

**Houston Community College- SOUTHEAST—Felix Morales Bldg.  
ENGLISH 1302 SYLLABUS - FALL 2015**

**Complete Semester Syllabus**

**ENGL 1302-0005-72126—Mon & Wed. 8-9:30AM;**

Instructor's Name: Douglas Cameron, M.A. Days/Time: (see above).

Office hours: immediately after class: Phone: 281-513-8474

email: [douglas.cameron@hccs.edu](mailto:douglas.cameron@hccs.edu) or [dgcameron11@yahoo.com](mailto:dgcameron11@yahoo.com)

**Textbook:** Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions*. 10<sup>th</sup> Edition

**Grade Percentages:** (The total will equal 100%)

10% Short answer assignments via email

15% Critical Analysis (out-of-class essay) - 600-800 words

10% Midterm Essay Exam (in-class essay) - 600-800 words

15% Literary Analysis (out-of-class essay) - 600-800 words

05% Research Works Cited

10% Research Notes

05% Research outline

10% Final Essay Exam (in-class essay) – 600-800 words

20% The Research Paper - @ 1500-2000 words

**HCCS--Crucial Days for Fall**

August 24, Monday: Classes begin.

September 7, Monday: Reg. 16WK: Labor Day: Holiday

September 8, Tuesday: Reg. 16 WK: Official Day of Record

September 9: Wednesday: Reg. 16 WK: Last Day for 70% refund

September 15: Tuesday: Reg. 16 WK: Last Day 25% Refund

**October 30, Friday: 4:30PM: Last day for students to Withdraw w/o “F.”**

November 25: Wednesday: No evening classes

November 26-29: Thursday-Sunday: **Thanksgiving: All HCC Campuses Closed—No Classes**

December 6, Sunday: Instruction Ends

December 7-13, Mon-Sun: Final Examinations (Follow the schedule printed in the Fall Schedule of Classes.)

December 13: Sunday: Semester Ends

**December 14, Monday: Professor must submit grades to administration by 12PM**

December 18, Friday: Grades available to students

December 21, Monday: Holiday Break: All HCC Campuses Closed

**Assignments:** Students are expected to turn in assignments on time. If something happens, such as an illness, which prevents you from doing your work, contact your instructor to make arrangements for turning in late assignments.

**Make-up Policy:** Students who miss the midterm or the final exam are expected to speak with the instructor first to explain the reason for the delay and may be asked to produce documentation to support it. Students will be allowed to schedule a time to write the exam at the instructor's convenience at the instructor's discretion.

**Incompletes:** A student who receives an —I (Incomplete) in the course has one long semester to complete course work. If the work is not submitted by this time the grade will automatically become an —F.

**HCCS Absence Policy:** HCCS policy stipulates if a student misses 12.5% of class (which equates to approximately 6 class hours/4 class periods of instruction), that student may be dropped from the course at the instructor's discretion.

**Tardiness:** Students are expected to be in class on time for each class and ready to learn. Students are in charge of their schedule, so if they cannot be on time consistently, they should choose another class. Each instructor has his/her own policy on tardiness, which may or may not affect a student's grade or the number of absences during the semester.

**Leaving Early:** Students who leave early may do so without permission, but they are responsible for missed work.

**Withdrawal:** If a student decides to drop the course, he/she must do so on or before the last day to withdraw, which is posted on this course calendar, as well as the class schedule. If a student simply stops attending and fails to officially withdraw, he/she runs the risk of receiving an F in the course, regardless of his/her average. It is the

student's responsibility to know the correct procedure for dropping a course.

**Communication** with your instructor is essential in all your courses. Please keep me informed of problems you are having either with the course itself or with keeping up with assignments.

**Questions** are invited in this course. It is the opinion of your instructor that questions from students demonstrate both interest and knowledge. Feel free to ask questions at any time.

**All papers** must be typed. Students should store all papers until the end of the following semester.

**Important Materials:** Electronic media storage device; notepaper; pen

**Student Grievances:** Students who wish to complain about any aspect of their education should first speak with their instructor. If the situation remains unresolved, then the student has the right to file a student grievance. Forms can be picked up in the office of the Dean of Instruction. These forms are first submitted to the Department Chair who will then consult with the student and other parties involved in an effort to come to a reasonable resolution of the problem.

Read your **Student Handbook** paying particular attention to the section on Student Policies. Within this section is a segment on **Grievance Procedure** as well as one on **Academic Dishonesty**. It is important that you familiarize yourself with both your rights and responsibilities as a student. Student Handbooks are available from the Office of the Registrar.

**Cheating:** Students whose papers are proven to be plagiarized will receive a —0 (zero) for the assignment. Before you decide to present someone else's work as your own, be aware that there are many tools for discovering plagiarism available to an instructor.

**Southeast Campus Writing Center:** The Southeast Campus provides a Writing Center in Room 229B in the Felix Morales building. To check out the Writing Center online, go to <http://learning.sec.hccs.edu/courses/tutoringcenters/writingcenter>. To make an appointment for writing assistance in the Writing Center, go to <https://www.rich15.com/hccs>. For additional online tutoring assistance in English, go to <http://www.askonline.net>. The instructors in the Writing Center won't write your papers for you, but they will give you expert advice and guidance in completing your written assignments for all of your classes, not just for English classes.

**Web site for HCCS Cancellation, Delayed Opening/Early Closing:** —In the event of severe weather or other conditions that pose a threat to the health or safety of students and/or employees, college administrators may make the decision to close campuses in affected areas. In this case, students, faculty, and staff are advised to monitor local radio and television stations for information and updates. In addition, students can log on to [www.school-closings.net](http://www.school-closings.net) to find out about delays and canceled classes.

**Grades:** At the end of the semester log on to your HCCS account to see your grades.

**Disabilities:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Services Office. For more information, go to the HCC ADA Web site at: <http://www.hccs.edu/students/disability/faculty/index.htm>. For questions, call Chris Caldwell at 713-718-7218.

## EXEMPLARY EDUCATIONAL OBJECTIVES

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

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**Mission Statement:** The purpose of the English department is to provide courses that transfer to four-year colleges; to introduce students to literature from diverse traditions; to prepare students to write clear, communicative, well-organized, and detailed prose; and to develop students' reading, writing, and analytical skills.

\* The instructor reserves the right to change various parameters of this syllabus at his discretion.\*

Week 1: Aug 24; 26  
24<sup>th</sup>--MLA Formatting Review

**Homework:** Complete MLA. Read: “Undercover Parent” 21-23, and “Military Women in Combat . . .” 28-31.

26<sup>th</sup>—Turn in MLA assignment. Continue MLA. Lecture on Chapter 1, pp. 3--33 “Critical Thinking.” Discuss and respond to “Undercover Parent” and “Military Women in Combat: Why Making It Official Matters.” Possible new MLA assignment.

**Homework:** Professor gives assignment on one of the readings. Student emails response to professor. Read “A First Amendment Junkie,” 47-50, and “Executions Should Be Televised” 48-50. Complete any new MLA assignment.

Week 2: Aug 31; Sept 2

31<sup>st</sup> -- Turn in any MLA. Discuss email responses. Lecture on 1<sup>st</sup> half of Chapter 2, “Critical Reading . . .” pp. 34-56; Discuss and respond to “A First Amendment Junkie,” and “Executions Should Be Televised.” Discuss possible research topics. [Handout on research possibilities]

**Homework:** Professor may give email assignment on one of the readings. Read: “Why the Pledge of Allegiance Should be Revised,” “Let’s Put Pornography back in the Closet,” 61-63, “On Racist Speech,” 64-68, “Protecting Freedom of Expression on the Campus,” 69-71, and “Thinking Further about Freedom of Expression and Facebook” 71-72.

2<sup>nd</sup> —Discuss email responses. Lecture on 2<sup>nd</sup> half Chapter 2, pp. 56-73; Discuss and respond to “Why the Pledge of Allegiance Should be Revised,” “Let’s Put Pornography back in the Closet,” “On Racist Speech,” “Protecting Freedom of Expression on the Campus,” and “Thinking Further about Freedom of Expression and Facebook.”

**Homework:** Professor gives assignment on one of the readings. Student emails response to professor. [**Choose a research topic—devise a tentative thesis statement. Due Monday 14<sup>th</sup>.**]

Week 3: Sept 7; 9

7<sup>th</sup>—LABOR DAY: NO CLASSES.

9<sup>th</sup> --**Librarian gives tour of library and lectures.**

**Homework:** [**Choose a research topic—devise and write a tentative thesis sentence. Due Monday.**]

Week 4: Sept 14; 16

14<sup>th</sup>—Discuss email responses. Lecture on 1<sup>st</sup> half Chapter 7, pp. 267-333: “Using Sources” [**Discuss individual research topics and thesis sentences with professor.**]

**Homework:** Read “An Argument for Corporate Responsibility” 319-325. [**Begin researching and collecting fifteen sources for research paper. Have at least five sources on an MLA Works Cited page with proper formatting by tomorrow Wednesday.**]

16<sup>th</sup>—[**First five sources in Works Cited MLA formatting due.**] Lecture on 2<sup>nd</sup> half of Chapter 7. Discuss and respond to “An Argument for Corporate Responsibility.”

**Homework:** Professor gives assignment on one of the readings. Student emails response to professor. Read: “For Environmental Balance, Pick up a Rifle,” 187-188, and “Bring Back Flogging,” 196-198. Prepare to discuss in class.

Week 5: Sept 21; 23

21<sup>st</sup> --Lecture on Chapter 5, pp. 179-227, “Writing an Analysis of an Argument.”

Discuss and Respond to “For Environmental Balance, Pick up a Rifle,” and “Bring Back Flogging.” Read **Carl Rogers** in class, if time--394-400.

**Homework:** Professor gives assignment on one of the readings. Student emails response to professor. Read: “Violent Media is Good for Kids,” 199-203 and “Confessions of a Liberal Gun Owner,” 203-206. **[First 15 of 45 notecards due tomorrow Wednesday.]**

23<sup>rd</sup> — **[First 15 of 45 notecards due.]** Discuss and respond to “Violent Media is Good for Kids,” and “Confessions of a Liberal Gun Owner.” Professor gives assignment on one of the readings. Student emails response to professor.

**Homework:** Read: “Animal Liberation.” **[Professor assigns essay for Critical Analysis due Monday.]**

Week 6: Sept 28; 30

28<sup>th</sup> -- **First major paper--Critical Analysis of an essay due at start of class (600-800 words)**  
Discuss email responses. Lecture on Chapter 6. pp. 226-261, “Developing an Argument of Your Own”  
Read, discuss, and respond in class to “Why I Don’t Spare ‘Spare Change’” 264-265.  
**[Professor assigns piece for mid-term to be written in class Monday 5th.]**

**Homework:** **[Second five (10 in all) of 15 sources in MLA Works Cited formatting due Wednesday.]**

30<sup>th</sup> — **[Second five (10 in all) of 15 sources in MLA Works Cited formatting due]**  
Lecture on Chapter 12—“A literary Critic’s View: Arguing About Literature,” pp. 420-438; Discuss and respond to “Mending Wall,” 427-428 and “To His Coy Mistress,” 435-436.

**Homework:** **[Prepare for mid-term to be written in class Monday 5th.]**

Week 7: Oct 5; 7

5<sup>th</sup> — **Second major paper--Mid-term Essay Exam--written in class. (600-800 words)**

**Homework:** **[Second fifteen (30 in all) of forty-five notecards due Wednesday].**

7<sup>th</sup> – **[Second fifteen (30 in all) of forty-five notecards due]**. Read, discuss, and respond in class to “The Story of an Hour,” 438-440 and Plato’s “The Greater Part of the Stories Current Today We Shall Have to Reject,” 444-448. Practice analysis of “The Story of an Hour.”

**Homework:** **[Complete Works Cited due, next Wednesday, October 14].**

Week 8: Oct 12; 14

12<sup>th</sup> — Reiterate points on literary analysis. Read and practice analysis of “The Love Song of Alfred J. Prufrock.”

**Homework:** **[Complete Works Cited due Wednesday, October 14].**

14<sup>th</sup> -- **[Turn in Full Works Cited with all fifteen sources]** Continue Prufrock analysis.

**Homework:** **[Read and research one of two allegories assigned by professor for literary analysis due Monday. May turn analysis in at beginning of class Monday or work until the end of class Monday.]**

Week 9: Oct 19; 21

19<sup>th</sup> — **Third major paper--Literary Analysis essay due at end of period today (600-800 words).**  
If finished, work on your semester long research paper.

**Homework:** **[Notes (all 45 cards) based on all fifteen sources due Monday]**

21<sup>st</sup> —[Notes (45 cards) from all fifteen sources due at end of period.] Begin writing research outline in class. Continue Prufrock analysis. May read and analyze “Much Madness in Divinest Sense,” by Emily Dickinson, “The Lady of Shalott,” by Tennyson, and/or Sonnet 123 by Shakespeare.

Week 10: Oct 26; 28

26<sup>th</sup> – Work on research papers--may continue literary analysis of Dickinsonian, Tennysonian, and/or Shakespearean poems.

**Homework:** Work on research papers; may work on assigned literary analysis.

28<sup>th</sup> – [Complete outline of research paper in class.] Begin peer review of outlines. Consider re-organization of paper. May continue Prufrock analysis, Emily Dickinson; “The Lady of Shalott,” Shakespeare.

Week 11: Nov 2; 4

2<sup>nd</sup>—Continue peer review of outlines. Work in the library or in class on research paper. [Rough drafts of research paper with Works Cited and matching text citations due Wednesday for professor and peer editing] May continue poetry analysis.

4<sup>th</sup>—[Rough Draft of research paper with Works Cited and matching text citations due.] Professor and peers suggest editing changes. May continue poetry analysis.

Week 12: Nov 9; 11

9<sup>th</sup>—Continue peer editing; students work on revisions and final product. Continue literary analyses.

20<sup>th</sup>—Continue peer editing of research papers

Week 13: Nov 16; 18

16<sup>th</sup>—Work on revising research papers

18<sup>th</sup> --Individual conferences about your research

Week 14: Nov 23; 25

23<sup>rd</sup>--Individual conferences about your research

25<sup>th</sup>—con’t conferences. Finalize research papers

### **Thanksgiving Holidays Nov 26-30**

Week 15: Nov 30; Dec 2

30<sup>th</sup>—Work on final Research paper. In preparation for Final Exam--skim Chapter 26, p. 655--“What Is the Ideal Society.” Read “Utopia” and “The Prince.”

2<sup>nd</sup>—*Final Research essay due.* (1500-2000 words) with parenthetical notations and matching Works Cited; text must contain at least ten parenthetical notations referring to at least ten of the fifteen separate sources listed in Works Cited.

**Homework:** In preparation for final exam, peruse Chapter 26—“What Is the Ideal Society?” FINAL EXAM—Before coming to class, closely read both *Utopia* p 655 and *The Prince* p 669 for a literary analysis question to be answered on an open book final. Responses are to be written in class and should be between 600-800 words. May bring a hardcopy outline to the final. However, no internet, cellphone, or pre-written papers other than hardcopy outlines to be used on final day. Due at end of period.]

Week 16: Final Week—Dec 7—13 (see final exam schedule)

**Fifth major paper--Final Exam-Literary analysis based on *Utopia* and *The Prince* to be written in class (600-800 words)**

**Grade Analysis**

100—90: A   70-79: C   59-below: F  
80-89: B   60-69: D