



English 1302: Composition II Online
Spring 2017
Professor: Dr. Betty J. Proctor

Course Information:

CRN: 15355, 15389

Credit: 3 semester hours (lecture)

Location/Time: HCC Online – SW (in Eagle Online Canvas)

Course Length/Type of Instruction: 16 week (regular term), Electronic Instruction

Semester/Year: Spring 2017

Login to HCC Eagle Online Canvas: <https://eagleonline.hccs.edu>

Professor's Contact Information:

Name: Betty J. Proctor, Ph.D.

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

E-mail: The REQUIRED (and preferred) method for e-mail for HCC Online students at HCC is within the Canvas Inbox. I check my e-mail and phone messages *once a day (but not on holidays)*.

HCC e-mail address: betty.proctor@hccs.edu

Learning Web: <http://learning.hccs.edu/faculty/betty.proctor>

Office: C256 WLOP

Office Hours: by appointment

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.

Student Learning Outcomes: Upon successful completion of this course, students will:

- 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.)

English Program Learning Outcomes

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.

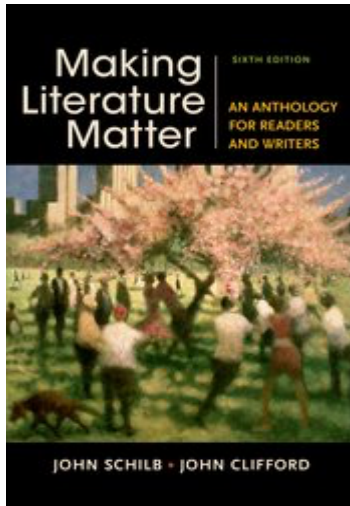
Core Objectives: Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, 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:

- **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**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Course Materials:

Required Text (order online at hccs.bncollege.com):



***Making Literature Matter: An Anthology for Readers and Writers*, 6th ed., Published in 2015**

Ed. John Schilb and John Clifford
ISBN: 978-1-4576-9421-9

It is extremely important that you obtain the textbook for this course in order to do well this semester!

Recommended Course Materials:

***Harbrace Essentials with Resources for Writing in the Disciplines*, 2nd ed., Cheryl Glenn and Loretta Gray, 2015. ISBN: 978-1285-451817**

You are also expected to consult the following online site on grammar, writing, and MLA documentation: Purdue Online Writing Lab: <https://owl.english.purdue.edu/>

You also need a college-level dictionary—NOT a pocket dictionary.

Additional Course Materials are in your HCC Eagle Online Canvas course:

The link to this system is: <https://eagleonline.hccs.edu>

Your Eagle Online Canvas username/password is the same as your HCCS Email. You will login with a fully qualified email address: EagleID@student.hccs.edu You are required the full email address to authenticate. You will need to include the student.hccs.edu domain.

Example: W123456789@student.hccs.edu

If you do not know your HCCS Email user ID, you can look it up from the [Student System Sign In](#) page (see "Forgot My User ID").

If you do not know your HCCS Email password, you can change your password here: <https://pm.hccs.edu>. If you are having issues with your HCCS Email password, please contact the Customer Support Help Desk 713-718-8800. If you never log in to HCCS Email, then make sure log in to HCCS Email prior to log in to Eagle Online Canvas.

If you have never logged into HCCS Email, please do so prior to logging in to Eagle Online Canvas.

HCCS Email login: <http://outlook.com/owa/HouComCol.onmicrosoft.com>

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.**

Eagle Online Canvas Technical Support:

Phone support: 713-718-5275 or 713-718-2000, options 4, 2, 3
(available M-F 8am - 11 pm, S-S 9 am - 11 pm)

Go to this site also: <http://www.hccs.edu/online/technical-support/>

Browser Issues: Use the latest version of **Firefox**.

Course Requirements:

Assignments (Assignment Instructions are available in Canvas):

Essay 1

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

Essay 2

Research Paper

Final Exam

Participation: Class **Participation** 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 will allow her to track a student's participation (such as reading files).

Grade Calculation Formula:

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%

HCC 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 (Failure due to non-attendance)

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. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Writing requirement: Students will write a minimum of 5,000 words during the semester.

Course Calendar: See the end of the Syllabus for a detailed Course Calendar, listing each week's readings, discussions, and due dates.

Instructor Requirements:

Instructional Methods:

Your online course will consist of written lectures online, asynchronous class discussion, group work (peer analysis), and an oral video (giving you practice in oral communications). You will have numerous files to read in your online course (assignment instructions, tips on writing, etc.), in addition to readings in your text and at various websites. You will be analyzing works of literature, learning to think critically, and learning about research methods and MLA documentation. It will be VERY important for you to read the comments that your professor writes painstakingly on your papers, so that you can improve on past mistakes and grow as a writer.

Assignment/Late work/Course Policies:

1. Late work: Assignments 1-7 days late will lose 10 points. Assignments 8 or more days late will **not** be accepted for any reason and will receive a grade of zero (0). Late work will NOT be accepted on the due date of the FINAL EXAM or thereafter.
2. Assignments not submitted will receive a grade of ZERO (0).
3. Assignments submitted in a format that cannot be opened are considered as **unsubmitted**.
4. Grades will NOT be curved, and there will be NO extra credit.
5. Also, there will be NO "re-doing" of assignments that have been submitted and graded.
6. Assignments must meet requirements as outlined in assignment instructions. Assignments that do not meet requirements run the risk of an automatic zero.

Online Conduct:

1. 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.
2. Read the assignments listed on your course calendar (below) EACH WEEK (both files in Canvas and readings in the textbook).
3. 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.

Technical Compliance:

This class is an online class using Eagle Online Canvas 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 Canvas.

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.

Grading:

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

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

W Withdrawn: 0 points per semester hour

*I (Incomplete): 0 points per semester hour

*The grade of incomplete is given ONLY in special emergencies, for students who have completed almost all work in the course, with the professor's approval, agreed upon in advance of the end of the semester.

Student Support Services

Access Student Services in the HCC Online Student Handbook:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

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.

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.

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

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

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.

Important HCCS and Course Policies:

Repeating Courses:

Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Attendance and the Official Day of Record:

Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not physically in class, you are absent. Coming in late or leaving early will constitute a tardy, with three tardies constituting one absence. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet me in office hours. If you have NOT ATTENDED class before the Official Date of Record (**February 1**), you may be automatically withdrawn from the course. [Note: Participating online does not take the place of (nor make up for) required in-class attendance.]

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 Canvas, and/or to drop a student for excessive absences or failure to participate regularly.

Withdrawal 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 **April 3**. 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.

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.

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 an online 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.

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)

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

Title IX Discrimination: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be

addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to www.edurisksolutions.org Go to the button at the top right that says **Login** and click. Enter your student number.

Open/Campus Carry of Handguns: No Firearms Are Allowed on Campus. If you see anyone carrying a firearm on campus call the HCC Police Department at **8-8888** immediately.

Texas House Bill 910—known as the “Open Carry” law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at <http://www.hccs.edu/campuscarry>.

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.

HCC Online Policies:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website:
<http://www.hccs.edu/online/>.

The HCC Online Student Handbook contains policies and procedures unique to the online 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 HCC Online 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 HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

SYLLABUS for English 1302 (HCC Online): Spring 2017

CRNs 15355, 15389

Note: This syllabus is subject to change at any time. Check your online course daily announcements and postings in discussion forums. Check your Inbox 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 Attendance/Active Participation policy, above).

Week 1: 1/17-1/21:

Read the Welcome and Syllabus files.

Print your Syllabus and buy your book.

Write the Diagnostic Essay (the instructions are in the course in Eagle Online Canvas), then submit it in Assignments in **Eagle Online Canvas by Thurs., 1/19 at 8 A.M.** Submit ONLY files saved as either Word (.doc or .docx) OR .PDF. **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: 1/22-1/28:

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: 1/29-2/4. February 1 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 the 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: 2/5-2/11:

Essay 1 Due on Mon., 2/6 at 8 AM— before uploading, make sure it is saved as either a Microsoft Word file (.doc, .docx) or .PDF. Do NOT send the file as an e-mail attachment. Upload your file in the assignment link in Week 4 in Eagle Online Canvas.

After submitting Essay 1, work on the Oral Report Video and Power Point Presentation, both due **Monday, 2/13**. Read pp. 227-29 in *MLM*, on developing presentations.

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: 2/12-2/18:

Oral Report Video Due on Monday, 2/13 at 8 AM in the Oral Video Assignment link in Week 5 in Eagle Online Canvas.

Power Point Presentation (accompanying the Oral Report Video) Due on Monday, 2/13 at 8 AM in the assignment link in Week 5 in Eagle Online Canvas.

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 2/27)**, and begin writing Essay 2, working on some aspect of the paper *every day* (prewriting, outline, first rough draft, second rough draft).

Week 6: 2/19-2/25: (February 20 is the Presidents' Day Holiday.)

Send information about the article you are using for Essay 2 (author; titles of article, journal, and database) 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: 2/26-3/4:

Essay 2 Due on Monday, 2/27 at 8 AM—upload the file in the Assignment link in Week 7 in Eagle Online Canvas, saved as .doc, docx, or .pdf.

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: 3/5-3/11:

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.

Spring Break: 3/12-3/19

Week 9: 3/19-3/25:

Read Lecture VIII on *A Doll's House* and Using Research Materials.
Read the assignment instructions file on the **Research Paper—due April 10.**

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 authors and titles (of articles, journals, and databases)—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).

Week 10: 3/26-4/1:

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.

Week 11: 4/2-4/8:

(Note: *Monday, April 3, is the last day to drop with a grade of W prior to 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.)

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 Week 11. See instructions in Eagle Online Canvas.

Week 12: 4/9-4/15: (April 14 is the Spring Holiday).

Research Paper Due on Monday 4/10 at 8 AM—upload the file saved in .doc, .docx, or .pdf format. Submit your Research Paper file in Assignment link in Eagle Online Canvas in Week 12.

Read Lecture X, O'Connor's "A Good Man Is Hard to Find" (p. 1173), plus the Critical Commentaries about O'Connor's story (pp. 1186-1197).

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

Week 13: 4/16-4/22:

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

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

Week 14: 4/23-4/29:

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.

Week 15: 4/30-5/6:

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

There is no discussion posting required for this week.

Saturday, May 6: Final Examination due. Submit your Final Examination (as .doc, .docx, or .pdf file format) in Eagle Online Canvas in the Week 15 Assignment link **NO LATER THAN 8 AM**. **There will be NO extensions for ANY reason.**

Week 16: 5/7-5/13:

Look at your graded final examination in Eagle Online Canvas, 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.