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**Division of English and Communications**

**English Department**

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

# ENGL 1301: Freshman Composition I – Dual Cr | Lecture | 27944

Fall 2020 | 16 Weeks (9.8.2020-12.13.2020)

HCC Online (asynchronous)

3 Credit Hours | 48 hours per semester

## Instructor Contact Information

Instructor: Dr. Christopher Carney, Ed.D

Office Hours: NA (always available via email or Canvas messages)

HCC Email: christopher.carney@hccs.edu

Please feel free to contact me via email or Canvas message concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns or just to discuss course topics.

### Instructor’s Preferred Method of Contact

Please contact me with questions or concerns via email at christopher.carney@hccs.edu or at Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

## 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.

## Personal Welcome

Greetings! What you can expect in this particular course, beyond that which is required by curriculum guidelines for all English 1301 courses, is hopefully a sense of strong, active engagement with the content, or stimuli, used in my assignments. Of course, such engagement can be either positive or negative, and I am naturally hoping your engagement with course content falls in the former category and not the latter. But even if it is in the latter category, I strongly believe that engagement of any kind beats apathy (boredom) because boredom and disengagement (apathy) make it nearly impossible to produce ideas, and no ideas or engagement means little or nothing gets written—and that’s not good at all.

## Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 (or for non-native speakers ESOL 0360.) Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](https://www.hccs.edu/resources-for/current-students/student-handbook/)

## Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) and/or the Learning Web for all assignments, exams, and activities. You will need to have a working knowledge of Canvas and it’s functions in order to succeed in this class. My Learning Web page can easily be found by going the the HCC Learning Web main page and inserting my name in the search box.

This semester, there are three modalities for English courses: Online Anytime, Online on a Schedule, and Flex Campus. Online Anytime classes are traditional online courses; coursework is online, and there are no meetings at specific times. Online on a Schedule classes are online courses with traditional meeting components; coursework is online, andthere are specific times to log in for scheduled class meetings. Flex Campus are in-person classes; coursework is online, and students have the choice to come to campus or to participate online during scheduled class meetings.

This section of ENGL 1301 is Online Anytime

### HCC Online Information and Policies

<http://www.hccs.edu/online/>

### Scoring Rubrics, Sample Assignments, Other Resources

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <<Insert the link for your course (either Canvas or Learning Web)>>

**Instructional Materials**

## Course Reader Information

*Norton Reader*, 15th Edition

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://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 [http://library.hccs.edu](http://library.hccs.edu/).

### Supplemental 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 <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

**Course Overview for ENGL 1301**

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.

## Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 1301 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course 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 decision-making.
* ***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.

## Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at:

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

## Course Student Learning Outcomes (CSLOs) for ENGL 1301

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.

**Student Success in ENGL**

As with any three-hour course, expect to spend ***at leastsix 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.

## 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](https://www.hccs.edu/resources-for/current-students/student-handbook/)

**Assignments**

## Written Assignments and Essays

Students will write a minimum of 5,000 words over the course of the semester. The most significant portion of the points in this class are earned through writing three formal essays (400) and eight informal assignments (200)

## Exams

Students will take two timed essay exams (200) and two reading quizzes (100)

## In-Class Activities

Students in this class will complete two group projects with peers (100)

## Grading Formula

1. Informal Assignments (IA’s) - 8 total assignments, 25 points each:

200 pts. possible

1. Formal Essays —3 total: (100 pts., 150 pts., 150 pts.)

400 pts. possible

1. Group Projects – 2 total @ 50 points

100 pts. possible

1. Reading Quizzes (2 Quizzes @ 50 points each):

100 pts. possible

1. Midterm Exam

100 pts. possible

1. Final Exam

100 pts. possible

Total Possible: 1,000 pts. possible

Standard Grading Scale (based on 1,000 points): Passing: 900-1,000pts.=A, 800-899 pts.=B, 700-799 pts.=C. Not Passing: 600-699pts.=D, Below 600pts.=F

### HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Course Calendar**

| **Week** | **Dates** | **Topic / Assignments Due** |  |
| --- | --- | --- | --- |
| 1 | Week beginning on 9/8   | Introduction to class and general discussion of the Syllabus. Discuss the "Writing Process," formal versus informal writing, and the first formal essay assignment.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) by midnight on THURSDAY 9/10 !**  |   |
| 2 | Week beginning on 9/14 |  This week, read the following: "Introduction" and E.B. White's "Once More to the Lake" **Week Lesson:**  The Writing Process! |  |
| 3 | Week beginning on 9/21 | This week, **read the following four readings:** 1. Thoreau’s "Where I Lived and What I Lived For", 2. Lahiri’s "Rhode Island", and 3. Momaday’s “Way to Rainy Mountain” OR Thiongo’s “Decolonizing the Mind”; Doyle’s “Joyas Voladoras”**Week Lesson:**  Clarifying Misconceptions About Writing**Friday 9/25 by 11:59 PM: Informal Assignments (IA's) #1 & #2 DUE** in Canvas! (two separate assignments; DO NOT combine them!) |  |
| 4 | Week beginning on 9/28 | This week, **read the following four readings:** 1. Tisdale's "We Do Abortions Here: A Nurse's Story" **OR** Ehrenreich’s “Why I’m Giving Up Preventative Care”; 2. "On the Fear of Death" by Elisabeth Kubler-Ross **OR** “Why We Shouldn’t Shield Children from Darkness” by Matt De La Pena; 3.Ephron’s “The Boston Photographs” and 4. Bissell’s “Extra Lives: Why Video Games Matter” **Week Lesson:**  Audience Awareness**NOTE: ALL-CLASS BOOK READING QUIZ #1** this week on **SATURDAY 10/3 from 9 AM to noon**; this quiz covers all reading assigned on weeks 2, 3, and 4  |  |
| **5** | Week beginning on 10/5 | This week, **read the following four readings:** 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” **Week Lesson:**  Attention to Detail and Rhetorical Modes in Writing**Saturday 10/10 by 11:59 P.M. – Formal paper #1 due.**  |  |
| 6 | Week beginning on 10/12 | This week, **read the following four readings:** 1. Carr’s "Is Google Making Us Stupid?", 2. Plato's "Allegory of the Cave" **OR** Kennicott’s “How to View Art” 3. Swift’s “Modest Proposal” and 4. Copeland’s “How We Listen” **OR** Twenge’s “Have Smart Phones Destroyed a Generation?”**Weds 10/14 - GROUP Project # 2 Due****Week Lesson:**  Focus and clarity; impact and purpose |  |
| 7 | Week beginning on 10/19 | This week, **read the following three readings:** 1. Orwell's "Politics and the English Language”, 2. Woolf’s “Death of a Moth”and 3. Machiavelli’s “Morals of the Prince”**Week Lesson:** Thesis Development / Debatable VS Non-Debatable Thesis**Tuesday 10/20 by 11:59 PM**: Informal Assignments (IA's) #3 & #4 DUE in Canvas! (two separate assignments; DO NOT combine them!) |  |
| 8 | Week beginning on 10/26 | This week, **read the following three readings:** 1. Giamatti’s “Green Fields of the Mind” **OR** Angelou’s “Champion of the World”; 2. Frazier’s “Take the F” and 3. Eighner’s “Dumpster Diving” **Weds 10 /28: MIDTERM EXAM: 6:00 – 9:00 PM in Canvas**NOTE: **ALL-CLASS READINGS QUIZ # 2 on SATURDAY 10/31 in Canvas (open from 9:00 AM to noon)**; THIS QUIZ covers all reading assigned on weeks 5,6, 7, and 8  |  |
| 9 | Week beginning on 11/2 | This week, read the following: Online links**Week Lesson:**  MLA and Research Skills  |  |
| 10 | Week beginning on 11/9 | This week, read the following: Online links**Week Lesson:**  Argument and Persuasion: An Introduction**Tuesday 11/10 by 11:59 PM: Informal Assignments (IA's) #5 & #6 DUE in Canvas!** (two separate assignments; DO NOT combine them!) |  |
| 11 | Week beginning on 11/16 | This week, read the following: Online links**Weds 11/18 - GROUP Project # 2 Due****Saturday 11/21 by 11:59 P.M. – Formal paper #2 due.**  |  |
| 12 |  Week beginning on 11/23 | **NOV 26 – 29 : Thanksgiving Break (Thurs – Sun)**  |  |
| 13 | Week beginning on 11/30 | **TUESDAY 12/1 by 11:59 PM:** **Informal Assignments (IA's) #7 & #8** DUE in Canvas! (two separate assignments; DO NOT combine them!)**Saturday by 12/5 11:59 PM: Formal Essay # 3 due** |  |
| 14 |  Week beginning on 12/7 |  ***This Week:* FINAL EXAM on Tuesday 12 /8 in Canvas**  |  |

## 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.

# Instructor’s Policies

## Academic Integrity

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

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

*Academic Honesty*: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has the responsibilities of teaching, grading, and enforcing rules. You are expected to be familiar with the HCC’s policy on Academic Honesty found in the catalog. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

## Attendance Procedure

 For students in online courses with synchronous meetings or flex campus meetings, attendance will be taken at the beginning of class every day. Students in synchronous online classes are obligated to be present at the time of attendance with their computer cameras and microphones ON. Three absences are allowed in the course during a regular, 16-week semester; a fourth absence eliminates the opportunity for a student to earn extra credit. In courses that are asynchronous online, there is obviously no attendance; however, students are obligated to adhere to all deadlines and set times for exams or quizzes posted in the schedule.

## Student Conduct

 Students’ cameras and microphones must remain on for the duration of the class unless it is turned off momentarily. Think of it like a physical classroom; naturally students are allowed to momentarily exit the room once in a class meeting to use a restroom or something like that. One would never expect to see a student constantly getting up, going out of the room and coming back multiple times. Such behavior is unacceptable in a physical classroom, just as it is unacceptable in the synchronous meeting online.

# HCC Policies

Here’s the link to the HCC Student Handbook <http://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
* Ability Support Services
* Electronic Devices
* Equal Educational Opportunity
* Financial Aid TV (FATV)
* General Student Complaints
* Grade of FX
* 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

## EGLS3

The EGLS3([Evaluation for Greater Learning Student Survey System](http://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. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

## 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](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

# Office of Institutional Equity

<http://www.hccs.edu/departments/institutional-equity/>

## Ability Services

<https://www.hccs.edu/support-services/ability-services/>

## Title IX

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

## Office of the Dean of Students

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

## Department Chair Contact Information

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