ENGLISH 1302 WEEKLY CALENDAR -- HCC – SUMMER II 2013
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Instructor Name: Samuel D. Huntington
Phone Number – N/A
email address - samuel.huntington@hccs.edu
Office Hours - immediately following class and by appointment.

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Course CRN# 46123, Room Learning Hub 318
HCC Learning Web Page: http://learning.hccs.edu/faculty/samuel.huntington

Required Textbooks:
Schilb & Clifford, eds. Making Literature Matter: An Anthology for Readers and Writers, 5th edition, 2012.
ISBN-13: 978-0-312-65354-5
Recommended Textbooks:
Fowler, H. Ramsey & Jane E. Aaron, eds. The Little, Brown Handbook, HCC Custom 3rd edition, Pearson/Longman, 2010.
ISBN 10: 0-558-32480-0   ISBN 13: 978-0-558-32480-3 [This custom edition is sold in the HCC bookstores]
OR
Fowler, H. Ramsey & Jane E. Aaron, eds. The Little, Brown Handbook, 11th edition, Pearson/Longman, 2009.
ISBN: 0205651712 or ISBN 13: 9780205651719
(Please Note – the HCC custom edition is a duplicate of the 11th edition so the pagination is the same – only the custom cover differs)
College Level Dictionary

Other Required Materials:
A notebook with perforated sheets for notes and in-class writing activities
Pens and/or pencils (pens required for midterm and final exams)
Two "blue" or "green" books for in-class essay portions of midterm and final exams
Turnitin.com account (Class ID: 6609470; Enrollment password: 12345)

Grade Percentages (All Items Below Will Have Individual Explanations on Separate Handouts Available on the Learning Web):
15%   Daily Participation (Journals/Learning Progress Entries, Reading Quizzes, Impromptu Individual/Group Responses and Activities, etc.)
10%   Essay #1 - Arguing an Interpretation: Fictional Genre Essay (750+ words in MLA format)
10%   Essay #2 - Arguing an Evaluation through Comparison and Contrast: Poetic Genre Essay 750+ words in MLA format)
10%   Essay #3 - Literature in the News Essay (750+ words in MLA format)
5%   Essay #4 - Research Project Abstract and Annotated Bibliography (500+ words in MLA format)
20%   Essay #5 - Research Project: Cultural Contexts and Critical Commentaries (1500+ words in MLA format)

5% Peer Review Process for each Essay
5% Individual Presentations
10% Midterm Exam
10% Final Exam

REGARDING ASSIGNMENTS
-- All assignments must be turned in and accepted in order to potentially pass English 1302.
-- All essays must be submitted as MSWord (.doc or .docx) or PDF documents via the section's Turnitin.com site no later than 11:00am on the day upon which they are due.
-- Absolutely no essays will be accepted that are not submitted through the Turnitin.com site.
-- **Absolutely no late papers will be accepted.**
-- All essays must conform to MLA standards for formatting and citation and be in Times New Roman 12-point font or Cambria 12-point font. How to set up an MLA document is assumed knowledge from English 1301.
-- Drafts submitted by 12pm on the Thursday before the date upon which the essay is due will receive pre-grading feedback. After that time, no feedback from the professor will be available. Drafts of assignments should be sent to the professor's email account as MSWord documents attached to a brief email explaining what, precisely, the student is looking for regarding feedback. The professor will NOT edit the essay. Be sure that the draft sent is as complete as possible, as the professor will only give feedback once per assignment.
-- Be aware that neither the header nor the first page information nor the works cited entries count towards the required length of any assignment.
-- Students are expected to use standard academic American English in all writing. This is a composition class, not a grammar class. If a student needs help with grammar, there are tutors available through the Department of Developmental Studies, as well as a wide range of resources available on the Web; links are available to several of these through the professor's learning web page.

Late Paper Policy:
Your due date will be posted on your assignment sheet for all major essays, as well as on this syllabus. Occasionally, the due date on the syllabus may be adjusted, so please refer to the essay assignment sheet. As stated above, no late papers will be accepted. Please keep a copy of your papers for your own file; should a paper be lost, it is your responsibility to give me another copy.

Important Dates:
July 5:	Last Day for 100% Refund
July 7:	Registration Ends/Last Day to Drop/Add/Swap (online only)
July 8:	Classes Begin
July 8-12:	70% Refund
July 11:	Official Day of Record
July 13-15:	25% Refund
July 29:	**Last Day for Administrative/Student Withdrawals (4:30 PM)**
August 6:	Instruction Ends
August 7-11:	Finals
August 11:	Semester Ends

August 12:   Grades Due - 12:00 Noon
August 16:   Grades Available to Students

COURSE DESCRIPTION, PURPOSE, AND OBJECTIVES

Mission Statement of the English Department:
The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students' reading, writing, and analytical skills.

English 1302 Course Description:
A more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research and documentation techniques, as well as literary and rhetorical analysis. English 1302 is a Core Curriculum course.

Course Purpose:
The purpose of Composition II is to foster the understanding that all aspects of a written text must be viewed as "craft," that, like fiction, drama, or poetry, essays must be crafted with care. To further this end this course provides instruction and practice that will help students master a variety of writing situations. This will enable students to build upon the writing process and the research process – generating essays that demonstrate thesis driven, analytical thinking.

Academic Discipline Learning Outcomes:
1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

Student Learning Outcomes for English 1302:
1. Apply basic principles of rhetorical analysis.
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.

HCCS POLICIES

HCC Grading Scale A = 100 – 90 (4 points per semester hour); B = 89 – 80 (3 points per semester hour); C = 79 – 70 (2 points per semester hour); D = 69 – 60 (1 point per semester hour); 59 and below = F (0 points per semester hour); *IP [In Progress] (0 points

per semester hour); W [Withdrawn] (0 points per semester hour); *I [Incomplete] (0 points per semester hour); AUD [Audit] (0 points per semester hour)

EGLS$_3$ -- 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.

Classroom Etiquette:
"Use 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 reasonable accommodations" (Spangler 2007).

In a non-computer classroom, students may have (and are responsible for any damage to the room by) non-alcoholic beverages. Food is strictly prohibited from the class. In a computer classroom, students may not have any food and/or beverage. This policy will be strictly enforced.

In this class, you are not allowed to be disruptive of the learning environment. To that end, if I see a cell phone, smartphone, tablet, computer being used, I will ask you to power it down immediately. If you fail to do so, I will ask you to leave the classroom. If your phone rings, I'll answer it. If my phone rings, one of you will answer it.

To be successful in this course, you will need to pay attention and participate in your education. If there is a time for use of such devices, I will specifically announce it in class. Additionally, you are expected to be in class when it starts; arriving late, you will be marked tardy, and that time will accumulate towards the 6 hours of absence you are allowed by the State of Texas. Please plan accordingly.

Attendance Policy:
1. 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. Presenting the appearance of sleeping is the equal of one absence. It is the responsibility of the tardy student to make sure, after class, that her or his attendance has been recorded. Otherwise, such students will be considered absent. If students stop attending the class, it is their responsibility to formally withdraw by 4:30 PM 29 July 2013. Any student who fails to do so will receive a grade of FX for the course.

2. After the official last day for student withdrawals, students who exceed the 6 hours of allowed absence will receive an FX as their final grade.

3. If absent or late to a class, the student is responsible for any information missed. Each student is to exchange 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 anything important was missed.

Scholastic Dishonesty:
According to the *Student Handbook* for the Houston Community College System, scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.
1. **Cheating** on a test includes:
• Copying from another student's test paper and using 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 part the contents of an unadministered test.
• Bribing another person to obtain a test that is to be administered.
2. **Plagiarism** means the appropriation of another's words or ideas and the unacknowledged incorporation of that work in one's own written work offered for credit.
3. **Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

Possible punishments for scholastic dishonesty may include a grade of 0 or F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

In this class, the consequence of such dishonesty for the first offense is a zero (0) for the assignment; a second offense will result in an F for the course. This policy will be STRICTLY enforced. ALL source material MUST be documented in compliance with MLA guidelines in all drafts of all assignments submitted to the instructor.

Students are responsible for complying with the concepts of scholastic honesty. If you have any questions concerning this issue or any major assignment for this course, arrange a conference with me.

Inclement Weather:
During inclement weather conditions (such as a hurricane), the College contacts local television stations to inform them of campus closings. These stations broadcast school closings on a regular basis. Students should monitor these stations if they have any concerns about a campus closing due to weather conditions.

Statement Regarding Special Conditions:
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.

Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910

Other Useful Information

Free English Tutoring:
The Southwest College offers you free tutoring at our tutoring centers where you will receive individual attention with any of your writing concerns. Be sure to bring your books and assignments with you when you go to the tutoring lab. This information is posted outside of W102.

HCC also provides an online tutoring program. The url for this tutoring option is: http://hccs.askonline.net. Students will be required to submit rough drafts of their essays to the HCC online tutor center per instructor directions. In order to use HCC's Online Tutoring, students must first register with www.hccs.askonline.net, and to do that they must use an email account. You may use your personal email account or your HCC email account. To activate the HCC e-mail, students should go to the HCC Home Page, click on "For Students," and, from the right column of choices, click on "Student E-Mail" and follow the directions. Students with old HCC Askonline accounts from last semester may continue to use their old user names and passwords. If they have forgotten one and/or the other, they should e-mail sandra.vaughn@hccs.edu with their full names and student 'W' number. AskOnline will accept and comment upon one draft of each assignment per student per course. You will be required to submit the

Open Computer Lab:
You have free access to the Internet and word processing in the open computer labs in the Scarcella Science Center (Stafford Campus), the Missouri City Campus, and the West Loop Campus. Check the door of the open computer labs for hours of operation or click on link below. All HCCS students are welcome to utilize this resource. Link to Open Lab information: http://learning.swc.hccs.edu/technology/open-computer-labs/southwest-college-student-open-computer-labs/ . Please Note: A fee is charged for printed work (per page).

Library (Learning Resource Center):
The Southwest College has a Learning Resource Center at each campus for student use. The library provides electronic resources including a computerized catalog system as well as numerous data bases that contain full-text articles. Stop by your campus library to find out hours of operation. <u>All students will be required to obtain and/or update an HCCSLibrary Card. Please note – your HCC picture id is your library card.</u>
http://library.hccs.edu/

Student Organizations:
One organization of interest to students taking English classes is **Southwest Writers**, a group of students who write and read their works (in a public forum as well as on the

Internet) and receive peer support and constructive criticism. Students in this group create a supportive network to create poetry, fiction, drama, and non-fiction prose. Contact Ms. Helen Jackson at helen.jackson@hccs.edu. Another organization of interest for English students is the **Women's Studies Club**. The Women's Studies Club will meet on the 2nd and 4th Tuesday of each month from 2:00-3:00pm to discuss the roles of women in society and to promote awareness of women's issues. Contact Ms. Marie Dybala at marie.dybala@hccs.edu and/or Ms. Ileana Loubser at ileana.loubser@hccs.edu if you are interested in joining this HCC student organization. In addition, **Phi Theta Kappa** is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 9 credit hours to join this group. HCCS has a very active chapter, Omega Sigma. Contact Ms. Eunice Kallarackal at: eunice.kallarackal@hccs.edu for more information.

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ENGLISH 13O2 COURSE DESCRIPTION
English 1302 is 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. English 1302 is a core curriculum course.

HCCS CORE CURRICULUM INTELLECTUAL COMPETENCIES AND EXEMPLARY EDUCATIONAL OBJECTIVES -- ENGLISH 1301 AND 1302
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I. BASIC INTELLECTUAL COMPETENCIES IN HCCS CORE

· **READING:** Reading material at the college level means having the ability to analyze and interpret a variety of materials -- books, articles, and documents.
· **WRITING:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.
· **SPEAKING:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
· **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
· **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.
· **COMPUTER LITERACY:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

II. EXEMPLARY EDUCATIONAL OBJECTIVES: ENGLISH 1302

By the time they have completed English 1302, students will

• demonstrate the ability to use consistently and effectively **t**he writing process for both in-class and out-of-class essays (thus reinforcing English 1301 instruction);

• understand and apply the basic principles of critical thinking—evaluation, analysis, and synthesis— as they write essays that persuade or argue;

• be able to analyze, in writing, readings by professional and student writers (for such elements as purpose, audience tone, style, writing strategy, and for much deeper meanings);

• be able to develop a critical and creative essay in response to an issue related to reading(s) or other class projects**;**

• demonstrate the ability to resist simplistic formulations, whether in their own or others' texts**;**

• understand the characteristics of imaginative texts and write effective analyses of various genres;

• be able to acknowledge, as appropriate, their own history, interests, and biases as they discuss a topic, thus placing themselves credibly in the discussion**;**

• develop the ability to research and write a documented paper;

• make effective stylistic choices (diction, tone, sentence structure) in all writing assignments, depending upon the audience and purpose of a piece of writing;

• apply suggestions, as appropriate, from evaluated compositions to other writing tasks; and

• fulfill the writing requirements of the course, writing at least 6000 words during the semester.

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SCHEDULE OF ASSIGNMENTS (subject to change at instructor's discretion):

7/8: Course Introduction; Lecture: What Is Literature? How and Why Does It Matter?

7/9: Arguing an Interpretation: Fictional Genre Essay 1 and Peer Groups Assigned; Lecture: How to Read Closely, How to Make Arguments about Literature, and the Writing Process; Individual Activities with Literature as Argument and Peer Group Activity with Variations on a Stereotype; **Readings DUE (all following Readings DUE will be indicated by the bold Read):** Looking at Literature as Argument (69-74) and Variations on a Stereotype: Re-Visions of a Story (1078-1093)

7/10: Practicing Reading Closely (two poem sections) and Making Arguments (about two stories); **Read:** Reconciling with Fathers: Poems (270-278); Grandparents and Legacies: Poems (425-436); John Updike's "A & P" (beginning 614); and Maxine Hong Kingston's "No Name Woman" (beginning 1179)

7/11: Continued Practice of Reading Closely (three poem sections) and Making Arguments (about a story); **Read:** True Love: Poems (588-600); Racial Injustice: Poems (1358-1361);

Punishments: Poems (1152-1163) <u>OR</u> A Journey to Death: Poems (1605-1613); and Alice Walker's "Everyday Use" (314-322)

7/15: Lecture: How to Write about Stories: The Elements of Short Fiction; Various Individual and Peer Group Activities; **Read:** The Appearance of Love: A Collection of Stories by Kate Chopin (beginning 699) <u>OR</u> Issues of Guilt: A Collection of Stories by Edgar Allan Poe (beginning 1238) <u>AND</u> William Faulkner's "A Rose for Emily" (713-721)

7/16: Draft of Essay 1 DUE for Peer Review Process

7/17: Essay 1 DUE; Arguing an Evaluation through Comparison and Contrast: Poetic Genre Essay 2 and Peer Groups Assigned; Lecture: How to Write about Poems: The Elements of Poetry; Various Individual and Peer Group Activities; **Read:** A Dream of Freedom: A Collection of Poems by Langston Hughes (beginning 1047) <u>AND</u> Roads Taken: A Collection of Poems by Robert Frost (beginning 1450)

7/18: Draft of Essay 2 DUE for Peer Review Process

7/22: Essay 2 DUE; Literature in the News Essay 3 and Peer Groups Assigned: A Conflict of Values: A Story in the News: Hanif Kureishi's "My Son, the Fanatic" (532-550) and Mourning a Loved One: Poems in the News: W. H. Auden's "Funeral Blues", Theodore Roethke's "Elegy for Jane", and Anne Sexton's "Sylvia's Death" (660-673)

7/23: Literature in the News: Vampires Unleashed: A Story in the News: Karen Russell's "Vampires in the Lemon Grove" (1058-1077) and A Journey to War: A Story in the News: Tim O'Brien's "The Things They Carried" (1475-1492)

7/24: Ernest Hemingway's "Hills Like White Elephants" (551-556) and T. C. Boyle's "The Love of My Life" (556-569)

7/25: Peer Review Process of Essay 3; Review for Midterm

7/29: Essay 3 DUE; Midterm Exam; Research Project: Cultural Contexts and Critical Commentaries Assigned

7/30: Can Tradition Be a Trap?: Critical Commentaries on a Story: Shirley Jackson's "The Lottery" (866-886) and Kurt Vonnegut's "Harrison Bergeron" (1554-1559); Planning Activities

7/31: Confined for Her Own Good: Cultural Contexts for a Story: Charlotte Perkins Gilman's "The Yellow Wallpaper" (954-979) and Ha Jin's "Saboteur" (1227-1237); Planning Activities

8/1: Keep This Boy Running: Cultural Contexts for a Story: Ralph Ellison's "Battle Royal" (1493-1517) and James Baldwin's "Sonny's Blues" (beginning 336); Drafting Activities

8/5: Research Project Abstract and Annotated Bibliography DUE; Peer Review Process of Research Project

8/6: Peer Review Process of Research Project

8/7: Research Project DUE; Individual Presentations (required and extra-credit) and Course Wrap-up and Review

8/8: Final Exam