**Dr. Chris Carney**

****

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

**Stafford and Central Campuses**

 Email:christopher.carney@hccs.edu

******

 **FALL, 2017**

 **English 1301: Composition I** **(CRN #’s: 36689 / 36690 / 36634 / 36769)**

**HCC Stafford Campus**

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)

**Be sure to check CANVAS for announcements every day! While I may not make an announcement every day, it is good practice for you visit CANVAS every day. In addition to announcements, you’ll also need to go there for assignments, quizzes, and chat discussions.**

**Required Text,** purchased before week 2 of Class**: *Everyone’s an Author*** *(2nd 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.*

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

**Communication:** I check emails *throughout the work week* **Mon-Friday between 9 am & 5 pm**. **Be sure to *write “ENG 1301” plus the abbreviation “TU, TH, or TU/TH” in the subject line, depending upon which English 1301 class you are taking* (I’m teaching three of these courses this semester).** I expect all messages to sound professional and courteous, since you are identifying yourself as a college student by taking this course and college students should communicate accordingly. I answer emails on the same day in the time frame listed above.

**My weekends, like yours, are not mandatory working hours** (although I am often preparing materials or grading for classes all through the weekend), so do not expect replies to messages before Monday morning after 8:00 if you send them after 4:00 on Friday evening. Also, some days involve more frequent checking of email than others, but rest assured that I check my email multiple times daily! On some occasions, especially if I receive an email within a short period of time before our class starts or if the inquiry is pertinent to the entire class, I might determine that I can meet your needs and those of others more effectively if I address your email as a class announcement (keeping your identity anonymous, of course, unless you indicate otherwise) as opposed to writing a long response. Because I am teaching six classes this semester, I may not be able to respond to a message until I finish teaching in a physical classroom or attending to the needs of students online in two DE courses (actually, I’m usually attending to the needs of students online in all six of my classes!)

Because I firmly believe that **communication is vital**, both to your success and mine, 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. While I prefer that you talk to me in person, please feel free to write an email or a handwritten note if you prefer at any time. In short, when it comes to communication, *never* feel as though you cannot talk to me! Beyond official office hours and/or formal appointments, the best time to raise your question or discuss a concern with me is during class; before and after class are also good times.

**NOTE:** **I will not reply to messages requesting a repeat of all the information a student misses when he or she is absent, as doing so uses time and energy that is better spent addressing concerns or questions students (possibly you) have with their actual assignments or other issues.** Therefore**, if or when you are absent, it is *your* responsibility to find out what *you* miss in the event of an absence by contacting one of your classmates, referring to Canvas announcements, and/or referring to the schedule.** With that said, being part of a reliable group of peers (i.e. “study group”) goes a long way to ensure your success—and theirs! Throughout the course, you will be placed in a specific group to carry out our group Prezi projects, and these assigned groups are sure to provide you with ample opportunities to connect with other students and form study groups. Again, I will not reply to messages requesting information about what you miss in the event of an absence, so please don’t ask.

**Finally,** **be sure to check CANVAS for announcements every day! While I may not make an announcement every day, it is good practice for you visit CANVAS every day. In addition to announcements, you’ll also need to go there for assignments, quizzes, and chat discussions.**

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

**Point Breakdown:**

A. *Informal Assignments (IA’s) -* 8 total assignments, 20 points each: 160 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 ind) 150 pts. possible

D. *Reading Quizzes* (4 @ 25 points each): 100 pts. possible

E. *Midterm Exam* 75 pts. possible

E. *Final Exam*             75 pts. possible

F. Participation (holistic): 40 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

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

**Submitting Work:** All three formal essays and the final exam will be submitted to turnitin.com, and IA’s , Quizzes, and Peer Responses will go to Canvas. If turnitin goes down when your assignment is due, please be absolutely sure 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 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.

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

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

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

 **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 of the dimensions of the Writing Process**. In this course, you will learn and/or refine your current understanding of this invaluable process because you will be required to write both formal and informal papers of varying lengths, utilizing all of the various stages in this process. Along with the Writing Process, we will closely examine various rhetorical modes 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.

**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.

 

**IV: 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***

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

**Behavior . . .**

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

**a. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn (especially in hybrid 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.

**FOR ENGLISH COMPOSITION CLASSES:** Regarding absences, it is also very important to have a typed **r**ough **d**raft of assigned essays (meeting minimum length requirements) on **RD due dates (3 of them)** in order to be considered present on such days. Failure to come to class with a legitimate rough draft constitutes an absence, since our time will be spent responding to peer essays. 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.

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

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

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

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

**b.** **Class Arrival/Departure** – **A pattern of arriving late or departing early is not only disruptive, it is disrespectful and entirely unacceptable**, both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception and not the rule; they should only occur on a 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 30 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; students who do this will lose “participation” points at the end of the semester as well*

**c.** **Disruptive Talking in Class** – 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). Also, **it is unacceptable at the end of workshops to talk as a group when other groups are presenting to the class**, as each group should demonstrate the same courtesy they expect from others when they present to the class. Individuals, or entire groups for that matter, who talk and/or distract others may nonetheless still lose points on assignments.

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

**d.** **Classroom** **Attitude –**  **How subtle it is, but ever so revealing of students’ views towards: themselves, their place in society, the purpose of higher education, their own 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, being confrontational, 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** at all. 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 they attend college, as their affirmative answer to that question should be their 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 absolutely not in college!*** The difference between these settings is huge, namely because college students are not *required* to attend—they (you) do so by choice! ***Remember: high school is all about conforming, whereas college is all about breaking free from conformity and learning to become independent!***

**e. Academic Honesty- Plagiarism /Cheating:** Please **see the Houston Community College Academic Honesty position**. ***Plagiarized work (*stolen work), whether intentional or unintentional, will receive zero points. No rewrite will be extended for a plagiarized essay, and the missing points can easily lead to failing the class.** 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 send in your work to turnitin unless you are positive that you have given all necessary credit and citations. ***Cheating*, a morph of plagiarism, includes, but is not limited to, weak or irresponsible paraphrasing, in that it is difficult to tell where the intellectual property of another ends or begins, as well as *recycled work* that has been submitted to another professor (or me), ranging from one sentence or one paragraph, to multiple pages. General cheating or direct plagiarism on any assignment equals an automatic zero with no opportunity to rewrite. When in doubt, add quotation marks and the author’s name.**

**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.

***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** (I DETERMINE “SIGNIFICANT”), 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**. **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, 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.

**g.** **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 the Office for Students with Disabilities for information regarding accommodations.”**

**h. Emerging Technologies:** 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**. For example, a ringing phone that you fail to set onsilent mode is no different in my estimation than blurting out an inappropriatecomment at an inappropriate time.With that said, and knowing clearly where I’m coming from on this issue, I 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, I reserve the right** **to tell such students to leave class and receive an absence for the day.**

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

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

**A.** **ormal Essays:** Throughout thecourse, **you will write 3 formal papers**. 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. Deductions will be taken for late submissions, and rewrite opportunities must begin with my approval.** Each assignment has a detailed writing prompt that must be meticulously addressed and followed in order to receive full credit. Because these essays are expected to go through 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. **All formal essays will be submitted to turnitin.com** (see schedule for specific submission dates). ***Be sure to read all of the sections below for details pertaining to formal essays!***

**Before Essay Submission:**

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

**All three formal essays will be submitted to turnitin.com, not Canvas** (see schedule for specific submission dates).

***How do I get into turnitin?*** *The turnitin.com password for your section will be sent to you in an announcement on Canvas. Write it down, and set up your account immediately after receiving it. If ever you should have a problem with something like this, you should have your five contacts to consult with. These are your core people, and you need at least five in case some drop or do not respond.*

**After Essay Submission:**

Following the electronic submission of these papers (the first class meeting following the turnitin 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 even open them.***

**Regarding the “Post Date” (viewing date) on Turnitin.com:** Essays will be returned (and/or visible for viewing at turnitin.com) **two weeks** after the submission date. 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 standard sandwiched direct quotes** **per each typed page (in-text quotations of less than 4 lines)**. For example: **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). Only 1 block quote (4 or more typed lines together) is allowed for every 3 full pages of essay-writing**. A “Works Cited” page will be required in any essay requiring sources, and it must be correctly formatted according to MLA guidelines (such essays with missing “Works Cited” pages will not be graded, and will thus be counted late). 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 expected should have a percentage of approximately 22-24 percent-- which is what I consider a “healthy” percentage.*** By contrast, “unhealthy” numbers like 10 percent are too weak, and numbers like 40, 50, and 60+ percent are also unhealthy and weak for different reasons.

**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 classroom exercises results in both a deduction on your overall essay grade AND deduction in overall participation points in the class. 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!*

**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, 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 available for the first two formal essays. Rewrites *go to my email* as attachments. **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 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 or 5-week courses, 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 the essays, as it is not dependent on when a student decided 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.

**A few things I really dislike in academic writing for which I will deduct points**: Second person voice “you/your” references, unrequested first-person references, unless absolutely necessary (despite what your book may encourage), questions posed in essays (instead of answers and statements), 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.

***Reminder: General Requirements for Formal Essay Assignments***

1. **All 5 writing assignments** must be completed to earn an A or a B in the course, regardless of point totals (3 out-of-class

 formal essays and 2 in-class essays); missing one or more of these assignments 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 8 stamped 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) two weeks after the submission date.**

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: 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). If you are a 1302 student with serious doubts about what plagiarism is, using sources effectively, or MLA citation methods (you should have left English 1301 well equipped with this knowledge), then you should absolutely plan on viewing the Writing Center as a necessity, not an option!!

**B.  nformal Journal (also referred to as “informal assignments” or “Discovery Jpournal” in other parts of Canvas and syllabus):** You will be asked to write **8** journal entries, each approximately **1 page** in length and VERY informal in terms of form. **All of the journal entries you write will be direct responses to various video playlists (YouTube), readings, web links, or ideas I assign for each journal.** Many of these journal prompts may involve content that you may or may not entirely understand; however, the point of these writing exercises is not to gain a complete mastery of their contents or to write as an “expert” in order to pass some sort of exam on the content. The very point of viewing and engaging in this content is for you to engage in critical thinking skills without worrying about the final product. ***Wow, what a concept—actually learning something interesting for the sake of learning something interesting!*** This may may sound like a revolutionary concept for those of you who have been inundated for years by the pragmatic “teaching to the test” philosophies of education that dominate K-12 schools and/or standardized testing! Through these exercises, it is my hope that you will **build your individualized collegiate identity/voice**, confidence, and critical thinking skills! **Thus, it is my hope that they will help you to “own” what you learn as you invest in your own intellectual development and learn 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 think for you, especially in mainstream media, and who expect an audience of sheep for their own survival. In general, journal-writing is a fantastic way to keep the “writing gears” moving in your mind through informal written explorations! These entries allow you to explore topics without the pressures and demands that accompany all the stages involved with formal essay-writing. Keep in mind that writing these low-stakes responses are equally as valuable to you as formal essays **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 1 full page (or very close to it) in order to get 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, as every journal response should be loaded with your interpretations, insights, and OPINIONS!**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Quizzes:** Simply stated, **you can expect 4 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, in order 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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extra Credit:** Extra credit, just like a rewrite, is a privilege. It is designed for students who turn in 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 points assignment, due the week of the final exam, will be open only to students who have not missed *any* formal essays or IA’s:

****

Visit the **Holocaust Museum in downtown Houston** and write a 3-page critical and/or analytical response (a thesis-driven response) on the exhibits or overall message of the museum. Be specific, descriptive, and do not write on anything else but what you saw, heard, read, or experienced at the museum. **DO NOT** write a first-person, chronologically-ordered, narrative account of your visit to the museum, even if you loved it; 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 museums. If you do, you will likewise receive a zero, and alas, your visit will be a waste--instead of the possible 3**0** points I will give you if, in addition to the paper, you do the following:

1. Take a clear photo of yourself in front of the museum entrance (inside is even better)
2. Have a printed receipt with **the date** written/stamped on it. Be resourceful… Find a way!

**NOTE: *Missing any of the 3 formal essays, 8 informal assignments, 3 Presentations, or the 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).***

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

**Final Exam:** The final exam is a written, timed essay 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.

Even though the final is only worth 50 points, it is mandatory and nobody who does not take it will pass the class—regardless of point totals. 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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **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).**

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

**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 for verification proving that you completed the survey.**

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

**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.

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

**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*

 **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/>.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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

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

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

***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 [www.hccs.edu/egls3](http://www.hccs.edu/egls3) for directions. **NOTE: verification of a completed survey will automatically result in 5 extra-credit points (everyone is eligible for this form of extra credit)!**

***\* Extra Credit Opportunity Here!***

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

**Tutoring at HCC Writing Centers:**

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. 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.*

**There are Writing Centers at nearly every HCC campus. Visit**  <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times. At HCC Writing Centers, each tutoring session becomes a unique learning experience! **NOTE: I am glad to offer 5 extra credit points for each formal essay 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 print his or her name on the top page of the rough draft, along with a signature.**

***\* Extra Credit Opportunity Here!***

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

***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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***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.**



***Dr. C - Malibu, CA***

***Now, Let’s Have a Great Class and a Great Semester!***

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

**In Closing, A Metaphor . . .**

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” (see image below). This is where you “set your line” (create a pathway on the water) and determine how you’ll utilize the “face” of the wave most effectively as you go “down the line” and encounter both opportunities (for impressive maneuvers) and challenges (situations to overcome that threaten to cause a “wipe out”) until the wave ends. ***Now….*** I’m hoping you might know where I’m going with this metaphor in the context of our class! By enrolling in the course, you have “chosen your wave” and decided to go for it. 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 (waterscape) 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! You don’t want to go down because there are always consequences to doing so! However, unlike surfing at some spots that have seriously humbled me, those consequences to “falling” in a class are still mostly recoverable and less terrifying than H20!

****

***Dr. C - Central Coast of California, Near Morro Bay***

\

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