
**English
Southwest College**

**English 1301 –Composition I** (crn 12529)

West Loop Campus – Room C247 | 12:00 pm to 2:30 | M-Th

3 hour lecture course / 48 hours per semester/ 5 weeks

**Instructor: Bruce Brogdon**

**Instructor Contact Information: Faculty office, 2nd floor, ph. 713-718-8156;** **bruce.brogdon@hccs.edu****; office hours: 9:00-10:00 am and by appointment.**

**Office location and hours**

*Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance*. *Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours*.

**Course 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.

**Prerequisites
Prerequisites:** A satisfactory assessment score, completion of English 0310, or (for non-native speakers) English 0349. The Student must be placed into college-level reading and college-level writing.

# Course Goals1.      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.

**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.

 **SCANS or Core Curriculum Statement and Other Standards**

*Credit: 3 (3 lecture)*

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| HCC Calendar: |
| Classes Begin  | Monday, June 2, 2013 |
| Official Day of Record | Thursday, June 5 |
| Holidays and Breaks  | July 4 |
| Last day to file for graduation | Friday, June 13 |
| Last day to drop classes with a grade of W | Monday, June 23 |
| Instruction ends | Wednesday, July 1 |
| Final examination | Wed., July 2, 10:00 a.m. |

**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 2014.

**Week 1**

1. Monday, June 2rd, 2014

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 and “Watching Out for Loaded Words” by Frank Trippett.

1. Tues. June 3

Discuss writing strategies in "Why Women Smile." Discuss active reading technique, incremental writing and practice freewriting and other techniques for discovering ideas. Discuss writing strategies in “Watching Out for Loaded Words.” Discuss the writer’s fundamental decisions, 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. Wed. June 4

Peer analysis of drafts for Essay 1. Discuss sample student essays.

Assignment: Revise draft of first essay for next class

1. Thurs. June 5

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

Assignment: Read "On Dumpster Diving" by Lars Eigner

**Week 2**

1. Mon. June 9

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.”

1. Tues. June 10

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

Assignment: begin prewriting on Essay 2 (Insider’s Point of View/Memoir) and look over “Learning to Read” by Malcolm X.

1. Wed. June 11

Discuss writing strategies in “Learning to Read.” Discuss Exposition and Memoir. (See OWL site). Assignment: begin draft of Essay 2. Read “7 Things No One Tells You About Being Homeless” by [J.F. Sargent and](http://www.cracked.com/members/Antagonasty)[William Bonnie](http://www.cracked.com/members/Clowner).

1. Thurs. June 12

**Essay 2 due.** Discuss “7 Things No One Tells You About Being Homeless.” Read handout: “Awash in meaningless words” by Brook Allen. Discuss topics for oral reports

Assignment: read “The Elements of Fiction.”

**Week 3**

1. Mon. June 16

Discuss “The Elements of Fiction.”

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

1. Tues. June 17

Discuss cultural background, themes, and secondary resources in research. Group work on oral reports

1. Wed. June 18

Oral Reports

1. Thurs. June 19

Oral Reports

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

**Week 4**

1. Mon. June 23

Oral Reports (if necessary)

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

Assignment: read “The Lottery” by Shirley Jackson and “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie.

1. Tues. June 24

Discuss “The Lottery” by Shirley Jackson and “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie.

1. Wed. June 25.

View film of *Smokesignals* by Sherman Alexie.

1. Thurs. June 26.

Discuss Critical Analysis assignment. Discuss working thesis.

Assignment: Begin draft of Critical Analysis essay. read “The Insufficiency of Honesty” by Stephen Carter and “TV Addiction” by Marie Winn.

**Week 5**

1. Mon. June 30

**Critical Analysis essay due.**

Discuss principles of argument. 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. July 1

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.

1. Wed. July 3

Final essay due.

**Instructional Methods**

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 you ideas clearly will be enhanced, which will prepare you for success in your college career.

**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.

**Assessments:**

Reading Quizzes 10%

Essay #1 (Personal narrative) 10%

Essay #2 (Insider’s Point of View 20%

Oral Report 20%

Essay #3 (Short story analysis) 20%

Essay #4 (final--argument) 20%

**Instructional Materials:**

**In Lieu of textbooks, I have provided various essays and short stories which can be found on my Learning Web Page.**

**HCC Policy Statement - ADA**

Services to Students with Disabilities
Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. To visit the ADA Web site, please visit www.hccs.edu then click Future students, scroll down the page and click on

the words Disability Information.

**HCC Policy Statement: Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

* Copying from another students’ test paper;
* Using materials not authorized by the person giving the test;
* Collaborating with another student during a test without authorization;
* Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
* 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 offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

**HCC Policy Statements**

*Class Attendance - It is important that you come to class!*Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

**HCC Course Withdrawal Policy**If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. \*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. ***Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.***  If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

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| Last day to drop classes with a grade of W | Mon. June 23 |

**Repeat Course Fee**The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/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.

**Classroom Behavior**As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

**Use of Camera and/or Recording Devices**As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

**Instructor Requirements**

As your Instructor, it is my responsibility to**:**

* Provide the grading scale and detailed grading formula explaining how student grades are to be derived
* Facilitate an effective learning environment through class activities, discussions, and lectures
* Description of any special projects or assignments
* Inform students of policies such as attendance, withdrawal, tardiness and make up
* Provide the course outline and class calendar which will include a description of any special projects or assignments
* Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to**:**

* Attend class and participate in class discussions and activities
* Read and comprehend the textbook
* Complete the required assignments and exams:
* Ask for help when there is a question or problem
* Keep copies of all paperwork, including this syllabus, handouts and all assignments

**Program/Discipline Requirements**

By the end of the semester, the student who passes with a final grade of "C' or above will have demonstrated the ability to:

 1. Complete and comprehend reading assignments. (Assignments vary in length, but a typical assignment requires 2 hours out of class for each hour in class: e.g. 2 ½ to 3 hours reading to prepare for a 1 1/2 hour class session.)
 2. Attend class regularly, missing no more than 12.5% (6 hours) of instruction.
 3. Participate in small group and/or class discussions in which assigned readings are analyzed *and interpreted.*

 4. Write at least 5,000 words in completing written assignments of varying types and lengths that are relevant to course content.
5. Participate in at least one oral presentation (can be a collaborative effort) of an assignment.

6. Explain and illustrate stylistic characteristics of authors and literary works included in the course syllabus.

7. Express clearly and support convincingly an interpretation or analysis of a text.

8. Explain similarities and differences among writers studied and/or among literary works studied.

9. Use a word processor (available in school labs) to fulfill written assignments and use the computer as well as the library to research any applicable assignments.

10. Maintain an overall average of 70 or above on written assignments and tests.

**Grading**

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Grading Scale

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F