



Welcome to English Composition II

Engl 1302 – Fall 2015, CRN 76078
Tuesday and Thursday 9:30 – 11:00 a.m., Room 319
3 Credit Hours / 48 hours per semester
16 Weeks: 8/24/2015 – 12/13/2015
Lecture / Core Curriculum

Instructor: Michael Suarez

Contact Information:

- Michael.suarez@hccs.edu
- Email for this specific class: comp.2.stafford.1@gmail.com
- elearning site: <http://learning.hccs.edu/faculty/michael.suarez>
- Office Hours: before and after class each day, but do know we can meet in the library should you need more time to discuss something

Please contact me concerning any problems that you are experiencing in this course, and remember that you do not need to wait until you have received a poor grade before asking for my assistance. I am available. Also, be sure to take advantage of the tutors (see additional support) who are available during much of the day, five days a week.

Additional Support:

- Tutoring and Writing Centers
 - On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.
 - Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.

Prerequisites: English 1301 or the equivalent

Instructional Materials:

- *Current Issues and Enduring Questions*, Tenth Edition, Bedford/St. Martin's. 2014 (CI)
- *English 1302 Study Guide* (SG)
- Suggested Text: College Level Dictionary
- Blue Books for Mid-term and Final exams

Course Goals:

In English 1302, we seek to provide writing instruction and practice that will help students master critical analysis of reading selections (both fiction and non-fiction) and the research process, as well as to continue to creatively implement persuasive/argumentative writing techniques. All elements of English 1302 require students to apply critical thinking and writing skill introduced in English 1301

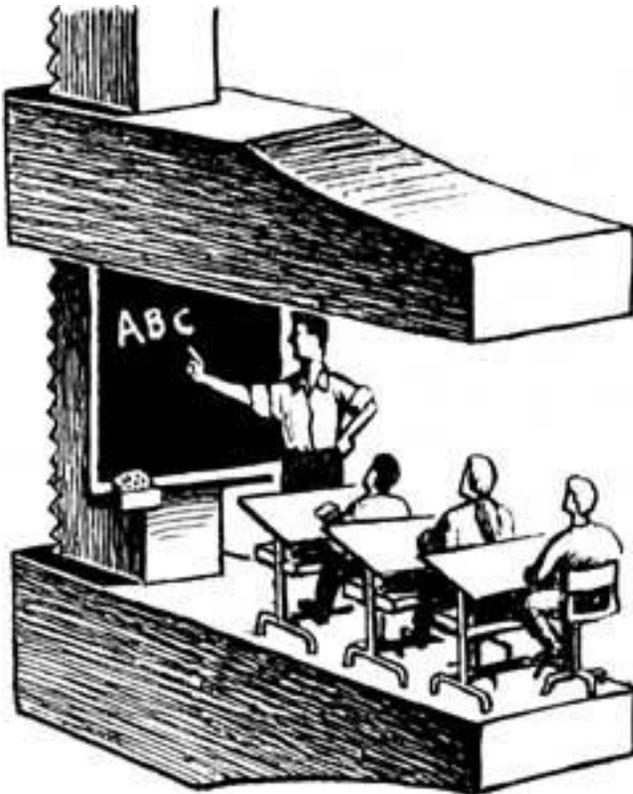
Course Description:

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

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.

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Learning Objectives:

1. Demonstrate the ability to coherently analyze: 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
7. Developing the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Instructional Methods:

To fulfill my personal goal of making you the best writer and thinker I can in 16 weeks, you will experience a variety of instructional methods. Although you will often be involved in collaborative activities—discussion, group work, peer reviews, and projects—I will give you very specific guidance as to how to write analyses and arguments. On more difficult assignments, you will be provided worksheets to direct you through the prewriting stages where you will be expected to reflect deeply upon an issue or an analysis.

CORE Curriculum Competencies:

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

Minimum Writing Requirement:

To be good on a computer, one must spend many hours on it. To be a good short stop, one has to field endless amounts of grounders. To be a good writer, one must As in any other skill, practice advances mastery: 6,000 words minimum. This course requires more.

Student Assignments:

This class begins with a steep learning curve, then levels off, so students can gain mastery of the skills taught. Consequently, students should strive to not miss any classes at the beginning of the semester. Each assignment builds upon the next so that by the end of the semester, the attentive student will know how to effectively use connotative language and write provocative analyses and argumentative papers with two rebuttals properly citing sources and applying MLA style.

Assignments include:

Midterm Critical Analysis, an in-class mid-term where a student analyses an audience based on the author's use of appeals to logic, emotion, and credibility.

Argumentative Research Paper, a 2500 word paper that takes a stand on an issue; it refutes at least two opposing positions, using MLA documentation. Student must utilize at least ten sources.

Oral Presentation/Lead in Class Discussion, groups will be given either a chapter or a set of pages from the text. A 10+ minute presentation will be given on a set date, immediately followed by a 20+ class discussion, which the groups will lead.

Class Discussions, every class period will require in-depth discussion on the day's reading. Students will be required to participate or answer when called on to receive credit for any given day. (Periodic quizzes will also be given, as well as Peer Reviews.)

Critical Writing Essay, assigned to allow the student to flex those writing muscles.

Final, an in-class argumentative paper that takes a stand on an issue in a text discussed in class and refutes two opposing ideas.

Student Assessments

- Mid-term Exam 20%
- Argumentative Research Paper 20%
- Oral Presentation/Lead in Class Discussion 10%
- Critical Writing Essay 10%
- Final Exam 20%
- Class Discussions, Quizzes, and Participation 20%

Where to Find Copies of Specific Assignments and Written Support for this Class:

On the elearning site noted above, the syllabus and calendar, assignments, handouts, and other materials concerning English are available to read, download and/or print.

Instructor Grading Criteria:

- Midterm and Final, as well as your Research Paper and Reflection Paper
 - These papers will be graded by English Discipline standards, which include grammar, sentence structure, punctuation, word usage, tone, and mechanics. The grading profile is weighted by the following percentages:
 - Content 27%
 - Organization 23%
 - Sentences 20%
 - Word Use and Tone 17%
 - Punctuation and Mechanics 13%
 - In addition to the average of grades on out-of-class writing, a student must obtain a passing average (70 - 100) on in-class writing in order to make at least a C in the course. If the average of in-class writing is a D (60 - 69), the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the class. (The average of in-class essays is formed by counting the first in-class essay once and by counting the last one twice.)

HCC Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

HCC Policy Statements:

- **Discipline:** As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and to assist me achieve this critical goal. (See Student Handbook)
- **Academic Honesty:** A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), Collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. 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. For more on plagiarism, see "Plagiarism" in *The New McGraw-Hill Handbook, second edition*. (See Student Handbook)

- **Special Needs:** ADA- Services to Students with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty are only authorized to provide only the accommodations requested by the Disability Support Services Office.

The ADA counselors: Northwest ADA Counselors: Lisa Parkinson – [713.718.5422](tel:713.718.5422) (officed at Spring Branch) and Dr. LaRonda Ashford – [713.718.5409](tel:713.718.5409) (officed at Katy)

- **Missing Class:** If absent or late to a class, the student is responsible for any information missed. Each student should exchange emails or phone numbers with at least three other students. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if you missed anything important. If students come in tardy, it is their responsibility to find out what they missed and to make sure, after class, that their attendance has been recorded; otherwise, they will be considered absent.

- **Attendance/Withdrawals:** You should understand that your in-class grade will suffer as a result of absences, and of course, your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower. If a student misses more than 6 hours of class, excused or non-excused absences, the student may be dropped from the course. Three tardies equal one absence. Leaving early is the same as a tardy. If students stop attending the class, they will receive an Fx, failure due to absences, on their transcript.
 - If you feel that you cannot complete this course, please take the time to meet with me to discuss why you feel it is necessary to do so. I may be able to provide you with suggestions to enable you to complete the course. Your success is important.

 - Faculty can only withdraw you from a class for excess absences. Should you choose to withdraw from any class, please consider the following carefully: The State of Texas imposes 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. 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.

- **Last day for Administrative /Student Withdrawals:**
Friday, October 30

be penalized one letter grade (10 points) after class when due and every calendar day they are late up to three days. After that a paper is no longer accepted. Make-up of in-class exams follows the same criteria, as well as oral presentations.

- Out-of-class essays must follow basic MLA rules (Modern Language Association: the writing body that is the equivalent of the NBA) and be typed, double spaced, and printed on 8 1/2 x 11" white paper with 1" margins and use a 12 pt. plain font. For my class, unless told otherwise, please do not submit title sheets, cover booklets, or bindings. Secure the required materials with a staple or paper clip. Points will be deducted from papers, which do not meet requirements. **Students are also required to submit their out-of-class essays via email on or before the day said essays are due.**

- **Electronics in the classroom:** As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and the student may be asked to leave for the rest of the class period. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

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 near the end of the term, 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 department chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for more information.

Leading Class Discussions

Once class is settled, I will divide the class into two-member teams. Each team will be responsible for taking the lead in a class discussion after the mid-term. "Taking the lead" means preparing topics and questions that will facilitate discussion of the day's material. Handouts and other media are acceptable, though do run such things by me. I will be available for voluntary consultation. Please know that your team will be required to give a 10+ minute presentation beforehand.

Remind 101

Go to Learning Web and find the registration instructions for your class. This helpful tool allows us to communicate via text without having to share any information. **Strongly recommended.**