



Houston Community College

ENGLISH 1302: COMPOSITION II

Instructor: Allie Faden

Email: alison.faden2@hccs.edu

Phone: 713-718-6746

Learning Web: <https://learning.hccs.edu/faculty/alison.faden>

Office Location: Stafford Scarcella Center N105; CRHS Room 2601

Office Hours: Monday/Wednesday: 10:30 —12

Tuesday/Thursday: 1:30 —3

Or by appointment

Period 2.5 @ CRHS

CRN: 56021 MWR 7:25-8:12 RM 2504

56023 MWR 8:19-9:06 RM 2601

Credits: 3

Session: Spring 2018, regular term, 16 weeks

Contact Hours: 48

Type of Instruction: Face-to-face

Minimum writing requirement: 6000 words

COURSE DESCRIPTION:

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Core curriculum course. Prerequisite: ENGL 1301 Composition I or its equivalent.

ENGLISH 1301 STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- (1) Demonstrate knowledge of individual and collaborative research processes.

- (2) Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- (3) Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- (4) Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- (5) Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

ENGLISH PROGRAM LEARNING OUTCOMES:

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

CORE OBJECTIVES:

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

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

1. **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.
4. **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

BOOKS AND MATERIALS:

Lined notebook paper, pen/pencil

Computer with Internet access for Canvas

MLA Handbook for Writers of Research Papers, 7th ed. ISBN: 978-1-6032-9024-1

The Last Kingdom, by Bernard Cornwell ISBN: 978-0-06-088718-6

The Pale Horseman; by Bernard Cornwell ISBN: 978-0-06-078712-7

LINKS FOR RESOURCES:

Purdue OWL: <https://owl.english.purdue.edu/owl/resource/747/01/>

MLA Citation Style (Cornell University):

<http://www.library.cornell.edu/resrch/citmanage/mla>

Library services (including database subscriptions): <http://library.hccs.edu/home>

Library catalogue: <http://librus.hccs.edu/>

Project Gutenberg: <http://www.gutenberg.org>

Learning Web: <https://learning.hccs.edu/faculty/alison.faden>

Eagle Online for Canvas: <https://hccs.instructure.com/login/ldap>

Abe Books (book seller): <http://www.abebooks.com>

HOW THIS COURSE WORKS:

This class operates under a corporate schema, replicating some aspects of the corporate world, and transforming our class sessions into business meetings that operate under traditional corporate models of employer/employee relations. You are expected to follow the same guidelines as you would in the workforce. You will be divided into teams, and you and your colleagues will be responsible for reporting to each other, and to me, about any issues you have or support needed. You **can** be “fired” from this class. **There is no extra credit in this course: you will be “paid” for your work through the grades you earn, not through the use of extra credit. Apply your effort to your assignments and follow the instructions given in order to do well. Remember: instructors do not “give” grades – they assign them based on student performance.**

CLASS PROCEDURES AND POLICIES:

Attendance: Students who miss more than six course hours will receive an “FX” grade. I will not drop you from the class if you exceed the maximum allowable missed time, so you must drop yourself in PeopleSoft, should you prefer a “W” to an “FX.” **It is your responsibility to find out what you missed from another student, should you miss a class.** Missed time in excess of **three** class hours will result in an “F” for your attendance grade. The last drop date is **3 APRIL 2018**.

Tardies: Roll will be taken at the beginning of every class session. **There is no grace period regarding tardiness.** Consequently, any student who comes to class after the official start time is considered tardy. Leaving class early counts, from an attendance perspective,

as a tardy. Unexcused tardies or leaving class early will count as half an absence and may result in a deduction of participation grade. Please arrive on time and remain until the class ends so as not to disrupt instruction.

Unexpected Instructor Absence: Should I need to be absent, I will contact you all via email ahead of time, and will notify HCC to have a notice put on the door. If I am more than 15 minutes late, you should assume an emergency has occurred that has kept me both from class and from notifying you. Should this occur, write your names and PeopleSoft numbers on a sign-in sheet and deliver to the front desk to have it delivered to me.

Participation: Participation in the course is essential to your success. Failure to adequately and cooperatively participate in the course may result in loss of points. In order to do well in this class and have the ability to participate in class discussion, students should be prepared with all readings and homework completed before arriving each session.

Professionalism:

Please do not engage in private conversations with other class members during class discussion or lecture.

Please do not pack up books and belongings prior to being dismissed.

No sleeping in class.

Do not goof off on the internet – if you are using technology to enhance your learning, that is fine. Do not take that as permission to use social media or other non-academic sites.

Do not keep earbuds on your body during class time. Earbuds and similar must be stored in backpacks or under desks.

If you bring drinks to class, clean up after yourself!

If you send me an email, use correct grammar, punctuation, and spelling; proofread your message before sending. Do not use text or internet-speak in your email.

Bring your course materials daily, and be prepared for class discussion.

Use the bathroom **before** start of class.

Be in the classroom by the time the official class time begins.

Use language that is respectful of your colleagues, yourself, and your instructor.

Let your colleagues and instructor know if you will be late or absent.

Late Assignments/Make-Up Work: Assignments are due by 11:58PM on the assigned day via Canvas, and all students will be adequately informed of deadlines and assignment expectations. **Late and/or make-up work will NOT be accepted under any circumstances.**

Due Diligence:

I do not and will not answer any questions that should be answered in your notes, assignment sheets, or the syllabus. Before asking, check your notes, text, syllabus, assignment sheet, and/or learning web or Canvas resources. Ask your colleagues for their notes, if yours are incomplete or you missed a day. Check the syllabus.

It is up to students to do their due diligence – if a concept or word confuses you, look it up! Look up all words you don't know and write them in your notes and/or text. If you see an unfamiliar name in the text, look it up. We live in an era in which we have ready access to the largest library that has ever existed in the history of mankind: the internet. Make good use of it to aid your understanding of the concepts and materials we will study this semester!

That said, if you have done your due diligence and are confused or need clarification, please tell me immediately! Students are often my inspiration for research questions or falling down a rabbit hole of learning. Your questions teach me about myself, the world we live in, and the sources we study. Your questions show me what questions I should be asking. Your questions give me deeper knowledge of my own fields of study, and point out gaps in my knowledge base. Without you and your questions, I would grow much more slowly. So please, ask your questions! Just don't ask me the ones I've already answered, as you should have those answers somewhere in written form.

IMPORTANT DATES:

19 February – President's Day – No class

12-18 March – Spring Break – No class

5 May – Last day of classes

COURSE REQUIREMENTS and GRADE DISTRIBUTION:

Grades will be calculated based on points rather than percentages. Final course grade will be calculated as such: $\frac{\text{points student has earned}}{\text{total possible points}} = \text{student's final grade percentage}$.

Syllabus Exam: Students will take a quiz on the syllabus. This quiz may be taken as many times as is necessary to earn a 100%. Students will not be able to move forward with the course assignments until 100% has been earned for this quiz. There will be a question asking whether students have read and understood the entirety of the syllabus, including penalties for not adhering to it. This question (answered yes) will be considered to be your attestation that you understand you are exclusively responsible for your performance in the course, as well as adhering to its policies. **25 points. Due: 22 January**

Plagiarism Exam: Students will take a quiz on plagiarism and citations. Students will utilize the folder on our Learning Web about plagiarism, as well as their notes from in-class discussion to take this quiz. This quiz can be taken as many times as is necessary to earn 100%, and students cannot, as per the syllabus quiz, continue onto other assignments until they have passed this quiz with 100%. This quiz also functions as an attestation that you understand the rules of citing, and the penalties for plagiarism in this class. **25 points. Due: 27 January**

Funnel: There will be two funnel assignments (one per essay), in which students will draw a funnel on a piece of paper, and will fill it in to demonstrate a clear progression of narrowing the essay topic to something doable. Students will then take a picture of their funnel, embed it in a Word document, and turn it in on Canvas. **50 points each. Due: 12 February, 27 March SLOs 1, 2.**

Film Analysis: Students will write two (2) graded drafts of a film analysis focused on a topic of the student's choice pertaining to Season 1 of *The Last Kingdom*. Proof of tutoring *and* revision will be required for each draft. Essay requires 2 scholarly sources and 1500 words minimum, not inclusive of introductory information, header, footnotes, or works cited page. **Rough draft: 75 points. RD tutoring: 25 points. Due: 21 February Final draft: 150 points. FD tutoring: 50 points. Due: 7 March SLOs 1, 2, 3, 4, 5.**

Literary Analysis: Students will write two (2) graded drafts of a literary analysis focused on a topic of the student's choice pertaining to *The Last Kingdom* and *The Pale Horseman*. Proof of tutoring *and* revision will be required for each draft. 2000 words minimum, not

inclusive of introductory information, header, footnotes, or works cited page. **Rough draft: 150 points. RD tutoring: 50 points. Due: 9 April Final draft: 300 points. FD tutoring: 100 points. Due: 23 April** SLOs 1, 2, 3, 4, 5.

Attendance: Students start the semester with 100 points in this category. Each tardy will drop the grade by 12.5 points, and each absence by 25. If students miss class time after their grade in this category is a zero, those students will earn an FX grade for the entire course.

Participation: Students start the semester with 100 points in this category. Students are expected to engage substantively in class discussions, and to come to class prepared. These are “points to lose,” and points will be deducted if students are unprepared, do not participate, or create negative participation (distracting the class or otherwise detracting from course participation).

Professionalism: Students start the semester with 100 points in this category. These are “points to lose,” and failure to act in an appropriate manner will cause points to be deducted. Students who come to class unprepared may be asked to leave for the session and/or receive a 20-point reduction to their professionalism grade.

Final Exam: Student will prepare, in groups, a translation of *The Wanderer* in modern English, plus an individually written, 750+ word translator notes essay and a group presentation. **150 points. SLOs 1, 2, 3, 4, 5**

Due Dates of each part for final:

Glossing (25 points): 5 February

Lines (25 points): 19 February

Final, compiled translation and translator notes (50 points): 9 March

Presentation (50 points): 21 March

Total points possible for this course: 1500

POLICIES ON ESSAY SUBMISSION:

1. All submitted drafts will be complete and edited, with the minimum word count satisfied. Assignment word counts are not inclusive of introductory information, headers, footnotes, or works cited page. Content that is clearly fluff or filler will be deducted from the essay's word count. Incomplete drafts will automatically earn a zero.
2. Essays will be submitted double-spaced, left justified (unless otherwise specified), in a 12-point academic or professional font of your choice with standard margins. Essays submitted

with silly fonts (such as Comic Sans MS, Jester, Papyrus), Gothic or Baroque fonts, internet or text “speak,” Wingdings, or computer code will automatically earn a zero.

3. All assignments will be submitted on Canvas, in .docx file format. Documents will be written in Word, not in GoogleDocs. Documents written in GoogleDocs cannot be downloaded in .docx format without substantive formatting issues. Students who do not currently have a computer or Microsoft Office Suite on their computers will download their free “forever” copy of this software at <https://products.office.com/en-us/student/office-in-education>, or will use campus open lab or library computers. Students found to have used GoogleDocs for their essay (this will be readily apparent from the formatting) or who submit their essay in another format will earn a zero grade for the essay.
4. All essays will be submitted in accordance with the style guide of the student’s major. In instances where a student’s major lacks a style guide or one appropriate for this type of writing, MLA is the default style guide used in this class.
5. All essays will have a works cited page. Essays lacking a works cited page will automatically earn a zero.
6. Essays that contain hate speech will automatically earn a zero, and an additional 20 points will be deducted from the student’s professionalism grade.
7. Essays will use no more than 10% quoted material. To loosely check this, students will write an average of 9 sentences for every sentence quoted, explaining the relevance of the quote to your argument. Block quotes will be used sparingly, if at all. 2 points will be deducted from the essay’s grade per percent of quoted material above 10%.
8. Students will use quotes in their essays. 10 points will be deducted from essays with no quoted material.
9. All quotes and paraphrased material will be cited according to style guide requirements.
10. Late essays will not be accepted. This also applies to essays submitted in the wrong Canvas assignment slot. It is your responsibility to turn your work in correctly and on time. Be mindful, and allow yourself extra time to troubleshoot internet or other technological issues.
11. Essays will not be accepted via email, Canvas direct message, hard copy, or any other manner or format than the correct Canvas assignment slot, for any reason.
12. The essay draft you turn in is the essay draft I grade. I will not grade a replacement essay if you submit the wrong essay and do not realize it prior to the deadline. Check your work carefully, turn in the draft you intend to, and turn it in on time.
13. Essay will not use a cover page. Essay’s format is as such:
 - a. Page number (last name and page number; e.g. Smith 1) on the right top of page, without special color, font, or design
 - b. Introductory information
 - i. Your first and last name
 - ii. My name

- iii. English 1301
- iv. Date, formatted as: 25 January 2018
- c. Title
 - i. This will be positioned only one line after the introductory information and will be center justified. The first, and all major words will be capitalized.
 - ii. This will be 10 or fewer words telling the reader what to expect
 - iii. This will **not** be something like “Last Kingdom Analysis” or “Film/Literary Analysis,” or similar. It will be informative, such as “Significance of Ring-Givers in *The Last Kingdom*” or “Forgiveness and Christianity in *The Last Kingdom* and *The Pale Horseman*.”
- d. Body of essay
 - i. This will begin only one line after the title.
 - ii. Paragraphs will be used. See primers on this on our learning web site.
 - iii. 5 paragraph essay structure will **NOT** be used.
 - iv. Your introduction will use a length appropriate to the length of your essay. If you are writing a 10-page essay, feel free to spend a page or two on your introduction. If you are writing only 1500 words, your introduction should not exceed 1-2 paragraphs.
 - 1. Your introduction will include a thesis – your thesis will not come at the end of the essay. Your introduction will, in effect, set up your argument and provide the thesis statement.
 - 2. My advice is to write your introduction after you have written your body and conclusion. Most people are not all that clear as to what they’re writing about until they reach the end. Accordingly, save yourself some stress and write the introduction last.
 - v. You will use as many body paragraphs as are needed to properly address your various subclaims. There is no guideline for how many you should or should not have. You will make all these decisions yourself, tailored to the needs of your topic and the amount of time and effort you decide to put into the essay. These essays are spaces for you to learn and grow, so you will get out of them exactly as much as you put into them.
 - vi. Conclusion. This will be, in effect, a restatement of your introduction and will **not** include “in conclusion” in it.
- e. Works cited page (on its own page; use “page break” after the last line of your conclusion to create its own page). Formatting and examples for most major style guides can be found at Purdue OWL and on our learning web site, as well as in the style guides themselves.
- f. Any appendices you may feel the need to include (ditto page breaks).
- g. Your proof of tutoring. This will be an embedded .jpg or similar on its own page (page break) of either the first page of your essay that has been signed and dated by

the instructor, or a picture of the tutoring form you and the tutor fill out at the center. All tutoring centers should have a form to fill out for record keeping. You will NOT keep this form – you will take a picture of it before leaving the tutoring center. I will not accept tutoring slips turned in independent of the essay.

14. You will not use the word “thing” to discuss a concept or idea. Things are material objects, and this word must be used in accordance with this definition. Similarly, you will look up words you are not certain you understand the meaning of before including them in your essay. It is always better to write more simply than to try to make an essay “smarter” by using words you do not understand. Coherence is key.
15. Develop your ideas! You are not limited to 25 sentences for the entire essay, so spend time exploring the concepts you’ve chosen to write about. Select topics you feel strongly interested and invested in! I do not choose your topics for you, so stretch yourself and make the source texts apply to your interests. If your essay is boring to write, it will also be boring to read.
16. There is no maximum length for this essay, though I will stop reading at 20 pages.
17. Avoid “I” statements and similar.
18. Essays will include arguments rather than opinions. Evidence is what differentiates these two concepts. You cannot write a compelling academic essay on the back of opinions, so use evidence to support your argument!

HOW I WILL GRADE YOUR ESSAYS:

I will grade your essay 100% in accordance with the above guidelines and the rubric, which is posted on the learning web. I will not make comments in the body of the document, nor will I identify specific errors. I will instead provide feedback in the comments field on Canvas, identifying categories of problems that need to be addressed. All of the categories of problems/growing spaces requiring your attention will be represented in some portion of the resources I provide on the learning web. Please make use of these resources to improve your writing. In the absence of something truly spectacular, I will not comment on the things I like about your essay. You should take that to mean that I am satisfied or like with any part of your essay I made no commentary about.

How I feel about you bears no weight in my grading. Because I assign the grades earned rather than “give” grades, the quality of your work is the only factor involved in what grade is assigned to it. The rubric will be clearly filled out, and available to look at in turnitin.com, in any instance in which the essay does not earn a zero or full marks. If a zero has been earned, the comments section will tell you why, rather than the rubric. I

will not accept or allow essay rewrites to improve grades. Perform your work to the standard reflective of the grade you wish to earn and you will earn those grades.

Typically, I have my grading done within a week. However, two weeks is the standard length of turnover for grading assignments and I reserve the right to use that full amount. Do not email me asking me when I will have graded assignments, or otherwise nag me about it. If something has occurred that causes me to go beyond a two-week turnover time, I will let the entire class know before that two-week period has concluded.

COMMUNICATION:

I am deeply invested in the success of my students, so I want to be available for you all as much as I am able. That said, I cannot care more about your education than you do, and I have come to believe deeply in the importance of work-life balance. As such, I am available during standard business hours, Monday through Friday, 9am to 5pm for school-related questions, concerns, meetings, grading, and class. I will not respond to emails or messages outside standard business operating hours, and I will not respond to emails while I am engaged in teaching a class. Students need to understand and prepare for the reality that I have a life outside their coursework and, as such, will not be available to them 24 hours a day. I am available during standard business hours, not including federal, state, and institutional holidays or breaks.

If you believe you will need information from me outside those hours, please seek it out during my contact hours. Any emails sent when I am “off duty” will be answered during standard business hours. That said, I typically have a very fast turn-around time for emails. You are also welcome to visit me during my office hours, or to make an appointment with me for a time that works better for you. In most cases, I will need to leave immediately when class ends – instead of waiting until class occurs and is over to seek assistance, please visit me during office hours. During my office hours, I am able to focus entirely on our conversation without being pulled in multiple directions.

Lastly, if you foresee a problem, or otherwise have a problem, I cannot help you if I do not know about it in advance. I am, happily, not a mind reader and cannot determine for you what you did or did not understand. Please come to me immediately for help if you need it, and I will make every effort to be there for you.

GRADING STANDARDS:

- A (90-100) = Exceptional work: superior in mechanics, style, and content.
- B (80-89) = Above average work: superior in one or two areas – style, mechanics, or content.
- C (70-79) = Average quality work
- D (60-69) = Below average work: noticeably weak in mechanics, style, and content.
- F (0-59) = Failing work: clearly deficient in mechanics, style, and content.

INSTRUCTOR POLICY ON PLAGIARISM AND CHEATING:

According to the Student Handbook for the Houston Community College System, scholastic dishonesty includes **cheating on a test, plagiarism, and collusion**. Please note the possible consequences of such dishonesty, as stated in the Student Handbook: “Possible punishments for academic dishonesty may include a grade of 0 or F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college System” (35).

In my class, there is a zero-tolerance policy on cheating of any kind. If you commit an act of plagiarism (or other form of cheating), you will fail my class. There are no second chances. **Students should note that the failing grade is a kindness, as I choose not to place students on academic review or to write a note on their transcripts.** Your plagiarism quiz functions as an agreement between you and I that you will not plagiarize or otherwise cheat, and that you understand the consequences of cheating in my class. I will not accept statements that you “did not know it was plagiarism,” “didn’t mean to,” or other excuses. There are never valid excuses or reasons for cheating. In sum, it is better to fail one assignment due to not doing the assignment well or at all than it is to fail the entire class due to cheating. You may check my reviews on ratemyprofessor.com to see how seriously I take this policy.

INSTRUCTOR POLICY ON HATE SPEECH:

Hate speech will not be tolerated. Hate speech is defined as “speech that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, color, religion, gender, gender identity, sexual orientation, or disability” (dictionary.com).

In my classroom, you are **always** welcome to discuss controversial topics, but your views must be presented as *arguments* rather than *opinions*, and they must be free of hate speech. I deeply value diversity of thought, and no student will be penalized for having views contrary to either mine or the majority of the class’s. Accordingly, I encourage

open discourse engaged in with a mind toward understanding perspectives we do not share, as well as with a mind toward more deeply evaluating and critiquing our own perspectives. You are welcome and encouraged to “be yourself” in my class, so long as you do so respectfully. Students should note, in the event they need assistance, that I am a Safe Zone faculty member.

INSTITUTIONAL POLICIES:

Repeating the Same Course: In 2007, the state of Texas passed a law limiting students to no more than six TOTAL course withdrawals (grade of “W”) throughout their academic career (for a bachelor degree). In order to discourage students who excessively drop courses, the state has imposed a financial penalty if a student repeats the same course more than twice. **A student repeating a class for a third+ time will face significant tuition and fee increases at HCC and other Texas public academic institutions.** Please ask your instructor and/or counselor about opportunities for tutoring and other assistance prior to considering course withdrawal or if you are not receiving passing grades.

W (Withdrawn) Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **3 APRIL 2018**. Please remember that it is the student’s responsibility to withdraw from a course. If you stop attending the class and don’t withdraw by this date, you are subject to the FX grading policy.

Final Grade of FX: Students who stop attending class or stop actively participating in 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 or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered 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.

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. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

Student Conduct: Please SILENCE cell phones. Any student who is uncooperative or deemed an interruption to instruction may be dismissed from lecture and/or the course per HCCS policy. Please come to class with all homework and readings completed, prepared to participate in discussion and activities. Students without specified accommodation are prohibited from video or audio recording class sessions, as per HCCS policy.

STUDENT SUPPORT SERVICES:

Ability Services:

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Ability Service Contact Information:

Central College

713.718.6164

Coleman College

713-718-7376

Northeast College

713-718-8322

Northwest College

713-718-5422

713-718-5408

Southeast College

713-718-7144

Southwest College

713-718-5910

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604

Interpreting and CART services

713-718-6333

ACCOMMODATIONS DUE TO A QUALIFIED DISABILITY:

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex

discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

HCC Policy Statements

Access Student Services Policies on their Web site:
<http://central.hccs.edu/students/student-handbook/>

CAMPUS CARRY STATEMENT:

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

CAMPUS SAFETY:

If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

EGLS3 (EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM:

Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your

professors and division chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for directions.

Libraries: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/intersession_hours

Online Tutoring: The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. **It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.**

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to hccs.upswing.io. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

Open Computer Labs: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

F2F Tutoring Centers: The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while

promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: hccs.edu/findatutor for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

HCC's writing centers are staffed with excellent, well-qualified tutors to help improve your mechanical writing, citations, and organizational structure. **Tutors cannot assist you in determining the veracity of purported facts or whether or not plagiarism is present in your essay.** Students are required to submit proof of having visited the on-campus or online (regular semesters only) writing center for each major assignment. When you visit the writing center, please bring a hard copy of your most recent draft and of the assignment sheet. For Upswing, please submit the assignment sheet with your essay. Assignments submitted without this proof are subject to penalties.

Before going into a tutoring center or uploading to Upswing, please edit your essay. Tutors will not edit your essays for you. You should have 1-2 specific goals in mind before you submit an essay for tutoring, whether that is help with argument structure, organization, mechanics, or other such. Once you see the tutor, perform the recommended revisions! Lastly, **do not procrastinate** on going to the tutoring center. Staff is limited, so you may have wait times in excess of 5 hours, or be asked to try another center if you wait until the last minute. Manage your time well, and the tutoring center can become a tremendous resource for you!

HOW TO READ THE COURSE SCHEDULE:

The course schedule has a list of dates in the left-hand column. Refer to the date your class is on, then look at the right-hand column to see what will be done in class that day. You should prepare **before** class for whatever the schedule says we will be doing.

Due dates for assignments are listed in the assignment description in the syllabus and in Canvas. These are not listed in the course schedule. You are responsible for keeping up with these due dates and turning assignments in on time. I will not remind you of upcoming due dates.

Holidays and other institutional days off are listed in the syllabus, not in Canvas or in the course schedule.

COURSE SCHEDULE

(Subject to change at instructor's discretion, with notice to students)

INTRODUCTION

Date	In Class
22 January	Activate student email addresses Go over syllabus
24 January	Discuss plagiarism, citations, and types of sources
25 January	Assign final exam groups Discuss final exam, meet with groups
29 January	Discuss major essays

THE LAST KINGDOM

Date	In Class
31 January	Episode 1
1 February	Episode 1; episode discussion
5 February	Title page – Chapter 1
7 February	Chapter 2
8 February	Chapter 3
12 February	Episode 2
14 February	Episode 2; episode discussion
15 February	Chapter 4
21 February	Chapter 5
22 February	Chapter 6
26 February	Episode 3
28 February	Episode 3; episode discussion
1 March	Chapter 7
5 March	Chapter 8
7 March	Chapter 9
8 March	Episode 4
19 March	Episode 4; episode discussion
21 March	Presentations
22 March	Chapter 10 – Historical Note

THE PALE HORSEMAN

Date	In Class
26 March	Episode 5
28 March	Episode 5; episode discussion
29 March	Title page – Chapter 1
2 April	Chapter 2-3
4 April	Chapter 4
5 April	Episode 6
9 April	Episode 6; episode discussion
11 April	Chapter 5-6
12 April	Chapter 7
16 April	Chapter 8
18 April	Episode 7
19 April	Episode 7; episode discussion
23 April	Chapter 9-10
25 April	Chapter 11
27 April	Chapter 12
30 April	Episode 8
2 May	Episode 8; episode discussion
3 May	Chapter 13 – Historical Note