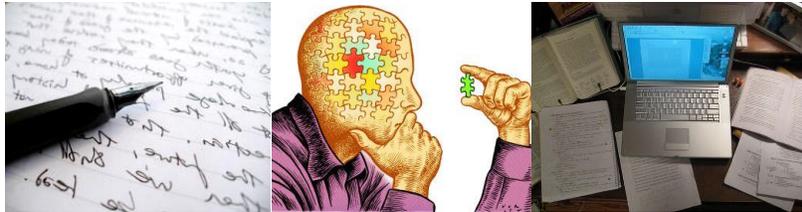


Dr. Chris Carney



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Stafford and Central Campuses**

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SUMMER, 2017

English 1302: Composition II (CRN: 10378)

D.E. (ONLINE) COURSE – June 5 to July 9

My Learning Web Page:

<http://learning.hccs.edu/faculty/christopher.carney>

*“Learning happens in the minds and souls, not in the databases of multiple-choice tests.”
- Sir Ken Robinson*

My Learning Web Page:

<http://learning.hccs.edu/faculty/christopher.carney>

Be sure to check CANVAS for announcements every day! While I may not make an announcement every day, it is good practice for you visit CANVAS every day. In addition to announcements, you’ll also need to go there for assignments, quizzes, and chat discussions.

Required Text, purchased before Day 2 of Class: *Current Issues, Enduring Questions (11th Edition)*

Required Access*: CANVAS, OUTLOOK, TURNITIN.COM

**Students will need consistent access to the Internet to take this course, as well as basic word processing skills.*

Communication: I check emails *throughout the work week* Mon-Friday between 9 am & 5 pm. I expect a proper greeting with my name and a proper closing with yours, or I may choose *not* to answer your email. Also, be sure to use the letters “DE” somewhere in your subject line, since I also have 1302 students in a regular course. I expect all messages to sound professional and courteous, since you are identifying yourself as a college student by taking this course, and college students should communicate accordingly. I answer emails on the same day in the time frame listed above. In addition, I will have 6 “live” office hours (TBA) whereby students will receive an immediate reply, unless of course, I am replying to another student at that moment.

Point Breakdown:

A. <u>Informal Assignments (IA's)</u> - 8 total assignments, 25 points each:	200 pts. possible
B. <u>Formal Essays</u> - 3 total: (150 pts., 200 pts., 200 pts.)	550 pts. possible
C. <u>Reading Quizzes</u> -4 total, 25 pts.each:	100 pts. possible
D. <u>Final Exam</u> =	100 pts. possible
E. <u>Participation</u> (holistic)=	50 pts. possible

Standard Grading Scale (based on 1,000 points): Passing: 900-1,000pts.=A, 800-899 pts.=B, 700-799 pts.=C. Not Passing: 600-699pts.=D, Below 600pts.=F

Submitting Work: All three formal essays and the final exam will be submitted to turnitin.com, and IA's , Quizzes, and Peer Responses will go to Canvas. If turnitin goes down when your assignment is due, please be absolutely sure to send an attachment of your essay to my email before the assignment closes (do this ONLY if turnitin.com is down). Eventually, that essay will go to turnitin, but students must prove that they have that assignment completed on time. Only standard Word documents will be accepted. Regardless of tech issues, or any other issues, all work will be accepted only if it is submitted on time and can be opened on time. Please turn in work *well* before the assignment's closing date and time for good measure.

Course Description, Objectives, and Value

a. *H.C.C. Catalog Description of the Course:*

A more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. Prerequisite: English 1301 or satisfactory score on the CLEP Exam. Credit: 3 lecture. This is a core curriculum course.



b. Intrinsic Value of This Course (My own description)

English 1302 is possibly one the most valuable classes you will take in your entire college career, and certainly in your undergraduate years if you plan to transfer to a university. Why? Because of the high emphasis this class places on **critical thinking, logic, persuasion, argumentation, and research skills**. In short, this course will **activate and sharpen your critical thinking and rhetorical skills for any and all other college courses you take after it**. It will equip you with the cognitive tools you'll need to think and communicate within academia and beyond! This translates into providing you with skills and/or tools you'll need to excel in whatever major you declare. In my class, you can **plan to embrace complexity** as I intend to lead us into the thick, swampy waters of complex issues (without easy fixes) in order to examine significant problems, their causes, potential solutions, realistic obstacles to proposed solutions, and the challenging arena of ethics that pertain to such problems. You will also discover and/or refine your ability to search for **interconnectivity** between concepts and ideas, in addition to becoming generally more comfortable with the realm of abstract thought as you learn what it means to be a "**systems thinker**", which is a model of critical thinking designed specifically for the 21st century!



A particular quality we will explore and appreciate in this course is that of objective thinking and healthy, effective argumentation at a time in history when it seems to be in serious decline. **I contend that the once-esteemed qualities of academic discourse--unbiased analysis, strong convictions (with evidence and support), civilized debate, sound reasoning, and the embrace of complexity--are increasingly (and surprisingly) becoming unpopular and out of vogue.**

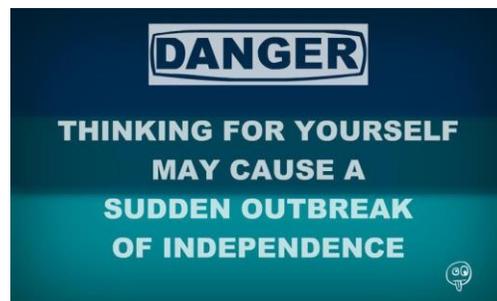
Emotion often overrules facts, especially with regard to sensitive social issues. Such virtues are perceived in many areas of society as “uncharitable,” “mean-spirited,” or even “narrow-minded”—as strange as that may sound! **Objective thinking appears to be increasingly replaced by subjective, reactionary emotionalism.** In a word, it appears that society is drowning in a flood of **anti-intellectualism.** The shallowness of so much entertainment and news media (especially network news media) that bombards our lives through television and the web is only worsening our collective ability to THINK critically and objectively. On top of that, add political correctness, speech codes, and censorship (both internally and externally imposed) to the mix, and it’s no wonder that our intellectual and social growth is in serious decline.



Irony Illustrated!

But, please...don’t take my word for it! Rather, I challenge you this semester to think critically and **THINK INDEPENDENTLY** about cultural norms and the messages you might have otherwise received passively—namely those messages delivered to you via mass media. Question their conclusions and challenge their assumptions. **I’d like you to make it your goal during our class to either prove or disprove my hypothesis in the previous paragraph** as you become more culturally literate and critically astute in the way you listen, process, and respond to everything others deliver to you through the multiple avenues of data you receive every day. **Vow not to let irresponsible media hacks shape your worldview! Rather, think for yourself!**

“In a way, the world–view of the Party imposed itself most successfully on people incapable of understanding it. They could be made to accept the most flagrant violations of reality, because they never fully grasped the enormity of what was demanded of them, and were not sufficiently interested in public events to notice what was happening. By lack of understanding they remained sane. They simply swallowed everything, and what they swallowed did them no harm, because it left no residue behind, just as a grain of corn will pass undigested through the body of a bird.” — George Orwell, from his novel: 1984 (written in 1951)



Grading: I do not grade papers twice and will not read multiple rough drafts. This is a transferable college class, and students' papers should be read by everyone else (but me) before submission (i.e. this constitutes active engagement in the Writing Process, which is something you should have been thoroughly introduced to in English 1301). A single thesis statement or other small segments of writing can certainly be sent to me in an email—in fact, I suggest sending the thesis to me first for all formal essay assignments. In a standard semester class, assignments will be graded within 2 weeks, shorter classes within 1 week, and occasionally, in even less time.

Formal essays: Be sure to read all essay comments on turnitin by hovering over the comment bubbles. On the last page of text, students will find a point score, a letter grade, and overall comments about the work. I expect that all the comments offered be thoroughly addressed by the next assignment, or the grade will be lowered.

IA's: Fewer comments will be made, but there will be some on Canvas, as well as a point score. In the same way, I also expect that the IA comments will be addressed by the student in the next IA, or the grade will be lowered.

"Grades" tab: Your PROGRESS can be checked at any time on "Grades", but please realize that the bulk of points come in at the end. This may make you happy if your scores have been low--or not so happy, if your scores have been high, but go down towards the end. So, please watch your grades, but do not quit if the overall grade looks low, or take it too lightly if it looks high.

Clarifying: Please ask me if you do not understand a comment that I have made. Also, please confer with one of your peer contacts, who may be able to help.

MLA: MLA is not taught in this class, as it should be highly familiar already. Additional and particular MLA guidelines for this class are:

1. Students must use new MLA, not old MLA. The new changes are mainly to the "Works Cited" page.
2. Students should google "Purdue OWL Online" for help with MLA, or explore the many video resources I have in my Canvas "media gallery" that pertain to MLA. Oh, and in case it was not made obvious to you in English 1301, APA format is unacceptable in English classes.
3. No citation makers. You are required to know how to do it, and these often give incorrect citations anyway.
4. Use *only* Times New Roman size 12 font.
5. ALL quotes will consist of complete sentences, and ALL quotes will be sandwiched for better style. For example, Graff writes: "To adequately frame a quotation, you need to insert it into what we like to call a 'quotation sandwich', with the statement introducing it serving as the top slice of bread and the explanation following it serving as the bottom slice" (46). Although people have been calling it this for years and it is certainly not the authors' to claim, if you do the quote sandwich, you WILL go far!

Academic Honesty- Plagiarism /Cheating: Please see the Houston Community College Academic Honesty position. *Plagiarized work* (stolen work), whether intentional or unintentional, will receive zero points. No rewrite will be extended for a plagiarized essay, and the missing points can easily lead to failing the class. I have seen a great deal of "patchwork plagiarism" lately, where large sections are directly copied, and the writer has inserted a word or two of his own to break it up. Guess what? This is still stealing, and I will still fail it! Do not send in your work to turnitin unless you are positive that you have given all necessary credit and citations, as I have never experienced a turnitin fail before. *Cheating*, a morph of plagiarism, includes, but is not limited to, weak or irresponsible paraphrasing, in that it is difficult to tell where the intellectual property of another ends or begins, as well as *recycled work* that has been submitted to another professor (or me), ranging from one sentence or one paragraph, to multiple pages. General cheating or direct plagiarism on any assignment equals an automatic zero with no opportunity to rewrite. When in doubt, add quotation marks and the author's name.

How do I get into turnitin? The turnitin.com password for your section will be sent to you in an announcement on Canvas. Write it down, and set up your account immediately after receiving it. If ever you should have a problem with something like this, you should have your five contacts to consult with. These are your core people, and you need at least five in case some drop or do not respond.



Participation: Online students participate by completing assignments and communicating with each other and me, so failing to turn in work or to respond to others may result in a drop for “non-participation”. Additionally, I may and will probably drop a student who skips assignments, again, for “non-participation”. The “right to fail” is nullified on the day that a student stops turning in required work. Still, students, not instructors, are ultimately responsible for dropping themselves if a fail is imminent, so please do not depend on me for this—it is your future, so look out for yourself and know the drop date for each of your courses (See the schedule of classes).

Peer Responses: Peer Response is when you switch and evaluate papers with one or more of your contacts. It is non-negotiable, and must be conducted with all 3 formal essays.

There is also a *participation grade* in this course that goes beyond simply *not being dropped*:

So let's elaborate further on what I would like to see. These requirements include, but are not necessarily limited to the following. To do well in *participation*, a student must:

- Turn in *all* of the assignments on time.
- Conduct and receive thoughtful peer responses for all three essays.
- Check “Chat” daily. Participate in "Chat" by asking the community (the class) relevant questions *as well as* answer questions that community members pose. Do not be afraid to do so, because even a wrong answer is a good faith attempt.
- Email me when there are questions. DO NOT ask me questions on Chat; rather, ask each other.
- Contribute to "Discussions", when applicable.
- Answer my emails to you within 24 hours (excluding weekends).
- Always treat community (class) members and instructor with professionalism and respect.
- Have a positive attitude about giving and receiving constructive criticism.
- Work with group contact(s) to better understand assignments and readings.
- Thoughtfully read and apply all of instructor's comments to each new assignment.
- Treat others in the class as you would like to be treated, and value one another's differences.

Rewrites: Rewrites are available for the first two formal essays. Rewrites *go to my email* as attachments. A rewrite is a privilege, not a right. Here are the guidelines—

- A. Essay must have been received as *an able to be opened* standard Word document by the due date.
- B. Essay must have been full-length when received.
- C. New essay must contain at least 30%-40% new content material, proven by being highlighted in the text or explained in an attachment. *Editing is not creating new material.*
- D. Essay must thoroughly and thoughtfully address all of the instructor's suggestions for improvement in order to receive additional points. No points will be awarded for partial improvements. If form is the

issue, for instance, grammar, style, punctuation, spelling, then every line of the paper must be corrected for it.

- E. Essay must be accompanied by a separate summary paragraph of instructors' comments and *how* each comment was addressed by the student in the rewrite.
- F. Essay grades cannot go down after rewrites. They will stay the same or go up.
- G. An "F" paper can become an "A" paper, so there are no limits on what can be achieved.
- H. Rewrites are due one week after essay grade is assigned for summer or 9-week courses, two weeks after for standard 18-week semester courses--*to the exact day* by 11 pm. You must keep track of the date that I return the essays, as it is not dependent on when a student decided to pick up her or his grade.
- I. Solid "A" papers may not be re-written. Attempting to get every point possible is just ridiculous and needs no further explanation.

Extra Credit: Extra credit, just like a rewrite, is a privilege. It is designed for students who turn in all of their assignments but may need some help earning back lost points. It is *not* for students who skip assignments. So, while there will be some minor extra credit points offered to everyone, the following big points assignment, due the week of the final exam, will be open only to students who have not missed *any* formal essays or IA's:

Visit the **Holocaust Museum in downtown Houston** and write a 3-page critical and/or analytical response (a claim-driven, or thesis-driven, response) on the exhibits you saw. Be specific, descriptive, and do not write on anything else but what you saw, heard, read, or experienced at the museum. **DO NOT** write a first-person, chronologically-ordered, narrative account of your visit to the museum, even if you loved it; doing so will result in a zero for the assignment. Do **NOT** write on what you ate for lunch, who you went with, the awful traffic, or how you hate museums. If you do, you will likewise receive a zero, and alas, your visit will be a waste--instead of the massive **40** points I will give you if, in addition to the paper, you do the following:

1. Take a clear photo of yourself in front of the museum entrance (inside is even better)
2. Have a printed receipt with **the date** written/stamped on it. Be resourceful... Find a way!

Final Exam: The final exam is a written, timed essay that must be taken at the scheduled time (see schedule) with no exceptions. Students who need special testing accommodations for quizzes or final must contact the DSS office one week (or more) prior to the date of the exam or quiz, and I must be contacted two weeks before the final exam. Obviously, these parameters change with a short course like a summer session, so please do this ASAP.

The final can be taken at home or elsewhere. No one can pass the class without taking the final. Also, students must receive at least 70% on the final to pass the course, which should not be a problem if the student is in a passing position by the final exam.

A few things I really dislike in academic writing that I will mark down for: Second person voice "you/your" references, unrequested first-person references, unless absolutely necessary (despite what your book may encourage), questions posed in essays (instead of answers and statements), paraphrasing, "snippet" quotes that begin mid-sentence, missing, misplaced, or weak thesis statements that lack commitment, not enough quotes, and non-sandwiched quotes. I mention these to help students navigate their points/grades early on, to save me some time marking these items later, and to be as transparent as possible.

Please do not hesitate to email me with any questions or concerns that you may have, as I am here to help!



English Composition II Student Learning Outcomes

- A. Students will employ the writing process in order to understand and complete the writing task.*
- B. Students will incorporate critical thinking concepts to evaluate arguments*
- C. Students will apply basic principles of rhetorical analysis and argumentation*
- D. Students will write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.*
- E. Students will identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.*
- F. Students will employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.*
- G. Students will demonstrate library literacy.*
- H. Students will employ critical thinking concepts to write coherent, logical arguments.*
- I. Students will demonstrate critical engagement with outside sources.*
- J. Students will write in prose style characterized by clarity, complexity, and variety.*
- K. Students will adhere to the conventions of standard written English, including MLA format.*

(Outcomes mean that you should be able to demonstrate these skills before passing this class)

EGLS3 Online Evaluation

Students will be expected to participate in the **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—and please take it. **I offer you 5 extra credit points for verification proving that you completed the survey.**

Tutoring at HCC Writing Centers:

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at many HCC campuses. Tutors can help you organize and develop ideas for your writing assignments and work with you on problems with grammar/mechanics. ***Tutors do not write, rewrite, edit, or correct papers for you, but they can help you to do the tasks better yourself.***

ADA Statement

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office. Only those accommodations specified by the Center, in accordance with Texas law, may be provided.

Reasonable Accommodations: Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. Get more detailed information on Disability Services at HCC here: <http://www.hccs.edu/district/students/disability-services/>

Library and Computer Labs

Libraries: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/intersession_hours

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

Additional and/or Newly Updated Policies at HCC

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

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oi@hccs.edu. Additional information may be obtained online. Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@hccs.edu.

NOTE: This syllabus is tentative and may be adjusted at the discretion of the instructor

