



Instructional Services · English and Communication · English

Composition II-21584

ENGL-1302

DL1 2022 Section 613 3 Credits 01/24/2022 to 05/15/2022 Modified 01/21/2022

The content of this syllabus also applies to the following courses: 21585 | 21586 | 21588

Course Meetings

Course Modality

In-person

Meeting Days

ENGL 1302-21584 MW

ENGL 1302-21585 MW

ENGL 1302-21586 TTh

ENGL 1302-21588 TTh

Meeting Times

ENGL 1302-21584 7:55-9:25 am

ENGL 1302-21585 9:30-11:00 am

ENGL 1302-21586 7:55-9:25 am

ENGL 1302-21588 2:00-3:30 pm

Meeting Location

East ECHS 242

Welcome and Instructor Information

Professor: Carlos Marquina M.A.

Email: carlos.marquina@hccs.edu

Office: East Early College HS, Rm 242

Phone: 713-847-4809

Website: <https://learning.hccs.edu/faculty/carlos.marquina> (<https://learning.hccs.edu/faculty/carlos.marquina>)

What's Exciting About This Course

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

My Personal Welcome

Welcome to the course!

I believe that English should be experienced as an art form- words are the essential units of communication and creativity. It is my hope to help students not only understand the English language, but to master it and use it to create stronger selves and communities.

To be successful in this course, students are expected to be active participants. It is my goal to provide a positive and engaging classroom where all students can learn, succeed, and share their thoughts and opinions verbally without fear of embarrassment or ridicule.

You matter. Your ideas matter. Your words matter.

Preferred Method of Contact

Please feel free to e-mail me at: carlos.marquina@hccs.edu or come by during my office hours. I will respond to all student e-mails within one business day. Any e-mails sent over the weekend will be responded to on Monday morning.

Office Hours

Monday, Tuesday, Wednesday, Thursday, 3:30 PM to 3:45 PM, East ECHS 242

Fridays during class time

Course Overview

Course Description

English 1302 is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Core curriculum course.

Requisites

English 1301 or satisfactory score on the CLEP Exam.

English Department

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

Core Curriculum Objectives (CCOs)

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

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

Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

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

Course Student Learning Outcomes (CSLOs)

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

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

Word Count Requirement

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

Departmental Practices and Procedures

Department-Specific Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

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

As a student, it is your responsibility to:

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

Program-Specific Student Success Information

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

Instructional Materials and Resources

Instructional Materials

The [HCC Online Bookstore \(https://hccs.bnccollege.com/shop/hccs-central/page/find-textbooks\)](https://hccs.bnccollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course fees.

Add Instructional Materials Here

Arguing About Literature

Author: John Schilb and John Clifford

Publisher: Bedford/St. Matins

Edition: Third

ISBN: 978-1-319-21592-7

Availability: Provided

The Norton Reader: Fifteenth High School Edition

Author: Edited by Melissa A. Goldwaithe, Joseph Bizup, Anne Fernald, and John Brereton

Publisher: New York: W.W. Norton & Company

Edition: Fifteenth

ISBN: 978-0393420555

Availability: Provided

✓ Course Requirements

Assignments, Exams, and Activities

Students will write a minimum of 5,000 words over three essays and weekly reader-response journals during the course of the semester.

- Literary Analysis
- Argument
- Argument with research
- Synthesis

All of these assignments will be discussed at length in our class during the semester. Although I will provide handouts that delineate the requirements and grading criteria for these tasks, I expect you to keep up with assigned readings and to take notes while paying attention in class.

To potentially pass this course, you must complete and submit all major assignments, adhering to the assigned prompts. If you fail to submit a major assignment, you will fail this course. In addition, although you may complete and submit all work on time, you may still fail this course if your reading, writing, and language proficiency do not meet the minimum acceptable level needed for ENGL 1302. You are expected to have command of English essentials (proper use of grammar and mechanics) and use standard, academic, American English in all writings including emails. If you need help with grammar, there are tutors available as well as a wide range of resources available on the Web.

NOTE: Work that is off-topic or fails to follow instructions will not be accepted. All students must demonstrate competence.

Type	Weight	Topic	Notes
Unit 1	30%	The Novel as Argument	<ul style="list-style-type: none">• Reader Response Journal #1 (5 pts)• Reader Response Journal #2 (5 pts)• Socratic Seminar (10 pts)• Literary Analysis Essay (10 pts)
Unit 2	20%	Poetry as Argument	<ul style="list-style-type: none">• Reader Response Journal #3 (5 pts)• Reader Response Journal #4 (5 pts)• Poetry Analysis Essay (10 pts)

Type	Weight	Topic	Notes
Unit 3	40%	Research-Based Arguments	<ul style="list-style-type: none"> • Reader Response Journal #5 (5 pts) • Research Post #1 (10 pts) • Research Post #2 (10 pts) • Research-Based Argument Essay (15 pts)
Final Exam	10%		Presentation of Research

Grading Formula

Grade	Range	Notes
A	90-100	
B	80-89	
C	70-79	
D	60-69	
F	0-59	

* Instructor's Practices and Procedures

Missed Assignments/Make-Up Policy

No makeups on daily assignments except for religious holiday observance. According to HCC policy, "if you observe a religious holiday and miss class, you must notify your instructor in writing two weeks in advance to arrange to take a test or make up an assignment." Note: make-up assignments are allowed only for missed assignments not to replace assignments. Late assignments will be docked a full letter grade per day up to three days; no late assignments will be accepted after three (3) days.

Academic Integrity

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

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

Student Conduct

Students are expected to show proper etiquette, respect the ideas of others, and ask for clarification if necessary. You are free to disagree with any ideas that are presented by others in class; this is part of the learning process, but you must be willing to support your own perspective, maintain a civil tone, and accept (not necessarily agree with) differences of opinion. At all times students are expected to maintain a professional presence. Abusive and hate language are considered disruptive behavior and will not be tolerated; a first offense will result in dismissal from the class session and a Maxient report. A second offense will result in dismissal from course and a second Maxient report.

Instructor's Course-Specific Information

Please note the following points regarding grades.

- 1) Grades will not be discussed in class.
- 2) Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read all of the comments and then schedule an appointment.
- 3) I look primarily at content, organization, and development. Style, grammar, and mechanics are secondary. However, if style and grammar are such that the point is unintelligible, your grade will be affected.

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 occur. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office of Ability Services for information regarding reasonable accommodations

You are permitted to leave your cell phone on in silent mode. If you need to take or make an emergency call, please leave the classroom to do so. If three or more emergency calls are made or taken during one class session, I will ask you to leave class for the day. Please conference with me before returning to class. Music devices with earphones are allowed at specific times during class. I will notify you when the times are appropriate.

Faculty-Specific Information Regarding Canvas

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

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

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

Social Justice Statement

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

HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

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

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

Link to Policies in Catalog and Student Handbook

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

In it you will find information about the following:

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

Link to HCC Academic Integrity Statement

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

Campus Carry Link

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

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

HCC Email Policy

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

Office of Institutional Equity

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

Ability Services

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

Title IX

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

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

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

Office of the Dean of Students

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

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

Student Success

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

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

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

Canvas Learning Management System

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

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

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

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

HCC Online Information and Policies

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

Scoring Rubrics, Sample Assignments, etc.

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

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

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

As a student, it is your responsibility to:

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

EGLS3

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

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

Housing and Food Assistance for Students

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

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

Student Resources

Tutoring

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

Libraries

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

Supplementary Instruction

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

Resources for Students:

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

Basic Needs Resources:

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

Student Basic Needs Application:

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

COVID-19

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

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

Sensitive or Mature Course Content

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

Instructional Modalities

In-Person (P)

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

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

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

Hybrid Lab (HL)

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

Copyright Statement

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

Course Calendar

Syllabus Modifications

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

Week #	Topic/ Assignments Due	Topic/ Assignments Due
Unit 1: The Novel as Argument (<i>The Nickel Boys</i> by Colson Whitehead)		
Pre-Week 1: (Jan 10-14)	Historical and Social Context for <i>The Nickel Boys</i>	Colson Whitehead Spotlight
Text:	<p>The History Upon Which the Novel is Based</p> <p>§ "Florida's Dozier School for Boys: A True Horror Story" by Greg Allen (nonfiction)</p> <p>§ "It's Time to Get Rid of Reform Schools" by Amber Armstrong (opinion)</p> <p>§ What was Jim Crow- Ferris State University Jim Crow Museum of Racist Memorabilia</p> <p>Colson Whitehead in His Own Words</p> <p>§ The Daily Show interview</p> <p>§ PBS News Hour interview</p> <p>§ The Guardian interview</p> <p><i>*The Nickel Boys- Prologue and Part 1 (pp. 3-42)</i></p>	

Week #	Topic/ Assignments Due	Topic/ Assignments Due
Pre-Week 2: (Jan 17-21)	Strategies for Close Reading	Strategies for Close Reading
Text:	<i>*The Nickel Boys- Part 2, Chapters 4-8 (pp. 45-96)</i>	
Week 1: (Jan 24- 27) *Official HCC Start	Looking at literature as argument; Applying the strategies for close reading; The role of education in <i>The Nickel Boys</i>	Literature and Current Issues; The role of media in <i>The Nickel Boys</i> <i>*Reader Response Journal #1 Due: Prologue to Chapter 8 (In-class)</i>
Text:	<p>Black American Cultural Context for The Nickel Boys</p> <p>§ Black is Beautiful: The Emergence of Black Culture and Identity in the 60s and 70s (website)</p> <p>§ Jet Magazine</p> <p>§ Ebony Magazine</p> <p>§ Chicago Defender</p> <p>§ The Crisis</p> <p>James Baldwin</p> <p>§ James Baldwin Pin Drop Speech</p> <p>§ Baldwin on Dick Cavett</p> <p><i>*The Nickel Boys- Part 2 & 3, Chapters 9-12 (pp. 97-158)</i></p>	
Week 2: (Jan 31- Feb 3)	How to argue about literature- identifying issues, making claims, considering audience, gathering evidence, reasoning, using appeals;	Strategies for planning and composing; Limiting plot summary; The world outside Nickel <i>*Reader Response Journal #2 Due: Chapters 9-12 (In-class)</i>
Text:	<p>Understanding Racism in the United States</p> <p>§ "What is Racism? Racism Defined" (website)</p> <p>§ Housing Segregation and Redlining in America: A Short History Code Switch NPR</p> <p>§ The School-to-Prison Pipeline</p> <p>§ Ta-Nehisi Coates on words that don't belong to everyone</p> <p><i>*The Nickel Boys- Part 3, Chapters 13- Epilogue (pp. 159-210)</i></p>	

Week #	Topic/ Assignments Due	Topic/ Assignments Due
Week 3: (Feb 7- 10)	The end of the novel-structure; preparation for Socratic Seminar; Contemporary narratives and images of Blackness as beauty, power, and celebration Activity: The Cut Up- "Harlem" by Langston Hughes	*Socratic Seminar #1: <i>The Nickel Boys</i> (in-class) Writing exercise: freewriting for planning
Text:	Contemporary Narratives and Images of Blackness as Beauty, Power, and Celebration § Black History Untold- AFAQ (website) § Black History Untold- ROBLE (website) § Morgan Parker, Poet § "Every Black Person Deserves to See Themselves This Way" by Becky Harlan § "Can Art Amend History?" by Titus Kaphar (TED Talk) § "Sources of Self-Regard: Self-Portraits from Black Photographers Reflecting on America" by Deborah Willis (The New York Times) § Stephen Friedman Gallery (sculpture) § "Black Parade" by Beyonce § "Beyoncé Releases New Song 'Black Parade' In the Final Hours Of Juneteenth!" by Kiana Fitzgerald § Spider-Man: Into the Spider-verse § Black Panther § "Why 'Black Panther' Is a Defining Moment for Black America" by Carvell Wallace § "Harlem" by Langston Hughes	
Week 4: (Feb 14- 17)	Recognizing and avoiding logical fallacies; how to peer review Writing Workshop: Peer Review of Literary Analysis Essay; revise/edit Final Draft <i>*Literary Analysis Rough Draft Due</i>	Writing Workshop: Peer Review of Literary Analysis Essay; revise/edit Final Draft
Text:	Literary Analysis Essay Due- Friday, 11:59 pm	
Unit 2: Poetry as Argument		
Week 5: (Feb 22- 25)	Analyzing Poetry	The Elements of Poetry <i>*Reader Response Journal #3 Due</i>

Text:	<ul style="list-style-type: none"> · Chimamanda Ngozi Adichie, "The Danger of a Single Story" (72) · Danez Smith, "Dinosaurs in the Hood" (poem) · Dwight Okita, "In Response to Executive Order 9066" (poem) · Erin Murphy, "White Lies" (short story) · Pat Mora, "Señora X No More" (poem) · Pat Mora, "Legal Alien" (poem) · Sandra Cisneros, "Barbie-Q" (short story) · Gregory Djanikian, "In the Elementary School Choir" (poem) · Langston Hughes, "Theme for English B" (poem) · 	
Week 6: (FEB 28- MAR 3)	Crafting a Poetry Analysis Essay	Crafting a Poetry Analysis Essay Activity: Threading Poems <i>*Reader Response Journal #4 Due</i>
Text:	<ul style="list-style-type: none"> · Gish Jen, "Asian Men Can Jump" (Op-Ed) · Jose Olivarez, "(citizen)/(illegal)" (poem) · Victoria Chang, "I Once Was a Child" (poem) · Franny Choi, "Choi Jeong Min" (poem) · Quique Aviles, "My Tongue Is Divided into Two" (poem) · Joanna Ho, Eyes That Kiss in the Corners · Maya Angelou, "Phenomenal Woman" (poem) · Jameson Fitzpatrick, "A Poem for Pulse" (poem) · Alex Dang, "What Kind of Asian Are You?" (poem) 	
Week 7: (Mar 7-10)	Writing Workshop: Peer Review of Poetry Analysis Essay; revise/edit Final Draft <i>*Poetry Analysis Rough Draft Due</i>	Writing Workshop: Peer Review of Poetry Analysis Essay; revise/edit Final Draft
Text:	Poetry Analysis Essay Due- Friday, 11:59 pm	
(MAR 14- 18)	SPRING BREAK	

Unit 3: Writing Researched Arguments

Immigrants and Food

Week 8: (Mar 21- 24)	Contexts for Research	<i>*Reader- response Journal #5 Due</i>
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Text:	<ul style="list-style-type: none"> · Mei Mei Evans, "Gussuk" (short story) · Julia Moskin, "How the Taco Gained in Translation" · David Rosengarten, "We Are What We Eat: We Are a Nation of Immigrants!" 	
Self-directed Research Topics		
Week 9: (Mar 29- Apr 1)	Research posts assignment Searching for Sources	Evaluating sources Recording Your Sources' Key Details
Text:	<ul style="list-style-type: none"> · <i>Student-selected texts</i> · <i>Instructor will provide a menu of texts depending on topic chosen by student</i> 	
Week 10: (Apr 4- 7)	Avoiding Plagiarism	Documenting Sources <i>*Research Post #1 Due</i>
Text:	<ul style="list-style-type: none"> · <i>Student-selected texts</i> · <i>Instructor will provide a menu of texts depending on topic chosen by student</i> 	
Week 11: (Apr 11- 14)	Integrating sources	Evaluating sample student essays
Text:	<ul style="list-style-type: none"> · <i>Student-selected texts</i> · <i>Instructor will provide a menu of texts depending on topic chosen by student</i> 	
Week 12: (Apr 18- 21)	Student conferences	Student conferences <i>*Research Post #2 Due</i>
Text:	<ul style="list-style-type: none"> · <i>Student-selected texts</i> · <i>Instructor will provide a menu of texts depending on topic chosen by student</i> 	
Week 13: (APR 25- 28)	Writing Workshop: Researched Argument Rough Draft	Writing Workshop: Researched Argument Rough Draft
Text:	<ul style="list-style-type: none"> · <i>Student-selected texts</i> · <i>Instructor will provide a menu of texts depending on topic chosen by student</i> 	
Week 14: (May 2- 5)	Writing Workshop: Peer Review of Researched Argument Essay; revise/edit Final Draft <i>*Researched Argument Rough Draft Due</i>	Writing Workshop: Peer Review of Researched Argument Essay; revise/edit Final Draft

Text:	Researched Argument Essay Due- Friday, 11:59 pm
Week 15:	FINAL WEEK
(MAY 9- 12)	Final Exam (Cumulative- In Class)

Additional Information

Process for Expressing Concerns about the Course

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

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