Welcome to English Composition II

Engl 1302 - Fall 2015, CRN 73994, 79995
3 Credit Hours / 48 hours per semester
Online/ Lecture / Core Curriculum

Instructor: Marcia Simmons Phone: 713 718-5785
Classroom: Online Office Hours: Daily 3:30-4:30 or by appt.
Final exams: Dec. 7-13 noon
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E-learning site: http://learning.hccs.edu/faculty/marcia.simmons
Online course: http://eo2.hccs.edu

Please contact me concerning any problems you are experiencing in this course, and remember you do not need to wait until you receive a poor grade before asking for my assistance. I am available. Feel free to arrange a telephone or online meeting during my office hours or evenings if necessary and I’ll be glad to discuss things with you. Also, be sure to take advantage of the tutors (see additional support) who are available during much of the day, five days a week.

Additional Support:

- Tutoring and Writing Centers
  - On-Campus tutors in Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.
  - Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.
- On-Line Tutors: http://askonline.net

Prerequisites: English 1301 or the equivalent

Instructional Materials:

- HCC English 1302 Study Guide available at NW Bookstore

Course Goals:
Because the class is designed to follow English 1301, this course continues several of the main goals of English 1301 at HCC. It centers on writing for academic purposes; all writing that you do in this course has a primary goal of providing you with experiences that will help you write and think with fluency in other academic contexts.

The course also continues the goal in English 1301 of improving your use of different sources of evidence (“ways of knowing”) in writing. Moreover, this course also continues the English 1301 goal of improving your composing process. The process you have already developed will be refined and adapted to the demands of newer—more complex—writing tasks such as the longer documented study.

Besides these goals carried over from English 1301, this course has some additional ones. For instance, it is a “research” course, which means it intends to help you grapple with the notion of scholarly inquiry.
That is, what is the purpose of research? What are its objectives? What are its methods? What are its shortcomings? Along these lines, I want you to appreciate **research as a highly social matter: real research must make some kind of contribution to the understanding of people other than just the researcher.** An additional goal of English 1302 is that it seeks to help you develop some of the technical skills connected with research writing: quoting, paraphrasing, documenting, and using research-related genres.

Finally, since English 1302 is a university requirement for every discipline, it also has a liberal arts goal: **the topics we work on and the ideas we share should contribute to your broader education.** As the semester goes on, you will develop your own special area of inquiry and then prepare to pass along knowledge and theories about this area to the rest of us.

**Course Description:**
A more extensive study of skills introduced in English 1301 with emphasis on critical thinking, research, documentation techniques, and literary and rhetorical analysis. Prerequisite: English 1301 or a satisfactory score on the CLEP Exam. Credit: 3 semester hours (3 lecture hours).

**How Goals and Description Apply to You:**
1302 is a challenging course because it requires you to formally analyze research, argue, and write academic essays. The good news is that after you have completed the course, college and other writing should not be an obstacle, but rather, one of your strengths. Students who come back to see me say they have done well in other courses and knew how to approach assignments and projects because of what they learned in this class. Our shared goal is to have you gain the skills needed to express yourself in a variety of writing with confidence and proficiency.

**Student Learning Outcomes:**
1. Apply basic principles of rhetorical analysis.
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.

**Learning Objectives:**
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

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.
Instructional Methods:
To fulfill my personal goal of making you the best writer and thinker you can become in five weeks, you will experience a variety of instructional methods. Although you will often be involved in collaborative activities—discussion and group work—I will give you very specific guidance as to how to write analyses and arguments. On more difficult assignments, you will be provided worksheets to direct you through the prewriting stages where you will be expected to reflect deeply upon an issue or an analysis. Also, models of exemplary student writing will be available when possible for your review.

CORE Curriculum Competencies:
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.

Assignments (All papers MUST be written in MLA):
1. Analysis: A 1000+-word paper, accompanied by a Works Cited, which analyzes the three rhetorical appeals.
2. Position Paper: A 1000+-word paper, accompanied by a Works Cited, that uses at least five sources including one from CIEQ and argues for what you believe should be done to resolve the issue you have chosen.
4. Final—A timed, in-class essay (argument) week of finals.

Student Assessments
- Analysis 20%
- Midterm 20% (Remember the impact of D or F)
- Position Paper 20%
- Final Exam 20%
- Class Participation, Group Work, Peer Reviews, 20%

Where to Find Copies of Specific Assignments, Written Support for Class:
On the Elearning site noted above and/or the online course, this syllabus and calendar, assignments, handouts, and other materials concerning English are available to read, download and/or print.

Instructor Grading Criteria:
- Writing assignment grades expect clear, clean English but focus on the requirements a certain type of paper demands. Writing standards include grammar, sentence structure, punctuation, word usage, tone, and mechanics.
- In addition to the average of grades on out-of-class writing, a student must obtain a passing average (70-100) on in-class writing in order to make at least a C in the course. If the average of in-class writing is a D (60-69), the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the class. (The average of in-class essays is formed by counting the first in-class essay once and by counting the last one twice.)
HCC Grading Scale:
A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

HCC Policy Statements:

- **Discipline:** As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive online learning environment for everyone. I take this responsibility seriously and will inform members of the class if their online behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and to assist me achieve this critical goal. (See Student Handbook)

- **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 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. (See Student Handbook)

  Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit as in an online source), 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. For more on plagiarism, see "Plagiarism" in *The New McGraw-Hill Handbook, second edition.* (See Student Handbook)

- **Special Needs:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click “Information for,” “Students”, scroll down the page and click on the words “Disability Information.”

  Spring Branch Campus – 713.718.5430; Katy Campus – 713.718.5822

- **Attendance/Withdrawals:**
  You should understand that your in-class grade will suffer as a result of lack of presence on the course website, and of course, your ability to do the work required in the course is impaired and grades on that work will naturally be lower. If a student misses more than 6 hours of class (1 ½ weeks online), excused or non-excused absences, the student may be dropped from the course. If students stop attending the class, it is their responsibility to formally withdraw. Official records are due Feb. 24, and anyone who has not logged in or not submitted assignments at that date will be withdrawn.

  If you wish to withdraw, obtain the withdrawal form from Student Services and submit it in the registration office or see me about withdrawing you. However, before you withdraw from any class, please consider the following carefully: The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.
• Last day for Administrative /Student Withdrawals: 4/14/2015

HCC Student Services Information:

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars.

Refer to the DE Student Handbook by visiting this link:

DE Student Handbook

Instructor Requirements:

Attendance: All work must be completed, and completed by deadlines. You cannot pass if you do not complete the work. A 12-week class still encompasses the required writing of a 16-week class, and work will be graded just as if you were taking a full-term class. **To be successful, log in to the class at least twice a week to work on assignments and get updates.**

Deadlines: You will note that the class opens on a Monday morning at 12:01 am, and weeks run Monday through Sunday. Be prepared for EARLY Monday deadlines if you work (or midnight Sunday.) In order to get a 16-week course taken in 12 weeks, we cannot extend deadlines. Begin the course the first week and take advantage of any extra time you have.

Communication: Office hours are listed above, and contact information has been provided. Students who need help should immediately contact the instructor through Quickmail. **ALL communication must be through QUICKMAIL, so be sure to take the orientation.**

Following instructions: Clear instructions are given on the class page regarding orientations to familiarize you with the course, PDFs are provided for written assignments, and extra help is provided through videos. Take advantage of these resources and follow instructions.

Required Written Format: MLA formatting is expected in English classes. See OWL Purdue or your grammar handbook. Out-of-class essays must be typed, double spaced, and printed on 8 1/2 x 11" white paper with 1" margins. Use 12 pt. Times New Roman font. No title pages. **Points will be deducted from papers which do not meet these and the following requirements.** Use standard MLA heading for all papers and include a title:

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Last name page number
Your name
Instructor’s name
Course number (Eng 1302 per. 2)
Date
Title of Paper
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