



Instructional Services · English and Communication · English

Composition II-15997

ENGL-1302

RT 2022 Section 0228 3 Credits 01/18/2022 to 05/15/2022 Modified 01/12/2022

Professor: Dr. Betty J. Proctor

Course Meetings

Course Modality

Online Anytime (WW): asynchronous electronic instruction

Meeting Days

Online Anytime

Meeting Times

Online Anytime

Meeting Location

Eagle Online Canvas

Welcome and Instructor Information

Professor: Dr. Betty J. Proctor

Email: betty.proctor@hccs.edu

Office: HCC West Loop Campus, 5601 West Loop South, Houston, TX 77081

Phone: 713-718-2086

Website: Email: betty.proctor@hccs.edu

What's Exciting About This Course

The Department of English helps students find and develop their authentic voices. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support them as they craft their own narratives. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

My Personal Welcome

I look forward to working with you this semester! I've worked hard to provide you with course materials (lectures and files in the Canvas Modules) to assist you as you work on the assignments this semester. I encourage you to contact me with your questions and concerns at any time.

Preferred Method of Contact

Please email me by using the Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

Office Hours

BigBlueButton (virtually, in Canvas), by appointment: message me in the Canvas Inbox, and I'll set up a conference, usually on Tuesdays, Thursdays, or Fridays.

Course Overview

Course Description

English 1302 is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is 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.

Requisites

English 1301 or satisfactory score on the CLEP Exam.

English Department

<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/> (<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/>)

Core Curriculum Objectives (CCOs)

English courses satisfy three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that courses address the following core objectives:

- **Critical Thinking.** Students will demonstrate creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.
- **Communication.** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication.
- **Personal Responsibility.** Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.
- **Teamwork.** Students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
 - Composition I, Composition II, Creative Writing, Introduction to Technical Writing, and Technical & Business Writing only
- **Social Responsibility.** Students will demonstrate intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
 - Literature courses only

Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/> (<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/>)

Course Student Learning Outcomes (CSLOs)

Upon successful completion of ENGL 1302, the student will be able to:

- Demonstrate knowledge of individual and collaborative research processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.

- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Word Count Requirement

Students will write a minimum of 5,000 words over the course of the semester.

Departmental Practices and Procedures

Department-Specific Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide a description of any assignments
- Inform students of policies
- Provide the course outline and class calendar that will include a description of assignments
- Arrange to meet with individual students as required

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all documents, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies, including plagiarism, in the [HCCS Student Handbook](#)

Program-Specific Student Success Information

As with any three-hour course, expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructional Materials and Resources

Instructional Materials

Your Required Textbook is a FREE, Open Educational Resource:

Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication, edited by Tanya Long Bennett, University System of Georgia, University Press of North Georgia, licensed under a Creative Commons Attribution-ShareAlike 4.0 International License, CC BY SA 4.0. Download this FREE Open Educational Resource using the link (look for the orange PDF button at this site): <https://open.umn.edu/opentextbooks/textbooks/638>
(<https://open.umn.edu/opentextbooks%20/textbooks/638>)

For Additional Required Readings, use the following sites:

- Mary Oliver, "Singapore": <https://www.poetryfoundation.org/poetrymagazine/browse?contentId=37175>
(<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=37175>)
- Philip Levine, "What Work Is": <https://www.poetryfoundation.org/poems/52173/what-work-is>
(<https://www.poetryfoundation.org/poems/52173/what-work-is>)

- Robert Frost, "The Road Not Taken": <https://poets.org/poem/road-not-taken> (<https://poets.org/poem/road-not-taken>)
- Tillie Olsen, "I Stand Here Ironing": <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1203&context=unpresssamples> (<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1203&context=unpresssamples>)
- Amy Tan, "Two Kinds": <https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/b/3011/files/2018/08/two-kinds-amy-tan-1nl7j7y.pdf> (<https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/b/3011/files/2018/08/two-kinds-amy-tan-1nl7j7y.pdf>)
- Alice Walker, "Everyday Use": <https://faculty.weber.edu/jyoung/english%206710/everyday%20use.pdf> (<https://faculty.weber.edu/jyoung/english%206710/everyday%20use.pdf>)
- Henrik Ibsen, *A Doll's House*: <https://www.gutenberg.org/files/2542/2542-h/2542-h.htm> (<https://www.gutenberg.org/files/2542/2542-h/2542-h.htm>)

Recommended Textbook:

Brehe's Grammar Anatomy, 2018, by Stephen Brehe, University System of Georgia, University Press of North Georgia, licensed under a Creative Commons Attribution-ShareAlike 4.0 International License, CC BY SA 4.0. Download this FREE Open Educational Resource (look for the orange PDF button at this site): <https://open.umn.edu/opentextbooks/textbooks/brehe-s-grammar-anatomy> ()

✓ Course Requirements

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
Essay 1	20%	See the instructions file in Module 3.	Out of class. An analysis of a poem.
Essay II	20%	See the instructions file in Module 5.	Out of class. An analysis of a short story.
Annotated Bibliography and Oral Video	15%	See the instructions files in Module 8.	Out of class. Annotated Bibliography listing and describing sources for the Research Paper; graded 0-100 points. Oral Video discussing sources and thesis for the Research Paper; graded as Complete/Incomplete, with five points deducted for an Incomplete from the Annotated Bibliography grade.
Research Paper	30%	See the instructions file in Module 8.	Out of class. An analysis of a play, utilizing secondary sources (articles from scholarly journals from the HCCS Library).

Type	Weight	Topic	Notes
Discussion	5%	See each individual Discussion forum.	Out of class. Comments on assigned readings. Grading: Four discussions are marked Complete/Incomplete, counting as class participation (attendance). Four discussions are graded (0-100).
Final Essay Exam	10%	See the instructions file in Module 15.	Out of class. Analysis of a literary work.

Grading Formula

Grade	Range	Notes
A	90-100	Excellent
B	80-89	Good
C	70-79	Fair
D	60-69	Passing
F	0-59	Failing

* Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

Missed Assignments/Make-Up Policy

All work is due on time. Assignments may be turned in early. Late work is NOT accepted, and there are NO make-ups.

- IN CASE OF A DOCUMENTED EMERGENCY: Before the due date of the assignment, if you expect that you cannot submit an assignment on time because of a documented emergency (such as medical), you MUST request permission from your professor for that extension, ALONG WITH THE DOCUMENTATION, PRIOR to the due date of the assignment in a Canvas Inbox message. If permission is granted, you will have a maximum of ONE WEEK of additional time to submit the assignment. Failure to manage time effectively is not an excuse.
- Do NOT wait until the time due to submit an assignment; your clock may not sync with the clock in Canvas or in Turnitin. An assignment due at 11:59:00 will not be accepted by Turnitin at 11:59:01 and afterward. Allow for WiFi or computer problems in advance.
- Assignments must meet ALL requirements as outlined in assignment instructions. Assignments that do not fulfill assignment instructions OR do not fulfill the Academic Honesty policy) will receive an automatic zero (0), with no possibility of revision.
- Students who are taking the class for a second time should NOT re-submit assignments from a previous semester; any re-submissions will receive a zero (0).
- Assignments submitted in a file format that cannot be opened are considered as not submitted. Submitting a "wrong file" or "empty file" is not an acceptable method to gain extra time (often with an email sent hours later with a message "here is the correct file") and will result in a grade of zero (0).

- Grades will NOT be curved; there will be NO extra credit, NO makeups, and NO “re-doing” of assignments that have been submitted and graded.
- For ALL assignments, points will be deducted for errors in grammar.

Academic Integrity

Academic Honesty: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC’s policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another’s ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<https://www.hccs.edu/studentprocedures> (<https://www.hccs.edu/studentprocedures>)

Attendance Procedures

Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. As stated in the HCC Catalog, all HCC students are expected to attend classes regularly. HCC Online Anytime students must show active participation in order to be counted as attending; active participation can be accomplished by a student’s response to any of the following: (1) writing an essay, (2) posting a discussion response to an instructor’s question, graded or not; or (3) sending an e-mail communication to the instructor. Students in HCC Online courses must NOT ONLY log in to their Eagle Online Canvas class, but they must participate, or they will be counted as absent. Just like an on- campus class, your regular participation is required.

HCC Policy states that you can miss up to but not exceeding 12.5% of class hours (two weeks in an online course). If you have NOT actively participated before the Official Day of Record (January 31, 2022), you shall be AUTOMATICALLY withdrawn from the course.

Any student found to have quit participating actively (two weeks is typical) and whom the Professor is unable to contact is subject to being dropped without further warning, resulting in either a "W" or a "FX" grade, depending upon the time of the term at which the behavior is noted. Although it is the responsibility of the student to drop a course for non-attendance (prior to the last day to withdraw of April 4, 2022), the instructor also has the authority to block a student from accessing Eagle Online Canvas, and/or to drop a student for excessive absences or failure to participate regularly.

IMPORTANT: In case of illness, it is your responsibility to email your professor (in the Canvas Inbox). I will work with you in case of illness.

Do NOT come to class on an HCC campus if you have any of the following symptoms: fever or chills, coughing, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea.

Do NOT come to class on an HCC campus if you have been in close contact with anyone with Covid-19 in the past five days.

Do NOT come to class on an HCC campus if you have tested positive for Covid-19 in the past five days.

To report, complete the HCC prescreening questionnaire (find the link in your email). Another method of reporting is to report it to your faculty member (by Canvas Inbox email or HCC email).

Student Conduct

Classroom discussion (in online forums) should be relevant and respectful to everyone. Language and behavior that is not acceptable in the workplace is not acceptable in a college class.

Read the assignments listed on your course calendar EACH WEEK. Read all files in each module in Canvas and readings in the textbook. You are expected to work diligently on this course on a daily basis. Do NOT assume that an online course means less work.

Read all Canvas Inbox email messages sent by your professor. Your professor often emails the entire class with instructions, advice, and tips for the week.

When you write an email that is class-related (to your professor or to another student), you are expected to write in formal English and to use the respectful tone found in academia and in the workplace.

Instructor's Course-Specific Information

This course will consist of lectures written by your professor, discussion forums that you will participate in on a weekly basis, and assignments that will be graded (Essays, Annotated Bibliography, Oral Video, Research Paper, Discussion, Final Essay).

Your professor will email the class often. Check your Inbox daily.

You are responsible for reading and following information in your Course Syllabus, in the Navigation column. It contains information about your textbook, course policies, and a schedule of readings and assignments.

Read the first page of EACH Module for guidance on work to complete for EACH week.

Note that many course files are in .PDF format. If you do not have Adobe Reader installed on your computer, you can download it for free: <http://get.adobe.com/reader/>

Finding Comments on Graded Assignments: Assignments will be graded in Feedback Studio.

View comments by clicking on Assignments (in the Navigation menu), and then scroll down to Past Assignments and click on the submitted file; Feedback Studio will then load. Look for icons, highlighting, and text placed on the paper; rest your cursor on each icon to read what is within. Click the pencil icon to the right of your paper to open up the Text Comment box for your professor's overall comments. You are expected to read comments on all graded assignments.

Devices

To view the professor's comments on graded assignments, it is best to use a computer, not a phone or tablet. Remember that computers can be checked out at the HCC Library and that HCC provides WiFi zones for students.

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

You are expected to contact HCC Technical Support [713-718-5275, option 3 (8 am-11 pm M-F, 9 am-11 pm S-S)] when you have problems IN ADVANCE of due dates for assignments. HCCS Open Lab locations may be used to access Eagle Online Canvas or the Learning Web.

Faculty Statement about Student Success

Assignment Information: This course is based on reading works of literature, discussing those works, and writing about those works, developing critical analysis skills and making use of research materials from the library. There are no "tests" and nothing is timed; however, you will be expected to write thoughtful discussion postings weekly to illustrate that you have read the works of literature that have been assigned. There will be formal, structured essays: Essays 1 and 2, a Research Paper, and a Final Essay Exam. You will also submit an Annotated Bibliography and Oral Video, both linked to the Research Paper.

Email: Feel free to email your professor through the Inbox contained within this online course, which is located in the left-hand Menu Bar of your Eagle Online Canvas course page. Click on the pencil icon to compose a new message.

Participation Recommendations: One important component of successfully completing this course consists of logging in to the course a minimum of twice a week to get your assignments, reading announcements, and posting discussions. Logging in daily is recommended. Accepted standards of computer etiquette will be expected in this class. For information about computer etiquette, see the Core Rules of Netiquette.

Read the assigned pages for each module (see the Calendar on the Course Syllabus). Complete the assignments and participate in the discussions for each weekly module.

It is imperative that you read comments on graded assignments, in Assignments>Past assignments>your submitted file, to open Feedback Studio.

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0

Grade	Grade Interpretation	Grade Points
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

Link to Policies in Catalog and Student Handbook

Here's the link to the HCC Catalog and Student Handbook: <https://catalog.hccs.edu/> (<https://catalog.hccs.edu/>)

In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

Link to HCC Academic Integrity Statement

<https://www.hccs.edu/student-conduct> (<https://www.hccs.edu/student-conduct>) (scroll down to subsections)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<https://www.hccs.edu/campuscarry> (<https://www.hccs.edu/campuscarry>)

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID \(https://www.hccs.edu/email\)](https://www.hccs.edu/email) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the following link to access the HCC Office of Institutional Equity, Inclusion, and Engagement: <https://www.hccs.edu/eeo> (<https://www.hccs.edu/eeo>)

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, 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 <https://www.hccs.edu/accessibility> (<https://www.hccs.edu/accessibility>)

Title IX

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 (<mailto:Institutional.Equity@hccs.edu>)

<https://www.hccs.edu/titleix> (<https://www.hccs.edu/titleix>)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/> (<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: <https://www.hccs.edu/online/> (<https://www.hccs.edu/online/>)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/> (<https://eagleonline.hccs.edu/>)

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](https://www.hccs.edu/studenthandbook) (<https://www.hccs.edu/studenthandbook>)

EGLS3

The EGLS³ ([Evaluation for Greater Learning Student Survey System](https://www.hccs.edu/egls3) (<https://www.hccs.edu/egls3>)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<https://www.hccs.edu/egls3> (<https://www.hccs.edu/egls3>)

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services \(https://www.hccs.edu/tutoring\)](https://www.hccs.edu/tutoring) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at [https://library.hccs.edu \(https://library.hccs.edu/\)](https://library.hccs.edu).

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at [https://www.hccs.edu/supplemental-instruction \(https://www.hccs.edu/supplemental-instruction\)](https://www.hccs.edu/supplemental-instruction)

Resources for Students:

[https://www.hccs.edu/covid19students \(https://www.hccs.edu/covid19students\)](https://www.hccs.edu/covid19students)

Basic Needs Resources:

[https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/ \(https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/\)](https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/)

Student Basic Needs Application:

[https://www.hccs.edu/basicneeds \(https://www.hccs.edu/basicneeds\)](https://www.hccs.edu/basicneeds)

COVID-19

Here's the link to the HCC information about COVID-19:

[https://www.hccs.edu/covid-19 \(https://www.hccs.edu/covid-19\)](https://www.hccs.edu/covid-19)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

Copyright Statement

In order to uphold the integrity of the academic environment and protect and foster a cohesive learning environment for all, HCC prohibits unauthorized use of course materials. Materials shared in this course are based on my professional knowledge and experience and are presented in an educational context for the students in the course. Authorized use of course materials is limited to personal study or educational uses. Material should not be shared, distributed, or sold outside the course without permission. Students are also explicitly forbidden in all circumstances from plagiarizing or appropriating course materials. This includes but is not limited to publically posting quizzes, essays, or other materials. This prohibition extends not only during this course, but after. Sharing of the materials in any context will be a violation of the HCC Student Code of Conduct and may subject the student to discipline, as well as any applicable civil or criminal liability. Consequences for unauthorized sharing, plagiarizing, or other methods of academic dishonesty may range from a 0 on the specified assignment and/or up to expulsion from Houston Community College. Questions about this policy may be directed to me or to the Manager of Student Conduct and Academic Integrity.

Course Calendar

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Page numbers in the Calendar below are from *Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication*: <https://open.umn.edu/opentextbooks/textbooks/writing-and-literature-composition-as-inquiry-learning-thinking-and-communication>

For works not in your textbook, use the links provided below. Lectures, assignment instructions files, and instructional files on writing are in the Canvas Modules.

Week 1: 1/18-1/22

Diagnostic Essay due 1/20 at 11:59 pm (instructions in Module 1). Email your professor in the Canvas Inbox.

Week 2: 1/23-1/29

Read Lecture I in Module 2; read pp. 1-18, 22-31, and pp. 35-40 in *Writing and Literature*. Read Roethke's "My Papa's Waltz" at <http://www.poetryfoundation.org/poem/172103> (<http://www.poetryfoundation.org/poem/172103>). Post comments in the Module 2 Discussion forum, due Th 1/27 at 11:59 pm (instructions are in that forum).

Week 3: 1/30-2/5

Official Date of Record, 1/31.

Read Lecture II and pp. 40-49, 237-47, 251- 54 in *Writing and Literature*. Read poems:

1. Mary Oliver's "Singapore": <https://www.poetryfoundation.org/poetrymagazine/browse?contentId=37175>
(<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=37175>)
2. Philip Levine's "What Work Is": <https://www.poetryfoundation.org/poems/52173/what-work-is>
(<https://www.poetryfoundation.org/poems/52173/what-work-is>)
3. Robert Frost's "The Road Not Taken": <https://poets.org/poem/road-not-taken> (<https://poets.org/poem/road-not-taken>)

Read the assignment instructions file for Essay 1 (due Sun 2/6) in Module 3.

Post comments in the Module 3 graded Discussion forum, due Th 2/3 at 11:59 pm.

Week 4: 2/6-2/12

Essay 1 due Sun 2/6 at 11:59 pm in the Module 4 link. Read Lecture III and short stories:

1. Tillie Olsen, "I Stand Here Ironing," in *Tell Me a Riddle* (scroll down to page 5): <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1203&context=unpresssamples> ()
2. Amy Tan, "Two Kinds": <https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/b/3011/files/2018/08/two-kinds-amy-tan-1nl7j7y.pdf> (<https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/b/3011/files/2018/08/two-kinds-amy-%20tan-1nl7j7y.pdf>)
3. Alice Walker, "Everyday Use": <https://faculty.weber.edu/jyoung/english%206710/everyday%20use.pdf> (<https://faculty.weber.edu/jyoung/english%206710/everyday%20use.pdf>)

Week 5: 2/13-2/19

Read pp. 55-61. Read the Assignment Instructions (in Module 5) for Essay 2 (due 2/27), and work on Essay 2. **Post comments in the Module 5 graded Discussion forum by Th 2/17 at 11:59 pm.**

Week 6: 2/20-2/26

2/21: President's Day Holiday

Work on Essay 2. Refer to pp. 251-54 on documentation.

Week 7: 2/27-3/5

Essay 2 due 2/27 at 11:59 pm in the Module 7 link.

Read Lecture IV. Read Plath's "Daddy": <https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2> (<https://www.poetryfoundation.org/poems%20/48999/daddy-%2056d22aafa45b2>)

Post comments in the Module 7 Discussion forum, due 3/3 at 11:59 pm.

Week 8: 3/6-3/13

Read Lecture V, Ibsen's *A Doll's House*: <https://www.gutenberg.org/files/2542/2542-h/2542-h.htm> (<https://www.gutenberg.org/files/2542/2542-h/2542-h.htm>)

Read Lecture VI, pp. 113, 248-59, 31-33. Post comments on Ibsen's play in the Module 8 graded Group Discussion by Th 3/10, 11:59 pm. Read the Assignment Instructions files (in Module 8) for the Research Paper (due 4/11), the Annotated Bibliography (due 3/21), and the Oral Video (due 3/28). Work on the Annotated Bibliography.

March 14-20: Spring Break: Work on upcoming assignments.

Week 9: 3/21-3/26

Annotated Bibliography due Mon 3/21 at 11:59 pm in the Module 9 link. Refer to pp. 248-259 and pp. 31-33; work on the Research Paper. Read your professor's comments on the Annotated Bibliography.

Week 10: 3/27-4/2

Oral Video due Mon 3/28 at 11:59 pm in the Module 10 link. Work on the Research Paper. Refer to pp. 251-258.

Week 11: 4/3-4/9

April 4: Last day to withdraw from a course.

Read Lecture VII and Nathaniel Hawthorne's "Young Goodman Brown": <http://www.gutenberg.org/files/512/512-h/512-h.htm#goodman> (<http://www.gutenberg.org/files/512/512-h/512-%20h.htm#goodman>)

Post comments in the Discussion forum in Module 11 by Th 4/7 at 11:59 pm. Complete the Research Paper. Refer to pp. 251-54.

Week 12: 4/10-4/16

Spring Holiday: 4/15-4/16

Research Paper due Mon 4/11 at 11:59 PM in the Module 12 link. Read Lecture VIII, Edgar Allan Poe's "The Cask of

Amontillado": <https://www.gutenberg.org/files/1063/1063-h/1063-h.htm> (<https://www.gutenberg.org/files/1063/1063-h/1063->

[h.htm](#))

Post comments in the Discussion forum in Module 12 by Th 4/14 at 11:59 pm.

Week 13: 4/17-4/23

Spring Holiday: 4/17

Read Lecture IX and Glaspell's *Trifles*, pp. 113-37 (in *Writing and Literature*). Post comments by Th 4/21 at 11:59 PM in the graded Group Discussion forum on the play by Glaspell.

Week 14: 4/24-4/30

Re-read the play by Glaspell, about which you will be writing the Final Essay Examination.

Week 15: 5/1-5/7

See the Final Essay Examination Instructions file in Module 15; work on the Final Essay Examination.

Week 16: 5/8-5/14

Final Essay Exam due Monday, May 9 at 11:59 pm in the Module 16 link. Look at comments on the graded final essay (usually available in 2-3 days) in Assignments in Canvas, as well as your course grade average in Grades. See the Grading Formula above.

Additional Information

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

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