



English 1302: Composition II

Course Information

CRN: 44495
Credit: 3 SCH
Contact Hours:
16 Wks. / Type of Instruction: Online
Online / Time: TBA
Semester / Year: Spring 2015

Instructor Information

Name: Prof. L. Arzola
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Learning Web:
Office: Eastside Campus, Faculty Area
Office Hours: Wednesdays 8:30-9:30 AM
& online Tuesdays 6:30-8pm

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

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

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: <<Include Required and Recommended Instructional Materials Here>>

Textbooks: Any ONE of the three following books will work for this class:

2. Barnett, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing* (\$50.95) 8th ed. 2014 ISBN-10: 1-4576-4997-7 // ISBN-13: 978-1-4576-4997-4 // Paper Text, 592 pages
3. Barnett, Sylvan and Hugo Bedau. CourseSmart e-Book for *Critical Thinking, Reading, and Writing* : (\$25.99) 8th ed. ISBN-10 1457651998, ISBN-13 9781457651991 Digital Book Rental. (Go to http://www.coursesmart.com/IR/3027714/9781457649974?_hdv=6.8)

OR a recent edition of *Current Issues* or of *Critical Thinking* is acceptable. You also need a recent handbook to support your work in writing. *Wadsworth* (my favorite), *Little Brown*, *MacMillan*, *Penguin* will all work.

You may order your books online at: www.hccs.bkstore.com. Textbooks for all distance education courses are housed at the Central bookstore. We do offer, free of charge, transfer requests for students who wish to pick up their distance education textbooks at one of our 7 other locations that may be closer to them. Phone either Central, or the requested campus, and request that their books be transferred. Get your books as early as possible. Having a book in front of you makes all the difference. If you have to wait for your book, see if you can locate a copy at either an HCC or the public library. Also

used book stores may have copies. The library may have ebook versions that can be used temporarily. There may be pdf versions somewhere online.

Course Requirements:

The Writing Assignments

Most of your assignments will be submitted as attachments. Save these documents with your surname on them: **SmithCAFinal**; This tells me that Smith has sent me the final draft of the Critical Analysis essay. Then when you attach them, they will come to me labeled with your surname. This is important as it keeps all your documents together in my files, and it helps me to find YOUR paper on my computer. If your work is not submitted with proper labeling, I will return it to you for resubmission. Work to make sure this does not happen.

If you are unfamiliar with the computer, take the time to “play” with it until you master the following important skills for writing on a computer: You should be able to create page breaks, headers in the header screen, hanging indents. You should be able to use the computer to double-space your papers as well. If you lack any of these skills, take the time, MAKE the time to acquire them.

15% Critical Analysis of the Essay (out-of-class essay) 500-750 words (10% of Final Grade comes from Prewriting and Tutoring Evidence.) See Week 1 in class calendar above for the selections for this essay. Criticize it selecting both negative and positive aspects of the target essay for discussion. The analysis and criticism will then be incorporated into a short essay. The final essay, however, is not the entire grade. One third of the grade comes from the pre-writing evidence. It is **REQUIRED** that you fill in and submit the Bodynotes sheet found on the class page. In addition you are expected to submit a rough draft to either an in-person tutor or UPswing.net and then revise the rough draft according to comments received before submitting the final draft to me. This is an unusual type of essay that students are frequently unfamiliar with. In order to prevent many revisions it is advisable that you do the background reading in your text, especially ch. 3. I have created many worksheets to help you get a better understanding of the CA essay. If you disregard all this and go directly to what you think I expect, you may find yourself revising more than you might wish. Study and fill out is Bodynotes;. Follow directions carefully.

- Submit this Paper to me via the link provided in the class page in wk. 5 as an attachment.
 - Save your paper with your last name followed by the name of the assignment: **YourLastNameCATutor, YourLastNameCAFinal.**
 - If you need to submit more than one rough draft, use this form: **YourLastNameCARough2, or MartinezRough3, etc.**
 - All files should be submitted as either **.docx, .doc or .rtf.**
- Keep in mind that your writing does not simply analyze what this essay is about. It works to show whether and why this essay is convincing to its readers. You are doing what I do when I grade your papers; you are evaluating the effectiveness of the writer:
 - Did he or she do a good job of convincing his or her selected audience?
 - What makes this essay so effective or ineffective? As you write you must work not to insert yourself into your paper.

- Avoid saying “I think” or “I believe” or “In my opinion.” We know you wrote the paper, so these are your opinions.
- Also do not use “YOU” in any form in any formal paper written for this class.

Read one: Select an essay from those mentioned in Wk. 1 for your Critical Analysis essay.

- Highlight and take notes. Discuss elements of this in your journals, where you can also read comments by your classmates.
- Bodynotes due (Save your submitted attachment as **YourLastNameCABodynotes** For example, if you are Debbie Jones, you will save this paper as JonesCABodynote or JonesD-CABodynotes or JonesDebbieCABodynotes but NOT DJonesCABodynotes)
- Rough Draft due to UPswing or in person tutor. UPswing is accessed through the Tutoring link
- Modify your written essay based on comments received.

10% Midterm Essay Exam (Online)- 500+ words

You will read and study the essay listed in the Course Calendar above. You will write on this essay for the Midterm. The essay you have selected will be analyzed and criticized in preparation for writing. For the exam you will have worked out the meanings in this excerpt. You will be presented with several quotations from your selected essay. You will select ONE of those quotations and write a paragraph of Critical Analysis in the time allotted. Information about the exam is available on the class page. **Careful preparation is essential.**

- Read and re-read your selected essay. Highlight important information. Discuss elements of this work with classmates.
- Take Midterm online. *Submit a copy of your exam as a Backup.

30% The Research Paper-@ 2000+ words (14% of Final Grade comes from Prewriting and Tutoring Evidence.)

When your instructor uses the word Research Paper, she means all four sections of that paper including the Title page, Outline, Text and Works Cited. See the sample Research Paper on the class page. Pre-writing elements equal nearly 44% of the grade for this paper. 56% is the completed paper. Discipline in keeping up with assignments will pay off in the end with a better paper that is easier to complete. ***Phone or In-person Conference with Instructor REQUIRED weeks 8-10 ONLY!***

15% Critical Analysis of Fiction (out-of-class essay) 750+ words (10% of Final Grade comes from Prewriting and Tutoring Evidence.)

We will be analyzing a work listed in the syllabus and writing a paper. The grade includes points for seeing a tutor and submitting pre-writing. **Submit this Paper on the class page as YourLastNameCAFicFinal.**

20% Final Exam-Critical Analysis of Fiction (online final essay exam) 500-750+ words

This essay is written online. Students will write a commentary – on “Trifles.” This essay is written online. You have a 2-hour time limit. *Submit a backup copy of the exam in the link provided on the class page just in case your exam does not go through. This is very important as the exam does not always save properly. Timing is important, so submit the backup quickly after completing the Final.

10% 10 Journals (200+ words each): Journals should be written consistently during the semester. Submit them under the appropriate link; you will find the directions for each journal under its link. Do NOT submit attachments; write in the message screen. Journals 1-6 are due before the Midterm and will not be accepted afterward. Journals 7-10 are due before the Final Exam and will not be accepted afterward.

Grade Percentages: (The total will equal 100%)

10% Critical Analysis of the Essay (includes Pre-writing & evidence of Tutor review).

10% Midterm Exam (online)

25% Research Paper (RP) (Submit Outline + Text + Works Cited via email before the conference. → **Conference with Instructor to review Outline + Text + WC REQUIRED / No Conference = No Grade** ←) Conferences will be conducted by phone or in person.

Conferences will be held weeks 8, 9 & 10. Grade includes Conference + Pre-writing (45%) and final RP (55%).

15% Critical Analysis of Fiction (includes Pre-writing & evidence of Tutor review).

20% Final Exam: Critical Analysis of Fiction (online)

10% Connect123 Online Exercises (Will be explained on class page)

10% 10 Journals (200 words each)

Wk.	Spring 2014 Course Calendar <i>All readings come from Current Issues (CI) and/or Critical Thinking, Reading & Writing (CTRW). The page nos. and the readings are the same in the latest editions of each of these books.</i> All assignments due by Sunday midnight of that week unless otherwise indicated.
1 Jan. 20-25	<p>Read and highlight Ch. 3 (73-111) Skim , Ch. 1, 2 & 4, (3-23, 32-48, 137-173)</p> <p>+ Critical Analysis: (CA #1) (Due wk. 5) Select an essay from one of these: "On Racist Speech" Charles R. Lawrence III (64), "Protecting Freedom of Expression on the Campus" Derek Bok (69), "The Locavore Myth: Why Buying from Nearby Farmers Won't Save the Planet" James E. McWilliams (345), "From <i>Utopia</i>" Thomas More (463), or "Declaration of Sentiments and Resolutions" Elizabeth Cady Stanton (490) for your Critical Analysis essay. Ch. 3 discusses effective elements, which form convincing arguments, such as: facts, evidence, statistics, authoritative testimony, OR deductive reasoning, etc. Select 2-3 quotations from the target essay showing arguments made by its author. Each quotation should show one of these effective elements being used.</p> <p>+ Research Paper Topic (RP #3): (Due Wk. 12) Begin background reading for the Research Paper. Create a <u>Persuasive Research Paper</u> on a controversial topic relating to the topic of FOOD. You could PROVE something about the healthiest type of diet for pregnant women or athletes. You could prove something about the production of non-GMO foods in Europe. You could prove something about Fast Food, Organic food, Food Packaging, Famine, the Optimal Diet for Good health, the Food Supply, Wars over Food, Food Allergies, The Global Food Crisis, Food Politics. Etc. Your process is to start finding sources on topics related to your topic. Focus on using BOOKS and articles from a database. Remember you are PROVING something in this paper. Descriptions or simple information are not all that is wanted. You must present facts, evidence, statistics, authoritative testimony, etc., PROVING that what you say about food or oil is correct. The RP is due wk. 12. Begin background reading for it NOW. Look for 3+ books. You are welcome to use e-books or parts of books as you might find on amazon.com. Use 5+ database articles. The database is found through the HCC library and can be accessed online through the link above wk. 1 on the class page. No internet sources may be used until after you have these first 8 sources. FYI: There are many e-books on food available through the HCC Library.</p>
2 Jan. 26-31	<p>+CA: Begin working to fill in Bodynotes worksheet for CA essay. Select 2-3 related quotations from wk. 1 CA essay for your critical analysis. You are not writing your own opinion here but rather judging the effectiveness of the writing done in the target essay.</p> <p>+Read & Highlight , Ch. 5, "Writing an Analysis of an Argument" 179 (Pay special attention to "For Environmental Balance" (186) as a sample essay for analysis and "Tracking Kristof" by Betsy Swinton (192) as an example of a Critical Analysis Essay)</p>
1 Feb. 1-8	<p>+ Skim , Ch. 6 (228), Developing an Argument of Your Own & Ch. 7 (262) Using Sources.</p> <p>+ Skim , Ch. 9 (349). Review Logical Fallacies for use in the RP. Read for class discussion: Shulman's "Love is a Fallacy" (383).</p> <p>+ Study the sample Research Paper (319). Focus carefully on the format of the text and the Works Cited.</p> <p>+ Due Journals #1 & #2 Sunday this week. Directions are found in the link on the class page for each journal.</p>
3 Feb. 2-8	<p>+ Due CA Bodynotes completed and turned into Rough Draft of Critical Analysis.</p> <p>+ Take Rough Draft of CA to tutor. Access online tutors through the Tutoring link at the top of the class page. Register for askonline.net. Be sure to send your rough draft and the directions for Bodynotes. You can also use an on campus tutor. If you do, make sure this is your best work and that it is typed. Save and submit tutor's notes, the tutor's name, and the day/time you worked. Submit this document as YourLastNameCATutor (JonesCATutor) in the link on the class page.. Be sure to take or email relevant handouts to tutor.</p> <p>+ Due RP: Submit The Research Question (Yes/No), Audience (<u>specific age group and gender</u>), Purpose. Your topic must be persuasive, i.e., you are</p>

	<p>PROVING you are right regarding your topic. Your topic must be approved by me.</p> <p>+Library: Continue background reading for Research Paper (RP). Collect list of 8 high quality sources. Read and take notes from sources. See sample notes on class page. Also gather the bibliographic information on each source needed for creating the Works Cited page in MLA format. You must use at least THREE books. The other sources must be from a library database. To use these databases from your home computer, you will need a library or e-Card barcode. (Do not use the internet as a source except as noted below.) Write a brief annotation (note) under each Works Cited entry indicating what this source is about and how it relates to your RP topic. These are FORMAL papers. They are to be written carefully using high quality sources. Do not under any circumstances use Wikipedia as a source for your RP. However, you might find lists of sources within Wikipedia, which might be helpful. List of sources can also be found in many database articles. The internet does have some useful sites. Be careful to use them only after you have your 8 major sources (3+ books and 5+ database articles). Do not use .coms as these are commercial. You may use .gov, .edu, or similar websites AFTER your first EIGHT sources as required.</p> <p>+ Due Journal #3</p>
4 Feb. 9-15	<p>+ Submit CATutor.</p> <p>+ Due RP: Submit Annotated Works Cited with 8+ sources correctly set up in MLA format (first draft of Works Cited for RP). See p. 325 in your text or a sample WC showing the correct format. For information on writing an Annotated Bibliography (Works Cited) see pp. 286-287 in CI / CTRW.</p> <p>+ RP: * IMPORTANT * Study the "Guidelines for a Persuasive RP" handout. Study the sample RP in Lesley Timmerman's "An Argument for Corporate Responsibility" pp. 319-325.</p> <p>+ RP: Begin gathering 30-40 notes for the Research Paper.</p> <p>+ Midterm: Read & Study Machiavelli's "From <i>The Prince</i>" (477).</p> <p>+ Midterm: Skim More's "From <i>Utopia</i>" (463), which will be used as an example for the Midterm Exam in wks. 7-8.</p> <p>+ Due Journal #4</p>
5 Feb. 16-22	<p>+ CA Revise according to notes from Tutor.</p> <p>+ Due CA: completed essay due this Sunday</p> <p>+RP Skim Ch. 6 "Developing an Argument of Your Own," and review Ch. 7, "Using Sources," focusing on how to use MLA format in both parenthetical references and the Works Cited.</p> <p>Continue studying, re-reading Machiavelli for the Midterm Exam.</p> <p>+ Due Journal #5</p>
6 Feb. 23-1 Mar. 1	<p>Continue studying essay for the Midterm Exam along with Study Guides.</p> <p>+RP Study carefully CI, Ch. 7 "Using Sources." This will help you learn how to use MLA format.</p> <p>+ Due RP: *40-50 Notes + Revised & Corrected Works Cited for RP as one document. Insert a page break before the WC.</p> <p>+ Due Journal #6</p>
7 Mar. 2-8	<p>★ Due No Late Journals #1-6 accepted after Midterm</p> <p>★RP: Set up for RP conference with me Weeks 8 (Last Names A-I), 9 (Last Names J-R), or 10 (Last Names S-Z).</p> <p>★This conference is a requirement for the RP. ▲ No conference = NO GRADE! ▲</p> <p>+Prepare for Midterm Exam (Mar. 6-10) by practicing with the Midterm Study Guide.</p> <p>+ Due RP: Due Preliminary Outline and Working Thesis for RP. On the class page see RP Guidelines & RP Rules for Outlining. Be sure to follow the Guidelines sheet in creating your outline. This will help make it a Persuasive Paper.</p>
8 Mar. 9-15	<p>◆ Mid-term exam Online Mar. 6-10, Fri – Tues. Do not take the exam after 8 pm on the last day as Eagle may not accept it. // All Journals 1-6 must be in by the Midterm; NO LATE JOURNALS ACCEPTED. ◆</p> <p>+RP Conferences: (Required for those whose surnames begin with A-I. At least one page of the body of the paper (not the Intro) with WC, and Outline REQUIRED by their conference this week.</p> <p>+ Submit RP for conference via Eagle email: Outline, Text, Works Cited. Submit it ASAP before your conference time.</p>
Mar. 16-22	<p><< Spring Break >></p>
9 Mar. 23-29	<p>+ RP Conferences with Instructor. Required for those whose surnames begin with J-R. Submit Outline, Partial Rough draft & WC.</p>
10 Mar. 30-1 April 5	<p>+ RP Conferences with Instructor. Required for those whose surnames begin with S-Z. Submit Outline, Partial Rough draft & WC.</p> <p>No RP Conferences available after Thursday this week.</p> <p>+ Due Completed Rough Draft of RP, 2000+ words of text. Do not include the Outline or Works Cited in the word count.</p> <p>+ RP: Take rough draft of RP to Tutor and revise according to comments.</p> <p>+ Read Ch. 12, CI, A Literary Critic's View: Arguing about Literature 420.</p> <p>+ CA #4 Drama: Read & highlight <i>Antigone</i>, which is posted on the class page and can also be found at http://www.bartleby.com/8/6/antigone.pdf -- in three parts. Work to find significant quotations in the play around one of the elements discussed in the 7 sheets: plot, characterization, setting, symbolism, etc.</p>

11 April 6-12	<ul style="list-style-type: none"> + Begin creating Rough Draft of the Critical Analysis of Drama working with one of the 7 sheets and using Bodynotes to help shape the paper. + RP Peer Review (Peers must be classmates. There must be evidence that each student in the class has reviewed at least one classmate's paper using the Peer Review checklist.) → Due Submit Research Paper by <u>Sunday, Week 12</u> (Title page, Outline, Text, WC in ONE document. Also submit evidence of work with tutors as a second submission.) ← (Use RP Template for Headers to help you assemble your paper into one document with correctly formatted headers.) + CA #4 Drama: Keep reading and analyzing the ideas used in the play. Work with the dictionary as well as in discussions with classmates and your instructor to help you interpret both words and concepts found in this work.
12 April 13- 19	<p>Due RP due: No paper will be accepted w/o a previous conference with Instructor. No late papers accepted.</p> <p>→ Research Paper to be submitted by <u>Sunday this week</u>.</p> <p>+ Title page, Outline, Text, WC in ONE document (Use RP Template for Headers for correct formatting.)</p> <p>+ Final Exam: Read Sophocles' <i>Antigone</i> for the Final Exam. You will discuss one set of arguments found in the play. Background material on the play is available on the class page.</p>
13 April 20- 26	<ul style="list-style-type: none"> + CA #4 Drama Due CADramaBodynotes, + CA #4 Drama Due Completed 7 sheets. Start turning the Analysis into a finished paper. + Final Exam #5: Study the information on "Trifles" found on the class page. + Due: Journals #7 & #8
14 April 27- May 3	<ul style="list-style-type: none"> + CA #4 Drama Due By <u>Sunday, this week</u>, analysis of play. Submit the following in this order: The text of the paper, its WC, the 7 sheets. + Review for Final over "Trifles" by Susan Glaspell. + For the Final Exam submit: Final exam essay, Works Cited. + Due Journal #9
15 May 4-10	<p>Due Journal #10</p> <p>*All Journals 7-10 must be submitted before taking the final. No late journals accepted.*</p> <p>Final Exam May 8-12, Fri.-Tues.</p>
16 May 11- 17	<p>Final Essay Exam ♦ Final Exam May 8-12, Fri. - Tues. ♦</p> <p>Last day to submit any revised papers: Wednesday, this week.</p>

Instructor Requirements:

Read and follow these directions. They pertain to every assignment you submit:

All papers are submitted online through our online class (eo2.hccs.edu). Students MUST keep copies of all submitted work in case the instructor does not receive it. Store all papers until the end of the following long semester. Remember that computers break down. Keep backup copies of your work.// **All papers must be submitted as .doc, .docx or .rtf.** **My computer will not open documents saved as .wps or odt.** Be aware that it is possible to use computers on campus in labs and libraries, and most HCC college libraries have a limited no. of laptops to lend.

Submitting papers online means that page breaks and headers must be created using the computer not by spacing. As you begin the class, take the time to go to Help within your word processor. Check the process for creating these elements in a paper: Headers in the header screen, page breaks, Hanging Indents for the Works Cited in MLA format.

If you do not have MSWord try the following:

1. Drive.Google.com is a cloud server provided by Google. It allows for the creation of

.doc documents.

2. Open Office (openoffice.org) is an open source word processing program; it can be used to save documents as .doc; however, sometimes this type of document can be “glitchy” but not often.

3. The computer lab at SE College will help you upload temporary versions of MS Word for this class if you need it. Call 713-718-7263 for more information.

IMPORTANT: All papers must be submitted as YourLastName + the assignment. For example: SmithRPFinal means that Joan Smith is submitting the final copy of her Research Paper. If you wish to include your first name, do it like this: SmithJoan-CARough not JoanSmithCARough, which will not alphabetize properly. Papers not submitted as required will not be accepted or graded.

Do not use YOU or I in formal writing. Papers – other than journals -- using YOU or I or versions thereof will have significantly reduced grades. Write your papers in third person plural nouns. For example, instead of saying, “When you go to the store . . .,” say “When **consumers** go to the store,” or “When **people** go to the store, they . . .” Instead of saying, “I think that the world is round,” say “The world is round.” We know the second statement is

your opinion because your name is on the assignment.

Email: It is important for us to communicate clearly with each other. Set up your Profile in Canvas, so your emails will go to your preferred address. Then remember to check it periodically. For example, if I return a paper to you telling you that I cannot open it or telling you to revise it because you have not followed instructions, it is critical that you receive this message quickly, so you have the time to correct the problem and resubmit your paper. I will be sending messages to your email from time to time expecting that you are receiving them.

Tutors: FREE Tutors are available online at hccs.upswing.io or at HCC campuses. For students nearer other colleges contact your local English department for information on tutors. Upswing tutors are accessed through the Tutoring link at the very top of our class page. Have tutors help you with grammar issues and format. Be sure to give tutors a copy of handouts with pertinent directions for the essay. For problems with content ask me. All your out of class papers must be submitted with proof of tutor review.

Important Materials: Quality Dictionary & Thesaurus. Recent grammar Handbook with MLA information. Notice and use the links provided at the top of our class page for the Works Cited, used for all your papers, and the library databases, which you will use for your research.

Every class is significant in ENGL 1302. On site students always produce better work when they have attended class and asked necessary questions. **Online** students will be meeting via online chats. These sessions will give you the help you need to pass this class. Make sure you participate. Should you need to miss, you are responsible for the missed material. You can access old chats by going into the pertinent chat link.

Attendance: You are expected to come into the online class at least once a week. If you fail to do so, you run the risk of being withdrawn. Let me know if there is an emergency, which prevents your going online. I will be happy to work with you if you let me know **AHEAD OF TIME. Students who go more than 14 days without logging in or otherwise contacting the professor may be dropped without further warning prior to the drop deadline.**

Communication with your instructor is essential in all your courses. Please keep me informed of problems you are having either with the course itself or with keeping up with assignments. It is possible to give you extra help. **Questions** are invited in this course. If you have a question, ask it.

Cell Phones: In relation to on campus classes our Administration asks us to tell you: "Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations."

Plagiarism: Plagiarism is simply dishonestly presenting someone else's words as your own. You can always give credit to your sources, so you honestly give due credit to them for their work. Both quoted and paraphrased information must be referenced. Papers which show plagiarism will receive a grade of zero, and be aware that at times plagiarism can result in an F for the course. Familiarize yourself with plagiarism and what it means. Ask questions as necessary.

Student Grievances: Students who wish to complain about any aspect of their education should first speak with their instructor. If the situation remains unresolved, then the student has the right to file a student grievance with the dept. chair, Dr. Alan Ainsworth housed at the West Loop Campus.

Read your **Student Handbook** paying particular attention to the section on Student Policies. Within this section is a segment on Grievance Procedure as well as one on Academic Dishonesty. It is important that you familiarize yourself with both your rights and responsibilities as a student. Student Handbooks are available from the Office of the Registrar.

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:

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 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.

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

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:

Central College 713.718.6164
Coleman College 713-718-7376
Northeast College 713-718-8322
Northwest College
713-718-5422
713-718-5408
Southeast College 713-718-7144

Southwest College 713-718-5910
**Adaptive Equipment/Assistive
Technology**
713-718-6629
713-718-5604
Interpreting and CART Services
713-718-6333

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 (**<<Insert Appropriate Date Here>>**), 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 **<<Insert Appropriate Date Here>>**. 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.

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 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 by logging in from your HCC student email account, go to www.edurisksolutions.org Go to the button at the top right that says **Login** and click. Enter your student number.

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.

