Professor Marie Dybala
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Learning Web Address: http://learning.swc.hccs.edu/members/marie.dybala
Office Hours: TTh 11:00-12:15 or by appointment

English 1302
Meeting Days: Monday and Wednesday
Times: 9:30-11:00am CRN 51552
Location: Stafford Learning Hub, room 322
Fall 2011 Syllabus


Grade Percentages:
- Essay 1: Argumentative essay (750-1000 words) 20%
- Essay 2: Midterm in-class literary analysis essay (750 words) 10%
- Research paper process 10%
- Research Paper documented essay (1500-2000 words) 30%
- In-class writing activities, participation, group work, or quizzes 10%
- Final Retrospective Essay (1000+ words) 10%
- Collaborative presentation 10%

Supplies: A folder with pockets for class handouts and a separate section for class Notes and workshop writing responses.
College Dictionary

Attendance: HCCS policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped from the course. Students are required to arrange a conference with the professor immediately after the 4th absence. This policy will be enforced. Coming in late or leaving early will constitute a tardy. All tardies will be counted toward your allotted absences. Your participation is required. Students who intend to withdraw from the course must do so by the official last day to drop 11/3/11 before 4:30pm. Students who do not withdraw from the course by this date will be required to receive a grade in the course. Please arrange a conference with me before withdrawing from the course.

Final Grade FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of “FX” at the end of the semester. Students who stop attending classes will receive a grade of “FX”, compared to an earned grade of “F” which is due to poor performance. Logging into a DE course without active participation is seen as non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of “FX” is treated exactly the same as a grade of “F” in terms of GPA, probation, suspension, and satisfactory academic progress.

Withdrawal Policy: The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you repeat the same course more than twice, you have to pay extra tuition. Beginning in the Fall of 2007, the
Texas Legislature passed a law limiting first time entering students to no more than six total course withdrawals throughout their academic career in obtaining a certificate or baccalaureate degree. There may be future penalties imposed.  

**If you do not withdraw before the deadline, you will receive the grade that you are making as the final grade. This grade will probably be an “F.”** The last day to withdraw from the spring 2011 semester is November 3 at 4:30pm.

**International Students:** Receiving a “W” in a course may affect the status of your student visa. Once a “W” is given for the course, 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 any other transfer issues.

**Scholastic Dishonesty:** Plagiarism results in a grade of zero on that project. Cheating or collusion results in a grade of zero on that project. Plagiarism or collusion on a second major assignment results in a zero in the course.  
1] “Plagiarism”--the appropriation of another person’s work and the unacknowledged incorporation of that work in one’s own written work for credit.  
2] “Collusion”--the unauthorized collaboration with another person in preparing written work for credit.  
Copying information from a website without appropriate citations is plagiarism and also results in a 0. You may be asked to submit your paper via the internet to turnitin.com a plagiarism detection program. Plagiarism of any section of an essay will result in a zero on the assignment.

**Special Conditions:** If you have any special conditions, extenuating circumstances, or needs that may affect your progress in this course, please notify me. Please inform me of any special accommodations that you have documented through the Disability Support Services Counselors so that I may better meet your needs. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Dr. Becky Hauri, Disability Support Services, Southwest College at 713.718.7910. To visit the ADA Web site, log on to www.hccs.edu and click “Future students,” scroll down the page and click on Disability Information. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office.

**English Tutoring:** The Southwest College offers free tutoring at our tutoring centers where you will receive individual attention with any of your writing concerns. Check with me for location, dates, and times of tutoring. Signs will be posted once the hours have been established. Be sure to bring your books and assignments with you when you go to the tutoring lab.  
HCC also provides an online tutoring program. The URL for this tutoring option is: [http://hccs.askonline.net](http://hccs.askonline.net).

**Important Dates:**  
August 27: Classes Begin, Drop/Add/Swap Fee Begins  
August 30: Registration Ends  
August 30: Last Day for Drop/Add/Swap  
September 5: Labor Day Holiday – No Classes
September 9: Official Date of Record
November 3: Last Day for Administrative /Student Withdrawals – 4:30pm
November 23: No Night Classes Before Thanksgiving Holiday
November 24-27: Thanksgiving Holiday
December 11: Instruction Ends
December 12-18: Final Exams (Our final will be on Dec. 7)
December 18: Semester Ends
December 23: Grades Available to Students

Late Paper Policy: All assignments are required to be turned in at the beginning of the class when they are due. Papers that are placed in my box are unacceptable. The due date will be posted on your assignment sheet for all major assignments, as well as on this syllabus. Occasionally, the due date on the syllabus may be adjusted, so please refer to the essay assignment sheet. No late papers will be accepted more than one week late and will receive a 10 point penalty. Also, NO LATE RESEARCH PAPERS WILL BE ACCEPTED! Please keep a copy of your papers for your own file; should a paper be lost, it is your responsibility to deliver another copy.

Make-up Policy: Students will be allowed to take make-up exams if they have medical or unforeseen emergencies. Students will be responsible for contacting the professor and providing documentation of the emergency situation. Students are strongly encouraged to avoid taking this measure and the make-up exam will be an entirely different format from the original exam administered in class on the scheduled date. Make-up exams will not be allowed without documented evidence for absence and timely contact with the professor. No late homework or make-ups for daily quizzes are allowed.

Conferences: Students are encouraged to arrange a conference with the professor to discuss their progress in the course at any time. Immediately after the 5th absence, students are required to withdraw from the course or receive an FX for excessive absences.

New Texas Policy for Course Repeaters: Students who repeat a course three or more times face significant tuition/fee increases at HCC and other Texas public colleges and universities. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing skills, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Reinstatement Policy: Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Students who are dropped from their courses for non-payment of tuition and fees who request reinstatement after the official date of record can be reinstated by making payment in full and paying an additional $75.00 per course reinstatement fee. The academic dean may waive the reinstatement fee upon determining that the student was dropped because of a college error. Students who do not attend the first two class sessions will be automatically withdrawn from the course.

Recording 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. These devices are also not allowed to be
used in campus restrooms. 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.

**Open Computer Lab:** You have free access to the Internet and word processing in the open computer lab in the Stafford Learning Hub, the Alief Campus, the West Loop Campus and the Missouri City Campus. Check the door of the open computer labs for hours of operation. All HCCS students are welcome to utilize this resource. A fee is charged for printed work (10 cents per page).

**Counseling:** Counseling is available at each campus. Check with the information desk at the particular campus for room numbers and consult your class schedule for telephone numbers.

**Library (Learning Resource Center)**
The Southwest College has a Library at each campus for student use. The library provides electronic resources including a computerized catalog system as well as numerous data bases that contain full-text articles. Stop by your campus library to find out hours of operation. All students will be required to obtain and/or update an HCCS Library Card.

**Student Evaluations**
**EGLS: -- 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.

**Student Organizations**
One organization of interest to students taking English classes is Southwest Writers, a group of students who write and read their works (in a public forum as well as on the Internet) and receive peer support and constructive criticism. Students in this group create a supportive network to create poetry, fiction, drama, and non-fiction prose. Contact advisor Dr. Chris Dunn at: christopher.dunn@hccs.edu. Another organization of interest for English students is the Women’s Studies Club. The Women’s Studies Club will meet on the 2nd and 4th Tuesday of each month from 2:00-3:00pm to discuss the roles of women in society and to promote awareness of women’s issues. Contact Ms. Marie Dybala at marie.dybala@hccs.edu and/or Ms. Ileana Loubser at ileana.loubser@hccs.edu if you are interested in joining this HCC student organization. In addition, Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 9 credit hours to join this group. HCCS has a very active chapter: Omega Sigma. Contact: Ms. Maria Straus at: maria.straus@hccs.edu for more information.

**Inclement Weather:**
During inclement weather conditions, monitor major local channels for updates on school closings. You can also check for school closings at: www.school-closings.net and at the HCC website: www.hccs.edu

**Mission Statement of the English Department:**
The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare
students to write clear, communicative, well-organized, and detailed prose; and develop students' reading, writing, and analytical skills.

**College Classroom Policies:**

Show respect and courtesy to the professor and one another at all times. Use appropriate academic language in all discussions and class activities. Type all assignments. Use a standard 12 point font for all assignments with one inch margins, complete heading, and original title. Limit talking unless during group assignments. Focus on class activities: do not use any cell phones or other recording devices in the classroom. Arrive on time and prepared to participate in the class assignment.

**College Classroom Computer Lab Policies:**

*No food or drinks
*No unauthorized chatting
*No students allowed in the room without instructor
*No students allowed to print personal information (Students are only allowed to print class assignments per the instructor’s directions.)
*No viewing of pornography
*No hacking attempts or trying to access hacking sites
*No downloading of AOL.com

**Course Description**

English 1302 is 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. English 1302 is a core curriculum course. English 1301 is a prerequisite for this course. You will not be allowed to remain in the class if you have not successfully completed English 1301. You may not take sophomore literature courses until you have completed English 1302. This class fully prepares students for sophomore level core curriculum literature courses English 2327-2374. English literature courses fulfill the core curriculum humanities requirement (3 semester hours) as well as the multicultural requirement (3 semester hours).

**English 1302 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.

**BASIC INTELLECTUAL COMPETENCIES IN HCCS CORE**

- **READING:** Reading material at the college level means having the ability to analyze and interpret a variety of materials -- books, articles, and documents.
- **WRITING:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and
audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

**SPEAKING:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

**LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

**CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

**COMPUTER LITERACY:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

**EXEMPLARY EDUCATIONAL OBJECTIVES: ENGLISH 1302**

By the time they have completed English 1302, students will

- demonstrate the ability to use consistently and effectively the writing process for both in-class and out-of-class essays (thus reinforcing English 1301 instruction);
- understand and apply the basic principles of critical thinking—evaluation, analysis, and synthesis—as they write essays that persuade or argue;
- be able to analyze, in writing, readings by professional and student writers (for such elements as purpose, audience tone, style, writing strategy, and for much deeper meanings);
- be able to develop a critical and creative essay in response to an issue related to reading(s) or other class projects;
- demonstrate the ability to resist simplistic formulations, whether in their own or others’ texts;
- understand the characteristics of imaginative texts and write effective analyses of various genres;
- be able to acknowledge, as appropriate, their own history, interests, and biases as they discuss a topic, thus placing themselves credibly in the discussion;
- develop the ability to research and write a documented paper;
- make effective stylistic choices (diction, tone, sentence structure) in all writing assignments, depending upon the audience and purpose of a piece of writing;
- apply suggestions, as appropriate, from evaluated compositions to other writing tasks; and
- fulfill the writing requirements of the course, writing at least 6000 words during the semester.

**Course Calendar: Schedule of Assignments**

**Week One:**

8/29/11 Introduction to Course/Review Syllabus/Course Description, Purpose, Objectives, Policies/Introduction to the Writing Process Diagnostic Essay -- written in class
Assignment: Purchase books & supplies

**Prepare to introduce yourself to the class. Focus on your potential as a collaborative presentation partner or a reading or writing experience that has had a major influence on you.**

The Little Brown Handbook (LBH): Skim chap 1 & 2. Read “Summarizing” 134-135 and 144-146 and “Avoiding Plagiarism” 626-635

8/31/11

**Class introductions.** Discuss summary and plagiarism, elements of argument, fallacies, thesis sentences, induction, deduction, appeals and opposing views.

**Assignment:**

The Little Brown Handbook (LBH): Read Chap 9 and 10

Literature: A World of Writing (LAWOW): Read 38-44

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**Week Two**

9/5/11 Labor Day Holiday

9/7/11

**LBH:** Discuss Chapter 9 and 10.

**LAWOW:** Read Amy Tan’s “Mother Tongue” 242-245 and Jumpha Lahiri’s “My Two Lives” 602-604. Write a one paragraph summary of the reading and a paragraph responding to the memoir argumentatively. Brainstorm a list of issues in the reading. (One typed double spaced page required including the list of issues.)

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**Week Three**

9/12/11

Groups discuss summaries and arguments in Chapter 9 and 10. Discuss “Mother Tongue.”

**Assignment:**

LAWOW: Read Jumpha Lahiri’s “My Two Lives” 602-604. Write a one paragraph summary of the reading and a paragraph responding to the memoir argumentatively. Brainstorm a list of issues in the reading.

9/14/11

Discuss summaries and issues in Tan and Lahiri.

**Assignment:**

LBH: Consider a topic for essay one related to one of the readings.

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**Week Four**

9/19/11

Writing workshop: Prewriting and thesis development

**LBH:** Discuss chapters 3, 4 and 689-691 for MLA style format.

**Assignment:**

Complete a one page typed prewriting activity on your topic. (See LBH 21-24 and class notes)

Begin drafting essay one for in class workshop. Write the introduction and thesis for this argumentative essay.

9/21/11

Essay One Writing Workshop: Introduction and thesis sentence

**LBH:** Review chaps. 31, 43d 615-622, 44 and 46 Bring draft with two(+) pages of essay one for instructor check and peer review.

(See it as a separate document before revising.)

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**Week Five**

9/26/11

Peer review session. Be sure to save and print a separate draft before editing the essay. Annotate or mark-up the first draft more fully.

**Assignment:**

Complete the final version of essay one. Turn in prewriting activities, first draft with annotations on printed copy and a separate final essay that reflects the annotations on the draft. Include in-text citations and a works cited page.

9/28/11

**Essay One Workshop on MLA style.**

**Assignment:**

Complete essay one package.


“Hills Like White Elephants” 444-446

What does each element of fiction suggest the author’s purpose to be?

**LBH:** Literary Analysis, Chap 49, 731-748

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**Week Six**

10/3/11

Essay One Package Due. Be sure to turn in evidence of your writing process including prewriting, drafts, peer review, and the final essay. Include annotations on the hard copy of the draft to demonstrate your plans for revisions.
Introduction to literary analysis

Take notes on elements of fiction and literary analysis.

**Assignment**
10/5/11

Prepare for quiz over Chopin and Hemingway short stories.

**Quiz** on your close reading of the two short stories.

Discuss “The Story of an Hour” 442-443 and “Hills Like White Elephants” 444-446

Analyze significant passages that suggest the author’s purpose in each story.

Focus on dialogue and vivid details.

**Week Seven**
10/10/11

Midterm preparation: Writing workshop-- Discuss midterm essay short story assignment. Form groups to discuss and write two sample thesis sentences for a possible midterm exam essay. Discuss potential examples of evidence for developing the body. Discuss introductory and concluding paragraphs

Discuss **LBH** Ex 39.1, 39.2, 39.3 and Chap 4

**Assignment**
10/12/11

Midterm Exam: Write an in-class essay of 6 or more paragraphs developing an interpretive argument related to one of the short stories.


Prepare for quiz on these literary works. Select three quotes from each story/play that suggests the author’s purpose to you.

**Week Eight**
10/17/11

**Reading Quiz**: Be prepared to identify the major characters, setting(s), conflicts, and plot development of each reading (“Yellow,” “Sonny’s,” and **Trifles**). Discuss quotes and details related to each reading.

Form research groups.

**Assignment**

**LBH**: Review Unit 9 Research Writing: Chaps 41-47. Read Chapters 41, 42d and e (books and periodicals), and chap 43.

10/19/11

Continue discussion of primary source readings and the bibliography and note cards

**Assignment**

Prepare for library orientation. Create 5 note cards on your primary source.

**Week Nine**
10/24/11

Library Orientation: Meet in the online classroom in the library. Bring ideas for a narrowed topic and tentative thesis

**Assignment**

Read library sources and continue work on the tentative thesis. Create 10 or more note cards on your secondary sources.

**LBH**: Review Chap 44-46 to prepare for research project.

10/26/11

**Assignment**

Discuss **LBH** chapters 43, 44.

Begin writing first draft.

**Week Ten**
10/31/11

Research Workshop. Meet with instructor to discuss research process. Continue research process and taking notes on primary and secondary sources.

**Assignment**

**LBH**: Continue reading library sources, taking notes and planning research paper. Bring tentative thesis, notecards/computer files for instructor check. Note: November 3 is the last day to withdraw from class.

11/2/11

Instructor check of working bibliography and note cards. Continue taking notes and drafting essay.
**Assignment**  Complete working bibliography with 10 sources and 20 or more notecards. Sources must be journal articles, books, or other academic resources which include works cited pages. Continue writing research paper draft.

**Week Eleven**  
11/7/11  Research process due. Discuss *LBH* chapter 45 and 46. Meet with research groups to discuss ideas about collaborative project and form study groups. 
**Assignment**  *LBH* chapter 47—study MLA style and prepare for quiz over the highlighted notes (pages 691-720).

11/9/11  **MLA Documentation Quiz three.** Meet with a partner for peer review of introduction and incorporation of quotes into research paper.

**Assignment**  Annotate first draft and work toward completion of paper. Bring annotated draft to individual conferences next week.

**Week Twelve**  
11/14/11  Discuss revision process and annotations. **Student Conferences.** Bring paper for instructor check. 
**Assignment**  Prepare Works Cited page of research paper. Final research paper due in one week.

11/16/11  **Continue Student Conferences.** Meet in collaborative groups Begin draft of works cited page of research paper and bring it to next class.

**Week Thirteen**  
11/21/11  **MLA Documentation Session for final research paper due Wednesday, 11/23/11** 
**Assignment**  **Research Paper Packets Due:** Final Research Paper Due (1,750-2,000 typed words 7-8 pages plus works cited)--Research Packets must include (15-20) note cards/files, informal outline, annotated (thoroughly marked-up) first draft, final manuscript, and copies of all outside sources in the order that they are cited in your paper with passages clearly **highlighted.** Please place all research items in a large envelope with clasp -- label exterior of envelope with your name, Research Paper Engl 1302, CRN#, Fall 2011.

11/23/11  **Research Packets Due!**

**Collaborative Group Planning Session**

**Week Fourteen**  
11/28/11  Discuss Final Exam Retrospective Essay Assignment. Meet with collaborative groups. 
**Assignment:**  Prepare for collaborative presentations.

11/30/11  Meet with collaborative group for final planning session. 
**Assignment**  Prepare final collaborative project. Write the final exam retrospective essay. You will not be allowed to write the essay in class so be sure to bring the completed typed essay to class on Thursday 5/5, our last class.

**Week Fifteen**  
12/5/11  Collaborative Presentations 
**Assignment**  Complete the 7 paragraph final retrospective essay. 
**5/7/11**  **Final Exam Retrospective Essay due.**

**Complete Group presentations and evaluations**