



## English 1302: Composition II

<p>Course Information CRN: 91613 Credit: 3 SCH Location: West Loop, C129</p>
<p>Instructor Information Name: Kirk A. Cochran Jr. Phone: N/A Email: kirk.cochranjr@hccs.edu Learning Web: Office: West Loop Library  Office Hours: By Appointment</p>

**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.)

**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.

- **Required Texts:**

Peterson, Linda, et al. eds. *The Norton Reader*. New York: Norton, 2012. Print.  
ISBN: 978-0-393-91218-0

1.) Access to a College Dictionary and Thesaurus. I recommend the ones below:

2.) *The American Heritage College Dictionary, 4<sup>th</sup> Edition* (or later)  
ISBN: 9780395671610

3.) *The American Heritage College Thesaurus, 1<sup>st</sup> Edition* (or later)  
ISBN: 9780618402199

- **Required Materials**

- a journal devoted exclusively to this class
- a flash drive or some other portable electronic storage (\*Note -- *all students are responsible for producing and retaining copies of their own graded and ungraded work.*)
- document envelopes (to turn in essays)
- reliable access to a word processing program, preferably Microsoft Word
- reliable internet access
- reliable printer access
- **Email:** Students must check HCC email accounts regularly

**Eagle Online:** Check Eagle Online regularly for announcements, assignments, etc. Occasional reminders will be sent through Remind.

### **Course Requirements: Assignments:**

• Journals/Homework/Quizzes/Drafts (Averaged)		10% of final grade
• Essay #1 (Analysis Essay 1)	(200 pts.)	20% of final grade
• Essay #2 (Analysis Essay 2)	(200 pts.)	20% of final grade
• Essay #3 (Mid-term, in class)	(250 pts.)	25% of final grade
• Essay #4 (Research Paper)	(250 pts.)	25% of final grade

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**Total Possible Points: 1000 pts.**

### **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:**

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.

Reasonable Accommodations: Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable

accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

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

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

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

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

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

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

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

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

*Withdrawal Policy:* Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **Monday, March 28th**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

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

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

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

*Academic Honesty:* A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

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

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

*EGLS3 (Evaluation for Greater Learning Student Survey System)*: At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to [www.hccs.edu/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 [oiie@hccs.edu](mailto:oiie@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](mailto: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.

## Course Calendar: ENG 1302

*This course calendar is subject to change.*

*Changes in assignments, readings, and/or handouts will be announced weekly in class.*

### January

T 19	Course Overview; Standard Release Form, Eagle Online 2, Remind 101
R 21	Plagiarism: Definition and Exercises, Diagnostic Writing <b>Hmwk: Hurston “How it Feels to Be Colored Me” Norton 12-15. Questions 1-3.</b>
T 26	*Reading Quiz on “How it Feels to Be Colored Me” - Discuss Reading (SOAPStone) - Close reading exercises In Class Journal – Close reading of a text given in class. - Discussion Groups: Discuss journals - Class Discussion, Probe for details and explanations <b>Hmwk: Poe “A Cask of Amantillado.” Questions on Eagle Online</b> <b>Hmwk: “Literary Devices”</b>
R 28	*Reading Quiz on “A Cask of Amantillado” Discuss “A Cask of Amantillado” Discuss Literary Devices In “A Cask of Amantillado” <b>Hmwk: Jackson “The Lottery” Questions on Eagle Online</b> <b>Hmwk: “Elements of a Close Analysis”</b> <b>Hmwk: “The Power of Pride” Close Analysis of Theme (Student Sample)</b>

### February

T 2	Discussion of “The Lottery” Discussion of “The Power of Pride” (Student Sample) *In Class Journal – Literary Devices in “The Lottery” Discussion of Literary Devices in “The Lottery” <b>Hmwk: Atwood “Happy Endings” Questions on Eagle Online</b> <b>Hmwk: Chopin “The Storm” Questions on Eagle Online</b>
R 4	Discussion of “Happy Endings” and “The Storm” *In Class Journal – Literary Devices in “Happy Endings” or “The Storm” <b>Hmwk: Develop Close Reading Essay</b>
T 9	*Close Reading Essay First Draft Due *Peer Response <b>Hmwk: Revise Close Reading Essay</b>
R 11	<b>Second Draft of Close Reading Essay Due (Turn into Instructor)</b> <b>Hmwk: Read “Understanding Comics” (Norton 1022) Questions 1-2</b>
T 16	*Reading Quiz “Understanding Comics” Discuss “Understanding Comics” <b>Workshop for Close Reading Essay</b> <b>Hmwk: “Comics, Rhetorical Style, and Arrangement” Questions on Eagle Online</b> <b>Hmwk: Revise Close Reading Essay</b>



R 18	*Reading Quiz “Comics, Rhetorical Style, and Arrangement” Questions on Eagle Online Discuss “Comics ...” <b>Hmwk: Revise and Finalize Close Reading Essay</b> <b>Hmwk: Read WE3 (Part 1) Questions on Eagle Online</b>
T 23	<b>Final Draft of Close Reading Essay Due</b> *Reading Quiz “WE3” (Part 1) Discuss WE3 (Part 1) <b>Hmwk: Read WE3 (Part 2) Questions on Eagle Online</b>
R 25	*Reading Quiz “WE3” (Part 2) Discuss WE3 (Part 2) <b>Hmwk: Read WE3 (Part 3) Questions on Eagle Online</b> <b>Hmwk: Journal – What is the message that Morrison and Quigley attempt to send to readers through his comic? Why do you think the comic is so graphic/gory? Why do you think they chose comics over traditional text as the mode of communication? (Min 1 page, college ruled)</b>

### March

T 1	Discuss Journals *Writing Workshops to help develop Analysis #2 <b>Hmwk: Develop first draft of Analysis #2</b>  Optional Use comments to make revisions to Analysis Essay #1
R 3	<b>First Draft of Analysis #2 Due</b> *Peer Review <b>Hmwk: Study for Mid-Term</b>
T 8	<b>Review for Mid-Term</b>
R 10	Mid-Term Exam (In Class Analysis of Text or Comic)  Optional REVISED Analysis Essay #1 Due
T 15	<b>SPRING BREAK – Hmwk: Revise Analysis Essay #2</b>
R 17	<b>SPRING BREAK – Hmwk: Revise Analysis Essay #2</b>
T 22	<b>Second Draft of Analysis #2 Due (Do NOT turn in to instructor)</b> <b>Optional Revisions of Analysis #1 Due.</b> *Peer Review <b>Hmwk: Revise and Finalize Analysis #2</b>
R 24	<b>Final Draft of Analysis #2 Due</b> Introduce Research Argument <b>Hmwk: Argument Topic #1 (Paired Readings) Questions on Eagle Online</b>
T 29	*Reading Quiz (Paired Readings) Discuss Argument Topic #1 In Class Journal <b>Hmwk: Argument Topic #2 (Paired Readings) Questions on Eagle Online</b>
R 31	*Reading Quiz (Paired Readings) Discuss Argument Topic #2 In Class Journal <b>Hmwk: Argument Topic #3 (Paired Readings) Questions on Eagle Online</b>

### April

T 5	*Reading Quiz (Paired Readings) Discuss Argument Topic #3 In Class Journal <b>Hmwk: Argument Topic #4 (Paired Readings) Questions on Eagle Online</b>
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R	7	*Reading Quiz (Paired Readings) Discuss Argument Topic #4 In Class Journal <b>Hmwk: Argument Topic #5 (Paired Readings) Questions on Eagle Online</b>
T	12	*Reading Quiz (Paired Readings) Discuss Argument Topic #5 In Class Journal <b>Hmwk: Choose Research Topic, Explore Critical Discussion, and develop stance (Journal)</b>
R	14	*Workshop (Using Online Databases 1) <b>Hmwk: Research Topic In-Depth and Develop List of Credible Sources to Use for Research Essay</b>
T	19	*Workshop (Research Argument Samples) <b>Hmwk: Begin Developing First Draft of Research Argument Essay</b>
R	21	*Workshop (Research Argument Samples) <b>Hmwk: Finish Developing First Draft of Research Argument Essay</b>
T	26	<b>First Draft of Argument Essay Due</b> *Peer Response <b>Hmwk: Continue Developing Research Argument Essay</b>
R	28	*Workshop (MLA Format) <b>Hmwk: Continue Developing Research Argument Essay</b>

### May

T	3	Optional Workshop (Research Essay Can Be Turned In) <b>Hmwk: Continue Developing Research Argument Essay</b>
R	5	<b>Final Draft of Research Essay Due</b>