

Dr. Chris Carney



**English and Humanities Departments, Houston Community College
Stafford and Central Campuses**

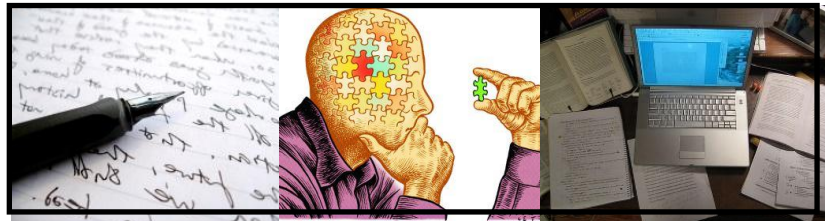
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English 1302: Composition II-DE (CRN: 12011): Sept 24 - Dec 16



FALL Semester, 2018

Note: This course is a Distance Education Course (DE), which means it is entirely online.
...which translates into a call for MORE Personal Responsibility in DE Courses--Not Less!

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

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 and check your HCC email frequently. In addition to announcements, you'll also need to go to Canvas for assignments, quizzes, and chat discussions.



REQUIRED TEXT (must have by week two): *Current Issues, Enduring Questions (11th Edition)*

Required Access*: CANVAS, OUTLOOK (HCC Email), and TURNITIN.COM

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

Additional Information About the Text (from B & N):

CURRENT ISSUES+ENDURING QUESTIONS | Edition: 11TH 17

Author: BARNET

ISBN: 9781319035471

Publisher: MAC HIGHER

Estimated Student Price (Savings based on Print, New):

Print, new: \$90.65

Print, used: \$68.00 (25% Savings)

Print, new rental: \$61.65 (32% Savings)

Print, used rental: \$42.60 (53% Savings)

eBook, buy: \$61.20 (32% Savings)

eBook, rent (for 180 days): \$45.00 (50% Savings)

Communication: I check emails *throughout the work week* Mon-Friday between 11 am & 5 pm. However, I'm teaching in physical classrooms (Stafford Campus) on Tuesdays and Thursdays from early morning until 2:00 (until 12:30 on Wednesdays). So, with the exception of quick replies I might make on occasion from the classroom on these days, you can expect to hear back from me after either 2:00 (Tu/Th) or 12:30 (W). Mondays and Fridays will be days in which I am leaving open from 11:00 to 5:00; however, because they are days in which I'm open to the needs of students in all six of the classes I'm teaching, among other obligations, I will certainly reply but it may or may not be immediate.

As a general rule, and as preparation for your future college courses and work careers, I do expect a proper/professional greeting in emails, including an opening with my name and a closing with yours (otherwise I may choose *not* to answer your email). Also, be sure to write the words "**FALL 1302 DE**" somewhere in your **subject line**, since I am teaching another DE course in Humanities, along with several traditional and hybrid English 1301 and 1302 courses on campus. 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 like the college graduates they hope to become!*

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 if you send them after 4:00 on Friday evening. Yes, you will notice that due dates for various essay assignments to Turnitin.com are set for Saturday nights by 11:59 PM, but this time was simply designed to give you all of Friday and Saturday to complete and/or revise such assignments around your work schedules and other obligations—not to imply that I am available to communicate throughout these due-date weekends. 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, 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 single response to you alone.

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! In short, when it comes to communication, *never* feel as though you cannot talk to me!

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.

Point Breakdown:

A. <u>Informal Assignments (IA's)</u> : 8 total assignments, 25 points each:	200 pts. possible
B. <u>Formal Essays</u> : 3 total - (150 pts., 200 pts., 200 pts.)	550 pts. possible
C. <u>Reading Questions</u> : (2 sets @ 25 pts.)	50 pts. possible
E. <u>Midterm Exam</u> :	100 pts. possible
F. <u>Final Exam</u> :	<u>100 pts. possible</u>

TOTAL: 1,000 Points Possible

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

Submitting Work: All three formal essays and the final exam will be submitted to turnitin.com, and IA's, Quizzes, and Peer Responses will be submitted 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 always 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.

The MLA:

The best source for the current MLA format and citations is Purdue OWL Online. As 1302 students, I expect everyone to be quite familiar with all things MLA, including source citation guidelines. However, if you're not up to speed (as you should be), then just google "Purdue Owl" and click "MLA". All submissions must be formatted according to general MLA guidelines, which can be found almost anywhere in English Composition textbooks, grammar books, and online beyond the OWL. The general format refers to using size 12, standard (Times New Roman) font, double-spacing throughout, one-inch margins all the way around, centering the title, and using the proper heading with your name, instructor's name, course, and date, inverted in the upper left corner, as well as your last name and page number in the upper right corner, ½ inch down from the top. Please use only Times New Roman for this course. If you have never seen an MLA formatted paper before, it is best to view the layout online or in a book and then compare yours to the sample in front of you. ***NOTE: typed work that is not in accordance with MLA format will either receive significant point deductions or will simply not be accepted.***

Course Description, Objectives, and Value

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

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



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

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



A particular quality we will explore and appreciate in this course is that of objective thinking and healthy, effective argumentation at a time in history when it seems to be in serious decline. **I contend that the once-esteemed qualities of academic discourse--unbiased analysis, strong convictions (with evidence and support), civilized debate, sound reasoning, and the embrace of complexity--are increasingly (and surprisingly) becoming unpopular and out of vogue.** Emotion often overrules facts, especially with regard to sensitive social issues. Such virtues are perceived in many areas of society as “uncharitable,” “mean-spirited,” or even “narrow-minded”—as strange as that may sound! **Objective thinking appears to be increasingly replaced by subjective, reactionary emotionalism.** In a word, it appears that society is drowning in a flood of **anti-intellectualism**. The shallowness of so much entertainment and news media (especially network news media) that bombards our lives through television and the web is only worsening our collective ability to THINK critically and objectively. On top of that, add political correctness, speech codes, and censorship (both internally and externally imposed) and it's no wonder that our intellectual and social growth is in serious decline today.

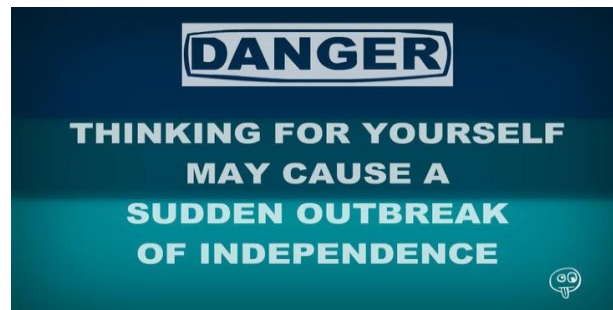


Irony Illustrated!

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 and cable news. Question conclusions, challenge assumptions, and note double

standards and blatant inconsistencies . **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. *In essence, vow to not let irresponsible media hacks and corrupt politicians determine your worldview! Think for yourself!*

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



Policies:

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 only enforced 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 to the 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.



Formal Essays: Throughout the course, **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 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!*

All three formal essays go to turnitin.com, not Canvas (see course 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.

About Formal Essays (3)

- Worth **550 points of 1,000 total** and submitted to *turnitin.com* on time. The Turnitin info for your section will be sent to you in a Canvas announcement.
- Students must hover over **comment bubbles** on turnitin.com and look for point totals, letter grades, and general comments on the last text page of each essay.
- **Must go through the writing process thoroughly:** Prewriting, Drafting, Revising & Editing, and Proofreading. Generative/Creative: *Prewriting* (getting your ideas down, possibly messy and disorganized) and initial *Drafting* (organized rough draft in essay form with intro, body, & conclusion). Fine-tuning/Polishing: *Revising* for content (cutting, adding, moving around), *Editing* for correctness (fixing mechanical, style, & formatting errors), and *Proofreading* for final touches, preferably a hardcopy read.
- Each has a highly **detailed writing prompt/assignment** sheet on Canvas that must be **meticulously followed**.
- Each has a non-negotiable **peer response component** where students switch and comment on each other's papers.
- **Additional Resources** to help students with the essay will be provided on the same Canvas assignment page.
- Much **longer and more complicated than informal assignments (IA's)**.
- Must be **thoroughly revised and edited and contain few or no errors**. A lack of clarity will result in a failing grade for the assignment, no matter how superb the content! On occasion, I will give a content grade, a separate form grade, and then average the two.
- **Will receive more comments and corrections**, especially in the first essay.
- When applicable, a *minimum* of three standard, sandwiched direct quotes per each typed page (called "in-text quotes," to use MLA language).
- When applicable, a maximum of two "block quotes" per essay (4 or more typed lines together), three for the research paper. Block quotes must be formatted properly (MLA) as blocks.
- **First person pronouns** (such as "I, me, my, we, us") are **not allowed in the essays you write in this class**, and **second person pronouns** (such as "you" and "your") are **never allowed** (should never be used in college essays of any kind) and will result in serious point deductions.
- Please **substitute slang words** like "alot" for more formal words like "many" or "much". Please **spell out informal contractions**, such as writing "did not" instead of "didn't"
- A **correctly-formatted MLA "Works Cited" page is required** for all essays in which quotes are used.
- **Plagiarized papers will receive a zero with no possibility of a rewrite (so please don't ask)!!!!!!**
- **Rewrites are available.**
- Make the thesis/claim statement the last sentence in the introduction. When I grade, I will evaluate the last sentence as the thesis, so whatever happens to be there will count as the thesis.
- Must **demonstrate meticulous general MLA format and citations**.
- **Slang, non-academic, and/or highly informal word choices will result in point deductions in formal essays.**
- **I do not accept late essays!!!!!!**

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!!

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 of your writing for me to evaluate that I have no other choice than to fail the assignment for quantitative reasons alone! In case you are unaware of this feature of turnitin.com, the site provides me with a specific percentage of words from outside sources on every essay. So, an essay requiring source material should have a source-usage percentage of approximately 25 to 30 percent--a percentage I consider a “healthy” number.* 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.

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.*

Rewrites: A rewrite is a privilege, not a right. Rewrites are available for the first two formal essays, but **never for plagiarized papers.** Rewrites must be sent as attachments to my email and will receive only a point score based on improvements.

Rewrite Guidelines:

- **Essay must have been received on time and accepted.**
- **Essay must have been full-length when received.**
- Essay rewrite **must contain at least 25% new content material**, proven by being highlighted in the text or explained in an attachment. This means **new content, not fixing errors.**
- Essay must thoroughly and thoughtfully address all of the instructor’s comments (suggestions for improvement) in order to receive additional points. No points will be awarded for partial improvements.
- Essay **must be accompanied by a separate summary paragraph of instructors’ comments in the email body and how each comment was addressed** by the student in the rewrite.
- Essay **grades cannot go down after rewrites, even if the new paper is worse ;).**
- *Essay grade can go* from an “F” to an “A”. The “F” will not be held against the student in a rewrite.
- Rewrites are due 2 weeks after grade is assigned.
- **There are no reminders sent out, so students must mark the date that essays are returned.**
- **No rewrites for “A” papers.**



Informal Assignments: You will be asked to write **8 journal entries**, each approximately **2 pages** in length and VERY informal in terms of form. **All of these assignments will be direct responses to various media or readings.** Many of these journal prompts may involve content that you may or may not entirely understand; that is entirely okay! In fact, it’s the point of them, as these writing exercises are not intended to gain nor demonstrate 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 “correctness” of the final product. ***Wow, what a concept—actually learning something interesting for the sake of learning something interesting!*** This may sound like a revolutionary concept for students who have been inundated for years by the pragmatically-driven “teaching to the test” philosophies of K-12 education 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—as they depend on an audience of sheep for their own survival! Another benefit of informal writing exercises is that they keep the “writing gears” moving in your mind! These entries allow you to explore topics without the pressures and demands that accompany all the stages involved with formal essay-writing; these low-stakes responses are equally as valuable to you as formal essays **in terms of your development as a writer!**

About Informal Assignments (IA’s) - 8 assignments:

- Worth **25 points each (200 points total)** and submitted to Canvas on **time**.
- Typically, these assignments are based on forms of media and readings from the book
- ***Minimum*** of two full pages for each response.
- Typed and general MLA format inasmuch as the “text box” on Canvas allows it (I do not turn on the attachment feature for these, so just plan to write in the text boxes or copy/paste from a Word doc).
- **Minimum of 2 correctly-sandwiched direct quotes per typed page from any reading associated with the informal assignment. No more than 2 sentences for each quote.**
- **Significant point loss if the response is *difficult* to read (seriously lacks clarity), and/or is so riddled with other mechanical errors that I am unable to read it peacefully.**
- **All Informal Assignments must be analytical and/or demonstrate critical thinking (opinions and analysis)!** This means NO summaries or re-telling of anything you watch or read!
- **Significant point loss if shorter than the required length.**
- **These assignments are less complicated (no lengthy assignment sheets) and less developed than the four formal essays.**
- I’ll make **fewer comments** than on the formal essays.
- **First person pronoun usage (I, me, my, us, we) is okay, but should not be overused.**
- No “Works Cited” pages are necessary for these.

Here is an example of how ALL quotes should look for this class, the “MLA Sandwich Quote”:

Thoreau writes, “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived” (61). It is clear that Thoreau is seeking to find purpose in his life; he does not want to get to the end and find that he had never really lived, which supports the idea that....

So, in the previous example above we see the sandwich. Use a lead-in (top slice of bread) with the author’s name and a comma, followed by the direct quote itself (what’s inside the sandwich) inside the quotation marks, then the parentheses go around the page number, and it all ends with a period outside the completed citation. After this, you will often offer some clarification of the quote or a sentence that integrates or highlights the objective of the paper, which you can see above. Important: No double punctuating. No double citing, where the author’s name appears redundantly again at the end. *Please only use complete sentences that begin with capital letters, like all sentences do, as your direct quotes. Do not come into a sentence midway.* **Because you have now seen and read about this citation, you are accountable for it. Simply use it as a template for your work.**

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 peer-responses on essays, discussion threads, and chats! Online students participate by completing assignments and communicating with each other and me, so failing to turn in work or to respond to others may result in a drop for “non-participation”. Additionally, I may and will probably drop a student who skips assignments, again, for “non-participation”. The “right to fail” is nullified on the day that a student stops turning in required work. Still, students, not instructors, are ultimately responsible for dropping themselves if a fail is imminent, so please do not depend on me for this—it is your future, so look out for yourself and know the drop date for each of your courses (See the schedule of classes). *So let's elaborate further on what I would like to see in our DE class.* To do well in *participation*, a student must:

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

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

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

Visit the **Holocaust Museum in downtown Houston** and write a 3-page critical and/or analytical response (a claim-driven, or thesis-driven, response) on the exhibits you saw. Be specific, descriptive, and do not write on anything else but what you saw, heard, read, or experienced at the museum. DO NOT write a first-person, chronologically-ordered, narrative account of your visit to the museum, even if you loved it; doing so will result in a zero for the assignment. Do NOT write on what you ate for lunch, who you went with, the traffic or weather, or how you generally love or hate museums. If you do, you will likewise receive a zero and your visit will be a waste of time. So, in order to take advantage of this opportunity and earn up to a maximum of 40 extra credit points, you must--*in addition to submitting the paper*--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!
-

Midterm and Final Exams (100 points each):

These exams are written, timed essays that must be taken within a designated period of time (see schedule) with no exceptions, except for students with ADA accommodation letters. For hybrid students and students in traditional face-to-face classes: these exams will occur during class times. **For DE students: these exams will be on two designated dates established at the beginning of the semester;** they will not require a specific location (i.e. you can take it at home), but they will require two non-negotiable THREE-HOUR time windows! Be sure you have established whatever necessary accommodations you will need with work or family members as soon as you see these dates posted in the schedule! One thing you can count on is this: *These exams will occur either on two weeknights between 7:00 and 9:00 PM or on two Saturday mornings between 9:00 and Noon.* Students who need special testing accommodations must contact the DSS office one week (or more) prior to the date of these exams, and I must be contacted two weeks before the final exam.

No one can pass the class without taking both of these exams. Also, students must receive at least 70% on the final exam to pass the course.

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

English Composition II Student Learning Outcomes



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

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

Students will be expected to participate in the **EGLS3 – Evaluation for Greater Learning Student Survey System**. At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term—and please take it. **I offer you 5 extra credit points for verification proving that you completed the survey.**

Tutoring at HCC Writing Centers:

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

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. (Revised) Title IX Statement

*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 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

2. Students Requesting Accommodation Due to Qualified Disability:

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including 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 <http://www.hccs.edu/district/students/disability-services/>

3. (Revised) “Campus Carry” Policy

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015).

For more information, visit the HCC Campus Carry web page at:

<http://www.hccs.edu/district/departments/police/campus-carry/>.



Dr. C – Surfing the Central Coast of California, Near Morro Bay

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

