



Welcome to English Composition II

Engl 1302 - Spring 2014, CRN 77535
Monday, Wednesday, and Thursday 12:48 p.m. – 1:38 p.m., Room T5
16 Weeks: 1/13/2014 – 5/11/2014
Core Curriculum

Instructor: Michael Suarez

Contact Information:

- michael.suarez@hccs.edu
- elearning site: <http://learning.hccs.edu/faculty/michael.suarez>

Please contact me concerning any problems that you are experiencing in this course, and remember that you do not need to wait until you have received a poor grade before asking for my assistance. I am available.

Additional Support:

- Tutoring and Writing Centers
 - On-Campus tutors in the 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:

- *Current Issues, and Enduring Questions*, Bedford/St. Martin's. 10th Ed. (CI)
- *The New McGraw-Hill Handbook*. (MH)
- *English 1302 Guidebook* (SG)
- Blue Books for all in-class assignments (2)

Course Goals:

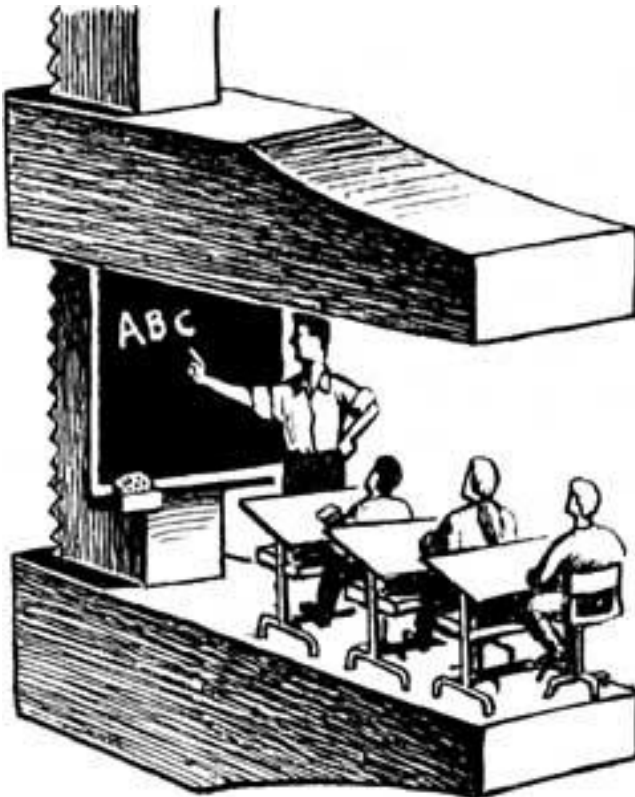
In English 1302, we seek to provide writing instruction and practice that will help students master critical analysis of reading selections (both fiction and non-fiction) and the research process, as well as to continue to creatively implement persuasive/argumentative writing techniques. All elements of English 1302 require students to apply critical thinking and writing skill introduced in English 1301

Course Description:

A more extensive study of the skills introduced in English 1301 with an 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).

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.
6. Experiment in creative and reflective approaches to writing.



Learning Objectives:

1. Demonstrate the ability to coherently analyze: divide a text into rhetorical parts, name the parts, identify examples that illustrate each part, and evaluate the contribution of each in one or more essays;
2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—in written essays that persuade or argue;
3. Distinguish fact from opinion in others' writings and evaluate whether they prove their points and/or whether they can be appropriately used as sources in

- documented papers;
4. Research and write documented paper(s) using proper MLA style;
 5. Find and evaluate library books, journals, magazines, and/or data-bases to find information on a topic or issue;
 6. Expand the scope, confidence, and creativity of written expression

Instructional Methods:

To fulfill my personal goal of making you the best writer and thinker I can in 16 weeks, you will experience a variety of instructional methods.

In addition to analysis and argument, to become more fluid and confident writers, you will also experiment in different styles of writing from dialogues and personal narratives to creating political cartoons and copying other writers' styles. On such experimental work, you will not be graded on content so much as on effort and reflection. In fact, on the out-of-class analysis, you will be given the opportunity to earn a contract grade, meaning if you fulfill the contract—meet all requirements—you will be given an automatic B or better.

CORE Curriculum Competencies:

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Minimum Writing Requirement:

To be good on a computer, one must spend many hours on it. To be a good short stop, one has to field endless amounts of grounders. To be a good writer, one must As in any other skill, practice advances mastery: 6,000 words minimum. This course requires more.

Student Assignments:

This class begins with a steep learning curve, then levels off, so students can gain mastery of the skills taught. Consequently, students should strive to not miss any classes at the beginning of the semester. Each assignment builds upon the next so that by the end of the semester, the attentive student will know how to effectively use connotative language and write provocative analyses and properly cite sources and applying MLA style.

Assignments include:

Midterm Analysis, a 700+ word in-class mid-term

Argumentative Research Paper, an 1800 – 2000 word paper that takes a stand on an issue; it refutes two opposing positions, using MLA documentation.

Five Out-of-class Papers, 3 – 5 pages each, these papers allow students to reflect on issues related to their research paper, as well as assigned readings, and to develop their confidence as writers.

Class Participation, includes in-class discussions over assigned readings, pop quizzes, in-class writings, and other activities that may turn up throughout the semester.

Final, a 800+ word in-class argumentative paper that takes a stand on an issue in a text discussed in class.

Student Assessments

- Mid-term: Analytical Essay In-class 20%
- Argument Research Paper 25%
- Five Out-of-class Papers 25%
- Final: In-class Essay showing knowledge of skills learned 20%
- Class Participation (discussions, pop quizzes, in-class writings) 10%

Where to Find Copies of Specific Assignments and Written Support for this Class:

On the elearning site noted above, this syllabus and calendar, assignments, handouts, and other materials concerning English are available to read, download and/or print.

Instructor Grading Criteria:

- The research paper will have specific requirements that must be met to be accepted for a grade.
- Midterm and Final
 - These papers will be graded by English Discipline standards, which include grammar, sentence structure, punctuation, word usage, tone, and mechanics. The grading profile is weighted by the following percentages:
 - Content 27%
 - Organization 23%
 - Sentences 20%
 - Word Use and Tone 17%
 - Punctuation and Mechanics 13%
 - 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 learning environment for everyone. I take this responsibility seriously and will inform members of the class if their 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 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. 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 Future students, scroll down the page and click on the words Disability Information.

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

- **Missing Class:** If absent or late to a class, the student is responsible for any information missed. Each student should exchange emails or phone numbers with at least three other students. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if you missed anything important. If students come in tardy, it is their responsibility to find out what they missed and to make sure, after class, that their attendance has been recorded; otherwise, they will be considered absent.
- **Attendance/Withdrawals:** You should understand that your in-class grade will suffer as a result of absences, and of course, your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower. If a student misses more than 6 hours of class, excused or non-excused absences, the student may be dropped from the course. Three tardies equal one absence. Leaving early is the same as a tardy. If students stop attending the class, they will receive an Fx, failure due to absences, on their transcript.
 - If you feel that you cannot complete this course, please take the time to meet with me to discuss why you feel it is necessary to do so. I may be able to provide you with suggestions to enable you to complete the course. Your success is important.
 - Faculty can only withdraw you from a class for excess absences. 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:**
Monday, March 31, 4:30 p.m.

HCC Student Services

Information:

Student Services provides master's and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans.

Student Services regular business hours are the same at both campuses. Phone numbers:

- * 8 a.m. – 7 p.m. M – Th
- * 8 a.m. – 1 p.m. F – Sat
- * Katy Campus, 713-718-5751
- * Spring Branch Campus, 713-718-5669

Additional Information:

<http://northwest.hccs.edu/northwest/campus-services>

Early Alert: HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.



Instructor Requirements:

Submission of materials. As in any activity, writing follows certain rules so that audience and participants know what to do and what to expect.

- **In-class essays** must be written on blue books. Unless told otherwise, students will write on one side of a page and skip every other line to allow room for instructor comments.
- **Out of class** papers are to be turned in at the beginning of the class period on which they are due: first 20 minutes. Papers and other work will be penalized one letter grade (10 points) after the beginning of class when due and every calendar day they are late up to three days. After that a paper is no longer accepted. Make-up of in-class exams follows the same criteria.
- Out-of-class essays must follow basic MLA rules (Modern Language Association: the writing body that is the equivalent of the NBA) and be typed, double spaced, and printed on 8 1/2 x 11" white paper with 1" margins and use a 12 pt. plain font. For my class, unless told otherwise, please do not submit title sheets, cover booklets, or bindings. Secure the

required materials with a staple or paper clip. Points will be deducted from papers, which do not meet requirements.

- **Electronics in the classroom:** As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and the student may be asked to leave for the rest of the class period. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

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 department chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for more information.