



## English 1302: Composition II

### Course Information

CRN: 13113

Credit: 3 SCH

Contact Hours: 3 hrs/Week

Course Length: 16 Weeks / Type of Instruction: F2F

Location / Time: Alief A302 / MW 9:30-11:00

Semester / Year: Spring / 2017

### Instructor Information

Name: Dr. Duncan Hasell

Phone: 713-518-6414

Email: Duncan.Hasell@hccs.edu

Learning Web:

<https://learning.hccs.edu/faculty/duncan.hasell>

Office: Alief C317

Office Hours: Tues. & Wed. 12:30-2:00 or by appt.

**Course Description:** Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Core curriculum course. Prerequisite: ENGL 1301 Composition I or its equivalent.

**Student Learning Outcomes:** Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative research processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

## English Program Learning Outcomes

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

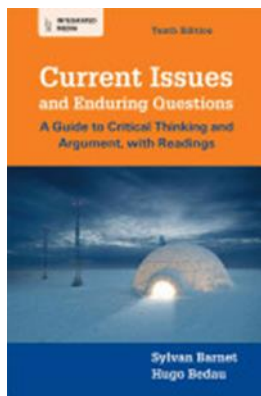
**Core Objectives:** Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

## Course Materials:

*Current Issues and Enduring Questions*. 10<sup>th</sup> edition. Sylvan Barnett and Hugo Bedau. Bedford St. Martin's. 2014. **Make sure you get the 10<sup>th</sup> edition.** (Abbreviated as *CI* in course calendar)



Current Issues 1

A bound writing notebook and a good, recent college dictionary

2 full-sized Blue Books for the Midterm and Final Exams. (Get them now. The bookstore runs out at exam time.)

**Access to a computer and printer all semester and an active HCC email account.** (Email is how I generally communicate with students outside of class.)

## **SUGGESTED TEXTBOOKS:**

*THE NEW MCGRAW-HILL HANDBOOK*\*\* or any good English Handbook

A good college dictionary.

\*\*Please note that if you registered with McGraw Hill Direct Connect for ENGL 1301 within the last 4 years you will have access to e-texts of both the *Handbook* and the 1301 *Study Guide*. Print copies of both, if desired, may be ordered from McGraw Hill for \$20.

## **Course Requirements:**

Persuasive Essay 10%

Critical Analysis Essay 10%

Argument /Research Essay 25%

Reading Quizzes 10%

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

\*Final Essay (written in class) - Comprehensive 15%

Presentation Modules 10%

McGraw Hill LSA Part II 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 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

## **Student Assignments:**

**Persuasive Essay:** A 1000+ 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. (10%)

**Critical Analysis Essay:** A 1000+ word out-of-class essay that will analyze a reading assigned in class. (10%)

**Midterm Essay:** A 750+ word in-class essay that critically analyzes an essay handed out to the student the day of the exam. (10%)

**Argument/Research Paper:** Your paper of at least 2,000 words will be a study of an issue in our text or approved by the instructor. You will provide a draft, and Works Cited page. You will make and defend an argument citing at least 5 relevant credible sources, using MLA style and formatting. (25%)

**Final Essay:** A 750+ word in-class critical analysis chosen from topics presented to the class at the time of the exam. (15%)

**Presentation Modules:** At the beginning 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 module. 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.

In addition to specific group-assigned readings for everyone in the group, other readings will be required for everyone in the class; these readings are clearly marked in the course calendar as class assignments. Collectively, all of these class assignments 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.

For the readings and more guidelines to the presentation see my learning web page for this course. (2 group presentations @ 5% ea. = 10%)

**McGraw Hill Connect Composition Learn Smart Achieve (LSA):** An online resource and personalized study plan. If you took English 1301 at HCC you are already familiar with this program. However, the LSA for 1302 develops different areas of knowledge and is not the same as it was for 1301. You should work at your own pace. Grade is based on completion of the personal learning plan on the following schedule and showing improvement over the semester. At any time, should you have technical issues, contact the McGraw Hill Digital Products Support Center at <http://mpss.mhhe.com> or 1-800-331-5094.

Registration Completed	4 February	100 pts.
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50% Completion	27 February	100 pts.
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100% Completion	31 March	<u>100 pts.</u>
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300 pts. (10% of grade)

**Reading Quizzes/Journal Entries:** Over the course of the semester, there will be frequent brief quizzes given at the beginning of class to encourage everyone to complete the readings before class. These quizzes will generally be on basic facts about the readings, such as information about the author, date and place of publication, setting, audience, and/or other pertinent information. These quizzes cannot be made up

but I will drop the lowest grade. We will also have other brief in class writing assignments for which you should either keep a notebook, or bring loose sheets to be kept in a folder. I will collect these journals from time to time and grade them on a completion basis. (10%)

### **Instructor Requirements:**

**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.

Content	27%	
Organization	<u>23%</u>	50%
Sentences	20%	
Word Use and Tone	17%	
Punctuation and Mechanics	<u>13%</u>	50%

Failure to submit an out of class paper to Turnitin.com will result in a grade of 0.

**Out-of-class essays** must follow basic MLA rules and be typed, double spaced, with 1" margins and use a 12 pt. plain font. The required materials (drafts, review sheets, outlines, etc.) should be secured with a paper clip with the final paper on top. Points will be deducted from papers that do not meet requirements. **All out of class essays must be submitted to Turnitin.com.** Students may be required to submit a substantially completed draft for peer/instructor review and peer reviews of other students' papers. Failure to participate in the review process will result in a grade for the paper of no more than a C and could result in a fail for that assignment.

**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. In-class essays must be written in Blue Books. Students should write on one side of the page and skip every other line to allow room for instructor comments.

**Make-Up Policy:** Quizzes and in-class writing are unannounced and cannot be made up. The lowest quiz grade will be dropped.

**Late Papers: One Grade Off Per Calendar Day For Late Papers.**

### **Grading:**

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

### **Student Support Services:**

#### **Online Tutoring:**

The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to **hccs.upswing.io**. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

#### **Tutoring Centers:**

The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: [hccs.edu/findatutor](http://hccs.edu/findatutor) for times and locations. For more information about tutoring at HCC, please go to [hccs.edu/district/students/tutoring](http://hccs.edu/district/students/tutoring).

**Reasonable Accommodations:** Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. Get more detailed information on Disability Services at HCC here:

<http://www.hccs.edu/district/students/disability-services/>

- Coleman: 713-718-7082
- Central: 713-718-6164
- Northeast: 713-718-8322
- Northwest Katy Campus: 713-718-5408
- Northwest Spring Branch: 713-718-5422
- Southeast: 713-718-8397
- Southwest: 713-718-7910

**Libraries:** HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: [http://library.hccs.edu/about\\_us/intersession\\_hours](http://library.hccs.edu/about_us/intersession_hours)

**Open Computer Labs:** Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

### **Important HCCS and Course Policies:**

**Repeating Courses:** Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

**Attendance:** Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record, **Wednesday, February 1, 2017**, you may be automatically withdrawn from the course.

**Withdrawal Policy:** Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **Monday, April 3, 2017**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

**International Students:** Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email [int\\_student\\_svcs@hccs.edu](mailto:int_student_svcs@hccs.edu), if you have any questions about your visa status and other transfer issues.

**Final Grade of FX:** Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

**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. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the



assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

*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 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 division chairs for continual improvement of instruction. Go to [www.hccs.edu/eqls3](http://www.hccs.edu/eqls3) for directions.

*Sexual Misconduct*: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance Office of Institutional Equity & Diversity  
3100 Main  
Houston, TX 77266-7517  
or Institutional.Equity@hccs.edu

*Open/Campus Carry of Handguns*: **No Firearms Are Allowed on Campus**. If you see anyone carrying a firearm on campus call the HCC Police Department at **8-8888** immediately.

Texas House Bill 910—known as the “Open Carry” law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at <http://www.hccs.edu/campuscarry>.

Campus Safety: If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

Course Calendar--Spring 2017  
Engl 1302 CRN 13113  
**COURSE CALENDAR**

**READINGS** Are designated as Chapters in *Current Issues (CI)* and are due on the day scheduled. You should read each chapter completely including all the essays.

Week 1	Class	Readings Due	Assignments Due
We 1/18	Introduction		
Week 2			
Mo 1/23	Critical Thinking Group organization.	CI Chap. 1	Schedule and Skills Card
We 1/25	Critical Reading	CI Chap. 2	
Week 3			
Mo 1/30	Critical Reading Continued	CI Chap. 3	
We 2/1	Visual Rhetoric	CI Chap. 4	
Thurs 2/4			McGraw Hill LSA Registration & Start
Week 4			
Mo 2/6	Visual Rhetoric		Essay #1
We 2/8	Writing Analysis	CI Chap. 5	
Week 5			
Mo 2/13	Developing an Argument	CI Chap. 6	
We 2/15			
Week 6			
Mo 2/20	Holiday	No class	
We 2/22	Philosophical Argument	CI Chap. 8	Essay # 2
Week 7			
Mo 2/27			LSA 50% Due
We 3/1	Presentation Day	Module 1	Presentation 1
Week 8			
Mo 3/6	Midterm	Bring Text book and a Blue Book to Class for Midterm. You may also bring a Dictionary.	
We 3/8	Midterm	See above.	
Week 9	Spring Break		
Week 10			
Mo 3/20	Introduction to the research paper: Choosing a Topic, Conducting Research, Keeping good notes	CI Chap. 7	
We 3/22	Finding and Evaluating Sources	Library Tour	
Week 11	Class	Readings Due	Assignments Due

Mo 3/27	Rogerian Argument	<i>CI</i> Chap. 10	
We 3/29	Logical Arguments and Logical Fallacies	CI Chap. 9	
3/31			100% LSA Due
Week 12			
Mo 4/3	The Ideal Society	<i>CI</i> Chap. 27 Readings TBA	
We 4/5		Readings TBA	Research Paper Topic, Questions, and Working Bibliography
Week 13			
Mo 4/10		Readings TBA	
We 4/12	Presentation Day	Module 2	Presentation #2 & Research Paper Draft
Week 14			
Mo 4/17	In class consultations		
We 4/19	In class consultations		
Week 15			
Mo 4/24			
We 4/26			Research Essay #3 Due
Week 16			
5/1	Final Exam I	Bring <i>CI</i> , Blue Book, and Dictionary	
5/3	Final Exam II	See above	

I reserve the right to make any changes to this syllabus and calendar that I deem necessary.