**Dr. Chris Carney**

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**Stafford and Central Campuses**

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**SUMMER, 2017**

 **English 1302: Composition II** **(CRN: 12332)**

 ***Summer 1 (June 5 to July 9) – Meets M-F 10:00 – 12:00***

***HCC Southwest, Stafford Campus: Learning Hub, Rm. 314***

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.*](http://www.brainyquote.com/quotes/quotes/k/kenrobinso561876.html?src=t_learning)*”*

***- Sir*** [***Ken Robinson***](http://www.brainyquote.com/quotes/authors/k/ken_robinson.html)

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**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.*

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**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 words “Summer 1302” somewhere in your subject line, since I also have 1302 students in a DE 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.

**My weekends, like yours, are not mandatory working hours** (although I am often preparing materials or grading for classes all through the weekend), so do not expect replies to emails before Monday morning at 8:00 if you send them after 4:00 on Friday evening. Also, some days involve more frequent checking of email than others, but rest assured that I check my email multiple times daily! On some occasions, especially if I receive an email within a short period of time before our class starts or if the inquiry is pertinent to the entire class, I might determine that I can meet your needs and those of others more effectively if I address your email as a class announcement (keeping your identity anonymous, of course, unless you indicate otherwise) as opposed to writing a long response.

Because I firmly believe that **communication is vital**, both to your success and mine, I strongly encourage you to please bring any concerns, questions, or suggestions to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are. While I prefer that you talk to me in person, please feel free to write an email or a handwritten note if you prefer at any time. In short, when it comes to communication, *never* feel as though you cannot talk to me! Beyond official office hours and/or formal appointments, the best time to raise your question or discuss a concern with me is during class; before and after class are also good times.

**NOTE:** **I will not reply to messages requesting a repeat of all the information a student misses when he or she is absent, as doing so uses time and energy that is better spent addressing concerns or questions students (possibly you) have with their actual assignments or other issues.** Therefore**, if or when you are absent, it is *your* responsibility to find out what *you* miss in the event of an absence by contacting one of your classmates, referring to Canvas announcements, and/or referring to the schedule.** With that said, being part of a reliable group of peers (i.e. “study group”) goes a long way to ensure your success—and theirs! Throughout the course, you will be placed in a specific group to carry out our group Prezi projects, and these assigned groups are sure to provide you with ample opportunities to connect with other students and form study groups. Again, I will not reply to messages requesting information about what you miss in the event of an absence, so please don’t ask.

**Finally,** **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.**

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**Point Breakdown:**

A. Informal Assignments (IA’s) - 8 total assignments, 20 points each: 160 pts. possible

B. Formal Essays —3 total: (100 pts., 150 pts., 150 pts.) 400 pts. possible

C. *Prezi Group Projects –* 3 total @ 75 points each (50 group / 25 ind) 225 pts. possible

D. *Reading Quizzes* (3 @ 30 pts. / 1 @25): 115 pts. possible

E. Final Exam :             50 pts. possible

F. Participation (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

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**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.

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**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.

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**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**](http://www.goodreads.com/author/show/3706.George_Orwell)**, from his novel: *1984*** (written in 1951)



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**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.



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**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!

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**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. *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.

**To plagiarize is to submit the words/ideas of another as one’s own without giving them due credit they deserve. It is a form of theft, in addition to being academically dishonest and unethical**. Like all other forms of cheating, plagiarism carries serious penalties that are not onlyenforced by me, but also by HCC.

***HCC Official Policy states:***

*“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”*

**If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary actions that include a zero for the assignment, an F for the course, and/or further administrative action** (see on-line student handbook). For more on plagiarism, refer tothe HCC Library site or the HCC Student Handbook.

**Be prepared to submit final drafts of all essays to turnitin.com:** I strongly suggest not underestimating my ability to find/identify plagiarism through powerful resources, such as turnitin.com (among others)! Be advised: **IF ONE OF YOUR PAPERS IN THE CLASS IS FOUND TO BE SIGNIFICANTLY PLAGIARIZED** (I DETERMINE “SIGNIFICANT”), THEN YOU CAN BE **ASSURED** OF AUTOMATICALLY **FAILING THAT ASSIGNMENT**, **LOSING THE ABILITY OF EARNING ANY EXTRA CREDIT**, AND **LOSING “PARTICIPATION” POINTS**. Depending upon the degree of severity, I may decide to forward this serious academic violation for administrative review, accompanied by a strong recommendation that the student in question should fail or be removed from the course entirely.

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**Classroom** **Attitude –** **How subtle it is, but ever so revealing of students’ views towards: themselves, their place in society, the purpose of higher education, their own career goals, and responsibility in general.** A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. **A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *distractive* *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material (especially on laptops or other devices), TEXTING, being confrontational, excessively exiting class early/arriving late, or refusing (actively or passively) to participate in group activities.*** If you find yourself frequently engaged in any of these behaviors, let me just ask you to **honestly ask yourself why you are in college** at all. Seriously—ask yourself that question and be honest when you answer it. I’m not being judgmental, nor am I being sarcastic or indifferent; I’m simply saying all college students need to ask that question and have a deep awareness of their answer every day they attend college, as their affirmative answer to that question should be their greatest motivator to succeed. The kinds of activities I just listed in italics above are indicative of an attitude that is not conducive to success in college or future places of employment. **For what it’s worth, I know what a negative attitude towards school looks like all too well because I had it myself when I was in high school, *but absolutely not in college!*** The difference between these settings is huge, namely because college students are not *required* to attend—they (you) do so by choice! ***Remember: high school is all about conforming, whereas college is all about breaking free from conformity and learning to become independent!***

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**Class Arrival/Departure** – **A pattern of arriving late or departing early is not only disruptive, it is disrespectful and entirely unacceptable**, both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception and not the rule; they should be rare occasions. I have no tolerance for **patterns** of late arrivals or early departures, as they display highly irresponsible behavior at best, and an outward display of arrogance at worst. However, if you are legitimately late or need to leave early for a legitimate (provable) reason, it is your responsibility to see me **after class** so that a recorded absence can be changed into a “late” for tardiness. **Be advised that an unapproved late arrival or early departure of 30 minutes or more will not be acceptable; it will be an absence for the day**. I also reserve the right to begin combining late arrivals and early departures into pairs of two *after* your third late incident, regardless of the reason, since a pattern has clearly emerged; I will then convert these pairs into absences and apply the absence policy. ***I consider premature, sneaky departures from class as a behavioral issue****. Anyone who departs from class this way will not only be counted absent, but will not be allowed to earn extra credit, and will lose all possible points that may have been earned in class for that day; students who do this will lose “participation” points at the end of the semester as well.*

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**Disruptive Talking in Class** – Because I’m such a strong supporter of collaborative learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage with one another and myself in the learning process. I strive to balance mini lectures with “workshops” and favor the latter whenever possible. **Therefore,** **disruptive chatting when we are assembled as an entire class is completely unacceptable**, regardless of what you may be chatting about. It is both **disrespectful and immature**. If necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in elementary school!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, **it is unacceptable at the end of workshops to talk as a group when other groups are presenting to the class**, as each group should demonstrate the same courtesy they expect from others when they present to the class. Individuals, or entire groups for that matter, who talk and/or distract others may nonetheless still lose points on assignments.

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**Recording Devices –** Official HCCS policy **concerning recording devices states: *“camera phones, ipads, cameras, audio/tape recorders, video recorders and any other electronic device capable of recording the human voice or image declares that the “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 should contact the Office for Students with Disabilities for information regarding accommodations.”***

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**Emerging Technologies:** As a student who is active in our classroom community, it is your responsibility to be respectful of our learning atmosphere in every way in which you have control over your own behaviors. This applies to the electronic devices you bring into the classroom. To show respect to your fellow students and myself, you are expected to **treat all electronic devices** **you bring with you to class as extensions of yourself—no different than the control you need to have over** **your tongue or your hands. You are responsible for what you do with them, and you ARE EXPECTED to** **know the difference between constructive and non-constructive uses of** **them**. For example, a ringing phone that you fail to set onsilent mode is no different in my estimation than blurting out an inappropriatecomment at an inappropriate time.With that said, and knowing clearly where I’m coming from on this issue, I allow students to bring whatever devices and/or forms of technology with them to class they deem necessary; consequently, they are ENTIRELY responsible for the ways in which they use them. It goes without saying that staring at a computer screen during a lecture, a group presentation, or a class video is never acceptablebehavior—just as **TEXTING IS** **NEVER ALLOWED IN CLASS FOR ANY REASON!** **If I see students texting in class, I reserve the right** **to tell such students to leave class and receive an absence for the day.**

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**ormal Essays:** Throughout thecourse, **you will write 3 formal papers**. You will find detailed assignment prompts for these assignments posted on CANVAS, which includes specific requirements, due dates for the rough/final drafts, and grading criteria. **These formal papers are worth a designated number of points towards your final grade. Deductions will be taken for late submissions, and rewrite opportunities must begin with my approval.** Each assignment has a detailed writing prompt that must be meticulously addressed and followed in order to receive full credit. Because these essays are expected to go through the “writing process” thoroughly, considerable point deductions will be made on papers with serious clarity (grammar/spelling/syntax) issues; I strongly recommend utilizing the Writing Center services at HCC if you anticipate problems with clarity. **All formal essays will be submitted to turnitin.com** (see schedule for specific submission dates). **Be advised that the threshold is naturally higher for grammatical clarity, idea development, and critical thinking in English 1302 than it is in 1301. *Be sure to read all of the sections below for details pertaining to formal essays!***

**Before Essay Submission:**

These papers are all expected to meet minimum page length requirements and **must** be formatted according to **MLA guidelines**. I will direct you to resources that provide detailed MLA guidelines on my HCC Learning Web page, and we will also be going over MLA at length in this class. My LW page will also contain links to specific supplemental resources tailored around each assignment. **Remember: papers not formatted according to MLA or not meeting minimum page length requirements will not be accepted, and a typed rough draft of each of the 3 papers will be required on “peer response” days (usually the last class meeting before the final draft is due (see schedule). It is important to remember the fact that failure to have a rough draft on peer response days constitutes an absence for the day**! These rough drafts will receive a stamp to verify that they meet page-length requirements AND that you participated in these important workshops. Be advised that there may be other materials associated with the three essays that will likewise require a stamp. **NOTE THIS: All 1302 students should be quite familiar with MLA format; if you’re not familiar with MLA at all, either in terms of general paper format or source citation guidelines, I strongly suggest asking your previous 1301 instructor why this is so.** Nonetheless, I will direct you to resources that provide detailed MLA guidelines on my HCC Learning Web page, and we will also be going over MLA some in this class (but not to the degree we cover MLA in 1301).

**All three formal essays will be submitted to turnitin.com, not Canvas** (see schedule for specific submission dates).

***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.*

**After Essay Submission:**

Following the electronic submission of these papers (the first class session following the turnitin due date), you are required to submit hardcopy of one complete rough draft, along with the top pages only of other stamped drafts (only if they have stamps) to verify your participation in the peer-response exercise. These drafts and/or draft top pages need to be accompanied by **clear evidence of the writing process (especially revision),** along with peer responses. In addition, you may be required to submit printouts from various websites along with the paper (see specific prompts). **Again, assignments that are missing any of the above accompaniments will receive deductions, as will papers that use first or second person voice**. Once again, papers not formatted to **MLA guidelines will not be read. *Be advised: I will not accept formal papers submitted through any other means than turnitin.com. DO NOT email essays to me, as I will not even open them.***

**Regarding the “Post Date” (viewing date) on Turnitin.com:** Essays will be returned (and/or visible for viewing at turnitin.com) **two weeks** after the submission date. They will receive a numerical score, comments, and corrections. Please do not ask me when papers will be returned, as you are being informed here. *Also, be sure to keep a hard copy, or an electronic backup copy, of all assignments you submit online.*

**Regarding essays that require sources: You must have** **a minimum of two standard sandwiched direct quotes** **per each typed page (in-text quotations of less than 4 lines)**. For example: **Aquiline and Holdstein write, “One of the best ways to avoid patchwriting-and one of the best methods for using quotes in an essay-is to learn to make a quote sandwich” (93). Only 1 block quote (4 or more typed lines together) is allowed for every 3 full pages of essay-writing**. A “Works Cited” page will be required in any essay requiring sources, and it must be correctly formatted according to MLA guidelines (such essays with missing “Works Cited” pages will not be graded, and will thus be counted late). Essays not formatted according to MLA guidelines will receive deductions. **IMPORTANT TO NOTE:** ***Even without plagiarizing, an essay can still receive a low or a failing grade for having a disproportionate amount of content from source material, since doing so provides so little writing from you for me to evaluate that I have no other choice than to fail the assignment for quantitative reasons alone; turnitin.com provides me with a specific percentage of words from outside sources on every paper. For example, an essay in which sources are expected should have a percentage of approximately 22-24 percent-- which is what I consider a “healthy” percentage.*** By contrast, “unhealthy” numbers like 10 percent are too weak, and numbers like 40, 50, and 60+ percent are also unhealthy and weak for different reasons.

**Peer Responses:** Peer Response is when you switch and evaluate papers with your peers. It is non-negotiable, non-repeatable, and must be conducted with all 3 formal essays. Not participating in these unique classroom exercises results in both a deduction on your overall essay grade AND deduction in overall participation points in the class. We do these peer responses in class, so participation in peer responses is entirely dependent upon being present and having a TYPED draft of the assigned essay that meets all of the basic requirements, particularly minimum length requirements\*

***\**** *I suggest having a rough draft that is actually longer than the minimum length requirements, since “rough” draft refers to the quality of the draft, not the quantity (many students are under the false assumption when they hear the word “rough” draft that it can be a draft that is only half developed in terms of length; this is entirely incorrect, as “rough” describes the qualitative state of the essay at the time of the peer responses!*

**Finally…No recycled materials** (i.e. papers submitted in other classes or portions of papers submitted elsewhere). I view this as a form of cheating, and I apply the same policy to it as I apply to other forms of cheating/collusion/plagiarism. ABSOLUTELY **NO first or second person voice** **in any of the formal papers** (pronoun usage of *I, me, we, our, us, and you/your*), unless the assignment specifically calls for it (such as a “narrative” essay). **Slang, non-academic, and/or highly informal word choices will result in point deductions.**

**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—

1. **Essay must** have been received as *an able to be opened* standard Word document by the due date.
2. **Essay must** have been full-length when received.
3. **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*.
4. **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.
5. **Essay must** be accompanied by a separate summary paragraph of instructors’ comments and *how* each comment was addressed by the student in the rewrite.
6. Essay grades cannot go down after rewrites. They will stay the same or go up.
7. An “F” paper can become an “A” paper, so there are no limits on what can be achieved.
8. Rewrites are due one week after essay grade is assigned for summer or 5-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.
9. “A” papers may not be re-written. Attempting to get every point possible is just ridiculous and needs no further explanation.

**A few things I really dislike in academic writing for which I will deduct points**: 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.

***Reminder: General Requirements for Formal Essay Assignments***

1. **All 5 writing assignments** must be completed to earn an A or a B in the course, regardless of point totals (3 out-of-class

 formal essays and 2 in-class essays); missing one or more of these assignments will likely resign you to a C-grade ***at best***.

2. **All 3 formal, out-of-class essays** must be written in correct MLA format; all citations of outside sources in papers

 must likewise adhere to correct MLA guidelines

3. **All essay assignments and 8 stamped journal entries** must be completed in order to do extra credit paper.

4. **All out-of-class major assignments must be submitted to turnitin.com**

5. **All accompanying documentation must be submitted with each major assignment**

6. **A *FIRST* plagiarized paper = assignment failure with no make-up; a *SECOND* plagiarized paper = class failure.**

7. **Essays will be returned (and/or visible for viewing at turnitin.com) two weeks after the submission date.**

8. **Keep a hard copy, or an electronic backup copy, of all assignments you submit online.**

9**. Each of your formal, out-of-class papers may earn five extra-credit points by taking your completed rough draft**

 **to the Writing Center for review; the tutor MUST SIGN their name on the draft, along with their name printed**

 **below it and the date of your visit (everyone is eligible for this extra credit).**

**FAIR WARNING: A first plagiarized paper** will receive a zero with no possibility of a rewrite. **A second plagiarized paper** will result in either failure of the course (I will seek removal from the course administratively). If you are a 1302 student with serious doubts about what plagiarism is, using sources effectively, or MLA citation methods (you should have left English 1301 well equipped with this knowledge), then you should absolutely plan on viewing the Writing Center as a necessity, not an option!!

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******nformal Journal (also referred to as “informal assignments” in other parts of Canvas and syllabus):** You will be asked to write **8** journal entries, each approximately **1 page** in length and VERY informal in terms of form. **All of the journal entries you write will be direct responses to various video playlists (YouTube), readings, web links, or ideas I assign for each journal.** Many of these journal prompts may involve content that you may or may not entirely understand; however, the point of these writing exercises is not to gain a complete mastery of their contents or to write as an “expert” in order to pass some sort of exam on the content. The very point of viewing and engaging in this content is for you to engage in critical thinking skills without worrying about the final product. ***Wow, what a concept—actually learning something interesting for the sake of learning something interesting!*** This may may sound like a revolutionary concept for those of you who have been inundated for years by the pragmatic “teaching to the test” philosophies of education that dominate K-12 schools and/or standardized testing! Through these exercises, it is my hope that you will **build your individualized collegiate identity/voice**, confidence, and critical thinking skills! **Thus, it is my hope that they will help you to “own” what you learn as you invest in your own intellectual development and learn to think for yourself.** By the way, if you don’t think for yourself, there are lots of folks out there who are chomping at the bit to think for you, especially in mainstream media, and who expect an audience of sheep for their own survival. In general, journal-writing is a fantastic way to keep the “writing gears” moving in your mind through informal written explorations! These entries allow you to explore topics without the pressures and demands that accompany all the stages involved with formal essay-writing. Keep in mind that writing these low-stakes responses are equally as valuable to you as formal essays **in terms of your development as a writer**! The big difference between these journal entries and formal essays, of course, is the difference in the final product (from a reader’s standpoint). **IMPORTANT: journal entries need to be 1 full page (or very close to it) in order to get full credit.** **Now, with that said, what I do NOT want to see in these entries is a mere retelling or reporting of what you see, as every journal response should be loaded with your interpretations, insights, and OPINIONS!**

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**Participation:** Online participation means engaging in everything I post on CANVAS and communication with both me and group members/peers. It means taking an active role in group projects as a valuable group member (not being AWOL when group members have important information to give or receive). In class it means paying attention and making verbal contributions to either whole class or group discussions.

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**Quizzes:** Simply stated, **you can expect 4 quizzes in this class.** The (weekly) material covered in these quizzes will be clearly identified in your schedule. However, as you’ll notice in the general guidelines of the schedule, I am expecting the reading for the entire week to be done PRIOR TO THE START OF EACH WEEK (before Monday, which means over the weekend). So, in order to reinforce this request, the exact days/times of these reading quizzes will be unknown until shortly before I post them in CANVAS for a small/limited time window they will be available.

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**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:

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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 possible 3**0** 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!

**NOTE: *Missing any of the 3 formal essays, 8 informal assignments, 3 Presentations, or the final exam will eliminate the extra credit assignment possibility! The extra credit is not intended to “replace” another assignment; rather, it is intended to replace points lost in various assignments (big difference).***

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**Final Exam:** The final exam is a written, timed essay that must be taken in class (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 by the DSS office.

Even though the final is only worth 50 points, it is mandatory and nobody who does not take it will pass the class—regardless of point totals. 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.

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 **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.*

***Tutoring*:** The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays. Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive. Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times. At HCC Writing Centers, each tutoring session becomes a learning experience.

**NOTE: I am glad to offer 5 extra credit points for each paper/assignment that you take to the Writing Center on one of the campuses (a 15-point possible total if you visit the lab for all three formal essays)!** **If you go, you need to have the tutor you see there print his or her name on the top page of the rough draft, along with a signature (I believe some of them use a Writing Center stamp, which is also acceptable).**



**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.**

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**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/>

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**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**

1. ***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](http://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 oie@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.

**A Metaphor:**

In the sport of surfing, the first thing that happens after you choose your wave and paddle for it is a critical move called the “drop in” (see image below). This is where you “set your line” (create a pathway on the water) and determine how you’ll utilize the “face” of the wave most effectively as you go “down the line” and encounter both opportunities (for impressive maneuvers) and challenges (situations to overcome that threaten to cause a “wipe out”) until the wave ends. ***Now….*** I’m hoping you might know where I’m going with this metaphor in the context of our class! By enrolling in the course, you have “chosen your wave” and decided to go for it. The “drop in” is essentially getting beyond the first day of class and committing to making it to the end (at essentially the same moment as you are starting it); in the context of a class, “setting your line” means studying the landscape (waterscape) of the class (wave) and mapping it out. It means assessing the assignments, requirements, and/or responsibilities that will: 1. prove to either allow for some impressive maneuvers as you ride, or 2. prove to be obstacles you’ll need to overcome—obstacles that threaten to wipe you out! Such obstacles might be challenges in the class itself, or they might be challenges/pressures in your life outside of college. Either way, like surfing, your primary goal is to stay up and riding! You don’t want to go down because there are always consequences to doing so! However, unlike surfing at some spots I’ve ridden in the world, those consequences to “falling” in a class are still recoverable and less terrifying!

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***Dr. C - Central Coast of California, Near Morro Bay***

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