

If you have any problem logging into our course website at any time during the semester, contact the HFCC Office of Instructional Technology.

Phone: 313-845-9663., ext. 3 or 4

Email: support@henryford.ucompass.com

All students are required to read the syllabus below and to agree to its stipulations. Proceeding in this course is your acknowledgement that you have read the syllabus, understand it, and agree to its provisions.

HENRY FORD COMMUNITY COLLEGE

ENGLISH DIVISION

ENGLISH 132 Fall 2006 Course Syllabus

Sections 98 & 99

Dr. McIlroy LTC-216

Office Hours: MWF: 11-1; Th: 12:30-2:30

& by Appointment

TOTAL CONTACT HOURS: 47

PREREQUISITE: A grade of C- or better in English 131

CO-REQUISITE: None

COURSE GRADING SCALE: A-E

CATALOG DESCRIPTION:

English 132 is the second course in the two-semester college-level reading and writing sequence that begins with English 131. The course further instructs students in the reading, writing, and critical thinking skills required at four-year colleges and universities and in the workforce. Students will learn how to select, evaluate, analyze, synthesize, reference, and document source material, including a variety of literary works that explore diverse themes and cultural perspectives. Students will then use the source material to complete a college-level research paper.

GOAL STATEMENTS:

Students will regard readings not as elements in a specialist's world, but as thought-provoking perspectives on life past and present. Students will read accurately and critically, learning how to assess the relationship between the theme(s) of a work and the outlook of individual characters. Students will draw inferences from reading, participate in class discussion, and write essays and a research paper, employing a college-level vocabulary.

MAJOR CORE COURSE OBJECTIVES

Reading Objectives

By completion of English 132, students will be able to accomplish the following:

Summarize a work of fiction or non-fiction.

Discuss connections between a literary text and human experience.

Identify and analyze particular elements such as style, structure, theme, character, plot, point of view (in a literary text).

Discuss how diversity is represented in the literature.

Writing Objectives

By completion of English 132, students will be able to accomplish the following:

Plan, draft, revise, and edit essays.

Write essays in class with opening, supporting, and closing paragraphs

Compare and contrast terms, ideas, or literary elements.

Develop or explain definite themes, using specific details from the reading selection.

Write essays that use a college-level vocabulary.

Write essays that have minimal errors in syntax, grammar, and mechanics.

Writing Objectives for the Research Assignment

By completion of English 132, students will be able to accomplish the following:

Draft an analytical and persuasive thesis that does one of the following:

Analyzes literature and/or readings on a given theme.

Contrasts an author's treatment of a theme with current societal perspectives of that theme.

Contrasts elements (e.g., characters) from two different works of literature.

Compose a coherent, unified research essay.

Demonstrate argumentation skills by making a convincing, coherent, logical argument.

Paraphrase and integrate documented material correctly into their writing.

Write clear, direct sentences, varied in length and construction, applying basic syntactic principles such as coordination, subordination, and parallelism.

Document research in a format (e.g., [APA or MLA](#)) relevant to a student's major field of study (e.g., nursing, education).

* General Education Outcome: Critical Thinking and the Research Paper

Using critical thinking skills, a student will be able to accomplish the following:

Generate and develop a defensible inference based on available information.

Assess the credibility of outside sources, including secondary sources and online material by evaluating their accuracy, bias, and ethics.

Synthesize those sources with a student's own interpretation of a topic.

Policy on Academic Dishonesty (Cheating)

Henry Ford Community College considers academic dishonesty to be a serious offense. It is the policy of the College that determination of and appropriate action in respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses.

Academic dishonesty is any activity intended to improve a student's grade fraudulently.* It includes, but is not limited to, the following:

1. Unauthorized acquisition of tests or alteration of grades (such as the stealing of tests, test keys, or grade books from faculty offices or elsewhere, or the purchasing of tests or grade books);
2. Unauthorized use of notes, books, or other prohibited materials during an examination;

3. Open cheating on an examination (such as copying from another student's paper);
4. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received;
5. Providing unauthorized assistance with any work for which academic credit is received;
6. Revision of graded work in an attempt to receive additional credit fraudulently;
7. **Plagiarism (using another person's work without acknowledgment);**

(If I have any questions about the authenticity of the writing you do in this course, I will require that you do an impromptu essay in my presence so that I can compare your writing style with the work that you have submitted online.)

8. Any other conduct intended to obtain academic credit fraudulently or dishonestly.

If an instructor fails a student in a course for academic dishonesty, the instructor must immediately notify in writing the student and the registrar of the infraction, retaining copies of both notifications.

The registrar maintains a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she is dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal is placed on the student's transcript. The notation may be expunged at the discretion of the appropriate vice president if the student petitions for its removal after at least two years have elapsed since the disciplinary action.

If a student believes that the accusation is false, he or she may appeal through the Student Complaint Procedure. If the appeal reaches the Student Complaint Board, the Board may consider only whether the charge is justified. The Board may not set aside or change the penalty given by the instructor unless the charge of academic dishonesty is set aside.

*Any action that violates the Student Conduct Policy and Due Process Procedure is also subject to review under that policy.

Student Conduct Policy and Due Process Procedure

PREAMBLE

Henry Ford Community College is a comprehensive community college dedicated to maintaining a teaching-learning environment that fosters critical thinking, creativity, personal integrity, and self-esteem. We value the diversity of our educational community and of the communities we serve. The purpose of this document is to define a collegiate standard of behavior and to explain the actions to be taken if a student disregards this standard.

RIGHTS AND RESPONSIBILITIES

Students have the rights and accept the responsibilities of participating in an educational environment when they enroll at HFCC. Each student is expected to respect the rights of others and to help create an environment where diversity of people and ideas is valued. A collegiate community should be free from intimidation, discrimination, and harassment, as well as safe from violence. Students are also expected to know and obey federal and state laws and local ordinances, as well as be responsible for following College policies.

Students at HFCC have the same rights under the constitutions of our nation and state as other citizens. These rights include freedom of expression, press, religion, and assembly. Freedom of expression, for example, includes the expression of reasoned dissent and the voicing of unpopular views. With every freedom goes the responsibility of according the same right to others. All students have the right to be treated fairly and to have access to College policies. Students are entitled to appropriate due process should they be accused of behavior that is in violation of laws or College policy.

I. GENERAL

A. The purpose of this policy, Student Conduct Policy and Due Process Procedure, is to help protect the safety and well-being of the campus community and to assist the College in providing an environment that supports the educational process. The responsibility for maintaining such an environment is shared by all members of the College community.

B. This policy deals with non-academic behavior, such as criminal behavior and disorderly conduct. Academic behavior, such as cheating, is dealt with in the Student Handbook and the Faculty Handbook.

C. The Student Conduct Policy may be amended with the approval of the College Organization. The Due Process Procedure may be amended with the approval of the Senate, the Vice President/Dean of Student Services, and the President of the College.

D. The College's Board of Trustees retains the ultimate right to make and enforce rules relating to student conduct and discipline.

II. STUDENT CODE OF CONDUCT

A. Students at HFCC are expected to show respect for order, law, the personal rights of others, and the educational mission of the College, as well as to maintain standards of personal integrity.

B. Behavior or situations that violate these standards include, but are not limited to:

1. interference with normal College or College-sponsored activities, including, but not limited to: teaching, College administration, and College Board meetings;

2. non-compliance with the directions of College personnel, including campus safety, or with the orders of any College board, such as the Student Center Board;

3. violation of accepted standards of decency;
4. discrimination against an individual or group in any activity, opportunity, or organization on the basis of race, ethnicity, gender, religion, sexual orientation, creed, national origin, ancestry, age, disability, height, weight, or marital status;
5. harassment that interferes with an individual's work or educational performance;
6. physical assault;
7. stalking;
8. threats of injury or harm;
9. arson;
10. theft;
11. gambling;
12. property damage;
13. possession of firearms or dangerous weapons;
14. possession, use, or distribution of alcohol or illegal drugs.

The complete text of this policy is available in the office of the Vice President/Dean of Student Services, 105 Administration.

132 Course Requirements and Grading:

PLEASE NOTE:

The HFCC Fall semester begins on August 24. There are not allowances or make-ups for students who begin late, for whatever reason.

Students can earn a total of **500** points this semester.

The research paper will count for **150** points.

The quizzes (essay and short answer) are worth **200** points. (Most quizzes will be worth ten points each.)

There are no make-ups on quizzes. However, every student who misses a quiz will receive 10 points at the end of the semester if you miss a quiz. If

you do not miss any quizzes, I will add an additional 5 points to your total score.

Three assigned essays will be worth **150** points, **50** points each. Due dates for the essays will be listed on the Announcement page.

Final grades will be determined by your total points:

465 points and above = **A**

445-455 = **A-**

440-444 = **B+**

406-439 = **B**

395-405 = **B-**

385-394 = **C+**

356-384 = **C**

348-355 = **C-**

300 – 347 = **D**

Below 300 = **E**

(no D+ or D- grades will be given)

Tentative Reading Schedule (all works can be found in our anthology):

Week Two -- *Death of a Salesman*, Act I

Week Three—*Death of a Salesman*, Act II

Week Four—*Fences*, Act I

Week Five—*Fences*, Act II

Week Six—*Hamlet*, Acts I and II

Week Seven—*Hamlet*, Acts III, IV

Week Eight--Hamlet, Act V

Weeks Nine, Ten, and Eleven—The short stories Everyday Use, A Worn Path, A&P, I Stand Here Ironing, Cathedral

Week Twelve —The Langston Hughes Casebook, pp. 894- 934

Week Thirteen: Chapter 30—Poetry

Week Fourteen: The Glass Menagerie, Part I

Week Fifteen: The Glass Menagerie, Part II

Course Contract:

All students must read the syllabus and agree to the course guidelines before proceeding in this class. To be eligible to take this course you must have passed English 131 with a C or better. If you are not sure you have done so, you need to check. Otherwise you could be dropped from this course.

You will need a reliable computer and regular internet access. **Computer problems at your end (losing your internet connection or crashing) will not be sufficient reasons for you to miss due dates or for me to reset any quiz or allow you to re-do any assignments).**

Please read the above paragraph again. It is important. Please do not ask me to re-set any quiz or assignment because you have a computer problem. In an emergency you can use the school's computers in the library or the Learning Lab or any computer that has access to the Internet. Of course, if you do not wait until the last minute to do your assignments or complete your quizzes, there will be ample time for you to find a computer that works.

I realize that computers do freeze up on occasion, but I cannot allow students who may have already seen the questions on a quiz to take that quiz at a later date.

This is an internet course. All communication, guidelines, and requirements will be posted on this site. **Please read the announcement page every day. Assignments and changes in assignments or due dates will be announced there.**

It is crucial that you stay abreast of what is happening each week. **I will not make exceptions (extending deadlines, etc.) for individual students no matter what the circumstances might be. This would not be fair to the other students.** Always make sure to scroll down to read all the announcements.

Email me only through our course website (merely click on my name as it appears on the Announcement page). Do not use my regular HFCC faculty address. If you need personal assistance with the course work, please arrange to see me in my office during office hours or in the Learning Lab on Wednesday evenings from 6:15-7:45.

Plagiarism (intentional or unintentional) will not be tolerated. **I will immediately "flunk" any student who submits work that is not his or her own. It is very easy for an English teacher to identify plagiarized writing. If you are hoping to get by in this class with work that is not your own, please drop this class now.**

As an online student, you will need to have access to a computer that is connected to the Internet to reach our course website. Let me emphasize that you will need regular, almost daily, access to a reliable computer and Internet connection. If you do not have this access, do not take this course. Additionally, since all of our work is done online (including timed quizzes and essays) a malfunctioning computer or internet connection IS NOT AN EXCUSE TO REDO AN ASSIGNMENT.

If you get logged off in the middle of a quiz or your screen freezes up, for example, or your dog bites the cord or you two-year-old yanks the plug out of the wall, you will not be able to have a second chance to complete any graded or timed assignment. I cannot allow students to take a quiz who have already seen the questions. Only if there is a malfunction of UCOMPASS software, confirmed by our UCOMPASS course administrators, will any allowances be made.

Please understand that I can make no exceptions for individual student problems or predicaments and still be fair to all other students. All course assignments must be completed on time. Penalties and other adverse consequences for not meeting the course requirements are clearly outlined in the syllabus and course contract. Do not think an online course will be easier than any other college class. This is not a study-at-your-own-pace course. For our purposes, we can adopt the following motto: Online means on time!

- **Texts:** One book is required: Literature: reading, reacting, writing (compact sixth edition) by Kirszner & Mandell Publisher: Thomson/Wadsworth All of our current reading assignments come from this text, though I may occasionally ask you to read something on the Internet.

Due Dates:

There will be readings and quizzes on those readings each week. *Quizzes will be posted each week on Thursday afternoon or Friday morning. You will have until Sunday at 10.00 p.m.* to complete them. The readings will be posted at least a week before the Friday quizzes.

*Our first quiz (on **Act I of Death of a Salesman**) must be completed by 10:00 p.m. on Sunday, September 1.*

IMPORTANT: Do not click to take the quiz until you are ready to take it. Once you click to take the quiz, you cannot exit and then re-take it. UCOMPASS records when you click on to take the quiz and signals me that the "quiz has been accessed but not submitted." This means you have seen the page with the quiz questions but have exited out of the quiz. If you do this, I cannot allow you a second try.

Also remember to check the box at the bottom of each quiz before submitting the quiz. Additionally, most quizzes will have time limits and penalties if you go over the time limits. Use your own watch to monitor your time. Do not click on any time boxes on the quiz page itself.

In addition, if you are plagued by pop-up boxes that often appear on your computer screen when you are on the Internet, please be aware that they could interfere with your quizzes and get you bumped off the site. I cannot re-set your quiz because you have had a pop-up box interfere with your work. If your personal computer has this problem, you need to take your quiz on another Internet site that doesn't.

Quizzes will be posted each week on Thursday afternoon or Friday morning.

Due Dates on Essays:

All essays will be due on Friday by 10:00 p.m. in your online student folder saved as attachments as Word or RTF documents. If I cannot open or read your attachments they have not been turned in on time. Late essays will receive a one-grade penalty. A "B" will be a "C," for example, and no essays, including the research paper, will be accepted more than three days late.

Section 98

*Essay #1 Sept. 22
Essay #2 Oct. 20
Essay #3 Nov. 17
Research Paper Dec. 8*

Section 99

*Essay #1 Sept. 29
Essay #2 Oct. 27
Essay #3 Nov. 24
Research Paper Dec. 8*

Grammar, spelling, punctuation: As this is the second of two required college composition classes, I expect that you are proficient in the technical aspects of grammar, spelling, and punctuation. You will not receive passing grades on assignments that are deficient in these areas. Sometimes students need to improve in these areas BEFORE enrolling in English 132 even if they have passed previous English classes. Students can receive additional help in these areas by visiting the Learning Lab as a drop-in student or by enrolling in English 086. Also try the website owl.english.purdue.edu.

Your email messages to me should also be written in standard, edited American English. Like your compositions, they will also be evaluated for grammatical correctness.

Withdrawal:

To drop this course, students must do so themselves in the Registrar's office by November 9. I will not issue drops myself. In other words, if you stop doing the course work, it is to your advantage to officially drop this class or you will receive an "E."

Do not hesitate to email me if you have questions. I am here to help you learn and receive the best possible grade you can get. To be fair to all students, however, I cannot change course guidelines and requirements.

Grade	Ideas/Content	Organization	Word Choice	Sentence fluency	Mechanics
A	Purpose clearly established and sustained; details effective, specific, relevant; writing is lively, original, insightful, imaginative	Clear intro, body, conclusion; writing structured to enhance meaning; smooth, seamless transitions; logical sequencing fits purpose; sophisticated paragraphing	Language rich, effective, natural, precise, and vivid; words used to convey images appropriate to audience and purpose; vocabulary varied, specific, and accurate	Variation in pacing, sentence structure, and length that adds interest, flow to text; strong control over simple and complex sentence structures	Few or no mechanical, grammatical, or usage errors; varied and skillful use of conventions; little or no need for editing
B	Purpose established and generally maintained; ideas, details usually effective, specific, and relevant, but may be limited in depth; writing sustains audience interest	Recognizable introduction, body, and conclusion; effective transitions; sequencing appropriate for purpose; effective, logical paragraphing	Language reflects a variety of words that are acceptable, functional, and appropriate to audience and purpose.	Sentence structure allows reader to move through topic; more sophisticated sentence patterns attempted; strong control over simple structures, but variable control over more complex structures	May have some errors, but they do not interfere with meaning; skillful use of common conventions; moderate need for editing
C	Purpose inconsistent or vaguely established; ideas thinly developed; details, while provided, may be irrelevant, unfocused or general	Undeveloped or ineffective introduction, body, and/or conclusion; transitions mechanical or rarely used; sequencing attempted but coherence weak; placement of details ineffective; some errors in paragraphing	Language is ordinary or inappropriate for audience or purpose; words lack interest, precision, or variety; words may be misused, misunderstood, or misinterpreted	Over-reliance on simple or repetitive constructions; good control over simple structures with little control over complex structures; awkwardness in structures interfere with meaning	Errors do not block meaning, but do distract the reader; some control over basic conventions; significant need for editing
D/F	Purpose not established; ideas, details very limited; unclear, or difficult to follow; writing is repetitive, disconnected, random; writing is off topic	Failure to provide an identifiable introduction, body, or conclusion; transitions ineffective or missing; writing unfocused; significant errors in paragraphing	Language is monotonous, repetitious, or inaccurate; words are general, vague, limited in range, or fail to communicate	Significant number of awkward, choppy, or rambling constructions; sentence structure frequently obscures meaning; little, if any, sentence variety	Errors interfere with readability and meaning; limited skill in using conventions; need for extensive editing

The “A” Paper never strays from its purpose or mistakes its audience. Its subject is focused, significant, interesting, and manageable. It is correctly organized but not mechanical. Each topic paragraph has a controlled idea, solid detail, and smooth transitions. Its sentences are varied in length and structured according to the writer’s purpose and emphasis. The word choice is almost uniformly good. Words are chosen for precise denotation, connotation, and tone. Mechanically, the paper is correct except for excusable errors of inadvertence and violations of highly technical rules.

The “B” Paper has a firm purpose but may not always affect the audience as the writer expects it to. It is focused and interesting. Its organization is correct, but transitions are sometimes strained. Each topical paragraph has a controlling idea and good supporting

detail. The sentences are usually varied to suit the writer's purpose and indicate the writer's emphasis.

The "C" Paper has some interesting parts, but the interest is not uniformly maintained. The purpose is not always clear. The organization is acceptable, though some parts may be awry. The essay has a clear thesis or principle of organization. Each topical paragraph has a controlling idea and some support, though the support is sometimes vague or weak. There are few errors in sentence structure, but the sentences are not varied in length and structure. The word choice is generally correct, but the range of words is limited, so that the diction is sometimes imprecise and monotonous. Although the paper contains few major errors, there are mistakes in spelling, grammar, and punctuation.

The "D/F" Paper often lacks purpose, direction, and a sense of its audience. Too often it seems an unfocused, mechanical exercise rather than an interesting writing. Some principle of organization is apparent, but the principle isn't successfully followed or lacks consistency and coherence. The paragraphing is rational, but the topic paragraphs are undeveloped, often just a series of generalizations. Errors in sentence structure are frequent and of the gravest sort. Words that should be within the range of college students are occasionally misused or confused. Errors indicate overall failure to understand the basic grammar of the sentence. Many words are misspelled.

SAMPLE