Course Information:
CRN: 56487
Credit: 3 semester hours (lecture)
Location/Time: C128 West Loop, 8:00-9:20 TTH
Course Length/Type of Instruction: 16 week (regular term), Face-to-Face Instruction (web-enhanced)
Semester/Year: Spring 2018
Link 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
Office: C256 WLOP
Office Hours: by appointment

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

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 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

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.
Course Materials:

**Required Text (order online at [hccs.bncollege.com](http://hccs.bncollege.com)):** Ask at Barnes & Noble for a price match. With online ordering, ship to home or in-store pickup. Rent digital is limited to 180 days’ access; buy digital is forever access, like a Kindle book.

*Making Literature Matter: An Anthology for Readers and Writers, with MLA Update*  
(6th Edition)

Ed. John Schilb and John Clifford  
ISBN: 9781319088101  
Edition: Sixth Edition  
Published: 2015

It is extremely important that you obtain the textbook for this course in order to do well this semester! It contains not only literary works you will be writing about but also information about writing papers and MLA documentation.

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**Recommended Course Materials:**

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/](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

Resources for Current Students http://www.hccs.edu/resources-for/current-students/ has links for the following and much more:

- Student Sign-In
- Student Email (HCCS email)
- Eagle Online (Canvas) login
- Password Reset
- Student Handbook
- Student Policies
- Student Services

If you do not know your HCCS Email user ID, you can look it up from the https://hccsaweb.hccs.edu:8080/pssp/csprd/?cmd=login&languageCd=ENG page (look at the bottom for "First Time or Forgot My User ID").

You can change your HCC email 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 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:

Website: http://www.hccs.edu/online/technical-support/
Phone support: 713-718-5275, option 3
   (available M-F 8am - 11 pm, S-S 9 am - 11 pm)

Also, you can click on the HELP button that is built into your Canvas course (Bottom left corner).

Browser Issues: Use the latest version of Firefox.
Course Requirements:
Assignments (Assignment Instructions are available in Canvas):
- Essay 1
- Essay 2
- Research Paper
- Annotated Bibliography (preliminary to the Research Paper)
- Oral Report (preliminary to the Research Paper)
- Final Exam
- Discussion

Class Participation will reflect the student’s participating professionally—(1) attending class, (2) submitting all assignments, (3) posting comments in all online discussion forums, to reflect having read required pages in the textbook, (4) reading all files in the course, (5) completing all required tasks, including responding to emails, as required, (6) 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), and (7) participating in class discussion on days we meet in the classroom. Your professor’s screen in Eagle Online will allow her to track a student’s online participation.

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.

Grade Calculation Formula:
- Essay 1 = 20%
- Essay 2 = 20%
- Research Paper = 30%
- Annotated Bibliography and Oral Report = 5%
- Final Exam = 20%
- Discussion = 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:

Institutional Methods:
Your face-to-face web-enhanced course will meet in the classroom for lectures, class discussion, and workshops; additionally, you will have files to read in Eagle Online Canvas (lectures, assignment instructions, writing tips, information about MLA documentation, etc.), as well as online discussion forums in which to participate. All of your written assignments will be submitted in Canvas, and you will read your professor’s comments on your papers in Canvas. In this course, you will be analyzing works of literature, learning to think critically, and learning about research methods and MLA documentation.

Assignment/Late work/Course Policies:
1. **Late work:** Late work will NOT be accepted on ANY assignment this semester, with no exception. Assignments will be available in advance and may be turned in early.
2. Assignments sent as email attachments will NOT be accepted.
3. Assignments not submitted will receive a grade of ZERO (0).
4. Assignments submitted in a file format that cannot be opened are considered as not submitted.
5. Grades will NOT be curved, and there will be NO extra credit.
6. Also, there will be NO “re-doing” of assignments that have been submitted and graded.
7. Assignments must meet requirements as outlined in assignment instructions. **Assignments that do not meet requirements will receive an automatic zero.**

Classroom/Online Conduct:
1. Classroom discussion (both in class and online, in Canvas) should be relevant and respectful to everyone. Language and behavior that is not acceptable in the workplace is not acceptable in a college classroom.
2. **Come to class meetings prepared:** read the assignments listed on your syllabus BEFORE class, bring your text and printed drafts of your current writing assignments, and bring paper and pens (as needed).
3. Respect everyone’s right to a non-distracting learning environment: your conversation with a friend might keep another student from hearing the professor.
4. You may use a laptop or tablet for purposes related to our class, but NOT to check email or engage in social media.
5. Your cell phone should be placed on “silent mode” when you are in class.
6. 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 a web-enhanced 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. Students are expected to make use of on-campus computers in labs or the library if they have difficulties with personal or home computers.

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

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Student Success for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

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

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

 Ability Service Contact Information
 Central College
 713.718.6164
 Coleman College
 713-718-7376
 Northeast College
 713-718-8322
 Northwest College
 713-718-5422
 713-718-5408
 Southeast College
 713-718-7144
 Southwest College
 713-718-5910
 Adaptive Equipment/Assistive Technology
 713-718-6629
 713-718-5604
 Interpreting and CART services
 713-718-6333
Accommodations due to a Qualified Disability: HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

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/locations_hours

Online Tutoring:

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

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

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

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

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:  http://ctle3.hccs.edu/alltutoring/ for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.
Important HCCS and Course Policies:

Please see [http://www.hccs.edu/resources-for/current-students/student-handbook/](http://www.hccs.edu/resources-for/current-students/student-handbook/) for any changes to HCC policies that might happen during the semester.

**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)

**Attendance:**
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 in class, you are absent. 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 with me in office hours. If you have more than four (4) absences before the official date of record (January 29), you may be automatically withdrawn from the course.

**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, 2018. Please remember that it is the student’s responsibility to withdraw from a course. If you stop attending the class and don’t withdraw by this date, you are subject to the FX grading policy.

**Final Grade of FX:** Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into 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.

**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.

**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_svc@hccs.edu, if you have any questions about your visa status and other transfer issues.

**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 [http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/) for directions.

**Sexual Misconduct**: 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. 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 and Diversity, 3100 Main, Houston, TX 77266-7517, or institutional.equity@hccs.edu.

**Title IX Discrimination**: 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, Houston, TX 77266-7517 or (713) 718-8271 or Institutional.Equity@hccs.edu
Campus Carry: At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/departments/police/campus-carry/campus-carry-and-open-carry-faqs/

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.
Syllabus for English 1302: Spring 2018
Tuesday-Thursday: CRN 56487

Note: This syllabus is subject to change at any time. Check your online course for announcements, emails, and postings in discussion forums. Check your HCC mail account daily. Read online course materials (handouts, assignment information, etc.) in conjunction with the reading assignments in your textbook!

Read all required pages in the textbook listed for a given day BEFORE coming to class!

Week 1: 1/16-1/20:

1/16: Course introduction. Print your Syllabus (online, in Canvas), and buy (or rent) your book. Read the ENTIRE Syllabus, and note the Grade Calculation Formula (p. 5) and all policies. You are responsible for knowing what is in the Syllabus and Course Calendar. Read files in Eagle Online Canvas (Start Here Module and Week 1 Module).

1/18: Write the Diagnostic Essay in class. Bring paper and a pen! The Diagnostic Essay does not count toward your semester grade, but it is a requirement.

Week 2: 1/21-1/27:

1/23: 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.” Discuss the writing process.

Read information at the OWL at Purdue site regarding the Writing Process: https://owl.english.purdue.edu/owl/section/1/1/

1/25: Discuss literary works in pp. 3-80 in MLM.

Post comments in the online 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” (due 1/25 at 8 am).
Week 3: 1/28-2/3 (Jan. 29 is the Official Date of Record):


Read the assignment instructions file for Essay 1. Discuss writing about poems and the Essay 1 assignment (due 2/6).

Study MLA documentation in MLM, pp. 196-202 and 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/

2/1: Read in MLM pp. 136-154 “The Elements of Poetry.” Continue discussion of Essay 1 and discussion of the poems in MLM.

Post comments about the poems from the reading assignment in the graded Discussion forum for week 3, due 2/1 at 8 am.

Work on Essay 1.
Week 4: 2/4-2/10:

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

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).

2/8: Continue discussion of the short stories by Olsen, Tan, and Walker. Post comments in the Discussion forum for the week on the short stories, due 2/8 at 8 am.

Week 5: 2/11-2/17:


Read also in MLM on “The Elements of Short Fiction” (pp. 115-36). 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). Your choice of article must be approved by your professor.

2/15: Discuss the short stories by Faulkner, Carver, and Welty.

Post comments in the graded Discussion forum for the week on the short stories, due 2/15 at 8 am.
Week 6: 2/18-2/24: (2/19 is Presidents’ Day):

2/20: Work on revising/editing Essay 2, including the formatting of quotations and the correct employment of MLA format. Study MLA documentation in MLM, pp. 196-202. Bring 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.

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/
- conducting research:
  https://owl.english.purdue.edu/owl/section/2/8/
- evaluating research:
  https://owl.english.purdue.edu/owl/resource/553/01/
- MLA documentation:
  https://owl.english.purdue.edu/owl/resource/675/01/.


Week 7: 2/25-3/3:

2/27: Essay 2 Due on Tuesday, 2/27 at 8 AM—upload the file in the Assignment link 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). Discuss Plath’s “Daddy.”

3/1: 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. [Note: cummings did not capitalize his own name.]

Discuss works by Shakespeare, Keats, and cummings.

Post comments on the poems in the Discussion forum for the week, due 3/1 at 8 am.
Week 8: 3/4-3/10:

3/6: Read Lecture VII, plus Ibsen’s *A Doll’s House* (p. 926) and the Cultural Contexts that follow (pp. 981-997).

Read also in *MLM* pp. 154-55, 160-171, “The Elements of Drama.”

Read the assignment instructions file on the Research Paper—due April 10.

3/8: Discuss Ibsen’s *A Doll’s House*.

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

Post comments on the play and the commentaries in the graded Group Discussion forum for the week, due 3/8 at 8 am.

Read the assignment instructions file for the Annotated Bibliography (for sources to be used in the Research Paper), due 3/22. Find articles from scholarly journals for the research paper immediately in the HCCS Library Databases; work on the Annotated Bibliography.


Spring Break: March 12 – March 18

Week 9: 3/19-3/24:


Oral Reports in class (as assigned).

3/22: Annotated Bibliography due 3/22 at 8 am in the week 9 assignment link.

Oral Reports in class (as assigned).

Discuss the Research Paper process and assignment. Bring your first draft of the Research Paper and articles to class.
Week 10: 3/25-4/1: (Spring Day Holiday: March 30-April 1)

3/27: 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. 202-29.

3/29: Bring research paper draft/materials to class. Continue work on the research paper. Discuss scholarly articles on *A Doll’s House*.

Week 11: 4/2-4/7:
(Note: *Tuesday, 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.)

4/3: Finish the second rough draft of the Research Paper. **Study MLA documentation in *MLM*, pp. 196-202.**


4/5: Workshop on the research paper: **BRING A PRINTED COPY OF YOUR ROUGH DRAFT TO CLASS.** Each student should look for grammatical/spelling/punctuation errors, weak/unclear thesis statements, an adequate number of quotations (support for the thesis), and correct MLA documentation (in-text and works cited). Discuss revision/editing techniques.

Discuss the stories by Chopin.

Post discussion comments on the Chopin short stories, **due 4/5 at 8 am.**
Week 12: 4/8-4/14:

4/10: Research Paper Due on Tuesday 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.

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).

4/12: Discuss the story by O’Connor, plus the commentaries.

Post comments in the Discussion forum on the O’Connor story and on the Commentaries, due 4/12 at 8 am.

Week 13: 4/15-4/21:

4/17: Read Lecture XI, plus Williams’s The Glass Menagerie (p. 385).

4/19: Discuss Tennessee Williams’s The Glass Menagerie.

Post comments in the graded Discussion forum on The Glass Menagerie, due 4/19 at 8 am.

Week 14: 4/22-4/28:

4/24: 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 quote from it in writing your Final Examination Essay. Make sure your professor pre-approves your article. Your article should NOT summarize the play; also, it should not be a review of a theatrical production. Study MLA documentation in MLM, pp. 196-202.

4/26: Discuss Williams’s The Glass Menagerie, finding critical articles, and writing the final exam essay.
Week 15: 4/29-5/5:

5/1: Discuss writing the final examination essay (on 5/10 from 8-10 am), revising carefully and making sure that MLA documentation guidelines are followed.

5/3: Get approval for your article on The Glass Menagerie. Discuss The Glass Menagerie and criticism.

Week 16: 5/6-5/12:

5/10 8-10 am. Final Exam Essay. The Final Exam for the course is required, and there will be NO extensions and NO make-ups (as is the usual policy for all assignments for the semester).

5/10-5/11 Look at your grade average in Eagle Online Canvas, as well as the Discussion grade for the semester and your course grade average in “Grades.” Note the “Grade Percentages” used to calculate the course grade in this Syllabus and Course Calendar, under Course Policies.