

**Fall 2015**

**Composition II**

**ENGL 1302, CRN 86410**

**MW 5:30-7:00 PM**

*Instructor Information*:

Ms. Sylvia Garcia

Email: sylvia.garciapalauro@hccs.edu

Office Hours: MW 4:30 to 5:30pm

Office: TBA

Learning Web: https://learning.hccs.edu/faculty/sylvia.garciapalauro

Required materials: *Read, Reason, Write: An Argument Text and Reader* 11th ed. by Dorothy U. Seyler

*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: ENGL 1301 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:

* Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
* Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
* Personal Responsibility: to include the ability to connect choices, actions, and consequences to ethical decision-making.
* Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

*Core Student Learning Outcomes*:

Upon successful completion of this course, students will:

* Demonstrate knowledge of individual and collaborative research processes.
* Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
* Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
* Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
* Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

*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/

* Central: 713-718-6164
* Southeast: 713-718-8397

*Tutoring and Online Help*:

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 job applications, resumes, and scholarship/transfer essays.

Consult Find-A-Tutor at http://ctle3.hccs.edu/alltutoring/index.php?-link=stu for Writing Center locations and times. After scheduling a session, be sure to bring any relevant information to your session, such as the assignment/writing prompt, any printed rough drafts, textbooks, and (if necessary) a flash drive.

*HCC Library*:

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.

*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)

*Repeating Courses:*

Students who repeat a course 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.

*Attendance:*

Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know BEFORE CLASS and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record, you may be automatically withdrawn from the course.

*Withdrawal Policy:*

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 **Tuesday, April 5**. 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.

*International Students*:

Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int\_student\_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

*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. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

*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.

*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 are 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.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says “Login” and enter your student number.

Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oie@hccs.edu. Additional information may be obtained online. Visit http://www.hccs.edu/district/departments/institutionalequity/

*Grades*:

Students must submit all assignments in a timely manner. Late assignments will not be accepted in this class.

* Daily Classwork: 20%
* Homework: 10%
* Essays:
  + Essay I: 10%
  + Essay II: 15%
  + Essay III: 25%
* Midterm and Final Exam:
  + Midterm: 10%
  + Final: 10%
* Grading Scale:
  + A (90-100%)
  + B (80-89%)
  + C (70-79%)
  + D (60-69%)
  + F (0-59%)

*Class Policies*:

In order to have a class environment where all students are able to grow academically, it is necessary that you treat one another with respect. Respect one another’s opinions and do not engage in disruptive behavior that can prevent other students from understanding course information. In addition, you are responsible for your performance in this class. Earning a passing grade for this class requires that you complete all readings and assignments in a timely manner.

**Attendance**: In order to do well in this course it is necessary that you arrive to every class on time, therefore I will keep attendance records throughout the semester. Student who miss more than four classes can be dropped from the course or earn a grade of FX (failure due to excessive absences). In the event that you do miss class, please make arrangements with your classmates for notes and other information.

**Readings**: You are expected to come to every class prepared and ready to discuss the reading. Readings for this class will supplement your understanding of the course and will form the foundation for class discussions. Completing the readings will aid your performance in this class and enable you to succeed.

**Classwork**: For this course, you will be asked to complete several assignments including formal essays. All assignments will incorporate course material, readings, and any information discussed in class, so it is imperative that you attend class and keep up with the readings in order to succeed on these assignments. These assignments will be graded and returned to you in a timely manner. If at any point you wish to discuss a grade earned on an assignment, please see me.

* Participation/Classwork: I will give a daily quiz at the BEGINNING of each class. Missed quizzes cannot be made up at any time. Additionally, some of the work assigned during class will count toward your participation grade.
* Homework: Homework for this class primarily consists of completing preparatory work for your essays such as outlines and rough drafts. All homework will be submitted through Blackboard.
* Essays: For this class, you will write three out-of-class essays. Essays will be submitted to Turnitin.com. These essays will help you strengthen your analysis and research skills.
* Midterm and Final: In addition to writing out-of-class essays, you will have two exams that will include at least one in-class essay. These exams will also consist of short answer and multiple choice questions covering information from the reading and from the class.

**Electronic Devices**: Unless otherwise indicated, you should not bring a laptop or a tablet to class. Cellphones are to remain out of sight during class. Do not use your phones or other electronic devices during class. Anyone who does not respect this policy may be asked to leave the class.

**Turnitin**: In order to receive credit for your essays for this class, you will need to register with turnitin.com. To register, you will need the class ID and password.

Class ID: 11528879

Password: writeright

*Final Note*:

Treat this class as you would a job. I fully expect each of you to arrive on time, to complete your work before the deadline, and to participate while you are in class. Anyone who is not able to meet these expectations will not be able to pass the class.

*Course Calendar*:

*This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs.*

RRW: *Read, Reason, Write* LIB: Library Research Database

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| ***Monday*** | ***Wednesday*** |
| *January* | |
| 18: NO CLASS – MLK Day | 20: Introduction to the Course |
| 25: ***Unit I: Media and the Internet***  RRW 4-7 “Responding to Sources” | 27: RRW 51-53 “In Praise of a Snail’s Pace” |
| *February* | |
| 1: RRW 349-353 “Of Losers and Moles” and 162-167 “Logical Fallacies” | 3: RRW 379-382 “I Tweet, Therefore I Am” and 387-89 “Do Not Fear the Cybermind” |
| 8: RRW 281-287 “Avoiding Plagiarism” | 10: *Peer Review*  *Rough Draft Due* |
| 15: **Essay I Due** | 17: ***Unit II:* *Gender Roles***  RRW 70-78 “Understanding the Basics of Argument” |
| 22: RRW 556-571 “Trifles” | 24: LIB “Silent Justice in a Different Key: Glaspell’s ‘Trifles’” |
| 29: RRW 417-421 “Supremacy Crimes” |  |
| *March* | |
|  | 2: RRW 536-538 “The Story of an Hour” |
| 7: Readings TBA | 9: **MIDTERM**  *Outline Due* |
| 13: NO CLASS – Spring Break | 15: NO CLASS – Spring Break |
| 21: RRW 150-161 “Induction, Deduction, and Analogies” | 23: *Peer Review*  *Rough Draft Due* |
| 28: **Essay II Due** | 30: ***Unit III: Education***  RRW 449-451 “What’s a College Education Really Worth?” |
| *April* | |
| 4: Library Day  RRW 269-273 “Locating Sources” and 276-278 “Evaluating Sources” | 6: RRW 453-455 “What’s More Expensive than College?”  *Research Plan Due* |
| 11: RRW 287-298 “Organizing and Drafting” | 13: RRW 458-460 “Why Do Kids Cheat at Harvard?” |
| 18: *HW TBA* | 20: *Outline Due* |
| 25: Reading TBA | 27: *Peer Review*  *Rough Draft Due* |
| *May* | |
| 2: **Essay III Due** | 4: *Oral Reports Due*  *Review for Exam* |
| 9: **FINAL EXAM** – 5:30pm | 11: NO CLASS |

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| ***Essay Rubric*** | | | | | | |
|  | **Clarity / Focus** | **Mechanics / Grammar** | | **Organization / Structure** | **Critical Thinking** | **Originality / Creativity** |
| **20** | Has a strong, complex thesis statement with body paragraphs that fully support the thesis and clearly explains difficult concepts | Has no grammatical or mechanical errors and demonstrates a superior command of the English language | | Each paragraph focuses on one idea, successfully builds on the previous paragraph, and has strong transitions and connections | Demonstrates exceptional critical thinking skills by deeply investigating a topic and fully explaining relevant information | Successfully represents the voice (the original perspective) of the writer and uses vivid language to engage the audience |
| **18** | Has a strong thesis statement with body paragraphs that each support the thesis and remains clear throughout | Has very few to no grammatical or mechanical errors and demonstrates a strong command of the English language | | Each paragraph focuses on one idea, builds on the previous paragraph, and has good transitions and connections | Demonstrates critical thinking skills by examining many facets of the topic and mostly explaining relevant information | Has a strong voice throughout and uses much vivid language to engage the audience |
| **16** | Has a good thesis statement with body paragraphs that mostly support the thesis and is mostly clear | Has few grammatical and mechanical that do not interrupt the clarity of the essay | | Most paragraphs focus on one idea, build on each other, and have good transitions and connections | Demonstrates some critical thinking skills by examining the topic and mostly explaining information | Represents the interests of the writer with some voice throughout and uses some vivid language |
| **14** | Has a thesis statement with body paragraphs that attempt to support the thesis and is mostly clear | Has grammatical and mechanical that mostly do not interrupt the clarity of the essay | | Paragraphs focus on multiple *similar* ideas and have some transitions and connections | Examines the topic but reaches an obvious conclusion and does not always explain information | Represents the interests of the writer with little to no voice and engages the audience at times |
| **12** | Has a central idea, although it does deviate from it several times and is difficult to follow at times | Has many grammatical and mechanical errors that confuse the essay | | Paragraphs focus on multiple *dissimilar* ideas and have few transitions and connections | Examines the topic but reaches an obvious conclusion and does not explain most information | Does not seem to represent the writer much and does not engage the audience much |
| **10** | Does not develop a central idea and is difficult to follow | Pays little to no attention to grammar or mechanics | | Lacks organization with no transitions or connections between ideas | Does not investigate topic and does not explain information | Does not represent the writer and does not engage the audience |
| **0** | Does not complete or submit assignment | | | | | |
| **MLA Errors: - points** | | | **Grade:** | | | |
| **Additional Comments:** | | | | | | |

**A**: 90-100 **B**: 80-89 **C**:70-79 **D**: 60-69 **F**: Below 60

Name:

Grade Calculation Sheet

|  |  |  |
| --- | --- | --- |
| *Assignment* | *Grade* | *Percentage* |
| **Homework:** |  | **10%** |
| Rough Draft Essay I |  |  |
| Outline Essay II |  |  |
| Rough Draft Essay II |  |  |
| Research Plan Essay III |  |  |
| Outline Essay III |  |  |
| Rough Draft Essay III |  |  |
| Oral Report |  |  |
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|  | **Total Grade** |  |
|  | **TG / # assignments =** | **Total x .1 =** |
| **Daily Work:** |  | **20%** |
| Daily Quiz |  |  |
| Daily Writing |  |  |
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|  | **Total Grade:** |  |
|  | **TG / # assignments =** | **Total x .2 =** |
| **Essays** |  | **50%** |
| Essay I |  | Grade x .1 = |
| Essay II |  | Grade x .15 = |
| Essay III |  | Grade x .25 = |
|  |  | **Total:** |
| **Midterm** |  | **10%** |
| Midterm |  | Grade x .1 = |
| **Final** |  | **10%** |
| Final |  | Grade x .1 = |
|  |  | **Total:** |

Name:

Daily Work Gradesheet

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Daily Quiz** | | | | **Daily Classwork** | | | |
| *#* | *Answer* | *Grader* | *Teacher* | *#* | *🗸* | *Grader* | *Teacher* |
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| 29 |  |  |  | 29 |  |  |  |
| 30 |  |  |  | 30 |  |  |  |
| *Drop 1 question* | | | | *Drop 1 writing activity* | | | |
| *Total correct ÷ Total × 100* | | | | *Total completed ÷ Total × 100* | | | |
| **Final Grade:** | | | | **Final Grade:** | | | |