**Dr. Christopher Carney**

**Houston Community College, Northwest -- Katy Campus, Office #229**

**Fall Term, 2013 (8/26 – 12/15)**

 **Email:**  christopher.carney@hccs.edu

**English 1301 / Composition I / 3 units**

 **#62440 M/W 9:30 – 11:00 Rm. 360D and #62123 Tu/Th 11:00 – 12:30 Rm. 115A**

**Office Hours: 8-9:30 M/W and 12:30-1:30 T/TH**



**I. Communication and Contact**

### b16 ecause I firmly believe that **communication is vital**, both to your success and mine, please bring any concerns, questions, criticisms, suggestions, or comments in general to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are! While I prefer that you talk to me in person about such concerns, please feel free to write an email or a handwritten note if you prefer. When it comes to communication, *never* feel as though you cannot talk to me!! There are no “dumb” questions, and I would *never* be personally offended if you need to offer constructive criticism about any aspect of my teaching or our class—provided your tone and word choices are both respectful and collegiate.

Beyond official office hours and formal appointments, the best time to raise your question or discuss a concern with me is during class time—either in our open-class setting for everyone to hear, or as a question directed at me individually when the class is engaged in a collaborative, group exercises.

### I check my **email** frequently, and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick reply). Some days certainly involve more frequent checking of email than others, but rest assured that I check my email a few times every day! On some occasions, especially if I receive an email within a short period of time before our class meets, I might determine that I can meet your needs more effectively if I address your email in class and/or in person, as opposed to giving you a long, potentially confusing written response; on these occasions, I will simply state this in a quick one-liner. **NOTE:** I will **not** reply to messages requesting a repeat of all the information a student misses in the event of an absence, as doing so uses time and energy that is better spent addressing concerns or questions students have with their actual assignments or their progress in the class. It is***your* responsibility** to find out what *you* miss in the event of an absence by **contacting one of your classmates and/or referring to the schedule.** Therefore, being part of a reliable group of peers (i.e. “study group”) goes a long way to ensure your success—and theirs! Again, I will not reply to messages requesting information about what you miss in the event of an absence, so don’t ask. Also, **be sure to have your HCC email account activated and check it often because whenever I have announcements for the class, I send them to everyone in group message format via HCC email.**

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**II. Required Books/Supplies:**

1. ***Norton Reader*** (13th Edition)

2. ***Connect Composition*** (online/McGrawhill) and **1301 Study Guide** (note: you have ***already*** paid for the

 electronic version of the course handbook through your purchase of McGrawhill Connect—an automatic

 fee that was collected when you enrolled for English 1301). If you would like to have a printed hard copy

 of the handbook, you may purchase it through McGrawhill for 20.00.

3. A bound **writing notebook**

4. Access to a **computer and printer**; **an active email account at H.C.C.**

**III. Course Description, Objectives, Outcomes, and Value:**

1. **HCC Catalog Description of the Course:**

“A course devoted to improving the student’s writing and critical thinking. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. A “Core Curriculum” course.” (*H.C.C. Catalog*)

 **B*.* My Description and Objectives:**

This composition course is designed to provide you with guided opportunities to practice various elements and modes of writing, and writing strategies, commonly used in collegiate and/or professional settings. In essence, this course prepares and equips you for the expectations of college writers throughout all of your present and future coursework. While the development of your **writing** is our primary objective in the course, it cannot develop as it should without likewise developing and sharpening two other vital points in a triad of skills: writing, **reading** and **thinking.** Therefore, responding analytically and critically to a vast range of texts, along with **verbalizing** your thought-processes, will characterize most of the assignments and activities we do throughout the semester. In order to become a more proficient writer, you will need to fully understand *and practice* all of the dimensions of the **Writing Process**. In this course, you will learn and/or refine your current understanding of this invaluable process because you will be required to write both formal and informal papers of varying lengths, utilizing all of the various stages in this process. Along with the Writing Process, we will closely examine various rhetorical modes of writing, commonly used in both academic and professional/career writing situations. I am a strong believer in writing across the curriculum, which basically translates into developing sharp audience awareness and, with flexibility, applying writing skills to a wide variety of situations: personal, academic, and professional. Learning about the various distinctions in these modes will help you better understand and refine a number of general composition skills required in all essays. These skills include: building healthy paragraphs, varying sentence lengths, applying/citing outside sources, sharpening cohesion, using transitions, and perfecting coherency.

**C. Value of This Course**

**English 1301 is possibly one the most valuable classes you will take in your entire college career, and certainly in your undergraduate years if you plan to transfer to a university. For that matter, the same applies to 1302.** Wow. Big statements! Do they arise from conceit, or an elitist/bias view of the English department over other, equally valuable disciplines? Nope. Is it true that I love my discipline and still appreciate a great many other disciplines beyond my own? Yep! I was a History major before I switched to English, and I have a tremendous respect for those disciplines that are the most difficult for me to grasp—such as Math and Science. My comments simply reflect a practical reality every college student encounters in their academic career: the **frequency, value/weight, and quantity of writing** required of them (not to mention reading and critical thinking)—regardless of their major. Students’ brilliant formulas in the sciences or the fantastic theories and interpretations of material in the minds of students in business or the social sciences will likely mean very little to them if they are unable to effectively communicate their ideas in writing. Without an ability to communicate effectively, students are hindered in their ability to demonstrate to their professors what they know. Beyond academia, my comments also reflect the reality of nearly every workplace, especially in the 21st Century, when it comes to written communication and literacy. Thus, attaining positions, receiving promotions, or generally functioning on the job are all dependent upon employees’ writing skills. Convinced? I hope so! I hope you can see how valuable this class will be for YOU, regardless of your academic or career goals.

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**IV: Outcomes**

1. **Academic Discipline / CTE Program Learning Outcomes:**

• Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument,

 persuasion, and various genres

• Analyze various genres of writing for form, method, meaning, and interpretation.

• Employ research in academic writing styles and use appropriate documentation style

• Communicate ideas effectively through discussion

• Write in appropriate genres using varied rhetorical strategies

1. **Course Student Learning Outcomes: English 1301 is part of the Core Curriculum and, as such,**

 **emphasizes all of the Core Competencies: reading, writing, speaking, listening, critical thinking,**

 **and computer literacy**. To successfully complete 1301, you will:

• demonstrate knowledge of writing as process

• apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and

 writing argumentative essays

• analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional

 writers

• write essays in appropriate academic writing style using varied rhetorical strategies

• synthesize concepts from and use references to assigned readings in their own academic writing

 **You may also find key educational objectives and competencies in the *English 1301 Study Guide.***

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#### V. Behavior

**eneral Premise:** *Because you are all* ***adults*** *who are taking this* ***college course*** *by* ***choice****, it should go without saying that everyone will demonstrate* ***maturity, responsibility,*** *and an* ***eagerness to learn.*** *The following policies ensure that everyone experiences a rewarding learning environment.* ***NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund”***

**A. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn; therefore, in

 keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class

 time.”

Attendance will be taken every day at the beginning of class. Furthermore, regarding absences, it is very important to have a typed rough draft (meeting minimum length requirements) on peer response days in order to be considered present on such days; failure to come to class with a legitimate rough draft constitutes an absence.

In accordance with HCCS policy, students with more than 3 classes may be dropped and a daily record of attendance will be maintained throughout the semester. It is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students should this become necessary. Refer to professionalism grade (see below).

**NOTICE: The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition.** (Students who enroll for most credit CEU classes for a third or more times will be charged an additional $50.00 per semester credit hour and $3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed**.

 Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, or F). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive an “F” in the course.**

***INTERNATIONAL STUDENTS:*** Receiving a **W** in a course may affect the status of your student Visa. Once a **W** is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.**  **Class Arrival/Departure** – **A pattern of arriving late to class is not only disruptive, it is disrespectful**–both to me and to the rest of the class. I understand that “life happens,” but the odd traffic jam, computer glitch, or request to stay late at work are clearly exceptions to the norm, and thus should only occur on a rare occasion. I generally have no tolerance for **patterns** of late arrival. However, if you are late, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record. **Be advised that a late arrival of more than 20 minutes will not be changed from an absence to a late; it will simply remain as an absence for the day**. I will also begin combining late arrivals into pairs of two *after* your second late arrival; I will then convert each pair of late arrivals into an absence. For those who acquire absences this way, the same policy regarding absences applies—namely, the potential of being dropped.

**I view premature, sneaky departures from class, particularly when students believe they are doing so without my knowledge, as a behavioral issue**; doing so conflicts with the “general premise” of section V (see above). Anyone who departs from class this way will be counted absent, and he or she will lose all possible points that may have been earned in class for that day. Furthermore, if an out-of-class assignment is due and/or collected on the day such a student leaves early, I will simply count it submitted on the following day (late submission policy imposed).

c. **Disruptive Talking** – Because I am a strong supporter of team learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage in the learning process; I balance lectures with workshops and group discussion. ”**Therefore,** disruptive chatting when we are assembled as an entire class is completely unacceptable, regardless of what you may be chatting about. Such behavior is both disrespectful and immature; if necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in the second grade!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups, who talk and/or distract the class, yet may or may not have been asked to leave, may nonetheless still lose credit on an assignment.

d. **Classroom** **Attitude –** How subtle it is, but ever so revealing of a student’s views towards his or her own self-respect, higher education, future career goals, and adulthood in general. A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude might include, but are certainly not limited to, the following behaviors: *disruptive chatting, ignoring deadlines without communicating with me, sleeping, making excuses, working on unrelated material, being confrontational, excessively exiting class, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors and/or see nothing wrong with them, let me just ask you to honestly consider why you are in college in the first place. *Really*…I’m not being judgmental nor sarcastic when I you to simply ask yourself that question because these behaviors are indicative of an attitude that is not conducive to academic success. For what it’s worth, I know that attitude all too well because I had it myself when I was in high school….*but not in college!* The difference between these settings is huge, namely because college students are not *required* to be here; they attend by choice!

e. Academic Honesty, **Plagiarism, Collusion –** To plagiarize is to submit the words/ideas of another as one’s own

without giving them due credit. It is a form of theft, in addition to being academically dishonest and unethical. Like all other forms of cheating, plagiarism carries serious penalties that are not only enforced by me, but also by HCC administrators. Be advised that **all three of your formal papers must be submitted to turnitin.com** **for review before they are submitted to me.** HCC Policy: *“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”* All work you submit must be your own. If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. 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 on-line student handbook). For more on plagiarism, refer to *The New McGraw-Hill Handbook*, the HCC Library site (on the Northwest Writing Center site), or the HCC Student Handbook.

f. **Arriving to / Exiting the Room:** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “excessively,” *habitually* using the restroom as an excuse for frequent interruptions. Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to let doors slam behind you when you exit or enter a room, especially when the class is in the middle of writing, reading, discussion, or viewing a film; please make an effort to close doors as quietly as possible and demonstrate basic courtesy when you enter or exit the room.

g. **Electronic Recording Devices –** Official HCCS policy concerning camera phones, cameras, audio/tape

 recorders, video recorders and any other electronic device that is capable of recording the human voice or image

 declares that the **“[u]se of recording devices, including camera phones and tape recorders, is prohibited in**

**classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs.**

 **Students with disabilities who need to use a recording device as a reasonable accommodation should**

**contact the Office for Students with Disabilities for information regarding [such] accommodations.”** As a

 student who is active in our learning community, it is your responsibility to be respectful of our learning

atmosphere. To show respect to your fellow students and instructor, **you will turn off your phone and other**

**electronic devices** and will not use these devices in the classroom unless you receive explicit permission. If such

a device sounds or is used during class, it will be considered a disruption of the educational process (such as other

forms of inappropriate behavior) and will be treated as such. If a student expects an emergency call, he or she

must speak to me in order to receive an exception to this policy.

#### VI. Writing Assignments: Formal and Informal Modes



1. **ormal Papers:** Throughout thecourse, you will write **3** formal papers. This section essentially describes essays # 1 (personal narrative) and # 2 (literary analysis). You will receive a detailed assignment prompt for these assignments, which includes specific requirements, due dates for the rough/final drafts, and grading criteria. These papers are all expected to meet minimum page length requirements and be formatted according to MLA guidelines. I will direct you to resources that provide detailed MLA guidelines on my HCC Learning Web profile. **Remember: papers not formatted according to MLA guidelines will not be accepted, and a typed rough draft of each of the 3 papers will be required either 1 day before the final draft is due (see schedule)! It is important to remember the fact that failure to have a rough draft on a due date constitutes an absence for the day**! These rough drafts will receive a stamp to verify that they meet page-length requirements and that they are completed by the required due dates. The stamp provides evidence that you participated in the peer-response exercise, so do not lose it by the time you submit your final draft. Upon collection of these papers, you are required to submit a clean, stapled copy of the final draft with at least 1 rough draft, accompanied by **clear evidence of the writing process, especially revision–**along with peer responses and verification that you have sent your paper **to turnitin.com** for review! In addition, you may be required to submit printouts from various websites along with the paper. I will not accept papers that are missing any of these requirements.

 REMINDER**: All 3 formal papers will be subject to submission at turnitin.com by the required**

 **Deadlines—No Exceptions! I will not accept final drafts of essays in any other format.**

1. ** nformal Journal: (see journal guidelines handout)** You will be asked to write **10** journal entries, each about 1 full page in length, and these entries can be handwritten or typed. Journaling is a fantastic way to keep the “writing gears” moving in your mind through informal freewriting, as journal entries allow you to practice written expression without the pressure and demands that accompany all of the stages involved with the writing process in formal essays. Keep in mind that journal writing is equally as valuable to you, **in your development as a writer**, as the final drafts of your formal essays! In contrast to formal writing, these entries should all be **highly informal explorations of ideas and/or exercises of** **discovery**! I will simply stamp them on the days they are due and skim them over to make sure you have responded appropriately to the assigned prompt when I collect and review them. The last thing you should worry about when you write these journal entries is “correctness” of form (grammar) or content. My concern is simply that you do them on time, and that you follow the general guidelines. In addition to your development as a writer through these entries, your journal responses will also be the basis for many of our class discussions. I may ask you to read the journal entry aloud to the class, or at least share highlights from them. So, regarding these journal entries, relax and try to **enjoy writing for discovery (of your thoughts), rather than delivery (of a final product to an audience).**



   

 Writers

 *Interpretive Analysis*

 *Series*

 *Go There!*

 **You**

 **Write!**

 **V**irtual **T**ravel for **A**ctual **J**ournals **!**

**C. Midterm and Final Exams (in-class essays):** Information for both exams will be provided as the course

 progresses.

**VII. “Quarterly Group Reading Project and Presentation”**

**For all of the details on this aspect/assignments in our course, please go to my 1301 Learning Web page and click on the Word document entitled “1301 Group Reading Modules and Guidelines”**

Simply stated, our class will be divided into groups in four “modules.” Each group is lettered, and each group has particular readings associated with it. **Everyone in the group is expected to read all of the required pages, participate in the written assessment, and participate in the weekly presentation of your findings.** All presentations must be in the form of a **“Prezi,”** and all Prezi links must be emailed to me on or before each presentation day. I will publish them on Learning Web once I have the link, so keep that in mind when you construct your presentations (also, consider whether or not you want last names published online; if not, be sure to keep them out of your Prezis).

  

**VIII. Late and/or Missing Assignments:**

All of these assignments will be discussed at length. Although I will provide handouts that clearly state the requirements and grading criteria, I expect students to keep up with assigned readings and to take notes while paying attention in class. Work that is off-topic, or fails to follow instructions, will not be accepted; extra time will not be granted to resubmit these initially-rejected assignments, so consider them as they are: yet to be submitted and subject to all applicable policies/requirements, such as late penalties. *One letter grade will be deducted for each class period an out-of-class, formal assignment is late*. Peer responses may not be made up and journal entries will only be stamped on the due dates; upon collection of journals, only those entries/assignments with stamps will be counted for full credit. The midterm and/or final exam *may* be made up if they are missed, provided that arrangements with me are made in advance and I approve them.

 **Go to my 1301 Learning Web page for the necessary URL you**

**will need to cut and paste into the McGrawhill website in order to “connect” with the registration**

**ID already established for you through your enrollment in this course. In the 1301 folder, click on**

**the document entitled “Connect Composition Access”**

**IX. McGrawhill “Connect Composition” Online Requirement:** It is vital that you register with

“Connect Composition” immediately and begin the **pre-diagnostic** portion of the **Personalized Learning Plan**

 (PLP)! Then, once this first important step is completed, you will have a shorter period of time than students in a

 regular semester to complete the actual PLP online (I will inform/remind you as we go along of the deadline to

 complete the PLP). Thirdly, you will complete the **post-diagnostic** portion which finishes the process. Your

 percentage of completion then transfers into my 0-100 point scale, which is directly applied to your grade (i.e. 83%

 percent completion becomes 83 points, which is a B); there is no good reason anyone should get less than 100%).

 The other great thing about ***Connect*** is that your one-time fee, which was part of your enrollment fee for this class,

 gives you access to personalized instruction on your writing skills and style for 4 years! This resource will be a

 valuable tool as you develop your writing skills and advance through the next 4 years of your college career. The

 McGrawhill website has a tremendous amount of material to aid you in your development of composition skills,

 and I will utilize their materials for some of our informal exercises as we go along.

**X. Grading Distribution:**

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#### 3 Formal Essays 400 = 100 + 150 + 150

 **Journal 100** = 10 entries @ *up to* 10 points each

#### Midterm 75

#### Final Exam 75

#### Presentations/ Group Projects 200 = 4 at 50 points each

 **PLP (Composition Connect) 100 …** The amount you complete determines the score you receive!

 **Pop Quizzes** 50

  **1,000 points possible**

 Overall: 900-1,000 points=A; 800-899=B; 700-799=C; **600-699=**D**; Below 600=**F

**XI. General Guidelines on Grades:**

**Please note the following points:**

1. Grades will NOT be discussed in class.

2. Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read all of the comments and then schedule an appointment.

3. **I look primarily at content, organization and development. Style, grammar and mechanics are secondary.**

 However, if style and grammar are such that the point is unintelligible, your grade will be affected.

4. Please don’t ask me what your grade at the end of the semester. Wait for grade posting at semester’s end.

5. **Below is a general description of grading criteria (applies to written assignments and overall class performance):**

**A** – Student demonstrates superior ability, skill and originality. Marks of a scholar emerge in this student’s work. Possesses thorough knowledge of material and consistently submits high quality work that is adapted to audience and the rhetorical context. There is a high degree of intuition and intellectual capacity evident regularly. Worked is marked with a spark of exceptional quality. Student demonstrates exceptional ability to think/learn independently and think critically. Work demonstrates successful risk-taking, which is likely “outside the box” to some extent. In short, the work is downright impressive on multiple levels!

**B** – Student shows above average ability, but nothing is too distinguished. Usually goes well beyond what is required, but nothing stands out as terribly exceptional. This reflects the very best work one can produce by not standing out. Work is largely free of rhetorical and stylistic errors, and clearly adheres to all instructions. The work is “safe,” which can be interpreted as a positive or a negative feature depending upon a student’s academic goals. Generally good work by a good student.

**C** – Average work which adequately treats assignments with enough care so as to not have “serious” problems, but is obviously concerned with merely “getting by.” Contains some errors (i.e., mechanical, stylistic, rhetorical, proofreading). Work adheres to instructions generally, but is a disappointment because it is just so blah (lackluster) and/or lacks development and engagement. There is either a lack of care/involvement with the assignments OR a desperate struggle to stay afloat in the course if this work reflects giving assignments their very best (only they know).

**D** – Below average work, but not necessarily failing. Inadequate development of the assignments on several counts, poorly focused writing indicating writer’s uncertainty of tasks. Shows little originality and skill, in addition to significant deficiency in one or more vital areas of the assignments. Student rarely adheres to specified guidelines. Work frequently contains significant errors.

**F** – Student consistently turns in unacceptable work which is sloppy, poorly organized, fails to meet requirements and contains excessive errors in style and logic. Student never meets deadlines and demonstrates no interest and little effort in work.

** **

**XII. Extra Credit Option:**

***If you****…have not missed class more than three times, have not been addressed for a behavioral issue, and have submitted all three formal essays* ***on time****, then you will be eligible for the optional extra credit assignment, which is* ***worth up to 25 points****! I will provide the details for this assignment on a handout I will post on my Learning Web page. Generally speaking, this assignment will involve a visit to either the* ***Museum of Fine Arts*** *or the* ***Holocaust Museum*** *in downtown Houston, and will require an essay that responds to a very specific question pertaining to your visit. You will be required to provide a* ***dated receipt/verification from the museum (after the 3rd essay is collected).***

**XIII. ADA Statement:**

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office for Northwest College at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office. For Northwest College, the Accommodations Center is located at Spring Branch in RC 12. Only those accommodations specified by the Center, in accordance with Texas law, may be provided. For questions, contact 713.718.5165 or the Disability Counselor at Northwest College at 713.718.5422. To visit the ADA Web site, log on to www.hccs.edu, click Future Students, scroll down the page and click on the words Disability Information.

 **XIV. Tutoring and On-line Help:**

 You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at Katy (or even at Spring Branch and Alief campuses). Tutors can help you organize and develop ideas for your writing assignments and to work on problems in grammar and sentence structure. ***Tutors do not write, rewrite, edit, or correct papers for you,*** *but they can help you to do the tasks better yourself.* (However, neither the tutor nor any person—your mother, your high school teacher, your friend, and so on—other than your instructor is the final judge of your work.). **The Writing Center at the Katy campus, located in room 321A, is open Mon and Tues 8am-7pm, Wed and Thurs 8am-2pm, and Fri 8am-noon. The Spring Branch Writing Center hours are M-Th 8am-8pm, F 8am-noon, S 10am-2pm, and it is located in room 703.**

On-line tutoring is available through askonline.net and the Northwest Writing Center. These are especially useful resources for evening and weekend students. You must, however, plan in advance and submit your work well before its due date in order to receive timely advice. **NOTE: I am glad to offer 5 extra credit points for each paper/assignment that you take to the physical Writing Center on one of the campuses (a 15-point possible total)!** If you go, be sure to have the tutor you see there print his or her name on the top page of the rough draft, along with a signature (I believe some of them use a Writing Center stamp, which is also acceptable).

**XV.**  **Module/Group Presentations and Assigned Readings:**

Simply stated, our class will be divided into four modules with four groups in each module (A,B,C, and D). Presentations are divided somewhat quarterly among our 16 weeks, but not precisely. On day two of our class you will need to write your name on each of the four group sign-up sheets. In order to see every group rearranged with new people, I’ve made threefold rule that you ***cannot*** do the following when you sign-up: **1)** use the same letter twice; **2)** sign-up for each letter sequentially (a,b,c,d); **3)** be in the same group with the same person more than twice. Groups are expected to **apply all of the required elements to their group projects**—of which you’ll find on a handout I’ve posted on my 1302 Learning Web page. These guidelines clearly identify all that I expect from each group, including a required “**Prezi**” for the classroom presentation. It will be up to each group to determine how the various objectives and tasks are executed.

**XVI. HCC Student Services Information**

Student Services provides master’s and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans. Student Services regular business hours are the same at both campuses: M-Th 8am-7pm, F-Sat 8am-1pm. Phone numbers: Spring Branch Campus, 713-718-5669; Katy Campus, 713-718-5751.

Additional Information:

http://northwest.hccs.edu/northwest/campus-servies

Early Alert: HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.

**XVII. Pop- Quizzes**

You can expect **5 of these** to occur in our 16 weeks together. Before you panic because of the word “pop,” please be advised that they will be quite brief (1-4 questions) and also quite simple…*if you’ve done the required reading that is!* As for the format, whenever the occasion for a quiz “pops” up (pun intended), you will simply take out a piece of lined paper and write a few answers to a few **basic questions.** Believe me when I say I am not going to dig for some obscure bit of information deep in a reading (only the “Everyone Reads” sections), video, or lecture; I’m skimming right off the surface! If you do the reading, you’ll have nothing to fear with these!!

**XVIII. Online Evaluation**

Students will be expected to participate in the **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, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term. **NOTE: verification of a completed survey will automatically result in your two lowest quiz scores being replaced with 10 extra-credit points!!**

 **XIV. Turnitin.com**

**Please visit my 1302 Learning Web page for instructions to register with turnitin.com (absolutely required for this course)**

***Reminder:*** You must have an **active HCC email account** you plan to use or **check regularly**. This is the means by which I send announcements to the class! **You are responsible** for such information. If you have a personal email address you prefer over an HCC address, simply contact Admissions in order to have them change the email address I have on my mass-email list (roster) for you.

Let’s Have A Great Class!

**Your Success** is **My Success!**

**My HCC Learning Web Page:**

 <http://learning.hccs.edu/faculty/christopher.carney>

*One Last Comment About Composition Connect…*

I**n order** **to avoid huge frustrations** with Composition Connect, **DO NOT** simply go to the McGrawhill website and attempt to sign up from their homepage; as an HCC student, your course fees have already paid for your access to Connect, and McGrawhill coordinates with HCC using our roster system. All this to say that you do not want to sign up for any sort of “trial offer” you may see posted at their site if you visit them; the specific URL I will provide to you needs to get pasted right into your browser address bar so that you are directed to a very specific place on the McGrawhill site for our class.

McGrawhill/Connect **Questions?** Go to: [www.mhhe.com](http://www.mhhe.com)

 … or call technical support at 800.331.5094

NOTE: You must write down the specific case number any or all of the times you need to call this very helpful number, as they always provide a case number. If you bring any problems to me about your inability to connect to “Connect,” I will always ask you for the case # you received when you called technical support first.