

# **ENGLISH 1301**

**SUMMER 2013**

**HOUSTON COMMUNITY COLLEGE**

**MARCE L. WALSH, INSTRUCTOR (MARCE.WALSH@HCCS.EDU)**

## Course overview

### **Catalog Description of English 1301:**

"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."

### **Course Learning Outcomes for English 1301:**

English 1301 is part of the Core Curriculum and emphasizes all of the Core Competencies: reading, writing, speaking, listening, critical thinking, and computer literacy. **Credits: 3**

**Required Materials:** **The Norton Reader, 13<sup>th</sup> Edition**  
**The Little Seagull Handbook, 11<sup>th</sup> edition**

## Instructor guidelines and policies

**Attendance: Students are expected to attend class.** In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped. A daily record of attendance will be kept. Success in class relates directly to attendance and class participation. If you must be absent, it is the responsibility of the student to get notes and make up any missed assignments. If you miss a class reading assignment, ALL questions must be answered to receive credit. ONLINE courses will be monitored by daily log on.

THE ONLINE COURSE is a self-paced course. You may work ahead or follow the weekly assignments.

### **Assignments:**

#### **ALL WEEKLY ASSIGNMENTS ARE DUE BY FRIDAY MIDNIGHT OF EACH WEEK**

**1-ESSAYS:** There will be five (5) total essays: three (3) formal papers and a Midterm and Final. All papers will be polished essays of 500-750 words. They should show organization and clarity in their support and delivery of thematic ideas. All elements of good writing apply. All papers should be submitted according to proper MLA format. They must be typed, double-spaced, and in 12 point Times New Roman format. Where applicable, a works cited page must be included.

**2-JOURNALS:** Reflective writing is important. Daily journals entries will be done and instructor will periodically check on these entries.

**3-CLASS PARTICIPATION:** Much of the success of this course depends on the integrated action between class members. Students need to be present, arrive on time, and have assignments and work completed and prepared before class begins. Come to class having already read the assigned readings for the day. You will be required to discuss, evaluate, and write about what has been read. ONLINE courses do not apply.

**4-EXTRA CREDIT:** Extra Credit will be accepted at anytime. Acceptable E.C. is any reading in the text that is NOT on the syllabus. All questions must be answered completely or the literary handout filled out completely. E.C. does not need to be typed. E.C. will NOT take the place of missing assignments or essays; it simply gives you an advantage if your final grade is borderline.

**Late Paper Policy / Make-Up Work/ Missed Work:** One full letter grade will be deducted each day that a paper is late. Daily work and homework turned in late will be given partial credit-the percentage of deduction will be at the discretion of the instructor. If absent, no deductions will be made if the work is turned in the following class after return. The Midterm and Final CANNOT be made up.

**Cell phone policy:** Please turn off all cell phones or beepers during class. These are disruptive to the instructor and classmates. If an emergency situation arises and the phone/beeper needs to be on, please put it on vibrate and quietly leave the room if a call needs to be answered. ONLINE courses do not apply.

**Laptop policy:** Students may bring laptops to class strictly for educational purposes. Instructor reserves the right to restrict the use of laptops if they are not being used for class assignments. ONLINE courses do not apply.

**Plagiarism Policy:** All work submitted 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. The following is from the HCCS Student Handbook pp.34-35: "Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to: cheating on a test, plagiarism, and collusion."

**Plagiarism**-the appropriation of another's words or ideas and the unacknowledged incorporation of that work in one's own written work offered for credit.

**Collusion**-the unauthorized collaboration with another person in preparing written work offered for credit.

**CONSEQUENCES :** "Possible punishments for academic dishonesty may include a grade of "0" or "F" on the assignment, failure of the course, and /or recommendation for probation or dismissal from the College System.

**Grade Determination:**

Your grade will be determined by the following	Details	Points or Percentage
Essay #1	Narrative Essay	10%
Essay #2	Critical Analysis (MIDTERM) Essay	10%
Essay #3	Descriptive Essay	10%
Essay #4	Researched Argument Essay	20%
Daily Work/Participation	Journal Entries/Reading Assignments	30%
Essay #5	Critical Analysis (FINAL EXAM) Essay	20%
Total:		100%

**FINAL COURSE GRADE:**

Letter Grade	Final Average in Points or Percent
A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

A: Solid understanding of the assigned task, of engaging style, of order and clarity, and consideration of audience. Critical insights go beyond surface understanding. Few, if any, distracting errors intrude on the reading or listening experience.

B: Work shows good understanding of the assigned task, of the basics of order, clarity and consideration of audience. Some order, grammar or usage errors may intrude, but not enough to frustrate the reading/listening experience.

C: Work shows at least a minimum understanding of the assigned task and basic organizational principles. However, underdevelopment, grammar and usage errors may impede the reading/listening experience.

D or F: Work shows a serious misunderstanding of the assigned task. Work may contain certain problems with organization, grammar and usage, or development of ideas.

**Tentative Instructional Outline**

Week Number	Activities and Assignment	
1		
	Syllabus Introduction	
	Student Autobiographical Essay	
	Grammar and Punctuation Diagnosis	
	EB White "Once More to the Lake"	
	<b>Introduce Essay #1 (Narrative)</b>	
2		
	Anthony Burgess "America"	
	Nicholas Carr "Is Google Making us Stupid?"	
	Stephen King "On Writing"	

	<b>Assignment #1 Due (Narrative Essay)</b>	
3		
	ALBUM OF STYLES:	
	William Blake "Proverbs of Hell"; Ernest Hemingway "A Farewell to Arms";	
	Ambrose Bierce "The Devil's Dictionary"	
	Choose ONE essay from "Nature and the Environment" section and respond	
	<b>Introduction to Essay #3 (Descriptive)</b>	
4		
	<b>Introduce Essay #2 (Critical Analysis MIDTERM)</b>	
	<b>Essay #2 (Critical Essay-MIDTERM)</b>	
	Journal Evaluation	

5		
	Mark Twain "Advice to Youth"	
	Jonathan Swift "A Modest Proposal"	
	Niccolo Machiavelli "The Morals of a Prince"	
	<b>Essay #3 Due (Descriptive)</b>	
	<b>Introduction to Essay #4 (Researched Argument)</b>	
6		
	Isaac Asimov "The Eureka Phenomenon"	
	Eudora Welty "One Writer's Beginnings"	
	Henry David Thoreau "Where I Lived and What I Lived For"	
7		
	Zen Parables:	
	"Muddy Road"; "A Parable"; "Learning to be Silent"	
	Jean Paul Sartre "Existentialism"	
	<b>Essay #4 Due (Researched Argument)</b>	
8		
	<b>Journals Due</b>	
	<b>FINAL EXAM</b>	

*"The Little Seagull Handbook" will be used to assist with writing reading responses and essays as needed.*

*The following handouts are guidelines for essays and reading responses:*

## **NARRATIVE and DESCRIPTIVE ESSAY GUIDELINES**

**THE NARRATIVE ESSAY** is writing to tell a story. When you tell a story, you usually have a point to make. There is always a beginning, middle and end; not necessarily in that order, and the ending may not be what the reader expects. Narratives may be personal experiences, autobiographical, biographical, a mixture of both or pure fantasy. You may “embellish” a true story to make it more interesting, exciting, and/or informative for your reader.

Narratives need to be rich in details. The reader will want to see or imagine the events you are describing. Your purpose is to make the action come alive for them.

### **Narrative Outline:**

1. *Introduction (Beginning)*
  - a. *Present Thesis*
2. *Body (Middle)*
  - a. *First event*
  - b. *Second event*
  - c. *Third event, etc...*
3. *Conclusion (End)*
  - a. *closing/resolution*

**THE DESCRIPTIVE ESSAY** is simply creating a “picture with words.” Take a noun (person, place, thing, idea, or emotion) and fully describe using visuals greatly enhanced with adjectives. A thesaurus will be very helpful in writing this essay. Unlike the Narrative, the Descriptive does NOT need the story element of a beginning, middle, and end.

For example,

“The pen is blue with a plastic top” could be better described as, “The 4.6 and a half, greatly used plastic ball point pen, was halfway full of blue ink. It’s top was bent and the small piece that hooks onto the paper was chewed off with small pieces of blue plastic hanging on.”

**SEE SYLLABUS FOR TECHNICAL GUIDELINES FOR BOTH ESSAYS**

## **RESEARCHED ARGUMENT ESSAY GUIDELINES**

***(Based on any work from "The Norton Reader;" argue the essay and/or the issue presented in the essay using the essay as the main source)***

### **Strategies of Argument:**

- Explore a question.** (Many arguments develop from problems that puzzle.)
- Make a claim.** (Some arguments may begin with opinions that can be supported with good reasons and convincing evidence.)

**"Any claim should be followed by its proof." -Aristotle**

### **Presenting Evidence:**

- Recognize reliable sources of information-MINIMUM of (2) sources; including the text.
- Provide evidence for all your claims

### **Reasons for Argument:**

- Argue for the greater good; lesser evil
- Fairness and Equality
- Long-term or short-term good
- Benefit for greater numbers
- For or against self-interest
- Feasibility

### **SAMPLE OUTLINES:**

1. Intro: Statement of Claim  
Reason #1 and supporting evidence  
Reason #2 and supporting evidence...  
Conclusion
2. Intro: Statement of Claim  
Reason #1 and supporting evidence  
-deal with objections  
Reason #2 and supporting evidence  
-deal with objections...  
Conclusion
3. Intro: The Problem  
-previous attempts to solve it  
-why previous attempts failed  
New Solution:  
-advantages of the proposal  
-Feasibility  
-Implementation  
Conclusion

***TIPS: handle information honestly, quote fairly from your sources, anticipate objections, argue civilly, be credible, and use emotional appeals sparingly***

**FORMAT: see syllabus for guidelines**

**GRADE WILL BE LOWERED FOR INCORRECT FORMAT!**

**MUST HAVE A WORKS CITED PAGE OR CONSIDERED PLAGAIRISM!**

(Have a works cited page and document within the text using MLA rules)

## **GUIDELINES for a CRITICAL ANALYSIS**

The purpose for writing a critical analysis is to evaluate somebody's work (book, essay, movie, painting...) in order to increase the reader's understanding of it. A critical analysis is subjective writing because it expresses the writer's opinion and evaluation of the work. Analysis means to break down and study the parts. Writing a critical paper requires two steps: critical reading and critical writing.

### **CRITICAL READING:**

- Identify the author's thesis/purpose
- Outline the work or write a description of it
- Summarize the work
- Determine the purpose of the work and evaluate the means by which the author has accomplished this purpose:
  1. To inform with factual material?  
(Has the material been presented clearly, accurately, with order and coherence?)
  2. To persuade with appeal to reason or emotions?  
(Is there evidence, logical reasoning, contrary evidence?)
  3. To entertain (affecting emotion?)  
(How are the emotions affected? Does it make reader laugh, cry, get angry?  
Why does it affect the reader this way?)

Consider the following questions:

1. How is the material organized?
2. Who is the intended audience?
3. What are the writer's assumptions about the audience?
4. What kind of language and imagery does the author use?

### **SAMPLE OUTLINE FOR CRITICAL ESSAY**

- I. Background information on author and essay to help readers understand the nature of the work.
  - A. Title and author
  - B. Publication information
  - C. Statement of topic/purpose
- II. Thesis Statement indication the writer's (YOUR) main reaction to the work
- III. Summary/Description of the work
- IV. Interpretation and Evaluation
  - a. Organization
  - b. Style
  - c. Effectiveness
  - d. Treatment of Topic
  - e. Appeal to a particular audience
- V. Conclusion

continued on next page...



**REMEMBER:**

- Avoid using first person. Do not introduce your ideas by stating "I think" or "In my opinion." Keep the focus on the subject of your analysis, not on yourself. Identifying your opinions weakens them.
- Always introduce the work. Do not assume that because your reader knows what you are writing about, you do not need to mention the title and the author.
- Is there controversy surrounding either the passage or the subject?
- Is there current interest in the passage or the subject?
- Overall value?
- Strengths and Weaknesses?
- Support your thesis with detailed evidence from the text. Do not forget to document quotes and paraphrases.
- Be open-minded, well-informed and fair. Express your opinions, but also back them up with evidence.

## **LITERATURE ANALYSIS RESPONSE QUESTIONS**

**Use the following questions to respond to the assigned readings. Format the responses as an essay; do not number and use short answer. Response does not have to be in the order given; just make sure all information is contained in the response. Literary responses should be thorough, thought-provoking, and insightful. YOU are the reader and your opinion matters!**

- 1. Title and Author of Selection**
- 2. Publication Date**
- 3. Setting: time and place (of selection)**
- 4. Character(s); Main and/or important, enjoyable ones.**
- 5. Emotional description of character(s); personality(ies)**
- 6. Basic conflict; plot synopsis/summary**
- 7. Climax; turning point/high point of the story**
- 8. Mood/atmosphere and how it is created with words.**
- 9. Did you enjoy the selection? Explain why or why not.**
- 10. Do you think this selection is "good literature?" Explain why or why not.**
- 11. Did you learn anything by reading this piece?**
- 12. What was the author's purpose in writing this piece?**

**ADDITIONAL SUPPORT:**

Tutoring and Writing Centers @ Katy Campus Room 321 (713)718-5841 and Spring Branch Room 703 (713) 718-5889.

On-line tutors: <http://askonline.net>

**HCC POLICY STATEMENTS:**

See Student handbook for **DISCIPLINE, ACADEMIC HONESTY AND SPECIAL NEEDS** policies.

**HCC STUDENT SERVICES INFORMATION:**

Katy (713) 718-5751 and SB (713) 718-5669 campus hours of operation:

8am-7pm M-Th

8am-1pm F-Sat

<http://northwest.hccs.edu/northwest/campus-services>

**EGLSS-Evaluation for Greater Learning Student Survey System**

At HCC, 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 HCC Student System online near the end of the term.