

English 1301 Spring 2015: Composition and Rhetoric I
CRN 43129 MW 9:30-11:00

INSTRUCTOR: Professor Schlanger
OFFICE HOURS: Room AD-8, MW by appointment
OFFICE PHONE: 713-718-5675
LEARNING WEB ADDRESS: <http://learning.hccs.edu/faculty/deanne.schlanger>
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Please contact me concerning any problems that you are experiencing in this course. And remember that you do not need to wait until you have received a poor grade before requesting my assistance. I am available. Feel free to set up an appointment or email me, and I'll be glad to discuss things with you. Also, be sure to take advantage of the tutors (see additional support) who are available during much of the day, six days a week.

REQUIRED TEXTS:

- *English Comp 1 Study Guide* included with McGraw Hill *Connect* (SG)
- *The Writer's Presence*. Donald McQuade and Robert Atwan. 7th ed. Bedford/St. Martin's: Boston. 2012. The Class Calendar also contains page numbers from the 6th ed. which may be available used. (WP)
- McGraw Hill *Connect* and LearnSmart Achieve (LSA)
- A college level handbook, dictionary and thesaurus.
- Blue books for the in-class mid-term and final.

ADDITIONAL SUPPORT:

- ⇒ *Tutoring and Writing Centers*
 - ⇒ Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.
 - ⇒ On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.
 - ⇒ Alief Campus Writing Center, Room B130. Look for posted hours or call 713-718-6342.
- ⇒ *Askonline online* tutoring strives to foster educational autonomy through asynchronous guidance in the writing process. It provides one-on-one feedback from faculty tutors on student writing in grammar, structure, content, organization, and critical thinking in all subject areas, not just English. Students can submit papers and questions 24/7/365 and can reasonably expect responses within 18 - 24 hours. All current HCC students can register at hccs.askonline.net. We strongly suggest that all students view the 8-minute video on the log-in page before sending their first submission.

COURSE DESCRIPTION: "A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources." (Core Curriculum course)

PREREQUISITE: Satisfactory assessment score, completion of ENGL 0310 or ENGL 0349 (for non-native speakers) Credit: 3 (3 lecture)

MINIMUM WRITING REQUIREMENT: Minimum of 5,000 words during the semester.

COURSE OBJECTIVES: This course focuses on the writing process, which includes inquiry, revision and self-evaluation. We will also apply this analytical process to your assigned texts. Throughout the semester, we will explore the basic tools essential for the development of clear, concise writing, such as thesis development, organization, and the creation of effective transitions. By the end of the semester, you will have grown increasingly sensitive to identifying your audiences and to the rhetorical devices that will be most suitable for addressing them in your writing. You will develop traditional research and documentation skills that will be important in 1302 and in your upper level curriculum.

Bear in mind that writing, reading and thinking go hand in hand. Excelling as a writer requires you to read with precision and then question what you've read. You will learn to look at texts critically rather than just accepting what is on the printed page; and then to arrive at an informed decision or opinion based on that analysis. You will learn how to articulate that opinion in written and verbal formats and to affect your audience. The critical and analytical skills you develop will serve you throughout your academic and professional careers and enable you to express yourself clearly and effectively.

STUDENT LEARNING OUTCOMES FOR 1301

1. Demonstrate knowledge of writing as process.

2. Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.
3. Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.
4. Write essays in appropriate academic writing style using varied rhetorical strategies.
5. Synthesize concepts from and use references to assigned readings in their own academic writing.

LEARNING OBJECTIVES:

1. Demonstrate writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading;
2. Demonstrate critical abilities when discussing texts in class and in writing assignments by delving into the meanings and implications behind the issues, theses, or themes;
3. Analyze texts by professional writers and write critical essays breaking down rhetorical elements into parts, examining the parts, and showing their effect;
4. Apply various methods of development and organization, and / or rhetorical appeals in written assignments;
5. Demonstrate effective use and documentation of sources in support of student ideas in informative and/or persuasive essays.

ATTENDANCE: Do it. Come to class.

- You may miss a maximum of 12.5% of the course. On a TR or MW schedule that equates to 4 sessions. If you exceed this number of absences, I MAY drop you from the course.
- Valid reasons for missing class include illness and family emergencies. Invalid reasons include, but are no means limited to, conflicts with your work schedule, partying too hard the night before class, or simply not having completed the class assignment.
- If you have doctor's appointments or jury duty, provide me with documentation.
- I begin counting absences the second day of class.
- I take role at the beginning of class.
- Don't be tardy. The door will be locked 15 minutes after the class begins. Three tardies count as one absence. Leaving early is the same as a tardy. If you are tardy, it is your responsibility to make sure, after class, that I've marked you present. Otherwise, you will be counted absent. **I lock the door 15 minutes after the beginning of class.**
- If you need to leave early, please make arrangements with me prior to class.
- You are responsible for all assignments even if you are absent or tardy. Exchange phone numbers and/or email addresses with at least 3 people in your class by the end of the first week. **Think before you ask me, "Did I miss anything important."**
- You cannot make up in-class assignments, group work, and peer editing. There are NO makeup exams.
- Absence is not an excuse for missing a due date.
- If you stop attending class, it is your responsibility to withdraw formally. If you don't, you'll receive the grade you've earned for the course.

CLASSROOM PARTICIPATION

- Turn off all cell phones, pagers, beepers and laptops before coming into class.
- Place cell phones in either your backpack or purse. You may use a cell phone during class only with my permission. If you're texting or checking Facebook or playing solitaire, I might ask you to leave the classroom.
- You must consult with your professor before using any electronic devices.
- Avoid tardiness. It disrupts classroom discussion and is disrespectful to those already present.
- Do not bring food in the classroom.
- Whispering or passing notes is rude.
- Sleep before you come to class, not in it.
- This course is based on discussion. However strongly you may feel about the topics that arise, I expect you to behave with courtesy and respect. If someone is talking, do not interrupt. When they've finished, you will have your turn.
- The majority of the time you spend in class will be dedicated to examining ideas. We will talk, read, and reflect. Some topics may arise that disturb, offend or disconcert you. Our task is to exercise academic and intellectual freedom through analytical and critical skills.
- Come to class having thoroughly read the assignment. I recommend that you read each assignment twice, and mark your texts with questions or issues that will enrich the classroom discussion. Always bring your texts with you.

STUDENT ASSIGNMENTS: This class begins with a steep learning curve, and then levels off, so students can gain mastery of the skills taught. Consequently, students should strive to be present for all classes at the beginning of the semester. Each

assignment builds upon the next so that by the end of the semester, the attentive student will know how to use connotative language and write provocative analyses while properly citing sources and applying MLA style.

- Ad Analysis: One 750+ word out-of-class essay that requires narration and description, including figurative language and imagery. We'll review basic sentence structure for the purposes of writing sentences effectively with variety, emphasis, and correctness.
- Critical Analysis: 750+ word out-of-class essay analyzing an essay in the text. The goal is to break down a topic into smaller parts for discussion via content, argument, organization, style, and tone.
- Midterm Analysis: 600+ word in-class essay that critically analyzes an essay.
- Research Essay: 1000+ out-of-class essay, which will require some research as well as the use of MLA documentation, including parenthetical references and a Works Cited page.
- Final: 600+ word in-class that identifies and analyzes the essay's central persuasive techniques.
- Journal: 3,000+ word creative weekly journal handed in twice during the semester that reflects upon readings discussed in class.
- LearnSmart Achieve (LSA) in McGraw Hill's Connect.

Essays that do not meet the minimum word requirement will not be accepted.

COURSE REQUIREMENTS: Two 750+ word out-of-class essays, a 600+ word in-class mid-term and final essay, a 1000-1500 word research paper, journal, quizzes, homework, completion of pre-diagnostic, LearnSmart Achieve (LSA) and post-diagnostic, and up to 2 conferences.

Journals, homework, quizzes	13%	
LSA	15%	
Ad Analysis	14%	
Critical analysis	15%	
Written in-class midterm	14%	NO MAKEUP
Written in-class final	14%	NO MAKEUP
Research paper	15%	

The word count provides a guideline of approximately how much you need to write to cover the assignment thoroughly. These are minimum requirements and **MUST** be met. All major handouts and assignments appear on my Learning Web: <http://learning.hccs.edu/faculty/deanne.schlanger>. Feel free to read, download, and/or print these materials.

ASSIGNMENT SUBMISSION: Submit your assignments on the due date at the beginning of class. Assignments submitted at the end of class are considered late. Papers/assignments will be penalized **5** points for each **calendar** day they are late, including holidays and weekends. This includes rough drafts. I accept late assignments **no later than one class period after its original due date**.

I accept late homework no later than one class period after its original due date. It will be penalized 1 grade.

In-class papers must be handed in at the end of class. Failure to hand in an in-class paper will result in a 0 for the assignment.

However, I realize the time intensive nature of this course. In return for not coming up with excuses or explanations about late work, I offer each student one **(1) "Dear Prof Pass"** during the semester. This entitles the student to turn in one (1) out of class assignment one (1) class period late without penalty. No explanations or excuses are required. Simply inform me that you're activating your "Pass." Use this option wisely.

ABSENCE IS NOT AN EXCUSE FOR MISSING A DUE DATE!

OUT OF CLASS ASSIGNMENTS and OUTLINES: All out-of-class assignments and outlines must be typed. Handwritten assignments and outlines will be returned unread and late penalties will begin to accrue.

I suggest you take the early drafts of out-of-class major assignments **to the Composition tutors at the Writing Center** or send them to **AskOnline**. On some assignments visiting one of the services is required and on other assignments you might be eligible for extra credit.

All out-of-class essays must be submitted to **Turnitin.com** as well as printed out and given to me in hard copy. We will discuss the procedures for submitting papers to **Turnitin.com** before the first major essay.

REVISIONS: Anyone may write a revision. However, I may require individuals or the class as a whole to revise and resubmit essays. A draft that is in D or F range must be revised. These drafts will receive an R. Failure to submit a required revision will result in a 0 for the assignment.

Revisions are due within one (1) week of the return of the graded draft. The grade on the revision will override the first grade. However, any late penalties on the original paper will carry over to the revision. I do not accept late revisions.

I mark essays thoroughly for mechanics, organization, and content.

If you turn in a revision, submit the 1st draft and the Comment Sheet as well. I review the two versions side by side and look for overall improvement in content, structure, grammar, and creativity.

MANUSCRIPT REQUIREMENTS: Papers prepared outside of class must be typed on white paper. Double-space on 8 1/2 x 11 paper with 1" margins. Use a 12 pt. font (Times New Roman) and MLA format. Staple the pages. Remember to use a spell checker.

Submit all out-of-class major assignments in both hard-copy and to Turnitin.

Compile all required materials before you come to class and submit them in a folder. Submit major assignments in a folder or manila envelope or the assignment will be returned unread and ungraded.

When submitting a revision, include the original version as well.

JOURNALS: Create journal entries for the assignments marked with (J) on the Class Calendar. Bring these to class with you.

I collect journals 2 times during the semester, but I might spot check them any day a journal entry is indicated on the Calendar. Responses to specific journal prompts may also be required.

Type and double-space all entries in a 12 pt. font on 8 1/2 X 11 white paper. Each entry must be at least one page (1) long to receive a C. Students who want A's or B's will exceed this minimum. Consult the Journal handout for more specific instructions.

LEARNSMART ACHIEVE (LSA): Each student will take a pre-diagnostic in McGraw Hill's Connect, complete the LSA and take the post-diagnostic. The grade will be determined as follows: The LSA counts 15% of your course grade. Of this 15%

5% = mid-term completion rate. Percentage completed (up to 50%) * 5%

5% = end of term completion rate. Percentage completed (up to 50%) * 5%

5% = post-diagnostic score * 5%

The deadlines for the pre-diagnostic, mid-term completion, end of term completion and the post-diagnostic are on the class calendar.

GRADES: I grade by traditional letter grades ranging from A through F. The number equivalents are, for example, B+ = 88, B = 85, B- = 82, etc. The following descriptions indicate what I consider grade appropriate:

A (90-100%): The student demonstrates superior ability and originality. Thorough knowledge of the material is displayed. The quality of submitted work is consistently high with no stylistic or rhetorical errors.

B(80-89%): The student demonstrates above average ability. Knowledge of the material exceeds basic requirements. The quality of submitted work contains few stylistic or rhetorical errors.

C (70-79%): The student presents work that adequately treats the assignment. Errors in proofreading, mechanics, style, and rhetorical devices appear.

D (60-69%): The student submits below average work that displays little skill or creativity. The work contains repeated mechanical and stylistic errors, and poorly developed assignments.

F(0-59%): The student submits sloppy, poorly organized works containing excessive stylistic and rhetorical errors. The work displays little student effort and less interest.

IN-CLASS ESSAYS: MIDTERM AND FINAL: Students must have a passing average on these in-class essays to receive a C or better in the course. **This is an English Department policy.** A D average (60-69%) on these assignments will result in a D for the semester, regardless of your other grades in the class. An F (below 60%) average will result in an F for the course.

Write in-class essays in Bluebooks in blue or black ink. Write on one side of the page only, and skip every other line.

SCHOLASTIC DISHONESTY: According to the *Student Handbook* for the Houston Community College System, scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

1. **Cheating** on a test includes:
 - Copying from another student's test paper and using 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 part the contents of an unadministered test.
 - Bribing another person to obtain a test that is to be administered.
2. **Plagiarism** means the appropriation of another's words or ideas and the unacknowledged incorporation of that work in one's own written work offered for credit.
3. **Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

Possible punishments for scholastic dishonesty may include a grade of zero (0) for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

ALL WORK SUBMITTED MUST BE WRITTEN EXCLUSIVELY FOR THIS COURSE AND THIS SEMESTER. ANY WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE OR ASSIGNMENT, EVEN IF YOU HAVE WRITTEN IT, WILL BE TREATED THE SAME AS ANY OTHER FORM OF SCHOLASTIC DISHONESTY.

WITHDRAWAL: If you stop attending class, you must consult a counselor or the instructor to withdraw before the withdrawal deadline. If you fail to do so, you will receive an "F" in the course instead of a "W." The last day to withdraw is noted on the Calendar. In 2007, the Texas Legislature passed a law limiting students who start college in Fall 2007 to no more than six total course withdrawals throughout their academic baccalaureate career. There may be future penalties imposed. Please ask your instructor or counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

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 withdrawal form formally), 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.

"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."

ADA ACCOMMODATIONS: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Northwest ADA Counselor Mahnaz Kolaini – 713.718.5422

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.

THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS DURING THE SEMESTER.

ENGLISH 1301 MW 9:30-11:00 SPRING 2015 CALENDAR

Readings are discussed on the date listed. Readings and assignments may be augmented or deleted by instructor. **Bold** indicates a Due Date. Copies of syllabus, class calendar and major assignments are available on my website of the HCC Northwest Learning Web: <http://learning.nwc.hccs.edu/members/deanne.schlanger>

It is your responsibility to consult the Learning Web for assignments and handouts and to download and print them if necessary or appropriate.

(SG) = *English 1301 Study Guide* ; **(WP)** = *The Writer's Presence 7th Ed.* NOTE: Page references to readings in the 6th Ed. are given in []. ; **(J)** = journal entry required; **(LW)** = Learning Web

WEEK 1 JANUARY 21

W Class introduction; syllabus; class calendar; Journal responses discussion; McGraw Hill Connect & LSA; Comp I Study Guide

WEEK 2 JANUARY 26-28

M **Connect Registration. Bring laptops, smartphones, tablets**

Discuss LSA AND SHOW (25)

Diagnostic essay (20)

SG 1-6 (15)

LW Assignment #1 & sample essay (10)

W **Bring magazine advertisement to class for discussion & approval (15)**

LSA pre-test due

Discuss Assignment #1 (10)

SG 88-90 Interacting with Professors, tone In class writing exercise – turn into **Journal** entry (20)

SG 27 MLA format or LW under Additional Resources (10)

LW *Woman in the Field* & brainstorming (narration, description, detail) Turn brainstorm into a story and this will be a **Journal** entry--What's the story and how is it made? (20)

WEEK 3 FEBRUARY 2-4

M **3 Elements due (1 paragraph per element). Workshop.** Present in MLA format (20)

LW "She Being Brand" read & be prepared to discuss (20)

SG 7-11 Focusing on Your Topic and Creating a Working Thesis (15)

Discuss Sample Essay (20)

OFFICIAL DAY OF RECORD

W **Ad Thesis due. Workshop (20)**

SG 54-56 Visual Analysis (10)

SG 31-34 Who Uses Critical Analysis & How to Read Critically (15)

LW Find link to Carol Dweck's "Brainology" and read (15)

WP 164-169 [189-193] Mayblum (J) Bring **journal entry**, practice critical reading, purpose, audience (20)

WEEK 4 FEBRUARY 9-11

M **Hook 'em and hold 'em: Introduction due. Workshop (20)**

SG 35-43 Understanding the Tools and Techniques Writers Use (20)

SG 11-15 Drafting Paragraphs (15)

SG 106 Sample Essay: Critical Analysis of an Advertisement FYI

LW Ad analysis rubric & peer review (10)

WP 27-30 [13-16] Alexie (J) (15)

W **Rough Draft Ad Analysis due; Peer analysis (50 minutes) BE HERE!!!**

SG 28-31 Revising and Editing (25)

WEEK 5 FEBRUARY 16-18

M **PRESIDENT'S DAY – NO CLASS**

- W **Final Draft Ad Analysis due (10)**
Continue Alexie (20)
SG 44-47 Rhetorical Modes (15)
SG 61-64 Incorporating Source Material (15)
LW Assignment #2 & Worksheets (5)

WEEK 6 FEBRUARY 23-25

- M **Assignment #2 Thesis due (20)**
WP 377-387 [355-365] Eighner (J)
Rhetorical Modes continued (20)
Quoting & Paraphrasing (15)
SG 23-27 The Words You Choose (20)
SG 107-110 Sample Essay: Critical Analysis of a Text FYI

- W **Assignment #2 Outline due**
WP 686-692 Hitchens (J)
SG 18-22 Introductions & Conclusions
SG 69-70 How To Read Professors' Comments

WEEK 7 MARCH 2-4

- M **Introduction #2 due**
WP 555-557 [522-524] Pollitt (J)
SG 48-54 Approaching a Critical Analysis Assignment

- W **Journals due**
Return papers – mini conference --- create in-class task
WP 430-437 [417-424] Gould (J)
SG 66-68 Summarizing versus Paraphrasing
Deep revision exercise
LW Critical analysis rubric and peer review

WEEK 8 MARCH 9-11

- M **Rough draft #2 due; Peer analysis (50 minutes) BE HERE!!!!**
Mid-term LSA Review Week
Aristotle again
Paragraphing exercise (20)
- W **Final draft #2 due**
Library Orientation—meet in library (50 minutes)
Mid-term preparation

WEEK 9 MARCH 16-18 SPRING BREAK NO CLASS

WEEK 10 MARCH 23-25

IN-CLASS MID-TERM NO MAKEUP

WEEK 11 MARCH 30 – APRIL 1

- M LW Assignment #3
WP 558-568 [528-538] Schlosser (J)
SG 100 Argumentation, Ethos

- W **Bring articles & Central themes**
WP 527-537 [510-520] Orwell (J)
SG 101 Pathos
SG 56-61 Working with Sources: Finding and Evaluating Sources

WEEK 12 APRIL 6-8

M **Research Paper Thesis due**
SG 101-103 Logos
WP 807-813 Silko (J) or WP 37-53 Baldwin (J)
LW Annotated Bibliography

APRIL 7 Last day to withdraw

W **Annotated Bibliography Due**
LSA Completion due
WP 511-519 [493-502] Nafisi (J)

WEEK 13 APRIL 13-15

M **Research Paper Sentence Outline due**
WP 716-731 [730-746] King (J)
SG 65-66 Works Cited Citations

W **Journals due**
King continued
LW Research paper rubric and peer review

WEEK 14 APRIL 20-22

M WP 831-838 [866-873] Swift

W **Rough draft #3 due; Peer analysis (50 minutes) BE HERE!!!!**

WEEK 15 APRIL 27-29

M TBA

W **Final Draft Research due**
In-class final exam preparation

LSA Post-test completion due 5/1

WEEK 16 MAY 4-6

In-class Final Exam NO MAKEUP

LSA Post-test completion due 5/8

Meet during finals to complete final assignment and to receive papers.