**Dr. Chris Carney**

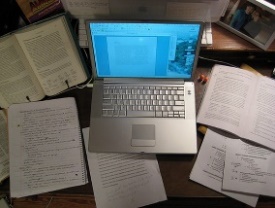
**English and Humanities Departments, Houston Community College**

**Stafford and Central Campuses**

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Email:[christopher.carney@hccs.edu](mailto:christopher.carney@hccs.edu)

***For my personal introduction, teaching philosophy, and bio, see my Canvas home page***

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**FALL, 2018**

**English 1301 HONORS SECTION** **(CRN: 16179)**

**HCC Stafford Campus**

**Meets Tu / Th: 11:00 – 12:20 in the Learning Hub**

My **Learning Web** Page:

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

***“***[***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)

**I. Practical Stuff . . .**

**a) Practical Stuff: *Canvas Announcements* –**

**Be sure to check CANVAS for announcements every day. While I may not make a Canvas announcement every day, it is good practice for you visit CANVAS every day just the same. In addition to announcements, you’ll also need to go there for various assignments, quizzes, and chat/discussion forums throughout the semester.**

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**b) Practical Stuff: *Required Materials* -**

**Required Text,** purchased **before day 2** of Class**: *The Norton Reader (14th Edition)***

**Required Access\*: CANVAS, OUTLOOK, TURNITIN.COM**

**\****Students will need consistent access to the Internet to take this course, as well as basic word processing skills.*

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**c) Practical stuff: *Email Communication* -**

***What and When?*** I check emails *throughout the work week* Monday through Friday between 9 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?* Please be aware that sending messages through Canvas is not the same as sending me an email through Outlook and/or the HCC email system. You have an email account issued to you by default through paying your fees, so be advised that you need to ALWAYS USE OUTLOOK EMAIL WHEN YOU MESSAGE ME—*NOT CANVAS!***

***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 incoherent or so grammatically incorrect 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 not respectful and/or characteristic of collegiate-level communication.***

***When (again)?* You’ll notice that due dates for various essay assignments to Turnitin.com are set for Saturday nights by 11:59 PM.** This time was simply designed to give students all of Friday and Saturday to complete and/or revise such assignments around work schedules and other obligations. This does NOT imply that I am available to communicate throughout these due-date weekends. Do not attempt to create your Turnitin.com account within the hour of the first essay due date.

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.***

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**d) Practical Stuff: *Submitting Work* -** All three formal essays, the midterm, and the final exam will be submitted to turnitin.com, while IA’s, Quizzes, and Peer Responses will be submitted to Canvas. If Turnitin goes down when your assignment is due, please be certain to send an attachment of your essay to my email before the assignment closes (**do this ONLY if turnitin.com is down**). Eventually, that essay will go to Turnitin, but students must always prove that they have that assignment completed on time.Only standard Word documents will be accepted. Regardless of tech issues, or any other issues, all work will be accepted only if it is submitted on time and can be opened on time. Please turn in work *well* before the assignment’s closing date and time for good measure.

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**e) Practical Stuff: The MLA is a *“Must Know” for 1301 Students Upon Completion of This Course!***

The best source for the current MLA format and citations is **your course textbook, which has a handbook section marked with gray pages devoted to MLA**. **As 1301 students, I expect everyone to become quite familiar with all things MLA, including source citation guidelines!** So, beyond your book, I encourage you to take advantage of one of the **HCC Library “Resources Webinars**”! They offer these Webinars for subjects such as **MLA, Plagiarism, and Researching**. For more information on these, please see the document I have posted in Canvas. Second, **just google “Purdue Owl” and click “MLA”, as the Purdue OWL offers the best MLA guidance beyond the MLA site itself.** Third, you can learn MLA at an HCC Writing Center (many locations within the HCC system). Regardless of how you learn MLA for the first time or brush-up on the basics, all formal work must be formatted according to MLA guidelines, and you will be held responsible for doing so correctly. **In this class, you are expected to use MLA guidelines for both general formatting of the essays overall and for specific source citations within the body of the essay and on the “Works Cited” page**.

**“General MLA format” refers to:** using size 12 standard font (Times New Roman), having one-inch margins all around each page, double-spacing all lines, centering the title, and using the proper heading (containing your name, instructor’s name, course, and date) inserted in the upper left corner. You also need your last name and page number in the upper right corner, ½ inch down from the top. Please use only Times New Roman for this course. If you have never seen an MLA-formatted paper before, it is best to view the layout online or in a book and then compare yours to the sample in front of you. ***NOTE: typed work that is not in accordance with MLA format will either receive significant point deductions or will simply not be accepted.***

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

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

“A course devoted to improving the student’s writing and critical thinking. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. A ‘Core Curriculum’ course.”

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

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

**BECAUSE THIS IS AN HONORS CLASS IN PARTICULAR, ALL OF THE DETAILS ABOVE APPLY TO YOU *AND THEN SOME!* What I mean by this last bit is the fact that an “honors” distinction associated with English 1301 implies more challenge associated with both formal and informal assignments, greater scrutiny of those assignments (for greater degrees of critical thinking, analysis, MLA, research, academic honesty, etc.), and higher expectations of student performance in the classroom regarding active engagement (verses passivity).**

**C. *Practical Value of This Course:***

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

Through our focus on the triangular relationship between reading, writing, and thinking, both actively and critically, it is my hope that you will **build your individualized collegiate identity and confidence!** **Thus, it is my hope that this course will not only help you thrive in your academic career and in your occupational pursuits beyond college, but that it will help you “own” what you learn as you invest in your own intellectual development by learning to think for yourself.** ***By the way…******if you don’t think for yourself, there are lots of folks out there who are chomping at the bit to do your thinking for you—especially in anything produced by Hollywood and/or by mainstream media, as they depend upon an audience of sheep to survive****!*

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**III: Student Learning Outcomes**

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

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

persuasion, and various genres

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

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

• Communicate ideas effectively through discussion

• Write in appropriate genres using varied rhetorical strategies

1. **Course Student Learning Outcomes: English 1301 is part of the Core Curriculum and, as such,**

**emphasizes all of the Core Competencies: reading, writing, speaking, listening, critical thinking,**

**and computer literacy**. ***To successfully complete 1301, you will:***

• demonstrate knowledge of writing as process

• apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and

writing argumentative essays

• analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional

writers

• write essays in appropriate academic writing style using varied rhetorical strategies

• synthesize concepts from and use references to assigned readings in their own academic writing

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

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**IV. Behavior . . .**

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

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

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

**FYI: The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition.** (Students who enroll for most credit CEU classes for a third or more times will be charged an additional $50.00 per semester credit hour and $3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed**.

**Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering withdrawal from the course**, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, F, or FX). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive either an “F” or an “FX” in the course, depending upon departure date.**

**FOR IN-PERSON (ON CAMPUS) ENGLISH COMPOSITION CLASSES (DOES NOT APPLY TO DE):** Regarding absences, it is also very important to have a typed **r**ough **d**raft of assigned essays (meeting minimum length requirements) on **RD due dates (3 of them)** to be considered present on such days. ***Failure to come to class with a legitimate rough draft constitutes an absence, since our time will be spent responding to peer essays on these three days.*** Because of the class structure on peer-response days, a student with a missing essay has nothing to contribute to the exercise and makes it impossible for another student (who has him or her read their essay) to give three complete sets of answers to the peer-response questions.

***ATTENTION INTERNATIONAL STUDENTS:*** Receiving a **W** in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.** **Class Arrival/Departure (also applies only to classes with physical meeting locations, NOT DE)** – **A pattern of arriving late or departing early is not only disruptive, it is disrespectful and entirely unacceptable**, both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception and not the rule; late arrivals should only occur on rare occasions. I have no tolerance for **patterns** of late arrivals or early departures, as they display highly irresponsible behavior at best, and an outward display of arrogance at worst. However, if you are legitimately late or need to leave early for a legitimate (provable) reason, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” for tardiness or before class starts regarding your need to leave early on a particular day. **Be advised that an unapproved late arrival or early departure of 20 minutes or more will not be acceptable; it will be an absence for the day**. I will also begin combining late arrivals and early departures into pairs of two *after* your third late incident, regardless of the reason, since a pattern has clearly emerged; I will then convert these pairs into absences and apply the absence policy.

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

**Arrival / Exiting Class –** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class for an important phone call on a rare occasion. However, with that said, I will address students individually who appear to exit the room “excessively,” ***habitually*** using the restroom (or anywhere else for that matter) as an excuse for frequent interruptions. It is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to let doors slam behind you when you exit or enter a room, especially when the class is in the middle of writing, reading, presenting, discussing, or viewing a film. *Oh, and before I forget:* it is downright tacky and rude to exit the class (disrupt the class) to buy snacks at the vending machines for consumption in the classroom—thus, not only interrupting the class again by returning to the room, but noisily continuing to interrupt the class by consuming said snacks in the room!

**c.** **Disruptive Talking in Class (also applies only to classes with physical meeting locations, NOT DE)** – Because I’m such a strong supporter of collaborative learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage with one another and myself in the learning process. I strive to balance mini lectures with “workshops” and favor the latter whenever possible. ***Therefore, disruptive chatting when we are assembled as an entire class is completely unacceptable, regardless of what you may be chatting about.*** ***It is both disrespectful and immature.*** If necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in elementary school!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day).

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

**d.** **Classroom** **Attitude –** **How subtle it is, but ever so revealing of students’ views towards themselves, their place in society, their purposes for enrolling in college (or career goals), and responsibility in general.** A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. **A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors:** *distractive* *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material (especially on laptops or other devices), texting in class, asking others to do your work, cheating, being confrontational/disrespectful (in email or in person), excessively exiting class early/arriving late, or refusing (actively or passively) to participate in group activities.* **If you find yourself frequently engaged in any of these behaviors, let me just ask you to honestly ask yourself why you are in college. Seriously—ask yourself that question and be honest when you answer it. I’m not being judgmental, nor am I being sarcastic or indifferent; I’m simply saying all college students need to ask that question and have a deep awareness of their answer every day, as an affirmative answer to that question should be your greatest motivator to succeed!** **The kinds of activities I just listed in italics above are indicative of an attitude that is not conducive to success in college or future places of employment. *For what it’s worth, I know what a negative attitude towards school looks like all too well because I had it myself when I was in high school. BUT one of the things I cannot say frequently enough to students is just how vastly different high school is from college! Having a chip on your shoulder and/or a bad attitude about being in school simply doesn’t fit the college context because one of the main* differences between these settings is the reality that college students are not *required* to attend—by neither law nor parental demands. They (you) are attending college by choice.**  ***Note to hybrid and DE students: this category is not exclusive to face-to-face instruction, as several items in the list of behaviors can also apply to online instruction as well!***

**e. Academic Honesty- Plagiarism /Cheating:** Please **see the Houston Community College Academic Honesty position before reading my policy, as it provides the framework for my policy and supports it.** ***Plagiarized work (*stolen work), whether intentional or unintentional, will receive zero points for starters. No rewrite will be extended for a plagiarized essay/assignment, and the missing points can easily lead to failing the class. To plagiarize is to submit the words/ideas of another as one’s own without giving them due credit they deserve. It is a form of theft, in addition to being academically dishonest and unethical**. Like all other forms of cheating, plagiarism carries serious penalties that are not onlyenforced by me, but also by HCC.

I have seen a great deal of **“patchwork plagiarism” lately, where large sections are directly copied, and the writer has inserted a word or two of his own to break it up. Guess what? This is still stealing, and I will still fail it!** Do not submit your work to Turnitin.com unless you are positive that you have given all necessary credit and citations where they are due. ***Cheating*, a morph of plagiarism, includes, but is not limited to: weak or irresponsible paraphrasing, difficulty identifying where the intellectual property of another ends or begins, and using *recycled work* that has been submitted to another professor or class. Quantitatively, plagiarism can be committed in as little as a single word or phrase—and obviously in multiple paragraphs or pages. General cheating or direct plagiarism on any assignment equals an automatic zero with no opportunity to rewrite for the first offense. A second incident of plagiarism will result in a formal request from me for administrative removal from the class with an F.**

***HCC Official Policy states:***

*“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”*

**If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary actions that include a zero for the assignment, an F for the course, and/or further administrative action** (see on-line student handbook). For more on plagiarism, refer tothe HCC Library site or the HCC Student Handbook.

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

**f.** **Recording Devices –** Official HCCS policy **concerning recording devices:**  camera phones, ipads, cameras, audio/tape recorders, video recorders and any other electronic device capable of recording the human voice or image states that the **“use of recording devices, including camera phones and tape recorders, is** **prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or** **testing occurs. Students with disabilities who need to use a recording device should contact Adaptive Student Services for information regarding accommodations.”** In certain circumstances, such as students with official paperwork verifying their need for additional learning assistance, I will grant permission to use a recording device.

**g. Emerging Technologies (applies only to classes with physical meeting locations, NOT DE):** As a student who is active in our classroom community, it is your responsibility to be respectful of our learning atmosphere in every way in which you have control over your own behaviors. This applies to the electronic devices you bring into the classroom. To show respect to your fellow students and myself, you are expected to **treat all electronic devices** **you bring with you to class as extensions of yourself—*no different than the control you need to have over******your tongue or your hands*! YOU are responsible for what you do with them, and YOU are expected to** **know the difference between constructive and non-constructive uses of** **them—just as you hopefully do with your mouth and hands**. For example, I view a ringing phone that you fail to set onsilent mode as being no different than blurting out an inappropriatecomment at an inappropriate time. **Engaging in texting while class is in session or answering a phone verbally is the equivalent of throwing something across the room in my estimation—and will be addressed as such.** With that said, **I allow students to bring whatever devices and/or forms of technology with them to class they deem necessary; consequently, they are ENTIRELY responsible for the ways in which they use them.** It goes without saying that staring at a computer screen during a lecture, a group presentation, or a class video is never acceptablebehavior—just as **TEXTING IS** **NEVER ALLOWED IN CLASS FOR ANY REASON!** **If I see students texting in class or staring at a screen of any size, I reserve the right** **to tell such students to leave class and receive an absence for the day.**

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**V: Writing Assignments - Formal and Informal Modes:**

**A.** **ormal Essays:** Throughout thecourse, **you will write 3 formal, out-of-class essays**. You will find detailed assignment prompts for these assignments posted on CANVAS, which includes specific requirements, due dates for the rough/final drafts, and grading criteria. **These formal papers are worth a designated number of points towards your final grade. Rewrite opportunities must begin with my approval.** Each assignment has a detailed writing prompt that must be meticulously addressed and followed if you hope to receive full credit. Because these essays are expected to utilize the “writing process” thoroughly, considerable point deductions will be made on papers with serious clarity (grammar/spelling/syntax) issues. I strongly recommend utilizing the Writing Center services at HCC if you anticipate problems with clarity (don’t wait until your first essay suffers an unnecessarily low grade to make this decision). **All formal essays will be submitted to Turnitin.com** (see schedule for specific submission dates); ***be sure to read all the sections below for details pertaining to formal essays!***

**Before Essay Submission: The Rough Draft (applies to face-to-face classes only):**

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

**!!All three formal essays will be submitted to Turnitin.com--*not* Canvas!!**

***How do I get into Turnitin?*** *The turnitin.com password for your section will be sent to you in an announcement via Canvas. Write it down and set up your account immediately after receiving it.*

**After Essay Submission (applies to face-to-face classes only):**

Following the electronic submission of these papers (the class meeting immediately following the Turnitin.com due date), you are required to submit hardcopy of one complete rough draft, along with the top pages only of other stamped drafts (only if they have stamps) to verify your participation in the peer-response exercise. These drafts and/or draft top pages need to be accompanied by **clear evidence of the writing process (especially revision),** along with peer responses. In addition, you may be required to submit printouts from various websites along with the paper (see specific prompts). **Again, assignments that are missing any of the above accompaniments will receive deductions, as will papers that use first or second-person voice**. Once again, papers not formatted to **MLA guidelines will not be read. *Be advised: I will not accept formal papers submitted through any other means than Turnitin.com. DO NOT email essays to me, as I will not open them.***

**Regarding the “Post Date” (viewing date) on Turnitin.com:** Essays will be returned (and/or visible for viewing at Turnitin.com) **two weeks** after the submission date for regular semester (approximately a week or less in summer courses, shortened courses, and/or late-start courses). They will receive a numerical score, comments, and corrections. **Please do not ask me when papers will be returned, as you are being informed here.** ***Also, be sure to keep a hard copy, or an electronic backup copy, of all assignments you submit online!***

**Regarding essays that require sources: You must have** **a minimum of two or three standard “sandwiched” direct quotes** **per typed page (in-text quotations of less than 4 lines)**. Here is an example of what that looks like: **Aquiline and Holdstein write, “One of the best ways to avoid patchwriting-and one of the best methods for using quotes in an essay-is to learn to make a quote sandwich” (93). These individuals are highly regarded in the realm of writing composition as authorities on the subject; following their advice will not only avoid plagiarism, but it will improve the quality of students’ writing overall as they learn to write academically. Only 1 block quote (4 or more typed lines together) is allowed for every 3 full pages of an essay**. A **“Works Cited”** page is essential to any essay requiring sources, and it must be correctly formatted according to MLA guidelines (essays with missing “Works Cited” pages will automatically lose a letter grade). Essays requiring sources that do not have a Works Cited page are incomplete; they will not be read until I receive this essential component! Not being read translates into being late and/or not being counted as submitted on time until I receive a complete essay. Essays not formatted according to MLA guidelines will receive deductions. **IMPORTANT TO NOTE:** ***Even without plagiarizing, an essay can still receive a low or a failing grade for having a disproportionate amount of content from source material, since doing so provides so little writing from you for me to evaluate that I have no other choice than to fail the assignment for quantitative reasons alone! Turnitin.com provides me with a specific percentage of words from outside sources on every paper. For example, an essay in which sources are used should have a percentage of approximately 22-24 percent; this is a percentage that I consider a “healthy” number.*** By contrast, “unhealthy” numbers like 10 percent are weak because sources are under-used, and numbers like 50, 60, and 70+ percent are also unhealthy and weak because sources are over-used. ***To summarize and clarify, “student A” plagiarizes and receives a zero, while “student B” over-uses sources to an extreme degree and receives a zero; BOTH RECEIVE A ZERO, but student A’s F is worse because it is not only a failing grade, it also reflects unethical cheating. By contrast, student B simply fails for essentially abandoning the assignment by submitting a page of his or her own work when the essay required five pages.***

**Peer Responses:** Peer Response is when you switch and evaluate papers with your peers. It is non-negotiable, non-repeatable, and must be conducted with all 3 formal essays. Not participating in these unique exercises results in both a deduction on your overall essay grade AND a deduction in overall participation points in the class.

**For face-to-face classes:** we do these peer responses in class, so participation in peer responses is entirely dependent upon being present and having a TYPED draft of the assigned essay that meets all of the basic requirements, particularly minimum length requirements. *I suggest having a rough draft that is actually longer than the minimum length requirements, since “rough” draft refers to the quality of the draft, not the quantity (many students are under the false assumption when they hear the word “rough” draft that it can be a draft that is only half developed in terms of length; this is entirely incorrect, as “rough” describes the qualitative state of the essay at the time of the peer responses!*

**For DE classes:** Peer-responses are also required in DE, but they naturally function a bit differently since they occur entirely in Canvas. **First,** you are required to select two class peers in the “discussion” forum on Canvas that I will initiate for each essay assignment; by doing this, you are establishing your required two peers for the peer-responses. **Second,** you will need to send your rough draft to your two selected peers, via email attachments, as they will send their drafts to you (“Give 2 / Receive 2” is the expression I use in traditional classes, which means giving 2 SETS of answers to the peer-response questions I provide with the assignment and receiving 2 sets of answers for your paper). **Third,** you will then answer those questions in the discussion thread you launch specifically with your two selected peers (I should be able to see all students’ responses to the questions from their peers in various threads that extend out from the discussion forum). **Students who do not participate in these self-initiated peer-responses** (I do not assign partners), just like the traditional class environment, **will lose points on the essay. Also, peer-responses will not be counted if they are posted in discussions less than two days before due date (you and your peers both need time to actually apply the feedback given in this exercise).**

**Finally…No recycled materials** (i.e. papers submitted in other classes or portions of papers submitted elsewhere). I view this as a form of cheating/plagiarism, and I apply the same policy to it as I apply to other forms of cheating/collusion/plagiarism. ABSOLUTELY NO **first or second person voice** **in any of the formal papers** (pronoun usage of *I, me, we, our, us, and you/your*), unless the assignment specifically calls for it (such as a “narrative” essay). **Slang, non-academic, and/or highly informal word choices will result in point deductions.**

**Rewrites:** Rewrites are **possible for ONE of the first two formal essays**. IF rewritten essays meet the criteria listed below, they will get submitted to a separate folder at Turnitin.com labeled “RW”. **Remember: a rewrite is a privilege, not a right.** Here are the guidelines ***if*** you are approved to complete a rewrite:

1. **Essay must** have been received as *an able to be opened* standard Word document by the due date.
2. **Essay must** have been full-length when received.
3. **New essay must** contain at least 30%-40% new content material, proven by being highlighted in the text or explained in an attachment. *Editing is not creating new material*.
4. **Essay must** thoroughly and thoughtfully address all of the instructor’s suggestions for improvement in order to receive additional points. No points will be awarded for partial improvements. If form is the issue, for instance, grammar, style, punctuation, spelling, then every line of the paper must be corrected for it.
5. **Essay must** be accompanied by a separate summary paragraph of instructors’ comments and *how* each comment was addressed by the student in the rewrite.
6. **Essay grades cannot go down** after rewrites. They will stay the same or go up.
7. **An “F” paper *can* potentially become an “A” paper**, so there are no limits on what can be achieved.
8. Rewrites are **due one week after essay grade is assigned** for summer courses and two weeks after for standard 18-week semester courses--*to the exact day* by 11 pm. You must **keep track of the date that I return essays**, as it is not dependent on when a student decides to pick up her or his grade.
9. **“A” papers may not be re-written**. Attempting to get every point possible is just ridiculous and needs no further explanation.

**NOTE THIS: A few things I really dislike in academic writing for which I will deduct points are**: Second person voice (“you/your” references), unrequested first-person voice references (narration), unless absolutely necessary--despite what your book may encourage, questions posed in essays (instead of answers and statements), excessive paraphrasing, “snippet” quotes that begin mid-sentence, missing, misplaced, or weak thesis statements that lack commitment**,** not enough quotes, and non-sandwiched quotes. I mention these to help students navigate their points/grades early on, to save me some time marking these items later, and to be as transparent as possible.

***General Requirements for Formal Essay Assignments***

1. **All 5 writing assignments** **must be completed to earn an A or a B in the course**

(3 formal essays and 2 in-class essays); missing one or more of these will likely resign you to a C-grade ***at best***.

2. **All 3 formal, out-of-class essays** must be written in correct MLA format; all citations of outside sources in papers

must likewise adhere to correct MLA guidelines.

3. **All essay assignments and journal entries** must be completed in order to do extra credit paper.

4. **All out-of-class major assignments must be submitted to turnitin.com**

5. **All accompanying documentation must be submitted with each major assignment**

6. **A FIRST plagiarized paper = assignment failure with no make-up; a SECOND plagiarized paper = class failure.**

7. **Essays will be returned (and/or visible for viewing at turnitin.com) approximately one or two weeks after**

**submission, depending upon whether it is a summer class or a traditional class.**

8. **Keep a hard copy, or an electronic backup copy, of all assignments you submit online.**

9**. Each of your formal, out-of-class papers may earn five extra-credit points by taking your completed rough draft**

**to the Writing Center for review; the tutor MUST SIGN their name on the draft, along with their name printed**

**below it and the date of your visit (everyone is eligible for this extra credit).**

**FAIR WARNING: Again, a first plagiarized paper** will receive a zero with no possibility of a rewrite. **A second plagiarized paper** will result in either failure of the course (I will seek removal from the course administratively).

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**B.  nformal Journal (also referred to as “Informal Assignments” or “Discovery Journal” in other parts of Canvas and syllabus):** You will be asked to write **10 journal entries**, each approximately **900 – 1,000 WORDS** in length and VERY informal in terms of form. **All of the journal entries you write will be direct responses to various media or readings I assign for each journal, and many of these journal prompts might involve content that you may or may not entirely understand. That’s okay, since the point of these writing exercises is not to gain a complete mastery of their contents nor to write as an “expert” to pass some sort of exam on the content.** Rather, the very point of viewing and engaging in this content is for you to find your writer’s voice as you engage in critical thinking skills without worrying about “correctness” of the final product. ***Wow—what a revolutionary concept (actually learning something for the sake of learning and not merely memorizing to have correct answers on tests!)*** **This may might sound like a foreign concept to those of you who have been inundated for years by the pragmatic “teaching to the test” philosophies that tend to dominate K-12 education today—driven by standardized testing!** By contrast, journal-writing is a fantastic way to keep the “writing gears” moving in your mind through informal written explorations and proactive, engaged thinking about what you see and hear! These entries allow you to explore topics without the pressures and demands that accompany all the stages involved with formal essay-writing. They also remind you that genuine, enriching education is about developing yourself by exploring and genuinely learning—not merely or exclusively regurgitating data of others! **Thus, it is important to keep in mind the fact that writing these low-stakes responses are equally as valuable to you as formal essays are in terms of your development as a writer!** The big difference between these journal entries and formal essays, of course, is the difference in the final product (from a reader’s standpoint). **IMPORTANT: journal entries need to be at least 1 full page to receive full credit.** **Now, with that said, what I do NOT want to see in these entries is a mere retelling or reporting of what you see and read, as every journal response should be loaded with your interpretations, insights, and OPINIONS!** For example, if you are responding to a video or an article, I’m not interested in your ability to re-tell me what the video or article is about. Such factual information regarding the content should be assumed in an opinionated response that genuinely reacts to the video or article.

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**VI. Participation: Online** participation means engaging in everything I post on CANVAS and communication with both me and **group members/peers**. It means taking an active role in group projects as a valuable group member (not being AWOL when group members have important information to give or receive). **In class,** it means paying attention and making verbal contributions to either whole class or group discussions.

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**VII. Quizzes:** Simply stated, **you can expect 2 quizzes in this class.** The (weekly) material covered in these quizzes will be clearly identified in your schedule. However, as you’ll notice in the general guidelines of the schedule, I am expecting the reading for the entire week to be done PRIOR TO THE START OF EACH WEEK (before Monday, which means over the weekend). So, to reinforce this request, the exact days/times of these reading quizzes will be unknown until shortly before I post them in CANVAS for a small/limited time window they will be available.

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**VIII. Extra Credit:** Extra credit, just like a rewrite, **is a privilege**. It is designed for students who submit all of their assignments but may need some help earning back lost points. **It is *not* for students who skip assignments**. So, while there will be some minor extra credit points offered to everyone, the following big-point assignment, due the week of the final exam, will be open only to students who have not missed *any* formal essays or IA’s and have not had attendance issues:

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Visit the **Holocaust Museum in downtown Houston or the Museum of Fine Arts (MFA) Houston** and write a 3-page critical and/or analytical response (a thesis-driven response), referencing specific exhibits. Presenting your HCC student ID should get you into either museum for free; the MFA also has a free day open to the public on Thursdays, which helps if you are going with friends or family members who are not fellow students. I personally encourage classmates to go together, as such experiences make for great memories later in life of your “college years”. The museum you select will determine the specific assignment you are given, since these museums are quite different from one-another; I will post the assignments towards the end of the term—near the last week of class. overall message of the museum. Regardless of the museum selected and/or the details of the assignment associated with it, all responses must be specific, descriptive, coherent (free from grammatical errors), and thesis-driven. First person voice **is allowed** in this assignment; however, do not write on anything else but what you see, hear, read, or experience at the museum. **DO NOT** write a chronological narrative of your “day at the museum,’ even if you loved it, as doing so will result in a zero for the assignment. **DO NOT** write on what you ate for lunch, who you went with, the awful traffic, or how you hate or love museums in general, as such writing is bland and superficial. You may earn **up to a possible 30 points** if, in addition to the paper, you do the following:

1. Take a clear photo (selfie) of yourself ***inside*** the museum (if a group of you go, one photo will suffice for all)
2. Have a printed receipt with **the date** written/stamped on it. Tell them it is for a class.

***Before venturing out to either museum, be sure to visit the website and/or call them first for information regarding parking, special events, admission, etc.***

**NOTE: *Missing any of the formal essays, informal assignments, Presentations, or the midterm/final exam will eliminate the extra credit assignment possibility. The extra credit is not intended to “replace” another assignment; rather, it is intended to replace points lost in various assignments (big difference).***

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**IX. Midterm and Final Exam:** The midterm and final exams are written and timed essays that must be taken in class (see schedule) with no exceptions. Students who need special testing accommodations for quizzes or final must contact the DSS office one week (or more) prior to the date of the exam or quiz, and I must be contacted by the DSS office.

Regardless of the point value attributed to the midterm and final exams, these assignments are mandatory. Thus, nobody who does not take them will pass the class—period. Also, students must receive at least 70% on the final to pass the course, which should not be a problem if the student is in a passing position by the final exam.

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

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at many HCC campuses. Tutors can help you organize and develop ideas for your writing assignments and work with you on problems with grammar/mechanics. ***Tutors do not write, rewrite, edit, or correct papers for you,*** *but they can help you to do the tasks better yourself.*

***Tutoring*:** The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays. Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive. Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times. At HCC Writing Centers, each tutoring session becomes a learning experience.

**NOTE: I am glad to offer 5 extra credit points for each paper/assignment that you take to the Writing Center on one of the campuses (a 15-point possible total if you visit the lab for all three formal essays)!** **If you go, you need to have the tutor you see there print his or her name on the top page of the rough draft, along with a signature (I believe some of them use a Writing Center stamp, which is also acceptable).**

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**XI. EGLS3 Online Evaluation**

Students will be expected to participate in the **EGLS3 – Evaluation for Greater Learning Student Survey System.**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term—and please take it. **I offer you 5 extra credit points if I see that at least 70% of students in the class complete the survey.**

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**XII. Library and Computer Labs**

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

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

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**XIII: Additional and/or Newly Updated Policies at HCC (2017):**

**1. (Revised)** **Title IX Statement**

*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*](mailto:Institutional.Equity@hccs.edu)

**2. Students Requesting Accommodation Due to 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/district/students/disability-services/>

**3. (Revised) “Campus Carry” Policy: 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/district/departments/police/campus-carry/>.”

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**XIV. Below is a *general* description of grading criteria -**

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

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

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

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

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

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**XV. *General 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.

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**XVI. *Early Alert:* HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.**

**XVII. Point Distribution:**

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

B. *Formal Essays —*3 total: (100 pts., 150 pts., 150 pts.) 400 pts. possible

C. *Prezi Group Projects –* 3 total @ 50 points each (35 group /15 individual) 150 pts. possible

D. *Reading Questions* (2 Sets of Questions Collected @ 25 points each): 50 pts. possible

E. *Midterm Exam* 75 pts. possible

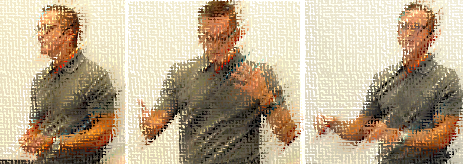
E. *Final Exam*             75 pts. possible

F. *Participation* 50 pts. possible

**Total Possible: 1,000 points**

**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

***“Knowledge which is acquired under compulsion obtains no hold on the mind.” - Plato***

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***Let’s Have a Great Class!*** ***Your Success is My Success!***

***My Education:***

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***California State University, Long Beach: B.A. – English Literature (1995) / M.A. English Literature (1997)***

***Pepperdine University, Malibu California: Ed.D.*** *–* ***Higher Education (2007)***

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

**In Closing, A Surfing Metaphor:**

*And You Don’t Have to Surf to Get It****!***

In the sport of surfing, the first thing that happens after you choose your wave and paddle for it is a critical move called the “drop in” (I’m doing this in the image below). This is where you do something called “setting your line” (creating a pathway) and determine how you’ll utilize the “face” of the wave most effectively as you go “down the line” and encounter both ***opportunities*** (for maneuvers) and ***challenges*** (situations to overcome that threaten to cause a “wipe out”) until the wave ends.

***Now….***

I hope you can see where I’m going with this metaphor in the context of ***your college education!***

**By enrolling in the course, you have “chosen your wave” and decided to go for it. Good for you!** The “drop in” is essentially getting beyond the first day of class and committing to making it to the end (at essentially the same moment as you are starting it). In the context of a class, “setting your line” means studying the landscape or environment of the class (wave) and mapping it out. It means assessing the assignments, requirements, and/or responsibilities that will: 1. prove to either allow for some impressive maneuvers as you ride, or 2. prove to be obstacles you’ll need to overcome—obstacles that threaten to wipe you out! Such obstacles might be challenges in the class itself, or they might be challenges/pressures in your life outside of college. Either way, like surfing, your primary goal is to stay up and riding—to thrive, not just survive! And, like surfing, you don’t want to go down because there are always consequences to doing so!

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