



**Division of English and Communication  
English Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

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**ENGL 1302: Freshman Composition II | Lecture | 14608**

Spring 2021 | 16 Weeks (1.19.2021-5.2.2021)

Flex Campus | Location and Room | Day and Time

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Tiffany L. Ware, MLA  
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HCC Email: [tiffany.ware@hccs.edu](mailto:tiffany.ware@hccs.edu)

Office Phone: 713-718-####  
Office Hours: 10:00am-noon MW

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns or just to discuss course topics.

**Instructor's Preferred Method of Contact**

Please contact me with questions or concerns via email at [tiffany.ware@hccs.edu](mailto:tiffany.ware@hccs.edu) or at Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

Learning Web for Syllabus and Supplementary Materials  
<https://learning.hccs.edu/faculty/tiffany.ware>

**What's Exciting About This Course**

The Department of English helps students find and develop their authentic voices, establish political power, and create social capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support them as they craft their own narratives. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

**Personal Welcome**

Please contact me with questions or concerns via email at [tiffany.ware@hccs.edu](mailto:tiffany.ware@hccs.edu). I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. All class correspondence, questions and announcements will be communicated by your instructor through the Instructure Canvas Communication Tools

called: Announcements and Conversations in addition to email above. This is very important, because all class correspondences and information will only be communicated by your instructor through Announcements and the Instructure Canvas' e-mail system called Conversations. The Instructor is not responsible for any information that is not sent or communicated through Canvas.

## **Prerequisites and/or Co-Requisites**

Successful completion of ENGL 1301 or satisfactory score on the CLEP exam. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## **Learning Management System**

This section of ENGL 1302 will use [Eagle Online Canvas](#) and/or the Learning Web for all assignments, exams, and activities. <<INSERT HERE: Include more specific information about how you expect students to use Eagle Online Canvas or the Learning Web here.>> Example: Each week, you will complete several reading and writing assignments, all of which will be found in the Canvas course shell. When accessing the course on Canvas, it is recommended that you use [FIREFOX](#) or [CHROME](#).

This semester, there are three modalities for English courses: Online Anytime, Online on a Schedule, and Flex Campus. Online Anytime classes are traditional online courses; coursework is online, and there are no meetings at specific times. Online on a Schedule classes are online courses with traditional meeting components; coursework is online, and there are specific times to log in for scheduled class meetings. Flex Campus are in-person classes; coursework is online, and students have the choice to come to campus or to participate online during scheduled class meetings.

## **HCC Online Information and Policies**

<http://www.hccs.edu/online/>

## **Scoring Rubrics, Sample Assignments, Other Resources**

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

## **Instructional Materials**

### **Course Reader Information**

Textbook: The Little Eagle Handbook, ISBN: 978-0-393-69199-3 (Only purchasable at an HCC bookstore. Central Bookstore is the most likely one to have it if you're having any trouble finding it).

Note: This is a special combination of The Little Seagull Handbook with exercises 3rd edition and They Say / I Say 4th edition. It contains an access code for the online course material at <https://digital.wwnorton.com/theysay4> Websites for the course: <http://eagleonline.hccs.edu/> <https://digital.wwnorton.com/theysay4> We will be using these websites.

Failure to use and log into these classes regularly may result in your automatic withdrawal.

Note: I will use open resources that are free online to supplement course. All PowerPoints will highlight the chapter readings.

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

### Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

### Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## Course Overview for ENGL 1302

English 1302 is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is 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.

### Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 1302 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course address the following core objectives:

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

## Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

## Course Student Learning Outcomes (CSLOs) for ENGL 1302

Upon successful completion of ENGL 1302, the student will be able to:

- 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.)

## Student Success in ENGL

As with any three-hour course, expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

## Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide a description of any assignments
- Inform students of policies
- Provide the course outline and class calendar that will include a description of assignments
- Arrange to meet with individual students as required

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all documents, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies, including plagiarism, in the HCCS Student Handbook

## Assignments

## Written Assignments and Essays

Students will write a minimum of 5,000 words over the course of the semester.

Reader-response Journals will be based on 1) your personal reactions to the week's readings, 2) what you have noticed about the relationship between the content of the readings and the world around you, 3) a very short summary of the readings—think main points, and use the weekly reading questions to help you. Keep this at no more than two pages per entry. I suggest using blue books, or composition books. Keep it simple. (NOTE: if your journal uses small pages, then I'll expect you to fill out more pages.) I will collect the journals as listed below in the schedule of readings/assignments. I am not looking for anything fancy or polished, here. I am looking for your active intellectual participation with the readings and the world around you. But I want something more than "That's interesting"—type comments.

## Exams

Exams are online in Eagle Online Canvas. Most will have two attempts and other will have one attempt. Check the directions for the test. **Warning:** There are NO make-up quizzes for this course under any circumstances.

**WARNING:** Once a quiz is completed and submitted (BY CLICKING ON THE SUBMIT ANSWERS BUTTON), it is officially part of your course grade. Students cannot re-take submitted quizzes (AFTER THE SECOND ATTEMPT!) under any circumstances.

## In-Class Activities

Assignments done in Canvas.

## Grading Formula

Assignment	% of Grade
Out-of-class /process essay #1	10%
Out-of-class/process essay #2	20%
Out-of-class/process essay #3	20%
Research Paper #4	25%
Final exam	5%
Class participation/Attendance	5%
Quizzes/Exams, Discussion Boards, Reader-Response	15%

## Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate

	provide an adequate discussion with basic understanding of sources.	discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

### Grading Policy:

English Composition II requires:

1. Reader-response text-based, graded writing
2. 4-5 out-of-class essays of 2-8 pages
3. Text-based in-class writing
4. Requirement that students write essays that engage multiple texts
5. Requirement that students write more than one research-based essay
6. Requirement that students write one research paper where they take a position on an ethical issue
7. Requirement that at least 80% of the student's final grade be derived from graded essays
8. Class preparation and participation

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

## Course Calendar

Dates	Readings and Assignments
Week 1	Introduce course; distribute syllabus; diagnostic in-class writing 1. What is Argument?  Understanding Rhetoric

Dates	Readings and Assignments
Week 2	<p>The Elements of Argument Sample Argument for Analysis</p> <p style="text-align: center;">Writing a Response to an Argument Strategies for Analyzing an Argument So You Can Write a Response to It An Argument for Analysis Regina Rini, Should We Rename Institutions that Honor Dead Racists?</p> <p><b>Labor Day is Monday 9/7. The college is closed that day.</b></p>
Week 3	<p>Assign Out-of-Class/Process Essay 1; Writing Effective Arguments Strategies for Developing an Effective Style of Argument Structuring Your Argument; Beyond the Five-Paragraph Essay Student Response to an Argument</p>
Week 4	<p>Work on Out-of-Class/Process Essay 1; <b>Arguments for Analysis</b> <b>Lee Siegel, “Why I Defaulted on My Student Loans”</b></p>
Week 5	<p><b>Final draft of Out-of-Class/Process Essay 1 Due;</b> How Do You Argue about Literature? What Is Literature? Why Study Literature in a College Writing Course?; prepare for In-Class Essay 2</p>
Week 6	<p>Assign Out-of-Class/Process Essay 2; Writing Researched Arguments Begin Your Research by Giving It Direction Search for Sources in the Library and Online Evaluate the Sources Record Your Sources’ Key Details Strategies for Integrating Sources New Avoid Plagiarism; prepare for Out-of-Class/Process Essay 2</p>
Week 7	<p>Strategies for Documenting Sources (MLA Format) MLA In-Text Citation MLA Works Cited</p>

Dates	Readings and Assignments
	Three Annotated Student Researched Arguments An Argument that Uses a Literary Work to Examine Social Issues
Week 8	<b>Final draft of Out-of-Class/Process Essay 2 Due;</b> 8. Evaluating Internet Resources in a Post-Truth Age  Evaluating Written Arguments, You Find on the Internet; prepare for In-Class Essay 3
Week 9	Assign Out-of-Class/Process Essay 3; work on Out-of-Class/Process Essay 3; Critically Analyzing Web Sites' Truth Claims  Understanding Strategies in Visual Arguments on the Internet; Critically Analyzing Web Sites' Truth Claims
Week 10	<b>Literature and Arguments</b>
Week 11	<b>Final draft of Out-of-Class/Process Essay 3 Due;</b> [specify assigned readings]; assign Out-of-Class/Process Essay 4; work on Out-of-Class/Process Essay 4
Week 12	<b>1<sup>st</sup> draft Out-of-Class/Process Essay 4 due for Peer Response/Instructor Response;</b> [specify assigned readings]; work on Out-of-Class/Process Essay 4
Week 13	Work on Out-of-Class/Process Essay 4  <b>Out-of-Class/Process Essay 4 due</b>
Week 14	
Week 15-16	prepare for final exam activity.
	<b>Final exam activity</b>

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## Instructor's Policies



## Academic Integrity

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Any paper found to be plagiarized will result in a failing grade on the assignment. Second offense will be written up and reported to Chair.

### Doing Your Own Work

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

PLEASE NOTE: All papers may be electronically checked for plagiarism.

## Attendance Procedure

Attendance means more than just being present in class. It means that you are prepared and participate in each class. Being prepared includes completing all homework that is assigned (including reading), taking part in class activities (such as discussion, group work, peer review), having your essay drafts (rough and final) on the day they are due, and maintaining a positive learning environment (being on time for class, using technology appropriately).

## Student Conduct

It means that you are prepared and participate in each class. Being prepared includes completing all homework that is assigned (including reading), taking part in class activities (such as discussion, group work, peer review), having your essay drafts (rough and final) on the day they are due, and maintaining a positive learning environment (being on time for class, using technology appropriately).

## Instructor's Course-Specific Information (Change TITLE as Needed)

### HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- Ability Support Services

- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

### **EGLS<sup>3</sup>**

The EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. EGLS<sup>3</sup> surveys are not offered during the Summer semester due to logistical constraints.

### **HCC Email Policy**

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

## **Office of Institutional Equity**

<http://www.hccs.edu/departments/institutional-equity/>

### **Ability Services**

<https://www.hccs.edu/support-services/ability-services/>

### **Title IX**

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

### **Office of the Dean of Students**

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

### **Department Chair Contact Information**

Dr. Alan Ainsworth, [alan.ainsworth@hccs.edu](mailto:alan.ainsworth@hccs.edu), 713.718.7591