



English 1301: An Introduction to Composition and Rhetoric
3 Credit Hours / 48 hours per semester
16 Weeks: 08/22/2016 – 12/11/2016
Lecture / Core Curriculum
NW Spring Branch Room 312, MW 8 – 9:30 AM CRN #12974
NW Spring Branch Room 206, MW 12:30-2 PM CRN #13372

Ms. Cecilia Bonnor
Phone Number: (713) 718-5700
Email address: cecilia.bonnor@hccs.edu

E-mail is the best way to reach me. During the workweek (beginning on Monday, at 8 AM and ending on Friday, at 5 PM), you can expect a response from me within twenty-four hours. On the weekends, please allow at least forty-eight hours for a response.

HCC Learning Web Page: <http://learning.hccs.edu/faculty/cecilia.bonnor>

Office Hours: 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.

Required Textbooks

The current edition of the *English 1301 Study Guide (SG)* available via Eagle Online: and Goldthwaite, Melissa A., et al. *The Norton Reader: An Anthology of Nonfiction*. 14th ed. New York: W.W. Norton, 2016. (NR)

Recommended Resource

Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd ed. New York: W.W. Norton, 2014.

Other Materials

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

Prerequisites

Placed in college-level reading and college-level writing

Core Objectives

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making
- **Teamwork** (Comp I, Comp II, and TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** (Lit Only)—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long and which includes an oral presentation component as well as a visual component. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.

From ACGM:

ENGL 1301 Composition I

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.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

| | |
|---------------------------------------|---------------|
| Approval Number..... | 23.1301.51 12 |
| maximum SCH per student..... | 3 |
| maximum SCH per course..... | 3 |
| maximum contact hours per course..... | 64 |

English Program Student Learning Outcomes

(Composition, Literature, Creative Writing, and Technical Writing)

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

English Composition I 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.

Learning Objectives

Upon successful completion of this course, students will:

- 1.1 Demonstrate knowledge of individual and collaborative writing processes.
- 1.2 Describe the various elements in a visual text.
- 1.3 Explain how an author uses fonts, colors, and words as well as other techniques to convey his or her point.
- 1.4 Analyze the intended audience of the text.
- 2.1 Develop ideas with appropriate support and attribution.
- 2.2 Describe the various elements in a written text.
- 2.3 Explain how an author uses modes of development, literary elements, and other techniques to convey his or her point.
- 2.4 Analyze the intended audience of the text.
- 3.1 Write in a style appropriate to audience and purpose.
- 3.2 Describe ethos, pathos, and logos in written and visual texts.
- 3.3 Explain how an author uses credibility, emotions, and reasoning to connect with his or her audience.
- 3.4 Analyze the effectiveness of the author's use of the appeals in relation to his or her intended audience.
- 4.1 Read, reflect, and respond critically to a variety of texts.
- 4.2 Use selected HCC library databases to locate relevant information about your topic as well as peer-reviewed articles that speak to your research
- 4.3 Correctly integrate sources into your writing, through direct quote, paraphrase, summary and block quote
- 4.4 Persuade your audience through logos, ethos, and pathos
- 5.1 Use Edited American English in academic essays.

Instructional Methods

I will use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer, including but not limited to mini-assignments to help you work through writing the major essays; collaborative work to improve your technical skills and your understanding of how an essay question can be answered; visual and multimedia work to enrich your critical analysis abilities; and discussion prompts (paired with short in-class writings) to help direct your critical thinking about assigned readings.

Minimum Writing Requirement

Minimum of 5000 words during the semester

Grade Percentages

10% Essay #1: Visual Analysis
 10% Essay #2: Critical Analysis
 10% Essay #3: Midterm Exam
 20% Essay #4: Persuasive Essay
 20% Reading Modules (4 at 5% each)
 10% Professionalism/Attendance
 10% Online Assignments and Discussion Posts
 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.

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.

HCC 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. 4 points per semester hour

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. 3 points per semester hour

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. 2 points per semester hour

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. 1 point per semester hour

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

| | |
|------------------------|----------------------------|
| IP (In Progress) | 0 points per semester hour |
| W(Withdrawn)..... | 0 points per semester hour |
| I (Incomplete)..... | 0 points per semester hour |
| AUD (Audit) | 0 points per semester hour |

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Scholastic Dishonesty: According to the Student Handbook for the Community College System, scholastic dishonesty includes cheating on a test, plagiarism, and collusion and is punishable by a grade of 0 or F on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College. A recommendation for suspension or expulsion will be referred to the Dean of Students.

For the purposes of this course, plagiarism includes using another person’s words or ideas as your own and/or incorporating them into your own work without quotation marks (if using exact phrasing) or appropriate acknowledgment. Collusion includes any “unauthorized collaboration with your classmates or any other students—present or past—in the completion of work that you claim as your own. **Plagiarism and collusion will result, at a minimum, in a grade of zero for the assignment. I reserve the right not to allow revisions or rewrites of plagiarized work or work that demonstrates collusion.**

**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 Policies

--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.

-- Discussion Posts, 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. Periodically, students will respond to specific prompts or complete reading logs out of class. Students will submit these assignments through:

<https://eagleonline.hccs.edu/login/ldap>.

-- Three out-of-class essays. In order to be accepted, each essay must be submitted electronically to <https://eagleonline.hccs.edu/login/ldap>. 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 the learning web for more information).

-- **Late major essays will lose ten points for each class period they are late until they hit an F (50).** I stop deducting for lateness at that point, which means even very late papers are potentially worth a number of points. **However, late homework /classwork will not be accepted at all.**

-- 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. 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 adversely 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.)

-- Assignments must meet requirements as outlined in this document, verbally conveyed in class, and explained on assignment sheets. Assignments that do not meet requirements will lose points. I also reserve the right to refuse to accept assignments that don't meet requirements.

--**"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" (Official HCCS statement).

Expectations for Professionalism

In many ways, this class will mimic 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.

--***Aim for timeliness.*** If you come in late, you should check with a classmate after class to see what you may have missed. If you miss the quiz because of lateness, there is no make-up available. ***If you come in more than 15 minutes late, I reserve the right to mark you absent for the day.***

--***Do not leave early.*** If you leave early, I reserve the right to mark you absent for the day.

--Do not pack up early. This is distracting and contagious. ***If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.***

--***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.

--***Come to class prepared.*** Being prepared means:

- Reading and annotating materials before class so you are ready to discuss.
- Bringing your books, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on draft workshop days).
- Contacting another student if you were absent last time, so you can be prepared for the next class.

-- ***Use constructive criticism:*** 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.

--***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.***

-- ***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.

-- ***English 1301 is a gateway course in an institution of higher learning.*** Among us will be the fact of difference, of geographical region, socioeconomic status, sexual orientation, physical ability, age, ethnicity and gender, among other forms. Given these conditions, I ask you not only to tolerate difference but also to seek out opportunities to understand members of our class who identify in diverse ways.

--***Email Policy:*** HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so here: (<http://www.hccs.edu/district/students/student-e-maileagle-id/>).

--**Note Concerning E-mail Etiquette:** I will not reply to e-mail messages that do not contain the following elements: a salutation; a description of your request or concern; and signature.

Student Support Services

Tutoring: The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays.

Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive.

Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times.

At HCC Writing Centers, each tutoring session becomes a learning experience.

Free Online Tutoring: <https://hccs.upswing.io/>

Reasonable Accommodations: Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. <http://www.hccs.edu/district/students/disability-services/ada-counselors/>

Get more detailed information on Disability Services at HCC here:

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

- **Coleman College:** 713-718-7376
- **Central College:** 713-718-6164
- **Northeast College:** 713-718-8322
- **Northwest College**
713-718-5667
713-718-5408
- **Southeast College:** 713-718-7053
- **Southwest College:** 713-718-7909
- **Adaptive Equipment/Assistive Technology**
713-718-6629
713-718-5604
- **Interpreting and CART services**
713-718-6333

Access Student Services Policies on their Web site:
<http://www.hccs.edu/district/students/student-handbook/>

Libraries: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/intersession_hours

Open Computer Labs: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

Census Date

Students who have no recorded attendance before the Census Date (the Official Day of Record) will be automatically dropped from the class by the Registrar. Students dropped for nonattendance will not be reinstated. The Census Date varies according the session. Please refer to the Academic Calendar for the exact date for each session.

Attendance and Withdrawal Policies

Repeating Courses: Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Attendance: Regular attendance is required at Houston Community College. If you arrive up to fifteen minutes late to class, you are considered tardy. After that, you are considered absent. Leaving early from class counts as a tardy as well. HCCS class policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped. If you have more than four (4) absences before the official date of record, ***Tuesday, September 6, 2016***, you may be automatically withdrawn from the course.

After three unexcused absences, your Professionalism grade drops to a zero.

- When you miss class, you are still responsible for what happens in class.
- Any work due the day you miss class is still due if you are not there.
- Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there. You will be expected to know anything announced or done in class whether you are there or not.
- You should contact another student in your section to find out what you missed, and copy his or her notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.

Absences are excused for religious holidays and documented, unavoidable emergencies. These are also the only circumstances in which classwork and homework can be made up after an absence. To be eligible for a make-up of classwork/homework due to a religious holiday absence, you must tell me in writing two weeks in advance that you will be missing class for the religious holiday.

Withdrawal Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **Friday, October 28, 2016**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

Final Grade of FX: Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

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 near the end of the term, 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. Go to www.hccs.edu/egls3 for directions.

Title IX Discrimination: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students>Anti-

discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oi@hccs.edu. Additional information may be obtained online. Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@hccs.edu.

Open/Campus Carry of Handguns: **No Firearms Are Allowed on Campus.** If you see anyone carrying a firearm on campus call the HCC Police Department at **8-8888** immediately.

Texas House Bill 910—known as the “Open Carry” law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at <http://www.hccs.edu/campuscarry>.

Campus Safety: If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

Access HCC Online Policies on their Web site

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online 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 HCC Online 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 HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

Course Calendar
All assignments and deadlines are tentative and subject to change. Changes will be announced in class.
Readings are due the day on which they are listed.
LW = Learning Web; NR = Norton Reader; SG = Study Guide (available through Eagle Online)

NOTE: ALL FINAL DRAFTS OF ESSAYS MUST BE UPLOADED TO EAGLE ONLINE

| Description | Deadline/Due Date |
|--|-------------------|
| Complete Start Here Module and Syllabus Quiz | August 22-28 |
| In Class: Introduction to the course; Present proof of registration At Home: Familiarize yourself with Canvas, and complete “Start Here” Module (including Syllabus Quiz and online introduction post); read syllabus, and print out contract page. | August 22 |
| In Class: Complete Diagnostic; Syllabus overview; Discuss “Brainology” article (LW); submit signed syllabus contract. | August 24 |
| Module 1- Unit 1 | |
| In Class: Discuss Identifying and Describing and E.B. White "Once More to the Lake" (LW); “Strategies for Critical Reading” (NR xIv-xIviii); Assign Reading Group | August 29 |

| | |
|---|--------------|
| Modules. | |
| At Home: Begin looking through Module #1 on Eagle Online. | |
| In Class: Discuss “The Writing Process” (SG pp. 4-7); “A Century of Cinema,” Sontag (<i>NR</i> pp. 927-34); “The Boston Photographs,” Ephron (<i>NR</i> pp. 716-22). | August 31 |
| Online/At Home: For Homework, complete Discussion Post #1, due by 11:59 PM on Canvas. | August 31 |
| Labor Day Holiday | September 5 |
| Official Day of Record for Regular 16-Week Classes | September 6 |
| In Class: Discuss Comparing/Contrasting; “Strangers,” Morrison (<i>NR</i> pp. 129-31); “Joyas Voladoras,” Boyle (<i>NR</i> pp. 526-28); continue discussing “The Writing Process,” pp. 7-11. | September 7 |
| Online/At Home: Complete Brainstorming Activity (Discussion Post #2), due by 11:59 PM on Canvas. Note: This assignment is for your own benefit, and it is ungraded. By doing this assignment, you will have an opportunity to check your understanding and to receive feedback from your fellow classmates as well as from me. | September 7 |
| In Class: Discuss “Superman and Me,” Alexie (<i>LW</i>); “Understanding Comics,” McCloud (<i>NR</i> pp. 921-27); <i>SG</i> , MLA Formatting, Editing & Revising. | September 12 |
| In Class: Discuss Anne Lamott essay (<i>LW</i>); Essay #1 Peer Review Draft Due; Meet with group members to plan for Module #1 Presentations. | September 14 |
| Online/ At Home: Submit electronic copy of Essay #1 Peer Review Draft to Canvas; and bring digital or hard copy with you to class. | September 14 |
| In Class: Essay #1 Final Draft Due at Class Time to Canvas: Also, bring all creating activities/notes related to essay #1 with you to class; Introduce Essay #2; Discuss <i>SG</i> , “Critical Thinking and Reading” (pp. 31-35). | September 19 |
| Module 2 - Unit 2 | |
| Online/At Home: Begin looking through Module #2 on Canvas. | September 19 |
| In Class: Reading Group Module #1 Presentations Due in Class Submit Formal Group Presentation Document to Canvas. Also, be sure to e-mail me the Prezi link. | September 21 |
| In Class: Discuss Cause and Effect; “The Clan of One-Breasted Women,” Williams (<i>NR</i> pp. 557-63); Discuss <i>SG</i> “Rhetorical Modes” (pp. 44 - 47). | September 26 |
| In Class: Discuss Classifying & Dividing; “Aria,” | September 28 |

| | |
|---|------------|
| Rodriguez (NR pp. 465-70); Defining, “Mommy, What Does ‘Nigger’ Mean?” Naylor (NR pp. 481-83). | |
| In Class: Discuss Process Analysis, “On Dumpster Diving,” Eighner (NR pp. 55-64); submit brainstorming activity to Canvas, by 11:59 PM. | October 3 |
| Online/At Home: Submit brainstorming activity to Canvas, by 11:59 PM. Note: This assignment is for your own benefit, and it is ungraded. By doing this assignment, you will have an opportunity to check your understanding and to receive feedback from your fellow classmates as well as from me. | October 3 |
| In Class: Review Logic (Induction & Deduction); “The Declaration of Independence,” Jefferson (NR pp. 776-79); Meet with group members to plan for Module #2 Presentations. | October 5 |
| In Class: Discuss Strategies for Critical Writing, SG pp. 48-53; “Politics and the English Language,” Orwell (NR pp. 510-20). | October 10 |
| Online/ At Home: submit tentative thesis/ outline to Canvas by 11:59 PM. | October 10 |
| In Class: Reading Group Module #2 Presentations Due in Class Submit Formal Group Presentation Document for each group to Canvas. Also, be sure to e-mail me the Prezi link. | October 12 |
| In Class: Legible Draft of Essay #2 due for peer analysis; Discuss Persuasion/Argument; “Decolonizing the Mind,” Thiong’o (NR pp. 896-903) | October 17 |
| Module 3- Unit 3 | |
| In Class: Essay #2 DUE to Canvas; Introduce the Appeals to Rhetoric and Midterm Exam | October 19 |
| Online/At Home: Begin looking through Module 3; Complete “Working with Different Kinds of Audiences” assignment #2 on Canvas, by 11:59 PM. Note: This assignment is for your own benefit, and it is ungraded. By doing this assignment, you will have an opportunity to check your understanding and to receive feedback from your fellow classmates as well as from me. | October 19 |
| At Home: Complete assignment #3 on Canvas, by the beginning of class. | October 24 |
| In Class: Continue discussing the Appeals to Rhetoric; “Why Colleges Shower their Students With A’s” Staples (NR pp. 388-90); SG pp. 48 – 56 | October 24 |
| In Class: Take Midterm Exam (bring your notes and assignment sheet with you to class) | October 26 |
| Online/ At Home: Begin going through Module #4 | October 26 |

| | |
|---|-------------|
| Note: Last Day to Withdraw from Regular 16-Week Classes | October 28 |
| Module 4- Unit 4 | |
| In Class: Introduce Persuasive Essay Assignment; Discuss “Letter from Birmingham Jail,” King (NR pp. 806-19). | October 31 |
| In Class: Continue discussing King’s “Letter”; Continue discussing Persuasive Research Essay | November 2 |
| In Class: Discuss “Is Coding the New Literacy,” Raja (NR pp. 600-16); Meet with group members to plan for Reading Group Module #3 Presentations | November 7 |
| Online/At Home: Complete brainstorming assignment #4 on Canvas, by 11:59 PM. Note: This assignment is for your own benefit, and it is ungraded. By doing this assignment, you will have an opportunity to check your understanding and to receive feedback from your fellow classmates as well as from me. | November 7 |
| In Class: Reading Group Module #3 Presentations Due in Class Submit Formal Group Presentation Document for each group to Canvas. Also, be sure to e-mail me the Prezi link. | November 9 |
| In Class: Library Orientation (TBD) | November 14 |
| At Home: Start gathering sources, and practice quotation integration; complete “Getting Started on Research” discussion post on Canvas, by 11:59 PM. | November 14 |
| In Class: Discuss MLA documentation style and guidelines; SG pp. 56 – 61; 61 – 68; “A Modest Proposal,” Swift (NR pp. 756-62). | November 16 |
| In Class: Discuss “What Should a Billionaire Give—and What Should You?” Singer (NR pp. 640-51); Meet with group members to plan for Reading Group Module #4 Presentations. | November 21 |
| In Class: Reading Group Module #4 Presentations Due in Class Submit Formal Group Presentation Document for each group. Also, be sure to e-mail me the Prezi link. | November 23 |
| In Class: Continue discussing MLA documentation style; Discuss sample essays, and peer review drafts. | November 28 |
| In Class: Last day of Instruction and final exam prep. Submit Final Draft of Essay #4 to Canvas | November 30 |
| Final Exam for Section 12974 from 8 to 10 AM Final Exam for Section 13372 from 12 to 2 PM | December 7 |
| In Class: Take the comprehensive final exam over all the information covered this semester | |

**ENGLISH 1301 CRN #12974 & CRN #13372
(FALL 2016)
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 to and consider all student comments regarding both course content and design

To be **successful** in this class, you, as the student, are responsible for:

- Attending class and participating in class discussions and activities
- Taking substantial lecture and reading notes (i.e. not simply taking photographs of what is written on the board)
- Reading and comprehending the textbook as well as bringing it with you to class for reference
- Completing the required assignments and exams. Students rarely pass this course if one of the major out of class components has not been submitted.
- Turning in all out-of-class work on time to Turnitin.com and in the proper MLA format
- Submitting work that is intellectually honest. Because of the zero tolerance policy, students also rarely pass if plagiarism is identified in one of their primary essays.
- Asking 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 e-mail me, ask questions in class, or arrange for a meeting)
- Keeping copies of and/or maintaining electronic access to all paperwork, including this syllabus, handouts, and all assignments
- Scoring an average of 70 or higher on the Midterm and Final Exams

DATE

NAME (PRINT)

NAME (SIG.)
