



## English 1302: Composition II

### Course Information

CRN: 72127, 82392  
Credit: 3 SCH  
Contact Hours:  
16 Wks. / Type of Instruction: Online  
Online / Time: TBA  
Semester / Year: Fall 2016

### Instructor Information

Name: Prof. L. Arzola  
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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:

1. Barnet, Sylvan, Hugo Bedau, and John O'Hara. *Critical Thinking, Reading, and Writing* (\$60.99) 9<sup>th</sup> ed. 2014 ISBN-10: 1-319-03545-0; ISBN-13: 978-1-319-03545-7
2. Barnet, Sylvan and Hugo Bedau. Vitalsource.com. e-Book for *Critical Thinking, Reading, and Writing* : (\$25.99) 8<sup>th</sup> ed. ISBN-10 1457651998, ISBN-13 9781457651991 Digital Book Rental. (Go to [http://www.coursesmart.com/IR/3027714/9781457649974?\\_hdv=6.8](http://www.coursesmart.com/IR/3027714/9781457649974?_hdv=6.8))
3. 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](http://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.	
	<i>Fall 2016 Course Calendar ~ 1302</i> <i>All readings come from Critical Thinking, Reading &amp; Writing (CTRW). All assignments due by Sunday midnight of that week unless otherwise indicated.</i>
1	+Read and highlight Ch. 3 (74) [Super IMPORTANT information!] Work to understand what elements make an argument persuasive to its audience.
Aug. 22-28	+Interpreting quotations: Read the material on the class page, and take the quiz.  +CA#1: (Critical Analysis) – Due Wk. 5. For your FIRST Critical Analysis essay select an essay from one of these: <ul style="list-style-type: none"><li>• “Protecting Freedom of Expression on the Campus” Derek Bok (69)</li><li>• “On Racist Speech” Charles R. Lawrence III (64)</li><li>• “It’s Hard Enough Being Me” Anna Lisa Raya (Student Essay) (121)</li><li>• “They Harmful Myth of Asian Superiority” Ronald Takaki (123)</li><li>• “Executions Are Too Costly” Sr. Helen Prejean (509)</li><li>• “from Utopia” Thomas More (463)</li></ul> Ch. 3 discusses effective elements, which form convincing arguments. Find how your chosen essay uses some of those effective elements in proving its points. Critical Analysis essay due wk. 5.  +Begin background reading for the Research Paper (RP). This paper is your 3 <sup>rd</sup> paper (RP#3); it is due wk. 12. +Research Paper Topic: For Wk. 12 create a Persuasive Research Paper on a controversial topic relating to the topic of the <u>city of Houston</u> . <ul style="list-style-type: none"><li>• Go into the class link for the HCC Library (<a href="http://librus.hccs.edu">librus.hccs.edu</a>). Go to the tab for books and search for Houston. You will find a listing of 562 books. Find one book that interests you. It can be an ebook or a printed book. Once you decide on your book, you will use its ideas as the basis for your Research Paper. You do not have to read the entire book. You will focus on one argument made in this book in relation to Houston. Then you will find supporting evidence for YOUR view of this argument in this book and in other HCC books or articles found in either JSTOR or The Opposing Viewpoints Resource Center, which can be found under Database articles. (Both JSTOR and the OpVRC have an abundance of articles on many topics.) You do not need to use articles specifically on Houston; however, you should find articles on a topic related to that found in your selected book.</li><li>• For database articles access use JSTOR (<a href="http://0-www.jstor.org.librus.hccs.edu/#">http://0-www.jstor.org.librus.hccs.edu/#</a>) or the Opposing Viewpoints Resource Center (). Off campus access available with a library barcode #. There are links for these two databases on the class page.</li><li>• You must present facts, evidence, statistics, authoritative testimony, etc., PROVING that what you say about one aspect of the city of Houston is right.</li><li>• The RP is <b>due wk. 12</b>. There are several preliminary assignments due before Wk. 12. Make sure all assignments are completed on time.</li><li>• Begin background reading for RP. Look for your primary book. Find 2 more books with information on your topic. Find 5+ HCC database articles on your topic.</li></ul>

	<ul style="list-style-type: none"> <li>You may use the internet only after you have gathered the <b>REQUIRED</b> books and database articles. Wikipedia is NOT ACCEPTABLE as a resource for this paper.</li> </ul> <p>Skim , Ch. 1 (3-20), 2 (34-53) &amp; 4 (141-170).</p>
2 Aug. 29- Sept. 4	<ul style="list-style-type: none"> <li>+ CA: Select three related quotations from wk. 1 CA essay for your critical analysis. Look for quotations that represent an element listed in ch. 3 such as a facts, evidence, statistics, a definition, authoritative testimony, etc.</li> <li>+CA: Begin working to fill in Bodynotes worksheet for CA essay.</li> <li>+Read &amp; Highlight , Ch. 5, "Writing an Analysis of an Argument" (177). (Pay special attention to "For Environmental Balance" as a sample essay for analysis and "Tracking Kristof" by Betsy Swinton as an example of a Critical Analysis Essay)</li> <li>+ Skim , Ch. 6 (228), Developing an Argument of Your Own &amp; Ch. 7 (262) Using Sources.</li> <li>+ Skim , Ch. 9 (349). Review Logical Fallacies for use in the RP. Read Shulman's "Love is a Fallacy" (383).</li> <li>+ <b>Due</b> Journals #1 &amp; #2 Due Sunday this week. Directions for each journal are found in the journal's link.</li> </ul>
3 Sept. 5-11	<ul style="list-style-type: none"> <li>+ <b>Due</b> CA Bodynotes completed and turned into Rough Draft of Critical Analysis.</li> <li>+ <b>Due</b> RP: Submit The Research Question (Yes/No), Audience (ONE <u>specific age group and gender</u>), Purpose.</li> <li>+Library: Continue background reading for Research Paper (RP). Collect list of 5 high quality sources comprised of books and database articles only.</li> <li>+ <b>Due</b> Journal #3</li> </ul>
4 Sept. 12-18	<ul style="list-style-type: none"> <li>+ <b>Due</b> CATutor: Evidence you worked with a tutor. Submit CA to the tutor. Must submit evidence of tutor's comments &amp;/or signature. Make sure that you are writing Critical Analysis and not simply analysis. Talk to the tutor and/or the instructor about the difference. Use Bodynotes as a guide. If you use an in person tutor submit the tutor's name, the date you worked together and a note indicating what the tutor stated. Online Tutors accessed through the link at the top of the class page: Tutoring. Submit your request to Askonline using your student ID no.</li> <li>+ <b>Due</b> RP: Submit Annotated Works Cited with 5 sources correctly set up in MLA format (first draft of Works Cited for RP). For information on writing an Annotated Bibliography (Works Cited) see pp. 286-287 in CTRW.</li> <li>+ RP: <b>* IMPORTANT * Study the "Guidelines for a Persuasive RP" handout.</b> Study the sample RP in ch. 7, Lesley Timmerman, "An Argument for Corporate Responsibility" pp. 319-325. Focus on the Works Cited on p. 325. Study parenthetical references within the text. Ask questions.</li> <li>+ RP: Begin gathering 30-40 notes for the Research Paper. Look at the example on the class page for the correct format. Be sure your revised and updated Works Cited is located at the bottom of the Notes. Insert a Page Break, so the WC will begin on its own page.</li> <li>[<b>Note:</b> If you do not know how to insert a header on each page of your paper using the computer's system, take the time to go to Help and learn how to do this properly. Points will be taken off your papers for "floating headers" that are not created properly.]</li> <li>+ Midterm: Read: Machiavelli's "From <u>The Prince</u>," CTRW, (477). Read More's "From <u>Utopia</u>" (509) as background. The Midterm is your second paper (<b>Midterm #2</b>). It is a timed essay exam.</li> <li>+ <b>Due</b> Journal #4</li> </ul>
5 Sept. 19-25	<ul style="list-style-type: none"> <li>+ CA Revise according to notes from Tutor.</li> <li>+ <b>Due CA: completed essay due this Sunday</b></li> <li>+RP: Skim Ch. 6 (228), "Developing an Argument of Your Own," and review Ch. 7 (267), "Using Sources," focusing on how to use MLA format in both parenthetical references and the Works Cited.</li> <li>Continue studying, re-reading Machiavelli for the Midterm Exam</li> <li>+ <b>Due</b> Journals #5</li> </ul>
6 Sept. 26- Oct.2	<ul style="list-style-type: none"> <li>Continue studying Machiavelli for the Midterm Exam and review More's "From Utopia" along with Study Guide.</li> <li>+RP Study carefully: Ch. 7 "Using Sources," 267</li> <li>+ <b>Due</b> RP: 30-40 Notes + Corrected, Updated Works Cited for RP,</li> <li>+<b>Due</b> Journal #6</li> <li>&gt;&gt; <b>Sign up NOW for your RP Conference. See information on the class page.</b>&lt;&lt; RP Conference: Set up for in person or phone conference with me to go over the RP during Weeks 8 or 10. Sign up in class. Email as ONE file your Outline, partial Rough Draft, Works Cited page, notes. Save as YourLastNameRPRough or JonesT-RPRough or WashingtonRPRough.</li> <li>▲ <b>No conference = NO GRADE!</b>▲</li> </ul>

7 Oct. 3-9	<p>+ Midterm Exam online Oct. 8-10 Saturday – Monday.</p> <p>→ <b>No Late Journals #1-6 accepted after Midterm</b> ←</p> <p>+ Sign up NOW for RP Conference <u>This conference is a requirement for the RP.</u> ▲ <b>No conference = NO GRADE!</b> ▲</p> <p>+Prepare for Midterm Exam by practicing with the Midterm Study Guide.</p> <p>+ <b>Due</b> RP: Due Preliminary Outline (See CI, pp. 251-253 and Working Thesis for RP (237-242). See Sample RP Outline on the class page in the sample RP. Be sure to follow the Guidelines sheet in creating your outline. This will help make it a Persuasive Paper. Your thesis is the statement you are proving in your paper. It could be the answer to your Yes/No Question, but it should no longer be a question.</p>
8 Oct. 10-16	<p>◆ <b>Mid-term exam Online Oct. 8-10, Sat.– Mon.</b> Do not take the exam after 9 pm on the last day as Canvas may not accept it. // All Journals 1-6 must be in by the Midterm; <b>NO LATE JOURNALS 1-6 ACCEPTED</b> after Midterm is submitted. ◆</p> <p>+RP Conferences: (<b>Required for those whose surnames begin with A-M.</b> Those meeting with me this week should have their Outline, Works Cited and at least two paragraphs of the RP completed showing how you are working with quotations.)</p> <p>+ <b>Due RP Rough Draft: At least 1000 words with WC, and Outline REQUIRED by Sunday this week.</b></p>
9 Oct. 17-23	<p>Ongoing Work on RP No Conferences this week.</p> <p>+ CA Fiction #4 Read Ch. 13, <i>CI</i>, A Literary Critic's View: Arguing about Literature 465-494.</p> <p>+ CA Fiction Read one of the stories posted on the class page. Or Read Langston Hughes "Let America Be America Again" (500) or W. H. Auden "The Unknown Citizen" (499).</p>
10 Oct. 24 – 30	<p>+ Individual Meetings with Instructor. Email your RP as a single file containing: Outline, Text showing your work with borrowings and updated Works Cited page, Sources. (<b>Required for those whose surnames begin with N-Z.</b> RP Conferences continue through Sunday this week.</p> <p>+ <b>Due</b> Completed Rough Draft of RP, <b>1500+</b> words of text. Do not include the Outline or Works Cited in the word count.</p> <p>+ Send rough draft of RP to Tutor and revise according to tutor's comments.</p> <p>+ <b>Due</b> 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.) <b>Post your paper EARLY.</b> You get credit only for your Peer Review of a classmate's paper.</p>
11 Oct. 31- Nov. 6	<p>+ CA Fiction Keep reading and analyzing the ideas used in the story. Work with the dictionary as well as in discussions with classmates and me to help you interpret both words and concepts found in this work.</p> <p>+ Begin creating Rough Draft of the Critical Analysis of Fiction working with one section or one concept found in your selected poem, using Bodynotes to help shape the paper.</p> <p>→ <b>Due</b> Submit Research Paper by <u>Sunday, Week 12</u> (Title page, Outline, Text, WC in <b>ONE document</b>. Also submit evidence of work with tutors as a second submission. Save as YourLastNameRPFinal. Example: NguyenRPFinal or JonesMara-RPFinal.) ←</p> <p>(Use RP Template for Headers to help you assemble your paper into one document with correctly formatted headers.)</p>
12 Nov. 7-13	<p><b>Due RP due: No paper will be accepted w/o a previous conference with Instructor.</b></p> <p>→ Research Paper to be submitted by <u>Tues., this week.</u></p> <p><input type="checkbox"/> Title page, Outline, Text, WC in ONE document (Use RP Template for Headers for correct formatting.)</p> <p><input type="checkbox"/> Tutor's comments ←</p> <p>+Final Exam: Read (TBA) for Final Exam. You will discuss one theme found in this poem</p>
13 Nov. 14-20	<p>+ CA Fiction <b>Due</b> Bodynotes. Start turning the Analysis into a finished paper.</p> <p>+Continue thinking about (TBA) for Final online essay.</p> <p>+Take draft of Analysis of poem to Tutor. Get evidence of this visit to turn in with your paper.</p> <p>+<b>Due:</b> Journals #7 &amp; #8</p>
14 Nov. 21-27	<p>→ CA Fiction #4 <b>Due</b> By <u>Thursday, this week</u>, analysis of poem. Submit evidence of work with tutor, and the Final Paper as attachments under Assignments adding Bodynotes at the end of the Final Paper. ←</p> <p>+Review for Final. See Study Guide on Class page.</p> <p>+<b>Due</b> Journal #9</p>
15 Nov. 28- Dec. 4	<p><b>Due Journal #10 due by last day of Finals.</b></p> <p><b>*All Journals 7-10 must be submitted before taking the final. No late journals accepted.*</b></p> <p>Final Exam Dec. 3-5, Sat. through Mon.</p>
16 Dec. 5-11	<p>▪ <b>Final Essay Exam</b> ◆ Dec. 3-5 (Sat.-Mon):Final Exam online ◆</p> <p>Last day to submit any revised papers: Wednesday, this week.</p> <p>Class is no longer accessible after Dec. 11.</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](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.

#### *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](http://hccs.edu/findatutor) for times and locations. For more information about tutoring at HCC, please go to [hccs.edu/district/students/tutoring](http://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](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](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 by logging in from your HCC student email account, go to [www.edurisksolutions.org](http://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.