English 1302: Composition II
Fall 2018
CRN: 10433 - Credit: 3 SCH
San Jacinto Bldg. // Rm. 202 // Mondays and Wednesdays // 8:00-9:20 a.m.

Dr. Joanna Fax
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Learning Web: https://learning.hccs.edu/faculty/joanna.fax
Office: SJAC 215 // Office Hours: Thurs. 12:00-1:30 and by appointment

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
• Write in appropriate genres using varied rhetorical strategies.
• Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
• Analyze various genres of writing for form, method, meaning, and interpretation.
• Employ research in academic writing styles and use appropriate documentation style.
• 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 (Required):**


*We will be relying heavily on *Current Issues* throughout the semester, so please obtain a copy as soon as possible via the campus bookstore or on Amazon. Also, please bring this book to class each day.

In addition to your textbook, please bring the following to class each day:

- 1 College-lined notebook dedicated to 1302
- Pencils/pens
- 1 folder for handouts and graded assignments

**Course Requirements:**

**In-class Participation (10%)**: This is a discussion-based class that requires your active attention for the duration of each session. At the minimum, this means that you have completed all assigned reading ahead of time and are prepared to contribute meaningfully to discussion each class. Successful participation involves coming to class with one or two ideas about the day’s reading, responding thoughtfully to other people’s comments, posing your own questions about the text, and contributing in smaller group settings. In this way you will demonstrate that you have not only read over the material, but have digested it enough to articulate your thoughts to others.

**Short Response Papers (15%)**: Throughout the semester, you will be asked to reflect on some reading assignments in the form of a written response to prompts assigned at the end of the previous class (see class schedule for specific prompts). Unless instructed otherwise, each response should be composed in a few well-organized paragraphs, typed, double-spaced. Some prompts will ask you to address a specific question or problem; in other cases, the topic of the response will be up to you. Most fundamentally, this writing is intended to help you focus your thinking, prepare for the upcoming class discussion, and accumulate ideas for future papers. Papers earning full credit will be clearly written, stay on topic, reflect thoughtful engagement with the text, and be generally free of typos and grammatical errors.

**H-Town News Mini-presentations (10%)**: Many of our class sessions will begin with two informal, 5-minute “mini-presentations” on a local issue or event. Each student in this class will sign up to present twice this semester. There is no writing requirement that accompanies this presentation; rather, you will consult local online sources to identify a news story on a local issue or event and summarize that story for the class. You are also welcome to provide some of your own commentary on that event. Importantly, your news story should reflect something particular about Houston and its ongoing concerns (i.e. Hurricane Recovery, City Planning, HISD, local Black Lives Matter activism, Art Initiatives, Refugee Programs, Immigrant rights efforts, etc.). Here are some news outlets that are worth checking out:

- OffCite ([http://offcite.org/](http://offcite.org/))
- Kinder Institute for Urban Research ([https://kinder.rice.edu/](https://kinder.rice.edu/))
- SwampLot ([http://swamplot.com/](http://swamplot.com/))
- Or other news outlets you are familiar with that feature stories about Houston.
Position Essay (15%): This will be a 3-4 page essay where you analyze a problem and take a position. (More details will be given closer to the assignment deadline.)

Photo Essay (15%): This will be an essay where you convey a central theme, concept, or opinion through the use of visual images. In addition to including 10-12 photographs, your essay will also include 4-5 pages of written commentary that explains how your photographs contribute to the idea you set out to capture. (More details will be given closer to the assignment deadline.)

Group Research Project (25%): Working in a group, you will conduct research and compose an 8-10-page essay focused on an ongoing or recent Houston-based issue or event. (More details will be given closer to the assignment deadline.)

Final Presentation (10%): The last week of class will be devoted to group presentations, where you will inform the class on your research project and findings. (More details forthcoming.)

Overall Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
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<tr>
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Classroom Policies:

Attendance:
Please be on time and prepared for each class having read all of the required texts scheduled for that day. You are permitted to miss up to 3 classes without penalty. More than 3 absences will result in a 1/3 drop in your final grade for the course. If there is a circumstance that is keeping you out of class for a longer period of time, please speak to me directly as soon as possible so I can help with any documentation and/or special provisions.

Writing Workshops:
We will be spending a significant amount of time in class reading and responding to the written work of fellow classmates. In order to make these workshops as stimulating, helpful, and engaging as possible, it is crucial that we approach each other’s work with care and respect. Please keep your classmates’ work confidential.

Paper Formatting:
Please follow MLA guidelines for citation and formatting for your formal essays (this excludes response paragraphs). A useful guide to MLA style citations, provided by Cornell’s library, can be found at the following web address: http://www.library.cornell.edu/node/148. Numbered pages, double-spaced text, and standard 12pt. font (Times New Roman). Margins should be 1”.

Due Dates:
All work must be submitted in class on the assigned due date. Late work drops by 1/3 of a grade each day past the deadline.
Rewriting Papers:
Students who wish to improve a grade they receive on the close reading or cultural analysis essays are encouraged to revise their papers. In choosing to revise a paper, you must first make an appointment to meet with me no later than 48 hours after you receive your graded work so we can discuss plans for revision. You will have one week from our meeting date to turn in the rewritten draft. I will average the grades from your first and second drafts to calculate the assignment’s final grade. Please note that a paper revision in not a quick correction of typographical errors, but an in-depth re-framing of the whole essay. All essays submitted for revision must be substantially different from their original version.

E-stuff:
Screens (laptops, phones, watches, tablets, etc.) are not permitted in class and must be powered off and kept out of view for the duration of our sessions. In the event that our classroom activities require electronics, I will make an announcement in advance and also supply screens for anyone who needs them. Please bring hard copies of each reading to class. If you have documented needs that require screens, please do not hesitate to meet with me to make arrangements. All discussions and accommodations will remain confidential.

Meetings:
I am available and happy to meet with you to discuss anything pertaining to class readings, discussion, assignments, etc. To set up an appointment, please email me at least 24 hours in advance at joanna.fax@hccs.edu. To make these meetings as useful to you as possible, please prepare ahead of time by thinking through any specific questions or topics that you would like to discuss. I make every effort to respond to emails as quickly as possible. I might be slower to respond to you if you write me over the weekend and/or after regular work hours.

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:
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 Student Success for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

Ability Services:
Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in
order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor’s receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

**Ability Service Contact Information:**

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<thead>
<tr>
<th>Central College</th>
<th>Southeast College</th>
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<tr>
<td>713-718.6164</td>
<td>713-718-7144</td>
</tr>
<tr>
<td>Coleman College</td>
<td>Southwest College</td>
</tr>
<tr>
<td>713-718-7376</td>
<td>713-718-5910</td>
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<tr>
<td>Northeast College</td>
<td>Adaptive Equipment/Assistive Technology</td>
</tr>
<tr>
<td>713-718-8322</td>
<td>713-718-6629</td>
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<tr>
<td>Northwest College</td>
<td>Interpreting and CART services</td>
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<tr>
<td>713-718-5422</td>
<td>713-718-5604</td>
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<tr>
<td>713-718-5408</td>
<td>713-718-6333</td>
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**Accommodations due to a Qualified Disability:** HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to [http://www.hccs.edu/support-services/disability-services/](http://www.hccs.edu/support-services/disability-services/)

**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](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/locations_hours](http://library.hccs.edu/about_us/locations_hours)

**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 [https://hccs.upswing.io/](https://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.
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.

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: http://ctle3.hccs.edu/alltutoring/ for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

Important HCCS and Course Policies:
Please see http://www.hccs.edu/resources-for-current-students/student-handbook/ for any changes to HCC policies that might happen during the semester.

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)

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 September 10, 2018, you may be automatically withdrawn from the course.

Campus Carry: At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/departments/police/campus-carry/campus-carry-and-open-carry-faqs/

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.
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 [http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/) for directions.

**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.

**HCC Online:** (To be included in syllabi for HCC Online courses only): Access HCC Online Policies on their Web site: [http://www.hccs.edu/online/](http://www.hccs.edu/online/)

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website. The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link: [http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf](http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf)

**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_svc@hccs.edu, if you have any questions about your visa status and other transfer issues.

**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.

**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 and Diversity, 3100 Main, Houston, TX 77266-7517, or institutional.equity@hccs.edu.

**Title IX Discrimination:** 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. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. 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 (713) 718-8271 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

**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 **November 2, 2018.** 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.

**Lastly:**

Here are a few more suggestions that don’t fit neatly into the categories above but might help you get the most out of this class nonetheless:

- **Write all over your books and articles.** Underline interesting sentences, insert question marks next to ideas that perplex you, write notes to yourself in the margins. This kind of engagement will do wonders for your comments in class and help you remember what to revisit when it’s time to write a paper.

- **Ask questions** of your fellow classmates, of me, of the texts themselves. Time and again, the most interesting class discussions come from questions that arise spontaneously in the course of the session.

- **Talk to each other.** Metaphorically speaking, class discussion should look more like a basketball game than a tennis match. In contributing your two cents, try to build off of the comments made by your fellow classmates. Use each other to move the ball down the court instead of hitting it back to me directly each time.

- **Start assignments early.** Think about what texts you want to write about. Meet with me ahead of time to talk about your general ideas. Start writing much earlier than seems necessary. If you take these measures, it will show in the final product.

- **Writer’s Block? Go to sleep.** Things are remarkably clearer in the morning.
Schedule of Readings, Activities, and Assignments

WEEK 1
M, 8/27: Introduction to Course
W, 8/29: Read and be prepared to discuss pp. 3-19 of Chapter 1, “Critical Thinking” (up until Fedoroff essay on p. 19) in *Current Issues*.

Response #1 (Due in class; 1 page; typed; single-spaced): Write a letter addressed to me, your new instructor for this class. In addition to introducing yourself, please include any information that you think would help me support your success in this class. Some things you might discuss: what kinds of writing have you enjoyed doing in the past? Alternatively, what has been challenging to you as a writer? What do you most hope to get out of this class? What other classes are you taking, and why did you choose them? What kinds of obligations do you have outside of school? What kinds of activities do you enjoy in your spare time?

WEEK 2
M, 9/3: NO CLASS – Labor Day
W, 9/5: Read and be prepared to discuss the remainder of Chapter 1, pp. 19-34 in *Current Issues*.

Response #2 (Due in class; 1 page; typed; double-spaced): Focusing on either McGregor or Fedoroff, analyze the rhetorical modes employed by their argument: what kinds of evidence is being used? What kind of persona does the author create, and how effective do you think it is for the argument that is being made?

H-town News presentations

WEEK 3
M, 9/10: Read and be prepared to discuss pp. 35-56 of Chapter 2, “Critical Reading: Getting Started,” in *Current Issues*. Also, come to class with a few general ideas about what you might want to write about for Essay #1. Be prepared to share a few of them in class discussion.

H-town News presentations
W, 9/12: Read and be prepared to discuss pp. 56-79 of Chapter 2 in *Current Issues*.

Response #3 (Due in class): In one or two paragraphs, summarize your ideas for your position paper (Essay #1). Be prepared to discuss those ideas with your workshop group.

WEEK 4
M, 9/17: Rough Draft, Essay #1 (Due in class): Come to class with five copies of your rough draft. Be prepared to discuss some of your writing and thinking choices with your workshop group.
W, 9/19: Workshop Day

H-town News presentations
WEEK 5

M, 9/24: Sometime before the start of class: Email me a (classroom appropriate!) image that speaks to you in some way: what does it say? Be prepared to discuss your thoughts in class.

**Final Draft, Essay #1** (Due in class): Come to class with one copy of Essay #1, stapled, in 12 pt. font, Times New Roman, 1” margins. And give it a catchy title!

H-town News Presentations

W, 9/26: Read and be prepared to discuss pp. 139-160 of Chapter 4, “Visual Rhetoric,” in *Current Issues*. Bring to class a paper advertisement that seems compelling to you in some way.

**Response #4** (Due in class): In a couple of paragraphs, analyze the images in the ad you’ve chosen. What is the overt message? What is the subtext? How do the visual images communicate those things?

H-town News presentations

WEEK 6

M, 10/1: Read and be prepared to discuss Eric Kim’s, “Why Shoot Street Photography?” and “Letter to my 18-year-old Self,” as well as selections from *Street Photography* (all distributed in class).

H-town News presentations

W, 10/3: Read Eric Kim’s, “Introduction to Urban Landscape”; and “How to Find Your Style in Street Photography” (all distributed in class). Wear comfortable shoes for walking. Also, if you have a phone with a camera, make sure you bring that along.

WEEK 7

M, 10/8: **Rough Draft, Essay #2** (Due in class): Print out or create a power point presentation of at least 15 images that might go into the final draft of Essay #2. Be prepared to discuss your concept with your workshop group. Read and be prepared to discuss “How to Give a Constructive Critique in Photography.”

W, 10/10: Workshop Day: Essay #2

H-town News presentations

WEEK 8

M, 10/15: **Final Draft, Essay #2** (Due in class): Bring to class your photo essay and rationale. It should be stapled, in 12pt Times New Roman font, with 1” Margins and an interesting title.

H-town News presentations
W, 10/17:  (1) Read and be prepared to discuss Jonathan Kozol’s “Fremont HS” (distributed in class). Pay special attention to the way Kozol blends data with personal experience to make his argument. (2) Read and be prepared to discuss pp. 181-188 of Chapter 5, “Writing an Analysis of an Argument,” in Critical Issues.

H-town News presentations

WEEK 9
Workshop: Finding Sources  
H-town News presentations

W, 10/24:  Library Day!

WEEK 10
M, 10/29:  Full class discussion/examination of Group Proposals for Essay #3.  
**Group Proposal for Essay #3** (Due in class): Bring to class one copy of your group’s proposal for Essay #3. It should be stapled, in 12pt Times New Roman font, with 1” Margins and an interesting title.

W, 10/31:  Read and be prepared to discuss pp. 278-307 of Chapter 7, “Using Sources,” in Current Issues.  
H-town News presentations

WEEK 11
M, 11/5:  Read and be prepared to discuss Chapter 19 (pp. 461-487) in Current Issues.  
**Response #5** (Due in class): In a few paragraphs, discuss which argument you found the most persuasive and why.  
H-town News presentations

W, 11/7:  Read and be prepared to discuss Chapter 20 (pp. 488-514) in Current Issues.  
H-town News presentations

WEEK 12
M, 11/12:  In-class workshop: Conducting an interview  
Come to class with 2-3 ideas for people to interview for your group research essay. Be prepared to explain your choices in class.  
H-town News presentations
W, 11/14: In-class workshop: Organizing your essay  
H-town News presentations

WEEK 13
M, 11/19: In-class Workshop: Revising Essay #3

Rough Draft of Essay #3 (Due in class): Bring to class 5 copies of your rough draft of Essay #3. Rough draft should be typed and include a bibliography.

W, 11/21: In-class Workshop: Revising Essay #3

WEEK 14
M, 11/26: Composing an Annotated Bibliography

W, 11.28: Workshop: Preparing a group presentation

WEEK 15
M, 12/3: Group Presentations

W, 12/5: Group Presentations / Final Thoughts

WEEK 16
M, 12/10: Individual/group conferencing

Final Draft of Group Research Project (Due via Email to joanna.fax@hccs.edu by 5 p.m.)

W, 12/12: Final Day of the Semester – last day to turn in all paper revisions