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

Fall 2014
CRN: 28177 10:52 a.m. to 11:44 a.m. M,W,R
CRN: 28178 11:51 a.m. to 12:42 p.m. M,W,R
CRN: 28179 12:48 a.m. to 1:39 p.m. M,W,R
Katy-Taylor High School

Instructor: Jason B. Schaefer
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Office hours on campus at Katy-Taylor 10 to 10:30 a.m., M,W,R, and 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 examine 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*, X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl Repetto, eds.
**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 regular 16-week term is **Friday, Oct. 31, 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 and presentation: 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 Reg 16-WK:
Mon., Aug. 25: Classes begin.
Mon., Sep. 1: Labor Day. All HCC campuses and buildings are closed.
Mon., Sep. 8: Official Date of Record.
Wed., Sep 10: Last day for 70% refund.
Tue., Sep. 16: Last day for 25% refund.
Fri., Oct. 31: Last day to withdraw.
Thu., Nov. 27: Thanksgiving break. All HCC campuses will be closed until Mon, Dec. 1.

Course Calendar:

Week 1 (9/1 to 9/5):
Monday: Labor Day
Wednesday: Introduction to the Course; Proof of Registration
Thursday: Assessment - First Essay (Write from Prompt)
   Homework: Critical Reading (Bedford 9-24)

Week 2 (9/8 to 9/12):
Monday: Quiz/Discussion on Critical Reading and the Writing Process
   Homework: The Writing Process (Bedford 27-53)
Wednesday: Quiz/Discussion on The Writing Process
   Homework: Amy Tan’s “Fish Cheeks”
Thursday: Quiz/Discuss Essay, Analyzing Literature
   Homework: Junot Diaz’s “The Dreamer” and “On Writing”

Week 3 (9/15 to 9/19):
Monday: Quiz/Discuss Essay, Personal Narrative
   Homework: Brad Manning’s “Arm Wrestling with My Father”
Wednesday: Quiz/Discuss Essay, Description
Homework: Sarah Vowell’s “Shooting Dad”
Thursday: Quiz/Discuss Essay, Compare Father Essays
   Homework: Joyce Carol Oates’s “Edward Hopper’s Nighthawks, 1942” and “On Writing”

**Week 4 (9/22 to 9/26):**
Monday: Quiz/Discuss Essay, Describing from an Image
   Major Essay: Discuss Descriptive Essay Writing
   Homework: Kellie Young’s “The Undercurrent”
Wednesday: Quiz/Discuss Essay, Descriptive Essay Writing, cntd.
   Homework: Michael Chabon’s “XO9” and “On Writing”
Thursday: Quiz/Discuss Essay, Compare Pointing to Instances Essays
   Homework: Suzanne Britt’s “Neat People vs. Sloppy People” and “On Writing”
   Homework: Rough Draft Descriptive Essay

**Week 5 (9/29 to 10/3):**
Monday: Quiz/Discuss Essay, Compare/Contrast
   **Rough Draft Descriptive Essay Due**
   Workshop: Trade/Edit Descriptive Essay; Apply MLA Format
   Homework: Dave Barry’s “Batting Clean-Up and Striking Out” and “On Writing”
   Homework: Final Draft of Descriptive Essay
Wednesday: Quiz/Discuss Essay, Compare/Contrast, cntd.
   Homework: David Sedaris’s “Remembering My Childhood on the Continent of Africa” and “On Writing”
Thursday: Quiz/Discuss Essay, Sedaris, Memoir, and Professional Essay-Writing
   **Final Draft Descriptive Essay Due**
   Homework: Firoozeh Dumas’s “Sweet, Sour, and Resentful”

**Week 6 (10/6 to 10/10):**
Monday: Quiz/Discuss Essay, Process Analysis
   Homework: June Melby’s “How to Make a Sno-Cone”
Wednesday: Quiz/Discuss Essay, Process Analysis, cntd.
   Homework: Guillermo Del Toro and Chuck Hogan’s “Vampires Never Die” and “On Writing”
Thursday: Quiz/Discuss Essay, Analysis by Division
   Homework: James Parker’s “Our Zombies, Ourselves” and “On Writing”
   Homework: Rough Draft Compare/Contrast Essay

**Week 7 (10/13 to 10/17):**
Monday: Quiz/Discuss Essay, Analyzing Literature (prep for mid-term essay)
   **Rough Draft Compare/Contrast Due**
   Workshop: Trade/Edit Compare/Contrast Essay
   Homework: Chitra Divakaruni’s “Live Free and Starve” and “On Writing”
Wednesday: Quiz/Discuss Essay, Cause/Effect
   Homework: Christopher Beam’s “Blood Loss”
Thursday: Quiz/Discuss Essay, Cause/Effect, cntd.
Final Draft Compare/Contrast Due

Week 8 (10/20 to 10/24):
Monday, Wednesday, and Thursday: Mid-Term Assessment (In-Class Critical Analysis Essay)
LSA: Mid-term Progress Check (must have 50% completed to earn a 100)

Week 9 (10/27 to 10/31):
Monday: Mid-Term Assessment Results, Review Cause/Effect
   In-class Reading: Chris Anderson’s “The Rise and Fall of the Hit” and “On Writing”
   Homework: Meghan Daum’s “Narcissist – Give it a Rest” and “On Writing”
Wednesday: Quiz/Discuss Essay, Definition
   Homework: Gloria Naylor’s “The Meanings of a Word” and “On Writing”
Thursday: Quiz/Discuss Essay, Definition, cntd., Racism and Tolerance
   Homework: Augusten Burroughs’s “How to Identify Love by Knowing What It’s Not”
   Homework: Rough Draft Cause/Effect OR Definition Essay

Week 10 (11/3 to 11/7):
Monday: Quiz/Discuss Essay
   Rough Draft Cause/Effect OR Definition Essay Due
   Workshop: Trade/Edit Cause/Effect and Definition Essays
   Homework: Linda Chavez’s “Supporting Family Values” and “On Writing”
   Homework: Final Draft Cause/Effect OR Definition Essay
Wednesday: Quiz/Discuss Essay, Persuasion
   Homework: Katha Pollitt’s “What’s Wrong with Gay Marriage?”
Thursday: Quiz/ Discuss Essay, Persuasion, cntd., Appeals, Logos, Ethos, Pathos
   Final Draft Cause/Effect OR Definition Essay Due
   In-Class Reading: Charles Colson’s “Gay ‘Marriage’: Social Suicide”
   Homework: Lori Andrews’s “Facebook is Using You” and “On Writing”

Week 11 (11/10 to 11/14):
Monday: Quiz/Discuss Essay, Persuasion, cntd., Finding Sources
   Homework: Jim Harper’s “Web Users Get as Much as They Give”
   Homework: Choose Persuasion Topic, Find Two Sources, and Bring Them to Class
Wednesday: Quiz/Discuss Essay, Persuasion, cntd., Citing Sources in Essays
   Workshop: Apply MLA Format to Sources
   Homework: Bill McKibben’s “Waste Not, Want Not”
Thursday: Quiz/Discuss Essay, Persuasion, cntd.
   Debate: Is Social Media Helping or Hurting Our Society?
   Homework: Derrick Jensen’s “Forget Shorter Showers” and “On Writing”
   Homework: Rough Draft Persuasive Essay with Works Cited Page
Week 12 (11/17 to 11/21):
Monday: Quiz/Discuss Essay, Persuasion, cntd.
   **Rough Draft Persuasive Essay with Works Cited Page Due**
   Workshop: Trade/Edit Persuasive Essays
   Homework: Sherman Alexie’s “Superman and Me” and “On Writing”
   Homework: Final Draft Persuasive Essay with Works Cited Page
Wednesday: Quiz/Discuss Essay, Mixing Techniques
   Homework: Judy Brady’s “I Want a Wife” and “On Writing”
Thursday: Quiz/Discuss Essay, Mixing Techniques, cntd., Stronger Structure
   Homework: George Orwell’s “Shooting an Elephant” and “On Writing”
   **Final Draft Persuasive Essay with Works Cited Page Due**

Week 13 (11/24 to 11/28):
Monday: Quiz/Discuss/Analyze Essay
   Homework: MLK’s “Letter from Birmingham Jail” (online)
Wednesday: Quiz/Discuss/Analyze Essay, Satire, Final Exam
   In-Class Reading: Jonathan Swift’s “A Modest Proposal”
Thursday: Thanksgiving Break (no class)

Week 14 (12/1 to 12/5):
Monday: Discuss Satire, revisited, Writer’s Purpose, and Audience
   Homework: E.B. White’s “Once More to the Lake” and “On Writing”
Wednesday: Quiz/Discuss/Analyze Essay
   Homework: Judith Ortiz Cofer’s “The Cruel Country”
Thursday: Quiz/Discuss/Analyze Essay
   Course Wrap-Up, Instructor Assessment

Week 15 (12/8 to 12/12):
Monday, Wednesday, and Thursday: Final Assessment (In-Class Critical Analysis Essay)
   LSA: Final Progress Check (Must have 100% complete to receive a 100)