



Welcome to English 1302: Composition II

Course Information

CRN: 56816 (MTWH 7:30-8:20, DHS 1st period), 56843 (MTWH 10:30-11:20, DHS 4th period), 56887 (MTWH 1:55-2:45, DHS 7th period)

Credit: 3 SCH

Location: Dulles High School, C-209

Instructor Information

Name: Samuel D. Huntington

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Office: Dulles High School, C-209

Office Hours: TW 2:50-3:20 and by appointment

Preface for English IV-College Now Students

ENGLISH IV COLLEGE NOW is taught at Dulles as a dual-credit college course administered by the English Department of Houston Community College. Dulles College Now students may make use of the HCC-Stafford Library, the Tutoring Center, and the HCC Writing Lab at the Scarcella Science Center in Stafford. Upon completion (and passing with at least a 70) of this course, each student will receive an HCC Official Transcript (separate from the Dulles transcript) for English 1301/1302. Remember that while English IV College Now is a two-semester/one-year course required for high school graduation, each student is actually taking two complete college courses—English 1301 fall semester and English 1302 spring semester—for a total of six college credits.

It is important to know that this is a college class for high school credit and not a high school class for college credit. What that means is that there are no re-tests, no late work, and no extra credit. That being said, as the instructor I will be doing my utmost to prepare you to not only pass the course, but to motivate and equip you with the tools to excel in the course and beyond.

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 school 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 below) who are available during much of the day, five days a week at the Stafford campus. You may also take advantage of on-line tutors!

Course Description: 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. Core Curriculum Course.

Prerequisite: Composition I or its equivalent.

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 assignments designed to cultivate the following core objectives:

| This is What You'll Learn | | This is How You'll Learn It | This is How You'll Show You've Learned It |
|--|--|--|--|
| <u>Teamwork</u> : to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | Demonstrate knowledge of individual and collaborative writing processes | *Pairs/Small Group Interpretive Lens Discussions over Texts *Peer Reviews *Collaborative Composition *Teacher Conferences | *Fishbowl, Socratic Seminar, Final Word *Collaborative Think Tanks *Writing Processes |
| <u>Critical Thinking</u> : to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. | Read, reflect, and respond critically to a variety of texts. | *Journal/Notebook of Reflections, Responses *Several Readings of Various Styles *Discussions with Instructor and Peers *Writing Processes *Multimedia Experience | *Discussion-guiding Presentations *Several In-class and Out-of-class Compositions |
| <u>Communication Skills</u> : to include effective development, interpretation and expression of ideas through written, oral and visual communication. | Write in a style appropriate to audience and purpose. Use Edited American English in Academic Essays. | *Journal/Notebook *Discussions *Presentations *Writing Processes *On-line Tutors and Peer Reviews *Teacher Conferences | *All assessed assignments are communication skills (writing, oral discussion and presentation, and visual presentation). |
| <u>Personal Responsibility</u> : to include the ability to connect choices, actions and consequences to ethical decision-making | Develop ideas with appropriate support and attribution. | *Academic Integrity *Research and Style Format *Discussion *Teacher Conferences | *All typed assignments will go to Turnitin.com *Persuasive Essay Composition |

Dual Credit Parent/Student Handbook:

<http://www.hccs.edu/district/students/dualcredit/dual-credit-parentstudent-handbook/>

Course Materials:

- John Schilb and John Clifford. *Arguing about Literature: A Guide and Reader*. Bedford/St. Martin's 2014. **Required Text: This is REQUIRED. Buy it, rent it, borrow it, whatever it. You MUST have this book by Jan. 17. NO EXCEPTIONS.**
- **Required Novel Choices (Choose two, unless otherwise noted):** *Brave New World* by Aldous Huxley, *Heart of Darkness* by Joseph Conrad and *Metamorphosis* by Franz Kafka (Conrad and Kafka count as one selection), *Ulysses* by James Joyce (you do not need to combine this with any other), *The Portrait of the Artist as a Young Man* by James Joyce, *One Flew Over the Cuckoo's Nest* by Ken Kesey, *One Hundred Years of Solitude* by Gabriel Garcia Marquez, *Life of Pi* by Yann Martel, *King Lear* by William Shakespeare with *A Thousand Acres* by Jane Smiley (they go hand-in-hand), *Macbeth* by William Shakespeare, *Hamlet* by William Shakespeare, *All the Pretty Horses* by Cormac McCarthy, *Bless Me Ultima* by Rudolfo Anaya, *Beloved* by Toni Morrison, *Native Son* by Richard Wright, or other recommendation in consultation with the professor
- 2 Blue Books for in-class Midterm and Final Exams
- Notebook for Journal and notes
- Pen for all in-class writings
- Turnitin.com account

Course Requirements:

Essay One: Using literary works to examine social issues (use literature from the course textbook) Due 2/15 and a special presentation on 2/19 5%

Essay Two: In-class Midterm analyzing a literary work through the framework of a particular theorist (use the handout story for the literary work and choose one of the provided options for the theorist (more details later)) Due 3/2 5%

Essay Three: Dealing with existing interpretations of literary works and placing the literary works in historical and cultural context (use the novel choices from above, you may include works from the textbook as complementary or contradictory stances within the same historical and/or cultural context) Due 3/29 10%

Essay Four: Analyzing literary works through the framework of a particular theorist (use the novel choices, you may include works from the textbook as complementary or contradictory stances within the same historical and/or cultural context) Due 4/12 15%

Essay Five: Synthesizing researched arguments and evaluating the role of literature in a composition course (use the two novels, you may include works from the textbook as complementary or contradictory stances within the same historical and/or cultural context) Due 5/2 20%

Essay Six: In-class Final Exam connecting the film to the semester's readings and a creative component (narrative anecdote or poetry that creates an argument for or against literature in composition courses) Due 5/8 5%

Participation: There will be two formal opportunities to be assessed in the form of fishbowls and/or debates. Active participation in comments, questions, and discussions is always expected. If, by chance, you wanted to contribute and lost the moment it is your responsibility to leave a written comments and/or questions to be counted for participation. Word of caution: do not use the written comments as a safety net all the time. It is required that each voice gets heard and represented in this classroom. 2/12 and 2/27 for the formal opportunities. 15%

Individual Presentations and Discussion Guiding: Students will sign up for four presentations throughout the term. It is required that you write a 1-page, single-space document that shows your

interaction with the given text. The interaction should use very little summary. It should represent critical thinking and close reading of the text. It must include at least two quotations as part of the analytical discussion. The conclusion should end with a thought provoking commentary or a controversial comment that will illicit debate. It can also end with a question to get discussion going. Starting 1/29 and running through 4/24. 20%

Student-Teacher Conferences: It will be the student's responsibility to make two appointments with the instructor during this term. These can occur on the scheduled work days on the calendar or through office hour tutorials. The requirements: if you wish to discuss understanding the readings, then come with the text and a list of 2-5 questions to be discussed; if you wish to discuss your writing, then come with your draft and a list of 2-5 questions to be discussed (the purpose is not to edit the entire essay, but to look at a specific paragraph or two); if the entire essay is to be reviewed, give the instructor the full draft at least one week before the conference is scheduled. Keep a notebook of our interactions and Q&A sessions, especially any suggestions or recommendations given by the instructor. The second conference will follow up on the previous suggestions and recommendations. 5%

Composition Assignments

Compositions 1, 3, 4, 5 (Out-of-class; 50% of Course Grade)

- Because we are concerned here with process as well as with product, total points for out-of-class compositions will be earned in stages which may include prewriting activities, timeline schedules, thesis narrowing, research abstracts, working bibliographies, outlines, rough drafts, and revised drafts.
- At least 60% of a composition grade will be for quality of the final submission.
- Credit will be awarded for timely, effective completion of each stage (from planning to multiple revisions) in the composition process. There will be evaluation rubrics and individual assignment sheets for these essays.

Hardcopy of all composition drafts should be prepared using the following:

- 8½" x 11" white paper and a decent printer
- 1-inch margins, 12-point type, double-spaced
- Times New Roman or similar professional font (Cambria)
- Stapled multiple pages
- **MLA format**

Students will submit revised compositions before the due date to Turnitin.com.

Suggestion: save all papers electronically on a flash drive.

Compositions 2, 6 (In-class; 10% of Course Grade)

It is HCCS English Department policy that students must earn an average grade of 70% or better on the two in-class compositions (midterm & final) in order to receive a grade of "C" in English 1302. In other words, it is imperative to pass the midterm and final in order to pass the class.

- Compositions 1-6 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%

Other Assignments

Presentations, Participation, and Conferences (50% of Course Grade)

- The details were listed above. I just want to take this opportunity to discuss professionalism in participation: come prepared with related, relevant, and appropriate comments and questions during discussions (whole class or small group); speak up during the presentations (not just letting “strong” personalities take over but that all take part); have rough drafts ready for review and comment on peer reviewed papers; do reading or writing for this class and not homework for other classes and avoid unrelated cellphone activities (texting, games, various apps, etc.). The last two can impact the grade negatively.

Grading:

There will be two grades for each assignment. One grade will reflect the HCC scale and one will reflect the FBISD scale (there will be two gradebooks, one in Skyward that will reflect the FBISD grades that will end up on the Dulles HS transcript and another gradebook that gets sent to HCC with HCC’s scale that will show up on the HCC transcript). Below are the two scales:

| HCC Letter Grade and Scale | FBISD Grade Scale |
|----------------------------|-------------------|
| A (90-100) | 90-100 |
| B (80-89) | 80-89 |
| C (70-79) | 70-79 |
| D (60-69) | |
| F (0-59) | No Credit Given |

- **Below is a *general* description of grading criteria (applies to written assignments and overall class performance):**

A – Student demonstrates superior ability, skill and originality. Marks of a scholar emerge in this student’s work. Possesses thorough knowledge of material and consistently submits high quality work that is adapted to audience and the rhetorical context. There is a high degree of intuition and intellectual capacity evident regularly. Work is marked with a spark of exceptional quality. Student demonstrates exceptional ability to think/learn independently and think critically. Work demonstrates successful risk-taking, which is likely “outside the box” to some extent. In short, the work is downright impressive on multiple levels!

B – Student shows above average ability and usually goes well beyond what is required, but nothing is too distinguished or terribly exceptional. This reflects the very best work one can produce by not standing out. Work is largely free of rhetorical and stylistic errors, and clearly adheres to all instructions. The work is “safe,” which can be interpreted as a positive or a negative feature depending upon a student’s academic goals. Generally good work by a good student.

C – Average work which adequately treats assignments with enough care so as to not have “serious” problems, but is obviously concerned with merely “getting by.” Contains some errors

(i.e., mechanical, stylistic, rhetorical, proofreading). Work adheres to instructions generally, but is a disappointment because it is just so blah (lackluster) and/or lacks development and engagement. There is either a lack of care/involvement with the assignments OR a desperate struggle to stay afloat in the course if this work reflects giving assignments their very best (only the students know).

D – Below average work, but not necessarily failing but quite close. There is inadequate development of the assignments on several counts, poorly focused writing indicating writer’s uncertainty of tasks and content. Work shows little originality and skill and significant deficiency in one or more vital areas of the assignments. Student rarely adheres to specified guidelines. Work frequently contains significant errors. **Students must get this minimum grade to get credit for English IV from Dulles High School!**

F – Student consistently turns in unacceptable work which is sloppy, poorly organized, fails to meet requirements and contains excessive errors in style and logic. Student never meets deadlines and demonstrates no interest and little effort in work.

Instructional Methods:

To fulfill my personal goal of making you the best writer and thinker I can in 14 weeks, you will experience a variety of instructional methods—collaborative activities, such as discussion, group work, peer reviews, and research; individual activities of readings, writings, research, and projects; and instructor presentations and lectures. I will give you specific guidance as to how to write analyses and arguments through assignment sheets, presentations, and teacher-student conferences. On more difficult assignments, you will be provided with tools to direct you through the prewriting stages where you will be expected to reflect deeply upon an issue or an analysis.

Minimum Writing Requirement:

You will write a minimum of 5,000 words during the semester.

Course Policies:

Assignment Policies

*It is important to learn about deadlines, both hard and soft. Soft deadlines are flexible. Hard deadlines are not. The pre-drafting, drafting, and re-drafting processes are all soft deadlines (more useful to the instructor and to peers if you do not procrastinate though). What constitutes a hard deadline is the final draft due date for instructor assessment and evaluation. No late work accepted after the hard due date!

*Out-of-class essays (compositions 1, 3, 4, 5) require both Turnitin.com submissions and demonstration of having gone to either a writing center for critique or submitting to on-line tutors:

- Tutoring and Writing Centers (more information below, see Student Support Services)
 - On-Campus tutors in the Stafford Campus (Scarcella Center), Room E107. Call 713-718-6451 for hour information.
- On-Line Tutors (please allow up to 48 hours min. for a response): <https://hccs.upswing.io>

*In-class essays must be made up within a week if missed. It is the student’s responsibility to set up the appointment for the time to take the written exam. If the in-class essay is not made up within a week, then the grade will be a “0”.

Attendance/Withdrawal Policies

*An absence is an absence, no matter the reason. (Note: we are officially meeting four days a week for the college course. So, if you are present four of the five days in a week, you will be

counted as present each day for college purposes. Absences will fall under Dulles campus guidelines regardless.)

*You are expected to attend class. HCC policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. If you have four (4) absences before the official date of record (1/31/2018), you may be automatically withdrawn from the course.

*When you miss class, you are still responsible for what happens in class. Any assignments due that day must be emailed to me prior to your scheduled start time to get credit for out-of-class essays and be posted in Turnitin.com. See above for in-class essays and for discussion guiding.

*Tardies will follow Dulles campus policies and procedures.

* 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 4/3/2017. 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. You will also need to simultaneously withdraw from the Dulles English IV-College Now course.

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. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

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)

Classroom Conduct:

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)

What this looks like in our classroom:

*Classroom discussion should be relevant to the topic we are discussing.

*Classroom discussion should be respectful to everyone. Discriminatory language and behavior is not acceptable in a college classroom, just as it would not be acceptable in a work place.

*Come to class prepared: 1. Reading and annotating materials before class so that you are ready to discuss. 2. Bringing your books, paper, pens, and any other required materials to every class. 3. Contacting another student if you are absent to find out what you missed.

*Respect everyone's right to a non-distracting learning environment. Please do not talk to each other while I am talking or another student is talking.

*Laptops and tablets are welcome if you take notes best by typing. You will, however, lose the right to use a laptop/tablet if it is becoming a distraction to you, other students, or to me.

* HCC policy states the following: "Use of recording devices, including cameral phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations."

*Cell phone use is prohibited in class unless we are using it for a class assignment.

Important HCC Policies:

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 www.hccs.edu/egls3 for directions.

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.

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.

Title IX Discrimination: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to www.edurisksolutions.org Go to the button at the top right that says **Login** and click. Enter your student number.

Open/Campus Carry of Handguns: **No Firearms Are Allowed on Campus.** If you see anyone carrying a firearm on campus call the HCC Police Department at **8-8888** immediately.

Texas House Bill 910—known as the "Open Carry" law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public

or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at <http://www.hccs.edu/campuscarry>.

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.

Student Support Services:

Tutoring: The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays.

Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive.

Consult Find-A-Tutor at <http://etle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times.

At HCC Writing Centers, each tutoring session becomes a learning experience.

Reasonable Accommodations: Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. Get more detailed information on Disability Services at HCC here:

<http://www.hccs.edu/district/students/disability-services/>

- Coleman: 713-718-7082
- Central: 713-718-6164
- Northeast: 713-718-8322
- Northwest Katy Campus: 713-718-5408
- Northwest Spring Branch: 713-718-5422
- Southeast: 713-718-8397
- Southwest: 713-718-7910

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/intersession_hours

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.

Online Resources:

- http://library.hccs.edu/research_writing (This resource is to help with research).
- <http://grammar.ccc.commnet.edu/grammar/> (This resource is for grammar).
- <http://www.chompchomp.com/menu.htm> (Another grammar resource).
- <https://owl.english.purdue.edu/owl/> (One of the most reliable online writing labs out there).
- <https://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf> (A classic resource on style and usage).

The Calendar will be on a separate document.