



English 1301: An Introduction to Composition and Rhetoric
3 Credit Hours / 48 hours per semester
16 Weeks: 01/14/2013 – 05/12/2013
Lecture / Core Curriculum
NW Katy 360D, TTH 8 – 9:30 a.m. CRN #32181

Professor Cecilia Bonnor; Phone Number: (713) 718-5757; email address: cecilia.bonnor@hccs.edu
HCC Learning Web Page: <http://learning.hccs.edu/faculty/cecilia.bonnor>
Office Hours: 2 – 3 p.m. TTH; and by appointment.

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.

Required Textbooks

Maimon, Elaine P., et al. *The McGraw-Hill Handbook*. 3rd. ed. New York: McGraw-Hill, 2012. Web.
(MH), available via McGraw-Hill Connect Composition 2.0;

The current edition of the *English 1301 Study Guide*, available via McGraw-Hill Connect Composition 2.0 (SG);

And

Peterson, Linda H., et al. *The Norton Reader: An Anthology of Nonfiction*. 13th ed. New York: Norton, 2012. Print. (NR)

Connect Composition 2.0

Adaptive Diagnostic and Personalized Learning Plans: Connect Composition 2.0's adaptive diagnostic assesses student proficiency in grammar and editing skills, and then presents the student with an individualized learning plan designed to enhance writing proficiency in precise areas of study, ultimately saving the instructor time and increasing students' confidence in their own writing.

Please note: You will be able to access Connect Composition via the following link:

http://connect.mcgraw-hill.com/class/c_bonnor_32181.

(To help you become familiar with how to navigate the site, we will have an orientation session. More details to follow.)

For technical support, please call McGraw-Hill at (800) 331-5094.

Monday – Thursday: 8AM – 11PM; Friday: 8AM – 6PM; Sunday: 6PM – 11PM (All times Central)

Other Materials

A notebook with loose leaf paper for notes, paper and pens
Any good college-level dictionary

Prerequisites

Placed in college-level reading and college-level writing.

English 1301 Course Description

“A course devoted to improving the student’s writing and critical thinking. 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.” (*H.C.C. Catalog*)

Basic Intellectual competencies and Exemplary Educational Objectives in HCCS Core Curriculum English 1301 and 1302

-- **Reading:** Reading material at the college level means having the ability to analyze and interpret a variety of 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 spoken communication.

-- **Critical Thinking:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and 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.

Course Goals

English 1301 is part of the Core Curriculum and, as such, emphasizes all of the Core Competencies: reading, writing, speaking, listening, critical thinking, and computer literacy. Successful 1301 students will:

- communicate thoughtfully and clearly
- read and listen actively and critically
- develop flexible strategies to persuade
- analyze facets of issues and relate them to his/her life

Academic Discipline/CTE Program Learning Outcomes

1. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres
2. Analyze various genres of writing for form, method, meaning, and interpretation.
3. Employ research in academic writing styles and use appropriate documentation style
4. Communicate ideas effectively through discussion
5. Write in appropriate genres using varied rhetorical strategies

Student Learning Outcomes for English 1301

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.

Minimum Writing Requirement

Minimum of 5000 words during the semester

Grade Percentages

- 10% Essay #1: Personal Essay
- 10% Essay #2: Critical Analysis Essay
- 10% Essay #3: Midterm Essay
- 10% Essay #4: Rhetorical Analysis Essay
- 20% Essay #5: Persuasive Research Essay
- 20% Reading Journals, Homework, Quizzes, Participation
- 10% Personalized Learning Plan (Connect Composition)
- 10% Final Exam

All of these assignments will be discussed at length in class during the semester. Although I will provide handouts that delineate the requirements and grading criteria for these tasks, I expect students to keep up with assigned readings and to take notes while paying attention in class. **Work that is off-topic or fails to follow instructions will not be accepted. One letter grade will be deducted for each class period an out-of-class assignment is late. Workshops and quizzes may not be made up.**

All students must demonstrate competence in their in-class writing assignments to potentially pass English 1301. All segments of all assignments must be turned in and accepted in order to potentially pass English 1301. The date listed on the assignment sheet is the very last day on which the assignment will be accepted. All out-of-class essays must be submitted via e-mail and hard copy to be considered for credit. Absence is not a valid reason for failure to turn in an assignment on time. All drafts of all out-of-class assignments MUST conform to MLA standards and MUST be typed or word-processed. There is no extra credit, nor is there a curve. You will receive the grade you have earned for the course.

Please note the following points

1. Grades will not be discussed in class.
2. Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read all of the comments and then schedule an appointment.
3. When essays are returned, please open them OUTSIDE AND AWAY from the classroom. DO NOT OPEN PAPERS IN CLASS.
4. I look primarily at content, organization, and development. Style, grammar, and mechanics are secondary. However, if style and grammar are such that the point is unintelligible, your grade will be affected.
5. Do not ask me at the end of the semester what your grade is. Wait for grade posting at semester's end.

Grading Criteria

A (90.00 – 100): Exceptionally fine work, superior in mechanics, style, and content. Thoughtful and provocative ideas presented in a clear and compelling argument, using appropriate diction and an effective prose style, and with no mechanical errors.

B (80.00 – 89.99): Above average work, superior in one or two of the areas listed above. Good ideas presented in an organized essay which lacks a strong, analytic conclusion, or which indicates less-than-perfect control over style, spelling and grammatical constructions.

C (70.00 – 79.99): Average quality work, good, unexceptional, fulfills minimum requirements of assignment. Failure to address the assignment adequately by not following instructions, or failure to establish a proper focus and structure in organizing the argument, or evidence of an inability to monitor for syntactical problems.

D (60.00 – 69.99): Below average work, noticeably weak in areas listed above. Difficulty with two or more of the categories associated with a C.

F (0 – 59.99): Failing work, clearly deficient in areas listed above.

SCHOLASTIC DISHONESTY

According to the *Student Handbook* for the Houston Community College System: “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. ‘Scholastic dishonesty’ includes, but is not limited to, cheating on a test, plagiarism and collusion” (14).

‘Cheating’ on a test includes:

- Copying from another student’s test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test;
- 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’ means the unauthorized collaboration with another person in preparing written work offered for credit.

Please note the possible consequences of such dishonesty, as stated in the *Student Handbook*:

“Possible punishments for academic dishonesty may include a grade of “0” or “F” for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Instruction for disciplinary disposition. Students have the right to appeal the decision” (14).

Plagiarism Policy

DO NOT PLAGIARIZE ANY MATERIAL: If clear plagiarism is identified in any of your assignments, you will receive a zero on that assignment or, depending on the severity of the plagiarism, a zero in the course.

This includes even minor citation infractions—for instance, even one or two lines of undocumented plagiarized material can result in a zero on that assignment. In 1301, there is ZERO TOLERANCE of plagiarism.

**Plagiarism can also include the use of a student's prior work in another course and/or school to qualify as an assignment in part for this course. In order to use any pre-existing work, a student MUST receive permission from the instructor in order to resubmit the assignment for this course. Failure to do so will be the equivalent of plagiarism. In other words, all assignments should be original; do not use a paper written in another class for this one.*

All students are responsible for following the rules and guidelines related to student conduct as outlined in the HCC Student Handbook.

Course Requirements

--Reading. This is a discussion-based course: You are expected to come to class having carefully read in an analytical manner the assigned texts. **Your ability to participate thoughtfully in large and small group discussions will affect your participation grade.**

-- Response logs and/or reading quizzes. Students should be prepared for quizzes on the days essay readings are due. Quizzes will be short (10-15 minutes) and may either be short answer or brief in-class writings. Logs will be completed out of class and discuss specific prompts.

-- Three out-of-class essays. In order to be accepted, each essay must be submitted electronically as well as printed out and given to me in hard copy. For these out-of-class essays, you must show evidence of a verifiable writing process; therefore, working drafts and proof of feedback (i.e. online and/or writing center tutors) are required. Furthermore, you must format these essays according to MLA manuscript guidelines (see our Learning Web site and *The McGraw-Hill Handbook* for more information).

-- Two in-class exams, which will be scheduled during the middle of the semester and during finals week.

-- **Attendance. Your attendance is absolutely necessary to complete the course successfully. You should make every effort to attend class; should you have a problem with attendance, please come see me during office hours.** It is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students. In addition, please note that, a record of absences, late arrivals, and early leaves will be maintained throughout the semester. **If you are tardy, it is your responsibility to make sure that I record your attendance at the end of class. Otherwise, you'll be considered absent. Be on time and stay until class is finished. Arriving late or leaving early will affect your grade.**

-- Students are expected to do their own work. If a student represents work that is not his or her own as if it were, that constitutes plagiarism. (See above.)

-- **All class members are expected to treat each other in a courteous and professional manner. Please note: we will examine writing samples from people in this class during every class. Please speak about others' writing as you would hope others would speak about your own writing: use constructive criticism.** The majority of our time in class will be dedicated to examining ideas. We will talk, read, and reflect. Some topics may arise that disturb, offend or disconcert you. No effort will be made to skirt these topics or to censor them in the classroom forum. Our task is to exercise academic and intellectual freedom through analytical and critical skills. However strongly you may feel about the topics that arise, someone else may hold an opposing viewpoint equally strongly. **I expect you to behave with courtesy and respect.** *Ad hominem* arguments or statements will not be permitted. If someone is talking, do not interrupt. When he or she is finished, you will have your turn. **Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund. This includes not obeying the posted electronics policy in the classroom.**

-- Official HCCS policy concerning camera phones, cameras, audio/tape recorders, video recorders and any other electronic device that is capable of recording the human voice or image declares that the “[u]se 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 [such] accommodations.”

-- ***As a student active in our learning community, it is your responsibility to be respectful of our learning atmosphere.*** To show respect to 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 explicit permission. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and will be treated as such. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

-- ***Professionalism: This class will mimic, in many ways, a “real-world” working environment, and you will be expected to participate professionally—be on time, stay the entire class period, be prepared to discuss assigned material, meet deadlines, collaborate, and work fairly and honestly.*** For strong professionalism grades, you will regularly attend class, willingly participate in all facets of the classroom, and demonstrate sincere effort to improve your own writing and that of your peers through peer review, revision, and conferences. Talking to your classmates outside the context of discussion is rude and will not be tolerated. Likewise, reading outside materials (newspapers, magazines, texts for other classes), playing games on your cell phone, or other non-class related activities are not allowed, and you will be penalized percentage points for doing so.

Attendance and Withdrawal Policies

You are expected to attend class. ***In accordance with HCCS policy, students with more than 6 hours of absences (4 classes) may be dropped for excessive absence, and a daily record of attendance will be maintained throughout the semester.*** It is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students should this become necessary.

NOTICE: The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. (Students who enroll for most credit CEU classes for a third or more times will be charged an additional \$50.00 per semester credit hour and \$3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.**

Please ask your instructor or counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades. In consideration of the above law, I will not give —W as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, or F). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline (April 1, 2013).** If you do not do so and simply disappear from class, you will receive an F in the course.

INTERNATIONAL STUDENTS: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office (713-718-8520) if you have any questions about your visa status and other transfer issues.

Reasonable Accommodations

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office for Northwest College at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office. For Northwest College, the Accommodations Center is located at the Spring Branch campus in RC 12. Only those accommodations specified by the Center, in accordance with Texas law, may be provided. For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at Northwest College, Mahnaz Kolaini, at 713.718.5422. To visit the ADA Web site, log on to www.hccs.edu, click Future Students, scroll down the page and click on the words Disability Information.

Free English Tutoring

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at Spring Branch. Tutors can help you organize and develop ideas for your writing assignments and to work on problems in grammar and sentence structure. **Tutors do not write, rewrite, edit, or correct papers for you, but they can help you to do the tasks better yourself.** (However, neither the tutor nor any person—your mother, your high school teacher, your friend, and so on—other than your instructor is the final judge of your work.) Spring Branch Writing Center hours are M-TH 8am-8pm, F 8am-noon, S 10am-2pm, and it is located in room 703. The Writing Center at the Katy campus, located in room 321A, is open Mon and Tues 8am-7pm, Wed and Thurs 8am-2pm, and Fri 8am-noon.

On-line tutoring is available through askonline.net and the Northwest Writing Center. These are especially useful resources for evening and weekend students. You must, however, plan in advance and submit your work well before its due date in order to receive timely advice. The URL for the online tutoring option is: <http://hccs.askonline.net>. In order to use HCC's Online Tutoring, you must first register with www.hccs.askonline.net, and to do that you must use an email account. You may use your personal email account or your HCC email account. To activate the HCC e-mail, students should go to the HCC Home Page, click on "For Students," and from the right column of choices, click on "Student E-Mail" and follow the directions. Students with old HCC Askonline accounts from last semester may continue to use their old user names and passwords. If they have forgotten one and/or the other, they should e-mail sandra.vaughn@hccs.edu with their full names and student W number.

HCC Libraries

The HCC Katy Library offers assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at daniel.dylla@hccs.edu or call the library at 713-718-5747. The library is in room 325.

HCC Student Services Information

Student Services provides Master's and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules,

evaluating college transcripts, and completing degree/certificate plans. Student Services regular business hours are the same at both campuses: M-Th 8am-7pm, F-Sat 8am-1pm. Phone numbers: Spring Branch Campus, 713-718-5669; Katy Campus, 713-718-5751.

Additional Information: <http://northwest.hccs.edu/northwest/campus-services>

Early Alert: HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Schedule of Assignments: Tuesday/Thursday Classes

Please Note: This schedule is subject to change as I get to know the pace of the class and the needs of the students.

Week One: 15 – 17 Jan. 2013

In-class diagnostic essay; Introduction to the course, the classical trivium, and logical techniques for writing and analyzing essays; Present proof of registration.

Homework due on 17 Jan. 2013: Please print out and bring the course syllabus with you to class. This activity will count as a quiz grade.

Introduce McGraw-Hill Connect Composition 2.0; discuss registration process and Connect shell resources, including study guide and handbook.

NB: Please be sure to bring your textbooks to class every day beginning 22 Jan. 2013.

Week Two: 22 – 24 Jan. 2013

Education from the teacher’s point of view: John Holt, “How Teachers Make Children Hate Reading”; Mike Rose, “Blue- Collar Brilliance”; Adrienne Rich, “Taking Women Students Seriously”; Lewis Thomas, “Notes on Punctuation”

Introduce and discuss Essay Assignment #1

The Writing Process: *MH* Chapters 1 – 3, and 11; *SG* pp. 4 – 6; pp. 7 – 22; pp. 31 – 43; pp. 44 – 47

Due: In-class Journal #1

PLP Initial Diagnostic Completion Due on Friday, 25 January 2013.

Week Three: 29 – 31 Jan. 2013

Education from the learner’s point of view: Sherman Alexie, “Superman and Me”; Frederick Douglass, “Learning to Read”; Eudora Welty, “One Writer’s Beginnings”; Maya Angelou, “Graduation”; Maxine Hong Kingston, “Tongue- Tied”; Richard Rodriguez, “Aria”; Stephen King, “On Writing”

Writing and Revising: Chapters 4 & 5, in *MH*; *SG* pp. 23 – 26; pp. 27 – 29

Due: Legible Draft of personal essay for peer analysis. Bring one copy to share with your four peers. If you do not have a hard copy of your rough draft, you will not be able to participate and you will receive a zero for your rough draft.

Due: In-class Journal #2

Week Four: 5 – 7 Feb. 2013

Due: Final draft of personal essay. Peer Review, Rough Draft, and Final Draft must be turned in to receive full credit for this assignment; work must be printed in hard copy format and e-mailed to cecilia.bonnor@hccs.edu.

Environmental Studies: Readings in natural history: Edward Abbey, “The Serpents of Paradise” (natural history); Chief Seattle, “Letter to President Pierce, 1855” (environmental advocacy); Henry David Thoreau, “Where I Lived, and What I Lived For” (classic American statement of value of nature); Rachel Carson, “Tides” (natural history); Peter Matthiessen, from “Tigers in the Snow”; John McPhee, “Under the Snow” (natural history)

Introduce Critical Analysis Essay Assignment: *MH* Chapters 7 and 9; *SG* pp. 48 – 56

Due: In-class Journal #3

Week Five: 12 – 14 Feb. 2013

Readings about contemporary environmental issues: Terry Tempest Williams, “The Clan of One-Breasted Women” (environmental advocacy); William Cronon, “The Trouble with Wilderness” (reflections on American attitudes); Al Gore, “The Climate Emergency” (global warming); Sandra Steingraber, “Tune of the Tuna Fish” (environmental advocacy)

Readings on science and technology: Henry Wechsler et al., “Health and Behavioral Consequences of Binge Drinking in College: A National Survey of Students at 140 Campuses” (scientific report in its standard form); Melvin Konner, “Why the Reckless Survive” (social science drawing on scientific research)

Continue discussing Critical Analysis Essay Assignment

Due: In-class journal #4

Week Six: 19 – 21 Feb. 2013

Essays on scientific method, theories, and discoveries: Edward O. Wilson, “Intelligent Evolution”; Jacob Bronowski, “The Nature of Scientific Reasoning”; Thomas S. Kuhn, “The Route to Normal Science”; Stephen Jay Gould, “Darwin’s Middle Road”; Stephen Hawking, “Is Everything Determined?”

Due: In-class writing exercise #5

Due: Legible Draft of critical analysis essay for peer analysis. Bring one copy to share with your four peers. If you do not have a hard copy of your rough draft, you will not be able to participate and you will receive a zero for your rough draft.

Week Seven: 26 – 28 Feb. 2013

Due: Final draft of critical analysis essay Peer Review, Rough Draft, and Final Draft must be turned in to receive full credit for this assignment; work must be printed in hard copy format and e-mailed to cecilia.bonnor@hccs.edu.

Due: In-class writing exercise #6

Essays on history: Barbara Tuchman, “‘This Is the End of the World’: The Black Death” (classic history); Hannah Arendt, “Deportations from Western Europe” (history and moral philosophy); Walt Whitman, “Death of Abraham Lincoln” (historical document); Laurel Thatcher Ulrich, “The Slogan: ‘Well-Behaved Women Seldom Make History’” (women’s history)

Introduce and discuss rhetorical analysis essay: *SG* 100 – 03

Week Eight: 5 – 7 March 2013

Midterm PLP Review Week

Readings on the theory and practice of writing history: Alberto Manguel, “The Library as Survival”; Frances FitzGerald, “Rewriting American History”; H. Bruce Franklin, “From Realism to Virtual Reality: Images of America’s Wars”; Henry David Thoreau, “The Battle of the Ants”

Due: In-class writing exercise #7

Midterm Exam (Thurs.)

Spring Break: 11 – 17 March 2013

Week Nine: 19 – 21 March 2013

Readings on philosophy: Plato, “The Allegory of the Cave” (philosophical text); Henry David Thoreau, “Where I Lived, and What I Lived For” (classic Transcendental philosophy); Zen Parables (religious document); Jean- Paul Sartre, “Existentialism” (philosophical text)

Readings on ethics: Paul Fussell, “Thank God for the Atom Bomb”; Sallie Tisdale, “We Do Abortions Here: A Nurse’s Story”; Michael Levin, “The Case for Torture”; Steven Pinker, “The Moral Instinct”

Due: In-class writing exercise #8

Week Ten: 26 – 28 March 2013

Readings on Literature and the Arts: Mark Doty, “Souls on Ice” (poetry); Allegra Goodman, “Pemberley Previsited”; Vladimir Nabokov, “Good Readers and Good Writers”; Eudora Welty, “One Writer’s Beginnings”; Northrop Frye, “The Motive for Metaphor”; Virginia Woolf, “In Search of a Room of One’s Own”

Due: Legible draft of rhetorical analysis essay. Bring one copy to share with your four peers. If you do not have a hard copy of your rough draft, you will not be able to participate and you will receive a zero for your rough draft; peer review workshop.

Due: In-class writing exercise #9

Week Eleven: 2 – 4 April 2013

Readings in other arts: Susan Allen Toth, “Going to the Movies” (film); Susan Sontag, “A Century of Cinema” (film); H. Bruce Franklin, “From Realism to Virtual Reality: Images of America’s Wars” (war photography); Toni Morrison, “Strangers” (photography); Nora Ephron, “The Boston Photographs” (photojournalism)

Due: Final draft of rhetorical analysis essay. Peer Review, Rough Draft, and Final Draft must be turned in to receive full credit for this assignment; work must be printed in hard copy format and e-mailed to cecilia.bonnor@hccs.edu.

Discuss Ch. 15-16; and 18 in *MH*

Due: In-class writing exercise #10

PLP Due on Friday, 5 April 2013

Week Twelve: 9 – 11 April 2013

Introduce and discuss persuasive essay assignment; Discuss Ch. 10, “Arguments,” in *MH*.

Readings on politics and government: Niccolò Machiavelli, “The Morals of the Prince” (political treatise); Martin Luther King Jr., “Letter from Birmingham Jail” (political treatise); Jonathan Swift, “A Modest Proposal” (parody of political treatise); George Orwell, “Shooting an Elephant” (personal essay on colonialism)

Due: In-class writing exercise #11

Post Diagnostic Completion Due on Friday, 12 April 2013

Week Thirteen: 16 – 18 April 2013

Readings on American politics: Thomas Jefferson, “Original Draft of the Declaration of Independence”; Thomas Jefferson, “The Declaration of Independence”; Elizabeth Cady Stanton, “Declaration of Sentiments and Resolutions”; Abraham Lincoln, “Second Inaugural Address”; John F. Kennedy, “Inaugural Address”; Eleanor Roosevelt, “On the Universal Declaration of Human Rights”
Discuss Chapters 20 – 21 in *MH*; start gathering sources and practice quotation integration;

Week Fourteen: 23 – 25 April 2013

Discuss MLA documentation style and guidelines (Chapter 23 in *MH*); *SG* pp. 56 – 61; 61 – 68
Discuss ways to organize persuasive essay (Ch. 22 in *MH*); and work on draft of outline in class
MLA Works Cited Workshop (Chapter 23c in *MH*)

Week Fifteen: 30 April – 2 May 2013

Due: Legible rough draft of persuasive essay for peer analysis. Bring one copy to share with your four peers. If you do not have a hard copy of your rough draft, you will not be able to participate and you will receive a zero for your rough draft; peer review workshop.

Persuasive Essay Due (TBD)

Week Sixteen: 9 May 2013

Final Examination: 8 – 10 a.m.

**ENGLISH 1301 CRN #32181 (SPRING 2013)
SYLLABUS CONTRACT AGREEMENT**

Print this page, sign below and turn it into your instructor to confirm you have read through the syllabus and agree to abide by its contents.

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
- Provide detailed description of any special projects or assignments***
- Inform students of policies such as attendance, withdrawal, tardiness and make up assignments
- 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/requested
- Listen and consider all student comments regarding both course content and design

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

- Attend class and participate in class discussions and activities
- Take substantial lecture and reading notes (i.e. not simply what is written on the board)
- Read and comprehend the textbook (bring textbook to class for referral)
- Complete the required assignments and exams
- Turn in all out-of-class work on time and in the proper formats (hardcopy and electronic)
- Students rarely pass this course if one of the major out of class components has not been submitted.
- Students also rarely pass if plagiarism is identified in one of their primary essays due to the zero tolerance policy (i.e. plagiarism = zero on paper)
- Ask for help when there is a question or problem*** (this includes if you are not certain about assignment instructions—if something is not clear, please do not hesitate to email me, ask questions in class or arrange for a meeting)
- Keep copies of and/or maintain electronic access to all paperwork, including this syllabus, handouts and all assignments.
- Score an average of 70 or higher on the Midterm and Final Exams

DATE

NAME (PRINT)

NAME (SIG.)
