

**Division of English and Communications**

**English Department**

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

# ENGL 1302: Freshman Composition II| Lecture | 25229

Spring 2021 | 8 Weeks (2.16.2021-5.16.2021)

WW – Online Anytime

3 Credit Hours | 48 hours per semester

## Instructor Contact Information

Instructor: Chris Carney, Ed.D. Office: Virtual / EMAIL HCC Email: christopher.carney@hccs.edu

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns or just to discuss course topics.

### Instructor’s Preferred Method of Contact

In this present environment, since we are unable to meet in a classroom or an office, I am making myself more available than unusual for email communication. Please contact me with questions or concerns via email at [christopher.carney@hccs.edu](mailto:christopher.carney@hccs.edu) or at the Canvas Inbox. Generally speaking, I respond to emails within 24-48 hours Monday through Friday, and I respond to weekend messages on Monday mornings; however, under these circumstances, I am planning to check email or Canvas messages more frequently than usual (and *possibly* respond sooner than usual).

## 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.

## 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 like 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 nearly 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 Covid-related 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 HCC loses; therefore, I am committed to maintaining the same academic standard I always have while balancing it with empathy.

## Prerequisites and/or Co-Requisites

Successful completion of ENGL 1301 or satisfactory score on the CLEP exam. Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](https://www.hccs.edu/resources-for/current-students/student-handbook/)

## Learning Management System

This section of ENGL 1302 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) and/or the Learning Web for all assignments, exams, and activities. While both platforms will contain repeated assignments for this course, Canvas is the primary Example of statement: Each week, you will complete several reading and writing assignments, all of which will be found in the Canvas course shell. When accessing the course on Canvas, it is recommended that you use [FIREFOX](https://www.mozilla.org/en-US/firefox/new/) or [CHROME](https://www.google.com/chrome/browser/desktop/index.html).

This semester, there are three modalities for English courses: *online Anytime* (WW), online *on A Schedule* (WS), and *flexCampus* (FC).

Ouir Class: **WW** - The course modality of this class is *Online Anytime*. This means we do not meet virtually or physically—it is only online.

I will instruct this class as a traditional online course utilizing Canvas and the Learning Web.

Attendance will be taken through completion of online assignments.

**HCC Online Information and Policies**

<http://www.hccs.edu/online/>

### Scoring Rubrics, Sample Assignments, Other Resources

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

**Instructional Materials**

## Course Reader Information

There is one REQUIRED book for this class. It is titled *Arguing About Literature* (2nd Edition)*.* Please do not get an abridged (shortened) version of the book, as it will not contain all of the required readings assigned in the class. I have no preference for hardcopy or an electronic version of the book, so feel free to get either one.

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in online and in-person environments. 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/) 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/).

### Supplemental 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/>.

**Course Overview for ENGL 1302**

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.

## Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 1302 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course 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.

## Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at:

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

## Course Student Learning Outcomes (CSLOs) for ENGL 1302

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.)

**Student Success in ENGL**

As with any three-hour course, expect to spend ***at leastsix 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.

## 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](https://www.hccs.edu/resources-for/current-students/student-handbook/)

**Assignments**

## Written Assignments and Essays

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

Three Formal Essays (#1: 2,000+ words; #2: 2,500+ words; #3: 2,500+ words)

Six formal/Journal Responses (at least 500 words each)

Individual Portions of Two Group Projects (at least 500 words each)

## Exams

Two Essay Exams (Midterm/Final): They will be responses to specific prompts provided on SPECIFIC/DESIGNATED exam days, for a specific/designated time periods of three hours each, on Canvas. The dates and times for these exams are posted in the schedule within this syllabus. It is each student’s responsibility to note these dates/times well in advance and plan to make time for them around other schedules and obligations.

## In-Class Activities

Throughout the semester, our class activities will include: 1. Quizzes (on Canvas, in response to assigned readings through T/F questions); 2.Group Projects (see the “Group Project Guidelines” document in Canvas Assignments for detailed description of these); 3.Canvas Discussion Threads.

## Grading Formula

Formal Essays: **400** Points - Essay #1 (100 Pts); Essay #2 (150 Pts); Essay #3 (150 Pts)

Informal Responses: **200** Points (25 pts for #’s 1 through #4; 50 pts each for #’s 5 and #6)

Group Projects: **100** Points - Two @ 50 pts Each (25 pts for individual portions + 25 pts for group presentation)

Midterm and Final Exams: **100** Points @ 50 pts each

Quizzes: **100** pts.

Various Exercises/Discussion Threads: **100** pts total

TOTAL: 1,000 Points

### HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Course Calendar**

| **Week** | **Dates** | **Topic / Assignments Due** |  |
| --- | --- | --- | --- |
| 1 | Week of 2/15 | Introduction to class and general discussion of the Syllabus. The "Writing Process," formal versus informal writing, and the first formal essay assignment.  READ Syllabus thoroughly. READ my CANVAS home page thoroughly. OBTAIN REQUIRED BOOK THIS WEEK! RESPOND to the "DAY ONE INTRODUCTIONS" ANNOUNCEMENT in CANVAS (one continuous thread--not separate responses) by midnight on 2/19/21!  This week, read the following: Part One, Chapter 1 minus the sample essays by Barno and Rini (read rhetorical sections only). |  |
|  |  |  |  |
| 2 | Week of 2/22 | This week, read the following: Part One, Chapter 2 AND 3 minus the sample essays by SiegeL, Jafar, Galchen, Styker, and Lalami (read rhetorical sections only).    Saturday 2/27 by 11:59 PM: Informal Assignments (IA's) #1 & #2 DUE in Canvas! (two separate assignments; DO NOT combine them!) |  |
|  |  |  |  |
| 3 | Week of 3/1 | This week, read the following: Part 1, Chapter 4 AND 5 (read ALL IN BOTH CHAPTERS)  Saturday 3/6 by 11:59 P.M. – Formal Paper #1 Due.  NOTE: ALL-CLASS BOOK READING QUIZ #1 on THURSDAY 3/4 (open from 6:00PM to 10:00 PM); this quiz covers all reading assigned on weeks 1 THROUGH 3 (Chapters 1-5) |  |
|  |  |  |  |
| 4 | Week of 3/8 | GROUP Project # 1 This Week:  Due date for Google Slides or Prezi Link and Individual Written Portions is by no later than 11:59 PM THURS 3/11.  Saturday 3/13 by 11:59 PM: Informal Assignments (IA's) #3 & #4 DUE in Canvas! (two separate assignments; DO NOT combine them!)  WEDS 3/10: MIDTERM EXAM: In Canvas from 6:00 PM – 9:00 PM |  |
| 5 | Week of 3/15 | SPRING BREAK WEEK 3/15 – 3/21  Before returning back from Spring Break, read the following: Part 1, Chapter 6 (read ALL) |  |
| 6 | Week of 3/22 | By the end of this week, read the following: Part 1, Chapter 7 and 8 (read ALL)    Saturday 3/27 by 11:59 P.M. – Formal paper #2 due.  Watch all of the “Stephen Hicks” videos in the Media Gallery (total time is only about 1 hour or so) |  |
| 7 | Week of 3/29 |  |  |
| 8 | Week of 4/5 | Tuesday 4/6 by 11:59 PM: Informal Assignments (IA's) #5 & #6 DUE in Canvas! (two separate assignments; DO NOT combine them!) |  |
| 9 | Week of 4/12 | NOTE: ALL-CLASS READINGS QUIZ # 2 on SATURDAY 4/17 in Canvas (open from 9:00 AM to noon); THIS QUIZ covers all reading assigned on weeks 7 to 13 (quiz questions may include both book readings and any additional links or documents I have provided weekly) |  |
| 10 | Week of 4/19 | THURSDAY 4/22 by 11:59 PM: Informal Assignments (IA's) #7 & #8 DUE in Canvas! (two separate assignments; DO NOT combine them!) |  |
| 11 | Week of 4/26 | GROUP Project # 2 This Week:  Due date for Google Slides or Prezi Link and Individual Written Portions is by no later than 11:59 PM THURS 4/29 |  |
| 12 | Week of 5/3 | Saturday by 5/8 11:59 PM: Formal Essay # 3 due |  |
| 13 | Week of 5/10 | *This Week:* FINAL EXAM on WEDNESDAY 5/12 in Canvas from 6:00 to 9:00 PM |  |

## 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.

# Instructor’s Policies

## Academic Integrity

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

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

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 HCC administration, requesting removal from the course.

## Attendance Procedure

Our class is categorically “Online Anytime,” which means we do not have regular meetings--neither in a literal classroom nor in a virtual class meeting. Therefore, even though we will not have regular attendance, there are several ways I define attendance in this class as “active participation.” Such ways include the following: 1. Active engagement in discussion threads; 2. Submitting all writing assignments on time; 3. Taking exams and quizzes at the scheduled time/date; 4. Proactively engaging with fellow group members on projects (communicating and fulfilling obligations).

## Student Conduct

EMAIL etiquette includes: 1.Proper/respectful greetings, closures, and body text; 2. Clear communication (while it may not be a formal essay assignment, students’ email communication must still reflect their identification as COLLEGE students); 3. No ghosting, which means that if you send me an inquiry about something and I answer it (especially in detail), do not fail to respond with a timely follow-up response; 4. Reserving inquiries about assignments until after prompts/instructions have been thoroughly read. In addition, beyond email etiquette, I need to stress the importance of communication in general because I am not a mind reader. I cannot know what your questions or concerns are if I’m not informed.

SCHEDULING/PLANNING: This syllabus contains all of the pertinent information students need to plan for formal essay assignments, informal assignments, group projects, quizzes, and exams (again, quizzes and exams have very specific days and times posted; it is your responsibility to plan for such dates/times in advance).

PLAGIARISM: The detailed HCC plagiarism policy is located in your student handbook; it is also quite easy to find plagiarism defined on countless websites (select “edu” domains). Penalties for plagiarism are severe (see my policy under “Academic Integrity” above). Therefore, it is the student’s responsibility to know what this serious academic violation looks like, how to define it, and/or how to avoid it.

FAIRNESS AND EQUALITY: Houston Community College is committed to furthering fairness and equality of all students. 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. Thus, I welcome diversity in all areas, including diversity of thought and conscience (since people do not all think alike nor share the same convictions). 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

Here’s the link to the HCC Student Handbook <http://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
* Ability 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

## EGLS3

The EGLS3([Evaluation for Greater Learning Student Survey System](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. EGLS3surveys are not offered during the Summer semester due to logistical constraints.

## 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](http://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

<http://www.hccs.edu/departments/institutional-equity/>

## Ability Services

<https://www.hccs.edu/support-services/ability-services/>

## Title IX

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

## Office of the Dean of Students

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

## Department Chair Contact Information

Dr. Alan Ainsworth, [alan.ainsworth@hccs.edu](mailto:alan.ainsworth@hccs.edu), 713.718.7591