HCC | **HOUSTON COMMUNITY COLLEGE**

Division of English and Communications
English Department
https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/

ENGL 1302: Freshman Composition II | Lecture | 20435
Spring 2021 | 16 Weeks (1.19.2021-5.16.2021)
Online on a Schedule | Kaltura Canvas Media Gallery | MW 9:30-10:50 AM
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Soyeon Lee, Ph.D.	Office Phone:	N/A
HCC Email:	soyeon.lee@hccs.edu	Office:	N/A
Office Hours:	TTH 11:00-12:20 PM via Canvas Chat or Media Gallery or schedule an appointment at https://calendly.com/soyeonlee		

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
HCC e-mail or Canvas Inbox is the best way to reach me. Please contact me with questions or concerns via email at soyeon.lee@hccs.edu or **Canvas Inbox**. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

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

Welcome to ENGL 1302 Composition II! In this course, you will study how rhetorics and arguments work by exploring the environmental context and its global-local connection in our reality. The focus is to enhance your rhetorical understanding of research-based arguments and persuasive texts, shape critical thinking abilities, and build argumentation strategies.

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. Each week, you will complete several reading and writing assignments, all of which will be found in the Canvas course modules. 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* (WW), online *on A Schedule* (WS), and *flexCampus* (FC).

FC - The course modality of this class is *flexCampus*.

Faculty will hold class as per the assigned schedule, and students will be assigned to attend in person or online each class period utilizing Canvas Eagle Online.

On the days when you are not assigned to be in person, it is expected that you will attend virtually (online).

Attendance will be taken each class period.

WS - The course modality of this class is *online on A Schedule*.

Faculty will hold class as per the assigned schedule, and students will attend online each class period utilizing Canvas Eagle Online.

Attendance will be taken each class period.

WW - The course modality of this class is *online Anytime*.

Faculty will instruct this class as a traditional online course utilizing Canvas Eagle Online.

Attendance will be taken through completion of online assignments.

This section of ENGL 1302 is Online on A Schedule and meets on Monday and Wednesday at 9:30 am via Canvas > via **Canvas > Media Gallery > Join Meeting**.
On January 20, you will log into Canvas > ENGL 1302 > Media Gallery (Kaltura) and be ready for a virtual class meeting by 9:30 a.m. You will mute yourself and turn on the microphone when you speak up or type your words in the chat room when you participate in class discussions and activities.

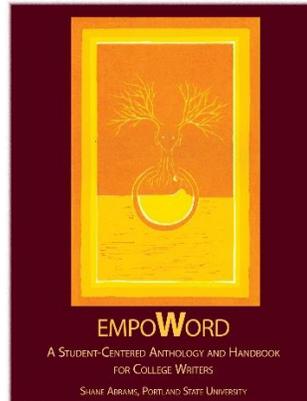**HCC Online Information and Policies**
http://www.hccs.edu/online/

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.
https://eagleonline.hccs.edu/courses/153120

Instructional Materials

Course Reader Information

Open Education Resource Textbook 1:
Abrams, Shane. *EmpoWord: A Student-Centered Anthology & Handbook for College Writers*. Portland State University Library, 2018. Accessible at https://open.umn.edu/opentextbooks/textbooks/empoword-a-student-centered-anthology-handbook-for-college-writers
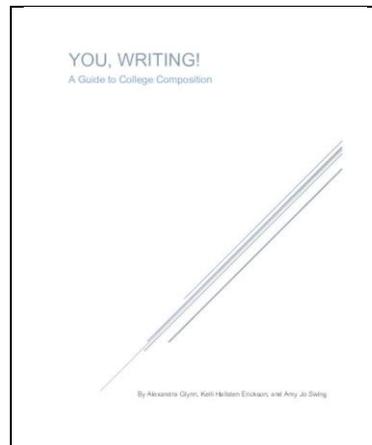
Open Education Resource Textbook 2:
Glynn et al. *You, Writing!: A Guide to College Composition,* 2019. Accessible at https://opendora.minnstate.edu/islandora/object/MINNSTATErepository%3A348

Other Instructional Resources

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in online and in-person environments. 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. Detailed instructions for each assignment are posted on Canvas. Due dates are indicated on each assignment instruction and course schedule.

Overview of Assignments

Rhetorical Analyses
These are two essays with a minimum of 500 words or more on an assigned essay.

Major Writing Project 1: Definition Argument
These are essays with a minimum of 1200 words or more (estimated 4-5 pages, double spaced, 12 point Times New Roman, 1 inch margins) on an assigned essay prompt.

Major Writing Project 2: Research Process Paper
These are essays with a minimum of 1200 words or more (estimated 4-5 pages, double spaced, 12 point Times New Roman, 1 inch margins) on an assigned essay prompt.

Major Writing Project 3: Research-based Argument
These are essays with a minimum of 1200 words or more (estimated 4-5 pages, double spaced, 12 point Times New Roman, 1 inch margins) on an assigned essay prompt.

IMPORTANT: All writing assignments must follow MLA manuscript submission guidelines and be submitted electronically to Canvas on due dates to receive proper credit. The manuscript guidelines are explained and posted on Canvas. It is the student's responsibility to become familiar with the requirements and expectations.

In-Class Activities

You will engage in discussions of readings and responses to them. You will regularly break into a small group and do short in-class writing activities.

Exams

For your final exam, you will write and submit a minimum 400-word reflection that includes what you have learned about writing and how you will apply the writing and rhetorical concepts you have learned to the future writing contexts (college and beyond). This final exam writing will be a response to 3 questions that will help you structure your reflection. The exam date is May 10. A rubric detailing the requirements for a successful reflective writing will be provided to you at a later point in the semester.

Grading Formula

Start Here Module	5%
Module 1 Brief Writing Assignments, Rhetorical Analyses, and Major Paper 1	30%
Module 2 Brief Writing Assignments and Major Paper 2	20%
Module 3 Brief Writing Assignments and Major Paper 3	30%
Digital Exhibition	5%
Final Exam	5%
Professionalism	5%

Start Here Module	5 pts
Module 1 Brief Writing Assignments, Rhetorical Analyses, and Major Paper 1	30 pts
Module 2 Brief Writing Assignments and Major Paper 2	20 pts
Module 3 Brief Writing Assignments and Major Paper 3	30 pts
Digital Exhibition	5 pts
Final Exam	5 pts
Professionalism	5 pts
Total	100 pts = 100%

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

Course Calendar

Week	Dates	Topic / Assignments Due
1		Module 0: Start Here Module and Rhetorical Analysis
2		Rhetorical Analysis 1
3		Rhetorical Analysis 2
4		Rhetorical Analysis 3
5		Module 1: Definition Argument
6		Module 1: Definition Argument
7		Module 1: Definition Argument
8		Module 2: Research Process Paper
9		Module 2: Research Process Paper
10		Module 2: Research Process Paper
11		Module 3: Research-based Argument
12		Module 3: Research-based Argument
13		Module 3: Research-based Argument
14		Module 3: Research-based Argument
15		Digital Exhibition
16		Final Exam

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/
Students who plagiarize or who self-plagiarize (i.e., students who submit works that were submitted to other courses) will receive a zero grade for the assignment, and if academic integrity is further breached in other assignments, students get automatically a F grade and may not be able to continue the classwork and/or HCC coursework, following the HCC information about academic integrity policies. In that case, plagiarism will be reported as student misconduct in the form of Scholastic Dishonesty Incident Report: https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/

Attendance Procedure

Because this course is an Online on a Schedule class, you must log into Canvas on the designated dates and times for virtual class meetings and Canvas Inbox (mailbox) daily. Your writings and small assignments are graded by points and make up your total grade. For example, if you do not log into Canvas and miss your assignment, you cannot receive the designated points (no submission = zero point) and might fail this course.

I do not accept any late submissions for small assignments, so if you miss your due date and time, you cannot earn the points. If you do not participate all in-class activities and assignments (e.g., Start Here Module, Rhetorical Analyses) required to complete before the Official Day of Record will result in the PeopleSoft student system automatically dropping you from the course. To make success in this Online on a Schedule course, it is important to set up specific time slots every day for your study and writing and use your time management strategies.

During the first 10 minutes of every class session, remember to sign the attendance roster by putting down your name in the Chat room. If you arrive to class after 10 minutes or leave 20 or more minutes early, you are counted ABSENT. Two late arrivals will be recorded as an absence. Up to two absences will not affect your grade of professionalism. Three absences will result in one-point deduct. Four absences will result in two-point deduct. Five absences and beyond will result in zero point in the Professionalism grade.

If you need to miss class, you should let me know ahead of time via email, so that I can record the class meeting session for you. If there is no request in advance, I do not record class meetings. In case you do miss class, you are still responsible for the work due that day. I will not reteach or email a summary of the class lecture. However, I am glad to meet with you by appointment to answer questions. If you are concerned about your ability to actively participate, it is best to speak with me as soon as possible, so we can discuss your concerns and make a plan.

Student Conduct

You will be expected to participate online professionally—meet deadlines, engage in class discussions through microphone or chat, and collaborate in a respectful manner specific to Online Anytime (e.g., on Canvas). Professionalism includes all of these as well as regular participation in all facets of classroom life, and sincere effort to improve your own writing and

that of your peers through peer review, revision, and conferencing in your digital exhibition presentation. If your performance does not comply with professional behaviors (e.g., student misconduct, including but not limited to plagiarism and sexual misconduct) and disturb others' academic performance on Canvas, it will be documented and filed to the Student Conduct incident reporting forms, which may lead to discontinuation of this course and affect your coursework at HCC.

Instructor's Course-Specific Information

Late Work Policies: Late rough drafts, prewriting activities, peer reviews, homework /classwork will not be accepted at all. Most people have issues going on in their lives, and successful people are the ones who do not let their issues get in the way of their work. Illness or family emergencies happen, but these occurrences do not excuse late work. If you have emergencies, please consult me as soon as possible via email. If you appeal excused non-submission or late submission, the missed homework/classwork must be evidenced by written documentation of a serious illness or critical emergency.

No late submissions are accepted for rough drafts, pre-writings, peer reviews, brief assignments including discussion question assignments. POINT DEDUCTIONS apply to Final Major Papers submitted after the due date.

- 1 day late = one-point deduction
- 2 days late = two-point deduction
- 3+ days late = final paper grade is a ZERO

Any inquiries about grades must be done via video conferencing during office hours or at the end of the virtual class meeting before the last instruction day. I do NOT respond to any questions about grades via email and beyond the last instruction day.

Doing a peer review is a very important activity in the writing process. Once you submit your full draft, you will start reviewing your peers' papers as a reviewer. It is very important to submit your paper in the peer review folder to be eligible to contribute your review work and get peer reviewers' comments. If you are late in submitting your draft in the peer review folder within the deadline fail in submitting your draft, you will lose the opportunity to do a peer review and automatically get a zero point for your peer review points (maximum 2 points).

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[3]

The EGLS[3] ([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[3] surveys are only available for the Fall and Spring semesters. EGLS[3]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, 713.718.7591

ENGL 1302 Composition II
Course Schedule
The following schedule may change over the course of the semester.

EW=*EmpoWord*, YW=*You, Writing* (Textbooks), DQ=Discussion Questions
Day 1: Monday Class; Day 2: Wednesday Class
Assignments are due Tuesdays and Sundays 11:59 p.m.

Week	Schedule
Week 1 **1/19**	**Start Here Module** Day 2: Introduction to the class theme: "Food and Healing during the Pandemic" Canvas tutorials, effective email communication, Team Discussion Leading, Sign-up for Food Advocacy Workshops: Cookbook Recipe 3D Tinkercad Design or Food Activism 2D Inkscape Design sign-up for Making Activities Overview of Syllabus and Doing a Rhetorical Analysis Carroll's "Backpacks vs. Briefcases" Sun: Start Here Module, Syllabus, DQ 0, and DQ 1 Due
Week 2 **1/25**	**Module 1: Rhetorical Analyses and Definition Argument** Day 1: Rhetorical Analysis 1: Steingraber, "The Tune of the Tuna Fish" **Team Discussion Leading 1 (Steingraber)** _____ Day 2: In-class writing: Rhetorical Analysis 1 Sun: DQ 2 Due
Week 3 **2/1** **2/1: Day of Attendance Record**	Day 1: Rhetorical Analysis 2: Barlett and Steele, "Monsanto's Harvest of Fear" **Team Discussion Leading 2 (Barlett and Steele)** _____ Day 2: In-class writing: Rhetorical Analysis 2 Sun: DQ 3 Due
Week 4 **2/8**	Day 1: Rhetorical Analysis 3: Bullard, "Environmental Justice: It's More than Waste Facility Siting" **Team Discussion Leading 3 (Bullard)** _____ Day 2: In-class writing: Rhetorical Analysis 3 **Major Paper 1 Guidelines Overview**

Week 5 **2/15**	Day 1: President's Holiday T: Major Paper 1 Guideline Reading, ~~DQ 4 Topic Selection Due~~ ~~Day 2: Shaping a Definition~~ (No class meeting due to Winter Storm) ~~**Team Discussion Leading 4 (Haslam)** _____~~ ~~Sun: DQ 5 Due~~ ~~DQ 6 Virtual Tutoring Plan Due~~
Week 6 **2/22**	~~Day 1: Reading *You, Writing* (YW) pp. 63-65, quotation sandwich models,~~ ~~signal phrases, and student sample paper~~ (No class meeting due to Winter Storm) T: DQ 4 and DQ 5 Due DQ 6 Virtual Tutoring Plan Due Day 2: Reading *You, Writing* (YW) pp. 63-65, quotation sandwich models, signal phrases, and student sample paper **Team Discussion Leading 4 (Haslam)** _____ Sun: DQ 7 Quotes and Thoughts
Week 7 **3/1**	Day 1: Drafting your paragraphs for Major Paper 1 and view transitions and metalanguages T: DQ 8 Paragraph Writing Due Day 2: Peer review guidelines, complete peer review assignments, and your virtual tutoring session. Sun: Submission Partial Draft Paper 1 Due
Week 8 **3/8**	**Module 2: Research Process Paper** Day 1: **Major Paper 2 Guidelines Overview** EW Chapter 7 and 8 **Team Discussion Leading 5 (Cyr and Slater)** _____ **Team Discussion Leading 6 (Reese)** _____ Library Instruction for Searching Databases (Professor Almestica) T: Submission Full Draft Paper 1 Due Day 2: **Guest Speaker Food Talk 1** Sun 3/14: DQ 9 Peer Review Due Sun 3/14: DQ 10 Due

3/15-3/19 **No Class** **Spring Break**	Sun 3/21: T: Final Major Paper 1 Due Sun 3/21: Virtual Tutoring Reflection Due

Week 9 **3/22**	Day 1: Creating an Annotated Bibliography Sample Annotated Bib T: DQ 11 and 12 Due 11:59 pm Day 2: Shaping a Working Hypothesis ==Nutrition during the Pandemic (Professor Zhang)== Sun: DQ 13 One Annotated Bib Entry Due 11:59 pm
Week 10 **3/29**	Day 1: ==**Guest Speaker Food Talk 2**== Day 2: ==**Guest Speaker Food Talk 3**== Sun: DQ 14 Interview Excerpts Full Draft Paper 2 Due (1 news article, 2 journal articles, and 1 interview)
Week 11 **4/5** **4/6 Spring** **2020 Reg 16** **WK: Last day** **to withdraw**	Module 2: Research-based Argument Day 1: **Major Paper 3 Guidelines Overview** Read EW Chapter 9 (pp. 271-356), The Toulmin model/Rogerian argument Overview Advocacy Product Design & Digital Exhibition Guidelines T: DQ 15 Peer Review Due DQ 16 Introduction to Makerspace Day 2: ==Food Advocacy Workshop: Introduction to 3D Tinkercad Design (Professor Garza)== Sun: Final Major Paper 2 Due
Week 12 **4/12**	Day 1: ==Food Advocacy Workshop: Introduction to 2D Inkscape Design (Professor Garza)== T: DQ 17 Due Day 2: ==Digital Portfolio Workshop (Professor Almestica)== Sun: DQ 18 Small Group Conferences Sign up

Week 13 **4/19**	Day 1: Small Group Conference 1 T: DQ 19 Paragraph Writing and Quotes and Thoughts Due Day 2: Small Group Conference 2 Sun: Full Draft Paper 3 Due
Week 14 **4/26**	Day 1: Small Group Conference 3 T: DQ 20 Peer Review Due Day 2: Small Group Conference 4 Sun: Digital Exhibition Posts Due
Week 15 **5/3**	Day 1: Digital Exhibitions Your MS Sway Links @ Padlet **Community Cookbook Exhibit (3D Design)** **Food Action Exhibit (2D Design)** **Digital Portfolio Exhibit** T: Comments on Others' Posts Due Day 2: View "Revision Checklists" Sun: Final Major Paper 3 Due
Week 16 **5/10** **Final Exam** **Week**	**Final Exam on 5/10, 9 a.m.**

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