

HOUSTON COMMUNITY COLLEGE
Department of English

English 1302
Composition II
Distance Education

Professor Schweitzer
Fall 2012
16-Week Term

Composition II: Crime and Punishment

PREREQUISITES / COURSE CONTENT AND OBJECTIVES / SCHOLARLY STANDARDS
REQUIRED TEXTS / REQUIREMENTS / GRADING SCHEDULE / WITHDRAWAL POLICY
STUDENTS WITH DISABILITIES / EGLS₃ / COURSE COMMUNICATION / COURSE SCHEDULE

Prerequisites

- Successful completion of Composition I

Course Content and Objectives

English 1302 is a course devoted to providing writing instruction and practice that will help students master critical analysis of reading selections (fiction, non-fiction, and poetry), feature fiction films, and documentaries. The course will also better acquaint the student with the research process and the implementation of analysis and research into persuasive/argumentative writings. The course will culminate in a significant and original research paper. English 1302 requires students to apply the critical thinking and writing skills introduced in English 1301.



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.

Scholarly Standards

Scholarly standards are those established in the course but universally followed in college-level scholarship. One purpose of course lectures, presentations, and discussions is to demonstrate college-level academics. These standards are better learned in class than from any manual. The college writing standard ought to be well known and specifically employs *Research: The Student's Guide to Writing Research Papers* for correct English expository style. The English department further authorizes students to use the MLA parenthetical citation method for scholarly form. Any work that falls beneath the college, departmental, and course standards is unacceptable.

The college has a code that regulates academic ethics. While the code is self-evident, there is one ethical question that needs be addressed here. Plagiarism is epidemic in higher education. It is a serious academic offense to plagiarize, i.e., to commit academic theft by presenting the ideas or words of another as though they were one's own, and therefore pains must be taken to indicate borrowed ideas by endnotes, and borrowed phraseology by endnotes and quotation marks. Again, it is the student's responsibility to know what constitutes plagiarism.

If the code and the guidance here are insufficient, *Research: The Student's Guide to Writing Research Papers* (chapter 8) has an excellent description with helpful examples. If questions about plagiarism remain, it would be best to consult the instructor before submitting any assignment for evaluation. Any work deemed plagiarized will result in a zero on the assignment and the assignment may not be redone or made up in any way. The instructor stresses her belief that plagiarism not only violates the rules of the university and injures the integrity of higher education at large but is also immoral.

Required Texts

- Behrens, Laurence and Leonard J. Rosen. *Writing and Reading across the Curriculum*. 11th edn. (New York: Pearson Longman, 2011.)
- Veit, Richard. *Research: The Student's Guide to Writing Research Papers*. 4th edn. (New York: Longman, 2004).

Recommended Texts

- Strunk Jr., William and E. B. White. *The Elements of Style*. Fourth edn. (New York: Longman, 2000).
 - Adler, Mortimer J. and Charles Van Doren. *How to Read a Book*. (New York: Touchstone, 1972).
-

Requirements

Research Essays. Students will be asked to write two 4-5 page research paper relating to the theme of this course (typed, double-spaced, see paper formats in the Course Appendices on the course website). More details on these assignments will come later.

Writing Assignments. Students will write 11 paragraph-length writing assignments based on in-class readings and independent research. Three of the assignments may be skipped or, alternatively, the three lowest scores will be dropped at the end of the semester.

Quizzes. Students will take 12 quizzes based on course readings, audios, and videos. Five of the quizzes may be skipped or, alternatively, the five lowest scores will be dropped at the end of the semester.

Final Examination. Students will take a final essay examination based on assigned readings, lectures, and discussions.

Participation. The success of online learning experience is largely dependent on student participation in the discussion forums. Frequent and collegial participation in the discussion threads will be an essential part of the course grade. Half of the participation grade is based on participation within designated “groups” and the other half is for postings in the general weekly discussion threads.

Grading Schedule

Listed below is the weight that will be given to the particular assignments detailed in the section above and the instructor’s conception of the meaning of lettered grades. In fairness, the instructor has provided the range of scholarly opportunities so as to prevent penalizing any student for some extraneous personality trait like shyness, or illness or fatigue on some particular occasion. The instructor’s practice of grading is at a high academic standard and scrupulously fair.

Research Essays	40% (20% each)
Writing Assignments	20%
Quizzes	10%
Participation	15%
Final Examination	15%

- | | | | |
|---|-----------|-----|--|
| A | (90-100%) | ==> | Outstanding, and therefore rare
Exceptional in mechanics, style, and content |
| B | (80-89%) | ==> | Superior work, surpasses an “average” performance
Superior in one or two areas: mechanics, style, content |
| C | (70-79%) | ==> | Has satisfied requirements for college work
Performed in an average manner, good but unexceptional |

D	(60-69%)	==>	Less than adequate, frequently slipshod Noticeably weak in mechanics, style, content
F	(0-59%)	==>	Not at all adequate Does not show mastery of course material
I		==>	Incomplete

Withdrawal Policy

As of Fall 2007, the Texas legislature has instituted a new policy governing all community colleges in Texas. The new regulations require that all student-initiated or administrative “withdrawals” must be recorded on or before the official college “Withdrawal Date.” After that date, students dropping out of the course or not fulfilling course requirements may only be given an “F.” Individual professors have no discretion in this matter any more.

Additionally, freshman entering college Fall 2007 onward are only allowed to have six “Withdrawals” total over the course of their academic careers. This rule does not apply to students enrolled previous to Fall 2007. Thus, if students are thinking about withdrawing from a course, it is important to discuss the implications of this choice with an academic adviser, as they now carry serious academic consequences.

This semester’s deadline for withdrawals is Friday, November 2 at 4:30 pm. It is the student’s obligation to withdraw from the course. The professor will not do it for him/her.

Students with Disabilities

The Americans with Disabilities Act requires all places of business and employment, all government agencies, and all educational institutions to make reasonable accommodations for persons with disabilities. Students with disabilities—whether those disabilities be physical handicaps or learning disabilities—are encouraged to discuss immediately any and all difficulties or potential difficulties in the course with this instructor (who is herself disabled) and with all their instructors more generally. To facilitate any necessary accommodations, students must contact their appropriate Distance Education counselors.

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.

Course Communication

Professor Schweitzer will be available for general consultation by phone or by internet chat by appointment. I will also offer “Virtual Office Hours” using iChat, Jabber, or GoogleTalk (ID: corie.schweitzer@gmail.com) or Skype (ID: porcupineproductions). Each week, I will post different “Virtual Office Hours,” during which students may conference with me by internet chat or by telephone.

If a student should encounter problems with the course, he or she ought immediately to inform the instructor by e-mail (through the Eagle Online course e-mail or, only if necessary, through corie.schweitzer@hccs.edu). The instructor encourages students to communicate with her about this course and any other important matters. Also, any student who encounters difficulties in the class, in his or her studies in general, or with the larger academic institution, should immediately inform me so that we may try together to overcome them.

The instructor’s objective in teaching is to educate students at a high academic standard, that is, to equip students intellectually and empower them to think critically and to read and write correctly and well both in English courses and in college more generally. What students learn in this course ought to be relevant to other courses and to their lives. The instructor’s objective is, in sum, Socratic. Consequently, the instructor implores students to engage in dialogue with her. Teaching is not the instructor’s occupation but her vocation.

Course Schedule

Before August 27: **ORIENTATIONS**

Students must participate in online orientations for both Distance Education generally and this particular course

Week of August 27: **COURSE INTRODUCTION** **WEEK 1** **INTRODUCTION TO RESEARCH WRITING**

- Readings:**
- from *Research: The Student’s Guide to Writing Research Papers* - Chapter 1, “What Is Research?”
 - from *Writing and Reading across the Curriculum* - Chapter 1, “Summary, Paraphrase, and Quotation”
 - Jennie Nelson, “The Scandalous Research Paper and Exorcising Ghosts,” from *The Subject Is Research* (in “Course Appendices: Course Handouts”)

- Due:** • Assignment #1 (due Saturday, September 1 by midnight)
• Syllabus Quiz (due Saturday, September 1 by midnight)
• Quiz #1 (due Saturday, September 1 by midnight)

Audio Lectures: • The Ghost of Research Papers Past

Week of September 3:
WEEK 2

- Readings:** • from *Research* - Chapter 2, “Two Sample Research Papers”
• from *Writing and Reading* - Chapter 2, “Critical Reading and Critique”
• Malcolm Gladwell, “The Power of Context (Part I),” from *The Tipping Point* (in “Course Appendices: Course Handouts”)
• Steven Leavitt and Stephen Dubner, “Where Have All the Criminals Gone?” from *Freakonomics* (in “Course Appendices: Course Handouts”)

- Due:** • Assignment #2 (due Saturday, September 8 by midnight)
• Quiz #2 (due Saturday, September 8 by midnight)

Audio Lectures: • Evaluating Research-Based Claims

Note: • Students must participate in the course by joining discussions by Friday, September 7 or else face being withdrawn from the course

Week of September 10:
WEEK 3

- Readings:** • from *Research* - Chapter 3, “Selecting a Research Topic”
• from *Writing and Reading* - Chapter 3, “Introductions, Theses, and Conclusions”

Viewings: • Chris Cozzone’s *PrisonZone* website (in “Course Appendices: Course Handouts”)

- Due:** • Assignment #3 (due Saturday, September 15 by midnight)
• Quiz #3 (due Saturday, September 15 by midnight)

Audio Lectures: • Interpreting Primary Sources

Week of September 17:
WEEK 4

- Readings:** • from *Research* - Chapter 4, “Tools for Finding Sources”
- from *Writing and Reading* - Chapter 4, “Explanatory Synthesis”
 - Thomas Gilovich, “Something Out of Nothing: The Misperception and Misinterpretation of Random Data” from *How We Know What Isn't So* (in “Course Appendices: Course Handouts”)

- Audio:** • *Skeptoid* - “A Magical Journey through the Land of Logical Fallacies, Part I” (in “Course Appendices: Audio/Visual Material”)
- *Skeptoid* - “A Magical Journey through the Land of Logical Fallacies, Part II” (in “Course Appendices: Audio/Visual Material”)
 - *Skeptoid* - “How to Identify a ‘Good’ Scientific Journal” (in “Course Appendices: Audio/Visual Material”)

- Due:** • Assignment #4 (due Saturday, September 22 by midnight)
- Quiz #4 (due Saturday, September 22 by midnight)

Audio Lectures: • Fallibility and Fallacies

Week of September 24:

WEEK 5

- Readings:** • from *Research* - Chapter 5, “Finding Sources Outside the Library: Conducting Interviews and Writing Letters”
- from *Writing and Reading* - Chapter 5, “Argument Synthesis”

- Due:** • Assignment #5 (due Saturday, September 29 by midnight)
- Quiz #5 (due Saturday, September 29 by midnight)

Audio Lectures: • Investigating the Subjects

Week of October 1:

WEEK 6

- Readings:** • from *Research* - Chapter 6, “Assembling a Prospectus and a Working Bibliography”
- from *Writing and Reading* - Chapter 6, “Analysis,” Stith Thompson, “Universality of the Folktale,” Charles Perrault, “Cinderella,” Jakob and Wilhelm Grimm, “Ashputtle,” Tuan Ch'êng-shih, A Chinese “Cinderella,” “The Maiden, the Frog, and the Chief’s Son,” “Oochigeaskw: The Rough-Faced Girl,” Anne Sexton, “Cinderella”

- Due:** • Assignment #6 (due Saturday, October 6 by midnight)
- Quiz #6 (due Saturday, October 6 by midnight)

Audio Lectures: • Questions at Issue

Week of October 8:**WEEK 7**

- Readings:**
- from *Research* - Chapter 7, “Putting Your Sources to Work: Reading and Taking Notes”
 - from *Writing and Reading* - Bonnie Cullen, “The Rise of Perrault’s ‘Cinderella,’” Bruno Bettelheim, “‘Cinderella’: A Story of Sibling Rivalry and Oedipal Conflicts”

- Due:**
- Assignment #7 (due Saturday, October 13 by midnight)
 - Quiz #7 (due Saturday, October 13 by midnight)

Audio Lectures: • Working with Secondary Sources

Week of October 15:**WEEK 8**

- Readings:**
- from *Research* - Chapter 8, “Reporting on Sources: Paraphrase and Quotation,” Chapter 9, “Using Parenthetical Notes”
 - Wendy Weston McLallen, “Why Write Literary Research Papers?” from *The Subject Is Research* (in “Course Appendices: Course Handouts”)

Viewings: • *Into the Woods* (d. James Lapine, 1991) (in “Course Appendices: Audio/Visual Material”)

- Due:**
- Assignment #8 (due Saturday, October 20 by midnight)
 - Quiz #8 (due Saturday, October 20 by midnight)

Audio Lectures: • Putting It Together

Week of October 22:**WEEK 9**

- Readings:**
- a former Composition II student, “The Loss of Innocence: Exploring Symbolism in Classic Fairy Tales” (in “Course Appendices: Course Handouts”)

Week of October 29:**WEEK 10**

Readings: • from *Research* - Chapter 10, “Writing and Revising the Research Paper,” Chapter 11, “Producing and Proofreading Your Polished Draft”

Due: • Assignment #9 (due Saturday, November 3 by midnight)
• Quiz #9 (due Saturday, November 3 by midnight)

Audio Lectures: • Getting It Right

Week of November 5:

WEEK 11

Readings: • from *Writing and Reading* - Erich Fromm, “Disobedience as a Psychological and Moral Program,” Lee Ross and Richard E. Nisbett, “The Power of Situations,” Stanley Milgram, “The Perils of Obedience”

Due: • Literary Research Essay (due Saturday, November 10 by midnight)
• Quiz #10 (due Saturday, November 10 by midnight)

Audio Lectures: • In the End Is My Beginning

Week of November 12:

WEEK 12

Readings: • from *Writing and Reading* - Jerry M. Burger, “Replicating Milgram: Would People Still Obey Today?” Solomon E. Asch, “Opinions and Social Pressure”

Due: • Assignment #10 (due Saturday, November 17 by midnight)
• Quiz #11 (due Saturday, November 17 by midnight)

Audio Lectures: • Experiments and Experience

Week of November 19:

WEEK 13

Readings: • from *Writing and Reading* - Ian Parker, “Obedience,” Philip G. Zimbardo, “The Stanford Prison Experiment”

Due: • Assignment #11 (due Monday, November 26 by midnight)
• Quiz #12 (due Monday, November 26 by midnight)

Audio Lectures: • The Individual in Society

Week of November 26:
WEEK 14

Due: • Draft of Psychology / Social Science Research Essay

Week of December 3:
WEEK 15

Due: • Psychology / Social Science Research Essay (due Saturday, December 8 by midnight)

Week of December 9: **FINAL EXAMINATION**
WEEK 16

Dates: • From 12:05 am on Sunday, May 9 to 11:55 pm on Wednesday, December 12

Place: • Entirely on computer, on your own

Instructions: • Students may take final examinations online any time between from Sunday to midnight on Wednesday. Exam takes two hours.