



**English 1302 Online: Composition II
Course Calendar: Fall 2015
Professor: Betty J. Proctor, Ph.D.
Course CRNs: 76085, 75560**

Contact Information:

E-mail: The REQUIRED method for e-mail for DE students at HCC is within Eagle Online 2 (Quickmail); your Quickmail message will arrive in my HCC mail (betty.proctor@hccs.edu). You are expected to have an HCC email account for reading of Quickmail messages (that will arrive in your HCC email inbox). Further, you are expected to READ your HCC email messages daily. I will NOT answer messages sent from ANY OTHER email address. I check my e-mail and phone messages *once a day (but not on holidays)*.

Telephone (voice mail): 713/718-2086.

Course Description for English 1302 (Composition II):

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.

Prerequisite: ENGL 1301 or its equivalent

Credit: 3 hours (3 lecture)

Eagle Online 2.0 Log-in information

The link to this system is: <http://eo2.hccs.edu>. Use the latest version of [Firefox](#) with this system.

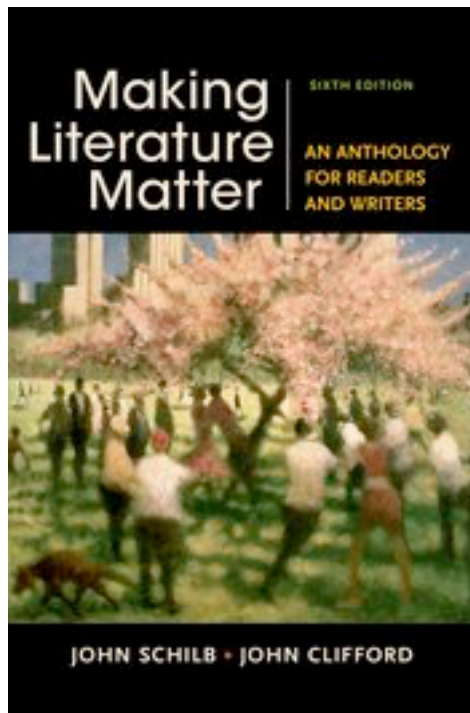
The log-in for this system is the same ID and password as your HCC Active Directory (AD) and HCC Student Email username/password. (Note: This username/password is also used to log-on to computers and printers at the HCC campuses and get online tutoring assistance).

If you have never used your HCC student email, you must [claim your account here](#) before using it. Select Student Claim Policy from the drop-down menu and then follow instructions.

You will be required to change the password for this account every 120 days. To do this, without IT Help Desk support, you will need to set up your challenge questions/responses. The responses to your challenge questions are stored securely. Once answered correctly, you will be able to reset your password on your own.

If you cannot claim your email or cannot reset your password, call the **HCC IT Help Desk at (713) 718-8800, option 1, for AD / Email assistance.**

Required Text (order online at <http://hccs.bn.college.com>):



Making Literature Matter: An Anthology for Readers and Writers
(6th Edition)

Ed. John Schilb and John Clifford

ISBN: **978-1-4576-9421-9**

Edition: **Sixth Edition**

Published: **2015**

It is recommended that you obtain a **recent handbook** to support your work in writing. Some good choices are *Harbrace Essentials*, *The Little Brown Handbook* (12th ed.), and *The Penguin Handbook* (4th ed.)--some of which are available in compact or Kindle editions at www.amazon.com.

You are expected to consult the following online sites on grammar, writing, and MLA documentation for proper form when writing papers in this class:

- Bedford/St. Martin's Guide to Research Documentation: <http://bcs.bedfordstmartins.com/resdoc5e/>
 - format of Works Cited (http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0011.html),
 - creating parenthetical references (http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html),
 - sample paper in MLA format (http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0014.html)
- Purdue Online Writing Lab: <https://owl.english.purdue.edu/>
- Paradigm Online Writing Assistant: <http://www.powa.org/index.php>
- Capital Community College Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar/>
- Strunk and White's Elements of Style: <http://www.bartleby.com/141/>
- Grammar Bytes: <http://www.chompchomp.com/>
- Hacker, Diana. "MLA In Text Citations." Humanities Documenting Sources. Research and Documentation Online. 11 Jan. 2006. <<http://www.dianahacker.com/resdoc/humanities/intext.html>>.

Also, you need a college-level dictionary—NOT a pocket dictionary.

Eagle Online 2 Technical Support

For Eagle Online documentation, tutorials (including movies), phone and chat support, go to the [HCC Eagle Online support website](#).

Phone support: 713-718-2000, options 4, 2, 3 (available 24 x 7)

Here is another link for movies and .PDF files that will help you with the use of Eagle Online 2.0: <http://de.hccs.edu/technical-support/>

Browser Issues: Use the latest version of [Firefox](#).

Quickmail within Eagle Online 2

- To send a message to your professor, click on **Compose New Email** in the Quickmail box. Next, select her name from **Potential Recipients**. Scroll down the page to build your email, making sure to fill in the Subject line.

- When you receive an email from your professor, it will arrive in your HCC Mail, at webmail.hccs.edu. Go to this link for more information:
<http://www.hccs.edu/district/students/student-e-maileagle-id/>

ACTIVE PARTICIPATION AND OFFICIAL DAY OF RECORD

All students are expected to attend classes regularly. DE students who do not login and **actively participate** before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance (when the roster is marked accordingly by your professor); writing the Diagnostic Essay will constitute proof of active participation prior to the Official Day of Record in THIS COURSE. Completing the DE online orientation does not count towards attendance.

Official Day of Record – The day of record is different for each term, and is stated in the course syllabus. The Day of Record is also posted on the official HCC Calendar <<http://www.hccs.edu/hccs/current-students/academic>> (select the appropriate term). Students are expected to attend classes regularly, and in a DE class, that means participating in the class (not just logging on); for this class, submission of the Diagnostic Essay is considered mandatory to establish attendance prior to the Official Day of Record.

Technical Compliance:

This class is a distance-education class using Eagle Online for notes, lectures and assessments. Each student must maintain Internet access throughout this course. Additionally, students are expected to maintain a state of technical compliance, including (but not limited to): up-to-date software as required by the instructor; a stable Internet connection; and use of the Firefox browser when using Eagle Online.

The instructor is not required to give consideration for lost/missing/unacceptable work stemming from technical non-compliance and/or end-user technical issues. Failure to maintain Internet access shall not constitute a valid excuse for missed work. Any student who cannot keep up with the coursework owing to a lack of computer or Internet must drop the course.

Any student found to have quit logging in (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.

Your HCC Eagle ID e-mail address:

Your HCC Eagle ID e-mail address will be the **only** e-mail address used for official HCC communication (e.g., financial aid, graduation, regulatory updates, etc.). It is important that you check this account regularly for important information and

communications. **E-mails sent to your professor from personal email accounts (such as gmail, yahoo, etc.) will NOT be answered.**

Please go to <http://www.hccs.edu/district/students/student-e-maileagle-id/> for information about your HCCS email account. **It is the student's responsibility to check e-mail DAILY within Eagle Online as well as the student's HCC default email address.**

DE Student Services: You will find many resources at this site:

<http://de.hccs.edu/student-services/>

On the DE Student Services page, you can find a link to the DE Student Handbook:

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/studenthandbook/HCCDEStudentHandbook.pdf>

Tutoring, Counseling, Library, Computer Labs:

Online Tutoring

HCC provides free online tutoring in writing, math, science, and other subjects. Look for Ask Online on your Eagle Online log-in page. This directs students to the HCC [AskOnline](http://hccs.askonline.net/) Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

Counseling

Much DE student information can be found on the DE Student Services website: <http://de.hccs.edu/student-services/> For counseling, begin with the **AskDECounseling online student help form** for any counseling and advisement needs: <http://de-counseling.hccs.edu/StudentSignIn/>

Student Services Associates (SSA) and Counselors can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions, can also be scheduled, if necessary, as HCC counselors maintain a local referral base in order to provide appropriate referrals to students with personal or family issues that may require long-term solutions.

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance. A counselor will then reach out to you to discuss your progress and offer any relevant resources. This initiative is designed to provide students with support services and resources to assist them in successfully completing their course.

Library Services

As a DE student you have the same access to first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to get their research rolling. Visit <http://library.hccs.edu/distanced> to learn about services specifically for Distance Education students.

Library services are available throughout HCC. Through a daily library delivery service and a listing of all materials belonging to HCC libraries, books may be requested from and delivered to any campus library. HCC also has cooperative borrowing agreements with the University of Houston libraries and provides a copy of the Houston Public library catalog at each library. These arrangements provide students with access to over 4 million volumes.

Special services provided by the library system include photocopying facilities; specialized equipment for disabled students; group and personalized instruction in library use, including a self-instructional media program to orient students to the use of the HCCS libraries; a “term paper” workshop; and online bibliographic search services.

Some library services are available online, but I urge you to visit an HCCS campus library also, if at all possible. (Some of you may have access also to other college libraries, such as University of Houston, Rice University, or University of Texas; certainly, those libraries are fine if more convenient.)

Computer Labs

HCCS has computer labs (have your HCCS student ID card ready) for those times when your personal computer is out of order and you have an assignment to download. So, be aware of the hours those labs are open.

Social Networking

Become a DE Facebook Fan: <http://www.facebook.com/HCCDistanceEd>

Follow DE on Twitter: <http://twitter.com/HCCDistanceEd>

International Students

Please contact the International Student Office at 713-718-8521 if you have questions about your visa status.

Accessibility:

Houston Community College is committed to providing an accessible and supportive environment for students with disabilities. In compliance with Section 504 of the Rehabilitation Act and under the Americans with Disabilities Act, the Disability Support Service Office (DSSO) at each college of Houston Community College is responsible for arranging reasonable accommodations for all qualified students 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. It is recommended that students meet with an ADA counselor at least 60 days prior to the beginning of each term. Faculty members are authorized to provide only the accommodations requested by the **Disability Support Services Office**. Visit this site: <http://www.hccs.edu/district/departments/accessibility/>

All students seeking assistance from the Disabilities Support Services Office must disclose the presence of a specific disability to the DSSO. Before receiving requested accommodations, students are required to submit medical or other diagnostic documentation of their disability and/or limitations. In cases where existing documentation is incomplete, students will be required to participate in additional evaluation of limitations as needed.

Requests for an interpreter or real-time captioning services must be made at least 60 days before the start of classes.

Untimely requests may result in delay, substitution or denial of accommodation. If a request is submitted late, the DSSO staff will make every reasonable effort to accommodate the request.

Visit this site to learn how to receive accommodations:

<http://www.hccs.edu/district/departments/accessibility/how-to-receive-accommodations/>

HCC Disability Counselors:

Go to this link and click on the name of the counselor near you to find email addresses, phone numbers, addresses, and fax numbers:

<http://www.hccs.edu/district/departments/accessibility/ada-counselors/#d.en.176881>

- [Jette \(Yetta\) E. Lott](#)
- [Senta Eastern](#)
- [Hope Pamplin](#)
- [Tamara Petty](#)
- [Lisa Parkinson](#)
- [Dr. LaRonda Y. Ashford](#)
- [John Reno](#)
- [Mary Selby](#)
- [Dr. Becky Hauri](#)

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

EGLS₃ -- Evaluation for Greater Learning Student Survey System

***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 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 department chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for more information.***

HCC Course Withdrawal and Attendance Policy:

Beginning in Fall 2007, the State of Texas imposes penalties on students who withdraw/drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university. Students are encouraged to review the [HCC 6 Drop Policy](#). To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.).

There are many ways to drop your Houston Community College class. A student can drop their class online within their student account within the drop period. A student can also visit their local HCC Campus and obtain a drop/add form from a counselor.

Students wishing to drop enrollment must [understand the consequences](#) of withdrawing from classes.

HOW TO WITHDRAW

- **If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through his/her PeopleSoft/Student Account:** <https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>
- **HCC and/or instructors may drop students for excessive absences without notification** (see Class Attendance below).
- **Students should check HCC's Academic Calendar by Term for drop/withdrawal dates and deadlines.** Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

The last day to withdraw deadline on the Syllabus.

If you do not withdraw before the deadline, you will receive the grade that you have earned by the end of the semester. Zeros averaged in for required assignments/tests not submitted will lower your semester average significantly, most likely resulting in a failing grade ("F"). Feel free to discuss your concerns with your professor.

CLASS ATTENDANCE

As stated in the HCC Catalog, all students are expected to attend classes regularly. DE 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) taking a quiz/test, (3) posting a discussion response to an instructor's question, graded or not; or (4) sending an e-mail communication to the instructor. Students in DE courses must NOT ONLY log in to their Eagle Online 2 class, but they must participate, or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, **the instructor also has the authority to block a student from accessing Eagle Online, and/or to drop a student for excessive absences or failure to participate regularly.**

FINAL GRADE OF FX

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

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

Virtual Classroom Conduct:

As with on-campus classes, all students in HCC Distance Education courses are required to follow all **HCC Policies & Procedures**, the **Student Code of Conduct**, the **Student Handbook**, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or even removal from the class. Go to this link for information on these topics: <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/studenthandbook/PoliciesandProcedures.pdf>

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. 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.

HCCS Core Curriculum Information

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 a research project or case study designed to cultivate the following core objectives:

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

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long and which includes an oral presentation component as well as a visual component. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.

English Program Student Learning Outcomes

(Composition, Literature, Creative Writing, and Technical Writing)

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

English Composition II Student Learning Outcomes

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

Course Policies for English 1302 DE: CRNs 76085, 7556

Grade Percentages:

Essay 1 = 20%

Oral Report Video with Power Point Presentation (both based on Essay 1) = 5%

Essay 2 = 20%

Research Paper = 30%

Final Exam = 20%

Participation grade* = 5%

*The **Participation grade** will reflect the student's participating professionally—not only logging in several times per week, but also (1) posting comments in all discussion forums, to reflect having read required pages in the textbook, (2) reading all files in the course, (3) submitting all assignments, (4) completing all required tasks, and (5) exhibiting a sincere effort to learn about all facets of the course (the writing process, literary analysis, critical thinking, use of research tools, and MLA documentation). Your professor's screen in Eagle Online will allow her to track a student's participation (such as reading files).

Work not submitted will receive a grade of 0.

Late work is NOT accepted.

Grades will not be curved, and there is no extra credit.

There are NO make-ups or do-overs.

Grading Scale:

A = 100 – 90: 4 points per semester hour

B = 89 – 80: 3 points per semester hour

C = 79 – 70: 2 points per semester hour

D = 69 – 60: 1 point per semester hour

F = 59 and below: 0 points per semester hour

FX = 59 and below: 0 points per semester hour (see definition of the FX grade, above)

*IP (In Progress) ... 0 points per semester hour

W (Withdrawn) 0 points per semester hour

*I (Incomplete) 0 points per semester hour

AUD (Audit) 0 points per semester hour

*IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit.

COM (Completed) is given in non-credit and continuing education courses.

Attendance Policy: Regular attendance is required. In this course, that means *not only* logging in *but also* writing—a discussion posting or an assignment at least once a week. If a student logs on but does not post anything in writing and does not e-mail the professor for two weeks in a row (in other words, there is no evidence of the student’s participation), I may withdraw the student from the course. A student who has missed submitting written assignments (and has earned grades of zero on those missed assignments) is subject to being dropped.

Honesty Policy: Plagiarism, cheating, or collusion (consult The OWL at Purdue: <https://owl.english.purdue.edu/owl/resource/589/1/>) will result in a grade of zero on that assignment. Failure to document quotations, paraphrases, and summaries will result in a grade of zero on that assignment. Submitting the work of another person (copying in any amount, and/or “cutting and pasting”), and that includes work taken from the Internet as your own or using information from other sources without proper MLA documentation will result in a grade of zero on the assignment. There will be **NO** possibility of redoing that assignment once the zero has been given. Remember that Turnitin will show—in red—the passages that match Internet sources, publications, and student papers. Honesty in the academic setting involves doing your own work, and carefully documenting all sources used.

SYLLABUS for English 1302 DE: Fall 2015

CRNs 76085, 75560

Note: This syllabus is subject to change at any time. Check your online course daily announcements and postings in discussion forums. Check your HCC mail account daily to read e-mails sent by your professor. Make sure you read all course files in conjunction with you're the reading assignments in your textbook.

Remember, you are to participate in class several times per week. The Participation grade (see above, under "Grade Percentages") will reflect the student's participating professionally—(1) posting comments in all discussion forums, (2) reading all files in the course, (3) submitting all assignments, and (4) exhibiting a sincere effort to learn about all facets of the course (MLA documentation, use of the library, the writing process, literary analysis, and critical thinking). If you do not participate during a given week, you will be counted as absent (see the "Class Attendance" policy, above).

Week 1: 8/24-8/29: First Day of Class is 8/24/15

Read Orientation files (Welcome, Syllabus).

Print your Syllabus and buy your book. Write the Diagnostic Essay (the instructions are in the course in Eagle Online), then attach it to an **e-mail to your professor sent through Quickmail in your Eagle Online course by Fri., 8/28 at 8 A.M.** Send ONLY files saved as either Word (.doc or .docx) OR Rich Text Format (.rtf). Do NOT send a file saved as .wps. **The Diagnostic Essay does not count toward your semester grade, but it is a requirement, establishing your active participation in the class prior to the Official Date of Record.**

Week 2: 8/30-9/5:

Read Lecture I "Introduction to Literary Analysis," and read pp. 3-80 in *Making Literature Matter*, focusing in particular on pp. 16-46 "How to Read Closely," and on pp. 47-80, "How to Make Arguments about Literature." Read information at the OWL at Purdue site regarding the Writing Process: <https://owl.english.purdue.edu/owl/section/1/1/>

Post comments in the Discussion forum about the literary works in pp. 3-80, focusing especially on Kincaid's "Girl," Frost's "Mending Wall," and Swift's "A Modest Proposal."

Week 3: 9/6-9/12 (Sept. 7: Labor Day Holiday) (Sept. 8 is the Official Date of Record):

Read Lecture II “The Writing Process and Writing about Poetry,” and in *MLM* read pp. 81-114 “The Writing Process,” and pp. 136-154 “The Elements of Poetry.” Focus on information in the text on how to interpret and write about poems. Pay special attention to Oliver’s “Singapore” (p. 138), Komunyakaa’s “Blackberries” (p. 139), and Robinson’s “The Mill” (pp. 139-40).

Post discussion comments about the poems from the reading assignment in the week 3 forum.

Read the assignment instructions file for **Essay 1 (including Oral Report Video and Power Point Presentation)**. Read also pp. 227-29 in *MLM* about making presentations.

Study MLA documentation at the OWL at Purdue site:
<https://owl.english.purdue.edu/owl/resource/675/01/>.

Also, at the OWL at Purdue site, look at rules regarding punctuation:

- brief overview of punctuation: <https://owl.english.purdue.edu/owl/resource/566/01/>
- sentence punctuation patterns: <https://owl.english.purdue.edu/owl/resource/604/1/>
- commas: <https://owl.english.purdue.edu/owl/resource/607/1/>
- apostrophes: <https://owl.english.purdue.edu/owl/resource/621/1/>
- quotation marks: <https://owl.english.purdue.edu/owl/resource/577/1/>

In proofreading your paper, consult the following at the OWL at Purdue (see topics in the left menu at the site):

- proofreading: <https://owl.english.purdue.edu/owl/resource/561/1/>
- conciseness: <https://owl.english.purdue.edu/owl/resource/572/01/>
- emphasis: <https://owl.english.purdue.edu/owl/resource/609/1/>
- sentence variety: <https://owl.english.purdue.edu/owl/resource/573/01/>
- appropriate language: <https://owl.english.purdue.edu/owl/resource/608/1/>

Week 4: 9/13-9/19:

Essay 1 Due on Mon., 9/14 at 8 AM—before uploading, make sure it is saved as either a Microsoft Word file (.doc, .docx) or a Rich Text Format file (.rtf); do NOT save the file as .wps. Do NOT send the file as an e-mail attachment. Upload your file in the Week 4 Turnitin link in Eagle Online.

After submitting Essay 1, work on the Oral Report Video and Power Point Presentation, both due Thursday, 9/17. Read pp. 227-29 in *MLM*, on developing presentations.

Oral Report Video Due on Thursday, 9/17 at 8 AM in the Kaltura Video Assignment link in Week 4 in Eagle Online.

Power Point Presentation (accompanying the Oral Report Video) Due on Thursday, 9/17 at 8 AM in the Turnitin link in Week 4 in Eagle Online.

Read Lecture III on short stories by Olsen, Tan, and Walker. Read short stories in *MLM*: Tillie Olsen, "I Stand Here Ironing" (p. 313); Amy Tan, "Two Kinds" (p. 320); Alice Walker, "Everyday Use" (p. 329).

Post comments in Discussion forum for the week on the short stories.

Week 5: 9/20-9/26:

Read Lecture IV on short stories by Faulkner, Carver, and Welty. Read short stories in *MLM*: William Faulkner, "A Rose for Emily" (p. 1102); Raymond Carver, "What We Talk About When We Talk About Love" (p. 655); and Eudora Welty, "A Worn Path" (p. 1337).

Read also in *MLM* on "The Elements of Short Fiction" (pp. 115-36).

Post comments in Discussion forum for the week on the short stories.

Read the assignment file for **Essay 2 (due 10/5)**, and begin writing Essay 2, working on some aspect of the paper *every day* (prewriting, outline, first rough draft, second rough draft).

Week 6: 9/27-10/3:

Send information about the article you are using for Essay 2 (author, title of article, title of journal) from the databases *JSTOR*, *Academic Search Complete*, or *ProQuest* to your professor (in an e-mail) for approval in advance of the due date for Essay 2.

Work on revising/editing Essay 2, including the formatting of quotations and the correct employment of MLA format.

Also read information at the OWL at Purdue site:

- fragments: <https://owl.english.purdue.edu/owl/resource/620/01/>
- comma splices and run-ons: <https://owl.english.purdue.edu/owl/resource/598/01/>

At the OWL at Purdue site, read information (see topics in the left menu at the site):

- conducting research: <https://owl.english.purdue.edu/owl/section/2/8/>
- evaluating research: <https://owl.english.purdue.edu/owl/resource/553/01/>

Study MLA documentation at the OWL at Purdue site:
<https://owl.english.purdue.edu/owl/resource/675/01/>.

Week 7: 10/4-10/10:

Essay 2 Due on Monday, 10/5 at 8 AM—upload the file saved as .doc, .docx, or .rtf—do NOT save the file as .wps. Upload your file in the Turnitin link in Week 7 in Eagle Online.

Read Lecture V plus readings in *MLM*: Plath’s “Daddy” (p. 268) and Commentaries (pp. 272-86).

Read Lecture VI plus readings in *MLM*: Shakespeare’s “Let me not to the marriage of true minds” 581; Keats’s “Bright Star” 582; and E. E. Cummings’s “somewhere I have never traveled” 585.

Post comments on the poems in the Discussion forum for the week.

Week 8: 10/11-10/17:

Read Lecture VII and in *MLM*: Ibsen’s *A Doll’s House* (p. 926), plus the Cultural Contexts that follow (pp. 981- 997).

Read also in *MLM* pp. 154-55, 160-171, “The Elements of Drama.” **Your research paper will focus on this play, so read it very carefully!**

Post comments on the play and the commentaries in the Discussion forum for the week.

Week 9: 10/18-10/24:

Read Lecture VIII on *A Doll’s House* and Using Research Materials.

Read the assignment instructions file on the **Research Paper—due November 9.**

Begin finding articles from scholarly journals for the research paper immediately in the HCCS Library Databases (e-mail your professor for approval of sources—sending a list of titles and authors—as soon as possible).

Read “Writing Researched Arguments” in *MLM*: pp. 187-202. Work on the Research Paper: develop a thesis, and write a first draft of the paper (including quotes from the play and from approved scholarly articles).

Post comments in the Discussion forum for the week, focusing on articles about Ibsen's play *A Doll's House*.

Week 10: 10/25-10/31:

(Note: *Friday, October 30, is the last day to drop with a grade of W at 4:30 PM.* If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online *prior to* the deadline through his/her HCC Student Center. HCC and/or instructors may drop students for excessive absences without notification. However, do NOT assume that you will automatically be dropped for excessive absences.)

Write a second draft of the research paper, focusing on adding quotations from the play and from scholarship—and adhering to MLA guidelines.

Look at sample MLA-style student research papers in *MLM*, pp. 202-27.

Post comments in the Discussion forum for the week, focusing on the research paper process.

Week 11: 11/1-11/7:

Read Lecture IX, plus short stories by Chopin: “The Storm” (p. 641), “The Story of an Hour” (p. 647), “*Désirée’s Baby*” (p. 649).

Post discussion comments on the Chopin short stories.

Complete the second rough draft of Research Paper.

Peer Analysis: Complete a Peer Analysis (required) in the Group Forum set up in Eagle Online in Week 11.

Week 12: 11/8-11/14:

Research Paper Due on Monday 11/9 at 8 AM—upload the file saved in .doc, .docx, or .rtf format. Submit your Research Paper file in Eagle Online in the Turnitin link in Week 12.

Read Lecture X, plus O’Connor’s “A Good Man Is Hard to Find” (p. 1173) and the Critical Commentaries about O’Connor’s story that follow (pp. 1186-1197).

Post comments in the Discussion forum on the O’Connor story and on the Commentaries.

Week 13: 11/15-11/21:

Read Lecture XI, plus Williams's *The Glass Menagerie* (p. 385).

Post comments in the Discussion forum on *The Glass Menagerie*.

Week 14: 11/22-11/28 (11/26-11/28: Thanksgiving Holiday):

Find an article on themes, characters, and symbols in *The Glass Menagerie* by Tennessee Williams in a major peer-reviewed journal (such as *American Literature*, *PMLA*, *American Quarterly*, or *The Explicator*) found in an HCCS Library database such as *JSTOR*, *Academic Search Complete*, or *ProQuest*. This should be a substantial scholarly article, and you will use it in writing your Final Examination Essay. Your article should NOT summarize the play; also, it should not be a review of a theatrical production.

Post comments in the Discussion forum on scholarly articles about *The Glass Menagerie* by Tennessee Williams.

Week 15: 11/29-12/5 (11/29: Thanksgiving Holiday):

Write your final examination essay (see the **Final Examination** file in Eagle Online for instructions).

There is no discussion posting required for this week.

Saturday, Dec. 5: Final Examination due. Submit your Final Examination (as .doc, .docx, or .rtf file format) in Eagle Online in the Week 15 Turnitin link **NO LATER THAN 8 AM**. There will be **NO extensions for ANY reason**.

Week 16: 12/6-12/12:

Look at your graded final examination in Eagle Online, as well as the Participation grade for the semester and your course grade average in "Grades." **Note the "Grade Percentages" used to calculate the course grade in this Syllabus (above), under Course Policies.**