Composition I-11756

ENGL-1301

RT 2021 Section 0624 3 Credits 08/23/2021 to 12/12/2021 Modified 09/10/2021

Professor: Dr. Christopher J. Carney

**Email:** christopher.carney@hccs.edu

**Office:** Stafford Campus, 3rd Floor

**Phone:** Please Use Email

 Course Meetings

Course Modality

In-person (on campus); HOWEVER, in these unprecedented circumstances of Fall 2021, the college Administration has determined

that **we will meet online, on a schedule, for the FIRST FOUR WEEKS**.

Meeting Days

Tuesdays and Thursdays

Meeting Times

9:30 - 10:50

Meeting Location

Stafford Campus (Room TBA)

 Welcome and Instructor Information

**Greetings! My name is Dr. Chris Carney and I warmly welcome you to English 1301** (FRESHMAN COMPOSITION). While I enjoy

teaching all courses in the English department, I truly love teaching composition (1301 and 1302) the most because of the incredibly

diverse range of academic/career interests represented among students in these classes due to the simple fact that everyone needs

to take them--and because everyone also needs effective written communication skills! This quality makes it both continually

rewarding and continually challenging to see my composition classes connect with students majoring in subjects like Engineering and

Biology just the same as they do for students majoring in Philosophy, History, or English Literature. In addition to the English

Department, I also teach in Humanities.

I have been teaching full-time here at Houston Community College since 2012, which the year we moved to Texas from Southern

California where I lived all my life (Orange and Los Angeles Counties). Prior to our move, I taught in both full-time and part-time at

community college campuses in the California Community College system for 15 years.

Instructional Services · English and Communication · English

What's Exciting About This Course

The Department of English helps students find and develop their authentic voices, establish personal ethos, and create social

capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with

consideration of purpose and audience. We support students’ desire to express themselves through a variety of modes—primarily

written and also verbal. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

In short, this course is not only about communication, which is great enough (due to the simple fact that nobody is exempt from

needing strong communication skills in every facet of life), but this particular course focuses on applying a critical-thinking lens

to that communication.

My Personal Welcome

Welcome to the course! I’ll begin by saying at the onset that I value and respect you, not only as a student who is investing in your

future (as I say to all students), but also as a human being at the start of a new semester amidst these unusual times! I am

sensitive to all that you may be feeling and experiencing about so many aspects of life since our world was essentially turned

upside down in so many ways over a year ago. Nobody has been exempt from being forced to endure new challenges, and the

wide range of emotions that accompany such challenges (I include myself in this reference) due to so many disconcerting

realities—and many non-realities for that matter. Anxieties related to employment and/or economic challenges have been

magnified as a result of closures and layoffs. I certainly understand, and I’m empathetic. Now, with that said, academic rigor

(academic quality) cannot suffer in the midst of these challenges because if that happens then you lose, I lose, and H.C.C. loses.

In fact, it is the very purpose of this institution to focus proactively and positively on the future--YOUR FUTURE! Therefore, I am

committed to maintaining the same academic standard I always have while balancing it with greater empathy.

Preferred Method of Contact

Please feel free to contact me concerning any problems that you are experiencing in this course through EITHER my Outlook

email address (above) or simply through Canvas Messages. I am always checking both of these, so you should receive feedback

in a timely manner. Your performance in my class is very important to me, and I am available to hear your concerns or just to

discuss course topics as they arise. While I encourage peer collaboration as a general rule, I ask that you make the distinction

between the kinds of things to ask a peer versus the things you need to ask of me (i.e. the assignments in this class).

Office Hours

Monday, Wednesday, 3:00 PM to 4:00 PM, Online

 Course Overview

Course Description

ENGL 1301 is an 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. Core curriculum course.

Requisites

Appropriate score on TSI/ACT/SAT/STAAR, INRW 0420, Grade C or better in ELA College Prep course from participating ISDs.

**Successful completion of INRW 0300 corequisite course.** Please carefully read and consider the repeater policy in the HCCS Student

Handbook.

English Website

https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/

 Core Curriculum Objectives (CCOs)

English courses satisfy three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline

Committee has specified that courses address the following core objectives:

**Critical Thinking**: Students will demonstrate creative thinking, innovation, inquiry, analysis, evaluation and synthesis of

information.

**Communication**: Students will demonstrate effective development, interpretation and expression of ideas through written, oral,

and visual communication.

**Personal Responsibility** : Students will demonstrate the ability to connect choices, actions, and consequences to ethical decisionmaking.

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**Teamwork**: Students will demonstrate the ability to consider different points of view and to work effectively with others to support

a shared purpose or goal.

Composition I, Composition II, Creative Writing, Introduction to Technical Writing, and Technical & Business Writing only

**Social Responsibility**: Students will demonstrate intercultural competency, knowledge of civic responsibility, and the ability to

engage effectively in regional, national, and global communities.

Literature courses only

 Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/

Course Student Learning Outcomes (CSLOs)

Upon successful completion of ENGL 1301, the student will be able to:

Demonstrate knowledge of individual and collaborative writing processes.

Develop ideas with appropriate support and attribution.

Write in a style appropriate to audience and purpose

Read, reflect, and respond critically to a variety of texts.

Use Edited American English in academic essays.

Word Count Requirement

Students will write a minimum of 5,000 words over the course of the semester.

 Departmental Practices and Procedures

Department-Specific Instructor and Student Responsibilities

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

Provide the grading scale and detailed grading formula explaining how student grades are to be calculated

Facilitate an effective learning environment through class activities, discussions, and lectures

Provide a description of any assignments

Inform students of policies

Provide the course outline and class calendar that will include a description of assignments

Arrange to meet with individual students as required

As a student, it is your responsibility to**:**

Attend class and participate in class discussions and activities

Read and comprehend the texts

Complete the required assignments

Ask for help when there is a question or problem

Keep copies of all documents, including this syllabus, handouts, and all assignments

Be aware of and comply with academic honesty policies, including plagiarism, in the HCCS Student Handbook

Program-Specific Student Success Information

As with any three-hour course, expect to spend **at least six hours per week** outside of class reading and studying the material. I

will provide assignments to help you use those six hours per week wisely. Additional time will be required for written

assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing

assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires

reading (and probably re-reading) and studying the material using the course objectives as your guide.

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 Instructional Materials and Resources

Instructional Materials

The HCC Online Bookstore (https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on

textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course

fees.

REQUIRED: **The Norton Reader, 15TH EDITION, NORTON PUBLISHERS (Do not get an abridged/shortened version; you need the full**

**version with all of the readings).**

**Electronic version OR hard copy version is fine with me**

 Course Requirements

Assignments, Exams, and Activities

**In This class, you can plan to:** 1. write three **formal essays** and 2. write eight shorter, **informal assignments**; 3. work with a

randomly-selected group of peers for **two group projects/presentations** (same group for both); 4. take **two quizzes** and 5. **two**

**exams**.

Type Weight Topic Notes

Written

Assignments

650

Points

Total

Formal

Essays and

Informal

Assignments

**Formal Essays (400)**

As the categorical distinction for these essays indicates, they are all three **FORMAL** ESSAYS that will have

their own detailed prompt that tells you exactly what is expected of them. All formal essays are formal

because they need to fully incorporate all stages of the invaluable **Writing Process** (see document in

Canvas I have provided to map the stages of that process). Formal essays should, among many other

things, result in a document that has been **thoroughly edited** and **polished** for submission; they must also

be correctly **formatted according to MLA** guidelines. These assignments are anywhere from 4-5 pages

minimum length to 6-7+ pages (double-spaced pages in MLA).

**Informal Assignments (250)**

As the categorical distinction for these assignments indicates, these **INFORMAL** assignments are NOT

formal! By this, it means that **they need NOT be polished or edited for grammar and spelling** issues; **they**

**do not need to be formatted according to the MLA** or any other formatting guide; they are **naturally shorter**

**than formal essays, but not minimalist either** (i.e. not a simple paragraph or even two). My thinking on

these assignments and length is this: if you do not need to worry about all the formalities of formal essays,

then you're freed up to focus simply on content and expressing your thoughts in writing. Like the formal

essays, there will be a very specific prompt for each of these you'll need to read and address specifically

(they are not random thought journals). However, with that said, there is one constant with these

assignments that applies to all of them, and that is the fact that they all ask you to reply to a set of various

forms of media (videos in the Canvas Media Gallery and/or readings) with a strong sense of connectivity

between them--NOT addressing them individually in isolation from one-another.

Exams/Quizzes 150

Points

Two Reading Quizzes (25 points each) and Two Essay Exams (50 points each)

In-Class

Activities

100

Points

This category applies to all modalities (in-person, online synchronous, and online asynchronous) and it

covers the range of activities and exercises we do "in class" or as a class, such as group or paired

discussions for in-person students and online discussion threads for students in all three modalities. There

may be others, and the exact number of such activities is always an unknown variable at the start of a new

semester since they can sometimes be spontaneously generated. However, with that said, the total

number of points associated with this category is and will remain at 100.

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Group

Presentation

Projects

100

Points

A guidelines sheet is posted in Canvas that fully explains all of the details associated with these

presentation projects. The groups (three of them) have been randomly-generated in Canvas, and they are

for the duration of the semester. The grade for each of the two projects is 50 points, with 25 points on each

one being for the individual portion and 25 points for the group portion.

Extra Credit Up to

50

Extra

Credit

Points

Details for this assignment will be provided in the last three weeks of the semester.

Eligibility involves, but is not limited to, the following: 1. Not missing any of the formal or informal writing

assignments; 2. Not being problematic in group projects (problematic includes, but is not limited to, failure

to communicate with group members and participating actively/positively); 3. Not being frequently absent

from class or tardy (in-person and online synchronous classes); 4. Not having a positive attitude and/or

demonstrating disrespect towards me or class peers).

Type Weight Topic Notes

Grading Formula

I grade holistically, which is what I believe assessment should look like in a college English class for any and all assignments

short of reading quizzes.

**So, What is Holistic Grading? Defined:** Holism is the idea that various systems should be viewed as wholes, not merely as a

collection of parts. Characterized by comprehension of the parts of something as intimately interconnected and explicable only

by reference to the whole. In medicine, holistic is characterized by the treatment of the whole person, taking into account mental

and social factors, rather than just the symptoms of a disease.

So, from this expanded definition, you will better understand how I grade FORMAL essays.

When you receive your essay and look at my "rubric," each of the categorical descriptions explain how these areas are assessed

in the essay through my holistic form of grading, and it basically means that I consider all factors combined together when I

determine a final grade. I call it a rubric, but it is more of a quasi-rubric that only serves to identify categories assessed in an

assignment. Unlike traditional rubrics you may be familiar with from K-12, I do not ascribe numerical values to each area and

simply total them at the end. And while my rubrics do give you an itemized breakdown of specific categories assessed, they stop

short of giving hard numbers to each category. I do this because I do not want imposed “ceilings” on each category that do not

allow for either exceptional strengths or egregious errors to significantly impact a final essay grade--either for the better or for the

worst. In other words, a holistic grade requires more critical thinking and analysis on my part because of the very fact that it is not

just about calculating the numbers assigned to each category and keeping them in isolation; for example, an essay with

exceptional strength in critical thinking should be able to override (lesser) weaknesses, just as assessing an illegible essay (with

severe clarity/grammar issues that are far below course standards) should not be limited to a single category since that single

area negatively influences the entire essay.

 Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete (“I”), a student must have completed at least 85% of the work in the course. In all cases,

the instructor reserves the right to decline a student’s request to receive a grade of Incomplete. As the last year has proven for

many, life circumstances can become so overwhelming that, despite the best efforts to stay focused on coursework, some

students are simply forced to either miss assignments altogether or perform far less than they normally would. It is for such

circumstances (again, after 85% of course work is complete) that the Incomplete option was created.

Missed Assignments/Make-Up Policy

**Simply stated, we are in college and assignments have due dates.** I operate this college course with mature and responsible

college students in mind--not high school students. Yes, I understand that emergencies occur, and I am more than happy to make

adjustments around such emergencies if they should occur. However, I do not define an "emergency" as broadly as many

students have defined this very specific term in past semesters. Genuine emergencies should be extremely rare (thank goodness

for this), and they almost always fall into the two realms of medical and legal circumstances. In these two areas, there is no

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shortage of paperwork and forms when legal or medical issues arise, and I will need such documentation in order to consider

making exceptions to deadlines.

Academic Integrity

Generally speaking, I have a ZERO TOLERANCE policy towards PLAGIARISM, COLLUSION, and CHEATING of any kind. If

plagiarism is discovered on any assignment, formal or informal, the first penalty is an automatic grade of zero applied to it and the

plagiarizing student loses any opportunity at the end of the semester to earn extra-credit points. A second plagiarism offense will

result in my referring the student to HCC administration, requesting removal from the course.

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic

Dishonesty and Grievance):

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

(https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/)

Attendance Procedures

**Regarding in-person, face-to-face classes:** Attendance will be taken at the beginning of class each day; students who are not

present will be counted absent. Students who arrive after attendance is taken are welcome to join the class, but attendance

reports will have already been submitted and their status of absent cannot be reversed. Students who leave class early and/or

without my permission will be counted absent in the following class meeting.

**Regarding synchronous online classes (WS):** Attendance will be taken at the beginning of class each day; students who are not

present will be counted absent. In order to be counted present, students must have their computer cameras on throughout the

duration of class and they must stay on the camera 9their entire face must be visible) the entire time. Students who arrive after

attendance is taken are welcome to join the class, but attendance reports will have already been submitted and their status of

absent cannot be reversed. Students who leave class early and/or without my permission will be counted absent in the following

class meeting.

Student Conduct

As a general rule, I expect college students, most of whom are planning full-time careers in a variety of fields upon graduation in

the adult world, to simply act like the mature adults they plan to become. In light of this expectation, common sense goes a long

way in identifying a wide range of behaviors that would be acceptable or unacceptable on the job, which makes them likewise

either acceptable or unacceptable behaviors in this class. Within this expectation is an assumption that everyone in this class is:

1. taking the class by choice; 2. eager to learn the course material; 3. accountable for their own actions; 4. reliable in meeting

assignment deadlines; 5. reliable regarding attendance/promptness (for courses meeting in person or online synchronously); 6.

respectful of others in this class, which includes both myself and your peers.

While the following behaviors should not need to be listed, and this is by no means an exhaustive list, the following are (obviously)

unacceptable in this class and will be addressed swiftly if they occur: 1. cheating (plagiarism/collusion); 2. non-compliance

(argumentative); 3. disruptive behavior that interferes with my ability to teach the class (this may take different forms, depending

upon the instructional modality); 4. non-communicative/non-responsive (especially regarding communication with group

members on projects); 5. disrespectful tone, word choices, or generally inappropriate communication with peers; 6.

disrespectful/unprofessional tone or word choices in email correspondences with me; and 7. derogatory language, used verbally

or in writing, that overtly speaks ill of race (ANY race) or religion (ANY religion).

As I've stated, the above behaviors will be addressed swiftly if or when they occur. Consequences for any of these vary, as the

appropriate response for some of them may be a warning or point deductions on an assignment, while others may result in total

and immediate rejection of an assignment (entire loss of points) and/or failure of an assignment. Still others on the list,

depending upon the seriousness of the violation and specific circumstances, may result in an immediate referral to the Dean of

Student Services or other HCC authorities.

A word about email: please note that ALL written work from you contributes to my overall holistic sense of your writing abilities,

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which includes email correspondences. While they need not be entirely perfect grammatically, they must clearly be at course-level

in terms of sentence-level clarity and focus. They must also demonstrate the kind of professionalism and/or maturity discussed

in the opening paragraph of this section on student conduct.

Instructor’s Course-Specific Information

**SYSTEMS THINKING:** Regardless of the specific course I am teaching in a given semester, the particular book I use, or the

distinct focus/theme I may have for a course, there is one constant--a concept--that I teach as a subtext in all of my courses

called "Systems Thinking." So, what is it? Here is a decent definition I found online: **"Systems thinking is a holistic approach to**

**analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time and within the**

**context of larger systems."** However, this area of scholarship has many gurus who, over the past thirty years or so, have created

models to help people better understand and apply systems thinking to problem-solving in the whole scope of academic

disciplines and professions. One such guru in the field (my favorite) is a man by the name of Dr. Derek Cabrera, a scholar and

researcher from Cornell University, who has created what I consider the most user-friendly and easily applicable model of

systems thinking he calls the "DSRP" Model, which stands for "Distinctions, Systems, Relationships, and Perspectives." I have a

couple of good videos by Dr. Cabrera and his research lab in my Canvas Media Gallery, wherein he explains the model and

systems thinking nicely. But, in a word, it boils-down to **interconnections**. **So, for our purposes in this writing class, you can**

**expect to see assignments that provide ample opportunity to interconnect things and/or apply systems thinking to assignments.**

For example, all of the informal assignments will have a list of several items (videos, readings, and/or websites) to which you will

be asked to respond. Some students will inevitably think they are doing the assignment optimally by addressing all of the listed

works in isolation form one-another. And while such a response is vastly better than coming up short of addressing all of the

works, as other students will do, such a response is actually not optimal. There will be a certain percentage of students in the

class who will truly give an optimal response by applying systems thinking to the assignment and analyzing all of the

interconnections (comparisons, contrasts, etc) they see between the works, using Cabrera's four "lenses" of DSRP in which to do

so.

Another assignment category that is entirely structured around systems thinking is that of the group presentations (for in-person

and synchronous online classes), as these projects likewise start with a list of distinct readings to which the group adds other

sources according to the guidelines; then, depending upon which of my eight questions students select in these projects to

address, the very specific DSRP categories are built right into them.

**RETURNING OF GRADED WORK:** Typically, formal essays will be returned within two weeks after submission, and informal

assignments will be returned within one week after submission. Group and individual portions of group projects will be graded

within one week of submission and/or the presentation.

Devices

While I greatly enjoy having an iphone for numerous aspects of life (yes, I'm a fan), I also believe that there is a time, a place, and

even an electronic device for everything. And one thing that a phone should never be used for in a college writing class (or any

college course for that matter) is for the writing of essays, regardless of the app one might have to do so. The essays of the few

students who attempt to write them on their phones make it quite evident that they were written on a phone and not on a

computer, with a word processor, as they needed to be (and their grades reflect it).

REGARDING SYNCHRONOUS ONLINE COURSES: I also expect all students to use a computer, not a phone, for synchronous

electronic meetings. Students are expected to take their synchronous online course while permanently seated at a desk for the

duration of the class--NOT out and about running errands in a car with their class turned on (this is why I require that all students

are visible and/or with cameras on at all times during class meetings).

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)) to supplement in-class

assignments, exams, and activities.

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HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the

current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on

Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system

should be kept up to date with the latest recommended security updates and upgrades.

Equality Statement

Houston Community College is committed to fostering an environment of genuine equality in our community and beyond. HCC

does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability,

sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning

environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation

and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the

differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to

best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of

Institutional Equity at 713-718-8271.

 HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

**Grade Grade Interpretation Grade Points**

A Excellent (90-100) 4

B Good (80-89) 3

C Fair (70-79) 2

D Passing (60-69), except in developmental courses. 1

F Failing (59 and below) 0

FX Failing due to non-attendance 0

W Withdrawn 0

I Incomplete 0

AUD Audit 0

IP In Progress. Given only in certain developmental courses. A student must re-enroll to

receive credit.

0

COM Completed. Given in non-credit and continuing education courses. 0

Link to Policies in Student Handbook

Here’s the link to the HCC Student Handbook https://www.hccs.edu/resources-for/current-students/student-handbook/

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(https://www.hccs.edu/resources-for/current-students/student-handbook/) In it you will find information about the following:

Academic Information

Academic Support

Attendance, Repeating Courses, and Withdrawal

Career Planning and Job Search

Childcare

disAbility Support Services

Electronic Devices

Equal Educational Opportunity

Financial Aid TV (FATV)

General Student Complaints

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Incomplete Grades

International Student Services

Health Awareness

Libraries/Bookstore

Police Services & Campus Safety

Student Life at HCC

Student Rights and Responsibilities

Student Services

Testing

Transfer Planning

Veteran Services

Link to HCC Academic Integrity Statement

https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/ (https://www.hccs.edu/resourcesfor/

faculty/student-conduct-resources-for-faculty/)

Campus Carry Link

Here’s the link to the HCC information about Campus Carry:

https://www.hccs.edu/departments/police/campus-carry/ (https://www.hccs.edu/departments/police/campus-carry/)

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your

privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID (https://www.hccs.edu/resourcesfor/

current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement

(https://www.hccs.edu/departments/institutional-equity/ (https://www.hccs.edu/departments/institutional-equity/))

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based

on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet

with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable

accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the

policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For

more information, please go to https://www.hccs.edu/support-services/ability-services/ (https://www.hccs.edu/supportservices/

ability-services/)

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-

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based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes

all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX

prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If

you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of

EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies,

compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be

directed to:

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Institutional.Equity@hccs.edu (mailto:Institutional.Equity@hccs.edu)

http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/ (http://www.hccs.edu/departments/institutionalequity/

title-ix-know-your-rights/)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to

identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-ofstudents/

(https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-thedean-

of-students/)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content.

Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely.

Successful completion of this course requires a combination of the following:

Reading the textbook

Attending class in person and/or online

Completing assignments

Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the

course objectives as a guide.

Canvas Learning Management System

Canvas is HCC’s Learning Management System (LMS), and can be accessed at the following URL:

https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the

current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on

Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system

should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview

for all fully online classes: https://www.hccs.edu/online/ (https://www.hccs.edu/online/)

Scoring Rubrics, Sample Assignments, etc.

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Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the

course. https://eagleonline.hccs.edu/login/ldap (https://eagleonline.hccs.edu/login/ldap)

Instructor and Student Responsibilities

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 learner-centered instructional techniques

Provide a description of any special projects or assignments

Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments

Provide the course outline and class calendar that will include a description of any special projects or assignments

Arrange to meet with individual students during office hours, and before and after class as required

As a student, it is your responsibility to**:**

Attend class in person and/or online

Participate actively by reviewing course material, interacting with classmates, and responding promptly in your

communication with me

Read and comprehend the textbook

Complete the required assignments and exams

Ask for help when there is a question or problem

Keep copies of all paperwork, including this syllabus, handouts, and all assignments

Be aware of and comply with academic honesty policies in the HCCS Student Handbook (https://www.hccs.edu/resourcesfor/

current-students/student-handbook/)

EGLS3

The EGLS (Evaluation for Greater Learning Student Survey System (https://www.hccs.edu/resources-for/current-students/egls3-

evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give

invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division

chairs after the end of the term. EGLS surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not

offered during the Summer semester due to logistical constraints.

https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/ (https://www.hccs.edu/resourcesfor/

current-students/egls3-evaluate-your-professors/)

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is

urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable

in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online

environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit

the HCC Tutoring Services (https://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and

collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources

you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines,

newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page

at https://library.hccs.edu (https://library.hccs.edu/).

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Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve

student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded

in completion of the specified course, and who earned a grade of A or B. Find details at https://www.hccs.edu/resourcesfor/

current-students/supplemental-instruction/ (https://www.hccs.edu/resources-for/current-students/supplementalinstruction/).

Resources for Students:

https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/

(https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/)

Basic Needs Resources:

https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/ (https://www.hccs.edu/supportservices/

counseling/hcc-cares/basic-needs-resources/)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV\_25WyNx7NwMRz1FH

(https://hccs.co1.qualtrics.com/jfe/form/SV\_25WyNx7NwMRz1FH)

COVID-19

Here’s the link to the HCC information about COVID-19:

https://www.hccs.edu/resources-for/current-students/communicable-diseases/ (https://www.hccs.edu/resources-for/currentstudents/

communicable-diseases/)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment,

from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and

consideration for one another’s varied experiences and values.

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

 Course Calendar

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**Week Dates Topic / Assignments Due**

1 Week

beginning on

8/24

Introduction to class

READ **Syllabus** thoroughly. READ my **CANVAS home page**

thoroughly. **OBTAIN REQUIRED BOOK THIS WEEK! RESPOND to**

**the "DAY ONE INTRODUCTIONS" ANNOUNCEMENT in CANVAS**

**(one continuous thread--not separate responses)**

2 Week

beginning on

8/30

This week, read the following: Norton "Introduction" and E.B.

White's "Once More to the Lake" (158)

3 Week

beginning on

9/6

This week, read the following: 1. Thoreau’s "Where I Lived and

What I Lived For," 2.Lahiri’s "Rhode Island", and 3. Doyle’s “Joyas

Voladoras”

**Friday 9/10 by 11:59 PM: Informal Assignment (EH) #1 DUE in**

**Canvas!**

4 Week

beginning on

9/13

This week, read the following: 1. Ephron’s “The Boston

Photographs” and 2. Bissell’s “Extra Lives: Why Video Games

Matter”

**SAT 9/18 - Formal Essay #1 Due by 11:59 P.M.**

**5** Week

beginning on

9/20

This week, read the following pages: 1. Muir’s “Windstorm in the

Forests,” 2. Abbey’s “The “Great American Desert,” 3. Cronon’s

“Trouble with the Wilderness” and 4. McPhee’s “Under the Snow”

**Friday 9/24 by 11:59 PM: Informal Assignment (EH) #2 DUE in**

**Canvas!**

6 Week

beginning on

9/27

This week, read the following pages: 1. Carr’s "Is Google Making

Us Stupid?", 2. Swift’s “Modest Proposal”

**Friday 10/1 by 11:59 PM: Informal Assignment (EH) #3 DUE in**

**Canvas!**

**NOTE: QUIZ #1** this week on Tuesday 9/28; this quiz covers ALL

READING assigned UP TO WEEK 6

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7 Week

beginning on

10/4

This week, read the following: 1. Orwell's "Politics and the

English Language" (510), Kennicott's "How to View Art: Be Dead

Serious about it, but Don't Expect Too Much" (935), and

Copeland’s “How We Listen” (938)

**PRESENTATIONS WEEK ON 10/5 AND 10/7**

**Friday 10/8 by 11:59 PM: Informal Assignment (EH) #4 DUE in**

**Canvas!**

8 Week

beginning on

10/11

This week, read the following: ONLINE LINKS I WILL PROVIDE

**Friday 10/15 by 11:59 PM: Informal Assignment (EH) #5 DUE**

**in Canvas!**

9 Week

beginning on

10/18

This week, read the following: 1. Woolf’s “Death of a Moth” and

2. Machiavelli’s “Morals of the Prince”

**Friday 10/22 by 11:59 PM: Informal Assignment (EH) #6 DUE**

**in Canvas!**

10 Week

beginning on

10/25

This week, read the following: ONLINE LINKS I WILL PROVIDE

**MIDTERM EXAM hosted in Canvas on Thursday 10/28**

**SAT 10/30 - Formal Essay #2 Due by 11:59 P.M.**

11 Week

beginning on

11/1

**Whew! Take a breather after last week! The only thing for this**

**week is the quiz on Saturday.**

**Note: QUIZ # 2 this week on Tuesday 11/2**; THIS QUIZ covers all

reading assigned AFTER Quiz 1

12 Week

beginning on

11/8

This week, read the following: ONLINE LINKS I WILL PROVIDE

**Friday 11/12 by 11:59 PM: Informal Assignment (EH) #7 DUE**

**in Canvas!**

13 Week

beginning on

11/15

This week, read the following: ONLINE LINKS I WILL PROVIDE

**Friday 11/19 by 11:59 PM: Informal Assignment (EH) #8 DUE**

**in Canvas!**

**Week Dates Topic / Assignments Due**

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14 Week

beginning on

11/22

**NOV 25 – 28 : Thanksgiving Break (Thurs – Sun)**

15 Week

beginning on

11/29

**PRESENTATIONS WEEK ON 11/30 AND 12/2**

**SAT 12/4 - Formal Essay #3 Due by 11:59 P.M**

16 Week

beginning on

12/6

**FINAL EXAM hosted in Canvas on Tuesday 12/7**

**Week Dates Topic / Assignments Due**

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing,

typically by e-mail, of any such changes.

 Additional Information

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is

not able to assist you, then you may wish to contact the Department Chair.

Dr. Mary Lawson, mary.lawson@hccs.edu, 713.718.2365

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