**Dr. Christopher Carney**

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*…and by appointment*

English 1301: Composition I **(CRN: 73958)**

“There's no chance of their having a conscious glimpse of the truth as long as they refuse to disturb the things they take for granted and remain incapable of explaining them. For if your starting-point is unknown, and your end-point and intermediate stages are woven together out of unknown material, there may be coherence, but knowledge is completely out of the question.”   
**―** [**Plato**](http://www.goodreads.com/author/show/879.Plato)**,** [***The Republic***](http://www.goodreads.com/work/quotes/1625515)

My **Learning Web** Page:

<http://learning.hccs.edu/faculty/christopher.carney>

**I. Communication and Contact:**

ecause I firmly believe that **communication is vital**, both to your success and mine, please bring any concerns, questions, criticisms, or suggestions to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are. While I prefer that you talk to me in person, please feel free to write an email or a handwritten note if you prefer. In short, when it comes to communication, *never* feel as though you cannot talk to me! Beyond official office hours and/or formal appointments, the best time to raise your question or discuss a concern with me is during class—either in our open forum setting for everyone to hear, or through a question directed at me individually when the class is engaged in a collaborative group exercises.

**ecause email is the most frequently used method of communication for its obvious practical benefits in the 21st century, it is likely that the majority of your communication with me will occur through this medium.** Thusly, I am constantly checking email throughout the week (much less on weekends), and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick comment). Some days certainly involve more frequent checking of email than others, but rest assured that I check my email multiple times daily and nightly. On some occasions, especially if I receive an email within a short period of time before our class starts or if the inquiry is pertinent to the entire class, I might determine that I can meet your needs and those of others more effectively if I address your email as a class announcement (keeping your identity anonymous, of course) as opposed to writing a long written response. **NOTE:** I will **not** reply to messages requesting a repeat of all the information a student misses in the event of an absence, as doing so uses time and energy that is better spent addressing concerns or questions students (possibly you) have with their actual assignments or other particular issues. Therefore**, it is *your* responsibility to find out what *you* miss in the event of an absence by contacting one of your classmates and/or referring to the schedule.** With that said, being part of a reliable group of peers (i.e. “study group”) goes a long way to ensure your success—and theirs! Throughout the course, you will be placed in three different groups for the purpose of our group Prezi projects and these assigned groups are sure to provide you with ample opportunities to connect with other students to form study groups. Again, I will not reply to messages requesting information about what you miss in the event of an absence, so don’t ask. Finally, **be sure to have your HCC email account activated and check it often. Whenever I have announcements for the class, I send them to everyone in group message format via HCC email**. If you prefer ***not*** to use your HCC email address (the one that aligns with *Rosters Plus* by default) to receive my messages, you need to contact Admissions and Records with the alternate email address you DO wish to use and officially change it (**YOU** are responsible for all information I send to the class through group messaging, regardless of whether or not you personally receive it due to a non-aligned email address).

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**II. Required Books/Supplies:**

1. ***Norton Reader*** (13th Edition)

2. ***Connect Composition*** (online/McGrawhill) w /built-in **1301 Study Guide** (note: you have ***already*** paid for the

electronic version of the course handbook through your purchase of McGrawhill Connect—an automatic

fee that was collected when you enrolled for English 1301).

3. A bound **writing notebook and 2 Full Size “Blue Books”**

4. Access to a **computer (and printer) all semester**; possession of **an active email account at H.C.C.**

5. Established account at Turnitin.com

**III. Course Description, Objectives, Outcomes, and Value:**

1. **HCC Catalog Description of the Course:**

“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. A “Core Curriculum” course.” (*H.C.C. Catalog*)

**B*.* My Description and Objectives:**

This composition course is designed to provide you with guided opportunities to practice various elements and modes of writing, and writing strategies, commonly used in collegiate and/or professional settings. In essence, this course prepares and equips you for the expectations of college writers throughout all of your present and future coursework. While the development of your **writing** is our primary objective in the course, it cannot develop as it should without likewise developing and sharpening two other vital points in a triad of skills: writing, **reading** and **thinking.** Therefore, responding analytically and critically to a vast range of texts, along with **verbalizing** your thought-processes, will characterize most of the assignments and activities we do throughout the semester. In order to become a more proficient writer, you will need to fully **understand *and practice* all of the dimensions of the Writing Process**. In this course, you will learn and/or refine your current understanding of this invaluable process because you will be required to write both formal and informal papers of varying lengths, utilizing all of the various stages in this process. Along with the Writing Process, we will closely examine various rhetorical modes of writing, commonly used in both academic and professional/career writing situations. I am a strong believer in writing across the curriculum, which basically translates into developing sharp audience awareness and, with flexibility, applying writing skills to a wide variety of situations: personal, academic, and professional. Learning about the various distinctions in these modes will help you better understand and refine a number of general composition skills required in all essays. These skills include: building healthy paragraphs, varying sentence lengths, applying/citing outside sources, sharpening cohesion, using transitions, and perfecting coherency.

**C. Practical Value of This Course**

**English 1301 is possibly one the most valuable classes you will take in your entire college career, and certainly in your undergraduate years if you plan to transfer to a university. For that matter, the same applies to 1302.** Wow. Big statements, but they simply reflect a practical reality all college students encounter in their academic careers: the **frequency, grade weight, and sheer quantity of WRITING** required of them (not to mention reading and thinking critically)—regardless of their major. Students’ brilliant insights in their science classes or their fantastic theories and ideas about business, engineering, or nursing will likely mean very little to them, nor their professors, if they are unable to effectively communicate their ideas in writing. Without an ability to communicate effectively, students are hindered in their ability to demonstrate what they know! Beyond academia, my comments also reflect the reality of nearly every workplace, especially in the 21st Century, when it comes to written communication and literacy. Thus, attaining positions, receiving promotions, or generally functioning on the job are all dependent upon employees’ writing skills, among other essential skills. Convinced? I hope so! I hope you can see how valuable this class will be for YOU, regardless of your specific academic or career goals.



**IV: Outcomes**

1. **Academic Discipline / CTE Program Learning Outcomes:**

• Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument,

persuasion, and various genres

• Analyze various genres of writing for form, method, meaning, and interpretation.

• Employ research in academic writing styles and use appropriate documentation style

• Communicate ideas effectively through discussion

• Write in appropriate genres using varied rhetorical strategies

1. **Course Student Learning Outcomes: 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**. To successfully complete 1301, you will:

• demonstrate knowledge of writing as 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

**You may also find key educational objectives and competencies in the *English 1301 Study Guide***

**V. Behavior**

**eneral Premise:** *Because you are all* ***adults*** *who are taking this* ***college course*** *by* ***choice****, it should go without saying that everyone will demonstrate* ***maturity, responsibility,*** *and an* ***eagerness to learn.*** *The following policies ensure that everyone experiences a rewarding learning environment.* ***NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may ultimately result in an administrative withdrawal.***

**a. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn; therefore, in keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class time.” Attendance will be taken every day at the beginning of class.

Regarding absences, it is also very important to have a typed **r**ough **d**raft of assigned essays (meeting minimum length requirements) on **RD due dates (3 of them)** in order to be considered present on such days. Failure to come to class with a legitimate rough draft constitutes an absence, since our time will be spent responding to peer essays and a student with a missing essay has nothing to contribute to the exercise as a whole.

**In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped for excessive absences, and a daily record of attendance will be maintained throughout the semester.** Remember: it is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students on such occasions, should they occur.

**FYI: 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 me or your counselor about opportunities for tutoring or other assistance prior to considering course withdrawl, 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, F, or FX). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive an “FX” in the course.**

***ATTENTION 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 a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.** **Class Arrival/Departure** – **A pattern of arriving late or departing early is not only disruptive, it is disrespectful and entirely unacceptable**–both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception, not the rule, and should thusly occur on a rare occasions. I have no tolerance for **patterns** of late arrival or early departure, as they display highly irresponsible behavior at best, and an outward display of arrogance at worst. However, if you are legitimately late or need to leave early on some odd occasion for a legitimate (provable) reason, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record for tardiness and before class starts to speak with me about your need to leave early. **Be advised that a late arrival or early departure of 30 minutes or more will not be acceptable; it will simply remain as an absence for the day**. I will also begin combining late arrivals and early departures into pairs of two *after* your second or third late incident, regardless of the reason; I will then convert these pairs into absences. For those who acquire absences this way, the same policy regarding absences in general applies—namely, the potential of being dropped (see policy above).

***I consider premature, sneaky departures from class as a behavioral issue****. This behavior conflicts with the “general premise” of section V (see above). Anyone who departs from class this way will not only be counted absent, but will not be allowed to earn extra credit, and will lose all possible points that may have been earned in class for that day; students who do this will lose “participation” points at the end of the semester as well*

**c.** **Disruptive Talking** – Because I am a strong supporter of collaborative learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage with one another and myself in the learning process. I strive to balance lectures with “workshops” and favor the latter whenever possible. **Therefore,** **disruptive chatting when we are assembled as an entire class is completely unacceptable**, regardless of what you may be chatting about. Such behavior is both **disrespectful and immature**. If necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in elementary school!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, **it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas**, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups for that matter, who talk and/or distract the class may nonetheless still lose credit on an assignment.

**NOTE:** An extension of this policy especially applies to groups on our formal “Prezi presentation days,” as groups are expected to show the same respect to their peers when they are audience members as they hope to receive when they present. Therefore, I will take points AWAY from groups whose members are talking, sleeping, texting, or doing anything other than simply being attentive audience members while their peers present (laptops closed and phones in bags); I will also view absences of non-presenting group members on presentation days more critically than other days (i.e. if someone is going to be absent on a day when others are presenting, it should be for a good reason and acceptable to your group members). For that matter, the same applies, yet even more seriously, for group members who are absent on the day of their groups’ presentations!

**d.** **Classroom** **Attitude –** How subtle it is, but ever so revealing of a student’s views towards his or her role in society, adulthood, higher education, future career goals, and responsibility in general. A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material, being confrontational, excessively exiting class early/arriving late, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors, let me just ask you to honestly consider why you are in college at all. Seriously—ask yourself that question and be honest with yourself when you answer it. I’m not being judgmental, nor am I being sarcastic or indifferent; I’m simply saying you need to ask that question and have a deep awareness of your answer every day. The kinds of activities I just listed in italics above are indicative of an attitude that is not conducive to success in college or future places of employment. For what it’s worth, I know that attitude all too well because I had it myself ( I embraced it) when I was in high school….*but not in college!* The difference between these settings is huge, namely because college students are not *required* to attend. They (you) do so by choice!

**e.** Academic Honesty, **Plagiarism, Collusion –** To plagiarize is to submit the words/ideas of another as one’s own

without giving them due credit they deserve. **It is a form of theft, in addition to being academically dishonest and unethical**. Like all other forms of cheating, plagiarism carries serious penalties that are not only enforced by me, but also by HCC administrators. Be advised that **your formal papers must be submitted to turnitin.com.** HCC Official Policy states: *“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials 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 in part the contents of an un-administered test; or 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 for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”* **If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary actions that include a zero for the assignment, an F for the course, and/or dismissal from the college** (see on-line student handbook). For more on plagiarism, refer tothe HCC Library site (on the Northwest Writing Center site), or the HCC Student Handbook.

**Be prepared to submit final drafts of all essays to turnitin.com:** I strongly suggest not underestimating the ability I have to find evidence of plagiarism through such powerful resources as turnitin.com—among other means! Be advised: **IF ONE OF YOUR THREE MAJOR PAPERS IN THE CLASS IS FOUND TO BE SIGNIFICANTLY PLAGIARIZED** (I DETERMINE “SIGNIFICANT”), THEN YOU CAN BE **ASSURED** OF AUTOMATICALLY **FAILING THAT ASSIGNMENT**, **LOSING THE ABILITY OF EARNING ANY EXTRA CREDIT**, AND **LOSING ALL “PARTICIPATION” POINTS**. Depending upon the degree of severity, I may decide to forward this serious academic violation for administrative review, accompanied by a strong recommendation that the student in question should fail the course entirely.

**f**. **Arrival / Exiting Class –** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “excessively,” *habitually* using the restroom (or anywhere else for that matter) as an excuse for frequent interruptions. Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to let doors slam behind you when you exit or enter a room, especially when the class is in the middle of writing, reading, discussion, or viewing a film. Furthermore, late entrances and/or class departures/returns for the restroom are distracting enough as they are; doing so without trying to be as inconspicuous as possible (i.e. making an obvious visual display of oneself or noisily opening/closing doors) makes it even worse!

**g.** **Recording Devices –** Official HCCS policy **concerning recording devices:**  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.”**

**h. Concerning Various Forms of Learning and Emerging Technologies:** As a student who is active in our

learning community, it is your responsibility to be respectful of our learning atmosphere in every way in which

you have control over your own behaviors. This applies to any or all of the electronic devices you bring into the

classroom! To show respect to your fellow students and myself, you are expected to **treat all electronic devices**

**you bring with you to class as extensions of yourself—no different than the control you need to have over**

**your tongue or your hands. You are responsible for what you do with them, and you ARE EXPECTED to**

**know the difference between constructive and non-constructive uses of** **them**. For example, a ringing phone

that you fail to set onsilent mode is no different in my estimation than blurting out an inappropriatecomment at

an inappropriate time.With that said, and knowing clearly where I’m coming from on this issue, I will allow you

to bring whatever devices and/or forms of technology with you to class you deem necessary. You are responsible

for your actions. Nonetheless, staring at laptop or phone screens during a lecture, a group presentation, or a video

is never acceptablebehavior.

**NOTE: all of the listed “behaviors” on the previous two pages are either positive or negative; subsequently,**

**negative behavior translates into negative “participation” on my grading scale as opposed to positive**

**participation. Thusly, negative participation translates into a loss of participation points and positive**

**participation reinforces and maintains the participation points everyone receives at the start of the semester.**

#### VI. Writing Assignments: Formal and Informal Modes

1. **ormal Papers:** Throughout thecourse, **you will write 3 formal papers**. You will find a detailed assignment prompt for these assignments on my **Learning Web** page, which includes: specific requirements, due dates for the rough/final drafts, and grading criteria (NOTE: I sometimes have assignments on the page from previous courses; hence, I may have forgotten to change them from “visible” to “private” mode, so be sure the prompt is either dated within our current semester, or you know from my comments in class that it is the right prompt. **Note: All three formal essays will be submitted on Saturdays to turnitin.com**

**Before Essay Submission:**

These papers are all expected to meet minimum page length requirements and **must** be formatted according to **MLA guidelines**. I will direct you to resources that provide detailed MLA guidelines on my HCC Learning Web page, and we will also be going over MLA at length in this class. My LW page will also contain links to specific resources tailored around each assignment. **Remember: papers not formatted according to MLA or not meeting minimum page length requirements will not be accepted, and a typed rough draft of each of the 3 papers will be required on “peer response days” (usually the last class meeting before the final draft is due (see schedule). It is important to remember the fact that failure to have a rough draft on peer response days constitutes an absence for the day**! These rough drafts will receive a stamp to verify that they meet page-length requirements and that you participated in these important workshops. Be advised that there may be other materials associated with the three essays that will likewise require a stamp.

**After Essay Submission:**

Following the electronic submission of these papers (the first class session following the turnitin due date), you are required to submit one complete rough draft, along with the top pages only of other stamped drafts (only if they have stamps). These drafts and/or draft top pages need to be accompanied by **clear evidence of the writing process (especially revision),** along with peer responses. In addition, you may be required to submit printouts from various websites along with the paper. **Again, assignments that are missing any of the above accompaniments will receive deductions, as will papers that use first or second person voice**. Once again, papers not formatted to **MLA guidelines will not be read.**

***Be advised: I will not accept formal papers submitted through any other means than turnitin.com. DO***

***NOT email essays to me, as I will not even open them.***

**Regarding the “Post Date” (viewing date) on Turnitin.com:** Essays will be returned (and/or visible for viewing at turnitin.com) two weeks after the submission date. Please do not ask me when papers will be returned, as you are being informed here.  *Also, be sure to keep a hard copy, or an electronic backup copy, of all assignments you submit online.*

1. ** nformal Journal: (see journal guidelines handout):** You will be asked to write **10** journal entries, each approximately **1 page** in length and VERY informal in terms of form. All of the journal entries you write will be direct responses to selections you make from the various video playlists on my YouTube playlist page (no more than two entries from any list, as you need to utilize a variety of playlists). Many of these videos involve discussions that you may or may not entirely understand; however, the point of viewing them is not to gain a complete mastery of their contents or to write as an “expert” in order to pass some sort of exam on them; the very point of viewing and engaging in this content, via YouTube, is for you to exercise critical thinking skills without worrying about the final product (wow—simply learning something that interests you: what a new concept for those of you who have been inundated by “teaching to the test” philosophies that dominate high school education and standardized testing!) Through these exercises, it is my hope that you will build your collegiate identity, confidence, and writing skills because of the very fact that you are utilizing the higher-order skill of “**inference**” as you engage in discussions that you might likely consider above your knowledge base. Thus, it is my hope that they will help you learn to “own” what you learn as you invest in your own intellectual development and think for yourself (if you don’t, there are lots of folks out there who are chomping at the bit to think for you—especially in mainstream media). So, the first component to each of these journal entries is to **select something that interests you, and to watch it in its entirety**. NOTE: journal entries, if they respond to discussions from “Uncommon Knowledge,” “Critical Discussions,” or “TED Talks” will not be counted if there is no indication that you did not watch the **whole discussion** (I’ve seen every video I post on a playlist at least once and many times for lots of them, so it will be quite obvious that it wasn’t seen in its entirety if someone only discusses the opening of a talk!) Regarding “Red Bull,” “RSA,” “Big Think” or other short videos: each journal response should reflect at least 30 minutes of viewing a combination of these particular videos that you believe share common subject matter.

In general, journaling is a fantastic way to keep the “writing gears” moving in your mind through informal free-writing, as journal entries allow you to practice written expression without the pressure and demands that accompany all of the stages involved with formal essays. Keep in mind that writing these zero-pressure responses is equally as valuable to you, **in your development as a writer**, as the final drafts of your formal essays! The big difference, of course, is the difference in the final product (from a reader’s standpoint). In contrast to formal writing, these entries should all be **highly informal explorations of ideas and/or exercises of** **discovery**! They may simply be “gut reactions.” What I do **NOT** want to see in these entries is a mere retelling of what is said or a mere reporting of what you see, as every journal response should be loaded with your interpretations, insights, and OPINIONS! You’ll get to share some of these on “Journalpalooza” days!!!!!

**IMPORTANT: journal entries need to be 1 full page (or very close to it) in order to get full credit.**

  

Writers

*Interpretive Analysis*

*Series*

*Go There!*

**You**

**Write!**

**V**irtual **T**ravel for **A**ctual **J**ournals **!**

**Journal Alternative to Media:** If accessing and/or viewing the playlists is difficult or impossible, see me and

we can discuss alternatives—namely, writing opinionated **critical responses (NOT mere summaries)** of

the assigned readings in our book. In fact, this option is open for anyone who simply wants to do a few journal

entries this way.

**C.** i04**n-Class Essays:**  Otherwise known as the **midterm and final exams**, these are essays written in class; they are written in a limited amount of time. Unlike out-of-class papers, in which case you have all time you need to exercise the valuable stages of the “writing process,” these essays are written once, by hand, and in one class session (all characteristics that oppose the “Writing Process” of which I value so much, quite frankly). While journals and these exams both share the common ground of being written by hand, the content of the in-class essay IS semi-evaluated for correctness of form. The quality of content—namely, the correctness you demonstrate regarding your response to the specific prompt question, critical thinking demonstrated, and following directions (perhaps the most valuable aspect of these assignments)—will be the primary means of evaluation. You will be informed as to the general content of these essays a week or so in advance, along with other preparation tips, which then leaves only the specific prompt questions as unknown until exam day.

**VII. Group Reading Projects and Presentations**

**For all of the details on this aspect of our course, please go to my class Learning Web page and click on the Word document entitled “Group Reading Modules and Guidelines”**

Simply stated, our class will be divided into **three** **modules with four groups in each module** (A,B,C, and D). Time for these modules is divided as equally as possible within our time together. On day two of our class, you will need to **write your name on each of the three group sign-up sheets**. In order to see every group rearranged with new people, I’ve made threefold rule that you ***cannot*** do the following when you sign-up: **1)** use the same letter twice; **2)** sign-up for each letter sequentially (a,b,c); or **3)** be in the same group with the same person more than twice. Groups are expected to **apply all of the required elements to their group projects**—of which you’ll find listed and described in detail on a handout I’ve posted on the Learning Web page. These guidelines clearly identify all that I expect from each group, including a required “**Prezi**” for the classroom presentation. It will be up to each group to determine how the various objectives and tasks are executed.



**VIII. Pop Quizzes….*Maybe!***

You can expect **5 of these** to occur--or fewer (including none at all), depending upon the amount of evidence I see that you’ve actively engaged with readings. Generally speaking, the 4 or 5 questions in these small quizzes will be focused on the assigned “everyone” readings and reasonably simple…*if you’ve done the required reading that is!* Any or all points designated for these quizzes that are not used for quizzes will simply transfer into “**participation**” points, of which I will determine for each individual (note: participation consists of 75 points).

 http://thesurrianlife.files.wordpress.com/2012/10/exclamation-point.jpg

**IX. Late and/or Missing Assignments - This is simple: follow directions and meet deadlines. Not doing so may result in a loss of points or the possible rejection of an entire assignment, depending on particular requirements of an assignment, the value of an assignment, or particular variables involved with a late submission.**

[](http://connect.mcgraw-hill.com/connectweb/branding/en_US/default/html/instructor/index.html) **LSA (Learn Smart Achieve)**

**Go to my 1301 Learning Web page for the necessary URL you will need to cut and paste into your browser**

**address bar in order to “connect” with the registration ID already established for you through your**

**enrollment in this course. In the 1301 folder, click on the document entitled “Connect Composition Access” for details pertaining to these simple directions.**

**X. McGrawhill “Connect Composition” Online Requirement:**

It is vital that you **register with “Composition Connect” immediately** and begin the **pre-test** portion of the

three-part structure, especially since there is a very limited time window in which to complete it. What follows the

pre-test is the “Learn Smart Achieve” program (LSA), which encompasses most of the time allotted to the Connect

program all semester (approximately 90% of the time). Thirdly, you will complete the **post-diagnostic** portion

which finishes the assignment.

**Grading Connect:** Your percentage of completion then transfers into my 0-100 point scale, which is directly

applied to your grade (i.e. 83% percent completion becomes 83 points, which is a B); there is no good reason

anyone should get less than 100%). The other thing about ***Connect*** is that your one-time fee, which was part of

your enrollment fee for this class, gives you access to personalized, online instruction for 4 years! This resource

will be a valuable tool as you develop your writing skills and advance through the next 4 years of your college

career. **NOTE:** you must have at least 50% of your LSA completed in order to take the midterm exam!

I**n order** **to avoid huge frustrations** with Composition Connect: **DO NOT** simply go to the McGrawhill website and attempt to sign up from their homepage! As an HCC student, your course fees have already paid for your access to Connect through this class, and McGrawhill coordinates with HCC using our roster system. All this to say that you do not want to sign up for any sort of “trial offer” you may see posted at their site if you visit them; the specific URL I will provide to you needs to get pasted right into your browser address bar so that you are directed to a very specific place on the McGrawhill site for our class. Got McGrawhill/Connect **Questions?** Go to: [www.mhhe.com](http://www.mhhe.com) or call technical support at: 800.331.5094

NOTE: You must write down the specific case number any or all of the times you need to call this very helpful number, as they always provide a case number. If you bring any problems to me about your inability to connect to “Connect,” I will always ask you for the case # you received when you called technical support first.

**XI. Grading Distribution:**

#### 3 Formal Essays 400 = 100 + 150 + 150

**Journal 100** = 10 entries @ *up to* 10 points each

#### Midterm (in-class essay 1) 50

#### Final Exam (in-class essay 2) 50

#### Presentations/ Group Projects 225 = Three @ 75 points each

**LSA (Composition Connect) 100 …**The amount you complete determines the score you receive!

**Pop Quizzes / Participation** **75**

**1,000 points possible**

Overall: 900-1,000 points=A; 800-899=B; 700-799=C; **600-699=**D**; Below 600=**F **NOTE: Missing one of the 3 formal essays will eliminate the extra credit assignment possibility; missing 2 of the 5 essays assures an F or a D in the class. A plagiarized paper is automatically failed and all participation points are forfeited or lost in addition; two plagiarized papers = course failure.**

**XII. General Guidelines on Grades:**

**Please note the following points:**

1. Grades will NOT be discussed publically in class—between myself and students nor between students.

2. Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read

my comments and then schedule an appointment.

3. **I look primarily at content, organization and development. Style, grammar and mechanics are secondary.**

However, secondary is still a high priority and does NOT mean irrelevant.

**Below is a general description of grading criteria (applies to written assignments and overall class** **performance:**

**A** – Student demonstrates superior ability, skill and originality. Marks of a scholar emerge in this student’s work. Possesses thorough knowledge of material and consistently submits high quality work that is adapted to audience and the rhetorical context. There is a high degree of intuition and intellectual capacity evident regularly. Worked is marked with a spark of exceptional quality. Student demonstrates exceptional ability to think/learn independently and think critically. Work demonstrates successful risk-taking, which is likely “outside the box” to some extent. In short, the work is downright impressive on multiple levels!

**B** – Student shows above average ability, but nothing is too distinguished. Usually goes well beyond what is required, but nothing stands out as terribly exceptional. This reflects the very best work one can produce by not standing out. Work is largely free of rhetorical and stylistic errors, and clearly adheres to all instructions. The work is “safe,” which can be interpreted as a positive or a negative feature depending upon a student’s academic goals. Generally good work by a good student.

**C** – Average work which adequately treats assignments with enough care so as to not have “serious” problems, but is obviously concerned with merely “getting by.” Contains some errors (i.e., mechanical, stylistic, rhetorical, proofreading). Work adheres to instructions generally, but is a disappointment because it is just so blah (lackluster) and/or lacks development and engagement. There is either a lack of care/involvement with the assignments OR a desperate struggle to stay afloat in the course if this work reflects giving assignments their very best (only they know).

**D** – Below average work, but not necessarily failing but quite close. There is inadequate development of the assignments on several counts, poorly focused writing indicating writer’s uncertainty of tasks and content. Shows little originality and skill, in addition to significant deficiency in one or more vital areas of the assignments. Student rarely adheres to specified guidelines. Work frequently contains significant errors.

**F** – Student consistently turns in unacceptable work which is sloppy, poorly organized, fails to meet requirements and contains excessive errors in style and logic. Student never meets deadlines and demonstrates no interest and little effort in work.

** **

**XIII. Extra Credit Option:**

***If you****….****1.*** *have not missed class more than three times,* ***2.*** *have not been addressed for a behavioral issue,* ***3.****have submitted all three formal essays**on time, or* ***4.****.have not plagiarized a paper, then you will be eligible for the optional extra credit assignment, which is* ***worth up to 40 points****! I will provide the details for this assignment on a handout I will post on my Learning Web page. Generally speaking, this assignment will involve a visit to either the* ***Museum of Fine Arts*** *or the* ***Holocaust Museum*** *in downtown Houston, and will require an (shorter) critical analysis essay pertaining to your visit. You will be required to provide a* ***dated receipt/verification from the museum (date of visit must be after the 3rd essay is submitted).***

**XIV. ADA Statement:**

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 at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office. Only those accommodations specified by the Center, in accordance with Texas law, may be provided. For questions, contact 713.718.5165 or the Disability Counselor 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.

**XV. Tutoring at HCC Writing Centers:**

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at Katy (or many other HCC campuses). Tutors can help you organize and develop ideas for your writing assignments and work with you on problems with grammar/mechanics. ***Tutors do not write, rewrite, edit, or correct papers for you,*** *but they can help you to do the tasks better yourself.* **There are Writing Centers at nearly every HCC campus, but I’ll assume you’ll be using the center at the Katy campus, which is located in room 321A and is open Monday through Saturday. Go upstairs and visit the Center in order to find out their hours this semester; there, you can also inquire about hours and phone numbers of other HCC writing centers. NOTE: I am glad to offer 5 extra credit points for each paper/assignment that you take to the Writing Center on one of the campuses (a 15-point possible total if you visit the lab for all three formal essays)!** If you go, you need to have the tutor you see there print his or her name on the top page of the rough draft, along with a signature (I believe some of them use a Writing Center stamp, which is also acceptable).

**XVI. 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:

**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.**

**XVII. ENGLS3 - Online Evaluation**

Students will be expected to participate in the **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. NOTE: verification of a completed survey will automatically result in another five extra-credit points (everyone is eligible for this extra credit)!

**Again, please visit my Learning Web page for instructions to register with both turnitin.com (absolutely required for this course) and Composition Connect (LSA).**

***Reminder:*** You must have an **active HCC email account** you plan to use or **check regularly**. This is the means by which I send announcements to the class! **You are responsible** for such information. If you have a personal email address you prefer over an HCC address, simply contact Admissions in order to have them change the email address I have on my mass-email list (roster) for you.

**Now, Let’s Have A Great Class.**

***Your Success is My Success!***



**My HCC Learning Web Page:**

<http://learning.hccs.edu/faculty/christopher.carney>

**This syllabus is tentative and may be adjusted at the discretion of the instructor**

**For particular dates associated with all of the assignments named in the syllabus, see the “schedule” document, also posted on my Learning Web page**