ENG 1302: College Composition II   Professor Meghan H. Roddy
CN (10918)   Office Hours: by appointment
             Fall 2016

This is a course in writing! Specifically, in learning to effectively write the college research paper. We will also be reading literature and studying the critical approaches to literature. **Writing is about effectively communicating.** The burden of effective communication is on the WRITER, not the reader. As a result, effective communication occurs when language is used in a clear manner. This means: grammar. This is NOT a course in basic grammar. It is expected that you come into this course able to write complete sentences using correct grammar and mechanics. Persistent deficiencies in basic grammar and/or mechanics will have a *major* impact on your final course grade. **However, most grammatical issues can be fixed by simply printing your work and then reading it out loud!**

Required Texts and Resources:
- Schilb, John and John Clifford. Arguing About Literature: A Guide and Reader. Bedford, 2014 ISBN: 978-1-4576-6209-6
- Student ID with library access. You must have a student ID by the second week of class.
- Reliable computer with reliable, high-speed, internet access – at least **FIVE** days a week.

This class requires access to Canvas/Eagle Online

- Purdue Owl Website https://owl.english.purdue.edu/owl/
- You may wish to order your textbook online from the HCC bookstore: hccs.bncollege.com

English 1302 has a heavy content load, and assignments have been carefully planned in a learning sequence. Failing to complete work is counterproductive, and course policies are structured accordingly. The keys to success are in time management, student-instructor-classmate interaction, and assignment rubrics and text annotation.

ONLINE INSTRUCTION: Online Instruction is not for everyone. Although the same material is covered as in a face-to-face course, the manner is different. Online instruction can often require more "solo" work than a traditional class. This is because there is no "classroom discussion" except that which is presented through Canvas/Eagle Online.

- An online class usually takes longer than a traditional face to face class. This class moves TWICE as fast as a 16 week class. We book!
- The average workload for an online class is approximately 10-12 hours a week of work. This replaces the three hours of meeting time and the 3 hours of homework per hour of classtime which is the standard for a 16 week college class. This is an 8 week class – this means we move FAST and the regular work is done in half the time.
- The "Ask Professor Roddy" Forum is an excellent place to ask general course questions. I check it regularly and will respond to your concerns there. Please use email for student-specific correspondence. If you are unsure, ask yourself this: Would I ask this question in class? If the answer is "yes," then it is appropriate for the discussion board. If the answer is "no," then you probably want to email me directly.
- This class is NOT self-paced. Your assignments are available from the first week of class, and you may work ahead; however grading priority is given to the assignments currently due. Once an assignment is submitted, it is final, just as in a face-to-face class. Do not submit an assignment until you are ready for me to grade it. Please note: late assignments are not accepted, so be sure to pay attention to the deadlines.
- Technology: This is not a course in technology. By signing up for a hybrid or online course, you are saying that you are savvy enough with computers to complete this course. Technical issues are not excuses for failure to submit work and are not accepted. If you have technical issues, please call IT, as I teach English, not technology.
- Attendance Assignments: each week, there will be a clearly marked "Attendance Assignment." This assignment will be used to calculate your online attendance in this course.

Attendance: Students must be in class if they want to be successful. You are allowed six absences. An absence is defined as an incomplete assignment. If you exceed the allowable number of absences, you may be administratively withdrawn from the class. Depending on whether this occurs before or after the "W" date will determine whether you receive a "W" or an "FX."

Absences **are not classified as "excused" or "unexcused." They are simply counted.**

College is not a dead end job.
It is your ticket OUT of a dead end job.
If you take it seriously, I will take you seriously.

Online Participation: Students must participate in order to earn credit for this course -- this includes responding to classmates' posts and engaging in online discussion. Students must check their email and Eagle Online at least four times a week in order to be successful.

***NOTE: All assignments are due by 8 a.m. ***

HCC ONLINE POLICY: The HCC Online Student Handbook contains policies and procedures unique to the online 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 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.

Academic Honesty: Unless students are instructed to work together, it is understood that all papers, tests, and assignments are their own individual honest work. Plagiarism and other forms of cheating will earn students a 0 on the assignment and/or for the course. Late work is NOT accepted

All essays are submitted through Turn it In through the Eagle Online platform. Failure to submit your paper to Turn it In will result in a zero.

Census Date: Students who have no recorded attendance (this includes participation in the Eagle Online Platform) before the Census Date will be automatically dropped by the registrar. These students will not be reinstated. Please refer to the Academic calendar for all important dates.

Contact with professor: Email me at meghan.roddy@hccs.edu. I usually respond to all emails within two business days. Emails sent after 6 p.m. are treated as though received the next morning for the purposes of calculating time. I typically, though, check my email often and respond frequently, often within minutes. If you

email on Friday afternoon or over the weekend, you will receive a reply by Tuesday at noon.

Communication: Communication will primarily be through the Eagle Online Announcement page. However, students are also expected to check their HCCS emails regularly. This course requires regular access to a computer -- ***at least five days a week*** – the course Eagle Online site as well as your student email account. Be sure that you know and access whatever email you have put into the SIS system, as that is the email that Eagle Online will use to contact you.

ASSIGNMENTS: You will have a series of short (one/two paragraph) writing assignments based on the readings, three written essays (one in class), a final exam (not proctored -- administered through Eagle Online) and the research paper.

The In Class Essay: Instructions will be given in class about the essay. It will involve taking a critical approach to a specific reading. If possible, this test will be administered in the library computer lab and submitted through Eagle Online. If the lab is unavailable, the essay will be handwritten.

The other two essays: the other two essays are not proctored and are submitted through Eagle Online's Turn it In program.

The Research Paper: The research paper is broken down into its component parts. Each component part is graded. Failure to complete a component part at the beginning of the semester usually results in poor performance on subsequent component parts. Most students find that breaking down the paper into smaller parts allows them a much higher rate of success on the paper, and also teaches them more about how to complete a college-level paper properly. This paper is also submitted to Eagle Online's Turn It In. More instruction on the research paper is found in the "Topic Work" Assignment.

The Final: The final is not proctored and is administered through Eagle Online. Once you begin the test, you will have only 75 minutes to complete it; in order to protect the integrity of the exam and this course, I do not allow second chances at taking this exam. Do not begin the exam until you are prepared to finish it in one sitting. More instructions regarding the final can be found in the final week's assignments.

Grade Distribution:	**Research Paper break down:**
Blogs/Discussion Board/other assignments:	180 points
Three Essays – 100 points each for total	300 points
Final	70 points
Research paper	500 points

Please note: the course has 1050 potential points. However, your final grade is based only on 1000. There are 50 points of "extra credit" already built into the assignments. The Grade Distribution is as follows:

900-1000   A
800-899   B
700-799   C
600-699   D
<599   F

Research Paper break down:

Topic:	50 Points
Annotated Bibliography	100 points
Sources	50 points
Outline/Thesis Statement	50 points
Researching	100 points
Rough Draft	50 points
Final Draft	100 points

COPYRIGHT POLICY: Copyright and Fair Use Laws are designed to protect the individuals who created the work. Imagine if you drew a picture on your iPad, published it on your personal website and another person downloaded as their own and sold it for a million bucks. You'd want a cut of that money, right? Well, the Copyright Laws would help you possibly get your fair share.

Now, remember that everything we read, watch or listen to this semester is the work product of another, whether a published and paid author or a classmate or even your professor!! These works may be protected by Copyright laws. They are intended for use by students actively registered in this course and for the sole purpose of supporting the instructional activities of this course. They may not be retained, saved, copied or given out in any other manner. They may not be shared with another person not registered in this course. YOU, the student, are responsible for your own actions regarding violations of Copyright Law. Violation of those laws could subject you to civil liabilities and criminal penalties, neither of which the university nor your professor will defend or protect you.

The materials in this course are provided in compliance with the provisions of the TEACH Act of 2002.

MISSION STATEMENT OF THE ENGLISH DEPARTMENT: The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students'

reading, writing and analytical skills.

GENERAL COURSE PURPOSE AND DESCRIPTION: English 1302 is anntensive 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.

ENTRY LEVEL COMPETENCIES: Successful completion of ENG 1301 or its equivalent.

PROGRAM STUDENT LEARNING OUTCOMES for ENGL 1302
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.

ENGLISH PROGRAM STUDENT 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.

EDUCATIONAL COMPETENCIES IN HCCS CORE CURRICULUM

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** (Comp I, Comp II, and TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** (Lit Only)—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long and which includes an oral presentation component as well as a visual component. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, 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.

EDUCATIONAL LEARNING OUTCOMES: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
7. Design and test documents for easy reading and navigation.

EXEMPLARY EDUCATIONAL OBJECTIVES: ENGLISH 1302: By the time of completion of English 1302, students will

- demonstrate the ability to use consistently and effectively the writing process for both in-class and out-of-class essays (thus reinforcing English 1301 instruction);
- understand and apply the basic principles of critical thinking—evaluation, analysis, and synthesis— as they write essays that persuade or argue;
- be able to analyze, in writing, readings by professional and student writers (for such elements as purpose, audience tone, style, writing strategy, and for much deeper meanings);
- be able to develop a critical and creative essay in response to an issue related to reading(s) or other class projects**;**
- demonstrate the ability to resist simplistic formulations, whether in their own or others' texts**;**
- understand the characteristics of imaginative texts and write effective analyses of various genres;
- be able to acknowledge, as appropriate, their own history, interests, and biases as they discuss a topic, thus placing themselves credibly in the discussion**;**
- develop the ability to research and write a documented paper;
- make effective stylistic choices (diction, tone, sentence structure) in all writing assignments, depending upon the audience and purpose of a piece of writing;
- apply suggestions, as appropriate, from evaluated compositions to other writing tasks; and
- fulfill the writing requirements of the course, writing at least 6000 words during the semester.

MAJOR TOPICS TO BE INCLUDED:
1. Purpose and Audience
2. Development of ideas, organization of and transitions between ideas
3. Writing patterns (compare and contrast, definition, etc.)
4. Editing for style and clarity
5. Rhetorical strategies, especially for persuasion
6. Basic researching skills, including documentation

Disability Accommodation: Any student with a documented disability who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Without a request from the Disability Services Office, I will not grant you any accommodations.

Student Conduct: College students respect each other and the instructor. **Please bring any concerns to me**. Besides turning cell phones off for class, each college student is considered a responsible adult who maintains appropriate standards of conduct. Failure to meet standards of conduct acceptable to the College may result in disciplinary probation or dismissal, depending upon the nature of the offense.

Inclement Weather: In the event of inclement weather, refer to Eagle Online. Campus closure does not negate due dates because our written work will all be submitted through Eagle Online.

Contact with other students: Blogs may be used to promote discussion between you and your peers. Responding to one another's postings will be required. In addition to the Netiqutte and the HCCS Code of Conduct, all students will also show consideration for the individuality of your classmates and treat one another with respect and manners. *This includes respecting your classmates by responding in a timely manner to group activities and coming to class prepared.*

Netiquette: The purpose of writing is effective communication. In other words, in order for the reader to understand exactly your point, you need to be as clear as possible. I recognize that texting and email are typically used in informal settings – however, this is NOT an informal setting. While your classmates may be your peers, they are also your academic colleagues. Therefore, students are expected to:
1. Capitalize beginnings of sentences and proper nouns.
2. Do not type in all caps.
3. Include an appropriate subject field for all postings and emails.
4. Avoid colored text and backgrounds.
5. Check for grammar and spelling in all communication. Use proper mechanics and grammar. Spelling and grammar mistakes will cause you to lose points on assignments, including blog and discussion posts.