

ENGLISH 1301 DISTANCE EDUCATION

FALL 2012 (CRN# 25953)

COURSE SYLLABUS

CONTACT INFORMATION

Professor: Dr. Amy E. Harris Tan

Email: Please use the course email to contact me. Email is the best way to contact me. I will check it frequently and respond as soon as I am able. Before the course begins and after the course ends, if you need to contact me you can use my college email address: amy.tan@hccs.edu. Please understand that if you use it during the semester, it may take me longer to respond because I give priority to the emails received in the Eagle Online course.

Phone: If you need to speak with me via phone, please email me a phone number or leave me a message at 713-718-7814. Be sure to leave your name, your phone number, and the CRN of the course that you are taking.

DISTANCE EDUCATION

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:

<http://de.hccs.edu/de/de-student-handbook>

COURSE INFORMATION

TEXTBOOK (Required)

Reader: McQuade, Donald and Robert Atwan, eds. *The Writer's Presence, A Pool of Readings*, seventh edition, 2012. ISBN # 978-0-312-67262-1

Please Note: You will have quizzes over the assigned readings, and you will write essays responding to and quoting from the assigned readings. You cannot pass this course without the book. There will be a copy of this book on reserve at most of the HCCS libraries (definitely at WLOP and Stafford).

How to Get Your Books: All DE course textbooks are housed at the Central College Bookstore. Students can order their books online by visiting the bookstore's website.

Students can also visit the Central College bookstore to purchase books or visit any HCC Bookstore to order books to be sent that bookstore location from the Central College Bookstore. This option usually takes 24-48 hours for books to be shipped from Central to another HCC Bookstore. You can also frequently find these books at half price bookstores and online websites. **Be sure to order the correct edition, otherwise you will not have the correct information or the correct readings.**

Please make arrangements to have your book by the first day of scheduled classes (August 27th). You will need your book to begin work in the class. Not having the book will put you behind in the class work immediately, and some of the work cannot be made up. However, there are copies of the book available for use on reserve in the campus libraries. You should call ahead to check on times and availability. The book is

definitely available at the Stafford campus library and the West Loop campus library. I have made every effort to provide website links to online readings, but not all readings are available online.

OTHER MATERIALS RECOMMENDED

Folder or binder to keep your papers together and Flash Drive (print hard copies of all formal assignments submitted to save for your records or save them on a flash drive and on your computer hard drive)

GRADE PERCENTAGES

10% Journal

10% Quizzes over Readings

10% Forum Posts (graded on quality and quantity, includes Response for Essay #1, Response for Essay #2, and Response for Essay #3)

20% Essay #1 (2-3pp. Position Essay, includes Rough Draft #1, and Reflective #1)

20% Essay #2 (3-4pp. Argumentative Essay, includes, Rough Draft #2 and Reflective #2)

20% Essay #3 (3-4pp. Literary Critical Analysis Essay, includes Rough Draft #3, and Reflective #3)

10% Final Essay Exam

Extra Credit: Complete the following online library training: <https://sites.google.com/site/empowersignup/>.

This is the only extra credit that will be offered this semester. It is worth 5 points added to the Final Essay Exam. You must complete it as early in the semester as possible, but I will give you until the final essay exam is due to complete it.

This is exactly how I will calculate your grade. At any point in the semester, you can figure out what your average is by using these percentages. Some students disregard the Forum Posts, or only complete a few of them. This choice can severely hurt your grade.

In accordance with HCC policy, final grades in this course will be whole letter grades based on the following scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or below = F. I will usually round up (e.g., an 89.5 is rounded to a 90).

IMPORTANT DATES

August 27: Classes Begin

September 3: Offices Closed—Labor Day Holiday

September 10: Official Date of Record

November 2: Last Day for Administrative/Student Withdrawals 4:30pm

December 9: Instruction Ends

December 10-16: Final Examinations

December 16: Semester Ends

December 21: Grades Available to Students

FREE ENGLISH TUTORING

HCCS offers you free tutoring at our tutoring centers where you will receive individual attention with any of your writing concerns. You can visit any HCCS campus to use tutoring and writing lab services. Location, dates, and times will be posted online. You also have access to free online tutoring at <http://hccs.aksonline.net/>.

OPEN COMPUTER LAB

You have free access to the Internet and word processing in the open computer labs available at any HCCS campus. Be sure to call ahead for times and availability.

COURSE POLICIES

ATTENDANCE POLICY

Although this course is online, you still must “attend” regularly. You ought to sign on at least three times a week to complete course work. Regular attendance will be gauged by the prompt completion of work as assigned by due dates. Not completing assignments will be considered absence, and you may be withdrawn from the course if you do not sign in and make adequate progress in completing assignments. Your success in this course depends upon your steady completion of work as it is due. **Once due dates pass, you will not be permitted to submit missed work.**

DUE DATES AND MAKE UPS

Late **essays** will receive a 10 point deduction for each day the essay is late. Late essays will not be accepted after one week. Please email me to discuss the reasons for any late essays. Please keep a copy of your essays for your own file; should an essay be lost, it is your responsibility to give me another copy. No make-ups on course work, like forum posts, journals, and quizzes! **No make-ups on final exams! Please contact me if you miss a major assignment or the final exam.**

ACADEMIC HONESTY

Plagiarism (consult your student handbook on scholastic dishonesty) results in a grade of zero on that project. Cheating or collusion (consult your student handbook on scholastic dishonesty) results in a grade of zero on that project. The second offense will result in a Failing grade for the course. **This policy will be strictly enforced.** Students should be aware that the professor will be using plagiarism detection software and Internet sources to check student work for potential plagiarism.

COURSE DESCRIPTION, PURPOSE, AND OBJECTIVES

MISSION STATEMENT OF THE ENGLISH DEPARTMENT

The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students’ reading, writing, and analytical skills.

ENGLISH 1301 COURSE DESCRIPTION

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

COURSE PURPOSE

English 1301 is designed to help students write multi-paragraph expository, analytical, and argumentative essays that have the following qualities:

- Clarity in purpose and expression
- Appropriate and sensible organization
- Sound content, including applications of concepts from and references to assigned readings
- Completeness in development
- Unity and coherence
- Appropriate strategies of development
- Sensitivity to audience
- Effective choice of words and sentence patterns

- Grammatical and mechanical correctness
- Appropriate MLA citation format.

EDUCATIONAL OUTCOMES FOR ENGLISH 1301: By the time students have completed English 1301, they will:

- Understand writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading
- Apply writing process to out-of-class writing
- Apply writing process as appropriate to in-class, impromptu writing situations, thus showing an ability to communicate effectively in a variety of writing situations (such as essay exams and standardized writing tests like the TASP)
- Apply suggestions from evaluated compositions to other writing projects
- Understand and apply basic principles of critical thinking in analyzing reading selections, in developing expository essays, and writing argumentative essays
- Apply concepts from and use references to assigned readings in developing essays
- Analyze elements of purpose, audience, tone, style, and writing strategy in essays by professional writers
- Complete short writing assignments, journal entries, reading quizzes, and other activities to strengthen basic thinking and writing skills
- Understand and appropriately apply various methods of development in writing assignments; Avoid faulty reasoning in all writing assignments
- Fulfill the writing requirements of the course, writing at least 5,000 words during the semester

EDUCATIONAL COMPETENCIES IN HCCS CORE CURRICULUM

Reading: Reading material at the college level means having the ability to analyze and interpret a variety of printed 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 written communication.

Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order 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

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revising, editing, and presenting
- 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)
- 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 to give an oral presentation

STUDENT LEARNING OUTCOMES

- 1) Demonstrate knowledge of writing as process.
- 2) Apply basic principles of critical thinking in analyzing reading selections, developing exposition 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.

PROGRAM STUDENT LEARNING OUTCOMES

(Composition, Literature, Creative Writing, and Technical Writing)

- 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.