Syllabus for English 1302
(Composition II)

English 1302 - Spring 2010
CRN 55116 MW 11 – 12:30, Katy 107
CRN 55118 MW 12:30 – 2, Katy 360D
3 Credit Hours / 48 hours per semester
Lecture / Core Curriculum

Instructor: Robert Clark

Contact Information:
- Robert.Clark@hccs.edu
- E-learning site: http://learning.nwc.hccs.edu/members/robert.clark

Feel free to speak to me at the beginning or end of class about any concerns. I design the course for success. If you do all the reading and complete the assignments on time, you should find the more challenging assignments later in the course easier to do. If you fall behind, both your comprehension and your grade will suffer. Get the e-mail addresses of several fellow students whom you can contact if you miss class and want to ask what happened in class, or need them to bring in an assignment for you. E-mail me, at Robert.Clark@hccs.edu, when you have other kinds of questions. You can get help in writing at the Writing Centers:

Help Available:

You can get help with your writing outside class
• 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.

• Also in the Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.

• On-Line Tutors: http://askonline.net

Prerequisites: English 1301 or the equivalent

Instructional Materials:

• HCC-NW *English 1302 Study Guide*. (SG)
• Suggested: a College Level Dictionary
• Blue Books should be bought in book store for both in-class essay assignments

Textbook Purchase or Rental:

It has been announced that some textbooks may be rented, rather than purchased, for approximately half the purchase price. Check with the campus book store for details.

Course Goals:

In English 1302, we seek to provide writing instruction and practice to help students to master critical analysis of reading selections (both fiction and non-fiction) and to teach the research process and conventions of scholarly documentation, as well as to continue to implement persuasive/argumentative writing techniques creatively. All elements of English 1302 require students to apply the critical thinking and writing skills which were 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 essays.
4. Employ appropriate documentation style and format, including the conventions of the Modern Language Association (MLA).
5. Demonstrate library literacy.
6. Do a credible job of researching a major topic, maintaining bibliographical information, and then organizing and writing a properly-documented major research paper on it.

Learning Objectives:
1. Demonstrate the ability to analyze coherently: to focus on the specific assignment; to select examples that clearly support your generalizations; and to write effective persuasive / argumentative essays on debatable topics;
2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—in written essays that persuade or argue; to understand and discuss logos, pathos, and ethos; to appeal to each of these in your own writing;
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 a major Research Project (documented paper) using proper MLA style; use MLA documentation on your other essays;
5. Find and evaluate library books, journals, magazines, and/or data-bases to find information on a topic or issue;

Instructional Methods:
You will have reading assignments in all of our textbooks. You will write several major essays and a research paper. These need to be written in your best Standard English and directed toward the audience designated. In addition, you will be assigned several forms of Daily Work—quizzes, class work, homework, and Reading Analyses—unlike essays, these will be graded solely on ideas, content and the quality of support you furnish for your
generalizations – these are reading comprehension checks, not formal writing assignments.
I will lecture, you will read and discuss the textbooks, and we will have class- and small-group discussions and collaboration, at times. Questions are always appropriate. It is suggestd that you take notes.

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

**Minimum Writing Requirement:**
Nominally 6000 words, but with the essays, research paper, and daily work, you will undoubtedly write far more. The quality of your writing should equal that submitted at major universities since this course is university-transferable. Do your writing on a PC and save copies of your work, including rough drafts. It is suggested that you buy a flash drive on which you can store your work, including rough drafts. Also, that will facilitate working on an essay both at home and at school, such as in the computer center or writing center.

**Student Assignments:**
You will write one major out-of-class essay (Essay One), a Midterm In-Class essay (Essay Two), a major research project (Assignment Three), and a Final In-Class essay (Essay Four).

In addition, you will be assigned Daily Work of four types: quizzes, class work, home work, and Reading Analyses. These will be graded on generalizations and support only.

**Grading Percentages:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay One</td>
<td>15.0%</td>
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<tr>
<td>Essay Two (Midterm)</td>
<td>15.0%</td>
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<tr>
<td>Research Project</td>
<td>30.0%</td>
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<tr>
<td>Essay Four (Final)</td>
<td>20.0%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>20.0%</td>
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Bonus Points may be given from time to time, and 15% of their total will be added. (In effect, each point is a point added to your lower grade of Essay One or Essay Two.)

**Instructor Grading Criteria:**
Major assignments (the essays and the research project) will be graded on content, organization, paragrphing, accurate focus on assignment, appropriateness of vocabulary and usage, sentence structure, spelling, punctuation, quality of generalizations, and quality and quantity of support. In those cases where documentation is required, downloads and printouts or photocopies of all sources must be attached. Also, prewriting and at least one rough draft must be submitted along with the final draft.

Note: As this is a university-transferable course, grades awarded will be just as difficult to achieve as they would be at, say U of H, College Station or Austin. Grades of A will be rare, just as they are there.

In the case of Daily Work, only content, generalizations and support will be considered. These are Reading Comprehension checks and are not graded as compositions, as such. Excellent work gets 3 points (a plus); good work gets 2 points (a check); fair work gets 1 point (a minus); unacceptable work gets zero. One of these three points is lost for each day late. For instance, a perfect Reading Analysis two days late gets only a minus. Quizzes cannot be made up. Class work, homework, and Reading Analyses may. At the end of the semester these points are added up and the percentage is calculated. This constitutes your daily grade, which is 20% of the semester grade, so take care to keep it high. It can raise your grade significantly, or it can ruin it.

**HCC Grading Scale:**

A = 90 - 100  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = 59 or below
Note: HCC records the letter grade only, and that is all that appears on transcripts.

**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 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 rough drafts as proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including a grade of zero on the assignment, a grade of F for the course, or dismissal from the college. For more on plagiarism, see "Plagiarism" in the *New McGraw-Hill Handbook*. (See also the Student Handbook)

- **Missing Class:** If absent or late to a class, the student is responsible for any information missed. Each student should exchange emails and/or phone numbers with at least three other students immediately. Contact the fellow student to see what you missed. Do not e-mail the instructor for this. You are still responsible to get work turned in on time, either in person or by e-mailing it to a fellow student who can bring it to class for you. If tardy, make sure to tell the instructor after class, that you came in late; otherwise you will be marked 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 any student misses more than 6 hours of class (three 2-hour classes), excused or non-excused, he or she may be dropped from the course. If students stop attending the class, it is the student’s responsibility to ask formally to be withdrawn. Otherwise the student may fail. The last day for withdrawal this semester is November 18, at 4:30 p.m.

- Before deciding to withdraw: If you are worried about passing the course or keeping up with the work, come talk to me before it is too late. I may have ideas how you could raise your grade. If you do decide to withdraw, obtain the proper form from the Registrar’s office and submit it to me or the counselors. Before you withdraw, however, you should consider this: 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 an extremely high tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in fall, 2007, or later) to no more than six total course withdrawals throughout their academic career toward obtaining a baccalaureate degree. There may be further penalties imposed by the State Legislature.

- If you do not submit the official withdrawal form I will not assume you wish to be given a “W” – this will likely result in your failing! Also, if you are an international student, getting a “W” can affect your visa status. Call the International Student Office at 713.718.8520 if you have questions.

- **Special Needs**: 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 is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit [www.hccs.edu](http://www.hccs.edu), click on Future students, scroll down the page, and click on the words Disability Information.

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

### HCC Student Services Information:

Student Services provides professional counseling for the HCC - 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 phone numbers: Katy 713-718-5751, Spring Branch 713-718-5669
Regular business hours are the same at both campuses: 8 a.m.–7 p.m. Mon – Thurs, and 8 a.m. – 1 p.m. Friday – Saturday

Additional Information:
http://northwest.hccs.edu/northwest/campus-services

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

Instructor Requirements:

**In-class essays** must be written in blue books, which can be bought at the campus book store. Unless told otherwise, students will write the final draft in ink on one side of the paper to allow room for instructor comments.

**Out of class assignments** are to be turned in at the beginning of the class period on which they are due. Major essays and other important work will be penalized one letter grade (10 points) after the beginning of class when due and for every class meeting they are late up to three. After that a paper is no longer acceptable, and gets a zero. Make-up of homework, class work, and Reading Analyses costs 1/3 of their grade for each class meeting late.

**Out-of-class essays** must be written in accordance with basic MLA (Modern Language Association) rules and conventions, and must be typed, double spaced, with 1" margins, using an 11 or 12 pt. conventional font, such as Times New Roman, and printed on 8 1/2 x 11" white paper. Refer to *McGraw-Hill* pages 377-78 for an overview. The same guidelines apply to the final draft of the Research Project.

**Electronics in the classroom**: Please turn off your phone or other electronic device at the beginning of class. Do 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 (like 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 should speak to the instructor before class to receive an exception to this policy.

Teacher’s Suggestions:
- Take responsibility for improving your own writing. Work hard every week, and refer to the chapters of the *McGraw-Hill* relevant to the flaws noted in your own compositions. For instance, you might need to study chapters on spelling, sentence fragments, comma usage, paragraph unity, or verbs. Other students might not have the same needs. Also, be sure to study the sample student essays.
- Never turn anything in late. The points lost will very likely outweigh any improvements you might make overnight.
- Do not neglect Daily Work, such as Reading Analyses. They count 20% of the course, so they can raise your average – or lower it dramatically. Also, doing them will better prepare you for the major assignments.
Calendar for Composition II: Fall 2010
Readings and assignments must be read or completed by the date assigned. Dates and details may be changed by the instructor.

Week 1
8/30, 9/1
_M_ Syllabus and Calendar; Introduce Ourselves; Diagnostic essay
_W_ Access Syllabus online. Possible quiz

Week 2
9/8
_W_ Writing and Designing Texts (_MH_ Ch. 1-3); _LC_ Ch. 1, The Writer as Reader Ch. 2

Week 3
9/13, 15
_M_ Drafting and Revising (_MH_ Ch. 4-5).
_Peer Analysis of Rough Draft of Essay One_ in class
_W_ Plagiarism (_MH_ Ch. 20), Reader as Writer (_LC_ Ch. 3)

Week 4
9/20, 22
_M_ Final Draft of Essay One due. Discussion of Research Project, begin search for topics
_W_ Library Orientation. Reading Literature Closely (_LC_ Ch. 4)

Week 5
9/27, 29
_M_ Turn in list of possible research topics. Begin assembling the Research Packet.
_W_ Understanding Research (_MH_ Ch. 15), Reading Literature Closely: Explication (_LC_ Ch. 5), Reading Literature Closely: Analysis (_LC_ Ch. 6)

Note: **The HCC Library** can be accessed at campus or at home on your own PC! Keep careful records of everything in a **Research Journal**, a required part of the Research Packet
**Week 6**  
10/4, 6  
**M** Commas (*MH* Ch. 51); Fragments (*MH* Ch. 32), Comma Splices and Run-Ons (*MH* Ch. 33), Language (*MH* Ch. 48,49)  
**W** Preparing for **Midterm**, Arguing an Interpretation (*LC* Ch. 7)  

**Week 7**  
10/11, 13  
**M** and **W** Write **Midterm (Essay Two)** in class, in blue books  
**W** Arguments (*MH* Ch. 10)  

**Week 8**  
10/18, 20  
**M** Plagiarism, Copyright, and Intellectual Property (*MH* Ch. 20); Working With Sources and Avoiding Plagiarism (*MH* Ch. 21).  
**W** Work outside of class on research Project for the next few weeks!  
**W** Bring **entire Research packet** to class, including Working Bibliography, Copies of all possible sources, all brainstorming and prewriting, research journal, rough drafts, etc.  

**Week 9**  
10/25, 27  
**M** Continue Research Project out of class, Research Writing with Sources (*LC* Ch. 9)  
**W** Continue work on Research Projectd  

**Week 10**  
11/1, 3  
**M** Finding and Managing Print and Online Sources (*MH* Ch. 16)  
**W** Evaluating Sources (*MH* Ch. 18), MLA Documentation Style (*MH* Ch.24);  

**Week 11**  
11/8, 9  
**M** Research Paper: **Working Bibliography** (at least five sources) due.  
Dashes, Parenthesis, and Other Marks (*MH* Ch. 55)  
**W** Research Paper: **Thesis and Formal Outline** due
Show teacher complete Research Packet; work in small groups to critique each other’s packets.
Week 12
11/15, 15
M Research Paper: Finished version of Thesis Statement and Formal Outline due
W Research Paper: Working Bibliography with six abstracts and Works Cited Page due

Week 13
11/22, 23
M Research Project, including entire Research Packet, due
W Reading and Writing About Poems (LC Ch. 16)

Week 14
11/29, 12/1
M Thinking Critically About Poems (LC, Ch. 17)
W Discuss readings

Week 15
12/6, 8
M & W Write Final In-class Essay (Essay 4) in class, in blue books

Week 16
“Finals Week” Meet as scheduled one day only