ENGL 1302: COMPOSITION II
(CRN: 80745)

INSTRUCTOR: A. Estillore
Email: abigail.estillore@hccs.edu
Learning Web: http://learning.hccs.edu/faculty/abigail.estillore
Office Hours: 30 minutes before class or by appointment
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ENGLISH 1302: COMPOSITION II – SPRING 2014
CRN#: 80745 Su 2:00 – 5:00 PM
Southwest College, West Loop Campus, Room C 129

Instructor: Abigail Estillore
Email: abigail.estillore@hccs.edu
Learning Web: http://learning.hccs.edu/faculty/abigail.estillore
Office Hours: 30 minutes after class or by appointment

3-hour lecture course | 48 hours per semester
Regular Session - 16 weeks | 1.13 – 5.11.2014
Lecture | Core Curriculum

PART I: ENGLISH 1301 COURSE INFORMATION

REQUIRED TEXTS & MATERIALS

- Online Access (free to use) to the following websites:
  - PURDU Online Writing Lab (OWL) [URL: http://owlenglish.purdue.edu/owl/]
  - Capital Community College Guide to Grammar and Writing [URL: http://grammar.ccc.commnet.edu/grammar/]
  - Diana Hacker Guide to Research and Documentation [URL: http://bcs.bedfordstmartins.com/resdoc5e/]
  - Grammar Bytes [URL: http://www.chompchomp.com/]
- Two “blue book” exam booklets
- Ink pens (blue or black) for in-class writing (no pencil, please)
- Composition or spiral notebook (for Dialectical Journals)
- Pocket folder or legal folder
- Flash drive to save essays
- A stapler with staples (personal use; I don’t carry them to class)

PREREQUISITES
Completion of ENGL 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).” Core Curriculum Course (HCC Catalog)

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 master persuasive/argumentative writing techniques. All elements of English 1302 require students to apply critical thinking and writing skill introduced in English 1301.

Student Learning Outcomes
- Apply basic principles of rhetorical analysis
Words that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature as well as non-fiction articles.

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

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

Demonstrate library literacy.

**Learning Objectives**

- 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;
- Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—in written essays that persuade or argue;
- 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;
- Research and write documented paper(s) using proper MLA style;
- Find and evaluate library books, journals, magazines, and/or databases to find information on a topic or issue;
- Expand the scope, confidence, and creativity of written expression.

**INSTRUCTIONAL METHODS**

I will use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer, including but not limited to mini-writing assignments to help you work through writing the major essays; collaborative work to improve your technical skills and your understanding of how an essay question can be answered; visual and multimedia work to enrich your critical analysis abilities; and discussion prompts (paired with short in-class writings) to help direct your critical thinking about assigned readings.

**MINIMUM WRITING REQUIREMENTS**

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

**DIAGNOSTIC ESSAY**

All English 1302 students write a diagnostic essay during the first class session in order to confirm their placement into English 1302. The essay will not count as a grade in the course. One goal of the Houston Community College English Department is to place you in an appropriate English class where you will learn and succeed.

**SOUTHWEST COLLEGE WRITING CENTERS**

The Southwest College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer convenient, personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays. In one-on-one consultations lasting about thirty minutes, tutors collaborate with students in understanding a writing assignment, developing ideas, shaping content, writing a thesis, drafting, revising, self-editing, and learning to proofread. Tutors will also assist students with learning about research and using sources. Furthermore, the Writing Centers offer access to computers and interactive websites for improving grammar skills. At the Southwest College Writing Centers, each tutoring session becomes a learning experience.

The Southwest College Writing Centers are located in Room N-110 (Scarcella Center) at the Stafford Campus and Room C-230 at the West Loop Campus. Tutoring is available during each semester Monday through Thursday 10:00 – 5:00. Additional hours, including Friday hours, will be posted each semester. A schedule of all Southwest College tutoring locations, days, and hours will be available during the second week of classes.

**HCC ASKONLINE 24/7 ONLINE TUTORING**

AskOnline online tutoring strives to foster educational autonomy through asynchronous guidance in the writing process. It provides one-on-one feedback from faculty tutors on student writing in grammar, structure, content, organization, and critical thinking in all subject areas, not just English. Students can submit papers and questions 24/7/365 and can reasonably expect responses within 18 - 24 hours. All current HCC students can register at hccs.askonline.net. We strongly suggest that all students view the 8-minute video on the log-in page before sending their first submission.

**OPEN COMPUTER LAB**

Students have free access to the Internet and word processing in the open computer labs available at Southwest
campuses. Check on the door of the open computer lab for hours of operation, or go to the Southwest Homepage and click on the Open Computer Labs link.

LIBRARY (LEARNING RESOURCE CENTER)
The Southwest College has a Learning Resource Center at each campus for student use. The library provides electronic resources including a computerized catalog system as well as numerous databases that contain full-text articles. Additionally, many of the required texts are on reserve in the library. Stop by your campus library to find out hours of operation. "Ask A Librarian" services are available at http://library.hccs.edu/learn_how/askalib.php.

STUDENT ORGANIZATIONS
One organization of interest to students taking English classes is Phi Theta Kappa. Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 12 credit hours at HCCS. HCCS has an internationally recognized chapter: Omega Sigma. Numerous transfer scholarships are offered through this honors organization. Contacts are available at www.omegasigma.org.

Southwest Writers is 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 Professor Chris Dunn at: Christopher.Dunn@hccs.edu.

Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 12 credit hours. HCCS has a very active chapter: Omega Sigma. Numerous transfer scholarships are offered through this honors organization. Contacts are available at www.omegasigma.org. The Southwest College advisor is Professor Eunice Kallarackal at eunice.kallarackal@hccs.edu.

The Gender Studies Club meets each month and online to discuss the roles of women and men in society and to investigate how sexual differences and cultural constructions of gender may affect identity. The club promotes awareness of gender issues on campus, encourages research and discussions of gender issues, hosts prominent speakers in the field, and serves the community. Contact Professor Marie Dybala at marie.dybala@hccs.edu.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialectical Journals</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Summary-Outline Notes</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm and Final Exams (both done in-class)</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #1: Literary Analysis (#1 - Short Story)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2: Literary Analysis (#2 - Poetry)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #3: Literary Analysis (#3 - Drama)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #4: Critical Perspective Analysis</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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GRADING SCALE
A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

GRADING COMPONENTS
The following components are the grading categories on the grading rubric (grading profile) that I use to evaluate your essays:

- ✔ Content (earns most points)
- ✔ Organization
- ✔ Sentences
- ✔ Diction (word choice)
- ✔ Punctuation and mechanics
GRADING STANDARDS

1. Content

Highest Standard (A): Superior understanding of writing assignment. Strong sense of purpose and audience. Insightful thesis supported with substantial, thorough, significant, and meaningful content. Intelligently handled focused topic and depth of development. This essay is distinctive because of originality and perceptiveness. Because of powerful content, this essay produces strong reader interest.

2. Organization

Highest Standard (A): Excellent organizational plan related to thesis. Excellent use of appropriate developmental strategies (any use of narration, description, examples, definition, classification, and/or comparison/contrast). Excellent use of topic sentence paragraphs with topic sentence, development, unity, and coherence. Excellent “framing” with related introductory and concluding paragraphs. Organization might also include excellent use of transition paragraphs to create essay coherence. Excellent title.

3. Sentences

Highest Standard (A): Sentences are artistically constructed. Excellent sentence variety achieved adding a richness and sophistication to the essay. No major sentence errors of fragment, comma splice, run-on, and/or awkward sentence. Correct and effective modification, parallelism, and subordination. No awkward of confusing sentences. Effective use of intentional fragment (if used) for stylistic effect. Forceful sentence style: graceful yet energetic. Polished, finished prose.

4. Diction (word choice and usage) and Tone


5. Punctuation, Capitalization, and Manuscript Mechanics

Highest Standard (A): Clarity and effectiveness of expression are promoted by effective and consistent use of standard punctuation and capitalization. Attractive and correct manuscript mechanics (margins, course information, placement of title, and headers).

MANUSCRIPT SUBMISSION & FORMAT

Please refer to the Learning Web for instructions to using TurnItIn.com and manuscript format guidelines.

NOTE ON MAJOR SENTENCE/GRAMMAR ERRORS

Major errors of fragment, comma splice, run-on, garbled sentence, and subject-verb agreement cause you to lose valuable points. You have plenty of opportunity to edit these errors during peer critique and through tutoring. However, this policy applies to the in-class essays as well. Since in-class essays are shorter (and have no opportunity for peer critique and tutoring), you must use your editing time carefully.

ASSIGNMENT REQUIREMENTS

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

- **Readings** – Readings are assigned from Making Literature Matter and sometimes from an online resource. When readings are online, you are responsible for bringing printouts to class or bringing a laptop or tablet (not cell phone) that can access the readings.

- **Reading Summary-Outline Notes (15%)** – These summaries may be the most valuable notes you make. They pull together the general conclusions and approaches of the experts, which you will refer to in your paper. As your research becomes more focused, you can review the summaries to see which works you should return to and study more carefully. These notes will help you get an overall picture of the argument through the outline, and a more detailed reminder of the content via the summaries. You will turn these in as stated in the syllabus calendar as a handwritten or typed copy. There is no need to submit them through TurnItIn.com. Refer to “Late Work Policy” for more information on late submissions. Not accepted via email.

- **Dialectical Journals (15%)** – A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. By writing about literature or other types of texts, you make your own meaning of the work in order to truly understand it. A total of 10 entries are required including the initial and final reflection as well as a final conference with me. During your scheduled conference, you will present the journal by reflecting and highlighting your journey as a writer, reader, and interpreter of meanings of texts. Refer to “Guidelines for the Dialectical Journals” for detailed process via the Learning Web. You are advised to begin as early as possible with journaling as the task becomes overwhelming, which yields poor, mediocre results.
Four out-of-class essays (Essays #1, 2, 3, and 4) (10%, 10%, 10%, and 25%, respectively)
- Final Drafts must be submitted through TurnItIn.com on or before the due date.
- Rough Drafts must be submitted both as a hardcopy and through TurnItIn.com before the due date.
- Must be typed in black ink, dark enough to read easily, in 11 or 12 point Times New Roman with 1” margins.
- Information on MLA format and manuscript submission is available through the Learning Web under “Writing Assignments.”
- Rough and final drafts are required for each essay.
- Peer Review Workshops are included in the essay grade. Students will receive feedback from peers and complete a “Peer Work Reading and Responding to Drafts” worksheet as evidence of participation.
- Submit a marked draft from draft workshops, completed “Peer Work,” and Proof of tutoring visit with a Writing Center tutor or AskOnline tutor (Tutor’s name & signature, date & time, areas of writing concern discussed during session – written by writing tutor on rough draft paper) on the day of the final draft is due. These documents do not require electronic submission through TurnItIn.com.

Two in-class essay exams (Midterm and Final) (15% combined average)
- Blue Books are required for the midterm and final exams. Bring them one class meeting prior to the exam date. Write your name, class, and course CRN on the front cover in blue or black ink only.
- The exams must be written in blue or black ink.
- Make-ups available at the instructor’s 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 have a cold; you intend to travel on the exam date. EXCEPTION: THERE IS NO MAKE-UP ALLOWED FOR THE FINAL EXAM.

OVERVIEW OF WRITING ASSIGNMENTS
These FOUR essays, midterm, and final exams are based on a variety of writing purposes supported by a variety of writing strategies on the unifying theme of self-discovery and identity.

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<tr>
<th>ESSAYS #1, 2, and 3: LITERARY ANALYSIS (#1 - Short Story, #2 - Poetry, #3 - Drama) (10%)</th>
<th>Out-of-class essays of 850 words on one of the selections discussed in detail in class. The word “analysis” means breaking down a topic into smaller parts for discussion. Therefore, this analysis is on one to three “parts” of an essay (such as content, argument, organization, style, persuasive strategies, etc.) The word “critique” means offering informed opinion on the value, worth, and/or effectiveness of one or more of the analyzed parts. This essay offers informed favorable and/or unfavorable critique and might include recommendations. The final essay will be submitted along with your prewriting exercises, rough draft, peer review, and one marked rough draft.</th>
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</thead>
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<tr>
<td>ESSAY #4: CRITICAL PERSPECTIVE ANALYSIS (25%)</td>
<td>An out-of-class essay of 1,500 words on a selected text. The goal of critical perspective analysis is to develop students’ powers as critical, creative and active (rather than passive) thinkers. Students will achieve this goal by engaging with a variety of works, most of which focus upon issues in literature. While the assignments are tailored to shed light on ways that writers perceive issues in literature and the community of which they are a part, emphasis will be placed on the students’ writing of critical, analytical, argumentative and persuasive essays. The students will explore critical approaches to literature, which develop the capacity to view literature as a &quot;text&quot; that is available for analysis and interpretation. As writers, they will have to effectively articulate that analysis and to question the authority of the text itself. It also includes a study of researching and documenting sources with Modern Language Association (MLA) style of documentation. Furthermore, this unit includes a study of persuasive techniques involving sentence style, diction, and tone. The finished essay will include a title page, formal outline, 1,500-word essay, and an MLA works cited page. The final essay will be submitted along with your prewriting exercises, rough draft, peer review, one marked rough draft, copies of all sources used to write the essay, and annotated bibliography.</td>
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<tr>
<td>MIDTERM and FINAL EXAMS (15% combined)</td>
<td>Two in-class essays of 500 words each to be written in one class session. These essays critically evaluate the rhetorical strategies/appeals the author or artist uses to argue in the visual and/or printed text. Two BLUE BOOKS are required prior to the administration of the midterm and final exams. These are closed-book, closed-note exams.</td>
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obtaining a certificate or baccalaureate degree. There may be future penalties imposed.

limiting first time entering students to no more than the same course more than twice, you have to pay extra tuition. Beginning in the Fall of 2007, the Texas Legislature passed a law.

The State of Texas has begun to impose penalties on students who excessively drop courses. 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.

Assignment Policies

• Assignments must meet requirements as outlined in this document, verbally conveyed in class, and explained on the syllabus and Learning Web. Assignments that do not meet requirements run the risk of getting an automatic zero.
• Students must turn in all four out-of-class essays to pass the course, receive a satisfactory score of a “B” on the PLP requirements, submit reading summary-outlines, dialectical journals (required entries and final conference) and must have a passing average on the midterm and final to make a C or better in the course.
• Reading Summary-Outline Notes may be submitted typed or handwritten at the beginning of class on lined notebook paper in blue or black ink. These are to be completed as homework prior to the class day that we are to discuss the readings. These will be collected at the beginning of class regularly. Adherence to the timeframe will be enforced. Detailed instructions on “Writing Reading Summary-Outline Notes” are posted on the LW.
• Late major essays will receive one letter grade below for each class period they are late. Late homework, writing assignments, and class work will not be accepted at all (see “Make-Up and Late Work Policy” for details) without proper and official documentation for the late submission. Forgetting, misplacing, or losing the assignments are NOT excusable documentation or reason.

Attendance and Withdrawal Policies

• Attend all your classes! I take attendance every class session and note when students arrive late or leave early. I submit attendance on-line.
• Regular attendance is required at Houston Community College. HCC class attendance policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped.
• I will not automatically withdraw you from the class, no matter how many classes you miss.
• When you miss class, you are still responsible for what happens in class. Refer to the syllabus and the Learning Web. Any work due the day you miss class is still due if you are not in class. Any announcements (including changes in assignments or the syllabus) still apply to you even if you are not in class. You should contact another student in your section to find out what you missed and copy their notes. I am glad to meet with you 30 minutes before class 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.
• Students who have excessive absences after the last day to drop (check your course calendar) will be assigned a grade of FX (failure due to excessive absences).
• I cannot assign you a grade of “W” at the end of the semester. The “W” will be assigned by our computer system based on your absences.
• Coming in excessively late or leaving excessively early will constitute a tardy. I count all tardies toward your allotted absences. For example, if you are fifteen (15) minutes late, I will deduct fifteen minutes from your six hours of allotted absences. If you leave thirty (30) minutes early, I subtract the time you leave.
• If you come in after I have called roll, please see me at the end of the period so I can mark your attendance. If you are called out and do not show up for the rest of the class, that day’s class will be recorded as your F. (I will not make up anything for you.)
• If you leave early, please tell me at the beginning of class.
• If you come in after I have called roll, please see me at the end of the period so I can mark your attendance.
• If you leave early, please tell me at the beginning of class.
• If you come in after I have called roll, please see me at the end of the period so I can mark your attendance.
• If you leave early, please tell me at the beginning of class.

Important Note on Withdrawal:
The State of Texas has begun to impose penalties on students who excessively drop courses. 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.

You should visit with your instructor, an HCC counselor, or HCC Online Student Services to learn what, if any, HCC interventions might be offered to assist you to stay in class and improve your performance. Such interventions could include tutoring, childcare, financial aid, and job placement.

Students who intend to withdraw from the course must do so themselves by the official last day to drop. I will not withdraw you—you must take care of the paperwork at the Registrar’s office. Students who prefer to receive an F rather than a W will need to attend classes throughout the semester and take the final exam. In other words, you must earn your F (and learn something while you are at it!).

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**WHEN YOU ARE ABSENT:** If you miss class for any reason, please do not email me to ask about the material we covered. Instead, you must contact one of your classmates and ask him or her to fill you in. Below, I’ve provided a space for you to get the names and contact information of two of your classmates.

Name:_________________________________________________________  Phone/Email:_________________________________________________________

Name:_________________________________________________________  Phone/Email:_________________________________________________________

**Make-Up & Late Work Policy**
The only circumstance in which class work and homework can be made up after an absence is if you missed class for a religious holiday, or a written documentation of serious, critical emergency or an illness. I reserved the right to this discretion and will strive to extend a fair assessment regarding your situation. **To be eligible for a make-up of class work or homework due to a religious holiday absence, you must provide a written documentation two weeks in advance that you will be missing class for the religious holiday.**

Late essays will receive a letter grade drop for each class period the essay is late. **Late essays will not be accepted after 1 day.** Please arrange a conference with me to discuss the reasons for any late essays. Please keep a copy of your essays for your own file; should an essay be lost, it is your responsibility to give me another. The English department regards a two-week turnaround for the return of major essays an appropriate time frame. **No make-ups on daily class work (including peer workshops)! No make-ups on midterm exam and quizzes!** All work for the class must be turned in by the time and date of the final or it will not be calculated in your final grade.

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<tr>
<th>Deductions of points apply to the following:</th>
<th>Point Deduction</th>
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<tbody>
<tr>
<td>Bypassing <strong>ANY</strong> of the <strong>writing process</strong> (i.e. not turning in a rough draft, not filling out peer review, not visiting with a writing tutor face-to-face or on Askonline to go over a draft, not turning in prewriting exercises, not showing evidence of revision and proofreading on drafts, etc.)</td>
<td>20 points off</td>
</tr>
<tr>
<td>Unsubmitted essay on TurnItIn.Com (i.e. forgetting to upload, did not upload, etc.)</td>
<td>15 points off</td>
</tr>
<tr>
<td><strong>Late</strong> TurnItIn.Com essay (rough and final draft)</td>
<td>10 points off (1 day after the due date)</td>
</tr>
<tr>
<td><strong>Late</strong> hardcopies (rough draft, peer- and tutor-critiqued draft, peer review handout)</td>
<td>10 points off (1 day after the due date)</td>
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<tr>
<td>Late reading summary-outlines, in- and out-of-class assignments</td>
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<tr>
<td>Unstapled pages</td>
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<tr>
<td>Work typed/written in pencil or ink color other than blue or black</td>
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<tr>
<td>Incorrect manuscript format</td>
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<tr>
<td>Missing information on submitted work (in class, TurnItIn.com, midterm, final, essays, summary-outlines)</td>
<td>5 points off</td>
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**Scholastic Dishonesty**
According to the current **Student Handbook** for the Houston Community College System:

“Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System 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 “0” (zero) of “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” (35).

**Cheating** on a test includes:

1. Copying from another student’s test paper;
2. Using materials during a test that are not authorized by the person giving the test;
3. Collaborating with another student during a test without authority;
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test; and/or
5. Bribing another person to obtain a test.

Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit” (34-35).

Major Papers must be turned in with proof of development, i.e., at minimum, a marked rough draft from our in-class peer review workshop.

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

***My Personal Course Policies***

Together we must create a supportive and positive learning environment for everyone in class. I am asking you to please respect these policies:

- Please come to class on time. Time missed before class is subtracted from the 12.5% attendance policy. Leaving class early or arriving late also results in time subtracted from the 12.5% attendance policy. If you come in late, make sure you see me after class so I can mark your attendance. (See “Professionalism”)
- No sleeping or heads on desks permitted. If you fall asleep, I’ll wake you up. If you continue to fall asleep, I will ask you to leave class for the day.
- Please do not ask, “Are we doing anything important in class today?” The answer always is “Yes! We are!”
- If you must leave early, please tell me before class starts.
- No food allowed in class. Beverages are fine. Please throw away trash at end of the class session.
- I dismiss class ten-fifteen minutes early so you can take a break before another class; therefore, do not pack books before I dismiss class.
- Please do not chat with class colleagues during discussion. Let us listen to what our class members have to contribute.
- Do not bring small children to class.
- An 89.4 average at the end of the semester is a B. A 79.4 average at the end of the semester is a C.
- The time to discuss an essay grade is after it is returned, not at the end of the semester.
- **You are responsible for regularly monitoring your grades on ENGRADE. I will not discuss grades during class or on email.** Keep graded work in a folder in case of any grade discrepancies.
- The out-of-class essays must be typed in Times New Roman, size 12 font. The in-class essay, class work, prewriting exercises, and quizzes must be legibly handwritten in blue or black ink during our regular class meeting.
- If for some reason, I am more than fifteen minutes late, class is dismissed. Follow your course calendar and complete any assignments for the next session.
- **When you email me, please use correct English (and not text message English). Proofread your message. Use correct grammar, punctuation, and spelling.**
- You MUST save an electronic copy of out-of-class essays. These out-of-class essays must be submitted electronically using TurnItIn.Com. No hardcopies of final drafts of out-of-class essays will be accepted in class or via email.
- Essays #1, #2, #3 (Literary Analyses), and #4 (Critical Perspective Analysis) require marked revisions with a Writing Center tutor or AskOnline tutor as well as peer critique sessions in class. We gather in groups of three and exchange rough drafts. On these days, you need to come to class with three copies of your rough draft. You participation is worth a 100 as part of the essay grade, providing you have a draft of at least 800 words. Shorter drafts will receive grades based on the percentage of the draft you bring. If you are absent on a peer critique day, you receive a “0” with no opportunity to make up that grade.
- If you come in late or leave early during a midterm or final exam, the midterm or final exam is considered late, will not be accepted, and will receive a zero.
- Once the midterm or final exam essay begins, you may not leave the room.
- If you are late to the midterm or final, you must complete what you can in the remaining class time.
- Good learning attitude, cooperative demeanor, and courteous behavior all go a long way with me!

**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.
• **Classroom discussion should be relevant to the topic we are discussing.** You will receive 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 are 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 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: 1) Reading and annotating materials before class so you are ready to discuss; 2) Bringing your books, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on Peer Review Workshop days); and, 3) 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.** You actions (negative and positive) in office hours, email, instant messaging/chat/bulletin boards, listservs, and course blogs also affect your class participation.

**Electronics Policies**

• **Laptops and tablets** are welcome if you take notes best by typing and/or use a slate and stylus to take electronic notes. That said, there is a “one strike” rule. The first time I believe that your laptop/slate is distracting you—or anyone else—you will lose the privilege of using it for the rest of the semester in my class.

• **Use of Cameras or 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.

• Turn off and put away all cell phones, beepers, text-messaging devices and other electronic devices when class starts. The sounds of cell phones ringing during class are disruptive to me and other students. I reserve the right to mark you absent for the day and to ask you to leave the class.

• Do not leave the class to make a call or answer one (or worse—answer a call in class). I become irritated when you get up and leave class to answer or make a phone call. You are in a college classroom, not a movie theater!

• No ear buds allowed during class.

• No caps worn or hoodies on heads or covering the head area in class.

• If you have an impending emergency and need to keep an electronics device turned on, I must know as soon as class starts. This instance should not be occurring frequently as it beats the nature of an “emergency.” I reserve the right to ask you to leave and mark you absent for the day.

**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 is authorized to provide only the accommodations requested by the Disability Support Services Office. Contact Dr. Becky Hauri at 713-780-7909. Please give me your accommodations letter at the beginning of the semester.

**PART II: ENGLISH 1302 COURSE OBJECTIVES & PURPOSE**

**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.

**COURSE PURPOSE**

English 1302 is designed to enable students to use the writing process and the research process to write analytic and persuasive essays which exhibit mastery of the following:

- analytical thinking
EDUCATIONAL OUTCOMES FOR ENGL 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.

EDUCATIONAL COMPETENCIES IN HCCS CORE CURRICULUM
**Reading:** Reading material at the college level means having the ability to analyze and interpret a variety of printed 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 for applying both qualitative and quantitative skills analytically and creatively to subject matter in order 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
- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revising, editing, and presenting.
- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply modes of expression (descriptive, expositive, narrative, scientific, and self-expressive).
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

STUDENT LEARNING OUTCOMES FOR ENGLISH 1302
- Apply basic principles of rhetorical analysis.
Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
Demonstrate library literacy.

**PART III: ADDITIONAL INSTRUCTIONS & ENGLISH 1301 COURSE CALENDAR**

**TURNITIN.COM INSTRUCTIONS**

See attachment in the Learning Web for detailed instructions.

**TurnItIn.Com Course Information:**
Course Name: **ENGL 1302 Reg. 16-Week SP 14 CRN 80745**
Class ID: **7459859**
Password: **westloop14**

**TIPS & HOW-TO'S**

***How to Write Stronger Papers***

1. **How to write a thesis:**
   Try to do some prewriting exercises such as begin by answering the following questions about works you read in class: *What is the work trying to tell you? What else might you hear from the work unintentionally? What do you find interesting about the work? What are your opinions about the work? And most importantly, can you make some new and interesting points about the work?* Finally, when you try to put all this together into a layered and cohesive argument, you come closer to composing a good thesis. Here is an example of how the ending of the first paragraph works itself into a thesis. The first two examples are attempts at thesis but do not reach their goal. The last one does. Discuss why.
   
   a) In my estimate, friendship is central to the epics we read. Inanna and Ninshubur in *The Descent of Inanna* and Gilgamesh and Enkidu in *The Epic of Gilgamesh* show a great friendship for one another, which I will prove through this paper.
   
   b) So much of our lives are about love, intimacy, and the questions that accompany us in our personal lives. We spent so many hours talking with our dear friends about these issues and learning from life's experiences. These literatures are so relevant in teaching us the matters that are dearest and most cherished to us.
   
   c) While the epics, *The Descent of Inanna* and *Gilgamesh* are about adventures, excitement, and ultimately, and elevation of their central characters, both Inanna and Gilgamesh respectively, I believe that they are also about the relevance of personal and psychic journeys. Alongside the importance of the external journeys in these two epics, I will reveal that the gravity of meaning lies in the more internal exercises of the central characters, the psychological journeys that they undertake and successfully complete.

2. **How to analyze quotes:**
   Each of your body paragraphs should connect to the thesis so that you do not have any incoherent or disconnected portions at any point. Each body paragraph should open with some sort of a topic sentence that clearly connects to the thesis and holds the paragraph together with a central idea. Choose your quotes carefully. Avoid quotes that give you facts because such aspects of the story can be narrated in your own words, such as Gilgamesh's beauty, or adventures, or Inanna's seven steps of descent. Instead, try to pick quotes that are thick with ideas or philosophy or complexity, quotes that can invite multiple interpretations and need to be looked at. What I am saying is choose "idea" quotes rather than "fact" quotes. And here is the analysis that should follow the chosen quote. I will give you three examples. In the first two, the analysis is misdirected or missing. In the last one, it is on target.
   
   a) Inanna is very powerful and it can be seen in the way she dresses herself for the underworld. She is the mother goddess of Mesopotamian world and symbolizes a “female-centered” worldview that changes by the time the Akkadians come to power. She is willful and vengeful and she is mysterious. I am so impressed with her divine powers and overwhelming sense of self-assurance because she inspires us as women on how to be more confident. As a modern woman, I am so thankful to have such role models. I especially like her attitude when she “daubed her eyes with ointment called “Let him come. Let him come,” (BA 29). It just makes me feel so glad to know that such an epic existed so long before our time. Who would have known?
   
   b) Inanna is very powerful and it can be seen in the way she prepares herself for a journey we know happens in literally all epics, the great journey for which the warrior prepares, “himself.” In Inanna’s case, instead of the traditional masculine norm, Inanna does not ready for war, but dresses herself in all
her royal and womanly regalia. She is letting go all her power by abandoning her cities and her people. She gathers “the seven me” and then dresses herself in shugurra, lapis, beads, gold rings and ointment. She is very powerful indeed especially when she “daubed her eyes with ointment called “Let him come, Let him come,”/ Bound the breastplate called “Come, man, come!” around her chest” (BA 29). I was very moved by the power of this all-powerful goddess.

c) Since Inanna’s journey is important in multiple ways, her preparations for the journey also have psychological aspects. When she decorates her physical self with beautiful clothes, ornaments, and scents, she is sheathing herself in all the amenities of the material world in order to ward off the power of the underworld. As she dresses herself in shugurra, the lapis beads, breastplate, royal robe, and “daubed her eyes with ointment called “Let him come, Let him come!” (BA 29), she presents an attitude of seductive abandonment so that those who perceive her will be awed by her beauty, poise, confidence, and power. The command, “Let him come” invokes her queenly and godly powers, but also suggests a hidden vulnerability that Inanna feels comfortable only in her material accoutrements that make her outstandingly beautiful, only in the way she can invite those who see her to desire her. Thus, it shows that in her silent command, there is a hint of fear also as we see in the gentle directions to Ninshubur. She knew that while she might want anyone to come, she might not be able to handle all the attention on her own once she is in the underworld.

3. How to title in order to frame the paper in a powerful manner:

Unless you are inspired and come upon a good title right at the beginning, it is a good idea to title after you are done with the writing. Then, think: how can I sum up the serious thoughts of this paper into one single and interesting line. This line should also spell out the titles or characters of works you are looking at. It should give me a sense of the paper from just the ideas contained in those few titular words. I will give you a few titles and you decide which ones work better and which ones are not so interesting.

a) Friendship
b) Power of the Goddess
c) Friendship in Inanna and Gilgamesh
d) The External and Internal Worlds of the Epics of Inanna and Gilgamesh

Who is better than me?: Questions of Power and Knowledge in Mesopotamian Epics.

*** Tips for Writing Stronger Papers

1. Be sure to label your paper appropriately. On the top left or right corner, type your name, date, class number, section, and paper number. Provide a unique title to the paper in the center. Be sure to number each page at the bottom. For any titles of works such as novels or epics, be sure to italicize or underline. For titles of plays and poems, use quotation marks.


3. Absorb all that you read in the anthology and heard from the lecture. Process it. Then make it your own by intermingling or layering it with your own independent thoughts. You can build on what we discussed in class, or contradict it, or argue with it, but take it a step further from textual summary and classroom lectures.

4. Be sure to return to your paper a few times before you submit it. Read it over, rewrite portions, and revise thoroughly. Your language should be proofread, error-free, and polished.

5. Your close reading and textual reading/analysis should be the proof of how well you have read the material. In many papers, it seems as though your own individual reading of the texts is scant or absent. Read the works, and re-read carefully before attempting the paper.

6. Be sure to emphasize the texts, and not just the popular culture contexts. Since we read the literary traditions, you have to give significant emphasize to what we read, not just what we hear about these works.

7. Avoid our inclination to type as we talk/think aloud and then thinking that what is on the screen is a paper. Spend some time brainstorming, or outlining, or doing both before launching into the paper. Think of the paragraph structure, thought movement and essay’s overall flow as you compose your next response.

8. No show and tell. Avoid picking an elementary theme and tracing it through a given story. You have to have a point larger than mere “show and tell” of any concept, such as dharma, ethics, injustice, etc. In order to develop it further, you have to ponder on the meaning of dharma and its place or a rupture/change in given concepts in the work.

9. In the introduction, use an interesting opening to invite the reader to your paper. State the work(s) you will be looking at and the direction/thematic of your thoughts. No need for surprises. We have to be able to figure out your paper’s project, goal, and mood from the first paragraph.

10. In the conclusion, do not simply restate the intro. That is boring and superfluous. Since it arrives after you have explained and analyzed your way through three pages, you should restate keeping your own analysis in mind, so it is a new paragraph altogether. At the end, you may also pose questions that arise and things that cannot be solved in your paper but are related to your subject.
11. When you quote from the work, choose carefully. Avoid choosing quotes that merely state some fact or other from the work. That can be stated in your own words. What you ought to do is pick an idea quote that expresses some complex sentiment in the work—some quote that you cannot express in your own words and only the author’s words can do justice to what you are saying in your paper. Don’t just add quotes to fill up space.

12. In proving your point, do not distort the text. What I mean by this is that to prove your point, don’t simply choose what you need and ignore or misrepresent the rest of it. Take it into due consideration and acknowledge it so that you don’t produce papers that merely reflect some narrow stereotype or other. Aim for complexity and nuance, not simple declarations that paint the world as black and white.

13. Finally, if you want to see visible improvement, seek help. You may go and make an appt. (phone, virtual, or in person) at the writing center and ask them to help you in the area that you spell out. Or you may speak with me 30 minutes before class (EMAIL AHEAD) and bring a rough draft, or even a paragraph, and we will brainstorm together on how to strengthen your work. Come with a positive attitude that reflects your desire to genuinely improve your written work, not just your grade. Keep in mind writing is a lifelong project that requires time, attention, peer assistance, and reflection.

HCCS IMPORTANT DATES

<table>
<thead>
<tr>
<th>SPRING 2014 REGULAR -16 WEEK SESSION</th>
<th>DETAILS</th>
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<tbody>
<tr>
<td>January 10  Friday</td>
<td>Last Day for 100% Refund</td>
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<tr>
<td>January 11  Saturday</td>
<td>Saturday Registration</td>
</tr>
<tr>
<td>January 12  Sunday</td>
<td>Last Day for Drop/Add/Swap/Registration Ends (online only)</td>
</tr>
<tr>
<td>January 13  Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 20  Monday</td>
<td>Offices Closed – Martin Luther King, Jr. Observance</td>
</tr>
<tr>
<td>January 21  Tuesday</td>
<td>Martin Luther King, Jr. holiday over – HCC reopens</td>
</tr>
<tr>
<td>January 27  Monday</td>
<td>Official Date of Record</td>
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<tr>
<td>January 29  Wednesday</td>
<td>70% Refund</td>
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<tr>
<td>February 4  Tuesday</td>
<td>25% Refund</td>
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<tr>
<td>February 14  Friday</td>
<td>Priority Deadline for Spring Completion of Degrees or Certificates</td>
</tr>
<tr>
<td>February 17  Monday</td>
<td>Offices Closed – Presidents Day Holiday</td>
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<tr>
<td>February 18  Tuesday</td>
<td>Presidents Day over – HCC reopens</td>
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<tr>
<td>March 10 - 16  Monday – Sunday</td>
<td>Offices Closed – Spring Break</td>
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<tr>
<td>March 17  Monday</td>
<td>Spring Holiday over – HCC reopens</td>
</tr>
<tr>
<td>March 31  Monday</td>
<td>Last Day for Administrative/ Student Withdrawals – 4:30 PM</td>
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<tr>
<td>April 18  Friday</td>
<td>Offices Closed – Spring Holiday</td>
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<tr>
<td>April 21  Monday</td>
<td>Spring Holiday over – HCC reopens</td>
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<tr>
<td>May 4  Sunday</td>
<td>Instruction Ends</td>
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<tr>
<td>May 5 – 11  Mon. – Sun.</td>
<td>Final Examinations</td>
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<tr>
<td>May 11  Sunday</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>May 16  Friday</td>
<td>Grades Available to Students</td>
</tr>
</tbody>
</table>

FINAL EXAM SCHEDULE
Date: May 4, 2014 (SUNDAY)
Time: 2:00 to 5:00 PM
Location: Room C129