English 1301 Composition I, Fall 2012

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Course #: 21216, Meeting Days and Times: MW, 4:00-5:30pm, FAC 314
Office Hours: Before or after class, or by appointment

Course Overview:
STUDENT LEARNING OBJECTIVES

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.

Catalog 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 the introduction to argumentation, critical analysis, and the use of sources. Core Curriculum course. Prerequisite: a satisfactory assessment score, completion of ENGL 0310, or (for non-native speakers) ENGL 0349. 3 credit (3 lecture)

EGLS... Evaluation for Greater Learning Student Survey System
At Houston Community College, 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 Houston Community College Student System online near the end of the term.

Textbooks: Bring the Norton Reader to class each night
REQUIRED: Peterson and Brereton, Norton Reader, 12th edition (Full edition to be purchased)
RECOMMENDED: A good, college-level dictionary

Grading
Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

GRADE DETERMINATION:

<table>
<thead>
<tr>
<th>Your grade will be determined by the following</th>
<th>Percent of Final Average</th>
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<tbody>
<tr>
<td>Instructor's Choice</td>
<td>10%</td>
</tr>
<tr>
<td>Out-of-Class Paper: Literacy Narrative</td>
<td>20%</td>
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<tr>
<td>Assignments:</td>
<td></td>
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<td>-------------------------------------------------</td>
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<tr>
<td><strong>Out-of-Class Paper:</strong></td>
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<tr>
<td>Summary/Strong Response</td>
<td>20%</td>
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<tr>
<td>Out-of-Class Paper: Synthesis/Analysis</td>
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<tr>
<td>(Cultural Critique)</td>
<td>20%</td>
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<tr>
<td>In-Class Essay (Narrative)</td>
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<tr>
<td>In-Class Midterm (Argumentative)</td>
<td></td>
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<tr>
<td>In-Class Final (Essay)</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Assignments:**

*Readings and Class Participation*
All of our work will be the product of careful, detailed, close reading. Be prepared to discuss the readings on their assigned due dates—ALL students will be expected to participate regularly in classroom discussions. *If you don’t plan to do the readings for this class, or don’t plan to participate actively, you may want to consider adding a different course.*

*Essay*
There will be six essays—this includes the MT and Final—that will be drafted over the course of the sixteen-week class. Out-of class essays (three) require a drafting component that functions as part of the grade; there MUST be changes through revision and editing. In fact, the revision from rough draft to final copy WILL be a portion of your drafting grade. Details about these papers will be discussed in class.

*Midterm and Final Exam*
These will be in-class writings; more details will be announced.

**Submission of Work:**
**READ THIS CLOSELY**
Papers are due at the beginning of class on the day due. Late papers will be penalized one letter grade each calendar day they are late. Late papers are unacceptable after seven calendar days. Each student receives one late paper, one calendar day at the latest, without penalty.

**Homework:**
Telling me things like “I didn’t understand the assignment,” or “I couldn’t find it in the book/on Learning Web” are not valid excuses for not doing your work. Homework is due the next class after it is assigned; being absent on the day work is assigned is not an excuse for late or missed work.

“Txtspk” and Comic-Book Language:
We all know what text-message language is; I don’t care how you write messages in text messages, on Facebook, or in emails, but I don’t want to see that language in my classroom. I like to call it “txtspk.” If I see it in an essay or another assignment, I’ll hand it back and make you do it over. Now onto what I call “comic-book” language: this is when you utilize multiple punctuation marks in a row when one mark will do. I don’t want to see essays or other assignments that do this. The same thing applies as above: I will hand it back and make you do it over. No “!!!” or “???” or “?!?” or other any combination of punctuation marks; we are not manga artists in this classroom.

Papers should include a full heading, and number all pages of main text (MLA-style). *All essays should have a distinct title and should be double-spaced. Staple or clip the pages together in the upper left-hand corner.*

If you must miss a deadline, communicate with me to request an extension (which may or may not be granted).

Student’s Last Name and Page Number (as a header)
Instructor's Name

Date

Title of essay

Keep in mind that a title of an essay is not the name of the assignment, and it is not a “placeholder.” After you've thought of a great title, start writing the paper; don't forget to indent your paragraphs, and remember to double space the entire thing.

Rough drafts must be turned in hard copy, and must be turned in the day they are due. We will have instructor-student conferences over these.

Essays will be graded for appropriateness, unity and focus, development, organization, sentence structure, word usage, and mechanics.

My goal is to have you turn in your out-of-class essays through TurnitIn on Eagle Online. Therefore, your essays need to be turned in on time. You will upload papers electronically through the Turnitin link on our Eagle Online before 11:59pm on the paper due date. Late papers will be penalized one letter grade for each day (24 hr. period) overdue. Papers should conform to MLA formatting and citation style. If this method changes, I will let you know.

Late papers are unacceptable after seven calendar days.

Essays will be graded for appropriateness, unity and focus, development, organization, sentence structure, word usage, and mechanics.

Plagiarism:
Plagiarism involves using another’s ideas or words without giving proper credit to those sources. Even if a student paraphrases information from an outside source—such as the Internet, books, magazines, other essays, etc.—the student must give those sources credit for the ideas by using both in-text citations and a works cited page. Prior to W-day, if it is discovered that a student has plagiarized any portion of any assignment, then the student will be dropped from the course. After W-day, if it is discovered that a student has plagiarized any portion of any assignment, then the student will receive an F for the course instead of a W. If a student inadvertently plagiarizes because the student has failed to give full attention to assigned course activities or readings that could have prevented the student from plagiarizing, then such plagiarism is also considered intentional. Remember that using sources requires attention to detail; plagiarism resulting from carelessness is still plagiarism.

Any work students write for this course must be their original work that has not been previously drafted or published, submitted for another class, or submitted to essay websites.

Classroom Conduct:
Students are expected to have respect for themselves, their classmates, and their instructor. This class relies on daily discussions in large groups, so it is important that all students come prepared to discuss the readings that have been assigned for homework. During discussions, it is fine to respectfully disagree with your peers, but remember that in order to have an effective discussion, the participants cannot simply respond emotionally to the texts and to their peers; they must respond logically. Healthy debate is sure to take place in class, but students should make sure they remain respectful to others. Remember that the class is made up of a diverse group of people, so students should be considerate when choosing their words.
Here are a few simple rules to follow to make classroom interaction more effective: (1) Do not talk, whisper, text-message, etc. when the instructor or another student is speaking. (2) Do not sleep or put your head down. Students who fall asleep will be asked to leave and will be counted absent. (3) Do not begin packing up at the end of class until your instructor has officially dismissed the class. Early pack-up is contagious and very distracting. (4) Make sure your cell phone is off when you enter the classroom. (5) Use of a laptop in class must be approved in advance by the instructor. Students who bring laptops to class should arrive early and sit near the front of the classroom. (6) If you have personal issues to discuss with the instructor, please do so in private before class begins or after class has ended.

**Tutoring**
All students have access to tutoring through Ask Online: [http://hccs.askonline.net/](http://hccs.askonline.net/). This is an online tutoring service powered by HCCS. The tutors will examine your essays for content, organization, and even grammatical errors; however, they will only accept one draft per assignment. The English department highly recommends that you submit a draft of your assignment to Ask Online for tutoring help. There are also tutors on campus that you can go visit--free tutoring is available in the Writing Lab (FAC 321B). Check for full hours of operation.

**Open Computer Lab**
Computers are available for word processing in FAC 302 and JDB 203-204. Check for hours of operation.

**Attendance**
Because every class will involve some activity that will affect your course grade, you will be expected to attend every class, be on time and stay through the end. You are responsible for materials covered during your absence; it is your responsibility to consult with me for make-up assignments [NOTE: not all assignments may be made up after the day they were due; missed in-class assignments may not be made up: this includes In-Class Essays.] Class attendance is checked daily.

**Electronics:** Please turn off all cell phones, iPods, etc. before class begins. Ringing/vibrating phones disrupt instruction. If I see you texting in class, or listening to music on your phone, iPod, or any other device, you'll be asked to leave.

**Assignments Before Class:** Please read the assignment before coming to class, and bring your dictionary: that way you'll be prepared for reading responses—this will be something I have you do from time to time: you'll write. It's also a good idea to read the coming week's assignments in The Norton Reader over the weekend, so that when we go over the material in class, you'll have the advantage of a second reading.

**Grading:** Your grade will be determined by your performance on the required papers as well as on weekly work, and class discussion. Discussions are based not exclusively on personal opinions but on facts and opinions derived from the essays we read from our book and from handouts. You must be able to write satisfactory in-class essays in order to pass this class. Essays will be graded according to the following departmental standards.

**Grading Scale**
- **A 90-100%** = exceptional work; superior in both style and content
- **B 80-89%** = above average work; superior in content
- **C 70-79%** = average work, good enough but not extraordinary
- **D 60-69%** = below average work; mean mechanics, style, content
- **F 50-59%** = failing work; deficient in mechanics, style and content

**Withdrawals**
If for any reason you wish to withdraw from this course (and therefore receive a grade of W as opposed to F), you must formally initiate the withdrawal process yourself (through the proper channels in the Registrar’s Office) and/or communicate that request directly to your professor—sufficiently in advance of the deadline designated by HCC for the current term.

(Note: A student who simply ceases attending, without formally withdrawing from this course, will likely be assigned a grade of F.)

Course Grading

A 90-100%  B 80-89%  C 70-79%  D 60-69%  F 0-59%

I (Incomplete) may be assigned, at the professor’s discretion, but only in unusual circumstances that require communication with, and approval by, the professor before the end of the semester.

W (Withdrawn) may be assigned, at the professor’s discretion, prior to the designated deadline (see above). According to HCC policy, the professor may also independently elect to administratively withdraw any student who misses more than 12.5% of the scheduled class sessions.

Special Accommodations

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 beginning of each semester. For more information, please contact the disability counselor at your college (or call 713-718-5165).

Tentative Schedule of Assignments*

*Subject to change
-Be prepared for small GRADED reading responses each class meeting-

Week One:
8/27  Course intro; LAST DAY FOR DROP/ADD/SWAP; Begin Narrative Writing: Writing Diagnostic
HW: read “A Word about Honesty” on Class Learning Web site; read Richard Marius, “Writing Drafts” (Learning Web)

8/29  Continuing from last class if needed; Narrative Writing; Questions about syllabus; Essay One Description Shown on Learning Web
HW: Read Lee, “Coming Home Again” (1); Read Walker, “Beauty: When the Other Dancer Is the Self” (69)

Week Two:
9/3  LABOR DAY: No class

9/5  Discussing the readings; More on Narrative Writing
HW: Read Satrapi, “The Veil” and answer “Questions on Rhetorical Strategy and Style” #1-3 (Questions and Essay on Learning Web); Read Brent Staples, “Black Men and Public Space” (Learning Web)

Week Three:
9/10  Discuss readings; More on Narrative Writing
HW: Read Amy Tan, “Mother Tongue” (Learning Web); Frank Bures, “Test Day” (Learning Web); Read Sedaris, “Me Talk Pretty One Day” (Learning Web)

9/12  In-Class Essay from Tan or Staples Essay (Narrative)
IMPORTANT: This paper is NOT the Literacy Narrative
HW: Read Richard Selzer, “The Knife” (50); Read Bettelhein, “A Victim” (57)

Week Four:
9/17 Discuss readings; MLA format
9/19 MLA format; Narrative
   Rough Draft for Paper #1 due at BEGINNING of class;

Week Five:
9/24 Wave 1: Conferences for RD#1//ONLY CONFERENCE MEETINGS
9/26 Wave 2: Conferences for RD#1//ONLY CONFERENCE MEETINGS

Week Six:
10/1 Summary/Strong Response (SSR) and Closed Form Writing
   HW: Read Tom Bissell, “Extra Lives: Why Video Games Matter” (Learning Web); Literacy Narrative due on Tuesday by 11:59PM on TurnitIn (Eagle Online)
10/3 SSR and Argument
   HW: Read “I h8 txt msgs” (Learning Web) and David Crystal, “2b or Not 2b?” (Learning Web)

Week Seven:
10/8 Discussion over articles and texting in general; Argumentative Writing; SSR
   HW: Read “Is Google Making Us Stupid?”
10/10 Discussion over article; Argumentative Writing; SSR
   HW: Neil Postman, “Digital Students, Virtual Classroom” (1000); Answer Questions 1 and 3 on page 1007

Week Eight:
10/15 Discussion over reading; Argumentative Writing
10/17 In-Class Midterm Essay (Argumentative)
   Rough Draft for Summary/Strong Response Paper #2 due with your in-class essay

Week Nine:
10/22 Wave 1: Conferences for RD#2//ONLY CONFERENCE MEETINGS
10/24 Wave 2: Conferences for RD#2//ONLY CONFERENCE MEETINGS

Week Ten:
10/29 Cultural Critiques (Analysis/Synthesis: Paper Three; this essay will be researched); Locating Library Resources
10/31 Cultural Critiques

Week Eleven:
11/5 Cultural Critiques
   HW: Read Roach, “How To Know If You’re Dead” (282) and answer questions #1-4 on page 295-296 (For question #4, use the Mitford essay for your comparison); Read Mitford, “Behind the Formaldehyde Curtain” (310)
11/7 Cultural Critiques; Rough Draft 3 due (HARD COPY)
   HW: Review Mitford, “Behind the Formaldehyde Curtain” (310) and answer questions #1-3 on page 316; Read Lynch, “The Bang & Whimper and the Boom” (317) and answer questions #1-3
on page 322 (For question #2, use the Mitford essay for your comparison); Review Roach, “How To Know If You’re Dead” (282)

Week Twelve:
11/12 Conferences for RD3
HW: Read Barthes, “Toys” (342) and answer questions #1, 2, and 4 on page 343

11/14 Conferences
HW: Read Kristof, “Saudis in Bikinis” (340) and answer questions #1-3 on page 341; Read Mernissi, “Size 6: The Western Women’s Harem” (Learning Web); Read Shah, “Tight Jeans and Chania Chorris” (335)

Week Thirteen:
11/19 Discussion
HW: Read Burgess, “Is America Falling Apart?” (297); Read Strebeigh, “The Wheels of Freedom: Bicycles in China” (344) and answer questions #1-2 on page 354

11/21 Discussion
HW: Read McMurtry, “Kill ‘Em! Crush ‘Em! Eat ‘Em Raw!” (354) and answer questions #1-3 on page 359; Read Ivins, “The Romance of Football” (Learning Web)

Week Fourteen:
11/26 Discussion over readings; Cultural Critiques
HW: Read Burgess, “Is America Falling Apart?” (297); Read Strebeigh, “The Wheels of Freedom: Bicycles in China” (344) and answer questions #1-2 on page 354

11/28 Discussion over HW questions and readings; Cultural Critiques
HW: Read McMurtry, “Kill ‘Em! Crush ‘Em! Eat ‘Em Raw!” (354) and answer questions #1-3 on page 359; Read Ivins, “The Romance of Football” (Learning Web)

Week Fifteen:
12/3 Video: Catfish
HW: Essay Two due on Tuesday by 11:59PM on TurnitIn (Eagle Online); HW: Read Doonesbury, “Student-Friendly Courses” and Answer Questions (Learning Web); Read Doonesbury, It’s Not School. It’s HBO” (Learning Web)
*If the final copy does not have a minimum of two credible sources, a letter grade will be deducted; one source will be half-a-letter.

12/5 Video: Catfish

Week Sixteen:
12/10-12/16 I’ll have to check on the exact date, and we will iron out the details later: Final Exam (essay)