**Dr. Christopher Carney**

**SPRING, 2015** (1/20- 5/17)

Houston Community College, Northwest (Katy Campus)

 Email:christopher.carney@hccs.edu

 **Office #229 Hours:****M/W: 8:30 – 9:30 / Tu/Th: 12:30 – 1:00**

 ***Class Times and Location:***

**Monday & Wednesday: 9:30 – 11:00 (Room 108)**

**English 1302:**

**Critical Thinking and the Rhetoric of Argument**

**Section # 43314
**

My **Learning Web** Page:

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

**I. Communication and Contact:**

 ecause I firmly believe that **communication is vital**, both to your success and mine, please bring any concerns, questions, criticisms, suggestions, or comments in general to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are. While I prefer that you talk to me in person about such concerns, please feel free to write an email or a handwritten note if you prefer. In short, when it comes to communication**, *never* feel as though you cannot talk to me! I’m here for you.** Beyond official office hours and/or appointments, the best time to raise your question or discuss a concern with me is actually during class—either in our open forum setting for everyone to hear, or through a question directed at me individually when the class is engaged in a collaborative, group exercises. Before and after class might also be possible to address quick questions.

ecause I know the vast majority of you have busy schedules and busy lives, **I generally assume you are far more likely to either address your questions in class or via** **email (it is the 21st Century after all)** before you’ll align your schedule to meet me in my limited office hours. Because of this**, I check my** **email** **frequently**, and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick reply). I check my email **multiple times every day between Monday and Thursday** (mornings, afternoons, and nights); **Fridays are lighter**, but I do check email even though I’m not teaching on this day; **as for weekends, I make no assurances regarding email checks nor replies**, since my focus on these days is on my family, not my classes. On some occasions, especially if I receive an email within a short period of time before our class starts, I might determine that I can meet your needs more effectively if I address your email when I see you as opposed to writing a long written response.

**NOTE:** I will **not** reply to messages requesting a repeat of all the information a student misses in the event of an absence, as doing so uses time and energy that is better spent addressing concerns or questions students (possibly you) have with their actual assignments or other particular issues. Therefore**, it is *your* responsibility to find out what *you* miss in the event of an absence by contacting one of your classmates and/or referring to the schedule.** With that said, being part of a reliable group of peers (i.e. a “study group”) goes a long way to ensure your success—and theirs! Again, I will not reply to messages requesting information about what you miss in the event of an absence, so please don’t ask. Finally, **be sure to have your HCC email account activated and check it often. Whenever I have announcements for the class, I send them to everyone in group message format via HCC email**. If you prefer ***not*** to use your HCC email address (the one that aligns with *Rosters Plus* by default) to receive my messages, you need to contact Admissions and Records with the alternate email address you DO wish to use and officially change it (either way, **YOU** are responsible for all information I send to the class through group messaging, regardless of whether or not you personally receive it due to a non-aligned email address).

I regard my **Learning Web** page as a vital means of communication in this class! It is here that you will find ALL RESOURCES pertaining to this class—either in document form or as active links. My reliance on the Learning Web, as an extension of my courses, is partly because I do not use the other HCC electronic platform—Eagle Online—you are likely required to use in other courses. Furthermore, I distribute very little paper, as all of the documents pertaining to our class are posted on my Learning Web page. When I send out group messages to the class (using ***Rosters +***, which requires you to have an active HCC email account), I am often just informing the class of new documents I’ve posted on the Learning Web. If you are frequently visiting the LW, you’ll see those additions added before you need the message!!

**II. Required Books/Materials:**

1.***Current Issues, Enduring Questions – 10th edition* (our primary text)**

2. **English 1302 Study Guide**

3. Access to a computer all semester (ideally, a laptop)

4. A bound writing notebook

5. 2 full size blue books (for the midterm and final exams)

**III. 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**

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**—perhaps more than many other. It will equip you with the cognitive tools you’ll need to think and communicate within academia and beyond! 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.

**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.** 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 trumps facts, especially with regard to 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**, which is clearly evidenced by an increased aversion to the exercising of first amendment rights, as guaranteed in the US Constitution. Political correctness and self-censorship are truly the enemies of intellectual growth, yet they are dominating every facet of our society—even education, where it should never be so! But please don’t take my word for it. Rather, I challenge you this semester to think critically about cultural norms and the messages you might have otherwise received passively—namely those messages delivered to you via mass media (i.e. NBC, ABC, CNN…just to name the first few that come to mind). I ask you to make it your goal this semester to either prove or disprove my hypothesis above as you become more culturally literate and critically astute in the way you listen, process, and respond to everything around you. *This means you might want to reconsider just how much network or cable television (news especially) you ingest on a regular basis! Vow not to let media hacks shape your worldview and you’ll make me proud!*

 **IV: Outcomes**

 **English Composition II Student Learning Outcomes**

1. Apply basic principles of rhetorical analysis.
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.

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**V. Behavior**

**eneral Premise:** *Because you are all* ***adults*** *who are taking this* ***college course*** *by* ***choice****, it should go without saying that everyone will demonstrate* ***maturity, responsibility,*** *and an* ***eagerness to learn.*** *The following policies ensure that everyone experiences a rewarding learning environment.* ***NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative removal from the course!***

 **a. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn; therefore, in keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class time.” Attendance will be taken every day at the beginning of class.

**In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped for excessive absences, and a daily record of attendance will be maintained throughout the semester.** Remember: it is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students on such occasions, should they occur.

**NOTICE: The State of Texas has begun to impose penalties on students who drop courses excessively . For example, if you take the same course more than two times, you have to pay extra tuition.** (Students who enroll for most credit CEU classes for a third or more times will be charged an additional $50.00 per semester credit hour and $3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed**.

Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering course withdrawl, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, F, or FX). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive an “FX” in the course.**

***INTERNATIONAL STUDENTS:*** Receiving a **W** in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.** **Class Arrival/Departure** – **A pattern of arriving late to class is not only disruptive, it is disrespectful**–both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception, not the rule, and should thusly occur on a rare occasions. I have no tolerance for **patterns** of late arrival, as it displays highly irresponsible behavior at best, and an outward display of arrogance at worst. However, if you are legitimately late, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record. **Be advised that a late arrival of more than 20 minutes will not be changed from an absence to a late; it will simply remain as an absence for the day**. I will also begin combining late arrivals into pairs of two *after* your second or third late arrival, regardless of the reason; each pair of late arrivals will then transfer into an absence. For those who acquire absences this way, the same policy regarding absences applies—namely, the potential of being dropped.

***I consider premature, sneaky departures from class as a behavioral issue****. This behavior conflicts with the “general premise” of section V (see above). Anyone who departs from class this way will not only be counted absent, but will not be allowed to earn extra credit, and will lose all possible points that may have been earned in class for that day; students who do this will lose “participation” points at the end of the semester as well.* ***If a student is not trying to be covert, yet still leaves before class is dismissed*** *(without discussing it with me in advance), he or she will be counted absent for the day.*

**c.** **Disruptive Talking** – Because I am a strong supporter of team learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage in the learning process; I balance lectures with “workshops.” **Therefore,** **disruptive chatting when we are assembled as an entire class is completely unacceptable**, regardless of what you may be chatting about. Such behavior is both **disrespectful and immature**; if necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in elementary school!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, **it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas**, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups for that matter, who talk and/or distract the class may nonetheless still lose credit on an assignment.

**d.** **Classroom** **Attitude –** How subtle it is, but ever so revealing of a student’s views towards his or her role in society, adulthood, higher education, future career goals, and general self-respect. A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material, being confrontational, excessively exiting class, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors, let me just ask you to honestly consider why you are in college at all. Really—ask yourself that question honestly. I’m not being judgmental, nor am I being sarcastic; I’m simply saying you need to ask that question because these behaviors are indicative of an attitude that is not conducive to success in college. For what it’s worth, I know that attitude all too well because I had it myself when I was in high school….*but not in college!* The difference between these settings is huge, namely because college students are not *required* to attend—they do so by choice! That is just the beginning of what makes college different from high school!

**e.** Academic Honesty, **Plagiarism, Collusion –** To plagiarize is to submit the words/ideas of another as one’s own

without giving them due credit. **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 administrators. Be advised that **all three of your formal papers must be submitted to turnitin.com** **for review before they are submitted to me.** HCC Policy: *“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 action including a zero for the assignment, an F for the course, and/or dismissal from the college (see on-line student handbook).**

**Be prepared to submit final drafts of all essays to turnitin.com:** I strongly suggest not underestimating the ability I have to find evidence of plagiarism through such a powerful resource! **Be Advised:** **if I encounter a plagiarized paper on turnitin.com, that paper receives an F and the student receives a zero in participation; he or she is also not allowed to do extra credit, either.** **A second offense will result in failing the course and being referred to administration for further disciplinary action—not the least of which will include my request for the student’s immediate removal from the class.** For more on plagiarism, refer tothe HCC Library site (on the Northwest Writing Center site), or the HCC Student Handbook.

**f**. **Arrival / Exiting Class –** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “**excessively**,” ***habitually* using the restroom (or anywhere else for that matter) as an excuse for frequent interruptions.** Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to walk in front of the class or let doors slam behind you when you exit or enter a room—especially when we are in the middle of writing, reading, discussion, or viewing a film. Furthermore, late entrances and/or class departures/returns for the restroom are distracting enough as they are; doing so without trying to be as inconspicuous as possible (i.e. making an obvious visual display of oneself or noisily opening/closing doors) makes it even worse. Needless to say, being distracting like this forfeits (positive) participation points!!

**g.** **Recording Devices –** Official HCCS policy **concerning recording devices:**  camera phones, cameras,

 audio/tape recorders, video recorders and any other electronic device that is capable of recording the human

 voice or image declares that the **“[u]se of recording devices, including camera phones and tape recorders, is**

 **prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or**

 **testing occurs. Students with disabilities who need to use a recording device as a reasonable**

 **accommodation should contact the Office for Students with Disabilities for information regarding [such]**

 **accommodations.”** I will refer any student caught doing this to further administrative discipline, which will also

 include my recommendation for the student’s removal from the class.

**h. Emerging Technologies:** As a student who is active in our learning community, **it is your responsibility to**

 **be respectful of our learning atmosphere in every way in** **which you have control over your own behaviors. This absolutely applies to any or all of the electronic** **devices you bring into the classroom!** So, in

 order to show respect to your fellow students and myself, you are expected to **treat all electronic devices you**

 **bring with you to class as extensions of yourself—no different** **than the control you need to have over your**

 **tongue or your hands. Just as you are responsible for what you do with body parts, and you know the**

 **difference between constructive and non-constructive uses of them**, the same applies to your technological

devices. For example, a ringing phone that you fail to set onsilent mode isno different in my estimation than

 blurting out an inappropriatecomment at an inappropriate time. Staring at a screen of any size during a lecture or

a presentation is no different to me than physically turning yourself around and staring at the opposite wall. If I saw

 a student doing the latter behavior, I’d conclude there was something seriously wrong with him or her and naturally

 address such outrageous, non-collegiate behavior. Be advised that I’ll addressstudents who are glued to their

 screens at inappropriate times in the same way because I view the behavior asequally outrageous! Assume also

 that such behavior will adversely affect participation grades as well!! On that note, it should go without saying

 that **there is absolutely no place for ear buds in a college classroom**, as students who think they can audibly

 tune-out (pun intended) and listen to their music during class (thus distracting others as in the process) ought to

 seriously ask why they are even in college at all! Such a behavioral issue naturally meanslosing participation

 points! **BTW:** I love using my ear buds and listening to my tunes as much as you do—***at the* *appropriate time!***I

 am also a strong advocate for the use of technology in the classroom—***in the appropriate contexts!***

**NOTE: all of the listed “behaviors” above are either positive or negative; subsequently, negative behavior translates into negative “participation” on my grading scale as opposed to positive participation. Negative**

**Participation translates into a loss of participation points.**

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#### VI. Writing Assignments: Formal and Informal Modes

1. **Formal, Out-of-Class Papers (3): Throughout the course, you will write 3 formal papers**. A detailed assignment prompt for each paper will be posted on my Learning Web page, which will include specific requirements and/or grading criteria. **Because this is English 1302, with a heavy emphasis on argumentation and rhetorical analysis, you can expect a significant degree of critical thinking in all three assignments!** These papers are all expected to meet minimum page-length requirements, and they must be correctly **formatted according to MLA guidelines**; I will direct you to resources that provide these guidelines on the Learning Web, in addition to designated sessions in class to discuss MLA as it applies to formatting and source citations. Concerning source-citing, all three papers will involve requirements to reference at least two sources.  **In addition, ALL papers must be submitted to turnitin.com in order to receive a grade; I will not accept papers that are not submitted to turnitin.com–No Exceptions!** Finally, in the first class meeting following thesubmission of these papers online, I need to collect materials that represent the informal development of the paper, otherwise known the “writing process,” which generally includes at least 1 rough draft, accompanied by notes/prewriting and evidence of revision; **if you take your papers to the Writing Center, which will earn you an additional 5 points**, BUT you must have verification of your visit clearly visible on the top page of the rough draft (i.e.- tutor’s signature, stamp, and/or comments to me if he or she chooses to do so).In addition, you *may* be required to submit print-outs from websites that pertain directly to the assignment.



**You **

**Write!**

1. **Critical Thinking Journal:** You will be required to write **10 INFORMAL** journal entries. I ask that you write them on a word processor, but not with the kind of attention to form you would apply to a typed formal essay. In fact, I suggest just turning off or covering the screen altogether in order to simply forget about form as you write! The only reason I want them typewritten is for stamping and collection purposes—both in class weekly and at the end of the semester when you’ll submit the whole journal as an electronic document to turnitin.com. **All of the journal entries you write will be direct responses to selections you make from the various video playlists on my YouTube playlist page.** Many of these videos involve discussions that you may or may not *entirely* understand; however, the point of this assignment is not to demonstrate a comprehensive mastery of the video or reading contents in order to pass some sort of test; rather, with these entries (and with your entire college career, quite frankly), try to abandon the nagging tendency to correlate *all* learning with test-taking and right/wrong answers. Thus, informal assignments like these, which focus on your intellectual development and hopefully foster curiosity in learning for the sake of learning, run quite contrary to the K-12 model of standardized “learning” (memorization and regurgitation) you’ve come to know all too well in high school! **The point of viewing and engaging in these discussions, through media, is for you exercise (and hopefully enjoy) independent learning and the development of critical thinking skills without worrying about the final product. I imagine that such an approach to learning in this way may likely be a first experience for many of you.** So, with that said, the first component to each of these journal entries is to watch something that interests you, and view it in its entirety (journal entries will not be counted if there is no indication that you did not view the whole discussion). The second component is the written response, which, again, should NOT be treated as a formal essay but rather just a collection of typed sentences in response to what you view or read.

**General Comments about the Benefits of Journal-Writing. . .**

Journaling is a fantastic way to keep the “writing gears” moving in your mind through informal free-writing, as journal entries allow you to practice written expression without the pressure and demands that accompany all of the stages involved with formal essays. Keep in mind that journal-writing is equally as valuable to you, **in your development as a writer**, as the final drafts of your formal essays! The big difference, of course, is the difference in the final product (from a reader’s standpoint). In contrast to formal writing, these entries should all be **highly informal explorations of ideas and/or exercises of** **discovery**! They may simply be “gut reactions.” And, because journal entries are not assessed *qualitatively* in terms of “correctness” of anything (content nor form), I have two simple requirements beyond the fact that you need to respond to a playlist video: 1. be sure to **address the whole discussion** (not just the beginning) and 2. Be sure to **critically analyze it and inject your opinions/interpretations** of it (do not merely state what someone else says).

**Write ! Write**

 **C. In-class Essays (Semi-Formal):** Otherwise known as the midterm and final exams, these are essays

 written in class. By “semi-formal,” they are not as formal as your out-of-class papers, in which case

 you have all the time you need to exercise the “writing process,” type them, and edit them

 thoroughly. On the other hand, they are not as informal as the journal responses, even though they—

 like the journals—are written by hand. While they both share the handwritten common ground, the

 content of the in-class essay IS evaluated for correctness and quality of content—namely, the

 correctness you demonstrate regarding your response to the specific prompt question. You will be

 informed as to the general content of these essays a week or so in advance, along with other

 preparation tips, which then leaves only the specific prompt questions as a mystery until exam day.

 

**VII. “Prezi” Group Presentations and Assigned Readings:**

Simply stated, our class will be divided into **three** **modules** with **four groups in each module** (A,B,C, and D). Presentations are divided in thirds among our 16 weeks, but not precisely. On day two of our class, you will be assigned to your modules for the semester. Groups are expected to **apply all of the required elements to their group projects**—of which you’ll find listed and described in detail on a handout I’ve posted on my 1302 Learning Web page. These guidelines clearly identify all that I expect from each group, including a required “**Prezi**” for the classroom presentation and a written document from each member, representing the areas he/she addressed. There will be BOTH a group assessment of each project and individual assessments of members within each group, and it will be up to each group to determine how the various objectives and tasks are executed.

**VIII. Pop Quizzes?**

You can **expect the possibility of taking 5 of these during the semester**…or fewer (including none at all), **depending upon the evidence of engagement with readings I see in the class as a whole**. Generally speaking, the 4 or 5 questions in these small quizzes will be focused on the assigned “everyone” readings and reasonably simple…*if you’ve done the required reading, that is!* Any or all points designated for these quizzes that are not used for quizzes will simply transfer into “participation” points, of which I will determine for each individual. There have been classes that have only had one or two quizzes, while others have had all five of them.

 

**IX. Late and/or Missing Assignments:**

**General rule:** **get things completed on time!** **When you don’t, expect consequences.** All of the assignments you are required to do will be discussed at length in class during the term, in addition to being posted in written form on the Learning Web. Accompanying the syllabus is also a detailed schedule, in which every important date/deadline is clearly posted. Even though I will provide handouts that clearly state the requirements and other details about assignments, I expect students to keep up with assigned readings and to take notes while paying attention in class. Work that is off-topic or fails to follow instructions will not be accepted (every year, I find it quite surprising that a few students lose points and/or fail assignments every year for this reason—but surprisingly they do! If you have any doubt as to whether or not you are within the boundaries of an assignment’s guidelines, talk to me about it first! No extra time will be granted to resubmit initially-rejected assignments due to a failure to follow directions (late penalties will be imposed each day an assignment is late). Generally, one *letter grade will be deducted for each class period that an out-of-class, formal assignment is late*. Quizzes, if we have them, may not be made up. Any arrangement you might need to take the midterm or final at a different date **must** be discussed with me at least 2 weeks in advance, and approval is not guaranteed. **Journal entries and other informal work in your notebooks will only be stamped on the due dates—namely because timeliness and following directions are the sole criteria for such assignments. Hence, upon final collection of journals and informal exercises, only those entries/assignments with stamps will be counted for credit.**

**X. General Requirements for Essay Assignments**

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

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

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

 must likewise adhere to correct MLA guidelines

3. All 5 essay assignments, and at least 8 stamped journal entries, must be completed in order to be eligible for extra credit

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

5. All accompanying documentation must be submitted with each major assignment. Make sure you get everything you

 will need to submit documentation and a Works Cited page.

6. Plagiarism will earn a “0” for that assignment and may not be made up. A second plagiarized essay means failing the

 Class.

7. Essays will be returned (and/or visible for viewing at turnitin.com) two weeks after the submission date. Please do not

 ask me when papers will be returned, as you are being informed here.

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

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

 Writing Center for review; the tutor MUST SIGN their name on the draft, along with their name printed below it and

 the date of your visit (everyone is eligible for this extra credit).

**XI. Online Evaluation**

Students will be expected to participate in the **EGLS3 – Evaluation for Greater Learning Student Survey System.**

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

**![C:\Users\Owner-1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WD4VKIS1\MP900439288[1].jpg]()**

**XII. General Guidelines Regarding Grades:**

1. Grades will NOT be discussed in class.

2. Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read all of

 the comments and then schedule an appointment.

3. **I look primarily at content, organization and development. Style, grammar and mechanics are secondary.**

 However, if style and grammar are such that the point is unintelligible, your grade will be affected. With that said, I

 expect all writing, except for informal journals, to reflect 1302-level writing (**not 1301**).

4. Please don’t ask me what your grade at the end of the semester; just wait the short time for posting at semester’s end.

5. **Below is a general description of grading criteria (applies to written assignments and overall class performance):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A** – Student demonstrates superior ability, skill and originality. Marks of a scholar emerge in this student’s work. Possesses thorough knowledge of material and consistently submits high quality work that is adapted to audience and the rhetorical context. There is a high degree of intuition and intellectual capacity evident regularly. Worked is marked with a spark of exceptional quality. Student demonstrates exceptional ability to think/learn independently and think critically. Work demonstrates successful risk-taking, which is likely “outside the box” to some extent. In short, the work is downright impressive on multiple levels!

**B** – Student shows above average ability, but nothing is too distinguished. Usually goes well beyond what is required, but nothing stands out as terribly exceptional. This reflects the very best work one can produce by not standing out. Work is largely free of rhetorical and stylistic errors, and clearly adheres to all instructions. The work is “safe,” which can be interpreted as a positive or a negative feature depending upon a student’s academic goals. Generally good work by a good student.

**C** – Average work which adequately treats assignments with enough care so as to not have “serious” problems, but is obviously concerned with merely “getting by.” Contains some errors (i.e., mechanical, stylistic, rhetorical, proofreading). Work adheres to instructions generally, but is a disappointment because it is just so blah (lackluster) and/or lacks development and engagement. There is either a lack of care/involvement with the assignments OR a desperate struggle to stay afloat in the course if this work reflects giving assignments their very best (only they know).

**D** – Below average work, but not necessarily failing. Inadequate development of the assignments on several counts, poorly focused writing indicating writer’s uncertainty of tasks. Shows little originality and skill, in addition to significant deficiency in one or more vital areas of the assignments. Student rarely adheres to specified guidelines. Work frequently contains significant errors.

**F** – Student consistently turns in unacceptable work which is sloppy, poorly organized, fails to meet requirements and contains excessive errors in style and logic. Student never meets deadlines and demonstrates no interest and little effort in work.

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**XIII. Point Distribution: (Grading):**

####

#### 3 Formal Essays 400 = 100 + 150 + 150

 **Journal 100 = 10 @ 10 pts each**

#### Midterm (in-class essay) 50

#### Final Exam (in-class essay) 50

 **Group** **Presentations 300\* = 3 @ 100 points each**

 **Quizzes 50**

 **Participation**  **\_\_ 50**

  **1,000 points possible**

\*Presentation grading consists of three components: (up to) **60 points given to the group project**; (up to) **30 points given to individuals for their written contributions (up to 90 points known after each presentation)**; and, at the end of the semester following my collection of “reflection forms of member participation” from group members and my observations of members’ participation, (up to) **30 points will be assigned to group members’ overall involvement in the projects**.

 **Overall: 900-1,000 points=A; 800-899=B; 700-799=C; 600-699=D; Below 600=F**

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**NOTE: *Missing one of the 5 formal essays will eliminate the extra credit assignment possibility AND eliminate the possibility of earning an A or B in the class because A and B students don’t miss major assignments (missing 2 of the 5 essays assures an F in the class). Finally, anyone who has less than a C average on their in-class essays cannot earn an A or a B in the class—regardless of point totals in other areas.***

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**XIV. Extra Credit Opportunity\*:**

***If you****…have not missed class more than three times, have not been addressed for a serious behavioral issue, and have submitted* ***all three formal essays on time****, then you will be eligible for the optional extra credit assignment, which is* ***worth up to 25 extra points****! I will provide the details for this* ***optional assignment*** *on a handout I will post on my Learning Web page. Generally speaking, this assignment will involve a visit to the Holocaust Museum in downtown Houston, and will require a critical analysis or an argument essay that responds to a very specific question pertaining to your visit. It will also require a* ***dated receipt/verification from the museum (also, as yet another form of verifying your visit, use your phone to snap a ‘selfie’ at the museum)***

**\*if eligible near the end of the semester**

**XV. ADA Statement:**

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office for Northwest College at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office.

**XVI. Writing Center Tutoring and On-line Help:**

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at Katy (or at Spring Branch and Alief campuses). Tutors can help you organize and develop ideas for your writing assignments and to work on problems in grammar and sentence structure. ***Tutors do not write, rewrite, edit, or correct papers for you,*** *but they can help you to do the tasks better yourself.* (*However, neither the tutor nor any person—your mother, your high school teacher, your friend, and so on—other than your instructor is the final judge of your work*). **The Writing Center at the Katy campus, located in room 321A, is open Mon and Tues 8:30am-7pm, Wed and Thurs 8am-2pm, and Fri 8am-noon. The Spring Branch Writing Center hours are M-Th 8am-8pm, F 8am-noon, S 10am-2pm, and it is located in room 703.**

**XVII. HCC Student Services Information**

Student Services provides Master’s and Doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans. Student Services regular business hours are the same at both campuses: M-Th 8am-7pm, F-Sat 8am-1pm. Phone numbers: **Katy Campus, 713-718-5751** (Spring Branch Campus: 713-718-5669)

**Additional Information: http://northwest.hccs.edu/northwest/campus-servies**

**XVIII.**

**Early Alert:** HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.

**XIX. Contacts:**

Before leaving our first class meeting, I recommend you to obtain the names, phone numbers, and/or email addresses of at least 2 people to contact in the event of an unexpected absence.

**XX. Turnitin.com**

Please visit my Learning Web page for instructions to register with turnitin.com (Again, this resource is absolutely required for you to pass this course!)

**You must have an active HCC email account you plan to use or check regularly. This is the means by which I send announcements to the class! You are responsible for all such information.** If you have a personal email address you prefer over an HCC address, simply contact Admissions in order to have them change the email address I have on my mass-email list (roster) for you.

Let’s Have a Great Semester!

***Your Success is My Success!***

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

**For all things pertaining to this class and many other learning resources, be sure to familiarize yourself with my Learning Web Page @** <http://learning.hccs.edu/faculty/christopher.carney>