



English 1302: Composition II, Summer II 2015
CRN#56600 / MTWThF 12:00-2:00 PM, Alief-Hayes Room B-125

Instructor: Cecilia Bonnor

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Office Hours: by appointment

3-hour lecture course | 48 hours per semester | 5 Weeks: 07/13/2015 – 08/16/2015

Required Materials

Texts

Current Issues and Enduring Questions, 10th ed., Sylvan Barnett and Hugo Bedau

English 1302 Study Guide (comes in shrink-wrapped packet, bookstore—new editions come with e-access)

Materials

Ink pens for in-class writing (no pencil, please)

Non-spiral, lined notebook paper for in-class writing

Pocket folder or legal folder (something to corral papers, in other words)

A printer at home with plenty of printer ink, or a printing account at school, or both

PREREQUISITES

Successful completion of ENGL 1301 or satisfactory score on the CLEP Exam.

Course description

A more extensive study of the skills introduced in ENGL 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. (Core Curriculum course)

Course Goals

In English 1302, we seek to provide writing instruction and practice that will help students master critical analysis of reading selections (both fiction and non-fiction) and the research process, as well as to continue to creatively implement persuasive/argumentative writing techniques. All elements of English 1302 require students to apply critical thinking and writing skills introduced in English 1301.

General 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**—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.

English Program Student Learning Outcomes

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

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

English Composition II Student Learning Outcomes

Upon successful completion of this course, students will:

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

Instructional methods

I use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer. To encourage you to participate as a thinker in conversations of importance to both citizens and scholars, we will be looking at texts that embody and grapple with the complexity of real-world issues. To widen your idea of what counts as a “text,” we will engage with visual, audio, and written materials across several genres. To help you on your way as a researcher, we will investigate the responsibilities of writers-as-researchers, research methodologies, and research presentation/formatting. And to expand your understanding of yourselves as writers, we will write both short and long, formal and informal, in-class and out-of-class, analytical and creative assignments. In-class time will be divided between lecture and discussion, with some group work and class work. Major writing assignments will be accompanied by specific guidelines.

Minimum writing requirement

You will write a minimum of 6,000 words during the semester.

HCC Student Services information

Student Services provides master’s and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans. Student Services’ regular business hours are the same at both campuses: 8a-7p M-Th, 8a-1p F-Sat. Phone numbers: Katy Campus, 713-718-5751, and Spring Branch Campus, 713-718-5669. Kevin Fuller, M.A., is the counselor on-site at Alief (713-718-2838).

Library

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you can reach the Alief library at 713-718-6941. “Ask A Librarian” services are available at http://library.hccs.edu/learn_how/askalib.php.

Additional Support

- Free on-campus writing tutors: Alief Writing Center; Katy Writing Center, Room 321, 713-718-5841; Spring Branch Writing Center, South Hall, Room 703, 713-718-5889.
- Free online help with essays: <http://askonline.net>

Course Evaluations Information

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, 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. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Grading

In-class work, quizzes, and homework	10%
Paper 1: Rhetorical/Visual Analysis	15%

Paper 2: Annotated Bibliography and Research Proposal	20%
Paper 3: Researched Argument Essay	25%
Midterm	10%
Final	10%
Professionalism	10%

Grading scale

A = 90-100: Exceptionally fine work, superior in mechanics, style, and content. Thoughtful and provocative ideas presented in a clear and compelling argument, using appropriate diction and an effective prose style, and with no mechanical errors.

B = 80-89: Above average work, superior in one or two of the areas listed above. Good ideas presented in an organized essay which lacks a strong, analytic conclusion, or which indicates less-than-perfect control over style, spelling and grammatical constructions.

C = 70-79: Average quality work, good, unexceptional, fulfills minimum requirements of assignment. Failure to address the assignment adequately by not following instructions, or failure to establish a proper focus and structure in organizing the argument, or evidence of an inability to monitor for syntactical problems.

D = 60-69: Below average work, noticeably weak in areas listed above. Difficulty with two or more of the categories associated with a C.

F = 59 and below: Failing work, clearly deficient in areas listed above.

An 89.4 average at the end of the semester is a B. A 79.4 average at the end of the semester is a C.

Assignment Policies

Assignments that don't meet the requirements explained below run the risk of getting an automatic zero.

- **Readings** – most will be from our books, but some will require electronic access and/or printouts. When readings are online, you are responsible for bringing printouts to class or bringing a laptop or tablet (not cell phone) that can access the readings. All readings must be completed by their assigned due dates.
- **Short written assignments** – reading responses and so on.
 - Must be typed if out-of-class work (11-12 pt Times New Roman/Cambria, 1" margins), and stapled if more than one page.
 - Must be written in ink on non-spiral paper if in-class work.
 - No late work accepted (see "Attendance & Withdrawal Policies" for details).
 - *Not accepted via email.*
- **Other** homework, classwork, and group work as assigned.
 - Must be typed if out-of-class work (11-12 pt Times New Roman/Cambria, 1" margins), and stapled if more than one page.
 - Must be written in ink on non-spiral paper if in-class work.
 - No late work accepted (see "Attendance & Withdrawal Policies" for details).
 - *Not accepted via email.*

- **Quizzes.**
 - I will give pop quizzes as needed to encourage reading of materials. If the class as a whole seems to be reading and participating, I will give fewer quizzes. If students begin coming to class unprepared, I will start giving more quizzes.
 - No make-up quizzes.
- **Three out-of-class essays**
 - Must be submitted through Turnitin.com.
 - Must be typed in black ink, dark enough to read easily.
 - Must be in 11 or 12 point Times New Roman/Cambria with 1” margins.
 - Marked draft from draft workshop (stapled) must be turned in as a hard copy.
 - *Not accepted via email.*
- **Two in-class exams** (midterm and final).
 - Bring a blue book to class for exams, or notebook paper stapled together.
 - Exams must be written in ink.
 - Make-ups available at my discretion for religious holidays (by pre-arrangement, two weeks in advance, in writing and not via email) or for documented, unavoidable emergencies. Example of emergency: you are unavoidably hospitalized at the time of the exam. Example of not-an-emergency: you have a cold; you intend to travel on the exam date.

Course Policies

Assignment policies

- Assignments must meet requirements as outlined in this document, verbally conveyed in class, and explained on assignment sheets. Assignments that do not meet requirements will lose points. I also reserve the right to refuse to accept assignments that don't meet requirements.
- Students must have a passing average on the midterm and final to make a C or better in the course.
- Late major essays will lose ten points for each class period they are late until they hit an F (50). I stop deducting for lateness at that point, which means even very late papers are potentially worth several points. On the other hand, **late homework /classwork will not be accepted at all** (see “Attendance & Withdrawal Policies” for details).
- I will not always hand back graded quizzes and homework assignments because you can track your grades without receiving these back. Homework and classwork are assessed as completion grades unless I state otherwise, and you know whether you turned in homework/classwork assignments. I will tell you quiz answers after each quiz, so you can tell immediately how well you did on them. Quizzes are worth 3 points unless I state otherwise. Homework and classwork assignments are worth 5 points unless I state otherwise. If you want to know your homework grade, it's your responsibility to track these points on your own.
- I do reserve the right to deduct points even from completion-grade assignments if they show a lack of effort or do not meet the assignment's requirements.

Attendance and Withdrawal Policies

Regular attendance is required at Houston Community College. If you arrive up to fifteen minutes late to class, you are considered tardy. After that, you are considered absent. Leaving early from class counts as a tardy as well. HCCS class policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped. Students who intend to withdraw from a course must do so by the official last day to drop, **Monday, August 3, 2015**. After three unexcused absences (equivalent to two weeks of class), your Professionalism grade drops to a zero.

- When you miss class, you are still responsible for what happens in class.
 1. Any work due the day you miss class is still due if you are not there.
 2. Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there. You will be expected to know anything announced or done in class whether you are there or not.
 3. You should contact another student in your section to find out what you missed and copy their notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.
- Absences are excused for religious holidays and documented, unavoidable emergencies. These are also the only circumstances in which classwork and homework can be made up after an absence. To be eligible for a make-up of classwork/homework due to a religious holiday absence, you must tell me in writing two weeks in advance that you will be missing class for the religious holiday.
- **I will not automatically withdraw you from the class**, no matter how many classes you miss. The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed. Consider this policy carefully when deciding from which classes to withdraw, and remember that it is your responsibility to withdraw from classes by the required due dates.

Academic Honesty

- From the student handbook: "Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. **Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.** Possible punishments for academic dishonesty may include a grade of "0" or "F" on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision."

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| <ul style="list-style-type: none"> • Plagiarism is using someone else's <u>ideas</u>, <u>arguments</u> or <u>research</u> without giving credit through citation and/or using someone else's <u>words</u> without giving credit through quotation <i>and</i> citation. Collusion is unauthorized collaboration with another person in preparing written work offered for credit. |
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- Major papers **must be turned in with proof of development**, i.e., at minimum, a marked rough draft from our in-class draft workshop.
- Please note that in this class, turning in writing originally completed for another course counts as academic dishonesty. **Do not recycle papers.**

Professionalism

Our class will reproduce in many ways a “real-world” work environment, and you will be expected to participate professionally—be on time and prepared, meet deadlines, do your fair share, and be polite. See below for specifics.

- **Classroom discussion should be relevant to the topic we are discussing.** You will get points for relevant contributions, but not for irrelevant ones.
- **Classroom discussion should be civilized and respectful to everyone.** Racist, sexist, lookist, ableist, homophobic, transphobic, and any other discriminatory language and behavior is not acceptable in the college classroom, just as it would not be acceptable in a workplace. It is possible to discuss all topics from *any* political point of view while adhering to this level of civility.
- **Aim for timeliness.** If you come in late, you should check with a classmate after class to see what you may have missed. If you miss the quiz because of lateness, there is no make-up available. If you come in more than 15 minutes late, I reserve the right to mark you absent for the day.
- **Do not leave early.** If you leave early, I reserve the right to mark you absent for the day.
- **Do not pack up early.** This is distracting and contagious. If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.
- **Come to class prepared.** Being prepared means:
 - Reading and annotating materials before class so you are ready to discuss.
 - Bringing your books, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on draft workshop days).
 - Contacting another student if you were absent last time, so you can be prepared for the next class.
- **A special note about printing:** You will need to print out readings for some portions of this class. This is a regular requirement, and it is non-negotiable. Students who often show up without required printouts will receive a failing Professionalism grade.
- **Respect everyone’s right to a non-disruptive learning environment.**
 - See “Electronic Devices” for policy on cell phones.
 - Please do not talk to each other while I am talking or when another student is talking.
 - *Any* disruption of class may result in your being asked to leave the class for the day. Repeated disruptions will be handled via the formal procedures in place at HCC, and can result in your expulsion from the class.
- **Professionalism expectations extend beyond the classroom.** Your actions (negative and positive) in office hours, email, instant messaging/chat/bulletin boards, listservs, and

course blogs also affect your professionalism grade and count as part of your class participation.

- **Note Concerning E-mail Etiquette: I will not reply to e-mail messages that do not contain the following elements: a salutation; a description of your request or concern; and signature.**

Electronic Devices

- **Laptops and tablets** are welcome if you take notes best by typing and/or use a slate and stylus to take electronic notes. That said, there is a “one strike” rule. The first time I believe that your laptop/slate is distracting you—or anyone else—you will lose the privilege of using it for the rest of the semester in my class.
- **“Use of recording devices**, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations” (Official HCCS statement).
- **Cell phone** use is prohibited in class.
 - I should not hear or see your cell phone at all, ever. If I do, I reserve the right to mark you absent for the day and to ask you to leave the class.
 - If you have a special reason your cell phone must be on some particular day/week, tell me, and if I agree it’s a good reason, I will make an exception to the policy. You must check with me before class, however.

ADA Accommodations

“Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office” (Official HCCS statement). For questions, please contact Donna Price at 713-718-5165 or the Disability Counselor at your college. You can also visit the ADA website by going to www.hccs.edu, clicking Future Students, scrolling down the page, and clicking on the words “Disability Information.” The Northwest ADA Counselor is Mahnaz Kolaini (713-718-5422).

Please give me your accommodations letter at the beginning of the semester.

Course Theme

Each of our essays this semester will analyze the debates surrounding higher education in America. We will consider local and national conversations that in some way affect our lives, at HCC. Perhaps you, as a student, may have noticed a recent study claiming that going to college will lead to better working conditions and a well-paying job. And, yet, we need to ask why and in what contexts people continue to debate the value of a college education, if such studies claim to have settled the question. Furthermore, we need to ask how people are framing the conversation surrounding higher education.

Note: This syllabus serves as a contract between you (the student) and me (the instructor) and should serve as your guideline for the semester. By staying in this class, you agree to follow all

the guidelines given above (as well as any appropriate revisions to this document) and to be responsible for your own actions.

Course Calendar

All assignments and deadlines are tentative and subject to change. Changes will be announced in class.

Readings are due the day upon which they are listed.

LW = Learning Web; SG = Study Guide

NOTE: ALL PAPERS MUST BE UPLOADED TO TURNITIN.COM – To do so, please log in using our Class ID, 10196977 and the password, Summer2015.

Week 1 – 7/13-7/17

Class 1/ July 13 Syllabus overview; icebreaker; diagnostic

Class 2/ July 14 SG pp. 5-21; In-class exercise on the Rhetorical Triangle; 3 rhetorical appeals; audience; **Introduce Essay Assignment #1**

Class 3/ July 15 “Critical Reading,” Barnet (LW); “Petition to Waive the University Mathematics Requirement,” Adams (LW); thesis statements

Class 4/ July 16 **Official Date of Record;** In-class exercise on visual arguments

Class 5/ July 17 Discuss sample essays; Anne Lamott essay (LW); drafting time for Essay #1

Week 2 – 7/20-7/24

Class 6/ July 20 Conduct practice peer review; In-class peer review (Due: Legible Draft of Essay #1 for peer analysis. Bring one copy to share with your peers. If you do not have a hard copy of your rough draft, you will not be able to participate and you will receive a zero for the day.)

Class 7/ July 21 Essay #1 DUE; Introduce Essay #2 (Introduction to the Annotated Bibliography; Researching rhetorically); pieces by Applebaum and Wolfers (LW)

Class 8/ July 22 “Googlepedia,” McClure (*Writing Spaces*, LW); continue discussing Essay #2

Class 9/ July 23 “Walk, Talk, Cook, Eat,” Haller (*Writing Spaces*, LW); research plan for essay #2

Class 10/ July 24 Finding and evaluating sources; library time

Week 3 – 7/27-7/31

Class 11/ July 27 writing annotated bibliographic entries; thesis types

Class 12/ July 28 Due: Legible Draft of Essay #2 for peer analysis. Bring one copy to share with your peers. If you do not have a hard copy of your rough draft, you will not be able to participate and you will receive a zero for the day.

Class 13/ July 29 **Essay #2 due:** Introduce Midterm assignment, *SG* pp. 22-34

Class 14/ July 30 In-class drafting for Midterm

Class 15/ July 31 MIDTERM EXAM (bring blue book/stapled paper, and bring pens)

Week 4 – 8/3-8/7

Class 16/ Aug. 3 **Last Day For Administrative/ Student Withdraw**
Introduce Essay #3; the parts of the Classical Essay, *SG* pp. 36-40;
 “Democracy and Education,” Fish (LW)

Class 17/ Aug. 4 Evidence, *SG* pp. 41-46; Refutation, *SG* pp. 46-52; Rogerian argumentation

Class 18/ Aug. 5 “Annoying Ways People Use Sources,” Stedman (*Writing Spaces*, LW);
 MLA in-text citations

Class 19/ Aug. 6 “What’s More Expensive than College?” (LW); “What’s a College Education Really Worth?” (LW);

Class 20/ Aug. 7 In-class drafting of essay #3; MLA Citations and Works Cited

Week 5 – 8/10-8/11

Class 21/ Aug. 10 Individual Paper Presentations; Draft workshop Essay #3 (bring completed rough draft of Essay #3 to class)

Class 22/ Aug. 11 Individual Paper Presentations, cont’d; ***Last day of Instruction; ESSAY #3 DUE; Final exam prep***

Class 23/ Aug. 12 FINAL EXAM