



Composition II-14574

ENGL-1302

S1 2021 Section 0001 3 Credits 06/07/2021 to 07/11/2021 Modified 06/06/2021

Course Meetings

Meeting Days

Monday, Tuesday, Wednesday, Thursday

Meeting Times

8:00 AM - 10:15 AM

Meeting Location

Synchronous Online

Welcome and Instructor Information

Greetings! My name is Dr. Chris Carney and I warmly welcome you to English 1302 (ADVANCED COMPOSITION). While I enjoy teaching all courses in the English department, I truly love teaching composition (1301 and 1302) the most because of the incredibly diverse range of academic/career interests represented among students in these classes due to the simple fact that everyone needs to take them--and because everyone also needs effective written communication skills! This quality makes it both continually rewarding and continually challenging to see my composition classes connect with students majoring in subjects like Engineering and Biology just the same as they do for students majoring in Philosophy, History, or English Literature. In addition to the English Department, I also teach in Humanities.

I have been teaching full-time here at Houston Community College since 2012, which the year we moved from Southern California (Orange and Los Angeles Counties). Prior to our move, I taught in both full-time and part-time at community college campuses in the California Community College system for 15 years.

I was born and raised in Huntington Beach, CA, and attended H.B.H.S. This was a unique school experience in the sense that they actually offered "Surf Class" at the Huntington Pier every morning as a valid alternative to traditional PE for those who made the cut (I am happy to have never experienced traditional PE in all four years). Like the majority of you will do, I earned my first degree at a community college (Orange Coast College in Costa Mesa, CA). And like some of you will relate, I was the first in my family of seven to graduate from college. I then transferred to California State University, Long Beach, where I earned my Bachelor's and Master's degrees in English Literature. I began teaching at community colleges immediately upon the completion of my MA; then, three years later, I decided to pursue my doctorate in Higher Education at Pepperdine University in Malibu while also maintaining my teaching load of five or six classes per semester. Five years later, I completed that program, and earned my Ed.D.



Professor: Dr. Chris James Carney

Email: christopher.carney@hccs.edu

Office: Stafford Campus, Learning Hub, Third Floor

Phone: email

What's Exciting About This Course

The Department of English helps students find and develop their authentic voices, establish personal ethos, and create social capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support students' desire to express themselves through a variety of modes—primarily written and also verbal. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice. In short, this course is not only about communication, which is great enough (due to the simple fact that nobody is exempt from needing strong communication skills in every facet of life), but this particular course focuses on applying a critical-thinking lens to that communication.

My Personal Welcome

I'll begin by saying at the onset that I value and respect you, not only as a student who is investing in your future (as I say to all students), but also as a human being at the start of a new semester amidst these unusual times! I am sensitive to all that you may be feeling and experiencing about so many aspects of life since our world was essentially turned upside down in so many ways over a year ago. Nobody has been exempt from being forced to endure new challenges, and the wide range of emotions that accompany such challenges (I include myself in this reference) due to so many disconcerting realities—and many non-realities for that matter. Anxieties related to employment and/or economic challenges have been magnified as a result of closures and layoffs. I certainly understand, and I'm empathetic. Now, with that said, academic rigor (academic quality) cannot suffer in the midst of these challenges because if that happens then you lose, I lose, and H.C.C. loses. In fact, it is the very purpose of this institution to focus proactively and positively on the future—YOUR FUTURE! Therefore, I am committed to maintaining the same academic standard I always have while balancing it with greater empathy.

Preferred Method of Contact

Please feel free to contact me concerning any problems that you are experiencing in this course through EITHER my Outlook email address (above) or simply through Canvas Messages. I am always checking both of these, so you should receive feedback in a timely manner. Your performance in my class is very important to me, and I am available to hear your concerns or just to discuss course topics as they arise. While I encourage peer collaboration as a general rule, I ask that you make the distinction between the kinds of things to ask a peer versus the things you need to ask of me (i.e. the assignments in this class).

Office Hours

Tuesday, Thursday, 10:30 AM to 11:30 AM, virtual

Course Overview

Course Description

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

Requisites

English 1301 or satisfactory score on the CLEP Exam.

English Department

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

Core Curriculum Objectives (CCOs)

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

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

Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

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

Course Student Learning Outcomes (CSLOs)

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

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

Word Count Requirement

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

Departmental Practices and Procedures

Department-Specific Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

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

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments

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

Program-Specific Student Success Information

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

Instructional Materials and Resources

Instructional Materials

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

Add Instructional Materials Here

Arguing About Literature

Author: Schilb and Clifford

Publisher: Bedford

Edition: Third

ISBN: 978-1-319-21592-7

Course Requirements

GRADING FORMULA:

I Practice "Holistic" Grading. What is it?

Defined: Holism is the idea that various systems should be viewed as wholes, not merely as a collection of parts. Characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole. In medicine, holistic is characterized by the treatment of the whole person, taking into account mental and social factors, rather than just the symptoms of a disease.

So, from this expanded definition, you will better understand how I grade FORMAL essays. Informal assignments are also graded holistically as well, but with very different factors (explained in Canvas)

When you receive your essay and look at my holistic rubric, each of the categorical descriptions explain how these areas are assessed in the essay through my holistic form of grading, and it basically means that I consider all factors combined together when I determine a final grade. I call it a rubric, but it is more of a quasi-rubric that only serves to identify categories assessed in an assignment. Unlike traditional rubrics you may be familiar with from K-12, I do not ascribe numerical values to each area and simply total them at the end. And while my rubrics do give you an itemized breakdown of specific categories assessed, they stop short of giving hard numbers to each category. I do this because I do not want imposed "ceilings" on each category that do not allow for either exceptional strengths or egregious errors to significantly impact a final essay grade--either for the better or for the worst. In other words, a holistic grade requires more critical thinking and analysis on my part because of the very fact that it is not just about calculating the numbers assigned to each category and keeping them in isolation. For example, an essay with exceptional strength in critical thinking should be able to override (lesser) weaknesses, just as assessing an illegible essay (with severe clarity/grammar issues that are far below 1302 standards) should not be limited to a single category since that single area negatively influences the entire essay. You get the idea.

FYI: holistic grading described above has traditionally been the norm in college English courses, as well as other disciplines, until recently when numeric rubrics were adopted from K-12 and applied to college courses.

Assignments, Exams, and Activities

Course Assignments, Exams, Quizzes, and Activities (Overview)

Students are required to write a MINIMUM of 5,000 words over the course of the semester.

Two Formal Essays (E#1: 1,500+ words; E#2: 1,500+ words)

Six Informal Assignments (at least 600 words each= 3,600+ words)

Two Individual Portions of Two Group Projects (at least 500 words each = 1,000 + words)

Final Exam: (at least 1,000 words)

Plus

Participation in Two Group Projects/Presentations with Slides ("Group Portion")

Two Reading Quizzes

Various Threaded Discussions in Canvas

Type	Weight	Topic	Notes
Formal Essays and Informal Writings	550 Points (Formal: 300 points / Informal: 250 points)	General Information About Writing Assignments: Formal and Informal	<p>NOTE: This is a general description of the assignments; please refer to the actual prompts of formal and informal assignments for specific information and requirements.</p> <p>The two formal essays in this class will all be argument and/or persuasive essays in nature; they will all require correct MLA format and source citations (this class follows English 1301, wherein students are expected to learn MLA, so competence in this area is expected of all 1302 students). The three formal essays will all involve using/citing outside source material (beyond your own voice) to varying degrees. These essays are expected to thoroughly undergo the various stages of the Writing Process, which includes giving and receiving peer-review.</p> <p>The six informal assignments in this class are mini-compositions of sorts that all require a direct response to a variety of media and written source material on a range of topics. The word "informal" is stressed in these assignments, as correctness of content (correct vs incorrect information) or form (correct vs incorrect grammar and spelling) are even factors in my assessment of these assignments. Things that are assessed heavily include following the very specific directions of each prompt, responding directly to the specific media or readings associated with each prompt, demonstrating connections (either comparisons or contrasts) between the media or readings listed in each prompt.</p>

Type	Weight	Topic	Notes
Presentation Projects	200 Points	Presentations: Group Portions (2 @ 40 points) and Individual Portions (2 @ 60 points)	<p>here will be two presentations/projects in the class that will involve collaboration with group members. Groups A,B, and C will be created randomly by Canvas, and each of these groups will have their own exclusive pages--only accessible by other group members and me. It is vitally important that ALL COMMUNICATION between group members regarding these projects occurs within these designated Canvas pages and NOWHERE else, such as social networks (I loosely refer to these Canvas pages as the "lounges" for each group to discuss projects). One of the reasons it is important for communication to occur in these "lounges" is because such communication, or lack thereof, will be factored into my overall assessment of the presentations; therefore, if I cannot see it, I have no other choice but to assume communication simply did not occur.</p> <p>It is important to download and thoroughly read the Group Presentation Guidelines document in Canvas for ALL details pertaining to these projects. To summarize, they involve the following components: 1. all members reading all of the required readings on the list; 2. all members being involved with a group discussion, following the readings, on the theme for each project; 3. all members being involved with dividing-up the items I've put on the list for members to find, locating them, and sharing them with the rest of the group; 4. all members viewing, reading, and/or becoming familiar with each group members' contributed item on the list (and naturally agreeing that the item indeed works for the overall presentation/theme); 5. all members having another discussion/meeting about the collected set of works/items overall in light of the theme/focus once the list is finished and then determining who in the group will best be suited to address each of the eight questions on the Presentation Guidelines sheet (note: a group may very well likely have one member handling more than one question); 6. (THIS is the "individual portion" grade of the project) once the eight questions have been divvied-out to group members, it is each member's responsibility to thoroughly address the question(s) assigned to them (by the group, not me) in the form of a written composition of at least 500 words--submitted as an individual assignment in Canvas (if a group member has two questions to address, then each should be answered with at least 300 words); 7. (THIS is the group portion grade of the project) each member produces a list of bullet points and/or constructs slides that highly condense all of the content written in the individual portions into manageable bits (note: it will be detrimental to anyone's individual grade, including detriment to the overall group grade, if anyone merely copies and pastes the big paragraphs of content written for the individual portion).</p> <p>Finally, with these projects, I cannot stress enough the importance of closely and thoroughly reading the guidelines! The "guidelines" include the overall instructions for the group project, in addition to the specific guidelines for each of my eight specific questions!</p>
Reading Quizzes	100 Points	Quizzes	There will be TWO READING QUIZZES, worth 50 points each, that based upon the common reading pages from the book, as stated in the schedule. These quizzes will be in hosted Canvas on specific dates, as posted in the schedule; they cannot be made-up or retaken (note: while the quizzes cannot be retaken, I do offer an extra credit assignment in the class, worth up to 50 points, for students who have submitted all work on time).
In-Class Activities	75 Points	Discussion Threads and Activities	<p>While this category covers engagement in online discussion threads primarily in our online modality, it covers any activity, worth any number of points, that falls under the general category of "active and positive participation" in the class.</p> <p>While the precise number of online discussions or other informal (spontaneous) activities varies from semester to semester, and I have yet to determine how many of these will occur in our particular class, the 75-point designation for this category is set. The collective point values for these activities will meet, and will neither exceed nor come short of, the 75-point distinction.</p>

Type	Weight	Topic	Notes
Extra Credit	Up To 50 Points		<p>The details regarding the extra credit assignment in the class will be posted towards the end of the semester--in the final two weeks. What I can say here is that the extra credit assignment involves visiting a museum in downtown Houston (or in the nearest major city for DE students taking this class outside of Houston), so planning the visit will be important. The museum visit will require two forms of verification: 1. a "selfie" photo inside the museum, at a specifically-stated location on the prompt, and 2. a photo of the dated receipt for the museum. Note: with a current/active student ID, admission for yourself is FREE (not friends or family members if they do not have a student ID) however, the museum will still print a "receipt" for verification purposes even if the admission was free. I will not accept extra credit from anyone who fails to produce the two forms of verification.</p> <p>ELIGIBILITY: extra credit is open to any student who has completed all of the required formal and informal writing assignments in the class.</p>
Final Exam	75 Points		<p>There will be one FINAL EXAM, which is a timed essay, and it will be worth 75 points. One week prior to the exam, you will be provided with all the specific resources and information necessary to adequately prepare for the exam. On exam day, in Canvas, you will see the prompt for the first time. However, I strongly encourage students to utilize the skill of "inference" in preparing for the exam, which is defined as "making assumptions about the unknown based on the known". In other words, you will see the preparation materials a week in advance (and you'll know that such material will be on the exam), so to infer means to try to make an educated guess as to the specific nature of the question you'll be asked. You can assume the final exam will require a demonstration of correct MLA format, source citations, and other key rhetorical elements discussed in the class--such as effective claim statements or the three forms of appeal (ethos, logos, and pathos appeals), for example.</p>

* Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete. As the last year has proven for many, life circumstances can become so overwhelming that, despite the best efforts to stay focused on coursework, some students are simply forced to either miss assignments altogether or perform far less than they normally would. It is for such circumstances (again, after 85% of course work is complete) that the Incomplete option was created.

Missed Assignments/Make-Up Policy

As a rule, I do not allow make-ups for missed assignments. However, in the event of a valid and/or documented emergency (these usually fall under the categories of medical or legal), I will certainly consider the possibility in light of how much time a student had to complete the assignment prior to the said emergency.

In Canvas, all of the due dates for all writing assignments have submission deadlines of 11:59 P.M. And while this is the stated deadline, Canvas will still allow submissions beyond it and flag them if they are submitted after 11:59 (I can see exactly when assignments are submitted). However, please note that the time window between midnight and 3:00 AM is what I consider a "grace period" in which no penalties will be applied to submissions. After that, any submission up to 11:59 P.M. the next day will receive a 50% deduction penalty. Nothing will be accepted after 24 hours.

Quizzes cannot be re-taken, given the fact that correct answers to questions have already been provided to the class after each reading quiz.

Academic Integrity

Generally speaking, I have a ZERO TOLERANCE policy towards PLAGIARISM, COLLUSION, and CHEATING of any kind. If plagiarism is discovered on any assignment, formal or informal, the first penalty is an automatic grade of zero applied to it and the plagiarizing student loses any opportunity at the end of the semester to earn extra-credit points. A second plagiarism offense will result in my referring the student to H.C.C. administration (Dean of Student Services), requesting removal from the course.

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

Attendance Procedures

Regarding in-person, face-to-face classes: Attendance will be taken at the beginning of class each day; students who are not present will be counted absent. Students who arrive after attendance is taken are welcome to join the class, but attendance reports will have already been submitted and their status of absent cannot be reversed. Students who leave class early and/or without my permission will be counted absent in the following class meeting.

Regarding synchronous online classes (WS): Attendance will be taken at the beginning of class each day; students who are not present will be counted absent. In order to be counted present, students must have their computer cameras on throughout the duration of class and they must stay on the camera (their entire face must be visible) the entire time. Students who arrive after attendance is taken are welcome to join the class, but attendance reports will have already been submitted and their status of absent cannot be reversed. Students who leave class early and/or without my permission will be counted absent in the following class meeting.

Student Conduct

As a general rule, I expect college students, most of whom are planning full-time careers in a variety of fields upon graduation in the adult world, to simply act like the mature adults they plan to become. In light of this expectation, common sense goes a long way in identifying a wide range of behaviors that would be acceptable or unacceptable on the job, which makes them likewise either acceptable or unacceptable behaviors in this class. Within this expectation is an assumption that everyone in this class is: 1. taking the class by choice; 2. eager to learn the course material; 3. accountable for their own actions; 4. reliable in meeting assignment deadlines; 5. reliable regarding attendance/promptness (for courses meeting in person or online synchronously); 6. respectful of others in this class, which includes both myself and your peers.

While the following behaviors should not need to be listed, and this is by no means an exhaustive list, the following are (obviously) unacceptable in this class and will be addressed swiftly if they occur: 1. cheating (plagiarism/collusion); 2. non-compliance (argumentative); 3. disruptive behavior that interferes with my ability to teach the class (this may take different forms, depending upon the instructional modality); 4. non-communicative/non-responsive (especially regarding communication with group members on projects); 5. disrespectful tone, word choices, or generally inappropriate communication with peers; 6. disrespectful/unprofessional tone or word choices in email correspondences with me; and 7. derogatory language, used verbally or in writing, that overtly speaks ill of race (ANY race) or religion (ANY religion).

As I've stated, the above behaviors will be addressed swiftly if or when they occur. Consequences for any of these vary, as the appropriate response for some of them may be a warning or point deductions on an assignment, while others may result in total and immediate rejection of an assignment (entire loss of points) and/or failure of an assignment. Still others on the list, depending upon the seriousness of the violation and specific circumstances, may result in an immediate referral to the Dean of Student Services or other HCC authorities.

A word about email: please note that ALL written work from you contributes to my overall holistic sense of your writing abilities, which includes email correspondences. While they need not be entirely perfect grammatically, they must clearly be at course-level in terms of sentence-level clarity and focus. They must also demonstrate the kind of professionalism and/or maturity discussed in the opening paragraph of this section on student conduct.

Instructor's Course-Specific Information

SYSTEMS THINKING: Regardless of the specific course I am teaching in a given semester, the particular book I use, or the distinct focus/theme I may have for a course, there is one constant--a concept--that I teach as a subtext in all of my courses called "Systems Thinking." So, what is it? Here is a decent definition I found online: "Systems thinking is a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time and within the context of larger systems." However, this area of scholarship has many gurus who, over the past thirty years or so, have created models to help people better understand and apply systems thinking to problem-solving in the whole scope of academic disciplines and professions. One such guru in the field (my favorite) is a man by the name of Dr. Derek Cabrera, a scholar and researcher from Cornell University, who has created what I consider the most user-friendly and easily applicable model of systems thinking he calls the "DSRP" Model, which stands for "Distinctions, Systems, Relationships, and Perspectives." I have a

couple of good videos by Dr. Cabrera and his research lab in my Canvas Media Gallery, wherein he explains the model and systems thinking nicely. But, in a word, it boils-down to interconnections; **so, for our purposes in this writing class, you can expect to see assignments that provide ample opportunity to interconnect things and/or apply systems thinking to assignments.**

For example, all of the informal assignments will have a list of several items (videos, readings, websites) to which you will be asked to respond. Some students will inevitably think they are doing the assignment optimally by addressing all of the listed works in isolation from one-another. And while such a response is vastly better than coming up short of addressing all of the works, as other students will do, such a response is not optimal. Then there will be a certain percentage of students in the class who will truly give an optimal response by applying systems thinking to the assignment and analyzing all of the interconnections (comparisons, contrasts, etc) they see between the works, using Cabrera's four "lenses" of DSRP in which to do so. Another assignment category that is entirely structured around systems thinking is that of the group presentations, as these projects likewise start with a list of distinct readings to which the group adds other sources according to the guidelines; then, depending upon which of my eight questions students select in these projects to address, the very specific DSRP categories are built right into them.

RETURNING OF GRADED WORK: In summer courses, formal essays will be returned within one week of submission (7 days); informal assignments will be returned within four to five days of submission. Group and individual portions of projects will be graded within three to four days of submission.

Devices

While I greatly enjoy having an iPhone for numerous aspects of life (yes, I'm a fan), I also believe that there is a time, a place, and even an electronic device for everything. And one thing that a phone should never be used for in a college writing class (or any college course for that matter) is for the writing of essays, regardless of the app one might have to do so. The essays of the few students who attempt to write them on their phones make it quite evident that they were written on a phone and not on a computer, with a word processor, as they needed to be (and grades reflect it further).

REGARDING SYNCHRONOUS ONLINE COURSES: I also expect all students to use a computer, not a phone, for synchronous electronic meetings. Students are expected to take their synchronous online course while permanently seated at a desk for the duration of the class--NOT out and about running errands in a car with their class turned on (this is why I require that all students are visible and/or with cameras on at all times during class meetings).

Faculty-Specific Information Regarding Canvas

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

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

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

I expect students to check into the Canvas class announcement page daily (every morning) to see any important updates I've posted about the class. I also expect students to familiarize themselves with the videos in the media gallery and/or how to use the search feature to find specific titles pertaining to various assignments.

All assignments, formal and informal, will be submitted into Canvas. Some of them are set to allow for document uploads and others are set to write in a text box only. Regarding the upload feature, I only allow for Word document uploads in any assignment that allows for or requires uploading a document as opposed to merely writing in the text box provided by Canvas. DO NOT send PDF documents or especially not links to any other programs. In other words, if you follow directions and only submit Word doc uploads, I should always be able to see your document appear instantly in Canvas. When students do not do this, as instructed,

then what appears where the first page of the essay should be is some sort of hypertext link on the top left corner of the page that I refuse to open. So, this also means that if you send me anything other than a Word doc attachment, it will remain unopened and not submitted indefinitely as far as I'm concerned (thus losing points or even the possibility of earning a zero).

Faculty Statement about Student Success

I want you to succeed in this class! I want you to do your very best, and I am here to help facilitate your goals to succeed in every way possible. BUT, with that said, I cannot create your success. Only YOU can do that by the choices you make! My strong recommendation is for you to review and thoroughly apply the student conduct section of this syllabus to all that you do in this class.

One thing I encourage every student to consider and assess for themselves is whether they have a "fixed" or a "growth" mindset. What are these terms? They are terms coined by Stanford professor, researcher, and author **Carol Dweck**. I have a few of her very enlightening talks on video in my Media Gallery, as in them she explains the vast differences, and implications, of possessing either a fixed or a growth mindset. The difference between the two makes all the difference between success and failure!

Instructional Modalities

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Fairness and Equality Statement

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

HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

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

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

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook <https://www.hccs.edu/resources-for/current-students/student-handbook/> (<https://www.hccs.edu/resources-for/current-students/student-handbook/>) In it you will find information about the following:

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

Link to HCC Academic Integrity Statement

<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/> (<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/>)

Campus Carry Link

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

<https://www.hccs.edu/departments/police/campus-carry/> (<https://www.hccs.edu/departments/police/campus-carry/>)

HCC Email Policy

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

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement

(<https://www.hccs.edu/departments/institutional-equity/> (<https://www.hccs.edu/departments/institutional-equity/>))

Ability Services

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

Title IX

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

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Institutional.Equity@hccs.edu (<mailto:Institutional.Equity@hccs.edu>)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/> (<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>)

Office of the Dean of Students

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

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

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content.

Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely.

Successful completion of this course requires a combination of the following:

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

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

Canvas Learning Management System

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

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

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

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

HCC Online Information and Policies

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

Scoring Rubrics, Sample Assignments, etc.

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

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

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

As a student, it is your responsibility to:

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

EGLS3

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

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> (<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)

Housing and Food Assistance for Students

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

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

Student Resources

Tutoring

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

Libraries

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

Supplementary Instruction

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

Resources for Students:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>
(<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>)

Basic Needs Resources:

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

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH
(https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

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

[https://www.hccs.edu/resources-for/current-students/communicable-diseases/ \(https://www.hccs.edu/resources-for/current-students/communicable-diseases/\)](https://www.hccs.edu/resources-for/current-students/communicable-diseases/)

Sensitive or Mature Course Content

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

Course Calendar

Week	Dates	Topic / Assignments Due	

Week	Dates	Topic / Assignments Due
1	Week of 6/7	<p>Introduction to class.</p> <p>Read the following thoroughly: Course Syllabus, My Canvas Home Page, Group Presentations Guidelines (in Canvas), and other important documents.</p> <p>*By Tuesday 6/8, read the following: Part One, Chapter 1 minus the sample essays by Barno and Rini (read rhetorical sections only).</p> <p>RESPOND to the "DAY ONE INTRODUCTIONS" ANNOUNCEMENT in CANVAS (one continuous thread--not separate responses) by midnight on Tuesday 6/8!</p> <p>*By Wednesday 6/9, read the following: Part One, Chapter 2 minus the sample essays by Siegel and Jafar (read rhetorical sections only).</p>
2	Week of 6/14	<p>Monday 6/14 by 11:59 PM: Informal Assignments (IA's) #1 & #2 DUE in Canvas! (two separate assignments; DO NOT combine them)</p> <p>*By Tuesday 6/15, read the following: Part One, Chapter 3 minus the sample essays by Galchen, Styker, and Lalami (read rhetorical sections only).</p> <p>*By Wednesday 6/16, read the following: Part 1, Chapter 4 (read ALL)</p> <p>ALL-CLASS BOOK READING QUIZ #1 on Friday 6/18; this quiz covers all reading assigned on weeks 1 and 2--through 6/16. It will be open in Canvas all day, from 6:00 AM to 9:00 PM</p> <p>Saturday 6/19 by 11:59 P.M. – Formal Paper #1 Due</p>

Week	Dates	Topic / Assignments Due	
3	Week of 6/21	<p>*By Monday 6/21, read the following: Part 1, Chapter 5 (read ALL)</p> <p>Monday 6/21 by 11:59 PM: Informal Assignments (IA's) #3 & #4 DUE in Canvas! (two separate assignments; DO NOT combine them)</p> <p>*By Wednesday 6/23, read the following: Part 1, Chapter 6 (read ALL)</p> <p>GROUP Project # 1 This Week:</p> <p>Synchronous Class: Presented To The Class on TUES (group C), WEDS (group A), and THURS (group B); Due date for Google Slides or Prezi Link and Individual Written Portions is the morning of group's assigned presentation--by 7:00 AM.</p> <p>Asynchronous Class: Presentation link and the individual portions are ALL DUE at the same time on Wednesday 6/23.</p> <p>*By Friday 6/25, read the following: Part 1, Chapter 7 (read ALL)</p>	

Week	Dates	Topic / Assignments Due
4	Week of 6/28	<p>Monday 6/28 by 11:59 PM: Informal Assignments (IA's) #5 & #6 DUE in Canvas! (two separate assignments; DO NOT combine them)</p> <p>*By Tuesday 6/29, read the following: Part 1, Chapter 8 (read ALL)</p> <p>GROUP Project # 2 This Week:</p> <p>Synchronous Class: Presented To The Class on TUES (group A), WEDS (group B), and THURS (group C); Due date for Google Slides or Prezi Link and Individual Written Portions is the morning of group's assigned presentation—by 7:00 AM.</p> <p>Asynchronous Class: Presentation link and the individual portions are ALL DUE at the same time on Wednesday 6/30.</p> <p>*By Thursday 7/1, read the following: Part 1, Chapter 8</p> <p>ALL-CLASS BOOK READING QUIZ #2 on Friday 7/2; this quiz covers all reading assigned on weeks 3 and 4—through 7/1. It will be open in Canvas all day, from 6:00 AM to 9:00 PM</p> <p>Saturday 7/3 by 11:59 P.M. – Formal Paper #2 Due</p>
5	Week of 7/5	<p>Extra Credit due by Monday 7/5</p> <p>FINAL EXAM on Tuesday, 7/6:</p> <p>Synchronous Class: During Class Time (8:00 – 10:00 AM)</p> <p>Asynchronous Class: 7:00 – 9:00 PM</p>

Syllabus Modifications

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

Additional Information

Process for Expressing Concerns about the Course

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

Dr. Alan Ainsworth, alan.ainsworth@hccs.edu, 713.718.7591