**English 1302**

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**English Composition II (#45064)**

**Summer II: *July 8 – August 11* 2013**

**10:00 – 12:00 M,T,W,TH, F Room 115A**   
  
 

***Course Theme:*** *Free Speech, Tolerance, and Argumentation: Can They Coexist in the 21st Century?*

My **Learning Web** Page:

<http://learning.hccs.edu/faculty/christopher.carney>

**I. Communication and Contact:**

### Description: b16ecause I firmly believe that **communication is vital**, both to your success and mine, please bring any concerns, questions, criticisms, suggestions, or comments in general to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are! While I prefer that you talk to me in person about such concerns, please feel free to write an email or a handwritten note if you prefer. When it comes to communication, *never* feel as though you cannot talk to me. There are no “dumb” questions, and the best time to raise your question or discuss a concern with me is during class time; however, if you would like to raise a question with me privately that others may likewise have, send it to me via email and I will answer it in class (without naming a source).

### I check my **email** frequently, and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick reply). Some days certainly involve more frequent checking of email than others, but rest assured that I check my email a few times every day! On some occasions, especially if I receive an email within a short period of time before our class meets, I might determine that I can meet your needs more effectively if I address your email in class and/or in person, as opposed to giving you a long, potentially confusing written response; on these occasions, I will simply state this in a quick one-liner. **NOTE:** I will **not** reply to messages requesting a repeat of all the information a student misses in the event of an absence, as doing so uses time and energy that is better spent addressing concerns or questions students have with their actual assignments or their progress in the course. It is***your* responsibility** to find out what *you* miss in the event of an absence by **contacting one of your classmates and/or referring to the schedule.** Therefore, being part of a reliable group of peers (i.e. “study group”) goes a long way to ensure your success—and theirs! Again, I will not reply to messages requesting information about what you miss in the event of an absence, so don’t ask. Also, be sure to have your HCC email account activated and check it often; whenever I have announcements for the class, I send them to everyone in group message format via HCC email.

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**II. Required Books/Materials:**

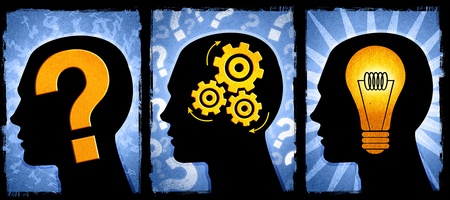
1. *Current Issues, Enduring Questions* (main text)

2. *Composition Connect (McGrawhill)*

3. *Little Seagull Handbook*

4. A bound writing notebook with three divided sections

5. 2 full size blue books (for the midterm and final exam)

**III. Course Description, Objectives, Outcomes, and Value** 

**a.  *H.C.C. Catalog Description of the Course:***

A more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. Prerequisite: English 1301 or satisfactory score on the CLEP Exam. Credit: 3 lecture. This is a core curriculum course.

**b. Intrinsic Value of This Course**

English 1302 is possibly one the most valuable classes you will take in your entire college career, and certainly in your undergraduate years if you plan to transfer to a university. Why? Because of the higher emphasis this class places on critical thinking, logic, persuasion, argumentation, and research skills. In short, this course will activate and sharpen your critical thinking more than many other classes you will take in your college career. In my class, you can plan to embrace complexity as I plan to lead us into the thick, swampy waters of complex issues (without easy fixes) in order think hard about problems, their causes, potential solutions, realistic obstacles to proposed solutions, and the challenging arena of ethics.

Our particular focus will be on the value of objectivity at a time in history when it is deemed impossible to achieve, irrelevant, or narrow minded. Take the arena of news journalism in the 21st century, for example, as there are few—if any—truly objective news stories presented any longer…about anything! The news today would make true journalists of yesteryear, like the late Walter Cronkite, roll over in his grave! Objectivity has been replaced by subjective feelings, sensationalism, and agenda-setting. So, as we navigate our way through specific political and ethical issues, you can rest assured that I have no desire to express my *personal* views on various subjects explicitly (i.e. “soapboxing”), as I personally believe it would be unethical and intellectually dishonest for me to do so as your professor. You will never know my personal, specific views on particular current issues because I will objectively question and scrutinize all positions pertaining to them. I will try my best to objectively express the merits and shortcomings of various positions as they arise—which should be an example to you of the objectivity I both appreciate personally and hope you develop as college students. I will always call out bias or shameless, subjective agendas when I see them. The specific subject matter in which I find bias or an agenda then becomes irrelevant, as these problems are likely more serious offenses to me than the particular subjects in which they arise. I may ask questions (this is called the “Socratic Method” of teaching), but such questioning is only intended to teach you how to think for yourself and secure roots to the views and beliefs you already hold. In other words, anyone who has strong opinions about something should welcome critical thinking tools and skills that will either reveal the falsehood of such views or solidify them more than they ever were before.

**c. *Why a Semester Theme?***

Throughout the semester, you will discover that the majority of the assignments and readings *relate* to our **semester theme** to *varying degrees*. Please note that **our theme will be elastic enough to allow for a wide range of material to fit into it and a variety of ways to interpret/define it**. Embrace what I’ve just said, as I have no desire to see our theme become a rigid taskmaster for you. In fact, my primary reason for having a theme is quite the opposite of rigidity, as I use it to promote an organic wholeness to emerge in the class by allowing our theme to grow and flourish naturally from week to week, and from student to student. I believe a theme in our composition course provides a linear continuum of thought as students move through the various essay assignments, readings, and class exercises—all the while building upon each student’s individual understanding of a complex semester topic. I’ve found that a course theme allows students to build momentum and depth of thought as the semester progresses, especially when they begin to see interconnections between ideas, readings, and writing assignments (critical thinking)—all of which are all inter-related. Of course, not everything we do in the course will pertain to the theme.

**Again, our theme for this term is “Free Speech and the Role of Argumentation in the 21st Century”**

**IV: Outcomes**

**a. STUDENT LEARNING OUTCOMES**

1. Apply basic principles of rhetorical analysis

2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.

3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.

4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.

5. Demonstrate library literacy.

6. Experiment in creative and reflective approaches to writing.

**b. LEARNING OBJECTIVES**

1. Demonstrate the ability to coherently analyze. i.e.: divide a text into rhetorical parts, name the parts, identify examples that illustrate each part, and evaluate the contribution of each in one or more essays;

2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis— in written essays that persuade or argue;

3. Distinguish fact from opinion in others’ writings and evaluate whether they prove their points and/or whether they can be appropriately used as sources in documented papers;

4. Research and write documented paper(s) using proper MLA style;

5. Find and evaluate library books, journals, magazines, and/or data-bases to find information on a topic or issue;

6. Expand the scope, confidence, and creativity of written expression.

**c.** **CORE CURRICULUM COMPETENCIES**

**This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.**

**d. MINIMUM WRITING REQUIREMENT**

For this course to comply with state-mandated requirements, students must write a minimum of 6,000 words for evaluation. Aside from the more mundane law, the ability to write, read and think about a given topic for a sustained period of time is a skill many employers find invaluable.

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#### V. Behavior

**eneral Premise:** *Because you are all* ***adults*** *who are taking this* ***college course*** *by* ***choice****, it should go without saying that everyone will demonstrate* ***maturity, responsibility,*** *and an* ***eagerness to learn.*** *The following policies ensure that everyone experiences a rewarding learning environment.* ***NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund”***

**a. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn; therefore, in keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class time.”

Attendance will be taken every day at the beginning of class. Furthermore, regarding absences, it is very important to have a typed rough draft (meeting minimum length requirements) on peer response days in order to be considered present on such days; failure to come to class with a legitimate rough draft constitutes an absence.

**In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped for excessive absences, and a daily record of attendance will be maintained throughout the semester.** It is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students should this become necessary.

**NOTICE: The State of Texas has begun to impose penalties on students who drop courses excessively . For example, if you take the same course more than two times, you have to pay extra tuition.** (Students who enroll for most credit CEU classes for a third or more times will be charged an additional $50.00 per semester credit hour and $3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed**.

Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, or F). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive an “F” in the course.**

***INTERNATIONAL STUDENTS:*** Receiving a **W** in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.** **Class Arrival/Departure** – **A pattern of arriving late to class is not only disruptive, it is disrespectful**–both to me and to the rest of the class. I understand that “life happens,” but the odd traffic jam, computer glitch, or request to stay late at work are clearly exceptions to the norm, and thus should only occur on a rare occasion. I generally have no tolerance for **patterns** of late arrival. However, if you are late, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record. **Be advised that a late arrival of more than 30 minutes will not be changed from an absence to a late; it will simply remain as an absence for the day**. I will also begin combining late arrivals into pairs of two *after* your second late arrival; I will then convert each pair of late arrivals into an absence. For those who acquire absences this way, the same policy regarding absences applies—namely, the potential of being dropped.

**I view premature, sneaky departures from class, particularly when students believe they are doing so without my knowledge, as a behavioral issue**; doing so conflicts with the “general premise” of section V (see above). Anyone who departs from class this way will be counted absent, and he or she will lose all possible points that may have been earned in class for that day. Furthermore, if an out-of-class assignment is due and/or collected on the day such a student leaves early, I will simply count it submitted on the following day (late submission policy imposed).

**c.** **Disruptive Talking** – Because I am a strong supporter of team learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage in the learning process; I balance lectures with “workshops. ”**Therefore,** disruptive chatting when we are assembled as an entire class is completely unacceptable, regardless of what you may be chatting about. Such behavior is both disrespectful and immature; if necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in the second grade!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups, who talk and/or distract the class, yet may or may not have been asked to leave, may nonetheless still lose credit on an assignment.

**d.** **Classroom** **Attitude –** How subtle it is, but ever so revealing of a student’s views towards his or her role in society, adulthood, higher education, future career goals, and general self-respect. A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material, being confrontational, excessively exiting class, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors, let me just ask you to honestly consider why you are in college at all. Really—ask yourself that question. I’m not being judgmental here, nor am I being sarcastic; I’m simply saying you need to ask that question because these behaviors are indicative of an attitude that is not conducive to success in college. For what it’s worth, I know that attitude all too well because I had it myself when I was in high school….*but not in college!* The difference between these settings is huge, namely because college students are not *required* to attend—they do so by choice!

**e.** Academic Honesty, **Plagiarism, Collusion –** To plagiarize is to submit the words/ideas of another as one’s own

without giving them due credit. It is a form of theft, in addition to being academically dishonest and unethical. Like all other forms of cheating, plagiarism carries serious penalties that are not only enforced by me, but also by HCC administrators. Be advised that **all three of your formal papers must be submitted to turnitin.com** **for review before they are submitted to me.** HCC Policy: *“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”* All work you submit must be your own. If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college (see on-line student handbook). For more on plagiarism, refer to *The New McGraw-Hill Handbook*, the HCC Library site (on the Northwest Writing Center site), or the HCC Student Handbook. **Be prepared to submit final drafts of all essays to “turnitin.com”**

**f**. **Arriving to / Exiting Class –** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “excessively,” *habitually* using the restroom as an excuse for frequent interruptions. Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to let doors slam behind you when you exit or enter a room, especially when the class is in the middle of writing, reading, discussion, or viewing a film; please make an effort to close doors as quietly as possible and demonstrate basic courtesy when you enter or exit the room.

**g.** **Electronic Devices –** Official HCCS policy **concerning recording devices:**  camera phones, cameras,

audio/tape recorders, video recorders and any other electronic device that is capable of recording the human

voice or image declares that the **“[u]se of recording devices, including camera phones and tape recorders, is**

**prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or**

**testing occurs. Students with disabilities who need to use a recording device as a reasonable**

**accommodation should contact the Office for Students with Disabilities for information regarding [such]**

**accommodations.”**

**Concerning Various Forms of Learning and Emerging Technologies:** As a student who is active in our

learning community, it is your responsibility to be respectful of our learning atmosphere in every way in which

you have control over your own behaviors. This applies to the electronic devices you bring into the classroom!

To show respect to your fellow students and myself, you are expected to treat all electronic devices you bring

with you to class as extensions of yourself—no different than the control you have over your tongue or your

hands. You are responsible for what you do with them; you know the difference between constructive and non-

constructive uses of these, and the same is true of your gadgets. For example, a ringing phone that you fail to set

on silent mode is no different in my estimation than blurting out an inappropriate comment at an inappropriate

time. With that said, I will allow students to use their phones/laptops in class at designated times, such as those

activities that require groups to utilize quick web searches to accomplish their goals.

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**VI. Writing Assignments: Formal and Informal Modes**

1. **Formal Papers (3): Throughout the course, you will write 3 formal papers**. **This section describes essays # 1 and # 2.** You will receive a detailed assignment prompt for these two assignments, which includes specific requirements, due dates for the rough/final drafts, and grading criteria. These papers are all expected to meet minimum page length requirements and need to be formatted according to MLA guidelines. I will direct you to resources that provide detailed MLA guidelines on my HCC Learning Web profile. **Remember: papers not formatted according to MLA guidelines will not be accepted, and a typed rough draft of each of the 3 papers will be required either 1 or 2 days before the final draft is due (see schedule)! It is important to remember the fact that failure to have a rough draft on a due date constitutes an absence for the day**! These rough drafts will receive a stamp to verify that they meet page-length requirements and that they are completed by the required due dates; the stamp provides evidence that you participated in the peer-response exercise. Upon collection of these papers, final drafts go directly to “turnitin.com” and at least 1 rough draft, accompanied by **clear evidence of the writing process, especially revision–**along with peer responses gets submitted tome. In addition, you may be required to submit print-outs from websites along with the paper.

**Paper #3 - Persuasive Research Paper (Claim-Driven Argument):** Even though this assignment is technically the last paper submitted, we will begin work on it near the beginning of the course in order for you to begin reading about the topic and allowing yourself to get absorbed in it. This paper includes: 1. **Final draft**, including a “**Works Cited**” page, submitted to turnitin.com; 2. **Rough draft(s)** and other evidences of the **writing process** (prewriting, peer responses, thorough revision, editing) submitted to me; 3.a **Research Log** (in whatever medium, format, or style that suites you) that documents pertinent details about your source findings, such as **publication information, key distinctions, and summaries in your own words of each source you use**; 3. A brief **class presentation** at the end of the course in which you simply share your paper with the class. In terms of content, this paper will pertain to our course theme, and each person must select their topic from the master list of topics (don’t worry–you’ll have ample room to find your own particular niche` in the list!) Once you select a topic and commit to it by signing your name on the space provided, you will be committed to that topic. **Be advised that writing on a topic other than the one to which you commit will result in a zero for this assignment.** I do this for your benefit, as the switching of topics multiple times by students in the past (before I made this requirement) and/or their severe procrastination in settling on a topic had disastrous results. As the title denotes, this project will require research and/or meeting the required list of source types I will give you on the assignment prompt—such as **academic journal articles from scholarly publications** and **websites within** ***.edu, .org, or .gov* domains** (no *.com* websites). The format and source citations must adhere to ***MLA* requirements**, which is something we will discuss in class, along with the fundamentals of research skills. We will build upon the basic, foundational skills in these areas you should have already established in English 1301!! Your research log should demonstrate the evolving nature of your thought processes and your sources/source leads as they pertain to this paper.

1. **nformal, Critical Thinking Journal:**  You will be asked to write **6** journal entries, each approximately **1 or 2** pages in length (no less than one full page for each entry), and these entries can be handwritten or typed—it’s your choice. Journaling is a fantastic way to keep the “writing gears” moving in your mind through informal freewriting, as journal entries allow you to practice written expression without the pressure and demands that accompany all of the stages involved with the writing process in formal essays. Keep in mind that journal writing is equally as valuable to you, **in your development as a writer**, as the final drafts of your formal essays! The big difference, of course, is the difference in the final product (from a reader’s standpoint). In contrast to formal writing, these entries should all be **highly informal explorations of ideas and/or exercises of** **discovery**! I will simply stamp them on the days they are due and skim them over to make sure you have responded appropriately to the assigned prompt when I collect and review them; thus, because they are not assessed *qualitatively*, but rather *quantitatively*, length of these exercises does matter! The last thing you should worry about when you write these journal entries is “correctness” of anything, namely form (grammar). In addition to your development as a writer through these journal entries, you will also prepare yourself with ideas and thematic content for our class discussions, as many of them will make a connection to our theme. So, regarding these journal entries, relax and try to **enjoy writing for discovery (of your thoughts), rather than delivery (of a final product to an audience). Your journal entries will be your responses to videos you select from the two extensive playlists below (found on my Learning Web page):**



**Playlist 1: “Critical Discussions”**  Playlist 2: “Uncommon Knowledge”

**Write ! Write**

**You**

**VII. Weekly Group Presentations:**

Simply stated, our class will be divided into fourths for four different weeks (A,B,C, and D). On day two of our class you will need to write your name on each of the four group sign-up sheets, and be sure to choose different letters each week because my goal is for everyone to be with different people in each new arrangement. Groups are expected to apply all of the required elements to their group projects—all of which you’ll find on a handout I’ve posted on my Learning Web page (under English 1302) entitled “Group Project Guidelines.” These guidelines clearly identify all that I expect from each group, including a required “Prezi” for the presentation itself, and it will be up to each group to determine how the various objectives and tasks are executed. Keep in mind that most of the points involved with this portion of our class would otherwise be used in the form of quizzes, as these presentations are—in my estimation—just as effective in applying deep, critical thinking to the readings in our text.

**VIII. Late and/or Missing Assignments:**

All of these assignments will be discussed at length in class during the term. Although I will provide handouts that clearly state the requirements and grading criteria, I expect students to keep up with assigned readings and to take notes while paying attention in class. All handouts for this class will be posted on Learning Web; go there first when you need to know if a handout or other resources exist for some assignment. Work that is off-topic or fails to follow instructions will not be accepted; extra time will not be granted to resubmit these initially-rejected assignments, so consider them as they are: yet to be submitted and subject to all applicable policies/requirements, such as late penalties. *One letter grade will be deducted for each class period an out-of-class, formal assignment is late*. Peer responses and quizzes may not be made up.

**Journal entries and other informal work in your notebooks will only be stamped on the due dates;**

**Upon collection of journals and informal exercises, only those entries/assignments with stamps will be counted for full credit.** Journal entries and/or exercises without a stamp will receive half of the points as thosewith a stamp, and only 2 unstamped journal entries and 2 unstamped informal notebook assignmentswill be accepted by anyone. The midterm and/or final exam *may* be made up (or taken early) if they are missed, provided that arrangements with me are made in advance and I approve the reason for taking an exam early or late.

**IX. General Requirements for Assignments**

1. All major writing assignments must be completed to pass the course. NO EXCEPTIONS.

**2. All out-of-class major assignments must be submitted to turnitin.com and I must have verification**

3. All accompanying documentation must be submitted with each major assignment. Make sure you get everything you will need to submit documentation and a Works Cited page.

4. Plagiarism will earn a “0” for that assignment and may not be made up.

5. Essays will be returned from one to two weeks after the submission date. Please do not ask me when papers will be returned, as you are being informed here. *\*Summer courses obviously have speedier return times.*

6. Keep a hard copy of all assignments you submit.

**X. Online Evaluation**

Students will be expected to participate in the **EGLS3 – Evaluation for Greater Learning Student Survey System.**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term. NOTE: verification of a completed survey will automatically result in your two lowest quiz scores being replaced with 20 extra credit points!!

**XI. General Guidelines on Grades:**

**Please note the following points:**

1. Grades will NOT be discussed in class.

2. Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read all of the comments and then schedule an appointment.

3. When essays are returned, please open them **OUTSIDE AND AWAY** from the classroom. **DO NOT OPEN PAPERS**

**IN CLASS.**

4. **I look primarily at content, organization and development. Style, grammar and mechanics are secondary.**

However, if style and grammar are such that the point is unintelligible, your grade will be affected.

5. Do not ask me at the end of the semester what your grade is. Wait for grade posting at semester’s end.

6. **Below is a general description of grading criteria:**

**A** – Student demonstrates superior ability, skill and originality. Possesses thorough knowledge of material and consistently submits high quality work that is adapted to audience and the rhetorical context.. Exceptional quality.

**B** – Student shows above average ability, but nothing distinguished. Usually goes beyond what is required. Work is largely free of rhetorical and stylistic errors. Adheres to instructions. Good work.

**C** – Average work which adequately treats assignment. Contains some errors, i.e., mechanical, stylistic, rhetorical, proofreading. Work adheres to instructions sometimes.

**D** – Below average work, but not failing. Inadequate development of assignment, poorly focused writing indicating writer’s uncertainty of task. Shows little originality and skill. Student rarely adheres to specified guidelines. Work frequently contains errors.

**F** – Student consistently turns in unacceptable work which is sloppy, poorly organized, fails to meet requirements and contains excessive errors in style and logic. Student never meets deadlines and demonstrates no interest and little effort in work.

**XII. Point Distribution: (Grading):**

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#### 3 Formal Essays 400 = 100 + 150 + 150

**Journal 160 = 8 @ 20 pts each**

#### Midterm 70

#### Final Exam 70

Group **Presentations 200 = 4 @ 50 points each**

**PLP (Composition Connect) 100 …** *The amount you complete determines the score you receive!*

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**1,000 points possible**

Overall: 900-1,000 points=A; 800-899=B; 700-799=C; **600-699=**D**; Below 600=**F

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**XIII. Extra Credit Option:**

***If you****…have not missed class more than three times, have not been addressed for a behavioral issue more than once in the semester, and have submitted* ***all three formal essays on time****, then you will be eligible for the optional extra credit assignment, which is* ***worth up to 50 points****! I will provide the details for this assignment on a handout I will post on my Learning Web page. Generally speaking, this assignment will involve a visit to either the Museum of Fine Arts or the Holocaust Museum in downtown Houston, and will require an essay that responds to a very specific question pertaining to your visit.* ***Since this is English 1302, your prompt for this assignment will involve a critical analysis, not merely a passive observation!*** *It will also require a* ***dated receipt/verification from the museum (after the 3rd essay is collected).***

**XIV. ADA Statement:**

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office for Northwest College at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office. For Northwest College, the Accommodations Center is located at Town and Country in RC 12. Only those accommodations specified by the Center, in accordance with Texas law, may be provided. For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at Northwest College, Mahnaz Kolaini, at 713.718.5422. To visit the ADA Web site, log on to www.hccs.edu, click Future Students, scroll down the page and click on the words Disability Information.

**XV. Tutoring and On-line Help:**

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at Katy (or even at Spring Branch.) Tutors can help you organize and develop ideas for your writing assignments and to work on problems in grammar and sentence structure. ***Tutors do not write, rewrite, edit, or correct papers for you,*** *but they can help you to do the tasks better yourself.* (However, neither the tutor nor any person—your mother, your high school teacher, your friend, and so on—other than your instructor is the final judge of your work.). **The Writing Center at the Katy campus, located in room 321A, is open Mon and Tues 8am-7pm, Wed and Thurs 8am-2pm, and Fri 8am-noon. The Spring Branch Writing Center hours are M-Th 8am-8pm, F 8am-noon, S 10am-2pm, and it is located in room 703.**

On-line tutoring is available through askonline.net and the Northwest Writing Center. These are especially useful resources for evening and weekend students. You must, however, plan in advance and submit your work well before its due date in order to receive timely advice.

**XVI. CSSP (College Student Success Program): TUTORING**

All students have access to tutoring through Ask Online: http://hccs.askonline.net/. This is an online tutoring service powered by HCCS. The tutors will examine your essays for content, organization, and even grammatical errors; however, they will only accept one draft per assignment. The English department highly recommends that you submit a draft of your assignment to Ask Online for tutoring help. There are also tutors on campus that you can go visit. Check local campuses for times and dates.

**XVII. HCC Student Services Information**

Student Services provides master’s and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans. Student Services regular business hours are the same at both campuses: M-Th 8am-7pm, F-Sat 8am-1pm. Phone numbers: Spring Branch Campus, 713-718-5669; Katy Campus, 713-718-5751.

Additional Information:

http://northwest.hccs.edu/northwest/campus-servies

Early Alert: HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.

**XVIII. Contacts:**

Before leaving our first class meeting, I recommend you to obtain the names, phone numbers, and/or email addresses of at least 2 people to contact in the event of an unexpected absence. **NOTE:** You are NOT *required* to share your personal contact information with anyone in this class; the aforementioned statement is merely a suggestion to encourage your success in this class. You are nonetheless responsible for what you miss in the event of an absence.

**XIX. Composition Connect** [](http://connect.mcgraw-hill.com/connectweb/branding/en_US/default/html/instructor/index.html)

**McGrawhill “Connect Composition” Online Requirement:** It is vital that you register with “Connect Composition” immediately (with the appropriate URL for this class) and begin the **pre-diagnostic** portion of the **Personalized Learning Plan** (PLP)! Then, once this first important step is completed, you will have most of the semester to complete the actual PLP online (I will inform/remind you as we go along of the deadline to complete the PLP). Thirdly, near the end of the semester, you will complete the **post-diagnostic** portion, which finishes the process. Your percentage of completion then transfers into my 0-100 point scale, which is directly applied to your grade (i.e. 83% percent completion becomes 83 points, which is a B); there is no good reason anyone should get less than 100%). The other great thing about ***Connect*** is that your one-time fee, which was part of your enrollment fee for this class, gives you access to personalized instruction on your writing skills and style for 4 years! This resource will be a valuable tool as you develop your writing skills and advance through the next 4 years of your college career. The McGrawhill website has a tremendous amount of material to aid you in your development of composition skills, and I will utilize their materials for some of our informal exercises as we go along.

Once you get Connected to “Connect Composition,” you need to **copy and paste a very particular URL into your browser address bar**. I will provide the URL on a Word document marked McGrawhill and post it in the 1302 folder on my Learning Web page. **NOTE: in order** **to avoid massive heartache** with Composition Connect, DO NOT simply go to the McGrawhill website and attempt to sign up from their homepage; as an HCC student, your course fees have already paid for your access to Connect, and McGrawhill coordinates with HCC using our roster system. All this to say that you do not want to sign up for any sort of “trial offer” you may see posted at their site if you visit them; the specific URL I will provide to you needs to get pasted right into your browser address bar so that you are directed to a very specific place on the McGrawhill site for our class.

McGrawhill/Connect **Questions?** Go to: [www.mhhe.com](http://www.mhhe.com)

… or call technical support at 800.331.5094

You must write down the specific case number any or all of the times you need to call this very helpful number, as they always provide a case number.