English 1302: Composition II—Fall 2015

**CRN#74000 / MW 12:30-2:00, Room B-139**

Instructor: Eva Foster

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Learning Web: http://learning.hccs.edu/faculty/eva.foster

Office Hours: Mon 2-3, TTh 12:30-1:30, and by appt

3-hour lecture course | 48 hours per semester | 5 Weeks

**Texts**

* *Arguing About Literature: A Guide and Reader*, ed.John Schilb & John Clifford
* *English 1302 Study Guide* (comes in shrinkwrapped packet, bookstore—new editions come with e-access)

**Materials**

* Ink pens for in-class writing (no pencil, please)
* Non-spiral, lined notebook paper for in-class writing
* Pocket folder or legal folder (something to corral papers, in other words)
* A printer at home with plenty of printer ink, or a printing account at school, or both
* Scantron sheet for quizzes

PREREQUISITES

Successful completion of ENGL 1301 or satisfactory score on the CLEP Exam.

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.

Course Goals

In English 1302, we seek to provide writing instruction and practice that will help students master critical analysis of reading selections (non-fiction, poetry, fiction, and multimedia texts) and the research process, as well as to continue to creatively implement persuasive/argumentative writing techniques. All elements of English 1302 require students to apply critical thinking and writing skills introduced in English 1301.

general 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 or case study 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

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long and which includes an oral presentation component as well as a visual component. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.

**English Program Student Learning Outcomes**  
(Composition, Literature, Creative Writing, and Technical Writing)

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**

Upon successful completion of this course, students will:

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

Instructional methods

I use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer. To encourage you to participate as a thinker in conversations of importance to both citizens and scholars, we will be looking at texts that embody and grapple with the complexity of real-world issues. To widen your idea of what counts as a “text,” we will engage with visual, audio, and written materials across several genres. To help you on your way as a researcher, we will investigate the responsibilities of writers-as-researchers, research methodologies, and research presentation/formatting. And to expand your understanding of yourselves as writers, we will write both short and long, formal and informal, in-class and out-of-class, analytical and creative assignments. In-class time will be divided between lecture and discussion, with some group work and class work. Major writing assignments will be accompanied by specific guidelines.

Minimum writing requirement

You will write a minimum of 6,000 words during the semester.

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 at both campuses: 8a-7p M-Th, 8a-1p F-Sat. Phone numbers: Katy Campus, 713-718-5751, and Spring Branch Campus, 713-718-5669. Kevin Fuller, M.A., is the counselor on-site at Alief (713-718-2838).

Library

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you can reach the Alief library at 713-718-6941. “Ask A Librarian” services are available at http://library.hccs.edu/learn\_how/askalib.php.

Additional Support

* HCC Writing Centers
  + The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays.
  + Each session lasts about 30 minutes. Students should bring professor’s assignment sheet/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive.
  + Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times.
* Free online tutoring: [http://askonline.net](http://askonline.net/)

Course Evaluations Information

*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.

Grading

In-class work , quizzes, and homework 10%

Paper 1: Analysis of a Text 10%

Paper 2: Compare/Contrast Essay 15%

Paper 3: Analysis/Research/Review Hybrid Essay 20%

Midterm 15%

Final 20%

Professionalism 10%

Grading scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Assignment Policies

Assignments that don’t meet the requirements explained below run the risk of getting an automatic zero.

* **Readings** – most will be from our books, but some will require electronic access and/or printouts. When readings are online, you are responsible for bringing printouts to class or bringing a laptop or tablet (not cell phone) that can access the readings.All readings must be completed by their assigned due dates.
* **Short written assignments** – reading responses and so on.
  + Must be typed if out-of-class work (11-12 pt Times New Roman/Cambria, 1” margins), and stapled if more than one page.
  + Must be written in ink on non-spiral paper if in-class work.
  + No late work accepted (see “Attendance & Withdrawal Policies” for details).
  + *Not accepted via email*.
* **Other** homework, classwork, and group work as assigned.
  + Must be typed if out-of-class work (11-12 pt Times New Roman/Cambria, 1” margins), and stapled if more than one page.
  + Must be written in ink on non-spiral paper if in-class work.
  + No late work accepted (see “Attendance & Withdrawal Policies” for details).
  + *Not accepted via email*.
* **Quizzes**.
  + I will give pop quizzes as needed to encourage reading of materials. If the class as a whole seems to be reading and participating, I will give fewer quizzes. If students begin coming to class unprepared, I will start giving more quizzes.
  + No make-up quizzes.
* **Three out-of-class essays**
  + Must be submitted through Turnitin.com.
  + Must be typed in black print, dark enough to read easily.
  + Must be in 11 or 12 point Times New Roman/Cambria with 1” margins.
  + Marked draft from draft workshop (stapled) must be turned in as a hard copy.
  + *Not accepted via email.*
* **Two in-class exams** (midterm and final).
  + Bring a blue book to class for exams, or notebook paper stapled together.
  + Exams must be written in ink.
  + Make-ups available at my discretion for religious holidays (by pre-arrangement, two weeks in advance, in writing and not via email) or for documented, unavoidable emergencies. Example of emergency: you are unavoidably hospitalized at the time of the exam. Example of not-an-emergency: you have a cold; you intend to travel on the exam date.

Course Policies

*Assignment policies*

* Assignments must meet requirements as outlined in this document, verbally conveyed in class, and explained on assignment sheets. Assignments that do not meet requirements will lose points. I also reserve the right to refuse to accept assignments that don’t meet requirements.
* Students must have a passing average on the midterm and final to make a C or better in the course.
* Late major essays will lose ten points for each class period they are late until they hit an F (50). I stop deducting for lateness at that point, which means even very late papers are potentially worth a lot of points. On the other hand, **late homework /classwork will not be accepted at all** (see “Attendance & Withdrawal Policies” for details).
* I will not always hand back graded homework assignments because you can track your grades without receiving these back. Homework and classwork are assessed as completion grades unless I state otherwise, and you know whether you turned in homework/classwork assignments. I will tell you quiz answers after each quiz, so you can tell immediately how well you did on them. Quizzes are worth 3 points unless I state otherwise. Homework and classwork assignments are worth 5 points unless I state otherwise. If you want to know your homework grade, it’s your responsibility to track these points on your own.
* I do reserve the right to deduct points even from completion-grade assignments if they show a lack of effort or do not meet the assignment’s requirements.

*Attendance and Withdrawal Policies*

* You are expected to attend class. After three unexcused absences (equivalent to two weeks of class), your Professionalism grade drops to a zero.
* When you miss class, you are still responsible for what happens in class.
  1. Any work due the day you miss class is still due if you are not there.
  2. Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there. You will be expected to know anything announced or done in class whether you are there or not.
  3. You should contact another student in your section to find out what you missed and copy their notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.
* Absences are excused for religious holidays and documented, unavoidable emergencies. These are also the only circumstances in which classwork and homework can be made up after an absence. To be eligible for a make-up of classwork/homework due to a religious holiday absence, you must tell me in writing two weeks in advance that you will be missing class for the religious holiday.
* **I will not automatically withdraw you from the class,** no matter how many classes you miss. The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed. Consider this policy carefully when deciding from which classes to withdraw, and remember that it is your responsibility to withdraw from classes by the required due dates.

*Academic Honesty*

* From the student handbook: “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. **Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion**. Possible punishments for academic dishonesty may include a grade of “O” or “F” on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.”
* **Plagiarism** is using someone else’s ideas, arguments or research without giving credit through citation and/or using someone else’s words without giving credit through quotation *and* citation. **Collusion** is unauthorized collaboration with another person in preparing written work offered for credit.
* Major papers **must be turned in with proof of development**, i.e., at minimum, a marked rough draft from our in-class draft workshop.
* Please note that in this class, turning in writing originally completed for another course counts as academic dishonesty. **Do not recycle papers.**

*Professionalism*

Our class will reproduce in many ways a “real-world” work environment, and you will be expected to participate professionally—be on time and prepared, meet deadlines, do your fair share, and be polite. See below for specifics.

* **Classroom discussion should be relevant to the topic we are discussing**. You will get points for relevant contributions, but not for irrelevant ones.
* **Classroom discussion should be civilized and respectful to everyone**. Racist, sexist, lookist, ableist, homophobic, transphobic, and any other discriminatory language and behavior is not acceptable in the college classroom, just as it would not be acceptable in a workplace. It is possible to discuss all topics from *any* political point of view while adhering to this level of civility.
* **Aim for timeliness**. If you come in late, you should check with a classmate after class to see what you may have missed. If you miss the quiz because of lateness, there is no make-up available. If you come in more than 15 minutes late, I reserve the right to mark you absent for the day.
* **Do not leave early**. If you leave early, I reserve the right to mark you absent for the day.
* **Do not pack up early**. This is distracting and contagious. If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.
* **Come to class prepared.** Being prepared means:
  + Reading and annotating materials before class so you are ready to discuss.
  + Bringing your books, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on draft workshop days).
  + Contacting another student if you were absent last time, so you can be prepared for the next class.
* **A special note about printing**: You will need to print out readings for some portions of this class. This is a regular requirement, and it is non-negotiable. Students who often show up without required printouts will receive a failing Professionalism grade.
* **Respect everyone’s right to a non-disruptive learning environment.**
  + See “Electronic Devices” for policy on cell phones.
  + Please do not talk to each other while I am talking or when another student is talking.
  + *Any* disruption of class may result in your being asked to leave the class for the day. Repeated disruptions will be handled via the formal procedures in place at HCC, and can result in your expulsion from the class.
* **Professionalism expectations extend beyond the classroom.** Your actions (negative and positive) in office hours, email, instant messaging/chat/bulletin boards, listservs, and course blogs also affect your professionalism grade and count as part of your class participation.

*Electronic Devices*

* **Laptops and tablets** are welcome if you take notes best by typing and/or use a slate and stylus to take electronic notes. That said, there is a “one strike” rule. The first time I believe that your laptop/slate is distracting you—or anyone else—you will lose the privilege of using it for the rest of the semester in my class.
* “Use 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 reasonable accommodations” (Official HCCS statement).
* **Cell phone** use is prohibited in class.
  + I should not hear or see your cell phone at all, ever. If I do, I reserve the right to mark you absent for the day and to ask you to leave the class.
  + If you have a special reason your cell phone must be on some particular day/week, tell me, and if I agree it’s a good reason, I will make an exception to the policy. You must check with me before class, however.

*ADA Accommodations*

“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 are authorized to provide only the accommodations requested by the Disability Support Services Office” (Official HCCS statement). For questions, please contact Donna Price at 713-718-5165 or the Disability Counselor at your college. You can also visit the ADA website by going to [www.hccs.edu](http://www.hccs.edu/), clicking Future Students, scrolling down the page, and clicking on the words “Disability Information.” The Northwest ADA Counselor is Mahnaz Kolaini (713-718-5422).

Please give me your accommodations letter at the beginning of the semester.

Course Calendar

**All assignments and deadlines are tentative and subject to change.**

Changes will be announced in class. Readings are due the day upon which they are listed.

LW = Learning Web; *AAL* = Arguing About Literature; *SG* = Study Guide

**Week 1** (8/23-8/29)

Class 1 (Mon): Syllabus intro, icebreaker

Class 2 (Wed): Finish icebreaker; conduct diagnostic.

**Week 2** (8/30-9/5)

Class 1 (Mon): *Study Guide* pgs 5-21 – 3 rhetorical appeals, audience, the persuasive thesis; annotation workshop: “The Cruelest Sport,” Joyce Carol Oates (see LW)

Class 2 (Wed): *AAL* 1-21

**Week 3** (9/6-9/12)

**Monday: Labor Day Holiday, NO CLASS**

Class 1 (Mon): no class

Class 2 (Wed): *AAL 34-57, 60-61.*  Introduce Essay 1.

**Week 4** (9/13-9/19)

Class 1 (Mon): *AAL* 70-82 and “Strategies for Exploring” 92-104; *Study Guide* “Critical

Analysis” 22-34.

Class 2 (W/Th): *AAL* “Writing About Stories” 121-140 (incl. Welty story).

**Week 5** (9/20-9/26)

Class 1 (M/T): *AAL* 141-142, “Writing About Poems” 148-154, “Punishment” by Seamus

Heaney 834-835; “Not an Elegy for Mike Brown” by Danez Smith (LW).

Class 2 (W/Th): *AAL* “The Story of an Hour” by Kate Chopin 428-429; “Orientation” by

Daniel Orozco.

**Week 6** (9/27-10/3)

Class 1 (M/T): Complete, TYPED rough draft due at beginning of class. In class: workshop.

Class 2 (W/Th): ESSAY 1 DUE; introduction of Essay 2; MLA review

**Week 7** (10/4-10/10)

Class 1 (M/T): *AAL* 178-179 (“Writing About Essays”), 186-188 (“Elements of Essays”),

*AAL* 240-248 (“Two Kinds,” Tan)

Class 2 (W/Th): 179-185 (“Many Rivers to Cross,” Jordan); 100-104 (Logical Fallacies); “My Last Duchess,” Browning (LW).

**Week 8 (**10/11-10/17)

Class 1 (M/T): *AAL* 836-837 (“The Colonel,” Forché), 1047-1049 (“Night Ferry,” Doty). Go over midterm exam concepts in class.

Class 2 (W/Th): *AAL* 611-615 (“The Ones Who Walk Away From Omelas,” Le Guin), 604-610 (“The Lottery,” Jackson), 249-257 (“Everyday Use,” Walker).

**Week 9** (10/18-10/24)

Class 1 (M/T): “Goblin Market,” Rossetti (LW) “Lady of Shalott,” Tennyson (LW)

*AAL* 778-791 (“The Yellow Wallpaper,” Gilman)

Class 2 (W/Th): MIDTERM EXAM. Bring blue book/stapled paper and pens. Correction tape

or fluid okay (optional); paper dictionary or thesaurus okay (optional). No

electronics.

**Week 10** (10/25-10/31)

Class 1 (M/T): *SG* 35-52 (“Classic Argumentation”). Complete, TYPED rough draft due at beginning of class. In class: workshop.

Class 2 (W/Th): ESSAY 2 DUE. Introduction of Essay 3. The Parts of the Classical Essay

**Friday, Oct. 30: last day to withdraw from a class**

**Week 11** (11/1-11/7)

Class 1 (M/T): *AAL* 403-410 (“A Rose for Emily,” Faulkner), 938-951 (“A Good Man is Hard to Find,” O’Connor)

Class 2 (W/Th): *AAL* 344-362 (Plath Unit), 1094-1099 (“Critical Approaches to Literature”).

**Week 12** (11/8-11/14)

Class 1 (M/T): Film Interpretation Handout (LW). In class: using critical approaches

to critique film (exercises/discussion).

Class 2 (W/Th): Hybrid critical/polemic essays reading: TBA.

**Week 13** (11/15-11/21)

Class 1 (M/T): Annotated sources due in class. Drafting day. Source conferences

as needed.

Class 2 (W/Th): Typed, complete rough draft due in class. Workshop day.

**Week 14** (11/22-11/28)

Class 1 (M/T): Globalization handout (see LW). Screening: *Avatar*.

Class 2 (W/Th): ESSAY 3 DUE. Screening: *Avatar,* continued. Avatar discussion.

**Thursday, Nov. 26-Sunday, Nov. 29: Thxgiving Break**

**Week 15** (11/29-12/5)

Class 1 (M/T): *Avatar* discussion, continued.

Class 2 (W/Th): Final exam preparation

**Week 16** (12/6-12/12)

Monday: Last day of class. Review, paper conferences.

**Final exam will be at the time listed on the Final Exams Schedule published by HCC.**

**Monday, Dec. 6: Last day of classes**

**12/7-12/13: Final exams period**

**Sunday, Dec. 13: Semester ends**

**Monday, Dec. 14: Grades due at 12 noon**

**Friday, Dec. 18: grades available to students**