

ENGLISH 1302: COMPOSITION II—SYLLABUS AND CALENDAR

Dual Credit Course at Katy Taylor High School

3 Credit Hours/ 48 hours per semester

15 Weeks: 1/14/2013-5/12/2013

Lecture/Core Curriculum

Spring 2013

Period 4 CRN: 33299 M W TH 10:21-11:12 AM

Period 5 CRN: 32214 M W TH 11:51-12:42 PM

Period 6 CRN: 32348 M W TH 12:48-1:39 PM

INSTRUCTOR: Dr. Duncan I. Hasell

CONTACT INFORMATION: Duncan.hasell@hccs.edu

Office hours at Taylor: 1:45-3:15 PM, THURSDAYS and by appointment

COURSE DESCRIPTION: In English 1302, you will study the purposes, strategies, and techniques of written and visual arguments. As such, this course is designed to help you move into a discourse that emphasizes interpreting and reading rhetorically, engages in rigorous intellectual inquiry, and requires persuasive construction and effective presentation of written materials. Students will be expected to engage actively with the complex issues raised by course materials and to apply course concepts independently to new problems and contexts.

PREREQUISITES: A passing grade in 1301 or its equivalent

MINIMUM WRITING REQUIREMENT: Minimum of 6000 words during the semester.

INSTRUCTIONAL MATERIALS: *THE NEW MCGRAW–HILL HANDBOOK*

LITERATURE FOR COMPOSITION: ESSAYS, STORIES, POEMS, AND PLAYS. 9th edition, Eds. Sylvan Barnett, William E Cain, and William Burto. Longmans, 2011

ENGLISH 1302 STUDY GUIDE

A good, recent college dictionary

2 full-sized Blue Books for the Midterm and Final Exams.

STUDENT LEARNING OBJECTIVES:

- Demonstrate the ability to coherently analyze: divide a text into rhetorical parts, name the parts, identify examples that illustrate each part, and evaluate the contribution of each in one or more essays;

- Demonstrate critical abilities when discussing texts in class and in writing assignments by delving into the meanings and implications behind the issues or literary techniques employed;
- Research and document paper(s) using proper MLA style;
- Find and evaluate library books, journals, magazines, and/or data-bases to find information on a topic or issue;
- Expand the scope, confidence, and creativity of written expression.

STUDENT LEARNING OUTCOMES FOR THIS COURSE:

To successfully complete 1302, you will:

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

INSTRUCTIONAL METHODS: Students will experience a variety of instructional methods, including frequent class discussions and peer reviews. I will offer specific guidance as to how to write analyses and arguments. Students will be expected to reflect deeply upon an issue or an analysis. Also, examples of good student writing will be available for review by members of the class.

HCC GRADING SCALE:

A (90-100) Exceptionally fine work, superior mechanics, style and content

B (80-89) Above average work, achieves in areas listed above

C (70-79) Average quality work, satisfactorily meets all requirements

D (60-69) Below average work, noticeably weak in areas listed above

F (0-59) Failing work, clearly deficient in areas listed above

HCC POLICY STATEMENTS:

DISCIPLINE: As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As fellow learners students are asked to respect the learning needs of their classmates and to assist me in achieving this critical goal. (See STUDENT HANDBOOK)

ACADEMIC HONESTY: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. Students are expected to be familiar with HCC's policy on Academic Honesty found in the catalogue. What this means is that if a student is charged with an offense, pleading ignorance of the rules will not help.

PLAGIARISM AND COLLUSION: *THE STUDENT HANDBOOK* lists cheating, plagiarism, and collusion as scholastic dishonesty. It defines PLAGIARISM as "the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work for credit." It defines COLLUSION as "the unauthorized collaboration with another person in preparing work for credit." Possible punishments are "a grade of O or F on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college." (See *STUDENT HANDBOOK*)

ELECTRONIC DEVICES: Official HCCS policy concerning 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." As a student active in our learning community, it is your responsibility to be respectful of our learning atmosphere. To show respect to your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive explicit permission. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and will be treated as such. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

SPECIAL NEEDS: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Officer at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office. For questions please contact Donna Price at 713-718-5165 or the Disability Counselor at your college. To visit the ADA Web site, please check www.hccs.edu, then click Future students, scroll down the page, and click on the words Disability Information.

ATTENDANCE: College policy, which will apply in this class, states that a student may be dropped from a course for absences in excess of 12.5% of the hours of instruction, which means in excess of six hours of instruction. In addition, please note that in this course three tardies equal one absence, and leaving a class early is the same as a tardy.

WITHDRAWAL FROM CLASS: Any student who stops attending the class needs to withdraw officially prior to the withdrawal deadline. (See the dates in the current SCHEDULE OF CLASSES.) Any student who does not follow these procedures will receive an “F” in the course. **LAST DAY FOR**

ADMINISTRATIVE/STUDENT WITHDRAWALS: Monday, April 1, 2013

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.

STUDENT ASSESSMENTS:

Persuasive Paper 15%

Research Project 15%

Argument/Research Paper 20%

McGraw Hill Connect Composition Personalized Learning Plan 10%

*Mid-Term Essay (written in class)- Rhetorical Analysis 10%

*Final Essay (written in class)- Comprehensive 20%

Quizzes and Class Participation 10%

*An average of “C” must be earned on the two In-Class essays (Mid-Term and Final) to receive a grade of “C” or better in the course. If an average grade of “D” (60-69%) is earned on these two assignments, the student will receive a “D” in the course, REGARDLESS OF OTHER GRADES. If an average grade of “F” (0-59%) is earned on these two assignments, the student will receive an “F” in the course, REGARDLESS OF OTHER GRADES.

INSTRUCTOR REQUIREMENTS:

In-class essays must be written in blue books, which can be purchased in the Spring Branch Campus Store and the Katy Campus Store. Failure to provide a bluebook on the first day of the midterm or final exam will result in a ten (10) point grade reduction on the exam.

Out-of-class essays must follow basic MLA rules and be typed, double spaced, and printed on 8 ½ x 11” white paper with 1” margins and use a 12 pt. plain font. The required materials should be secured with a paper clip. Points will be deducted from papers that do not meet requirements. All out-of-class essays must be submitted to turnitin.com.

INSTRUCTOR GRADING CRITERIA:

Out of class papers will be judged on content, structure, and style. Students will be expected to use correct grammar, sentence structure, and diction.

On in class papers more attention will be paid to content and general organization, but a student's use of correct English will certainly be considered in determining a grade.

MAKE-UP POLICY: Quizzes are unannounced and cannot be made up.

LATE PAPERS: ONE GRADE OFF PER CALENDAR DAY FOR LATE PAPERS.

COURSE CONTENT: Students will study the rhetorical modes, and as stated above, will write a series of papers employing the modes. Papers written outside of class should be typed and must meet the minimum word requirement for the assignment, while in-class essays should be about 750 words long. The number of words contained in a paper should be indicated on the title page. Students will examine works of literature in *Literature for Composition* that employ the rhetorical modes being studied.

STUDENT ASSIGNMENTS:

PERSUASIVE ESSAY: A 1200+ word out-of-class essay that focuses on a particular issue in our readings. This essay, which will require some research and the use of MLA documentation, also emphasizes the effective use of the three appeals of logic, emotion, and credibility.

RESEARCH PROJECT: You will develop a research question, working thesis, and an annotated bibliography. You will write a brief reflective essay on what you learned about the research process.

MIDTERM ESSAY: A 750+ word in-class essay that critically analyzes an essay handed out to the student the day of the exam.

RESEARCH PAPER: Your paper of at least 2,000 words will be a study of a short story by a writer in LITERATURE FOR COMPOSITION. Select a story not being covered in class; obtain the instructor's approval, and read the text.

The paper will contain four points:

1. A brief plot summary (about one to two pages).
2. An analysis of a major element of the story, such as a character, theme, or setting. Include and evaluate comments and observations from at least FOUR critics (about four pages).
3. Your overall evaluation of the story (two pages).
4. A Works Cited page, on which you include your story and your critical sources. Use MLA guidelines in the HANDBOOK for correct documentation form.

Any student not preparing a rough draft for peer analysis on the scheduled date will be penalized 10 points from the grade of the final draft.

Any paper submitted for any reason after the due date will be penalized one letter grade for each calendar day it is late.

MCGRAW HILL CONNECT COMPOSITION 2.0: An online grammar resource and personalized study plan.

Grade is based on completion of the diagnostic test 20 pts, personal learning plan (50% by 8 March, 30 pts; 100% by 5 April, 30 pts; and post diagnostic test by 19 April, 20 pts). At any time, should you have technical issues, contact the McGraw Hill Digital Products Support Center at www.mhhe.com/support or 1-800-331-5094.

FINAL ESSAY: A 750+ word in-class critical analysis chosen from topics presented to the class at the time of the exam.

NOTICE: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Students should ask their instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if they are not receiving passing grades.

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 on both campuses. Phone numbers:

- 8am – 7pm, M-Th
- 8am - 1pm, F- Sat
- Katy Campus: 713-718-5751
- Spring Branch Campus: 713-718-5669

ADDITIONAL INFORMATION: <http://northwest.hccs.edu/northwest/campus-services>

EARLY ALERT: HCC has instituted an Early Alert process by which an instructor will “alert” a student through counselors of concerns that the student might fail a class because of excessive absences and/or poor academic performance.

ADDITIONAL SUPPORT:

Tutoring and Writing Centers: On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.

Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at daniel.dylla@hccs.edu or call the library at 713-718-5747. The library is in room 325.

On-Line Tutors: <http://askonline.net>

COURSE CALENDAR

WEEK I (1/14, 16, & 17)

Present proof of registration. Introduction to course; diagnostic essay; discussion of writing process.

READINGS: *HANDBOOK* p. 2-123 /Online Part 1, Chapters 1-6

Due 1/17: Reflective Essay on your Personal Writing process must be submitted to turnitin.com by Midnight 1/17

WEEK II (1/23, & 24)

Discussion of techniques of persuasion.

READINGS: *LITERATURE FOR COMPOSITION (LFC)*, "The Necklace" Guy de Maupassant, p. 38; "Shiloh" Bobbie Ann Mason, p. 648

STUDY GUIDE p. 3-21, *HANDBOOK* p. 703-719 /Online Part 9, Chapters 47-48

DUE 1/25: Students must have registered with McGraw Hill Connect 2.0 and completed the Diagnostic Test. 20 pts.

WEEK III (1/28, 30, 31)

Assign Paper #1 Persuasion Essay; Complete Discussion of Persuasion in *STUDY GUIDE*

READINGS: *LFC*, "Misery" Anton Chekov, p. 83; "Cat in the Rain" Ernest Hemingway, p. 684

WEEK IV (2/4, 6, & 7)

READINGS: *LFC*, "Everyday Use" Alice Walker, p. 1087; "Two Kinds" Amy Tan, p. 1079. *STUDY GUIDE* p. 22-34; *HANDBOOK* p. 191-226/Online Part 1, Chap. 10; Review M.L. King's "Letter from Birmingham Jail"

DUE 2/7: Peer Review of typed rough draft of Persuasion Essay

WEEK V (2/11, 13, & 14)

Introduce Research Paper/Finding a topic

READINGS: *LFC*, "The Man Who Was Almost a Man" Richard Wright, p. 757; "Araby" James Joyce, P. 879; *HANDBOOK* p. 262-272 /Online Part 3, Chap. 15

DUE 2/14: Essay #1 (Persuasion Essay)

WEEK VI (2/20 & 21)

Research Paper—evaluating sources

READINGS: *LFC* "One Friday Morning" Langston Hughes, p. 1204; *STUDY GUIDE* p. 35-53. *HANDBOOK* p. 288-294, 304-313 /Online Part 3, Chap. 16 & 18

WEEK VII (2/25, 27, & 28)

Continue discussion of Research Process and how to avoid Plagiarism

READINGS: *HANDBOOK* p. 321-349 & 360-411/ Online Part 3, Chap 20, 21, and Part 4, Chap 23.

LFC "The Use of Force" William Carlos Williams, p. 1210

DUE 2/28: Working Thesis on Research Paper

WEEK VIII (3/4, 6, & 7)

MID-TERM ESSAY EXAM: In class essay in Blue Book—Make sure you have a blue book for Monday 3/4 or a 10% reduction in grade.

DUE 3/8: 50% completion of McGraw Hill PLP 30 pts.

(3/11, 13, & 14) Spring Break –NO CLASS

WEEK IX (3/18, 20, & 21)

READINGS: *LFC* "Barn Burning" William Faulkner, p. 1315; "The Things They Carried" Tim O'Brien, p. 1221; "The Soul Selects" Emily Dickinson, p. 534; Sonnett #116 (Let me not to the marriage of true minds), p. 724; "Ulysses" Alfred, Lord Tennyson, p. 664.

DUE 3/21: Annotated Bibliography for Research Paper and other evidence of progress

WEEK X (3/25, 27, & 28)

READINGS: *LFC* "Stopping by Woods on a Snowy Evening" Robert Frost, p. 188; "Mending Wall" Robert Frost, p. 197; "The Road Not Taken" Robert Frost, p. 179; "The Love Song of J. Alfred Prufrock" T. S. Eliot, p. 199

DUE 3/28: Peer Review of Research Paper

WEEK XI (4/1, 3, & 4)

READINGS: *LFC* "My Last Duchess" Robert Browning, p 521; "A Valediction Forbidding Mourning" John Donne, p. 725; "To His Coy Mistress" Andrew Marvell, p. 726; "Ode on a Grecian Urn" John Keats, p. 203

DUE 4/5: 100% completion of McGraw Hill Connect PLP 30 pts.

WEEK XII (4/8, 10, & 11)

Introduction to Drama & Shakespeare

READINGS: *Hamlet*, Act 1

DUE 4/11: Final Draft of Research Paper

DUE 4/12: Completion of McGraw Hill Connect Post Diagnostic Exam 20 pts.

WEEK XIII (4/15, 17, & 18)

READINGS: *Hamlet*, Act II & III

WEEK XIV (4/22, 24, & 25)

READINGS: *Hamlet*, Act IV & V

Review of concepts of Critical Analysis in preparation for In-Class Final Essay

WEEK XV (4/29, 5/1, & 5/2)

IN-CLASS FINAL ESSAY: Students will have three hours to prewrite, draft, and revise the Final Essay. Students will have a choice of selected texts from *Literature for Composition*. All work will be completed in class.