



Welcome to English Composition II

Engl 1302 - Spring 2012, CRN 79907
Tuesday and Thursday, 8:00 – 11 a.m., Room 125
3 Credit Hours / 48 hours per semester
8 Weeks: 3/20/2012 – 5/13/2012
Lecture / Core Curriculum

Instructor: Samuel D. Huntington

Contact Information:

- No phone contact
- E-mail: samuel.huntington@hccs.edu
- E-learning site: <http://learning.hccs.edu/faculty/samuel.huntington>
- Office: N/A, but can be arranged
- Office Hours: Immediately after class Tuesday and Thursday, and by appointment

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. Feel free to contact me via e-mail or arrange a visit with me any time after class or at a time convenient for both of us and I'll be glad to discuss things with you. Also, be sure to take advantage of the tutors (see additional support immediately below) who are available during much of the day, five days a week at Spring Branch and two days a week at Katy. You may also take advantage of on-line tutors.

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:

- Sylvan Barnet, et al. *Literature for Composition: Essays, Stories, Poems, and Plays*, Ninth Edition, Pearson Longman Publishers. 2011 (LC)
- Elaine P. Maimon, et al. *The McGraw-Hill Handbook*, Second Edition. 2010 (MH)
- *English 1302 Guidebook* (SG)
- Suggested Text: College Level Dictionary
- Blue Books for all in-class assignments
- Folder for turning in supporting documents with essays (peer-reviews, worksheets, pre-writes, etc.)

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:

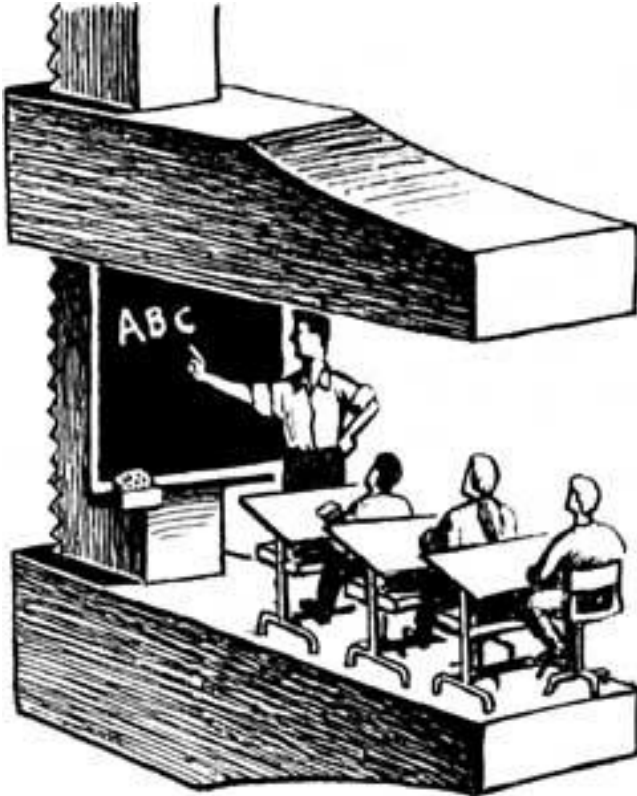
A more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research, documentation techniques, and literary and rhetorical analysis. Prerequisite: English 1301 or a satisfactory score on the CLEP Exam. Credit: 3 semester hours (3 lecture hours).

How Course Goals and Description Apply to You:

An 8-week 1301 course is challenging because it requires you to formally analyze, research, argue, read and write several academic essays in a shortened time frame. Our shared goal is to have you gain the skills needed to express yourself in a variety of writing with confidence and proficiency. This course will not only attempt to provide the critical thinking skills for future success in reading and writing activities in several fields, but also this course gives ample opportunity for developing time management skills and goals necessary for this course and other future endeavors!

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 8 weeks, you will experience a variety of instructional methods—collaborative activities, such as discussion, group work, peer reviews, and projects; individual activities through one-on-one teacher conferences, homework, journal responses, and reading quizzes; instructor presentations and lectures. I will give you very specific guidance as to how to write analyses and arguments through assignment sheets, presentations, and Q&A sessions. 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.

CORE Curriculum Competencies:

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

Minimum Writing Requirement:

6,000 words minimum; this course requires more.

Student Assignments:

Each major essay this semester will use skills and requirements specific to its purpose and will be assessed individually and separately. However, one of the common traits all assignments will have is more practice to improve grammar, organization, and style. In that sense, each essay will be required to improve in grammar, organization, and style from the previous one. The goal is to achieve a relatively error-free essay properly citing sources and applying MLA style using a combination of skills learned throughout the semester's individual assignments.

Assignments include:

Critical Analysis of a Text: One 900 - 1200+ word out-of-class analysis where a student learns to argue an interpretation and evaluation of a text's significance through close reading. Uses MLA documentation of the literary text.

Midterm Analysis: 600+ word in-class essay that critically analyzes an interpretation of the text(s) handed out to the student the day of the exam.

Exploratory Theme Paper: a 350+ word informative essay defining an issue and three positions on it, which becomes the focus of research for the Argumentative Paper.

Annotated Bibliography and Analysis: a 350+ word informative essay summarizing and evaluating sources that were used for the Argumentative Paper.

Argumentative Research Paper: a 1500 – 2000 word paper that takes a stand on an issue defined in the Exploratory Theme Paper; it refutes two opposing positions, using MLA documentation.

Journal Responses: mix of instructor assigned and student chosen topics, issues, and explorations.

Quizzes, Homework, and Presentations: Quizzes will be used to assess comprehension and retention of readings and lectures; homework will be assigned to help students

maintain an organized schedule in completing more challenging assignments (the research process); a 3-4 minute presentation will be given on the final day to report on the research project.

Final, a 750+ word in-class argumentative paper that takes a stand on an issue in a literary text discussed in class and refutes two opposing ideas.

Student Assessments

- Critical Analysis of a Text 15%
- Mid-term Analysis 15%
- Exploratory Theme Paper 5%
- Annotated Bibliography and Analysis 5%
- Argumentative Research Paper 20%
- Journal Responses 10%
- Final: Essay showing knowledge of skills learned 15%
- Class Participation, Quizzes, Homework, Presentations, Peer Reviews 15%

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

On the e-learning 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:

- Quizzes will be graded as points earned (it-is-what-it-is scenarios)
- Homework, Journal, Peer Reviews, and Presentations will receive a contract grade. A contract grade expects clear, clean English but focuses on the requirements that the certain assignment demands. Student receives an A, if he or she meets requirements.
- Class participation will be graded based on teacher observation.
- Out of class papers—critical analysis, exploratory theme, annotated bibliography and analysis, and argumentative research essays—will receive a contract grade. A contract grade expects clear, clean English but focuses on the requirements that a certain type of paper demands.
 - Critical Analysis paper: student receives a C if he or she meets requirements, higher with exceptional writing.
 - Exploratory paper: student receives an A, if he or she meets requirements.
 - Annotated Bibliography and Analysis paper: student receives an A, if he or she meets requirements.
 - Argument and Persuasion paper: student receives a C if he or she meets requirements, higher with exceptional writing.
- 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 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. 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.

- International Students: Receiving an Fx in a course may affect the status of your student Visa. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

- **Last day for Administrative /Student Withdrawals:**
Monday, April 23, 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.



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, 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. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Instructor Requirements:

- **Submission of materials.** The following are certain requirements so that 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 (both hard copy with appropriate rubric attached and electronic copy to turnitin.com—class ID: 4726731; pw: Eng0212sp). Papers and other work will be penalized one letter grade 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) 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 (Times New Roman or Cambria). 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.

Calendar for Composition II: Spring 2012 (May be revised at Instructor's Discretion)

Readings and assignments must be read or completed by the date assigned, and they may be augmented or deleted by instructor.

Week 1

3/20, 22:

T Syllabus and Calendar; Interviews; Diagnostic essay; Introducing Literature: The Reader/Writer Relationship and Close Reading: Explication, Interpretation, Analysis, and Argumentation (Kate Chopin's "The Storm" (71), Billy Collins, "Introduction to Poetry" (178), Robert Frost's "The Road Not Taken" (179), and Robert Herrick's "To the Virgins, to Make Much of Time" (180))

H Journal Entry #1 (Interests and Expectations about Literature);

Literary Analysis: Poetry (Langston Hughes, "Harlem" (106), Wilfred Owen's "Dulce et Decorum Est" (272), William Shakespeare's "My mistress' eyes are nothing like the sun" (497), William Blake's "The Sick Rose" (501), E. E. Cummings's "anyone lived in a pretty how town" (523), Alfred, Lord Tennyson's "Ulysses" (664), Adrienne Rich's "Diving into the Wreck" (667),

Week 2

3/27, 29:

T Journal Entry #2 (Personal Response/Review of a Literary Work);

Literary Analysis: Fiction (Guy de Maupassant's "The Necklace" (38), William Faulkner's "A Rose for Emily" (237) and Raymond Carver's "Cathedral" (709))

H Quiz #1 (Literary Elements of Poetry and Fiction); Literary Analysis:

Drama (selections from William Shakespeare, *The Tragedy of Hamlet, Prince of Denmark* (908), Luis Valdez, "Los Vendidos" (1118), and Susan Glaspell, *Trifles* (1336))

Week 3

4/ 3, 5:

T Critical Analysis Essay Due; Journal Entry #3 (Dual Entry Response);

Midterm Review and Preparation: Shirley Jackson's "The Lottery" (1214)

H Midterm In-class Analysis Essay; Quiz #2 (Literary Elements of Drama and Principles of Interpretation and Meaning)

Week 4

4/ 10, 12:

T Literary Perspectives: Critical Approaches and Argumentation (Formalist/New Criticism, Deconstruction, Reader-Response, and Archetypal (Myth) Criticism, and Psychological/Psychoanalytic Criticism): Jack London's "To Build a Fire" (583), Charlotte Perkins Gilman's "The Yellow Wallpaper" (746)

H Quiz #3 (Critical Approaches); Literary Perspectives: Critical Approaches (Historical Criticism, Biographical Criticism, Marxist Criticism, New Historicist Criticism, and Gender Criticism): Sarah Orne Jewett's "A White Heron" (594), Marge Piercy's "Barbie Doll" (791), Jamaica Kincaid's "Girl" (853), Edwin Arlington Robinson's "Richard Cory" (1236), W. H. Auden's "The Unknown Citizen" (1237), and Martin Luther King, Jr.'s "Letter from Birmingham Jail" (1296)

Week 5

4/ 17, 19:

T Exploratory Theme Paper Due; Journal Entry #4 (Reflection and Anticipation); Thematic Considerations; Identity in America and American Dreams and Nightmares: Alice Walker's "Everyday Use" (1087), Emma Lazarus's "The New Colossus" (1104), Gloria Anzaldua's "To Live in the Borderlands Means You" (1109), Jimmy Santiago Baca's "So Mexicans Are Taking Jobs from Americans" (1110), Langston Hughes's "Theme for English B" (1112), Martin Luther King, Jr.'s "I Have a Dream" (1193), Tim O'Brien's "The Things They Carried" (1221), Lorna Dee Cervantes's "Refugee Ship" (1235), Allen Ginsberg's "A Supermarket in California" (1238), Yusef Komunyakaa's "Facing It" (1241), and Billy Collins's "The Names" (1243)

H Quiz #4 (Themes); Analyzing Sources Workshop; Love and Hate and Making Men and Women: William Shakespeare's "Let me not to the marriage of true minds" (724), John Donne's "A Valediction: Forbidding Mourning" (725), Robert Hayden's "Those Winter Sundays" (785), Theodore Roethke's "My Papa's Waltz" (786), Sharon Olds' "Rites of Passage" (787), and Julia Alvarez's "Woman's Work" (790)

Week 6

4/ 24, 26:

T Annotated Bibliography and Analysis Due; Journal Entry #5 (Review); Journeys: Percy Bysshe Shelley's "Ozymandias" (663), Countee Cullen's "Incident" (666), Derek Walcott's "A Far Cry from Africa" (670), and Sherman Alexie's "On the Amtrak from Boston to New York City" (671)

H Quiz #5 (Review); Writer's Workshop

Week 7

5/1, 3:

T Journal Due; Writer's Workshop

H Research Paper Due; Final Review and Wrap-up: James Joyce's "Eveline" (659) and "Araby" (879)

Week 8

5/8, 10:

T Final In-class Argumentative Essay

H Individual Research Project Presentations