English 1301 – 109 Composition I
Lecture (65278)
Sharpstown High School
Fall 2010 – Rm. 241
TuTh 1 p.m. - 3 p.m.

Policies and Procedures

Instructor: Nick Cenegy, MA.
E-mail: cenegy.hcc@gmail.com
Office Hours: Please make e-mail appointment.


ENGLISH 1301 COURSE DESCRIPTION

English 1301 is a course devoted to improving the student's writing and critical reading. This course involves writing essays for a variety of purposes from personal to academic. It also serves as an introduction to argumentation, critical analysis, and the use of sources. English 1301 is a core curriculum course.

INTELLECTUAL COMPETENCIES IN HCCS CORE CURRICULUM

- **READING:** Reading material at the college level means having the ability to analyze and interpret a variety of materials -- books, articles, and documents.
- **WRITING:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.
- **SPEAKING:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.
- **COMPUTER LITERACY:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

EXEMPLARY EDUCATIONAL OBJECTIVES FOR ENGLISH 1301

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
• To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
• To develop the ability to research and write a documented paper and/or give an oral presentation.

**HCCS STUDENT LEARNING OUTCOMES FOR ENGLISH 1301**

• 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.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A (90-100)</td>
<td>Exceptional work, superior mechanics, style, and content.</td>
</tr>
<tr>
<td>B (80-89.99)</td>
<td>Above average work, superior in one or two areas of style and content.</td>
</tr>
<tr>
<td>C (70-79.99)</td>
<td>Average work, good, unexceptional.</td>
</tr>
<tr>
<td>D (60-69.99)</td>
<td>Below average work, noticeably weak in style and content.</td>
</tr>
<tr>
<td>F (0-59.99)</td>
<td>Fails to accomplish objectives, is deficient in style and content.</td>
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</tbody>
</table>

**Evidence of plagiarism will be graded ”0.”**

**Grading Percentages:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Diagnostic Essay</td>
<td>5% (In-class, participatory grade.)</td>
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<tr>
<td>Papers (17.5% per.)</td>
<td>70%</td>
</tr>
<tr>
<td>Essay #1</td>
<td></td>
</tr>
<tr>
<td>Essay #2</td>
<td></td>
</tr>
<tr>
<td>Essay #3</td>
<td></td>
</tr>
<tr>
<td>Essay #4</td>
<td></td>
</tr>
<tr>
<td>Reading Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Polished Portfolio</td>
<td>15%</td>
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**Portfolio Requirements:**

In lieu of a final, you will be required to submit a portfolio of your work meeting the following requirements:

- Bound in a folder or report cover.
- Has a title page.
- Includes clean/corrected copies, graded rough drafts of all papers, journals and in-class essays.

**Specific instructions regarding the portfolio will be given nearer to the due date. Please save all written work produced in or for this class.**

**Regarding assignments:**

- Essays must be submitted to Turnitin.com no later than the beginning of class on the day they are due.
- Late papers will be penalized 10 percent per class day.
- Essays must conform to MLA style in formatting and citation. Font should be Times New Roman 12-point. Aspects of MLA style will be taught in class.
- Time permitting, instructor feedback will be available on essay drafts until one class session before it is due.
- Students are expected to use standard academic American English in all writing. Grammar assistance and tutoring are available through the Department of Developmental Studies, as well as a wide range of resources available on the Web; links are available to several of these through the professor’s learning web page.

ASSIGNMENTS

Diagnostic Essay is a thesis-driven essay of a minimum of 400 words making an argument answering the question “What is the most pressing contemporary social problem?” No secondary sources are required. Students will be allotted 45 minutes to complete the essay.

Journals are 200-300 word responses to a prompt provided by the instructor. These prompts will most often stem from the assigned reading, current events, or commentary about writing. Students who are absent from class have the option of asking a colleague for the prompt and making up the assignment by the next class, or taking a zero.

Essay #1 is a thesis-driven essay responding to a prompt which will be designated and conveyed to students no later than 2 September 2010. The essay must be 500-800 words in length.

Essay #2 is a thesis-driven analytical essay responding to a prompt which will be posted on the instructor’s learning web page no later than 5 October 2010. It must be 750-1000 words in length.

Essay #3 is an autobiographical essay based on a prompt provided by the instructor no later than 26 October 2010. It must be a minimum of 1000 words in length.

Essay #4 is a thesis-driven research essay based on a prompt provided by the instructor. Further instructions will be given no later than 2 November 2010. It must be a minimum of 1500 words in length.

Polished Portfolio and Reflection is a collection of all four essays and all journals, bound in a report cover, with an MLA style title page. It also includes a short 150 word personal reflection on the course.

Using TurnItIn.com

Go to www.turnitin.com; click on “create an account” and follow the instructions for “New student start here.”
Class ID - ___________ Password - ___________

HCC POLICIES

Classroom Etiquette
“Use 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 reasonable accommodations” (Spangler, 2007).

Attendance and Participation Policy
1. Students may not miss more than two class sessions. Tardy arrival may result in being counted absent. Habitual student tardiness (three or more) or lack of participation (sleeping, disruptive, etc.) will be cause for the instructor to mark the student absent. Students habitually departing early will be sanctioned similarly. Students who stop attending the class need to formally withdraw by 18 November 2010. If they do not, they will receive an F for the course.
2. If a student fails to withdraw (earning a “W”) before the deadline and remains in the class, further infractions will cause five points to be deducted from the student's overall class grade for every hour of absence over the allotted 6 hours.

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 0 or F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. Students are responsible for complying with the concepts of scholastic honesty. If you have any questions concerning this issue or any major assignment for this course, arrange a conference with the instructor.

Inclement Weather

During inclement weather conditions (such as a hurricane), the College contacts local television stations to inform them of campus closings. These stations broadcast school closings on a regular basis. Students should monitor these stations if they have any concerns about a campus closing due to weather conditions.

Special Conditions:

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.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, log on to www.hccs.edu and click Future students, scroll down the page and click on Disability Information.

Open Computer Labs

The Southwest College offers open computer labs for students. Students are welcome to use the facilities for writing and researching. Check each semester for the hours.

Free English Tutoring

The Southwest College offers you free tutoring at our tutoring centers where you will receive individual attention with any of your writing concerns. Be sure to bring your books and assignments with you when you go to
HCC also provides an online tutoring program. The url for this tutoring option is: http://hccs.askonline.net. Students will be required to submit rough drafts of their essays to the HCC online tutor center per instructor directions. In order to use HCC's Online Tutoring, students must first register with www.hccs.askonline.net, and to do that they must use an email account. You may use your personal email account or your HCC email account. To activate the HCC e-mail, students should go to the HCC Home Page, click on "For Students," and from the right column of choices, click on "Student E-Mail" and follow the directions. Students with old HCC Askonline accounts from last semester may continue to use their old user names and passwords. If they have forgotten one and/or the other, they should e-mail sandra.vaughn@hccs.edu with their full names and student ‘W’ number.

Student Organizations

One organization of interest to students taking English classes is Southwest Writers, a group of students who write and read their works (in a public forum as well as on the Internet) and receive peer support and constructive criticism. Students in this group create a supportive network to create poetry, fiction, drama, and non-fiction prose. Contact advisor Dr. Chris Dunn at: christopher.dunn@hccs.edu. Another organization of interest for English students is the Women’s Studies Club. The Women’s Studies Club will meet on the 2nd and 4th Tuesday of each month from 2:00-3:00pm to discuss the roles of women in society and to promote awareness of women’s issues. Contact Ms. Marie Dybala at marie.dybala@hccs.edu and/or Ms. Ileana Loubser at ileana.loubser@hccs.edu if you are interested in joining this HCC student organization. In addition, Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 9 credit hours to join this group. HCCS has a very active chapter: Omega Sigma. Contact: Ms. Eunice Kallarackal at: eunice.kallarackal@hccs.edu for more information.

Library (Learning Resource Center)

The Southwest College has a Learning Resource Center at each campus for student and faculty use. You may want to schedule a library orientation for your composition class. The LRC staff is very helpful and will provide an orientation for you. Many instructors take advantage of an orientation to electronic resources in the library’s computer classroom. A librarian will orient your students to the college’s computerized catalog system as well as numerous data bases that contain full-text articles. Stop by your campus library to find out hours of operation.

Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Classes Begin, Drop/Add/Swap Fee ($15.00) Begins</td>
</tr>
<tr>
<td>August 31</td>
<td>Registration Ends</td>
</tr>
<tr>
<td>August 31</td>
<td>Last Day for Drop/Add/Swap</td>
</tr>
<tr>
<td>September 2</td>
<td>Last Day to Drop Classes Online</td>
</tr>
<tr>
<td>September 6</td>
<td>Offices Closed - Labor Day Holiday</td>
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<tr>
<td>November 18</td>
<td>Common Book Event – West Loop Campus</td>
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<tr>
<td><strong>November 18:</strong></td>
<td><strong>Last Day for Administrative /Student Withdrawals (4:30pm)</strong></td>
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<tr>
<td>November 24</td>
<td>No Night Classes before Thanksgiving</td>
</tr>
<tr>
<td>November 25-28</td>
<td>Offices Closed -- Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 12</td>
<td>Instruction Ends</td>
</tr>
<tr>
<td>December 10-12</td>
<td>DE Final Exams</td>
</tr>
<tr>
<td>December 13-19</td>
<td>Final Exams for 16 week semester ‘Face to Face’ Courses</td>
</tr>
<tr>
<td>December 19</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>December 20</td>
<td>Grades Due by Noon</td>
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<tr>
<td>December 24</td>
<td>Grades Available to Students</td>
</tr>
<tr>
<td>December 20-31</td>
<td>Offices Closed – Christmas Break</td>
</tr>
</tbody>
</table>
HOW TO DROP

- If a student decides to withdraw from a class upon careful review of other options, the student can withdraw online prior to the deadline through their [HCC Student Center](#).
- HCC and/or professors may withdraw students for excessive absences without notification (see Class Attendance above).
- Students should check HCC’s Academic Calendar by Term for withdrawal dates and deadlines. Classes of other duration (flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

**International Students:**
Receiving a “W” in a course may affect the status of your student visa. Once a “W” is given for the course, 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 any other transfer issues.

**New Policy on Repeating Courses:**
"NOTICE: Students who repeat a course three or more times will be charged an additional fee at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades."

You should anticipate 2.5-3 hours of work for each hour of class meeting during the semester. Each reading is due on the date listed on the course calendar.

### Daily Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.31</td>
<td>Introduction to the course; discussion of goals, assignments, syllabus, readings.</td>
</tr>
</tbody>
</table>
| 09.02 | **In-Class Diagnostic Essay: What is the most pressing contemporary social issue?**  
Interrogating Ideas  
- Contemporary issues Discussion / Topic Selection |
| 09.07 | Writing forms and function  
- Journal Prompt  
- Mechanics Review |
| 09.09 | “Against Love,” Laura Kipnis, pg. 748-755  
“Corn-Pone Opinions,” Mark Twain, pg. 878-882  
Writing forms and function  
- Journal Prompt  
- Mechanics Review  
- MLA Introduction/Review |
| 09.14 | “Letter From Birmingham Jail,” Martin Luther King, Jr., pg. 730-747  
Supporting arguments  
– Having something to write about.  
- Journal Prompt  
- Mechanics Review  
- Possible Library Trip |
| 09.16 | “Politics and the English Language,” George Orwell, pg. 510-521  
Interrogating arguments.  
- Journal Prompt  
- Mechanics Review  
- Group Reading and Presentations |
09.21 "Once More to the Lake," E.B. White pg. 270-277
Editing Methods
- Journal Prompt
- Mechanics Review
- Peer Review Opportunity

09.23 Essay #1 Due
- Journal Prompt
- Mechanics Review

09.28 "The Death of Captain Waskow," Ernie Pyle,
"Notes of A War Correspondent," Richard Harding Davis (Both will be provided.)
The Literate Media
- Journal Prompt
- Mechanics Review

09.30 "How Computers Change the Way We Think," Sherry Turkle, 564-569
"Dream Machines," Will Wright, 605-608.
Digital Age
- Journal Prompt
- Mechanics Review/Editing Exercise

10.05 "The Men We Carry in Our Minds," Scott Russell Sanders, pg. 828-833
"And Ain't I a Woman?" pg. 874-877
Bias, Authority, Agenda
- Journal Prompt
- Mechanics Review

10.07 "Celebrity Bodies," Daniel Harris, pg. 425-433
"The Allegory of the Cave," Plato (Will be provided).
Perception and Audience
- Journal Prompt
- Mechanics Review/Editing Exercise

10.12 "Big and Bad," Malcolm Gladwell, pg. 407-416
- Journal Prompt
- Mechanics Review

10.14 "Created Equal," Milton and Rose Friedman (Will be provided).
or "The Communist Manifesto," Karl Marx (Will be provided).
- Journal Prompt
- Mechanics Review

10.19 "The Ends of the World as We Know Them," Jared Diamond, pg. 648-655
"What's Wrong with Animal Rights," Vicki Hearne, pg. 697-704
- Journal Prompt
- Mechanics Review/Editing Exercise

10.21 Essay #2 Due
- Journal Prompt
- Mechanics Review
        “Mother Tongue,” Amy Tan, pg. 249-253
        Language
          - Journal Prompt
          - Mechanics Review

10.28  “Aria: A Memoir of a Bilingual Childhood,” Richard Rodriguez, 210-229
          - Journal Prompt
          - Mechanics Review

11.02  “Notes of a Native Son,” James Baldwin, pg. 33-52
        Writing Voice
          - Journal Prompt
          - Mechanics Review/Editing Exercise

11.04  “Where is this voice coming from?” Eudora Welty, (Copy will be provided.)
        Writing Voice
          - Journal Prompt
          - Mechanics Review

11.09  “The Price We Pay” Adam Mayblum, pg. 189-193
          - Journal Prompt
          - Mechanics Review/Editing Exercise

11.11  Essay #3 Due
          - Journal Prompt
          - Mechanics Review

11.16  “A Good Man Is Hard to Find,” pg. 947-962
          - Journal Prompt
          - Mechanics Review

11.18  “A Modest Proposal,” Jonathan Swift, pg. 866-873
        “Drugs,” Gore Vidal, pg.
        Alternative Persuasion
          - Journal Prompt
          - Mechanics Review

11.23  Thanksgiving Holiday – no class meeting

11.25  Thanksgiving Holiday – no class meeting

11.30  “I Bought a Little City,” “The School,” “The Glass Mountain,” Donald Barthelme, (Will be provided.)
          - Journal Prompt
          - Mechanics Review/Editing Exercise

12.02  Essay #4 Due
        Voices of Fiction
          - Journal Prompt
          - Mechanics Review
“Everything You Need to Know About Writing Successfully – in Ten Minutes,” Stephen King, pg. 440-446.
- Journal Prompt
- Mechanics Review

Portfolios and Reflections Due