# English 1302: Composition II

## Course Information

10954

Credit: 3 SCH

45 hours

5 wks/Face-to-Face

Katy Campus Room 201

8:00-9:45

Summer II 2019

**Instructor Information**

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Katy Campus 306

MTWTF 12:30-3:00

**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:**

Readings for this class are not found in a traditional printed textbook. You will not purchase a textbook for this class, but we will all read several texts together. Occasionally I will print and hand out very short texts in class. Longer readings are listed below. Please note that this is a simple list of writers’ names and article titles, NOT an MLA-style Works Cited list. These texts are available on the open internet, or through links on the Learning Web page for your course, or through HCC Libraries’ subscription databases. You will need an electronic device connected to WiFi to read them. Please let me know if this is a problem; I can help you choose from some work-arounds.

This is a writing class, so the reading that you do for this class serves (at least) two purposes: to teach you explicitly about writing, and to provide you with ideas to write about. I hope that these writings perplex you and that you find value in them in your future, both here in college and in your life “in the wild.”

Getting a good grade in this writing class requires that you do the reading. During the semester, you will be assigned particular readings at particular times. You will write *on* these texts, *to* these texts, *about* these texts, and *against* these texts. *Completing* these writings about readings determines most of your grade. The *quality* of one writing project will also be judged, and one of the qualities we will judge is your incorporation and attribution of ideas you learned from other writers.

Not only will you find the readings in several different places, but there are differences between the readings, too. While every student is expected to read every assigned reading when it is assigned, some readings will be less important and some will be more important to you, depending on your needs. The readings also vary in length, genre, purpose, and difficulty.

Nὐria Benach Rovira “Ciudades en el Mapa o en la Guίa Turίstica? Venta de la Ciudad y Sentido del Lugar.”

<https://translate.google.com/translate?hl=en&sl=es&u=https://www.raco.cat/index.php/RevistaCIDOB/article/download/312825/402923&prev=search>

Cathrine Brun and Anita Fἀbos “Making Homes in Limbo? A Conceptual Framework”

Simon Cook, John Shaw, and Paul Simpson “Jography: Exploring Meanings, Experiences, and Spatialities of Recreational Road-Running”

Gita Dasbender “Critical Thinking in College Writing: From the Personal to the Academic”

Emily Fekete “’I Know I’m Home when I Have One: ‘The Cultural Significance of the Garbage Plate of Rochester, NY”

Edmund Gordon “Racial Geography Tour”

Anne Lamott “Shitty First Drafts” from *Bird by Bird*

Benjamin Major “Aspects of Place”

Doreen Massey “A Global Sense of Place” from *Space, Place, and Gender*

Albert Postma and Dirk Schmuecker “Understanding and Overcoming Negative Impacts of Tourism in City Destinations: Conceptual Model and Strategic Framework”

Edward M. White “My Five-Paragraph Theme Theme”

**Course Requirements:** Students in ENGL 1302 write a minimum of 5000 words.

MATERIALS

You will not buy a textbook for this class. All readings are available on the open web, my Learning Web page for this course, or through HCC Library databases. You will need a device with which you can access the internet to read them.

DAILY CLASS SCHEDULE

10” class business, minilesson reviewing homework and introducing today’s project

10” freestyle writing

20” share and respond to homework writing

20-30” lesson and guided practice

20” group or solo work

10” minilesson reviewing classwork and introducing homework

GRADES

20% completion of daily in-class freestyle writing assignments (private)

20% completion of daily at-home writing assignments (shared with peers in class discussions, handed in for comments from me)

20% assembly and revision of Entering the Conversation Paper (completion grade, with comments from peers and me)

20% assembly and revision of Annotated Bibliography Challenging the Commonplace Paper (completion grade, with comments from peers and me)

20% assembly, revision, and presentation of Teaching project (rubric developed by class)

**Instructor Requirements:**

This is a writing class. Because we will be writing during class, your attendance is very important. You cannot “make up” in-class writing that you miss due to absences. Completion of in-class writing will be graded every day, and you will adapt, revise, and build on these pieces of writing for your three projects, which are also interrelated. Therefore, your grade will depend a great deal upon your consistent daily attendance.

Writing is a messy, drafty, complex, non-linear process. There will be lots of false starts, deletions, frustration, discovery, and joy. Although daily in class writings are simply explorations and reflections, the other three projects will have undergone multiple revisions before you turn them in on their due dates. Hard copies of projects must be turned in, face-to-face, during class on the due dates. No “late work” is accepted.

Class meetings will be full of talking, thinking, writing, and collaborating. I will be careful to accommodate all students’ individual needs and I promise to support you in your endeavors. In return, I ask you to show up, trust me and try.

**Grading**:

THE WAY THIS CLASS WORKS

40% of your grade for this course depends on your daily participation in class, and on your completion of two kinds of daily writing:

Freestyle writing assignments: ten-minute long writings you do during class meetings and do not share with anyone. I will note your participation in this activity during every class meeting. There is no way to “make up” this work—you either do it during class or you don’t. If you complete them all as the semester progresses, you’ll earn an A; if you miss any, your grade at the end of the semester will be lower.

Homework writing: writings you do outside of class time, as the semester progresses. You will share these writings during class the next day with your classmates, and I will collect them and make comments on them. Like the freestyle writings, these homework writing assignments cannot be “made up.” If you do them, you will earn an A, and if you miss any of them, your grade will be lower (depending on how many you miss).

If you miss too many of these daily writings, you will not be able to pass the course.

40% of your grade for this course depends on your completion of your writing process (including guided writing practice during class, drafts written during class and outside of class, notetaking, list-making, graphic organizers, and revisions), for two short papers:

The first one is the Entering the Conversation paper which is due at the beginning of class Tuesday July 16.

The second one is the Annotated Bibliography/Challenging the Commonplace paper which is due at the beginning of class Monday July 29.

Your grade is based on whether or not you completed all the steps in the process of writing these papers. The “quality” of your “finished” document will not be graded; but to get credit for completing all the steps your classmates and I will judge whether you did adequate work for us to judge that you completed the tasks. The more work you do as the projects proceed, the higher your grade; the less work you do, the lower your grade.

20% of your grade for this course is for your completion of the process and for your presentation of the Teaching Project. This project is graded both for completion of the process of preparing for it, and for the quality of the final product. You and your classmates will create a grading rubric. In other words, you and your classmates decide how these projects will be graded.

While you won’t know your semester grade till the end of the semester after you earn your Teaching Project grade, you can keep track of how you’re doing in the interim by keeping track of your completion of daily freestyle and at-home writing assignments and on the work you do to assemble the two short papers.

PLEASE NOTE THAT 80% OF YOUR SEMESTER GRADE REFLECTS YOUR INCREMENTAL, CONSISTENT PARTICIPATION IN WRITING (A VERB), NOT A VALUE JUDGEMENT OF WRITING (A NOUN).

HCC Grading Scale:

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*:

**Northwest College**

713-718-5422

713-718-5408

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

*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/>

*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/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/>. 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 two (2) absences before the official date of record (**July 11, 2019)** 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/> 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.

*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.

*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](mailto: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 Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto: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 **July 29, 2019.** 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.