# English 1301: Composition I - HYBRID TH



## Course Information

*CRN:* 14440

*Credit:* 3

 8/26 - 12/15

 16-Week Traditional Course Structure

 Stafford Campus, Learning Hub, RM. 204

TH: 12:30 - 1:50 @ Stafford Learning Hub + 24 Hrs. Electronic Instruction Weekly

##

## Instructor Information



 Dr. Chris Carney

*Email:* christopher.carney@hccs.edu

I respond to email throughout the work week: M-F, between the hours of 8 and 5

*Learning Web:* https://learning.hccs.edu/faculty/christopher.carney

*Office:* Stafford Campus, Learning Hub, Third Floor Faculty Offices

Office Hours: TU: 3:30 - 4:30 PM / TH: 10:00 - 11:00 AM

**Course Description:** 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. Prerequisite: Enrollment in Honors College. NOTE: This HYBRID course, as with other forms of DE instruction, requires a higher degree of personal responsibility, initiative, resourcefulness, computing ability, and motivation (not less) than traditional course structures. Generally speaking, 50% of content and/or activity in this course will resemble a traditional face-to-face class, while the other 50% will reflect a DE class.

**Student Learning Outcomes:** Upon successful completion of this course, students will:

* 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.

**English Program Learning Outcomes**

* Write in appropriate genres using varied rhetorical strategies.
* 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.

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

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

* **Critical Thinking Skills—**to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
* **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
* **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.
* **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

REQUIRED BOOK: The Norton Reader (14th Edition) this book by the second week of class! Students who do not have the book by week two lose 20 participation points.

**Course Requirements:**

In this class, you can plan to: 1. WRITE three formal essays in strict compliance with MLA format guidelines that fully utilize all stages of the "Writing Process" (detailed essay prompts for these assignments will be posted in both Canvas and on my Learning web page); 2. WRITE two semi-formal essay exams; 3. WRITE eight highly informal journal entries (not evaluated for "correctness" of form nor content; only following directions and developing your ideas); 4. ANSWER approximately 50 questions about readings in the class text, collected in two batches of 25; 5. PARTICIPATE in two group projects, which involves students presenting a group "Prezi" to the class and completing individual written portions of each student's contribution (based on the readings in our class text).

*Grading Formula:*

I. Informal Assignments (IA’s) - 8 total assignments, 25 points each: 200 pts. possible

II. Formal Essays —3 total: (100 pts., 100 pts., 125 pts.) 325 pts. possible

III. Prezi Group Projects – 3 total @ 75 points each (50 group + 25 individual) 225 pts. possible

IV. Reading Quizzes (2 Quizzes @ 50 points each): 100 pts. possible

V. Midterm Exam 50 pts. possible

VI. Final Exam             50 pts. possible

VII. Participation (attitude, behavior, attendance, promptness) 50 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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Instructor Requirements:**

*a) Communication*

What and When? I check emails throughout the work week Monday through Friday between 8 am & 5 pm; after 5:00 and weekends are not hours in which I am necessarily obligated to be online nor respond to messages (on occasion I still do, but this is the exception and not the rule). Generally, I try to respond to messages as soon as possible; thus, the longest you should wait for a reply from me will be 24 hours.

Where? Feel free to send messages through Canvas or through email (Outlook and/or the HCC email system). You have an email account issued to you by default through paying your fees, so I suggest using it!

How and Why? As a rule, and as preparation for your future college courses and work careers, I do expect a proper/professional greeting in emails, including an opening with my name and a closing with yours (otherwise I may choose not to answer your email). Also, be sure to write the name of our specific course somewhere in your subject line, since I am teaching other courses in English and I often check my email with my phone. Indicating which class you are in goes a long way in helping me help you! In addition to a professional greeting, I expect the body of your messages to sound professional and courteous, since you are identifying yourself as a college student by taking this course—and college students should communicate like the college graduates they hope to become! Finally, regarding the “how” of email messages: they need to be coherent and college-level in terms of grammatical clarity! Be advised: I will not respond to messages that are so grammatically incoherent that they do not resemble messages written by college students! It should go without saying that I will likewise NOT respond to messages that are disrespectful and/or uncharacteristic of collegiate-level communication.

Generally speaking, I firmly believe that communication is vital, both to your success and mine! Therefore, I strongly encourage you to please bring any concerns, questions, or suggestions to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are. In short, when it comes to communication, *never* feel as though you cannot talk to me! *On some occasions, 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, unless you indicate otherwise) as opposed to writing a long single response to you alone.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**b) Behavior Policies:**

All students are required to locate a Word document I have posted in both Canvas and in the Learning Web titled "Classroom Behavior Policies," which covers all of the behavioral policies I expect of students in both my hybrid and traditionally-structured classes. You are required to read it thoroughly, print it, complete/sign the "agreement" portion (at the end), and return that portion to me prior to the submission of your first formal essay. Students who do not submit the form will not receive their first graded essay--or any others.



All references to the "book" in this class pertain to the Norton Reader above. All assigned reading should be completed by Monday evening each week, since weekly in-class activities will pertain to the assigned reading for that week. Be advised that unprepared students (who have not done the reading) will not earn participation credit for activities pertaining to reading they did not complete.

The Norton Reader (14th Edition)

**Course Calendar:**

Calendar Dates to Note: Fall Semester begins on 8/26; 9/2 - Labor Day; 11/28 - 12/1 - Thanksgiving Holiday; Fall Semester ends on 12/15; Winter Break begins on 12/19

| **Week** | **Dates** | **Topic / Assignments Due** |  |
| --- | --- | --- | --- |
| 1 | Starting Mon. 8/26 | Introduction to class and discussion of the Syllabus. READ my CANVAS home page thoroughly. OBTAIN REQUIRED BOOK THIS WEEK! Discuss the "Writing Process", formal versus informal writing, and the first formal essay assignment. |   |
| 2 | Starting Mon. 9/2 | Note: Mon. 9/2 is Labor Day! This week, read the following: "Introduction" and E.B. White's "Once More to the Lake" (158)  |  |
| 3 | Starting Mon. 9/9 | This week, read the following: Thoreau "Where I Lived and What I Lived For" (967) and Lahiri "Rhode Island" (142)Friday 9/13 by 11:59 PM: Informal Assignments (IA's) #1 & #2 DUE in Canvas! (two separate assignments; DO NOT combine them!) |  |
| 4 | Starting Mon. 9/16 | This week, read the following: Tisdale's "We Do Abortions Here: A Nurse's Story" (709) and "On the Fear of Death" by Elisabeth Kubler-Ross (194). NOTE: QUIZ 1 this week on FRIDAY 9/20 covers all reading assigned on weeks 2, 3, and 4 plus my syllabus (it should not take you more than 20 to 30 minutes).  |  |
| **5** | Starting Mon. 9/23 | This week, read the following: Module #1 Presentations\*Saturday 9/28 by 11:59 P.M. – Formal paper #1 due.  |  |
| 6 | Starting Mon. 9/30 | This week, read the following pages: Carr "Is Google Making Us Stupid?" (572) AND Plato's "Allegory of the Cave" (989) Library Orientation (Meet in the Library instead of the classroom) |  |
| 7 | Starting Mon. 10/7 | This week, read the following: Orwell's "Politics and the English Language" (510)Tuesday 10/8 by 11:59 PM: Informal Assignments (IA's) #3 & #4 DUE in Canvas! (two separate assignments; DO NOT combine them!) |  |
| 8 | Starting Mon. 10/14 | MIDTERM EXAM this week.  |  |
| 9 | Starting Mon. 10/21 | This week, read the following pages: Kuhn's "The Route to Normal Science" and Nijhuis' "Which Species will Live?" (564)Module #2 Presentations\*Saturday 10/26 by 11:59 P.M. – Formal paper #2 due.  |  |
| 10 | Starting Mon. 10/28 | This week, read the following pages: Kennicott's "How to View Art: Be Dead Serious about It, but Don't Expect Too Much" (935) NOTE: QUIZ 2 on FRIDAY 11/1 in Canvas (open from 9:00 AM to 3:00 PM) and covers all reading assigned on weeks 5,6,7, 9 and 10 (should not take you more than 20 to 30 minutes).  |  |
| 11 | Starting Mon. 11/4 |  Tuesday 11/5 by 11:59 PM: Informal Assignments (IA's) #5 & #6 DUE in Canvas! (two separate assignments; DO NOT combine them!) |  |
| 12 | Starting Mon. 11/11 |  MLA Workshop  |  |
| 13 | Starting Mon. 11/18 |  TBA |  |
| 14 | Starting Mon. 11/25 | Note: November 28 to December 1: Thanksgiving Holiday. Affects Thursday hybrid course and Honors English 1301. |  |
| 15 | Starting Mon. 12/2  | Tuesday 12/3 by 11:59 PM: Informal Assignments (IA's) #7 & #8 DUE in Canvas! (two separate assignments; DO NOT combine them!)FINAL EXAM this week.Saturday 12/7 by 11:59 PM: Formal essay # 3 due |  |
| 16 | Starting Mon. 12/9 | Module #3 Presentations\* |  |

\* Classes meeting twice weekly will have two groups present on day one of presentation weeks and the third presentation on day two; with these classes, each group should anticipate a 30-40 minute time frame. However, classes meeting once weekly will have all three presentations on one day of each presentation week, which means time is more vital; thus, all groups in classes meeting once weekly will be held strictly to a 20-25 minute time frame. NOTE: On presentation days, being late to class may result in a forfeiture of all presentation points if I deem it necessary to bar you from presenting as a result of your lateness.

**Grading**:

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80-89%) Above average work that shows understanding of the writing topic,

has few serious errors, and provides good communication with a specific audience.

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

**Student Support Services:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Student Success for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

*Ability Services*:

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

 If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor’s receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

*Ability Service Contact Information*:

 **Southwest College**

713-718-5910

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

*Accommodations due to a Qualified Disability*: HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including 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 <http://www.hccs.edu/support-services/disability-services/>

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

*Online Tutoring:*

The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to <https://hccs.upswing.io/>. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

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

*Tutoring Centers:*

The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC.  Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment.  Our emphasis is on maximizing academic potential while promoting student success and retention.  We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses.  There is no need to make an appointment.  If you need a tutor, please refer to our website:  <http://ctle3.hccs.edu/alltutoring/> for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

**Important HCCS and Course Policies:**

Please see <http://www.hccs.edu/resources-for/current-students/student-handbook/> for any changes to HCC policies that might happen during the semester.

*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*: Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before** **class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record (01/28), you may be automatically withdrawn from the course.

*Campus Carry*: At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/departments/police/campus-carry/campus-carry-and-open-carry-faqs/>

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

*EGLS3 (Evaluation for Greater Learning Student Survey System)*: At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to <http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> for directions.

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

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

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website. The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link: <http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

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

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

*Sexual Misconduct*: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-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. 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 and Diversity, 3100 Main, Houston, TX 77266-7517, or institutional.equity@hccs.edu.

*Title IX Discrimination*: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-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 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

*Withdrawal Policy*: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but **the last date to withdraw this semester is 11/1 .** Please remember that it is the student’s responsibility to withdraw from a course. If you stop attending the class and don’t withdraw by this date, you are subject to the FX grading policy.

**Dr. C's Education:**



***“***[***Learning happens in the minds and souls, not in the databases of multiple-choice tests***](http://www.brainyquote.com/quotes/quotes/k/kenrobinso561876.html?src=t_learning)***”***

***- Sir*** [***Ken Robinson***](http://www.brainyquote.com/quotes/authors/k/ken_robinson.html)

This syllabus is tentative and may be adjusted at Dr. Carney's discretion