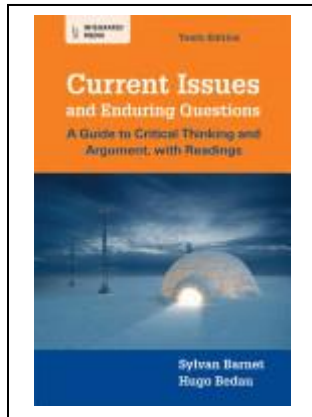


## ENGLISH 1302: COMPOSITION II—SYLLABUS AND CALENDAR



Alief Campus—HCC NW

3 Credit Hours/ 48 hours per semester

15 Weeks: Jan 20, 2015 –May 17, 2015

Lecture/Core Curriculum

Spring 2015

CRN: 44402 MW 8:00 AM--9:30 AM

CRN: 43814 MW 9:30 AM--11:00 AM

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

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

**Office Hours** T TH 9:00 AM—10:45 and by appointment

**Virtual Office Hours** via Google Chat

**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:

*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)

*ENGLISH 1302 STUDY GUIDE* (Abbreviated as SG in course calendar)

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.)

**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 a research project 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
- **Social Responsibility**—to include the intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

#### **ENGLISH PROGRAM STUDENT 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.

#### **ENGLISH COMPOSITION II 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.

**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 0 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 "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 or 4 classes. 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:** Tuesday, March 24, 2015.

**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 10% 200 points

Critical Analysis Essay 10% 200 points

Argument /Research Essay 25% 500 Points

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

\*Final Essay (written in class)- Comprehensive 15% 300 points

Presentation Modules 20% 400 points

McGraw Hill LSA Part II 10% 200 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 Alief Campus Store and other HCC Campus Stores. 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.

Content	27%	
Organization	<u>23%</u>	50%
Sentences	20%	
Word Use and Tone	17%	
Punctuation and Mechanics	<u>13%</u>	50%
No Draft for Peer Review	Grade <75	
No Turnitin.com submission	-20%	

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 (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 drafts and essays must be submitted to Turnitin.com. Students will 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 are unannounced and cannot be made up.

**LATE PAPERS:** Papers are due at the beginning of class on the due date. 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.

**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.

**CRITICAL ANALYSIS ESSAY:** A 1000+ 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 an issue in our text or approved by the instructor.

**PRESENTATION MODULES:** 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 your group members. 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 and critical thinking and communication skills. 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.

**McGraw Hill Learn Smart Achieve (LSA):** 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.

**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:

**Writing Center**

Alief Campus--Room B130 713-718-6342

Hours: Mon/Tue 8:30 am-2:30 pm  
Wed/Th 8:30 am-7 pm  
Fri 8:30 am-12:30 pm  
Sat 10 am-2 pm

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

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Claire Gonzales at [Claire.gonzales@hccs.edu](mailto:Claire.gonzales@hccs.edu) or call the library at 713-718-5747. The library is in room 325.

## COURSE CALENDAR

**READINGS** Are designated as Chapters in *Current Issues* (CI) or *The 1302 Study Guide* (SG)

### WEEK I

Jan 21 W Introduction to course; turnitin.com; discussion of writing process.

### Readings

### WEEK II

Jan 26 M	CI SG	Ch 1 5-21	Critical Thinking Persuasion Assignment: Persuasive Essay
Jan 28 W Jan 31	CI	Ch 2	Critical Reading Registration for 1302 LSA Deadline (50 points)

### WEEK III

Feb 2 M	CI	Ch 3 Ch 4	Critical Reading Continued; Using Prezi. Visual Rhetoric
	SG	20-21	Checklists; emotional, ethical, and logical appeals
Feb 4 W	CI	Ch 5	Writing Analysis
		<b>Draft Essay #1 Due</b>	Peer review (submit to turnitin.com)

### WEEK IV

Feb 9 M		<b>Essay #1 Due</b>	Final revision (submit to turnitin.com) with all backup
Feb 11 W		<b>Group Presentations for Reading Module 1 Group A then B</b> <b>Group Presentations for Reading Module 1 Group C then D</b>	
			Assignment Critical Analysis Essay #2

### WEEK V

<b>Feb 16 M</b>		<b>Holiday</b>	
<b>Feb 18 W</b>	CI SG	Ch 6 22-35	Developing an Argument Critical Analysis

### WEEK VI

<b>Feb 23 M</b>	CI	Ch 7	Using Sources
<b>Feb 25 W</b>	CI	Ch 8	Philosophical Argument
		<b>Essay #2 Due</b>	Peer review (submit to turnitin.com)
Feb 28			<b>50% Completion of LSA (50 Points)</b>



### WEEK VII

Mar 2 M **Essay #2 Due** Final revision (submit to turnitin.com) with all backup.  
**Group Presentations for Reading Module 2 Group D then C**

Mar 4 W **Group Presentations for Reading Module 2 Group B then A**

### WEEK VIII

Mar 9 M **Midterm Exam Part I: Bring a Blue Book, *Current Issues*, and a Dictionary to Class-**

Mar 11 W **Midterm Exam Part II: Bring a Blue Book, *Current Issues*, and a Dictionary to Class-**

### WEEK IX

Mar 16-20 **Spring Break**

### WEEK X

Mar 23 M CI Ch 9 Logical Arguments; **Essay #3 Research Paper Assignment;**  
**Selecting a Topic**

**LAST DAY FOR ADMINISTRATIVE/STUDENT WITHDRAWALS:** Tuesday, March 24, 2015

Mar 25 W **SG 35-52 Classic Argumentation**  
Planning your Research; Finding and Evaluating Sources

### WEEK XI

Mar 30 M Conducting Research, MLA Format, Plagiarism; MLA Documentation; Keeping  
good notes; **100% LSA Due (100 pts)**

Apr 2 W **Research Paper: Topic, Issue, Research Questions, Working Bibliography DUE.**

### WEEK XII

Apr 6 M **Group Presentations for Reading Module 3 Group C then A**

Apr 8 W **Group Presentations for Reading Module 4 Group D then B**

### WEEK XIII

Apr 13 M **SG 35-52 Classic Argumentation (Cont.)**

CI Ch 10 Rogerian Argument

Apr 15 W **Research Paper consultations**

**WEEK XIV**

- Apr 20 M                      Research Paper consultations**
- Apr 22 W                      Research Paper Due: Peer Review (Submit to turnitin.com)**

**WEEK XV**

- Apr 27 M                      Group Presentations for Reading Module 4 Group B then D**
- Apr 29 W                      Group Presentations for Reading Module 4 Group A then C**

**WEEK XVI**

- May 4 M                      Research Paper Due:** Final Revision (submit to Turnitin.com) with all backup.  
**IN CLASS Final Essay Part I:** Bring a Fresh Blue Book, *Current Issues*, and a good dictionary. All work will be completed in class.
- May 6 W                      IN CLASS Final Essay Part II.**

**Week of May 11**

Return Research Papers and Final Essay, Discuss Literature classes.

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

**Bonus: For 5 points added to your ESSAY #1 grade, send me an email before our second class that briefly summarizes the article “Brainology” on my main learning web page.**