

## ENGLISH 1302: COMPOSITION II—SYLLABUS AND CALENDAR

Alief Campus—HCC NW

3 Credit Hours/ 48 hours per semester

15 Weeks: 1/13/2014-5/11/2014

Lecture/Core Curriculum

Spring 2014

CRN: 85393 T TH 11:00-12:30 PM

CRN: 85394 T TH 12:30-02:30 PM

**INSTRUCTOR:** Dr. Duncan I. Hasell

**CONTACT INFORMATION:** Duncan.hasell@hccs.edu

Office hours : T TH 10:00-11:00 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:

*LITERATURE FOR COMPOSITION: ESSAYS, STORIES, POEMS, AND PLAYS.* 9<sup>th</sup> edition, Eds. Sylvan Barnett, William E Cain, and William Burto. Longmans, 2011 (Do not buy the newer 10<sup>th</sup> ed. Use the 9<sup>th</sup> edition, new and used is available online at Amazon. Com and Barnesandnoble.com.)

*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](http://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

**EGLS<sub>3</sub> (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 near the end of the term, 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 department chairs for continual improvement of instruction. Go to <http://www.hccs.edu/egls3> for more information.

### **STUDENT ASSESSMENTS:**

Persuasive Essay 15% 300 points

Critical Analysis Essay 15% 300 points

Argument /Research Essay 20% 400 Points

\*Mid-Term Essay (written in class)- Rhetorical Analysis 10% 200 points

\*Final Essay (written in class)- Comprehensive 20% 400 points

Presentation Modules 20% 400 points

\*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 no better than 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 10% 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. Typed drafts of at least 3 pages must be ready for peer review sessions as noted in the calendar. 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.

**CRITICAL ANALYSIS ESSAY:** A 1200+ word out-of-class essay that will analyze a reading we have done in class.

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

**ARGUMENT/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 well developed and complex thesis statement.
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.

**PRESENTATION MODULES:** Roughly every four weeks of the course, everyone will be placed in one of four groups called reading group modules. This means that whenever you find group work assigned in the schedule, you will be working with various group members from your given module at that time in the semester. However, the most important reason for being arranged in these reading modules is to work collaboratively as a team in order to prepare for, and ultimately present, the findings of your group project report. Everyone should be in a group with each person in the class at least once. In addition to specific group-assigned readings, other readings will be required for everyone; these readings are clearly marked in the schedule as “everyone reads” assignments. Collectively, all of these “everyone reads” may be included as potential content for both the midterm and final exams, whereas none of the group-specific readings will be applied to our two essay exams.

**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](mailto:daniel.dylla@hccs.edu) or call the library at 713-718-5747. The library is in room 325.

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

This syllabus and calendar is subject to change at the instructor's discretion.

## COURSE CALENDAR

### WEEK I (1/14 & 16)

Present proof of registration. Introduction to course; group module assignments, turnitin.com; discussion of writing process.

**EVERYONE READS:** *LITERATURE FOR COMPOSITION (LFC)* Bradbury, "There Will Come Soft Rains" (24); Poe, "Masque of the Red Death" (207)

Video clip/Assign and discuss Persuasive Essay/Discuss and Assign Group Reading Modules (refer to the four modules at the end of this schedule.

### WEEK II (1/21 & 23)

Discussion of techniques of persuasion. Using Prezi.

**EVERYONE READS:** *LFC* "How to Write an Effective Essay: A Crash Course" p. 3-10; "The Use of Force" Williams, 1210; "The White Heron" Jewett, p.593/ *1302 STUDY GUIDE* p. 3-21.

<b>DUE 1/23: Peer Review of typed rough draft of Persuasion Essay</b>
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### WEEK III (1/28 & 30)

Finish Discussion of Persuasion and the three appeals.

**EVERYONE READS:** *LFC* "I Want to Know Why" Anderson, p. 1035; "Powder" Wolff, p. 1062.

<b>DUE 1/30: Essay #1 (Persuasion Essay)</b>
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### WEEK IV (2/4 & 6)

Discussion of Critical Analysis/Essay #2 Assigned

**EVERYONE READS:** LFC, “Everyday Use” Alice Walker, p. 1087; “Two Kinds” Amy Tan, p. 1079. *STUDY GUIDE* p. 22-34

**DUE 2/6: Presentations for Reading Module 1**

**WEEK V (2/11 & 13)**

Further Discussion of Critical Analysis

**EVERYONE READS:** LFC, “The Man Who Was Almost a Man” Richard Wright, p. 757; “To Build A Fire” London, p. 583.

**DUE 2/13: Peer Review of Critical Analysis Essay #2**

**WEEK VI (2/18 & 20)**

Finish Discussion of Persuasion and Critical Analysis for Midterm

**EVERYONE READS:** LFC “One Friday Morning” Langston Hughes, p. 1204;

**DUE 2/20: Critical Analysis Essay #2**

**WEEK VII (2/25 & 27)**

Discussion of Classic Argumentation/Research Paper Assignment

**EVERYONE READS:** *STUDY GUIDE* p. 35-53.

**Due 2/27: Reading Module II Presentations.**

**WEEK VIII (3/4 & 6)**

**Midterm Exam: Bring a Blue Book, LFC, and a Dictionary to Class-**

**(3/10- 14) Spring Break –NO CLASS**

**WEEK IX (3/18 & 20)**

Conducting Research, MLA Format, Plagiarism.

**EVERYONE READS:** LFC “Because I could not stop for Death” p. 676; “The Soul Selects” Dickinson, p. 534; Sonnett #116 (Let me not to the marriage of true minds), p. 724; “Ulysses” Tennyson, p. 664.

**WEEK X (3/25 & 27)**



**EVERYONE READS:** *LFC* “Stopping by Woods on a Snowy Evening” Frost, p. 188; “The Road Not Taken” Robert Frost, p. 179; “The Love Song of J. Alfred Prufrock” T. S. Eliot, p. 199

**DUE 3/27: Reading Module III Presentations.**

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

Introduction to Drama & Shakespeare/ Groups Begin Module IV/Submit Research paper proposal and preliminary Works cited.

**EVERYONE READS:** *Hamlet*, Act I & II

**WEEK XII (4/8 &10)**

**EVERYONE READS:** *Hamlet*, Act III & IV

**WEEK XIII (4/15 &17)**

**EVERYONE READS:** *Hamlet*, Act V

**DUE 4/17: Peer Review of Research Paper and Works Cited.**

**WEEK XIV (4/22 & 24)**

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

**DUE 4/24: Final Draft of Research Paper**

**DUE 4/24: Reading Module IV Presentations**

**WEEK XV (4/29 & 5/1)**

**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.

Group Reading Modules for 1302 (*Literature for Composition*)

Please Refer to the Detailed Guidelines Sheet before getting Started

**Module 1:**

**Group A** – DeMaupassant, “The Necklace” (38); Mason, “Shiloh” (648)

**Group B** – Hemingway, “Cat in the Rain” (684); Steinbeck, “Chrysanthemums” (76)

**Group C** – Kercheval, “Carpathia” (98); Gilman, “The Yellow Wallpaper” (746)

**Group D** – Hawthorne, “Young Goodman Brown” (624); Chopin, “The Story of an Hour” (45)

**Module 2:**

**Group A** – O’Brien, “The Things They Carried” (1221); Erdrich, “The Red Convertible” (368); Owen, “Dulce et Decorum Est” (272)

**Group B** – Faulkner, “Barn Burning” (1315); O’Connor, “A Good Man is Hard to Find” (404)

**Group C** – Jackson, “The Lottery” (1214); Vonnegut, “Harrison Bergeron” (1199)

**Group D** – Updike, “A & P” (383); Joyce, “Araby” (879)

**Module 3:**

**Group A** – Williams, “The Great Figure” (547); Demuth, *I Saw the Figure 5 in Gold* (546); Duchamp, *Nude Descending a Staircase, No. 2*, (558); Kennedy, “Nude Descending a Staircase” (559)

**Group B** – Van Gogh, *Vincent’s Bed in Arles* (544); Flanders, “Van Gogh’s Bed” (544); Elmer, *Mourning Picture* (548); Rich, “Mourning Picture” (544)

**Group C** – Utamaro, *Two Women Dressing their Hair* (550); Song, “Beauty and Sadness” (551); Picasso, *Girl Before a Mirror* (564); Updike, “Before the Mirror” (564)

**Group D** – Audubon, *Greater Flamingo, American Flamingo* (560); Pape, “American Flamingo” (560); Brueghel, *Two Chained Monkeys* (566); Szyborska, “Brueghel’s Two Monkeys” (566)

**Module 4:**

**Group A** – *Hamlet*—Shakespeare’s Words

**Group B** – *Hamlet*—Parents and Children

**Group C** – *Hamlet*—In Gertrude’s Closet—different interpretations

**Group D** – *Hamlet*—“Alas, poor Yorick”—different interpretation