

ENGLISH 1301 CRN: 20724 Online
August 27 – December 16, 2012
Eagle Online

HCCS-CENTRAL

SYLLABUS

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Prerequisite:

Successful performance on English entrance exam or successful completion of English 310.

Required Text:

Brereton, J.C. & Peterson, L.H. (2008).
The Norton Reader (12th ed.).
New York, NY: W.W. Norton & Company

Bullock, R. & Weinberg, F. (2011)
The Little Seagull Handbook
New York, NY: W.W. Norton & Company

Required materials:

Collegiate Dictionary
PC or MAC with high speed internet access

Suggested Resource:

Strunk, W. Jr. & White, E.B. (2000). *The Elements of Style*. (4th ed.).
Needham Heights, MA: Allyn & Bacon

Students are responsible for the HCCS Student Handbook (online) for HCC policies and procedures and are also responsible for MLA guidelines (online) for the appropriate format of academic writing.

Course Description:

English 1301 is a course devoted to improving student writing, verbal communication, and critical reading.

The course emphasizes the writing process from the prewriting stage to the final revision (if there is every really such a thing) and includes instruction on writing various forms of academic essays. Students will be introduced to argumentation, critical analysis, and the use of sources. Additionally, students will be trained in writing across many disciplinary subjects necessary for collegiate success and success in vocational fields.

As a tertiary concern, this course seeks to evaluate the role of higher education in helping students develop ethical, moral, and rational faculties necessary for their informed participation as citizens and members of community, society, and the human race.

By the end of this course, students will be able to:

- ✓ Demonstrate knowledge of writing as a process.
- ✓ Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.
- ✓ Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.
- ✓ Write essays in appropriate academic writing style using varied rhetorical strategies.
- ✓ Synthesize concepts from and use references to assigned readings in their own academic writing.

From the Office of 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>

Attendance:

Distance courses do not require physical attendance but they do require regular and consistent participation. Although attendance is not required, students are encouraged to log on at least once a week. Topics and assignments are updated on Mondays, so I highly encourage students to log in every Monday to view the course assignments and requirements for the week.

Course Requirements

Forum Events	30%
In Class Writing Assignments (5)	20%
Out of class Writing Assignments (2)	25%
Daily Assignments and Quizzes	5%
Midtem	10%
Research Final Essay (1)	10%
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Total	100%

Submitting Assignments

All writing assignments must be submitted through our Eagle Online course. If students have difficulty submitting assignments online, an EO message must be submitted NO LATER THAN five minutes after the posted due date/time. Students requesting extra time or communicating that they had difficulty submitting an assignment anytime after the period specified above will incur a late charge on their assignments.

Essays

There are two different categories of essays for this course:

In-Class Essays: In-class essays are timed essays to be completed in the computer lab. Students will be given an essay prompt and will have approximately two hours to complete their essays based on the prompt given.

Out-of-Class Essays: Out-of-class essays are not time and are completed similar to the traditional out-of-class assignment. Students will be given a topic and are expected to complete 800 word, MLA formatted essay.

Grammar

Due to the nature of freshman English composition, mastery of grammatical concepts should be achieved prior to beginning this course. To fully achieve the desired results from this course, students should take as much time as individually necessary to self assess mastery of their own grammatical concepts. An instructor's grading rubric is available to all students and students will see that grammar weighs heavily in the instructor's grading system.

Statistically, students receiving low scores on written essays could have done much better had they mastered grammar, structure and mechanics.

The instructor encourages all students to access the "Assess Your Grammar" section of the Eagle Online course to visit websites which allow students to self assess their grammar skills. It is also encouraged for students to pre expose themselves to *The Little Seagull handbook* from the onset of the course to gain as much enrichment from this resource as possible.

Research Paper

A research paper is required for this course. Students will be given a list of topics to choose from and are required to submit a preliminary research paper proposal, rough draft, and final draft. Research papers must follow MLA format guidelines and must receive a Turnitin originality report of 0%.

Late and Missing Assignments

The nature of our course demands at least a modest attempt at organizational skills. To reinforce the importance of work submitted in a timely manner, the instructor for this course will not accept late assignments that are more than 5 days late. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY.**

All assignments not received will receive a zero without the possibility of a make-up opportunity. It is imperative that students understand how important organization and pacing is in the online environment. Students are encouraged to implement proper study skills, efficient organizational skills, and effective modes of communication to ensure a productive and

The Midterm:

The midterm and final will be a compilation of multiple choice, fill in the blank, and essay questions. There is also an essay prompt requiring a written response. Students should maintain all notes from class discussions, all graded quizzes, and all graded essay assignments, as these items will help students prepare for the assessments.

It is the student's responsibility to seek clarification of any concept covered in the course. Whether the student chooses to email, call, or ask the instructor for clarification, declaring a lack of understanding on the day of an assessment is not acceptable as a reason for refusing to take an assessment or requesting a make-up assessment due to an unsatisfactory grade.

Dropping grades:

There will be every attempt made during the course to ensure ample opportunities to learn, grow, develop, and master concepts. As a result, the instructor will assign essays relevant to synchronous and asynchronous discussions.

Depending on the number of assignments completed, the instructor retains the right to drop no more than two of the lowest grades from the gradebook. In order for this to happen, the class must have at least 12 essays completed as a class. Per course curriculum, at least 8 essays will be calculated into students' final grades.

Extra Credit Opportunity:

There will be one extra credit opportunity for all students. Students can find this assignment in our Eagle Online course toward the end of the semester.

Scholastic Honesty:

Scholarly standards are those established in the course but universally followed in college-level scholarship. One purpose of course lectures, presentations, and discussions is to demonstrate college-level academics. These standards are better learned in class than from any manual. The college writing standard ought to be well known and specifically employs *The Little Seagull Handbook*, for correct English expository style. The English department further authorizes students to use the MLA parenthetical citation method for scholarly form. **Any work that falls beneath the college, departmental, and**

course standards is unacceptable.

The college has a code that regulates academic ethics. While the code is self-evident, there is one ethical question that needs to be addressed here. Plagiarism is epidemic in higher education. It is a serious academic offense to plagiarize, i.e., to commit academic theft by presenting the ideas or words of another as though they were one's own, and therefore pains must be taken to indicate borrowed ideas by endnotes, and borrowed phraseology by endnotes and quotation marks. Again, it is the student's responsibility to know what constitutes plagiarism.

If questions about plagiarism remain, it would be best to consult the instructor before submitting any assignment for evaluation. **Any work deemed plagiarized will result in a zero on the assignment and the assignment may not be redone or made up in any way.** The instructor stresses her belief that plagiarism not only violates the rules of the university and injures the integrity of higher education at large but is also immoral.

Students are expected to behave with honesty and integrity in the writing of papers and in class discussions.

Plagiarism —unacknowledged use of another person's words or ideas—earns a ZERO for the assignment (no make-up). Whether plagiarism is intentional or unintentional, the resulting grade of zero will be issued to any student submitting a paper found to be plagiarized.

Our first assignment – the HCC Current Student Services essay:

Not taking full advantage of all services offered by an institution is not unusual for students. Therefore, English 1301 students are required to explore the HCC website and find at least 15 interesting elements/resources of the site that the student may deem valuable to his/her academic career with the college immediately or in the future.

There is a very popular saying amongst officers of the court, "ignorance of the law is no excuse." Neither is ignorance of campus policies and offerings. I am particularly interested in this assignment and look forward to seeing how much effort is put into the student paper. A mediocre paper will cover the "links" of the site. A good paper will highlight meaningful information found by the student. A great paper will teach me something that even I did not know.

Locating Resources:

Acceptable resources for citations are; newspaper articles from established publishers, books, approved blogs and or websites, and magazine or journal articles from reputable, established publishers. In addition to resources you may currently use, HCC's library link offers a database of academic resources that are available 24 hours a day via online services.

Articles search: http://library.hccs.edu/articles/subject/multi_sub.php

Book search: <http://librus.hccs.edu/>

Important Notices:

- Students who repeat a course face significant tuition/fee increases at HCC and other Texas public colleges and universities. **If you are considering course withdrawal, confer with your instructor or counselor about your study habits, homework, attendance, course participation, and opportunities for tutoring or other assistance that might be available.**
- ***IF YOU INTEND TO WITHDRAW FROM THIS COURSE YOU MUST DO SO BEFORE November 2, 2012, 4pm*** or I will be forced to give you an **F** for the final grade if you stop attending, with no possibility of appeal. I do not withdraw students from the course due to administrative policy, I will not be able to withdraw you at semester's end. This policy is mandated by the Texas State Legislature.

OTHER IMPORTANT DATES:

August 27, 2012	First day of class
November 2, 2012	Last day for withdrawal
November 21, 2012	No night classes before Thanksgiving
November 22 -25, 2012	Offices closed – Thanksgiving Holiday
December 9, 2012	Instruction ends
December 10-16, 2012	Final Examinations

Special Needs/Reasonable Accommodation:

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodation must contact the Disability Support Services Office at the beginning of each semester. Members of HCC faculty are authorized to provide only the accommodations requested by the Disability Counselor. Please visit the Disability Support Services Office on the first floor of the Learning Hub, Room 106; or call them at 713-718-5165.

Support Services, Tutoring, Library Services:

Students are encouraged to schedule tutoring time with the instructor on an as needed basis. Also, students are encouraged to attend the HCC library or their local public library, which often offers free online tutoring, for supplemental instruction and assistance.

ENGLISH 1301 - Fall 2011—COURSE CALENDAR

Paper format:

All papers must adhere to MLA guidelines, contain no less than 500 words, and must be submitted on time.

Additional Assignments:

In addition to the following list of assignments, course requirements are also listed in the Eagle Online course.

Forums:

We will discuss all readings via our EO forums. Please be certain to review the forum links to ensure your weekly participation. Remember, responding appropriately and considerably counts for 30% of the final grade. Check Eagle Online for weekly asynchronous forum topics, dates, and times. Students are required to participate in at least two asynchronous forums a week and at least two synchronous forums every month.

Our Readings: Below is a list of tentative readings. Each week I will send all students a link to vote on the reading assignments. **Please be sure to place your vote for the weekly assigned readings.**

Schedule of Assignments

Section One/Weeks 1-4/ Getting to Know Me

Week One	Readings:	<i>Reading and Writing with the Norton Reader</i> <i>Writing in College</i> “On Going Home”, Didion “On Keeping a Notebook”, Didion
	Writing:	In-class/Process Essay
Week Two	Readings:	“When the Other Dancer is the Self”, Walker “Once More to the Lake”, White “A Hole in the Wall”, Barrett “Killing Time in Iraq”, Buzzell
Week Three	Readings:	“Strangers”, Morrison “George Washington”, Jefferson “My Father”, Stephen “Journal”, Thoreau “More Room”, Cofer
Week Four:	Readings:	“Being a Man”, Theroux “Looking at Women”, Sanders “Between the Sexes a Great Divide” “How to Know if You’re Dead”, Roach “Field notebooks”, Carson
	Assessment:	Pop quiz covering section one
	Writing:	Out of class/Comparison and Contrast Essay

Section Two/Weeks 5-8/ Getting to Know Others

Week Five	Readings:	“What is a Homosexual”, Sullivan “Under the Influence”, Sanders “A Victim”, Bettelheim “Insomnia”, Thomas “On the Fear of Death”
Week Six	Readings:	“The Knife”, Selzer “Green Cards”, Rios “Stranger in the Village”, Baldwin
Week Seven	Writing: Readings:	In-class/ Definition Essay “Against Exercise”, Greif “Letter to His Son”, Chesterfield “The Work of honey Bees”Wallace “We do Abortions here”, Tinsdale
Week Eight	Readings:	Out of class essay (to be announced) “Rights of Women”, Wollstonecraft “From Farewell to Arms”, Hemingway “Progress and Change”, White “Knowledge and Virtue”, Newman “Of Youth and Age”, Bacon “To Write Well”, Jonson
	Writing:	In Class/Cause and Effect Essay
	Assessments:	Pop quiz covering section two Midterm
Section Three/Weeks 9-12/ Getting to Know the World		
Week Nine	Readings:	“The Class of One Breasted Women”, Williams “Learning to Read”, Douglass “Get a Knife, Get a Dog, but Get Rid of Guns”, Ivins “The gender Gap at Schools”, Brooks
Week Ten	Readings:	“In the Kitchen”, Gates “Love”, Slater “Sowers and Reapers”, Kincaid “Learning to Write”, Franklin
Week Eleven	Writing: Readings:	In-class/ Persuasive Essay “Why Women Smile”, Cunningham “Who Shot Johnny”, Dickerson “The Case for Single Child Families”, McKibben “The Terrifying Normalcy of AIDS”, Gould
Week Twelve	Readings:	“The Tyranny of the Majority”, Guinier “On the Universal Declaration of Human Rights”, Roosevelt “Why the Reckless Survive”, Konner “Virtual Students, Digital Classroom”, Postman
	Assessment:	Pop quiz covering section three In-class/ Essay – (to be announced)
	Group Work:	Peer reviews due
Section Four/Weeks 13-16/ Developing a Broader Perspective		
Week Thirteen	Readings:	“How We Listen”, Copland “Good Readers & Good Writers”, Naboko “Sight into Insight”, Dillard
	Writing:	In class/ Argumentative Essay Research Proposal Due
Week Fourteen	Readings:	Introduction to the Literary Analysis Essay “The Motive of a Metaphor”, Frye “Intelligent Evolution”, Wilson “The His’er Problem”, Fadiman
	Writing:	Research Rough Draft Due

Week Fifteen **Readings:** Final Review
"Where I lived, and What I Lived For", Thoreau

Week Sixteen **Readings:**
Assessment:
Writing: Final Essay, Research Paper