



English 1302: Composition II

Course Information

CRN: 10615

Credit: 3 SCH

Contact Hours: 48

Course Length: 16 weeks/On Campus

Central Campus/ 11 A. M.-12:30 P.M.

Spring Semester 2019

(January 14-May 12, 2019)

Instructor Information

Name: Linda J. Daigle

Phone: 713-718-6632

Email: linda.daigle@hccs.edu

Learning Web: <http://learning.hccs.edu/faculty/linda.daigle>

Office location and hours:

1300 Holman, Houston, TX 77004

SJAC 215 (Central English Office)

TR: 10:30-11:00 and by appointment

Note: The best way to contact me if you have a question about the course is to email me in Canvas.

English 1302: 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. Prerequisite: English 1301

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 a research project or case study 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:

Textbooks:

Instructor will provide materials (online essays, handouts, etc.) No textbook is required.

Handbooks:

The current recommendation of the Central English Department for a brief, light-weight, handbook is *The Little Seagull Handbook* 3rd edition (Bullock and Weinberg, Norton, 2017). The following is a good online resource: [Purdue Online Writing Lab](#)

COURSE REQUIREMENTS

Grade Percentages

Out-of-class essays (3): 60% (750-1000-word argument/analysis/research essays)

In-class activities: 10% (reading responses, group activities, and short writing assignments)

In-class writing assignments (2): 20%

Final essay (in class): 10%

Students will write at least 5000 words during the semester.

ASSIGNMENTS

- **Out-of-class research essays (60%):** In English 1302, you will be writing **three** full-length essays (750-1000 words) which incorporate elements of argument, analysis, and research. These essays will be based mainly on readings and images presented in class, but you will also be asked to include other sources as needed to support your argument and/or analysis. These sources will be documented, using MLA documentation format.
- **In-class Activities (10%):** Since the class meets in a computer lab, you will be asked participate in class discussions in Eagle Online/Canvas and to complete other activities in class, which may include group presentations.
- **In-Class Writing Assignments/Essays (20%):** You will be writing two in-class essays during the semester.
- **Final Essay Exam (10%):** Your final essay will be a literary analysis paper, based on fiction and poetry, as assigned.

COURSE CALENDAR:

Schedule of Assignments for Spring 2019

(Changes in this schedule may be made during the semester as necessary.)

Week 1

T: 1-15: Introduction to course; diagnostic writing

R: 1-17: Discussion of argument and persuasion

Bring editorial from newspaper or from web for in-class writing assignment

Week 2

T: 1-22: Discussion of argument and persuasion and the rhetorical triangle (logos, ethos, pathos)

R: 1-24: Discussion of maps and the rhetorical triangle

Week 3

T: 1-29: In-Class Writing Assignment 1 (graded): writing about the map you made (Bring map to class to turn in to instructor.)

R: 1-31: Discussion of writing about photographs (Bring family photographs for in-class activity.)

Week 4

T: 2-5: ["Remembrance" by Annette Kuhn](#); ["Photographs of My Parents"](#) by Maxine Hong Kingston; ["The Rise and Rise of Family Photographs"](#) by Michael Hewitt; ["The Family Portrait" by Thomas Ledin](#).

R: 2-7: Poetry: ["Looking at Them Asleep"](#) and ["I Go Back to May 1937"](#) by Sharon Olds
Discussion of Out-of-Class Essay 1 (Family Photographs/Map)

Week 5

T: 2-12: Prewriting/drafting of Essay 1 (Family Photographs/Map)/ Discussion of research

R: 2-14: Bring draft of Essay 1 to class for instructor/peer review.

Week 6

T: 2-19: Essay 1 (Family Photographs/Map) is due. Writing about historical issues and events (monuments and memorials)

R: 2-21: Discussions of ["Slave Site for a Symbol of Freedom" by Dinitia Smith \(Links to an external site.\)](#), ["Child of the Americas"](#) by Aurora Levins Morales, and "Four Images from the FDR Archives" (View in Canvas.)

Week 7

T: 2-26: Discussion of "The Rusted Iron Curtain" by Robert Kaplan (in Canvas) and [Champion of the World](#) by Maya Angelou

R: 2-28: Museum Visit (Museum of Fine Arts, Houston)

Week 8

T: 3-5: Writing about visit to MFAH (In-Class Writing Assignment 2 [graded])

R: 3-7: Discussion of assignment for Out-of-Class Essay 2 (National Issues)

SPRING BREAK IS MARCH 11-17, 2019**Week 9**

T: 3-19: Prewriting and drafting of Essay 2 (National Issues)

R: 3-21: Bring draft of Essay 2 to class for instructor/peer review.

Week 10

T: 3-26: Essay 2 is due. Viewing and discussion of documentary films (Essay 3)

R: 3-28: Assignment for Essay 3 (documentary films); additional viewing of examples

Week 11

T: 4-2: Prewriting/drafting of Essay 3

R: 4-4: Viewing of student examples of documentary films

Week 12

T: 4-9: Essay 3 is due. Viewing of student examples of documentary films

R: 4-11: Discussion of literary analysis

Week 13**T: 4-16:** Discussion of fiction (stories provided by instructor)**R: 4-18:** Discussion of poetry (poems provided by instructor)**Week 14****T: 4-23:** Group presentations of poetry**R: 4-25:** Group presentations of poetry as needed**Week 15****T: 4-30:** Discussion of final essay topics (literary analysis)**R: 5-2:** Preparation for final essay exam**Week 16****T: 5-7 (11 A.M. class)** Final Essay Exam (The final will begin at 11 A.M. and end at 1 P. M.)**R: 5-9 (12:30 class)** Final Essay Exam (The final will begin at 12 N. and end at 2 P. M.)**Grading for English 1302**

A (90-100%) Excellent work that shows clear understanding of the writing topic, 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 respond adequately to the writing topic, contains a number of serious errors, and provides only marginal communication with a specific audience

F (0-59%) Work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

The HCC grading scale is:

A = 100 – 90:4 points per semester hour

B = 89 – 80:3 points per semester hour

C = 79 – 70:2 points per semester hour

D = 69 – 60:1 point per semester hour

59 and below = F.....0 points per semester hour

IP (In Progress)0 points per semester hour

W(Withdrawn).....0 points per semester hour

I (Incomplete).....0 points per semester hour

AUD (Audit)0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

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:

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

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 four (4) absences before the official date of record Monday, January 28, 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.

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

Withdrawal Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **Monday, April 1, 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.

Important Dates for Spring 2019

January 14, 2019	Classes begin.
January 21, 2019	Martin Luther King, Jr. Day
January 28, 2019	Official Date of Record
February 18, 2019	Presidents Day Holiday
March 11-17, 2019	Spring Break
April 1, 2019	Last day for student/administrative withdrawal
April 19, 2019	Spring Holiday
May 12, 2019	Semester ends.