

**Course Syllabus for 1302**

**Email:** **james.jabbari@hccs.edu**

**Location: West Loop HCC Campus**

**Room: C129**

**Course instructor: Mr. Jabbari**

**Class Information: Composition II**

**Course Description:** This course is a critical analysis and composition course that will require the student to think critically, in terms of audience and purpose, and will enhance a students to create different types of writing. Students will learn to write creatively, technically, and will eventually create a research paper that will allow them to explore an idea by conducting research on a subject matter. Students will critically analyze different works of writing that will allow them to be more able to organize their thoughts and present arguments in the form of reading responses and essays.

**Student Learning Outcomes:**

**Students will develop a knowledge of the writing process individually and collaboratively**

**Students will evaluate the rhetorical process and compose essays that will be organized logically and coherently**

**Students will write in a style that takes into account audience, purpose, organization, and development of a research-based controlling idea**

**Students will analyze how the development of an written critique takes place in various phases**

**Students will read and respond to a variety of texts that are primarily non-fiction**

**Core Curriculum Objectives:**

Students will enhance their objectives of the Texas Core Curriculum and develop strategies to become better writers, speakers, and thinkers. Through the understanding of the different contexts to writing students will enhance their writing skills by exploring ideas through critical thinking. Students will write in accordance with the core curriculum to become better writers.

**Course Description of Activities in Class:**

In the beginning of the course we will explore the idea of critically thinking about understanding a text by reviewing the origins of the English language and creating a classroom environment where the student will discuss and analyze a work of critical analysis. The student will review rhetorical analysis that will include the identifying of fallacies and illogical arguments. Often be asked to respond in the course to writing prompts and reading response questions that explore issues discussed in the articles that we read. Students may be asked to write summaries and try to become aware of their abilities through a shared understanding of the text both in discussion and short writing pieces. In reading Essays for Analysis, students will explore a topic that they will be asked to write on each class session. Sometimes students will be asked to revise past writings independently and collectively. In many classes students will become aware of the way that they will be presenting an argument.

The study of Rhetoric will be a central focus of the class as students will try to create essays that debate issues that they read from their textbook. The reason and rationalization that may take place in the course will be analyzed and we will develop a way of creating a better argument by studying how arguments were presented in the text. Students by writing an analysis of an argument will be able to become better at organization and improve the way they are able to write. The focus of many of the classes will be revision and developing an idea through peer editing and collaboration.

Students will develop better note taking skills and will develop different strategies to organize their thoughts in a narrative essay, persuasive essay, and an expository essay. Students will write free-writes, reading-response questions, and essays that will be graded.

**The Organization of English 1302 or Composition II will comprise of the following activity-based objectives:**

 **Exploring Short Essays for Critical Thinking, Reading, and Writing:**

1. Students will write short paragraphs associating ideas that are thematic from one piece of writing to another.
2. Students will create compositions based on lectures and activities that will be conducted in

class that will allow them to organize their thoughts and words better in an essay

1. Students will be familiar with inductive reasoning and deductive reasoning and will use different approaches to present their arguments
2. Students will develop an understanding of rhetorical analysis, the investigative essay, the critical analysis essay

Student will use different sources such as the library resource center <https://library.hccs.edu> and often may be asked to explore research materials that they may find online within the HCC system through Edutube or other HCC sources.

**Important HCCS Policies**

*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. For more on plagiarism, see "Plagiarism" in *The New McGraw-Hill Handbook, second edition*. (See Student Handbook)

**Materials:**

Students will need to get the textbook, ***Current Issues and Enduring Questions***, A Guide to Critical Thinking and Argument, with Readings by Sylvan Barnet, Hugo Bedau, and John O’Hara, the eleventh edition on Bedford/St. Martin’s Press

flash drive

They will also need pencil and paper

A notebook to be brought to class each class

***Social Justice***

1/17 History of English Language 1/22 Immigration

1/24 Clustering/ Gay Marriage Licenses pg. 4 1/29 Can We Learn from the Past- Annie Dillard

1/31 Women in Echelons of the Military 2/5 Should Executions Be Televised

 The Cradle to Prison Pipeline

2/7 On Penalty of Death-Logos/Pathos/ 2/12 Reason Vs. Rationalization pg. 83

Ethos page 105 Satire, Irony, Sarcasm, Humor

*major and minor premises* pg. 99 Analogy

***What is an Ideal Society?***

2/19 Civil Disobedience: Argument Injustice 2/21 Being Green at Ben and Jerry’s page 111

Documenting the Argument Using a Reading Summarizing the Argument

Journal

2/26 Page 116 Identity Politics 2/28 Gloria Jimenez page 119

Persuasive Essay: What do you believe is the Reading Response questions 1-4

03/05 Should there be less stringent 03/07 Page 390, 391 Mending Wall

Immigration laws? Why or Why not? Student Essay: Writing Prompt

03/12 Independent Research Assignment 03/14 Independent Research Assignment

03/19 Niccolo Machiavelli’s *The Prince* 03/21 Test

What are the arguments being made?

03/26 Should There be Military Service 03/28 The Research Topic and Abstract

That is Mandatory?

04/ 02 Presentation of One of Your Revised 04/04 Presentations of One of Your Revised Essays

Essay

04/09 Research Assignment: pg. 557 04/11 Research Assignment: MLA Style

Immigration or Social Networking pg. 530 Citing Sources Feminisms

04/16 Presentation of Speeches 04/18 Presentation of Speeches

***Social Change and Solutions to Social Problems***

4/23 Poetry Selections: Frost, Whitman, 04/26 Empathy: The Essay and its Importance

Lazarus, and others

4/30 Persuasive Essay Revised 05/02 Immigration

05/7 Genetic Engineering 05/09 Nature’s Difficult Task to Endure

05/14 Final Exam

Essays

Assignment 1: Free-Write

Assignment 2: Should Gay Marriage Licenses Be Issued

Assignment 3: Should the United Nations Unilaterally Ban Nuclear Weapons?

Assignment 4: Should Women Be Allowed to Serve in All Echelons of Military Roles

Assignment 5: Describe a Time in Your Life Where a Past Incident Taught You a Lesson

Assignment 6: Summarize Arguments from an Article/6 different facts from Both Sides

Assignment 7: Persuasive Essay-Do you believe in the death penalty? Why or Why not?

Assignment 8: Expository Essay-People Vote Based on the Criteria That Affects Them

Assignment 9: Questions 1-4 The Student Essay Jimenez and Raya 119-123

Assignment 10: Revisiting the Narrative: Describing the difficulties of student life

Assignment 11: Do Good Fences Make Good Neighbors? Robert Frost’s Argument

Assignment 12: Pre-Writing Assignment for Research Paper

Assignment 13: Presentation of a Revised Essay

Assignment 14: The Research Paper

Assignment 15: Final Exam

**Grading Policy:**

**100-90 A**

**90-80 B**

**70-60 C**

**60-50 D**

**Essays: 40%**

**Reading Response Questions: 25%**

**Tests and Quizzes: 25%**

**Final Exam: 10%**

**Student Support Services:**

*Tutoring*: 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 thirty minutes. Students should bring their professor's assignment/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.

At HCC Writing Centers, each tutoring session becomes a learning experience.

**Hurricane Harvey Statement:**
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the course instructor if you are comfortable in doing so.

**Updated Course Syllabus:**
Please note that this course has been modified or adjusted from a 16-week to a 14-week hybrid model, which means that that missed face-to-face class time (due to Hurricane Harvey) will be made up on Canvas, using Discussion forums, additional instructional materials, and out-of-class writing assignments. The program assures that all SLOs will be met, that activities missed due to lost time will be made up, that selected activities are documented in the revised course syllabus, and that the supplemental activities will be included in the assessment of the SLOs during the course.

*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>

*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 (February 1, 2016), 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 **April 5, 2016**. 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, 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.

*Scholastic Dishonesty*: According to the Student Handbook for the Community College System, scholastic dishonesty includes cheating on a test, plagiarism, and collusion and is punishable by a grade of 0 or F on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College. A recommendation for suspension or expulsion will be referred to the Dean of Students. For the purposes of this course, plagiarism includes using another person’s words or ideas as your own and/or incorporating them into your own work without quotation marks (if using exact phrasing) or appropriate acknowledgment. Collusion includes any “unauthorized collaboration with your classmates or any other students—present or past—in the completion of work that you claim as your own. ***Plagiarism and collusion will result, at a minimum, in a grade of zero for the assignment. I reserve the right not to allow revisions or rewrites of plagiarized work or work that demonstrates collusion*.**

*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/egls3](http://www.hccs.edu/egls3) for directions.

*Title IX Discrimination*: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students>Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oie@hccs.edu. Additional information may be obtained online. Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@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.

**Important HCCS Policies**

*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. For more on plagiarism, see "Plagiarism" in *The New McGraw-Hill Handbook, second edition*. (See Student Handbook)

**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 thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks.

**Tutoring:**

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 thirty minutes. Students should bring their professor's assignment/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. At HCC Writing Centers, each tutoring session becomes a learning experience.

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 have more than six hours of absence before the official date of record.

If you need campus safety for any reason you can call 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.