



**Division of English and Communication
English Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

ENGL 1301: Freshman Composition I | Lecture | CRN 14465

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)
In-Person | West Loop 171 | TuTh 2:00 – 3:20 PM
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Bruce Brogdon	Office Phone:	713-718-0000
Office:	Location and Room	Office Hours:	TuTh 8:00 – 9:20 AM
HCC Email:	bruce.brogdon@hccs.edu		

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns or just to discuss course topics.

Instructor's Preferred Method of Contact

Please contact me with questions or concerns via email at bruce.brogdon@hccs.edu. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

The Department of English helps students find and develop their authentic voices, establish political power, and create social capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support them as they craft their own narratives. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

Personal Welcome

I look forward to working with you all as we explore the reading, writing and thinking process. Please come to class ready to be seriously engaged in this process.

Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 or (for non-native speakers) or ESOL 0360. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](#) and / or the [Learning Web](#) to supplement in-class assignments, exams, and activities. <<INSERT HERE: Include more specific information about how you expect students to use Eagle Online Canvas or the Learning Web here.>> HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas or the Learning Web. It is recommended that you use [FIREFOX](#) or [CHROME](#) as your browser.

HCC Online Information and Policies (DELETE if this is not an online course)

<http://www.hccs.edu/online/>

Scoring Rubrics, Sample Assignments, Other Resources

Look on your course calendar for the scoring rubrics for assignments; other information to assist you in the course will be found on my learning web page.

Instructional Materials

Course Reader Information

There is no required textbook in this class. Reading assignments are found on my Learning Web site, or distributed as handouts in class.

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview for ENGL 1301

ENGL 1301 is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Core curriculum course.

Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 1301 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course address the following core objectives:

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

Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

Course Student Learning Outcomes (CSLOs) for ENGL 1301

Upon successful completion of ENGL 1301, the student will be able to:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays.

Student Success in ENGL

As with any three-hour course, expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide a description of any assignments
- Inform students of policies
- Provide the course outline and class calendar that will include a description of assignments
- Arrange to meet with individual students as required

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all documents, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies, including plagiarism, in the HCCS Student Handbook

Assignments

Students will write a minimum of 5,000 words over the course of the semester.

Student Assignments

Essay #1

Choose one of the following topics: 1. My history as a writer.

2. What writing means to me.

Essay #2: Insider's point of view essay: In "On Dumpster Diving," Lars Eighner is able to describe the life of the scavenger from an insider's point of view, using his insights to make a critique (analysis and criticism) of consumer society. Think of some subject that you can bring the insider's point of view to, and write an essay along the lines of Eighner's.

Oral Report: Present an oral report on a topic developed in class discussion.

Essay #3 (Fiction analysis). Write an analysis of one of the works of fiction discussed in class.

Essay #4 (essay final). Using the classic scheme of argument, write an essay on a topic related to education.

In-Class Activities

<<INSERT HERE: You may choose to include in-class activities. If so, specify the types of activities student should expect, such as quizzes, participation in activities during class, projects, etc.>>

Grading Formula

Assessments:

Reading Quizzes	10%
Class and workshop participation	10%
Essay #1 (Personal narrative)	10%
Essay #2 (Insider's Point of View)	20%
Oral Report	10%
Essay #3 (Short story analysis)	20%
Essay #4 (final--argument)	20%

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

Class Calendar: This calendar is a guideline for the semester. Some changes may be necessary as the course progresses. **Classroom instructions always supersede the information below.**

Week 1

1. Tuesday, August 27, 2019

Supply proof of registration.

Diagnostic essay. Introduction to the course; discussion of assignments and class policies.

2. Thurs, Aug. 29

Introduction to the course; discussion of assignments and class policies.

Discuss various techniques for discovering ideas for writing. Assign short stories for Oral Report.

Assignment: read "Why Women Smile" by Amy Cunningham.

Week 2

3. Tues, Sept. 3

Discuss writing strategies in "Why Women Smile." Discuss incremental writing and practice freewriting and other techniques for discovering ideas.

Assignment: read "Watching Out for Loaded Words" by Frank Trippett.

4. Thurs, Sept. 5

Discuss writing strategies in "Watching Out for Loaded Words." Discuss collage technique and begin developing a short descriptive collage on the subject "My History as a Writer" or "What Writing Means to Me."

Assignment: Develop your collage using similes and metaphors to discuss writing. For example, "Writing an essay is like _____."

Week 3

5. Tues. Sept. 10

Class workshop: using prewriting exercises to develop ideas for the collage.

Assignment: finish your collage for next class.

6. Thurs. Sept. 12

Students will read selections from their collages in class, and discuss how to develop their collage material into a formal essay.

Assignment: complete formal essay based on your collage. Read "Learning to Read and Write" by Frederick Douglass.

Week 4

7. Tues. Sept. 17

Essay #1 due. Discuss "Learning to Read and Write" (87).

Assignment: read class handout: "Critical Thinking in Education"

8. Thurs, Sept. 19

Discuss handout: "Critical Thinking in Education." Discuss next writing project: memoire and exposition--exploring ideas. Assignment: read "On Dumpster Diving" by Lars Eighner.

Week 5

9. Tues, Sept. 24

Discuss writing strategies in "On Dumpster Diving."

Assignment: read sample student essay by Colin Clark, "Becoming a Reader," and "When Speech Fails You" by Emma Seward.

10. Thurs, Sept. 26

Discuss writing strategies in sample student essays. Discuss requirements for essay assignment #2.

Assignment: begin work on essay #2.

Week 6

11. Tues, Oct. 1

Essay #2 due. Discuss research techniques for the oral report. View sample power-point presentation.

12. Thurs, Oct. 3

Discuss topics for oral report. Explore the library research databases.

Assignment: begin drafting your oral report. Bring a rough draft to the next class to read aloud and discuss.

Week 7

13. Tues, Oct. 8

Discuss strategies for oral report.

Assignment: complete rough draft of oral presentation.

14. Thurs, Oct. 10

Discuss rough drafts of oral presentations. **(begin oral reports?)**

Week 8

15. Tues, Oct. 15

Oral reports.

16. Thurs, Oct. 17

Oral Reports

Assignment: Read the handout on the elements of fiction.

Week 9

17. Tues, Oct. 22

Oral reports

Discuss the elements of fiction and short story analysis.

Assignment: read "The Story of an Hour" by Kate Chopin.

18. Thurs, Oct. 24

Discuss "The Story of an Hour."

Assignment: read the short story "The Storm" by Kate Chopin.

Week 10

19. Tues, Oct. 29

Discuss "The Storm."

Assignment: read handout, "The Lottery."

20. Thurs, Oct. 31

Discuss "The Lottery"

Assignment: read "The Book of the Grotesque" and "Adventure" by Sherwood Anderson.

Week 11

21. Tues, Nov. 5

Discuss "The Book of the Grotesque" and "Adventure" by Sherwood Anderson.

22. Thurs, Nov. 7

View film *Smoke Signals*, based on Sherman Alexie's "This is What it Means to Say Phoenix, Arizona

Week 12

23. Tues, Nov. 12

Finish viewing of *Smoke Signals*.

Assignment: decide which short story you wish to analyze—"The Story of an Hour," "The Storm," "The Lottery," "Adventure," or the film, *Smokesignals*.

Develop a page or two of ideas and writing strategies you want to develop for your analysis--bring to the next class.

24. Thurs, Nov. 14

Discuss strategies for developing Fiction Analysis Essay (essay #3).

Assignment: finish essay #3 and bring to next class.

Week 13

25. Tues, Nov. 19

Essay #3 due. Discuss the principles of argument (refer back to handout: "Critical Thinking in Education.") Discuss the role of opinion. Read and discuss read "TV Addiction" by Marie Winn.

Assignment: Read "The Insufficiency of Honesty" by Stephen Carter
read handouts: Leonard Pitts' "The lost art of critical thinking"; Crispin Sartwell's "Public education just a form of empty obedience."

26. Thurs. Nov. 21

Discuss "The Insufficiency of Honesty" by Stephen Carter. Discuss handouts: Leonard Pitts—"The lost art of critical thinking"; Crispin Sartwell—"Public education just a form of empty obedience."

Discuss critical thinking in education. Class debate on education issues.

Assignment: read handout, "The Meaning of Education"

Week 14

27. Thurs. Nov. 26

Discuss handout, "The Meaning of Education." Brainstorm on topics for final essay.

Assignment: read "Education: Democracy's Midwife" by Hank Rubin (handout)

Thanksgiving holiday Nov. 22-25

Week 15

28. Tues, Dec. 3

Discuss "Education: Democracy's Midwife" by Hank Rubin (handout)

Assignment: read "Breaking the No. 2 Pencil" by Patrick Kennedy.

29. Thurs. Dec. 5

Discuss "Breaking the No. 2 Pencil." by Patrick Kennedy.

Assignment: develop develop working thesis for final essay; list details for confirmation, refutation and if necessary, concession.

Week 16

Final Exam: Tuesday, Dec. 10. 9:00 to 11:00 am.

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Policies

Academic Integrity

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

Attendance Procedure

Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet with me in office hours. If you have four (4) absences before the official date of record (Sept. 9, 2019) you may be automatically withdrawn from the course.

Student Conduct

Students are expected to present themselves in a professional manner. Disruptive behavior or non-cooperation will not be tolerated, and if continuous may result in dismissal from class. Students who demonstrate contempt for class procedures, such as arriving late to class or leaving early, ignoring the instructor's directions, constantly conversing with their neighbor, or any other breach of decorum may find their grades affected, and in some cases, be dismissed from class.

Instructor's Course-Specific Information

Our course activities will revolve around the assigned readings, class discussions, and writing workshops. The main focus of this class is on process--both the thinking and writing process--so your mental engagement and participation is necessary. If you make a good faith effort, work hard, and keep up with the reading and writing assignments you will find that your ability to think critically and communicate your ideas clearly will be enhanced, which will prepare you for success in your college career.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for

the Fall and Spring semesters. EGLS³ surveys are not offered during the Summer semester due to logistical constraints.

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

<http://www.hccs.edu/departments/institutional-equity/>

disAbility Services

<http://www.hccs.edu/support-services/disability-services/>

Title IX

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Dr. Alan Ainsworth, alan.ainsworth@hccs.edu, 713.718.7591