English 1301: Composition I
Lecture/Core Curriculum
3 Credit Hours

Fall 2014
CRN: 45100 2:30 to 4:30 p.m. T,R
Houston Community College Northwest - Alief Campus
Instructor: Jason B. Schaefer
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Office hours on campus thirty minutes after class, or by appointment.

Course Description:
ENGL 1301 is a course designed to improve students’ writing and critical reading skills to prepare them to write in a variety of modes and for a variety of purposes.

Course Goals:
During this course, students will analyze essays by lauded writers in various fields and attempt to mimic their styles. The practice of writing with a clear purpose and sharing drafts with peers in a workshop atmosphere will improve students’ writing skills to better prepare them for further college coursework and personal achievement. In addition to quizzes and reading assignments, students will draft four essays in different modes and write two in-class essays that will involve critical analysis.

Core Objectives:
Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives:

Critical thinking skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**English Program Student Learning Outcomes:**
1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

**English Composition I 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.

**Course Requirements:**
A minimum writing requirement of 5000 words during the semester is required for the successful completion of the course. While study requirements will vary with each assignment, students can expect a requirement of three (3) hours of study per one-hour class period.

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

**Websites:**
Learning web: learning.hccs.edu
McGraw-Hill Connect: connect.mheducation.com
MLK’s Letter from Birmingham Jail: http://faculty.millikin.edu/~moconner/writing/king1a.html

**Textbooks:**

The Bedford Reader, 12th Edition. X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl Repetto, eds.

McGraw-Hill Connect Learn Smart Achieve
**Students with Disabilities:**
Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Service Office (713-718-5422) at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Services Office.

**Student Discipline:**
Adult behavior is expected. Disruptive behavior and/or activities which interfere with teaching and/or learning will not be tolerated, and may result in disciplinary action up to and including ejection from the class and/or an administrative withdrawal without refund.

**Electronics in the Classroom:**
Unless specifically requested by the instructor, all cell phones and other electronic devices MUST BE TURNED OFF prior to entering the classroom, and must remain off during class time. Students who do not obey this electronics policy will be ejected from the class until the next class day. Note that “off” does not mean on vibrate, airplane mode, or mute.

**Academic Honesty, Plagiarism, Collusion:**
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 test 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 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.

In simplified terms, cheating is: (1) taking unchanged or slightly edited passages from another person’s writing and portraying them as one’s own; (2) submitting a paper that includes paraphrases of another person’s writing without giving credit; (3) having someone else write your paper for you; (4) copying or using another person’s work during in-class writing or testing; (5) the unauthorized use of electronic devices during in-class writing or testing; and (6) violating test rules. Keep in mind also that whether you are cheating or not, not following testing or writing rules properly, such as communicating with your neighbor or using a cell phone during a test will be construed as cheating. This is not an exhaustive list of the forms of cheating on written work. If you are in doubt, consult your instructor.

**Attendance/Withdrawal Policy:**
The last day for administrative/student withdrawals for the Second Start term is Nov. 10, 2014.
Students who miss more than six hours of class before the withdrawal deadline for the fall semester will be withdrawn from the course by the instructor.

After the withdrawal deadline, students who miss more than six hours of class will receive a final grade of “FX” at the end of the semester. A grade of “FX” is treated exactly the same as a grade of “F” in terms of GPA, probation, suspension, and satisfactory academic progress.

HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid.

**Tardies/Early Exits:**
Students arriving more than 15 minutes late to class will not be admitted. Students who exit class early will surrender their daily quiz grade, which will be replaced with a zero.

**Additional Withdrawal Statements:**
Students who take a course for the third time or more must now pay significant tuition/fee increases at HCC and other Texas public colleges and universities. At HCC it is an additional $50 per credit hour. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/advisor/counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available. Also, the state of Texas has passed a new law limiting new students (as of Fall 2007) to no more than six withdrawals throughout their academic career in obtaining a baccalaureate degree.

**Grading Policy:**
HCC Grading Scale:
A – 100-90
B – 89-80
C – 79-70
D – 69-60
F – 59 and below

**Assessments:**
Daily quizzes: 10%
LSA: 20%
Essays: 40% (10% each)
Mid-term Essay (written in class): 10%
Final Essay (written in class): 20%

An average of “C” must be earned on the mid-term and final essays to receive a grade of “C” or better in the course. If an average grade of “D” (60-69%) is earned on these two essays, the student will receive a “D” in the course, regardless of other grades. If an
average of “F” (0-59%) is earned on these two essays, the student will receive an “F” in
the course, regardless of other grades.

**EGLS3 (Evaluation for Greater Learning Student Survey System):**
During a designated time, you will be asked to answer a short online survey or
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.

**Make-up Policy:**
Daily quizzes cannot be made up. Major assignments will suffer a deduction of one
letter grade for each calendar day late. Students absent on testing days may make
arrangements to take a make-up exam in the HCC-Northwest testing center.

**Important Dates for Fall 2014 Second Start:**
Sep. 30: Fall 2014 SS Official Day of Record.
Oct. 3: Last day for 70% refund.
Oct. 7: Last day for 25% refund.
Nov. 10: Last day to withdraw.
Nov. 27: Thanksgiving break. All HCC campuses will be closed until Mon, Dec. 1.
Dec. 7: Last day of instruction.
Dec. 8: Final exams begin and run for seven (7) days.
Dec. 14: Semester ends.
Dec. 15: Grades due.

**Course Calendar:**

**Week 1:**
Introduction to the Course; Proof of Registration
Assessment - First Essay (Write from Prompt)
**Read:** Critical Reading (Bedford 9-24), The Writing Process (Bedford 27-53), Amy Tan’s
“Fish Cheeks”, Junot Diaz’s “The Dreamer” and “On Writing”
**Discuss:** Critical Reading and the Writing Process, Analyzing Literature

**Week 2:**
**Read:** Brad Manning’s “Arm Wrestling with My Father,” Sarah Vowell’s “Shooting Dad,”
Joyce Carol Oates’s “Edward Hopper’s *Nighthawks, 1942*” and “On Writing”
**Discuss:** Narrative, Description, Compare Father Essays, Descriptive Essay Writing
**Major Essay:** Descriptive Essay Assigned
Week 3:
Read: Kellie Young’s “The Undercurrent”, Michael Chabon’s “XO9” and “On Writing,” Suzanne Britt’s “Neat People vs. Sloppy People” and “On Writing”
Discuss: Describing from an Image, Compare Pointing to Instances Essays
Rough Draft Descriptive Essays Due
Workshop Descriptive Essays: Trade/Edit Descriptive Essay; MLA Format

Week 4:
Final Draft Descriptive Essay Due
Read: Dave Barry’s “Batting Clean-Up and Striking Out” and “On Writing,” David Sedaris’s “Remembering My Childhood on the Contintent of Africa” and “On Writing,” Firoozeh Dumas’s “Sweet, Sour, and Resentful”
Discuss: Compare/Contrast, Sedaris, Memoir, Professional Essay-Writing

Week 5:
Read: June Melby’s “How to Make a Sno-Cone,” Guillermo Del Toro and Chuck Hogan’s “Vampires Never Die” and “On Writing,” James Parker’s “Our Zombies, Ourselves” and “On Writing”
Discuss: Process Analysis, Analysis by Division, Compare/Contrast Essay
Major Essay: Compare/Contrast Essay Assigned

Week 6 (Mid-terms):
Tuesday and Thursday: Mid-Term Assessment (In-Class Critical Analysis Essay)
LSA: Mid-term Progress Check (must have 50% completed to earn a 100)

Week 7:
Rough Draft Compare/Contrast Essays Due
Workshop Compare/Contrast Essays: Trade/Edit Essays
Read: Chitra Divakaruni’s “Live Free and Starve” and “On Writing,” Christopher Beam’s “Blood Loss,” Chris Anderson’s “The Rise and Fall of the Hit” and “On Writing”
Discuss: Review Cause/Effect, Definition

Week 8:
Final Draft Compare/Contrast Due
Read: Meghan Daum’s “Narcissist – Give it a Rest” and “On Writing,” Gloria Naylor’s “The Meanings of a Word” and “On Writing,” Augusten Burroughs’s “How to Identify Love by Knowing What It’s Not”
Discuss: Definition, Racism and Tolerance, Cause/Effect OR Definition Essay
Major Essay: Cause/Effect OR Definition Essay Assigned
Week 9:
**Rough Draft Cause/Effect OR Definition Essay Due**
**Workshop:** Trade/Edit Cause/Effect and Definition Essays
**Read:** Linda Chavez’s “Supporting Family Values” and “On Writing,” Katha Pollitt’s “What’s Wrong with Gay Marriage?”, Charles Colson’s “Gay ‘Marriage’: Social Suicide,” Lori Andrews’s “Facebook is Using You” and “On Writing”
**Discuss:** Persuasion, Appeals, Logos, Ethos, Pathos, Persuasive Essay
**Major Essay:** Persuasive Essay Assigned

Week 10:
**Final Draft Cause/Effect OR Definition Essay Due**
**Read:** Jim Harper’s “Web Users Get as Much as They Give,” Bill McKibben’s “Waste Not, Want Not,” Derrick Jensen’s “Forget Shorter Showers” and “On Writing” Sherman Alexie’s “Superman and Me” and “On Writing”
**Debate:** Is Social Media Helping or Hurting Our Society?
**Discuss:** Persuasion, Finding Sources, Choosing a Topic, MLA Works Cited Page, Citing Sources in Essays

Week 11 (Last Week of Instruction):
**Rough Draft Persuasive Essay with Works Cited Page Due**
**Workshop:** Trade/Edit Persuasive Essays
**Read:** Judy Brady’s “I Want a Wife” and “On Writing,” George Orwell’s “Shooting an Elephant” and “On Writing,” Jonathan Swift’s “A Modest Proposal,” MLK’s “Letter from Birmingham Jail” (online)
**Discuss:** Mixing Techniques, Stronger Structure, Persuasion, Satire
**Course Wrap-Up:** Instructor Assessment

Week 12 (Final Exams):
**Final Draft Persuasive Essay with Works Cited Page Due**
**Tuesday and Thursday Final Assessment (In-Class Critical Analysis Essay)**
**LSA:** Final Progress Check (Must have 100% complete to receive a 100)