



**Division of English and Communication
English Department**

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

ENGL 1301: Freshman Composition I | Lecture | 20398

Fall 2020 | 16 Weeks (8.24.2020-12.13.2020)

Online on a Schedule | Kaltura Live Room | <https://smart.newrow.com/#/room/eib-019> |

Tuesday/Thursday 8 am -9:20 pm

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor: Deborah Adams

Office Phone: 713-718-2411

Office: Northline Room 310

Office Hours: MW 11am -1pm

HCC Email: deborah.adams@hccs.edu

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

Instructor's Preferred Method of Contact

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

What's Exciting About This Course

The Department of English helps students find and develop their authentic voices, establish political power, and create social capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support them as they craft their own narratives. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

Personal Welcome

ENGL 1301 is designed to help students establish an understanding of the many aspects of the writing process. The ability to read comprehensively and write with clarity of purpose is a skill that will be required throughout college and is fundamental to career success as well. To fulfill these goals, this class will focus on writing in a variety of forms, all of which will require students to discover their own writer's voice as well as how to read the work of other writers in order to explore their message and purpose from a critical view. Through essay reading

and writing, students will be able to understand and practice how writing can be used as an informative and persuasive tool.

Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 (or for non-native speakers ESOL 0360.) Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](#) and/or the Learning Web for all assignments, exams, and activities. This section of ENGL 1301 will use [Eagle Online Canvas](#) to supplement in-class assignments, exams, and activities with directions and examples of the assignments. Therefore, all of your assignments as well as supplemental materials will be available to you in Eagle Online Canvas. When accessing the course on Canvas, it is recommended that you use [FIREFOX](#) or [CHROME](#).

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

This section of ENGL 1301 is Online on a Schedule and meets on TTR from 8 am to 9:20 pm.

HCC Online Information and Policies

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

Scoring Rubrics, Sample Assignments, Other Resources

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

<https://eagleonline.hccs.edu/courses/138812>

Instructional Materials

Course Reader Information

The required handbook for this course is *The Little Brown Compact Handbook*, 14th Edition

Little, Brown Handbook, The

By: H. Ramsey Fowler; Jane E. Aaron; Michael Greer

- Publisher: Pearson
- Print ISBN: 9780134759722, 0134759729
- eText ISBN: 9780134770659, 013477065X

- Edition: 14th
- Copyright year: 2019
- Format: PDF

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview for ENGL 1301

ENGL 1301 is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Core curriculum course.

Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 1301 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course address the following core objectives:

- **Critical Thinking:** Students will demonstrate creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.
- **Communication:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication.
- **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

- **Teamwork:** Students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at:

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

Course Student Learning Outcomes (CSLOs) for ENGL 1301

Upon successful completion of ENGL 1301, the student will be able to:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays.

Student Success in ENGL

As with any three-hour course, expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide a description of any assignments
- Inform students of policies
- Provide the course outline and class calendar that will include a description of assignments
- Arrange to meet with individual students as required

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all documents, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies, including plagiarism, in the HCCS Student Handbook

Assignments

Written Assignments and Essays

Students will write a minimum of 5,000 words over the course of the semester. The assignments will be approximately as follows: Essays will consist of both rough draft and final draft and will start out at 750 words increasing to 1000+. The topics of the Reflections will be based on the topic of the current reading and will be a thoughtful response to the topic. This writing will not involve research but will involve thoughtful analysis of the role of the topic in the world as it exists in society. There will be approximately four Reflection assignments with word requirements of 200-300 per assignment. We will also practice summary writing as well as outlining as well as development of ideas through Discussion assignments. All assignments will be an important part of your grade in this class.

Exams

There will be a reading quiz for every assigned reading. They will be brief (approximately 10 questions/10 points each) that may focus on comprehension of readings and the ideas and events they include. These short quizzes will be announced and will take place at the beginning of class. There will be no make-ups for these quizzes, but I will drop the lowest grade to allow for any absence or tardiness that may prevent a student from participating. These quizzes will be administered during class hours. These assessments will count as 10% of the total grade.

In-Class Activities

This class is designed to create a place to practice the writing and thinking skills that are required of students in a college setting. As such, your success in the class will rely on the ability to participate by posing questions and discussions as individuals, but also the ability to share and explore insights through collaboration with other students to achieve a particular academic goal. Assignments in this class may start with collaborative efforts and end with individual results reflecting what you have learned from one another to understand and achieve the specific goals set for each assignment. Most in-class assignments will be related to some discussion of aspects of composition of essay, outline, summary, or research assignments.

Grading Formula

HCC Grading Scale

A = 100 – 90:.....	4 points per semester hour
B = 89 – 80:	3 points per semester hour
C = 79 – 70:	2 points per semester hour
D = 69 – 60:	1 point per semester hour
F = 59 and below.....	0 points per semester hour
IP (In Progress)	0 points per semester hour
I (Incomplete).....	0 points per semester hour
W (Withdrawn).....	0 points per semester hour

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

B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

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

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

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

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

Week	Dates	Topic / Assignments Due
1	8/24	Intro to class; Syllabus Quiz Writing Experience
2	8/31	The Importance of Annotation in Reading Discussion: How to Write a Summary Reflection Writing One; Reading Quiz 1 Summary Writing Assignment
3	9/7	Labor Day Holiday: No Class on Monday Elements of Essay Writing; The Writing Process 9/8—Date of Record; last day to withdraw without a grade
4	9/14	Discussion: Simple Analysis for Narrative MLA Format/Understanding Basic Citation Format Reflection Writing Two Reading Quiz 2 Rough Draft: Essay One
5	9/21	Discussion: Revising and Editing Discussion: Revision of Essay 1
6	9/28	Discussion: Author's Purpose Author's Purpose and the Rhetorical Triangle
7	10/5	Discussion: Writing Comparative Analysis Reflection Writing Three Reading Quiz 3 Beginning Research and In-Text Citations
8	10/12	Discussion: Comparative of Essays for Comparison Rough Draft for Essay Two
9	10/19	Library Day: How to Do Research in Databases Discussion: Suggested Revisions for Essay Two

Week	Dates	Topic / Assignments Due
		Final Draft for Essay Two
10	10/26	Discussion: Elements of Writing an Argument Selection of Argument Topics
11	11/2	How and Why: Annotated Bibliography for Argument Rough Draft for Annotated Bibliography Reflection Writing Four
12	11/9	Discussion: Inductive and Deductive Reasoning in Argument Discussion: How to Develop and Support a Claim Reading Quiz 4 Rough Draft: Argument Essay
13	11/16	Discussion of Revisions for Annotated Bibliography Final Draft for Annotated Bibliography
14	11/23	Discussion of Revisions for Argument Essay; 11/26-11/29 Thanksgiving Holiday
15	11/30	How to Revise an Argument to Enhance Viewpoint
16	12/7	Final Draft for Argument Essay

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Policies

Academic Integrity

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

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

There are a variety of reasons that students take a class. But I always believe this—students who are enrolled in this class are here because they want to become a better, more informed, more capable version of themselves to fulfill their personal dreams for their life. This desire requires genuine learning that is tailored just for you. Only each student can achieve that for him or herself. Therefore, my expectation is that every single person must commit to doing the work as an individual. Collaboration between learners is a wonderful and creative effort; however, when it comes to writing assignments, personal effort is the true indicator of what someone has learned. So, please, be your own best friend and do your work in such a way that you can say it is truly your personal best.

The penalties for cheating are severe. It can mean failure of the assignment or of the class.

Attendance Procedure

Our class is designed to be Online on a Schedule which means that we will meet virtually in an online classroom for the same days, the same amount of time, and the same frequency as though we were in a classroom. Therefore, your online attendance will indicate your presence or absence. My expectation is that you will attend every session, and you will complete every session. Any student who does not attend the class before the date of record on September

8, will be dropped from the class. As the class progresses, if you check in at the beginning of class just to be counted present, but you do not remain in attendance for the entire time class is in session, then that is an absence. Four absences make a student eligible to be dropped from the class. Everyone is going to experience failures of technology in a live online class like this, and that will always be a consideration, but it will not be a continuous winning strategy for not being present. A segment of your grade is determined by your attendance and your participation. I take that segment of your grade seriously and, ultimately, will determine that segment of your overall grade by observing your earnest attendance in the class and the clear demonstration of your engagement with the material.

Student Conduct

Since our class is Online on a Schedule, that means we will be sitting in class for lecture, discussion, and in-class activities. That means that as a class we need to practice civil engagement. Taking turns speaking, raising your hand, addressing others in a congenial way are expected behaviors. I will be available to speak to you personally by appointment with any concerns or questions you have. There will not be any tolerance for disruptive or disrespectful behavior, either in the classroom or in any other portion of the class such as Student Lounge, Chat or Discussion.

Additional Ways to Access Information

In addition to information discussed verbally in lecture, all information and instructions concerning assignments will also be posted in specific modules in Canvas. I have only required a handbook for this class as a resource for the writing process. The remainder of the source reading materials I will make available to students in class. For writing assignments, I also generally record a desktop video which will appear in Media Gallery and will review and explain the written assignment. This recording will be in addition to the classroom discussion when I make the assignment. My preference for communication with students is through Canvas Inbox. Please send your questions about any aspect of the class through that application and I will answer in the same way.

Some assignments may be turned in through Canvas turn-in, but the summary assignment, all the essays, both rough drafts and final drafts, and the short Reflection pieces will be turned in through Turnitin.com. I will be using Turnitin.com outside of the Canvas class as a standalone resource. If you do not already have an account, you will be asked to open one as we get closer to turning in the first graded writing assignment. You will need a course code supplied by me to open an account. You will not need this immediately, and I will let you know in plenty of time before we use it.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare

- Ability Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. EGLS³ surveys are not offered during the Summer semester due to logistical constraints.

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

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

Ability Services

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

Title IX

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

Office of the Dean of Students

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

Department Chair Contact Information

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