

English 1302

Professor Samuel D. Huntington M.A.

Houston Community College, Northwest

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English Composition II (77822)

Spring, 2014

Class Meets: Tues & Thurs – 12:30 – 2:00 pm, Katy campus, 107

Office Hours: Immediately before and after class where space is available

And by appointment of course!

My Learning Web Page:

<http://learning.hccs.edu/faculty/samuel.huntington>

I. Communication and Contact:

I firmly believe that **communication is vital**, both to your success and mine; please bring any concerns, questions, criticisms, suggestions, or comments in general to my attention as soon as they arise! While I prefer that you talk to me in person about such concerns, please feel free to write an email if you prefer. The best time to ask questions and discuss concerns with me is during class time because others likely have the same question.

I check my **email** frequently, and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick reply). **NOTE: I will not reply to messages requesting a repeat of information a student misses in the event of an absence**, as doing so uses time and energy that is better spent addressing concerns or questions students have with their actual assignments or their progress in the course. It is ***your responsibility*** to find out what *you* miss in the event of an absence by **contacting one of your classmates and/or referring to the schedule**. Therefore, being part of a reliable group of peers goes a long way in ensuring your success—and theirs! Lastly, be sure to **have your HCC email account activated and check it often**! You are responsible for all the information I convey to the class via group email messages I send to the class, and I use the HCC roster system to send such messages. This system uses the email address you have on record with HCC; the default email address is your HCC email account unless you officially change it to another. Again, **YOU** are responsible for the information I send out through group email **AND** for information I convey in class on days when you are absent!

II. Required Books/Materials:

1. *Literature for Composition: An Introduction to Literature – 10th edition* (our primary text)
2. English 1302 Study Guide
3. Access to a computer all semester (ideally, a laptop)
4. A bound writing notebook with three divided sections (one section for the 10 journal entries, one section for quizzes and daily notes, and one section for pre-writing activities for out-of-class essays)
5. 2 full size blue books (for the midterm and final exam)
6. Turnitin.com account (Class ID: 7504741; Password: 12345)

III. Course Description, Objectives, Outcomes, and Value

a. H.C.C. Catalog Description of the Course:

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

b. Course Goals and How It Applies to You

In English 1302, we seek to provide writing instruction and practice that will help students to 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.

A 1302 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!

IV: Outcomes

a. 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.

b. LEARNING OBJECTIVES

1. Demonstrate the ability to coherently analyze. i.e.: 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.

c. CORE CURRICULUM COMPETENCIES

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

d. MINIMUM WRITING REQUIREMENT

For this course to comply with state-mandated requirements, students must write a minimum of 6,000 words for evaluation. Aside from the more mundane law, the ability to write, read and think about a given topic for a sustained period of time is a skill employers find invaluable.

V. Behavior



General Premise: *Because you are all adults who are taking this college course by choice, it should go without saying that everyone will demonstrate maturity, responsibility, and an eagerness to learn. The following policies ensure that everyone experiences a rewarding learning environment. NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative removal from the course!*

a. Attendance and Withdrawal Policies – Missing class means missing opportunities to learn; therefore, in keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class time.” Attendance will be taken every day at the beginning of class.

Regarding absences, it is also very important to have a typed rough draft of assigned essays (meeting minimum length requirements) on **RD due dates (3 of them)** in order to be considered present on such days. Failure to come to class with a legitimate rough draft constitutes an absence and loss of participation points for that day, since our time will be spent responding to peer essays and a student with a missing essay has nothing to contribute to the exercise as a whole.

In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped for excessive absences, and a daily record of attendance will be maintained throughout the semester. Remember: it is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students on such occasions, should they occur.

NOTICE: The State of Texas has begun to impose 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. (Students who enroll for most credit CEU classes for a third or more times will be charged an additional \$50.00 per semester credit hour and \$3.00 per contact hours.) **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.**

Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, F, or FX). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline.** **If you do not do so and simply disappear from class, you will receive an “FX” in the course.**

INTERNATIONAL STUDENTS: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

b. Class Arrival/Departure – **A pattern of arriving late to class is not only disruptive, it is disrespectful**—both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception,

not the rule, and should thusly occur on a rare occasions. I have no tolerance for **patterns** of late arrival, as it displays highly irresponsible behavior at best and an outward display of arrogance at worst. However, if you are legitimately late, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record. **Be advised that a late arrival of more than 30 minutes will not be changed from an absence to a late; it will simply remain as an absence for the day.** I will also begin combining late arrivals into pairs of two *after* your second or third late arrival, regardless of the reason; I will then convert each pair of late arrivals into an absence. For those who acquire absences this way, the same policy regarding absences applies—namely, the potential of being dropped and losing the opportunity for earning extra credit.

c. Disruptive Talking – Because I am a strong supporter of team learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage in the learning process; I balance lectures with “workshops.” **Therefore, disruptive chatting when we are assembled as an entire class is completely unacceptable**, regardless of what you may be chatting about. Such behavior is both **disrespectful and immature**; if necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room...*just like they do in elementary school!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, **it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas**, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups for that matter, who talk and/or distract the class may nonetheless still lose credit on an assignment.

d. Classroom Attitude – How subtle it is, but ever so revealing of a student’s views towards his or her role in society, adulthood, higher education, future career goals, and general self-respect. A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material, being confrontational, excessively exiting class, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors, let me just ask you to honestly consider why you are in college at all. Really—ask yourself that question. I’m not being judgmental, nor am I being sarcastic; I’m simply saying you need to ask that question because these behaviors are indicative of an attitude that is not conducive to success in college. For what it’s worth, I know that attitude all too well because I had it myself when I was in high school...*but not in college!* The difference between these settings is huge, namely because college students are not *required* to attend—they do so by choice!

e. Academic Honesty, Plagiarism, Collusion – To plagiarize is to submit the words/ideas of another as one’s own without giving them due credit. **It is a form of theft, in addition to being academically dishonest and unethical.** Like all other forms of cheating, plagiarism carries serious penalties that are not only enforced by me, but also by HCC administrators. Be advised that **all three of your formal papers must be submitted to turnitin.com for review before they are submitted to me.** HCC Policy: “*Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.*” If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. 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 on-line student handbook). For more on plagiarism, refer to the HCC Library site (on the Northwest Writing Center site), or the HCC Student Handbook.

Be prepared to submit final drafts of all essays to turnitin.com: I strongly suggest not underestimating the ability I have to find evidence of plagiarism through such powerful resources as turnitin.com! Be advised: **IF ONE OF YOUR THREE MAJOR PAPERS IN THE CLASS IS FOUND TO BE SIGNIFICANTLY PLAGIARIZED** (I DETERMINE “SIGNIFICANT”), THEN YOU CAN BE ASSURED OF **AUTOMATICALLY FAILING THAT ASSIGNMENT, LOSING THE ABILITY OF EARNING EXTRA CREDIT.** Depending upon the degree of severity, I may decide to forward this serious academic violation for administrative review, accompanied by a strong recommendation that the student in question should fail the course entirely.

f. Arrival / Exiting Class – Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “excessively,” *habitually* using the restroom (or anywhere else for that matter) as an excuse for frequent interruptions. Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to let doors slam behind you when you exit or enter a room, especially when the class is in the middle of writing, reading, discussion, or viewing a film. Furthermore, late entrances and/or class departures/returns for the restroom are distracting enough as they are; doing so without trying to be as inconspicuous as possible (i.e. making an obvious visual display of oneself or noisily opening/closing doors) makes it even worse!

g. Recording Devices – Official HCCS policy **concerning recording devices:** camera phones, cameras, audio/tape recorders, video recorders and any other electronic device that is capable of recording the human voice or image declares that the “[u]se of recording devices, including camera 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 [such] accommodations.”

h. Concerning Various Forms of Learning and Emerging Technologies: As a student who is active in our learning community, it is your responsibility to be respectful of our learning atmosphere in every way in which you have control over your own behaviors. This applies to any or all of the electronic devices you bring into the classroom! To show respect to your fellow students and myself, you are expected to **treat all electronic devices you bring with you to class as extensions of yourself—no different than the control you need to have over your tongue or your hands. You are responsible for what you do with them, and you know the difference between constructive and non-constructive uses of them.** For example, a ringing phone that you fail to set on silent mode is no different in my estimation than blurting out an inappropriate comment at an inappropriate time. I can think of certain egregious ways of using tech devices in class that would be no different, in terms of their level of offense in an collegiate setting, than physically assaulting someone. With that said, and knowing clearly where I’m coming from on this issue, I will allow you to bring whatever devices and/or forms of technology with you to class you deem necessary. You are responsible for your actions. With that said, staring at screens of any kind during a lecture, group presentation, or video is never acceptable behavior.

VI. Writing Assignments: Formal and Informal Modes

A. Formal, Out-of-Class Papers (3): Throughout the course, you will write 3 formal papers. You will receive a detailed assignment prompt for these assignments, which includes specific requirements, due dates for the rough/final drafts, and grading criteria. These papers are all expected to meet minimum page length requirements and need to be formatted according to MLA guidelines. I will direct you to resources that provide detailed MLA guidelines on my HCC Learning Web profile. **Remember: papers not formatted**

according to MLA guidelines will not be accepted. Upon collection of these papers, final drafts go directly to “turnitin.com” and at least 1 rough draft, accompanied by **clear evidence of the writing process, especially revision**—along with peer responses gets submitted to me. In addition, you may be required to submit print-outs from websites along with the paper.

As indicated in the plagiarism policy, final drafts of all essays will be submitted to turnitin.com. This website/service is not only designed to deflect and identify plagiarism (as that was originally its sole purpose), it has now become a very practical and useful place for electronic essay submission, grading, viewing, and record-keeping as well. While final drafts are submitted this way, you will still need a hard copy of your papers on peer-response days. I will also collect hardcopy of rough drafts and/or handwritten materials pertaining to essays, such as your prewriting/notes and revisions (i.e. evidence of the “writing process”), on the first class session following the turnitin submission deadline. **Be advised: I will not accept papers submitted through any other means than turnitin.com**

- B. Critical Thinking Journal (informal):** You will be asked to write **10** journal entries, each approximately **1 page** in length and VERY informal in terms of form. All of the journal entries you write will be direct responses to selections you make from the various readings on the recommendation list on my learning web page. The written response is not intended to be treated as a formal essay, in which the product—the essay itself—is the ultimate goal; instead, the ultimate goal is the critical thinking you develop and demonstrate as you simply respond to what you observe in the reading (i.e. “analysis”).

Journaling is a fantastic way to keep the “writing gears” moving in your mind through informal free-writing, as journal entries allow you to practice written expression without the pressure and demands that accompany all of the stages involved with formal essays. Keep in mind that journal-writing is equally as valuable to you, **in your development as a writer**, as the final drafts of your formal essays! The big difference, of course, is the difference in the final product (from a reader’s standpoint). In contrast to formal writing, these entries should all be **highly informal explorations of ideas and/or exercises of discovery!** They may simply be “gut reactions.” And, because journal entries are not assessed *qualitatively* in terms of “correctness” of anything (content nor form), I have two simple requirements beyond the fact that you need to respond to a reading: 1. be sure to **address the whole text** (not just the beginning) and 2. Be sure to **critically analyze it and inject your opinions/interpretations** of it (do not merely state what someone else says).

- C. In-class Essays (Semi-Formal):** Otherwise known as the midterm and final exams, these are essays written in class. By “semi-formal,” they are not as formal as your out-of-class papers, in which case you have all the time you need to exercise the “writing process,” type them, and edit them thoroughly. On the other hand, they are not as informal as the journal responses, even though they—like the journals—are written by hand. While they both share the handwritten common ground, the content of the in-class essay IS evaluated for correctness and quality of content—namely, the correctness you demonstrate regarding your response to the specific prompt question. You will be informed as to the general content of these essays a week or so in advance, along with other preparation tips, which then leaves only the specific prompt questions a mystery until exam day.

VII. Module/Group Presentations and Assigned Readings:

Simply stated, our class will be divided into four modules (A, B, C, and D) with five groups in each module (1, 2, 3, 4, and 5). Presentations are divided somewhat quarterly among our 16 weeks, but not precisely. Three of the

Modules will be randomly generated teams, and two of the Modules you will get to choose your group members. (The instructor reserves the right to rearrange the chosen teams if deemed necessary). The groups will be responsible for peer reviewing each of the three formal essays as well as working together on group presentations over assigned readings and topics. More information will come later on a separate assignment sheet.

VIII. Quizzes:

Two grammar quizzes will be required. One at the beginning to assess areas of concern and one at the end to assess progress over the term.

Reading Quizzes, if deemed necessary, will occur randomly. But if you can demonstrate through participation and discussion that you are reading and engaging with the material, quizzes may not be necessary. But if I determine that there is sufficient evidence of lack of questions, responses, and insights related to the reading material, I will begin having pop quizzes. Any unused quiz points will “rollover” into participation points.

IX. Late and/or Missing Assignments:

All of these assignments will be discussed at length in class during the term. Although I will provide handouts that clearly state the requirements and grading criteria, I expect students to keep up with assigned readings and to take notes while paying attention in class. All handouts for this class will be posted on Learning Web; go there first when you need to know if a handout or other resources exist for some assignment. Work that is off-topic or fails to follow instructions will not be accepted; extra time will not be granted to resubmit these initially-rejected assignments, so consider them as they are: yet to be submitted and subject to all applicable policies/requirements, such as late penalties. *One letter grade will be deducted for each class period an out-of-class, formal assignment is late.* Quizzes may not be made up. Any arrangement you might need to take the midterm or final at a different date **must** be discussed with me at least 2 weeks in advance, and approval is not guaranteed (however, in most cases it is).

Journal entries and other informal work in your notebooks will only be checked on the due dates; Upon collection of journals and informal exercises, only those entries/assignments with checks will be counted for full credit. Journal entries and/or exercises without a check will receive half of the points as those with a stamp, and only 2 unchecked journal entries and 2 unchecked informal notebook assignments will be accepted by anyone.

X. General Requirements for Essay Assignments

1. All 5 writing assignments must be completed to earn an A or a B in the course, regardless of point totals (3 out-of-class formal essays and 2 in-class essays); missing one or more of these assignments resigns you to a C-grade **at best**.
2. All three formal, out-of-class essays must be written in correct MLA format; all citations of outside sources in papers must likewise adhere to correct MLA guidelines.
3. All 5 essay assignments, and at least 8 stamped journal entries, must be completed in order to be eligible for extra credit.
4. All out-of-class major assignments must be submitted to turnitin.com.
5. All accompanying documentation must be submitted with each major assignment. Make sure you get everything you will need to submit documentation and a Works Cited page.
6. Plagiarism will earn a “0” for that assignment and may not be made up.
7. Essays will be returned (and/or visible for viewing at turnitin.com) two weeks after the submission date. Please do not ask me when papers will be returned, as you are being informed here.
8. Keep a hard copy, or an electronic backup copy, of all assignments you submit online.
9. Each of your formal, out-of-class papers may earn five extra-credit points by taking your completed rough draft to the Writing Center for review; the tutor **MUST SIGN** their name on the draft, along with their name printed below it and the date of your visit (everyone is eligible for this extra credit).

XI. Online Evaluation

Students will be expected to participate in the **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. NOTE: verification of a completed survey will automatically result in 10 extra-credit points (everyone is eligible for this extra credit)!

XII. General Guidelines on Grades:

1. Grades will NOT be discussed in class.
2. Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read all of the comments and then schedule an appointment.
3. **I look primarily at content, organization and development. Style, grammar and mechanics are secondary.**
However, if style and grammar are such that the point is unintelligible, your grade will be affected.
4. Please don't ask me what your grade is at the end of the semester. Wait for grade posting at semester's end.
5. **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. Worked 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, but nothing is too distinguished. Usually goes well beyond what is required, but nothing stands out as 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 they know).

D – Below average work, but not necessarily failing. Inadequate development of the assignments on several counts, poorly focused writing indicating writer's uncertainty of tasks. Shows little originality and skill, in addition to significant deficiency in one or more vital areas of the assignments. Student rarely adheres to specified guidelines. Work frequently contains significant errors.

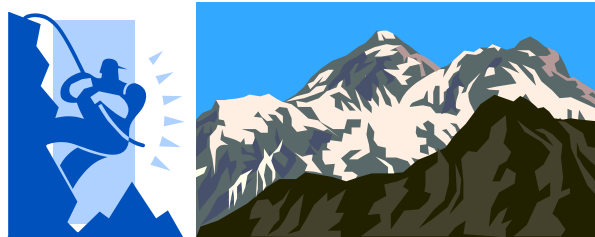
F – Student consistently turns in unacceptable work which is sloppy, poorly organized, fails to meet requirements and contains excessive errors in style and logic. Student never meets deadlines and demonstrates no interest and little effort in work.

XIII. Point Distribution: (Grading):

3 Formal Essays	450 = 150 + 150 + 150
Journal	100 = 10 @ 10 pts each
Midterm (in-class essay)	75
Final Exam (in-class essay)	75
Group Presentations	200 = 4 @ 50 points each
Quizzes	50
Participation	50
	<hr/> 1,000 points possible

Overall: 900-1,000 points=A; 800-899=B; 700-799=C; 600-699=D; Below 600=F

NOTE: *Missing one of the 3 formal essays will eliminate the extra credit assignment possibility AND eliminate the possibility of earning an A or B in the class because A and B students don't miss major assignments (missing 2 of the 5 essays assures an F in the class). Finally, anyone who has less than a C average on their in-class essays cannot earn an A or a B in the class—regardless of point totals in other areas.*



XIV. Extra Credit Potential:

*If you...have not missed class more than three times, have not been addressed for a serious behavioral issue, and have submitted **all three formal essays on time**, then you will be eligible for the optional extra credit assignment, which is **worth up to 25 points!** I will provide the details for this optional assignment on a handout I will post on my Learning Web page. Generally speaking, this assignment will involve a visit to either the Museum of Fine Arts or the Holocaust Museum in downtown Houston or an alternative location as I find suitable for such an assignment, and will require an essay that responds to a very specific question pertaining to your visit. **Since this is English 1302, your prompt for the assignment will involve a critical analysis--not merely a passive observation!** It will also require a **dated receipt/verification from the museum.***

XV. ADA Statement:

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office for Northwest College at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office.

XVI. Writing Center Tutoring and On-line Help:

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at Katy (or at Spring Branch and Alief campuses). Tutors can help you organize and develop ideas for your writing assignments and to work on problems in grammar and sentence structure. ***Tutors do not write, rewrite, edit, or correct papers for you, but they can help you to do the tasks better yourself.*** (However, neither the tutor nor any person—your mother, your high school teacher, your friend, and so on—other than your instructor is the final judge of your work). **The Writing Center at the Katy campus, located in room 321A, is open Mon and Tues 8am-7pm, Wed and Thurs 8am-2pm, and Fri**

8am-noon. The Spring Branch Writing Center hours are M-Th 8am-8pm, F 8am-noon, S 10am-2pm, and it is located in room 703.

XVII. CSSP (College Student Success Program): TUTORING

On-line tutoring is available through askonline.net and the Northwest Writing Center. These are especially useful resources for evening and weekend students. You must, however, plan in advance and submit your work well before its due date in order to receive timely advice.

All students have access to tutoring through Ask Online: <http://hccs.askonline.net/>. This is an online tutoring service powered by HCCS. The tutors will examine your essays for content, organization, and even grammatical errors; however, they will only accept one draft per assignment. The English department highly recommends that you submit a draft of your assignment to Ask Online for tutoring help. There are also tutors on campus that you can go visit. Check local campuses for times and dates. I'm sorry, but the 5 points only applies to the Writing Center; however, this is a helpful resource!

XVIII. 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: M-Th 8am-7pm, F-Sat 8am-1pm. Phone numbers: Spring Branch Campus, 713-718-5669; Katy Campus, 713-718-5751.

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.

XIX. Contacts:

Before leaving our first class meeting, I recommend you to obtain the names, phone numbers, and/or email addresses of at least 2 people to contact in the event of an unexpected absence. **NOTE:** You are NOT *required* to share your personal contact information with anyone in this class; the aforementioned statement is merely a suggestion to encourage your success in this class. You are nonetheless responsible for what you miss in the event of an absence.

XX. Turnitin.com

Please visit my 1302 Learning Web page for instructions to register with turnitin.com (absolutely required for this course)

Reminders:

You must have an active HCC email account you plan to use or check regularly. This is the means by which I send announcements to the class! You are responsible for such information. If you have a personal email address you prefer over an HCC address, simply contact Admissions in order to have them change the email address I have on my mass-email list (roster) for you.

Let's Have a Great Semester!
Your Success is My Success!

NOTE: This schedule is tentative and may be adjusted at the discretion of the instructor.

Tuesday, Jan. 14: Course Introduction: Policies, Procedures, Expectations, and Getting to Know Each Other

Thursday, Jan. 16: Lecture: Reading Literature: Explication and Analysis / Arguing an Interpretation vs. Arguing an Evaluation
Groups for Module A Assigned and preliminary meeting

Tuesday, Jan. 21: Lecture: Reading and Writing about the Genres: Essays, Stories, Graphic Fiction, Plays, and Poems
Groups Planning for Presentations with Instructor Consultations
Readings DUE: Kate Chopin's "The Story of an Hour" (57), "Desiree's Baby" (73), and "The Storm" (81);
Langston Hughes's "Harlem" (136); Robert Frost's "The Road Not Taken" (205); Art Spiegelman's "Nature vs. Nurture" (412); and Susan Glaspell's *Trifles* (443)

Thursday, Jan. 23: Module A: (1) Critical Strategies: Formalist Criticism (New Criticism) / Critical Strategies: Deconstruction
Readings DUE: Formalist Criticism: Guy de Maupassant's "The Necklace" (34) and Ambrose Bierce's "An Occurrence at Owl Creek Bridge" (290); Deconstruction: David Ives's *Sure Thing* (453)

Tuesday, Jan. 28: (2) Critical Strategies: Reader-Response Criticism / Critical Strategies: Archetypal (Myth) Criticism
Readings DUE: Reader-Response Criticism: T. C. Boyle's "Greasy Lake" (49) and Edgar Allan Poe's "The Cask of Amontillado" (183); Archetypal Criticism: Nathaniel Hawthorne's "Young Goodman Brown" (640)

Thursday, Jan. 30: (3) Critical Strategies: Historical Criticism / Critical Strategies: Biographical Criticism
Readings DUE: Historical Criticism: Tim O'Brien's "The Things They Carried" (1249); Biographical Criticism: Charlotte Perkins Gilman's "The Yellow Wallpaper" (746) and Derek Walcott's "A Far Cry from Africa" (676)

Tuesday, Feb. 4: (4) Critical Strategies: Marxist Criticism / Critical Strategies: New Historicist Criticism
Readings DUE: Marxist Criticism: Kurt Vonnegut, Jr. "Harrison Bergeron" (1224); New Historicist Criticism: Shirley Jackson's "The Lottery" (1238)

Thursday, Feb. 6: (5) Critical Strategies: Psychoanalytic Criticism / Critical Strategies: Gender Criticism (Feminist, and Lesbian and Gay Criticism)
Readings DUE: Psychoanalytic Criticism: James Joyce's "Eveline" (664); Gender Criticism: Sarah Orne Jewett's "A White Heron" (606) and Ernest Hemingway's "Cat in the Rain" (693)

Tuesday, Feb. 11: Group Writing and Editing Day for Essay 1 and Module B Groups Assigned and Meeting Time

Thursday, Feb. 13: Module B: (1) Thinking Critically: Case Study on William Faulkner's "A Rose for Emily" (249)

Tuesday, Feb. 18: (2) Thinking Critically: A Case Study about Flannery O'Connor (374); **Essay 1 DUE**

Thursday, Feb. 20: (3) Thinking Critically: A Case Study about Emily Dickinson (550)

Tuesday, Feb. 25: (4) Thinking Critically: A Case Study on Comparing Poems and Pictures (560)

Thursday, Feb. 27: (5) Thinking Critically: A Case Study about Robert Frost (624)

Tuesday, Mar. 4: Peer Review and Editing Day for Essay 2 / Midterm Preparations

Thursday, Mar. 6: Midterm Exam and Module C Groups Assigned and Meeting Time; **Journal Check 1**

Mar. 11, 13 NO CLASS DUE TO SPRING BREAK

Tuesday, Mar. 18: Module C: (1) The World around Us; **Essay 2 DUE**

Readings DUE: Jack London's "To Build a Fire" (596) and Selections TBD from the poems

Thursday, Mar. 20: (2) Journeys

Readings DUE: James Thurber's "The Secret Life of Walter Mitty" (167); Joan Didion's "On Going Home" (635) and Selections TBD from the poems and maybe other stories

Tuesday, Mar. 25: (3) Love and Hate

Readings DUE: Raymond Carver's "Cathedral" (713) and Selections TBD from the poems and potentially the play

Thursday, Mar. 27: (4) Making Men and Women

Readings DUE: Steven Doloff's "The Opposite Sex" (741); Gretel Ehrlich's "About Men" (743); Jamaica Kincaid's "Girl" (123); and Selections TBD from the poems

***Monday, Mar. 31: Last day to Withdraw for a "W" by 4:30 pm**

Tuesday, Apr. 1: (5) Innocence and Experience

Readings DUE: James Joyce's "Araby" (829) and Selections TBD from the poems and potentially the essay and other stories

Thursday, Apr. 3: (1) All in a Day's Work

Readings DUE: John Updike's "A & P" (1013); Jane Martin's *Rodeo*; and Selections TBD from the poems and potentially the essay and other stories

Tuesday, Apr. 8: (2) Identity in America

Readings DUE: Anna Lisa Raya's "It's Hard Enough Being Me" (1113); Alice Walker's "Everyday Use" (1125); Luis Valdez's *Los Vendidos* (1145) and Selections TBD from the poems

Thursday, Apr. 10: (3) American Dreams and Nightmares

Readings DUE: Sherman Alexie's "The Lone Ranger and Tonto Fistfight in Heaven" (1261); Ralph Ellison's "Battle Royal" (1276); and Selections TBD from the poems

Tuesday, Apr. 15: (4) Law and Disorder

Readings DUE: Martin Luther King, Jr. "Letter from Birmingham Jail" (1301) and Selections TBD from the poems, stories, and plays

Thursday, Apr. 17: (5) Worlds beyond Worlds

Readings DUE: Stephen King's "Why We Crave Horror Movies" (1373) and Selections TBD from the stories and poems

Tuesday, Apr. 22: Peer Review and Editing Day for Essay 3

Thursday, Apr. 24: Module D: Fables and Fairy Tales; **Journal Check 2**

Readings DUE: W. Somerset Maugham's "The Appointment in Samarra" (289); Aesop's "The Ant and the Grasshopper" (595) and "The North Wind and the Sun" (595); Hans Christian Andersen's "The Emperor's New Clothes" (826); Louise Gluck's "Gretel in Darkness" (865); and Jacob Grimm's and Wilhelm Grimm's "Mother Holle" (1002)

Tuesday, Apr. 29: Catch Up Day; **Essay 3 DUE**

Thursday, May 1: Course Wrap Up and Review

Thursday, May 8: FINAL EXAM from noon to 2:00 pm in the same classroom

Grades Due Monday, May 12 by noon

Grades Available to Students Friday, May 16