, he or she should contact the [Vice President of Student and Instructional Services](#) at 1-800-658-4655 or [PO Box 507, 3033 US Hwy 24, Beloit, KS 67420](#), where grievance procedures are filed for all students, including students with disabilities.

If the complaint is not resolved at the College level, a student may choose to file a complaint with the [Office for Civil Rights](#) at 1-816-268-0550 or [U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106](#).

Confidentiality

All information regarding a student's disability is confidential. All documentation will remain separate from academic records and will not be released to an individual or source external to Fort Hays Tech | North Central without the student's written consent. In order to provide effective services, it may be necessary to communicate limited information on a need-to-know basis regarding disability-related needs to Fort Hays Tech | North Central faculty and/or staff.

Reasonable Suspicion

If reasonable suspicion of substance abuse exists regarding an employee or student based on objective criteria (including, but not limited to, behavior, appearance, demeanor, detection of the odor of alcohol or any controlled substance), the employee or student will be requested to consent to drug testing performed by Fort Hays Tech | North Central's contract vendor at the expense of the college.

- A. A college administrator (or their designee) shall drive the employee or student to the vendor's site for drug testing and shall return the employee or student to his/her residence (or arrange for transportation) following the testing.
- B. Test results shall be sent directly to the college administrator, with a copy also sent to the employee or student. All test results will be considered confidential, access to the results will be limited to institutional personnel who have a legitimate need-to-know.
- C. In the event of a positive test result, the employee or student may request a retest of the sample at the employee or student's expense. The request must be submitted within 24 hours.
- D. Positive results for any illegal drugs, or prescription drugs (either not prescribed for the employee or student, or at levels above the prescribed dosage), or blood alcohol level of 0.04 or greater shall be grounds for disciplinary action, up to and including termination or expulsion.

- E. Refusal to provide a specimen for this testing shall be treated as a positive drug test result.
- F. Test results or specimens that have been determined to be altered by the employee or student shall be grounds for disciplinary action, up to and including termination or expulsion.
- G. If the employee or student tests positive for an authorized prescription drug which may impair his/her performance or judgment, the employee or student may not be permitted to participate in college activities until he/she provides a doctor's release.

FORT HAYS TECH | NORTH CENTRAL TOBACCO USE POLICY

The use of tobacco products in any form and/or electronic cigarettes is prohibited in, or within ten (10) feet of any building owned, leased, or rented by the College.

FORT HAYS TECH | NORTH CENTRAL WEAPONS POLICY

Fort Hays Tech | North Central prohibits the possession and use of firearms, explosives, and other weapons on Fort Hays Tech | North Central property, with certain limited exceptions, as provided below. This policy is in accordance with the Kansas Board of Regents ("Board") Policy and state law, K.S.A. 75-7c01, et seq. Definitions For purposes of this policy:

1. The term "weapons" includes:

- a. Any object or device which will, is designed to, or may be readily converted to expel bullet, shot or shell by the action of an explosive or other propellant.
- b. Any handgun, pistol, revolver, rifle, shotgun, or other firearm of any nature
- c. Any BB gun, pellet gun, air/CO2 gun, stun gun or blowgun.
- d. Any explosive, incendiary or poison gas (A) bomb, (B) mine, (C) grenade, (D) rocket having a propellant charge of more than ¼ ounce.
- e. Any incendiary or explosive material, liquid, solid, or mixture equipped with a fuse, wick or other detonating device.
- f. Any tear gas bomb or smoke bomb; however, personal self-defense items containing mace or pepper spray shall not be deemed to be a weapon for the purposes of this policy.
- g. Any knife, commonly referred to as a switch-blade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device.

SCHEDULE - NOTE: MAY BE SUBJECT TO CHANGE

Date/Session
Week 1 – Discussion/analysis
Week 2 – Discussion/analysis Definition
Week 3 – Definition, Evaluation
Week 4 – Evaluation, Position
Week 5 – Position, Problem/solution
Week 6 – Position, Problem/solution
Week 7 – Problem/solution
Week 8 – Problem/solution, final commentary