

# Welcome to English Composition II

3 Credit Hours / 48 hours per semester

Lecture / Core Curriculum

Instructor: Nicole Zaza

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## Required Materials

**Text** - Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions*. 10<sup>th</sup> ed.

Electronic text provided on the learning web

## Materials needed for Class (part of your professionalism grade)

- Two “blue book” exam booklets (midterm and final)
- Ink pens for in-class writing
- Lined notebook paper for in-class writing
- Folder
- A stapler with staples (at home)

**Prerequisite** Successful completion of ENGL 1301 or satisfactory score on the CLEP Exam.

**Course description** A more extensive study of the skills introduced in ENGL 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. (Core Curriculum course)

**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 skills introduced in English 1301.

## English Composition II 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.

## **Core Objectives**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making
- **Teamwork** (Comp I, Comp II, and TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** (Lit Only)—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.

## **English Program Student Learning Outcomes**

(Composition, Literature, Creative Writing, and Technical Writing)

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

## **Instructional methods**

I use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer. To encourage you to participate as a thinker in conversations of importance to both citizens and scholars, we will be looking at texts that embody and grapple with the complexity of real-world issues. To widen your idea of what counts as a “text,” we will engage with visual, audio, and written materials across several genres. To help you on your way as a researcher, we will investigate the responsibilities of writers-as-researchers, research methodologies, and research presentation/formatting. And to expand your understanding of yourselves as writers, we will write both short and long, formal and informal, in-class and out-of-class, analytical and creative assignments. In-class time will be divided between lecture and discussion, with some group work and class work. Major writing assignments will be accompanied by specific guidelines.

## **Minimum writing requirement**

You will write a minimum of 6,000 words during the semester.

## **Free Writing Support**

- Free on-campus writing tutors at the writing center. (Extra credit for documented revision).
- Free online tutoring: <http://askonline.net> (Extra credit for documented revision).

## **Course Evaluations Information**

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.

## **Grading**

In-class work and homework	20%
Project 1: Draft	5%
Project 1: Analysis of a Text	10%
Project 2: Research + Annotated Bibliography	15%
Project 3: Argument/Research Paper	20%
Midterm Rhetorical Analysis	10%
Final Argument	10%
Professionalism	10%

## **Grading scale**

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

## **Assignment Policies**

Assignments that don't meet the requirements explained below run the risk of getting an automatic zero.

**Readings** – most will be from our book, but some will require electronic access and/or printouts. All readings must be completed by their assigned due dates. Your readiness to discuss these readings will be reflected in your professionalism grade.

## **Short written assignments – reading responses and so on.**

- Must be typed if out-of-class work (11-12 pt Times New Roman, 1" margins), and stapled if more than one page.
- Must be written in ink on non-spiral paper if in-class work.
- No late work accepted (see "Attendance & Withdrawal Policies" for details).
- **NOT** accepted via email.

## **Other homework, class work, and group work as assigned.**

- Must be typed if out-of-class work (11-12 pt Times New Roman, 1" margins), and stapled if more than one page.
- Must be written in ink on non-spiral paper if in-class work.
- No late work accepted (see "Attendance & Withdrawal Policies" for details).
- NOT accepted via email.

## **Quizzes.**

- I will give pop quizzes as needed to encourage reading of materials. If the class as a whole seems to be reading and participating, I will give fewer quizzes. If students begin coming to class unprepared, I will start giving more quizzes.
- No make-up quizzes.

## **Three out-of-class project/essays**

- Must be submitted both as a hard copy and through **Turnitin.com** as assigned.
- Must be typed in black ink, dark enough to read easily.

- Must be in MLA format, 11 or 12 point Times New Roman with 1” margins.
- Hard copy must be stapled to marked draft from draft workshop.
- Not accepted via email.

## **Two in-class exams (midterm and final).**

- Bring a blue book to class for exams.
- Exams must be written in ink.
- Make-ups available at my discretion for religious holidays (by pre-arrangement, two weeks in advance, in writing and not via email) or for documented, unavoidable emergencies. Example of emergency: you are unavoidably hospitalized at the time of the exam. Example of not-an-emergency: you have a cold; you intend to travel on the exam date.

## **Course Policies**

### Assignment policies

- Assignments must meet requirements as outlined in this document, verbally conveyed in class, and explained on assignment sheets. Assignments that do not meet requirements run the risk of getting an automatic zero.
- Students must turn in all three major essays to pass the course, and must have a passing average on the midterm and final to make a C or better in the course.
- Late major essays will lose ten points for each class period they are late. Late homework /classwork will not be accepted at all (see “Attendance & Withdrawal Policies” for details).

### **Attendance and Withdrawal Policies**

- You are expected to attend class. Excessive absences will drop **Professionalism** grade to a zero.
- When you miss class, you are still responsible for what happens in class. It is recommended that you get contact information for fellow classmates. Feel free to copy me when you email classmates to ensure that they are responding to your requests. Professionalism grades will increase for students who reach out for assistance and those who supply it.
  1. Any work due the day you miss class is still due if you are not there.
  2. Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there.
  3. You should contact another student in your section to find out what you missed and copy their notes. I am glad to set a time to meet with you to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.
- The only circumstance in which classwork and homework can be made up after an absence is if you missed class for a **religious holiday**. To be eligible for a make-up of classwork/homework due to a

religious holiday absence, you must tell me in writing (hard copy, not email) two weeks in advance that you will be missing class for the religious holiday.

- I will NOT automatically withdraw you from the class, no matter how many classes you miss. 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. Consider this policy carefully when deciding from which classes to withdraw, and remember that it is your responsibility to withdraw from classes by the required due dates.

### **Academic Honesty**

- From the student handbook: “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Possible punishments for academic dishonesty may include a grade of “O” or “F” on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.”

- Plagiarism is using someone else’s ideas, arguments, or research without giving credit through citation and/or using someone else’s words without giving credit through quotation and citation. Collusion is unauthorized collaboration with another person in preparing written work offered for credit.

- Major papers must be turned in with proof of development to be discussed in class.

- Please note that in this class, turning in writing originally completed for another course counts as scholastic dishonesty. Do not recycle papers.

**Professionalism** - Our class will reproduce in many ways a “real-world” work environment, and you will be expected to participate professionally—be on time and prepared, meet deadlines, do your fair share, and be polite. See below for specifics.

- For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework.

- Classroom discussion should be relevant to the topic we are discussing. You will get points for relevant contributions, but not for irrelevant ones.

- Classroom discussion should be civilized and respectful to everyone. Racist, sexist, lookist, ableist, homophobic, and any other discriminatory language and behavior is not acceptable in the college classroom, just as it would not be acceptable in a workplace. It is possible to discuss all topics from any political point of view while adhering to this level of civility.

- Aim for timeliness. If you come in late, you should check with a classmate after class to see what you may have missed. If you miss the quiz because of lateness, there is no make-up available. If you come in more than 15 minutes late, I reserve the right to mark you absent for the day.

- Do not leave early. If you leave early, I reserve the right to mark you absent for the day.

- Do not pack up early. This is distracting and contagious. If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.
- Come to class prepared. Being prepared means:
  - Reading and annotating materials before class so you are ready to discuss.
  - Bringing your books, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on draft workshop days).
  - Contacting another student if you were absent last time, so you can be prepared for the next class.
- Respect everyone’s right to a non-disruptive learning environment.
- Please do not talk to each other while I am talking or when another student is talking.
- Any disruption of class may result in your being asked to leave the class for the day. Repeated disruptions will be handled via the formal procedures in place at HCC, and can result in your expulsion from the class.
- Professionalism expectations extend beyond the classroom. Your actions (negative and positive) in office hours, email, instant messaging/chat/bulletin boards, listservs, and course blogs also affect your professionalism grade and count as part of your class participation.

### **Electronic Devices**

- “Use 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 reasonable accommodations” (Official HCCS statement).
- Cell phone use is prohibited in class. I should not hear or see your cell phone at all, ever. If I do, I reserve the right to mark you absent for the day and to ask you to leave the class.

### **ADA Accommodations**

“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 authorized to provide only the accommodations requested by the Disability Support Services Office” (Official HCCS statement). For questions, please contact Donna Price at 713-718-5165 or the Disability Counselor at your college. You can also visit the ADA website by going to [www.hccs.edu](http://www.hccs.edu), clicking Future Students, scrolling down the page, and clicking on the words “Disability Information.” Please present your accommodations letter at the beginning of the semester.

### **Grading Standards for College-Level Writing:**

Closely graded work will indicate your strengths and weaknesses. I provide specific guidelines for matters of style and substance, and I encourage you to strive for clarity of expression in addition to depth of thought. Clear writing mirrors clear thinking.

### **Superior (A = 90-100, B = 80-89)**

Note: Although "A" and "B" papers possess many of the same features, the style, originality and level of excellence of the "A" paper are exceptional.

Preparation: The student adapts his thinking to the form and requirements of the assignments, and develops his paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the bulk of the essay without being repetitive. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise.

Grammar and Punctuation: Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The superior paper is carefully proofread and correctly documented. It is typed or word-processed according to MLA style.

### **Average (C or 70-79)**

The "C" paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The topic and content are clearly and competently adapted to the assignment.

Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail may be occasionally repetitious, irrelevant, or sketchy.

Development: The plan of the paper is recognizable, but not developed or not consistently fulfilled. The essay might be disproportionately developed or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.

Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

Appearance: The "C" paper conforms to the guidelines established for the superior paper.



**Unsatisfactory (D = 60-69, F = <60)**

Though "D" and "F" papers may share the same faults (such as inadequate development or absence of a discernible thesis), the "F" paper exhibits an obvious breakdown in style and structure. A plagiarized paper will receive a zero.

Preparation: The student's ideas do not relate to the specific assignment, and there is little evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, or aimless.

Development: The essay has no clear and orderly stages and fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Meaning is thwarted by sentences which are incoherent, incomplete, fused, monotonous, rudimentary, or redundant.

Diction: The level of language is inappropriate to the subject.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the ideas.

Appearance: An illegible presentation is always a liability.

**PLEASE NOTE: THERE ARE NO BAD ARGUMENTS, JUST POORLY DEFENDED ONES.**