

# ENGLISH 1301: COMPOSITION I

CRN: 51618

Dual Credit Course at Katy Taylor High School

3 Credit Hours/ 48 hours per semester

16 Weeks: 9/8/2010 – 12/16/2010

Lecture/Core Curriculum

FALL 2010: M W TH 10:21-11:12am

## SYLLABUS AND CALENDAR

INSTRUCTOR: Dr. Richard A. Mottram

### CONTACT INFORMATION:

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Office hours at Taylor: 7:30-8:15am, MW&TH and by appointment

**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 an introduction to argumentation, critical analysis, and the use of sources.

**PREREQUISITES:** A satisfactory assessment score, completion of ENGL. 0310 or (for non-native speakers) ENGL. 0349.

**CORE CURRICULUM COMPETENCIES:** English 1301 is part of the core curriculum and, as well, emphasizes all the core competencies: reading, writing, speaking, listening, critical thinking, and computer literacy. A specific listing of course goals and competencies is in the ENGLISH 1301 STUDY GUIDE.

**COURSE GOALS:** In English 1301 we seek to provide writing instruction and practice that will help students master writing the short essay while developing critical reading skills. We believe that in mastering this particular kind of writing, students will also gain skills that will permit them to be successful at writing tasks in other college courses, their careers, and in their personal lives.

**MINIMUM WRITING REQUIREMENT:** Minimum of 5000 words during the semester.

**INSTRUCTIONAL MATERIALS:** *THE NEW MCGRAW–HILL HANDBOOK*  
*THE NORTON READER, 12<sup>TH</sup> EDITION*  
*ENGLISH 1301 STUDY GUIDE*

**STUDENT LEARNING OUTCOMES:**

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:**

6. Demonstrate writing as a connected and interactive process that includes planning, shaping, drafting, revising, editing, and proofreading;
7. 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;
8. Analyze texts by professional writers and write critical essays breaking down rhetorical elements into parts, examining the parts, and showing their effects;
9. Apply various methods of development and organization, and/or rhetorical appeals in written assignments;
10. Demonstrate effective use and documentation of sources in support of student ideas in informative and/or persuasive essays.

**INSTRUCTIONAL METHODS:** Students will experience a variety of instructional methods, including frequent class discussions and peer reviews. I will offer specific guidance as to how to write analyses and arguments. Students will be expected to reflect deeply upon an issue or an analysis. Also, examples of good student writing will be available for review by members of the class.

**HCC GRADING SCALE:**

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

**HCC POLICY STATEMENTS:**

**DISCIPLINE:** As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As fellow learners students are asked to respect the learning needs of their classmates and to assist me in achieving this critical goal. (See STUDENT HANDBOOK)

**ACADEMIC HONESTY:** A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. Students are expected to be familiar with HCC's policy on Academic Honesty found in the catalogue. What this means is that if a student is charged with an offense, pleading ignorance of the rules will not help.

**PLAGIARISM AND COLLUSION:** THE STUDENT HANDBOOK lists cheating, plagiarism, and collusion as scholastic dishonesty. It defines PLAGIARISM as "the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work for credit." It defines COLLUSION as "the unauthorized collaboration with another person in preparing work for credit." Possible punishments are "a grade of 0 or F on the particular assignment, failure in the course, and/or

recommendation for probation or dismissal from the college.” (See STUDENT HANDBOOK)

**SPECIAL NEEDS:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Officer at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office. For questions please contact Donna Price at 713-718-5165 or the Disability Counselor at your college. To visit the ADA Web site, please check [www.hccs.edu](http://www.hccs.edu), then click Future students, scroll down the page, and click on the words Disability Information.

**ATTENDANCE:** College policy, which will apply in this class, states that a student may be dropped from a course for absences in excess of 12.5% of the hours of instruction, which means in excess of six hours of instruction. In addition, please note that in this course three tardies equal one absence, and leaving a class early is the same as a tardy.

**WITHDRAWAL FROM CLASS:** Any student who stops attending the class needs to withdraw officially prior to the withdrawal deadline. (See the dates in the current SCHEDULE OF CLASSES.) Any student who does not follow these procedures will receive an “F” in the course.

**LAST DAY FOR ADMINISTRATIVE/STUDENT WITHDRAWALS:** Thursday, November 18, 4:30pm.

**STUDENT ASSESSMENTS:**

Narration and Description essay	10%
Definition Essay	10%
Cause/Effect Essay	15%
Persuasion/Argumentation Essay	15%
*Mid-Term Essay (written in class)- Critical Analysis	10%
*Final Essay (written in class)-Critical Analysis	20%
Quizzes and Class Participation	20%

\*An average of “C” must be earned on the two In-Class essays (Mid-Term and Final) to receive a grade of “C” or better in the course. If an average grade of “D” (60-69%) is

earned on these two assignments, the student will receive a “D” in the course, REGARDLESS OF OTHER GRADES. If an average grade of “F” (0-59%) is earned on these two assignments, the student will receive an “F” in the course, REGARDLESS OF OTHER GRADES.

#### INSTRUCTOR REQUIREMENTS:

- In-class essays must be written in blue books, which can be purchased in the Spring Branch Campus Store and the Katy Campus Store.
- Out-of-class essays must follow basic MLA rules and be typed, double spaced, and printed on 8 ½ x 11” white paper with 1” margins and use a 12 pt. plain font. Each paper must have a title page. The required materials should be secured with a paper clip. Points will be deducted from papers that do not meet requirements.

#### INSTRUCTOR GRADING CRITERIA:

Out of class papers will be judged on content, structure, and style. Students will be expected to use correct grammar, sentence structure, and diction.

On in class papers more attention will be paid to content and general organization, but a student’s use of correct English will certainly be considered in determining a grade.

**MAKE-UP POLICY:** Quizzes are unannounced and cannot be made up.

**LATE PAPERS:** ONE GRADE OFF PER CALENDAR DAY FOR LATE PAPERS.

**COURSE CONTENT:** Students will study the rhetorical modes, and as stated above, will write a series of papers employing the modes. Papers written outside of class should be typed and should be approximately 1000 words in length, while in-class essays should be about 750 words long. The number of words contained in a paper should be indicated on the title page. Students will examine essays in THE NORTON READER that employ the rhetorical modes being studied.

#### STUDENT ASSIGNMENTS:

**NARRATION AND DESCRIPTION ESSAY:** A 1000+ word out-of-class reflective essay that may be totally fictional, completely drawn from personal experience, or a combination of the two. It will ideally include the use of some figurative language and imagery.

**DEFINITION ESSAY:** A 1000+ word out-of-class essay defining something as specific as a disease, such as lung cancer, or a concept such as courage or leadership.

MIDTERM ANALYSIS: A 750+ word in-class essay that critically analyzes an essay handed out to the student the day of the exam.

CAUSE/EFFECT ESSAY: A 1000+ word out-of-class essay examining both the causes and effects of an issue such as segregation or jealousy dealt with by a writer in THE NORTON READER.

PERSUASION/ARGUMENTATION ESSAY: A 1000+ word out-of-class essay that focuses on a particular issue. This essay, which will require some research and the use of MLA documentation, also emphasizes the effective use of the three appeals of logic, emotion, and credibility.

FINAL ESSAY: A 750+ word in-class critical analysis chosen from topics presented to the class at the time of the exam.

**NOTICE:** Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Students should ask their instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if they are not receiving passing grades.

#### 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 on both campuses. Phone numbers:

- 8am – 7pm, M-Th
- 8am - 1pm, F- Sat
- Katy Campus: 713-718-5751
- Spring Branch Campus: 713-718-5669

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

**EARLY ALERT:** HCC has instituted an Early Alert process by which an instructor will “alert” a student through counselors of concerns that the student might fail a class because of excessive absences and/or poor academic performance.

## ADDITIONAL SUPPORT:

- Tutoring and Writing Centers: 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.
- Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.
- On-Line Tutors: <http://askonline.net>

# COURSE CALENDAR

## WEEK I (9/8 & 9/9)

Present proof of registration. Introduction to course; diagnostic essay; discussion of writing process.

READINGS: p. 3-20 inc. in STUDY GUIDE

Part 1: Writing and Designing Papers (p. 2-117 in the HANDBOOK)

## WEEK II (9/13, 9/15, & 9/16)

Introduction to Narration/ Description; responses to readings.

READINGS: "Once More to the Lake," p. 93 in THE NORTON READER

p. 38-46 in STUDY GUIDE on Narration and Description

## WEEK III (9/20, 9/22, & 9/23)

Narration/Description continued

DUE: Legible rough draft of Essay #1 for peer analysis.

READINGS: Writing and Revising in HANDBOOK: Chapter 5 in Part 1, p. 76-103.

"Shooting an Elephant," p. 852 in NORTON

**WEEK IV (9/27, 9/29, & 9/30)**

Introduction and discussion of Definition Essay (#2). Responses to readings.

DUE: ESSAY # 1

READINGS: p. 49-50 in STUDY GUIDE

“Notes on Punctuation,” p. 553 in NORTON

**WEEK V (10/4, 10/6, & 10/7)**

Continue discussion and reading assignments on Definition.

DUE: Legible rough draft of Essay #2 for peer analysis.

READINGS: “Democracy,” p. 891 in NORTON

“Of Youth and Age,” p. 593 in NORTON

“Being a Man,” p. 223 in NORTON

**WEEK VI (10/11, 10/13, & 10/14)**

Introduction to Critical Analysis

DUE: ESSAY #2

READINGS: p. 5-15 in STUDY GUIDE

p. 120-137: Chapter 7 in Part 2 of HANDBOOK: Reading, Thinking, Writing: The Critical Convention

“Black Men and Public Space,” p. 396 in NORTON

**WEEK VII (10/18, 10/20, & 10/21)**

Continue discussion of Critical Analysis

READINGS: “Letter from Birmingham Jail,” p. 892 in NORTON

“A Modest Proposal,” p. 858 in NORTON



**WEEK VIII ( 10/25, 10/27, & 10/28)**

MID-TERM ESSAY EXAM: An appropriate essay will be assigned from NORTON for an in-class critical essay. Students will have approximately three hours to prewrite, draft, and revise the essay. All work will be completed in class.

**WEEK IX (11/1, 11/3, & 11/4)**

Introduction and discussion of Cause/Effect for Essay #4

READINGS: p. 47-48 in STUDY GUIDE

“The Battle of the Ants,” p. 776 in NORTON

**WEEK X (11/8, 11/10, & 11/11)**

Continue discussion of Cause/Effect for development of Essay #4

DUE: Legible rough draft of Essay #4 for peer analysis.

READINGS: “On Keeping a Notebook,” p. 100 in NORTON

**WEEK XI (11/15, 11/17, & 11/18)**

Introduction to Persuasion/Argumentation (#5)

DUE: ESSAY #4

READINGS: p. 25-33 in STUDY GUIDE

“Get a Knife, Get a Dog, But Get Rid of Guns,” p. 405 in NORTON

“The Terrifying Normalcy of Aids,” p. 754 in NORTON

**WEEK XII (11/22 & 11/24)**

Discussion of assigned readings for Persuasion/Argumentation essay

DUE: Legible rough draft of Essay #5 for peer analysis.

READINGS: “Why Colleges Shower Their Students with A’s,” p, 410 in NORTON

**WEEK XIII (11/29, 12/1, & 12/2)**

Review of concepts of Critical Analysis in preparation for In-Class Final Essay

DUE: ESSAY #5

READINGS: p. 5-15 in STUDY GUIDE

“The Tyranny of the Majority,” p. 886 in NORTON

**WEEK XIV (12/6, 12/8, & 12/9)**

IN-CLASS FINAL ESSAY: Students will have three hours to prewrite, draft, and revise the Final Essay (Critical Analysis). An essay from NORTON will be assigned. All work will be completed in class.