English 1301 Spring 2013: Composition and Rhetoric I  
CRN 33385  MW 12:30-2:00

INSTRUCTOR: Professor Schlanger  
OFFICE HOURS: Room AD-8, MW 11am – 12:15pm or by appointment  
OFFICE PHONE: 713-718-5675  
LEARNING WEB ADDRESS: http://learning.hccs.edu/faculty/deanne.schlanger  
EMAIL: deanne.schlanger@hccs.edu

Please contact me concerning any problems that you are experiencing in this course, and remember that you do not need to wait until you have received a poor grade before requesting my assistance. I am available. Feel free to set up an appointment with me or email me, and I’ll be glad to discuss things with you. Also, be sure to take advantage of the tutors (see additional support) who are available during much of the day, six days a week.

REQUIRED TEXTS:
- *English 1301 Study Guide* included with McGraw Hill *Connect* (SG)  
- *The Writer’s Presence*. Donald McQuade and Robert Atwan. 7th ed. Bedford/St. Martin’s: Boston. 2012. The Class Calendar also contains page numbers from the 6th ed. which may be available used. (WP)  
- McGraw Hill *Connect* and Personalized Learning Plan (PLP)  
- A college level handbook, dictionary and thesaurus.  
- Blue books for the in-class mid-term and final.

ADDITIONAL SUPPORT:
- Tutoring and Writing Centers  
  - Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.  
  - On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.  
  - On-Line Tutors: http://askonline.net

COURSE DESCRIPTION
“A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources.” (Core Curriculum course)

PREREQUISITE
Satisfactory assessment score, completion of ENGL 0310 or ENGL 0349 (for non-native speakers) Credit: 3 (3 lecture)

MINIMUM WRITING REQUIREMENT:
Minimum of 5,000 words during the semester.

COURSE OBJECTIVES
This course focuses on the writing process, which includes inquiry, revision and self-evaluation. We will also apply this analytical process to your assigned texts. Throughout the semester, we will explore the basic tools essential for the development of clear, concise writing, such as thesis development, organization, and the creation of effective transitions. By the end of the semester, you will have grown increasingly sensitive to identifying your audiences and to the rhetorical devices that will be most suitable for addressing them in your writing. You will develop traditional research and documentation skills that will be important in 1302 and in your upper level curriculum.

Bear in mind that writing, reading and thinking go hand in hand. Excelling as a writer requires you to read with precision and then question what you’ve read. You will learn to look at texts critically rather than just accepting what is on the printed page; and then to arrive at an informed decision or opinion based on that analysis. You will learn how to articulate that opinion in written and verbal formats and to affect your audience. The critical and analytical skills you develop will serve you throughout your academic and professional careers and enable you to express yourself clearly and effectively.
STUDENT LEARNING OUTCOMES FOR 1301
1. Demonstrate knowledge of writing as process.
2. Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.
3. Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.
4. Write essays in appropriate academic writing style using varied rhetorical strategies.
5. Synthesize concepts from and use references to assigned readings in their own academic writing.

LEARNING OBJECTIVES:
1. Demonstrate writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading;
2. Demonstrate critical abilities when discussing texts in class and in writing assignments by delving into the meanings and implications behind the issues, theses, or themes;
3. Analyze texts by professional writers and write critical essays breaking down rhetorical elements into parts, examining the parts, and showing their effect;
4. Apply various methods of development and organization, and/or rhetorical appeals in written assignments;
5. Demonstrate effective use and documentation of sources in support of student ideas in informative and/or persuasive essays.

ATTENDANCE
Do it. Come to class.
• You may miss no more than 12.5% of the course. On a TR or MW schedule that equates to 4 sessions. If you exceed this number of absences, I MAY drop you from the course.
• Valid reasons for missing class include illness and family emergencies. Invalid reasons include, but are no means limited to, conflicts with your work schedule, partying too hard the night before class, or simply not having completed the class assignment.
• If you have doctor’s appointments or jury duty, you must provide documentation.
• I begin counting absences the second day of class.
• I take role at the beginning of class.
• Don’t be tardy. The door will be locked 15 minutes after the class begins. Three tardies count as one absence. Leaving early is the same as a tardy. If you are tardy, it is your responsibility to make sure, after class, that I’ve marked you present. Otherwise, you will be counted absent. I lock the door 15 minutes after the beginning of class.
• If you need to leave early, please make arrangements with me prior to class.
• You are responsible for all assignments even if you are absent or tardy. Exchange phone numbers and/or email addresses with at least 3 people in your class by the end of the first week. Do not ask the instructor if you missed anything important.
• You cannot make up in-class assignments, group work, and peer editing. There are NO makeup exams.
• Absence is not an excuse for missing a due date.
• If students stop attending the class, it is their responsibility to withdraw formally. If they do not, they will receive an F for the course.

CLASSROOM PARTICIPATION
• Turn off all cell phones, pagers, beepers and laptops before coming into class.
• Place cell phones in either your backpack or purse. Anyone using a cell phone during class without the professor's permission will be asked to leave the classroom.
• You must consult with your professor before using any electronic devices.
• Avoid tardiness. It disrupts classroom discussion and is disrespectful to those already present.
• Do not bring food in the classroom.
• Whispering or passing notes is rude.
• Sleep before you come to class, not in it.
• This course is based on discussion. However strongly you may feel about the topics that arise, I expect you to behave with courtesy and respect. If someone is talking, do not interrupt. When they’ve finished, you will have your turn.
• The majority of the time you spend in class will be dedicated to examining ideas. We will talk, read, and reflect. Some topics may arise that disturb, offend or disconcert you. No effort will be made to skirt these topics or to censor them in the classroom forum. Our task is to exercise academic and intellectual freedom through analytical and critical skills.
• Come to class having thoroughly read the assignment. I recommend that you read each assignment twice, and mark your texts with questions or issues that will enrich the classroom discussion. Remember to bring your texts with you.

STUDENT ASSIGNMENTS:
This class begins with a steep learning curve, and then levels off, so students can gain mastery of the skills taught. Consequently, students should strive not to miss any classes at the beginning of the semester. Each assignment builds upon the next so that by the end of the semester, the attentive student will know how to use connotative language and write provocative analyses while properly citing sources and applying MLA style.

• Ad Analysis: One 750+ word out-of-class essay that requires narration and description, including figurative language and imagery. Basic sentence structure will be reviewed for the purposes of writing sentences effectively with variety, emphasis, and correctness.
• Critical Analysis: 750+ word out-of-class essay analyzing an essay in the text. The goal is to break down a topic into smaller parts for discussion via content, argument, organization, style, and tone.
• Midterm Analysis: 600+ word in-class essay that critically analyzes an essay.
• Research Essay: 1000+ out-of-class essay, which will require some research as well as the use of MLA documentation, including parenthetical references and a works cited page. Any of the developmental and organizational strategies may be used.
• Final: 600+ word in-class that identifies and analyzes the essay’s central persuasive techniques.
• Journal: 3,000+ creative weekly journal handed in twice during the semester that reflects upon readings discussed in class.
• Personalized Learning Plan in McGraw Hill’s Connect.

Essays that do not meet the minimum word requirement will not be accepted.

COURSE REQUIREMENTS: Two 750+ word out-of-class essays, a 600+ word in-class mid-term and final essay, a 1000-1500 word research paper, journal, quizzes, homework, completion of diagnostic, Personalized Learning Plan (PLP) and post-diagnostic, and up to 2 conferences.

| Journals, homework, quizzes | 13% |
| PLP | 13% |
| Ad Analysis | 14% |
| Critical analysis | 15% |
| Written in-class midterm | 15% | NO MAKEUP |
| Written in-class final | 15% | NO MAKEUP |
| Research paper | 15% |

The word count provides a guideline of approximately how much you need to write to cover the assignment thoroughly. These are minimum requirements and MUST be met. All major handouts and assignments appear on my Learning Web: http://learning.hccs.edu/faculty/deanne.schlanger. These materials are available for you to read, download, and/or print.

ASSIGNMENT SUBMISSION
Submit your assignments on the due date at the beginning of class. Assignments submitted at the end of class are considered late. Papers/assignments will be penalized 5 points for each calendar day they are late, including holidays and weekends. This includes rough drafts. I accept late assignments no later than one class period after its original due date.
I accept late homework no later than one class period after its original due date. It will be penalized 1 grade.

In-class papers must be handed in at the end of class. Failure to hand in an in-class paper will result in a 0 for the assignment.

However, I realize the time intensive nature of this course. In return for not boring me with excuses or explanations about late work, I offer each student one (1) “Dear Prof Pass” during the semester. This entitles the student to turn in one (1) out of class assignment one (1) class period late without penalty. No explanations or excuses are required. Simply inform me that you’re activating your “Pass.” Use this option wisely.

**ABSENCE IS NOT AN EXCUSE FOR MISSING A DUE DATE!**

**OUT OF CLASS ASSIGNMENTS and OUTLINES**
All out of class assignments and outlines must be typed. Handwritten assignments and outlines will be returned unread.

Submit the final draft out-of-class major assignments to the Composition tutors at the Writing Center or AskOnline. Download the analysis from each of these online services, incorporate the suggestions, and submit it with your writing package. Additional detailed instructions appear on the specific essay assignment.

In order to be accepted, each out of class essay must be submitted to Turnitin.com as well as printed out and given to me in hard copy. We will discuss the procedures for submitting papers to Turnitin.com before the first major essay.

**REVISIONS**
Anyone may write a revision. However, I may require individuals or the class as a whole to revise and resubmit essays. A draft that is in D or F range must be revised. These drafts will receive an R. Failure to submit a required revision will result in a 0 for the assignment.

Revisions are due within one (1) week of the return of the graded draft. The grade on the revision will override the first grade. However, any late penalties on the original paper will carry over to the revision. I do not accept late revisions.

I mark essays thoroughly for mechanics, organization, and content.

If you turn in a revision, submit the 1st draft and the Comment Sheet as well. I review the two versions side by side and look for overall improvement in content, structure, grammar, and creativity.

**MANUSCRIPT REQUIREMENTS**
Papers prepared outside of class must be typed or word-processed on white paper. Double-spaced on 8½ x 11 paper with 1" margins. Use a 12 pt. font (Times New Roman) and MLA format. Staple the pages. Remember to use a spell checker.

Submit all out-of-class major assignments in both hard-copy and on a CD. Files must be in .txt, .rtf, or .doc format. When submitting a revision, include the original version on the CD as well. **Compile all required materials before you come to class and submit them in a folder. Major assignments not submitted in a folder or manila envelope will be returned unread and ungraded.**

**JOURNALS**
Journal entries are required for the assignments marked with (J) on the Class Calendar. Bring these to class with you.

Journals are formally collected 2 times during the semester, but may be spot checked any day a journal entry is indicated on the Calendar. Responses to specific journal prompts may also be required.

Type and double-space all entries in a 12 pt. font on 8 ½ X 11 white paper. Each entry must be at least a half page (1/2) in length to receive a C. Students who want A’s or B’s will exceed this minimum. Consult the Journal handout for more specific instructions.

**PERSONALIZED LEARNING PLAN**
Each student will take a pre-diagnostic in McGraw Hill’s Connect, complete the Personalized Learning Plan, and take the post-diagnostic. The grade will be determined as follows: 33.3% for the post-diagnostic based upon the post-diagnostic score, 66.66% for completion based upon the percentage completed. The deadlines for the pre-diagnostic, completion and the post-diagnostic are on the class calendar.

GRADES
I grade by traditional letter grades ranging from A through F. The number equivalents are, for example, B+ = 88, B = 85, B- = 82, etc. The following descriptions indicate what I consider grade appropriate:

A (90-100%): The student demonstrates superior ability and originality. Thorough knowledge of the material is displayed. The quality of submitted work is consistently high with no stylistic or rhetorical errors.
B (80-89%): The student demonstrates above average ability. Knowledge of the material exceeds basic requirements. The quality of submitted work contains few stylistic or rhetorical errors.
C (70-79%): The student presents work that adequately treats the assignment. Errors in proofreading, mechanics, style, and rhetorical devices appear.
D (60-69%): The student submits below average work that displays little skill or creativity. The work contains repeated mechanical and stylistic errors, and poorly developed assignments.
F (0-59%): The student submits sloppy, poorly organized works containing excessive stylistic and rhetorical errors. The work displays little student effort and less interest.

IN-CLASS ESSAYS: MIDTERM AND FINAL
Students must have a passing average on these in-class essays to receive a C or better in the course. This is English Department policy. A D average (60-69%) on these assignments will result in a D for the semester, regardless of your other grades in the class. An F (below 60%) average will result in an F for the course.

Write in-class essays in Bluebooks in blue or black ink. Write on one side of the page only, and skip every other line.

SCHOLASTIC DISHONESTY
According to the Student Handbook for the Houston Community College System, scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

1. Cheating on a test includes:
   • Copying from another student’s test paper and using 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 part the contents of an unadministered test.
   • Bribing another person to obtain a test that is to be administered.

2. Plagiarism means the appropriation of another’s words or ideas and the unacknowledged incorporation of that work in one’s own written work offered for credit.

3. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Possible punishments for scholastic dishonesty may include a grade of zero (0) for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

WITHDRAWAL: If you stop attending class, you must consult a counselor or the instructor to withdraw before the withdrawal deadline. If you fail to do so, you will receive an "F" in the course instead of a "W." The last day to withdraw is noted on the Calendar. In 2007, the Texas Legislature passed a law limiting students starting college in Fall 2007 to no more than six total course withdrawals throughout their academic baccalaureate career. There may be future penalties imposed. Please ask your instructor or counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

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 withdrawal form formally), 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.
“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.”

ADA ACCOMMODATIONS
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. Northwest ADA Counselor Mahnaz Kolaini – 713.718.5422

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.
ENGLISH 1301 MW 12:30-2:00
SPRING 2013 CALENDAR

Readings are discussed on the date listed. Readings and assignments may be augmented or deleted by instructor. Bold indicates a Due Date. Copies of syllabus, class calendar and major assignments are available on my website of the HCC Northwest Learning Web: http://learning.nwc.hccs.edu/members/deanne.schlanger

It is your responsibility to consult the Learning Web for assignments and handouts and to download and print them if necessary or appropriate.

(SG) = English 1301 Study Guide; (WP) = The Writer’s Presence 7th Ed. NOTE: Page references to readings in the 6th Ed. are given in [ ]; (J) = journal entry required; (LW) = Learning Web

WEEK 1 JANUARY 14-16
M Class introduction; syllabus; class calendar; Journal responses discussion; McGraw Hill Connect & PLP

W Connect Registration due
WP 164-169 [189-193] Mayblum (J) Bring journal entry
LW Assignment #1 & sample essay
Diagnostic essay
Discuss Learning Web assignment: Christina’s World.
SG 27 MLA format or LW under Additional Resources
SG 88-90 Interacting with Professors

WEEK 2 JANUARY 21-23
M NO CLASS – MLK DAY

W Bring magazine advertisement to class for discussion & approval
Using the Learning Web: Christina’s World Due
PLP pre-diagnostic due
SG 1-6
SG 31-34 Who Uses Critical Analysis & How to Read Critically
LW Ad analysis worksheets 1 & 2; Take the ad apart: Four or more major elements of your ad

WEEK 3 JANUARY 28-30
M Elements due (1-2 paragraphs typed)
SG 35-43 Understanding the Tools and Techniques Writers Use
SG 7-11 Focusing on Your Topic and Creating a Working Thesis

W Ad Thesis due
WP 244-250 [258-264] Walker (J)
SG 44-47 Rhetorical Models
SG 54-56 Visual Analysis

WEEK 4 FEBRUARY 4-6
M Hook ‘em and hold ‘em: Introduction due
WP 37-53 Baldwin (J)
SG 11-15 Drafting Paragraphs
SG 106 Sample Essay: Critical Analysis of an Advertisement
LW Ad analysis rubric & peer review

W Rough Draft Ad Analysis due; Peer analysis (50 minutes) BE HERE!!!
Baldwin continued
SG 28-31 Revising and Editing
WEEK 5 FEBRUARY 11-13
M Final Draft Ad Analysis due
   SG 61-64 Incorporating Source Material
   LW Assignment #2 & Worksheets

W Assignment #2 Thesis due
   WP 686-692 Hitchens (J)
   SG 23-27 The Words You Choose
   SG 107-110 Sample Essay: Critical Analysis of a Text

WEEK 6 FEBRUARY 18-20
M PRESIDENT’S DAY – NO CLASS

W Assignment #2 Outline due
   WP 527-537 [510-520] Orwell (J)
   SG 18-22 Introductions & Conclusions
   SG 69-70 How To Read Professors’ Comments

WEEK 7 FEBRUARY 25-27
M Introduction #2 due
   WP 555-557 [522-524] Pollitt (J)
   SG 48-54 Approaching a Critical Analysis Assignment

W Journals due
   SG 66-68 Summarizing versus Paraphrasing
   Deep revision exercise
   LW Critical analysis rubric and peer review

WEEK 8 MARCH 4-6
M Rough draft #2 due; Peer analysis (50 minutes) BE HERE!!!!
   Mid-term PLP Review Week
   Aristotle again

W Final draft #2 due
   Library Orientation—meet in library (50 minutes)
   Mid-term preparation

WEEK 9 MARCH 11-13 SPRING BREAK NO CLASS

WEEK 10 MARCH 18-20
IN-CLASS MID-TERM NO MAKEUP

WEEK 11 MARCH 25-27
M LW Assignment #3
   WP 558-568 [528-538] Schlosser (J)
   SG 100 Argumentation, Ethos

W Bring articles & Central themes
   SG 101 Pathos
   SG 56-61 Working with Sources: Finding and Evaluating Sources

WEEK 12 APRIL 1-3
M Research Paper Thesis due
SG 101-103 Logos
LW Annotated Bibliography
Last day to withdraw

W Annotated Bibliography Due
PLP Completion due
WP 511-519 [493-502] Nafisi (J)

**WEEK 13 APRIL 8-10**

M Research Paper Sentence Outline due
WP 716-731 [730-746] King (J)
SG 65-66 Works Cited Citations

W Journals due
PLP Post-diagnostic completion due
King continued
LW Research paper rubric and peer review

**WEEK 14 APRIL 15-17**

M WP 831-838 [866-873] Swift

W Rough draft #3 due; Peer analysis (50 minutes) BE HERE!!!!

**WEEK 15 APRIL 22-24**

M TBA

W Final Draft Research due
In-class final exam preparation

**WEEK 16 APRIL 29-MAY 1**

In-class Final Exam NO MAKEUP

Meet during finals to complete final assignment and to receive papers.