

**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 | 11172 & 11173

Summer II 2020 | 5 Weeks (6.13.2020-8.16.2020)

Online | Asynchronous

3 Credit Hours | 48 hours per semester

## Instructor Contact Information

Instructor: Bruce Brogdon Office Phone: unassigned

Office: Virtual Office Hours: MWF 2:00-3:00

HCC Email: jane.doe@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](mailto:bruce.brogdon@hccs.edu) or at Canvas Inbox. 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

Welcome to English 1301. I am here to facilitate your learning and am looking forward to getting to know you. To be successful in this course, I encourage you to read everything, study, and use the discussions to develop your skills.**You will be learning about writing, analysis, critical reading, and critcal thinking.** Be sure to stay on task as this course has assessments that are due at specific times throughout the course. By mastering the concepts of this course, you will be equipped with knowledge and skills to enter one of the more advanced courses. You **will** use what you learn!

## Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 (or for non-native speakers ESOL 0360.) Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](https://www.hccs.edu/resources-for/current-students/student-handbook/)

## Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) and/or the Learning Web for all assignments, exams, and activities. Each week, you will complete several reading and writing assignments, all of which will be found in the Canvas course shell. When accessing the course on Canvas, it is recommended that you use [FIREFOX](https://www.mozilla.org/en-US/firefox/new/) or [CHROME](https://www.google.com/chrome/browser/desktop/index.html).

### HCC Online Information and Policies

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

### Scoring Rubrics, Sample Assignments, Other Resources

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/courses/124456>

**Instructional Materials**

## Course Reader Information

**No required textbook! I will supply handouts or will give you links to the required readings. Most of these are found in the class modules.**

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) 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](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](https://www.hccs.edu/resources-for/current-students/student-handbook/)

**Assignments**

## Written Assignments and Essays

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.

PowerPoint presentation: Group collaboration. Develop a PowerPoint presentation on a short story.

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.

**Assessment of assignments:**

Diagnostic essay (ungraded)

Reading Questions 10%

Essay #1 (Personal narrative) 10%

Essay #2 (Insider’s Point of View 20%

PowerPoint presentation 10%

Essay #3 (Short story analysis) 30%

Essay #4 (final--argument) 20%

## Exams

Most of the assigned readings are accompanied by reading quizzes (or reading questions). These accumulated reading questions constitute 10% of the final grade.

## In-Class Activities

There are daily discussions on the reading assignments and to discuss upcoming essay assignments. On the days we discuss the reading assignments, you should complete the reading questions before hand and use them as a stimulus for discussion.

## Grading Formula

See above under “Written Assignments and Essays”

### HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](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.**

English 1301 (12431) Calendar of readings and assignments. Summer 2016.

**Week 1**

1. Monday, July 13, 2020

Work through “Start Here” module. Write a short Diagnostic essay. Introduction to the course; discussion of assignments and class policies. Assign short stories for Oral Report. Discuss various techniques for discovering ideas for writing. Assignment: read "Why Women Smile" by Amy Cunningham.

1. Tues. July 14

Discuss elements of and essay. Discuss writing strategies in "Why Women Smile." Discuss active reading technique. Discuss incremental writing and practice freewriting and other techniques for discovering ideas. Assignment: read “Watching Out for Loaded Words” by Frank Trippett.

1. Wed. July 15

Discuss writing strategies in “Watching Out for Loaded Words.” Discuss the writer’s fundamental decisions. Discuss Audience and Voice. Begin prewriting exercises on the subject "My History as a Writer" or “What Writing Means to Me.” Discuss requirements for Essay 1. Assignment: complete a draft of first essay to bring to next class.

1. Thurs. July 16

Peer discussion of select drafts for Essay 1. Discuss sample student essays.

Assignment: Revise draft of first essay for next class. Read "Learning to Read and Write" by Frederick Douglass.

1. Fri. July 17

**Essay 1 due.** Discuss writing strategies in "Learning to Read and Write" by Frederick Douglass.

Assignment: Read "On Dumpster Diving" by Lars Eigner,

**Week 2**

1. Mon. July 20

Discuss writing strategies in "On Dumpster Diving." Discuss elements of Exposition and Memoir. Discuss strategies for Essay 2.

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

1. Tues. July 21

Discuss writing strategies in “Becoming a Reader.” Read “When Speech Fails You” and examine what elements of exposition and memoir are present in these essays.

Assignment: begin prewriting on Essay 2 (Insider’s Point of View/Memoir). Read “Hills Like White Elephants” by Ernest Hemingway.

1. Wed. July 22

Discuss Exposition and Memoir. (See OWL site). Discuss“Hills Like White Elephants” by Ernest Hemingway.

Assignment: begin draft of Essay 2.

1. Thurs. July 23

View power-point tutorial on “Hills like White Elephants.” (This will be a model for your group PowerPoint presentation). Discuss use of inference and critical thinking in short story analysis.

1. Fri. July 24

**Essay 2 due**. Discuss topics for group oral presentation.

Assignment: read “The Elements of Fiction.”

**Week 3**

1. Mon. July 27

Discuss “The Elements of Fiction.”

Discuss narrative voice, audience, tone, style, issues of syntax and vocabulary.

1. Tues. July 28

Discuss cultural background, themes, and secondary resources in research. Find secondary sources on the HCC Library database.

1. Wed. July 29

Discuss the language of imaginative fiction and poetry. Discuss 6 categories of questions as developed by Benjamin Bloom.

1. Thurs. July 30

Group work on PowerPoint reports

1. Fri. July 31

**PowerPoint Reports due.** Review fiction analysis techniques. Discuss elements of analysis.

Assignment: Read “The Story of an Hour” by Kate Chopin, and “A & P” by John Updike.

**Week 4**

1. Mon. Aug. 3

Discuss “The Story of an Hour” and “A & P.”

Assignment: read “The Lottery” by Shirley Jackson and “The Storm: by Kate Chopin.

1. Tues. Aug. 4

Discuss “The Lottery” by Shirley Jackson and “The Storm: by Kate Chopin.

Read “The Most Dangerous Game” by Richard Connell.

1. Wed. Aug. 5

Discuss “The Most Dangerous Game.” Discuss literary fiction and commercial fiction.

1. Thurs. Aug. 6

Discuss Critical Analysis assignment. Discuss working thesis.

Assignment: Begin draft of Critical Analysis essay.

1. Fri. Aug. 7

**Critical Analysis essay due.**

Discuss principles of argument.

Assignment: read “The Insufficiency of Honesty” by Stephen Carter, and “TV Addiction by Marie Winn

**Week 5**

1. Mon. Aug. 10

Discuss “The Insufficiency of Honesty” by Stephen Carter, and “TV Addiction” by Marie Winn.

Assignment: read handouts: “The Lost Art of Critical Thinking” by Leonard Pitts, and “Public Education Just a Form of Empty Obedience” by Crispin Sartwell.

1. Tues. Aug. 11

Discuss “The Lost Art of Critical Thinking” by Leonard Pitts, and “Public Education Just a Form of Empty Obedience” by Crispin Sartwell.

Assignment: finish final Argument essay.

**Final: Wed, Aug 12**

## 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*: Attendance, preparedness, and participation are essential for your success in this course. **In the case of online courses, Canvas keeps track of your login time. Your participation in Class Discussions is necessary, and is counted as your class attendance.** 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 more than four (4) absences before the official date of record (Jan. 28, 2019) you may be automatically withdrawn from the course.

## Student Conduct

Communicating online with your classmates and instructor is a vital part of learning online. I encourage friendly debate and disagreement, so do not be afraid to speak your mind. Always be mindful that your opinion is one of many and be respectful and courteous of others. Accepted standards of computer etiquette will be expected in this class.

For information about computer etiquette, see the [Core Rules of Netiquette (Links to an external site.)](http://www.albion.com/netiquette/corerules.html).

# 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
* Ability 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](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) 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](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

# Office of Institutional Equity

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

## Ability Services

<https://www.hccs.edu/support-services/ability-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

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