

ENGL 1301 – Composition I—0077--72239 and Composition 1--0075—72237

Fall 2015 Aug 24-Dec 13

Syllabus

3 hour lecture course/ 16 Weeks/ 3 Hrs per week

Hours: Monday and Wednesday 9:30AM-11AM and 12:30AM-2:00PM FRAGA CAMPUS

Instructor: Douglas Cameron MA., MA.

Instructor Contact Information: douglas.cameron@hccs.edu

Text required: 1) *Readings for Writers (RfW)* 14th Edition
2) *McGraw-Hill Handbook (MHH)* 3rd Edition

Course Description

ENGL 1301 is 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.

Prerequisites Prerequisite: Must be placed into college-level reading and college-level writing.
Credit: 3 (3 lecture)

Student Learning Outcomes

The student will be able to:

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

Students will:

1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. Understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

SCANS or Core Curriculum Statement and Other Standards

Credit: 3 (3 lecture) Reading	Daily reading assignments
Writing	6,000 words of writing
Listening	Daily class lectures & discussion
Speaking	One or more oral presentations
Critical Thinking	Analytical writing in some papers
Computer Literacy	Use of the computer for the writing of papers and research

HCCS--Crucial Days for Fall 2015

August 24, Monday: Classes begin.

September 7, Monday: Reg. 16WK: Labor Day: Holiday

September 8, Tuesday: Reg. 16 WK: Official Day of Record

September 9: Wednesday: Reg. 16 WK: Last Day for 70% refund

September 15: Tuesday: Reg. 16 WK: Last Day 25% Refund

October 30, Friday: 4:30PM: Last day for students to Withdraw w/o "F."

November 25: Wednesday: No evening classes

November 26-29: Thursday-Sunday: **Thanksgiving: All HCC Campuses Closed—No Classes**

December 6, Sunday: Instruction Ends

December 7-13, Mon-Sun: Final Examinations (Follow the schedule printed in the Fall Schedule of Classes.)

December 13: Sunday: Semester Ends

December 14, Monday: Professor must submit grades to administration by 12PM

December 18, Friday: Grades available to students

December 21, Monday: Holiday Break: All HCC Campuses Closed

CALENDAR

Week 1--Monday, Aug 24

Discussion MLA Formatting: Power Point; MLA Handouts. Two exercises to be completed in class or for homework. Proper MLA heading and MLA citations in text will also be discussed.

Week 1--Wednesday, Aug 26

Turn in all MLA formatting. Discussion of Works Cited corresponding with citations in text.

Homework Assignment:

Read these Narrative Essays (RfW): "My Name Is Margaret" by Maya Angelou, pp. 244-249; "Those Winter Days" by Robert Hayden, pp. 261-262; "My Accidental Jihad" by Krista Bremer, pp. 264-271; and "'Postscript' to My Life in Saudi Arabia" by Carmen Bin Laden, pp. 271-279. Be prepared to discuss and answer questions.

Week 2--Monday, Aug 31

Quick lecture on Thesis pp. 133-141 (RfW).

Do exercise 1, 5 p. 141, 142 in class and discuss (RfW) if time.

Answer question 1 p 153 under "The Strategies" (RfW) if time.

Quick lecture on Narration pp. 233-285 (RfW).

Daily Assignment: Discuss Narrative readings.

Daily Assignment: Choose a topic from the Narrative handout list (provided by professor) and begin writing a Narrative. Be able to identify explicit or implicit thesis upon completion.

Homework Assignment: Complete first draft of Narrative. Bring 5 copies of your rough draft narrative essay next class period, typed, double spaced for peer commentaries. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 2--Wednesday, Sept 2

Meet in groups of 5. Pass 5 typed first draft copies of Narrative essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which he/she returns it to the writer.

Grammar: Semicolons (MHH, p 562); Fragments (MHH, pp 542-551);

Homework—write final draft of Narrative essay taking into consideration peer response suggestions. Bring final draft of Narrative essay to class and turn in.

Homework: Read: Descriptive Essays (WfR): "A Worn Path," by Eudora Welty, pp. 299-306; "Pigeon Woman," by May Swenson, pp. 306-308.

Week 3--Monday, Sept 7—Labor Day; No Class

Week 3--Wednesday, Sept 9

Due: Turn in final draft of Narrative Essay.

Quick lecture on the Descriptive Essay pp. 286-330 (RfW).

Daily Assignment: Discuss Descriptive Essay readings above and respond to questions.

Daily Assignment: Choose a topic from the Descriptive handout list and begin writing a Descriptive Essay. Be certain you can identify explicit or implicit thesis upon completion.

Homework Assignment: Complete first draft of Descriptive Essay. Bring 5 copies next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 4--Monday, Sept 14

Meet in groups of 5. Pass 5 typed first draft copies of Descriptive essay around do oral presentations and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which he/she returns it to the writer.

Profesor hands back edited Narrative essays. Students correct Narrative essays for extra 5 pts. due next class period. Failure to correct results in loss of 5 pts.

Daily Assignment: Subject-Verb Agreement (MHH) pp 564-578.

Homework: Write final draft of Descriptive essay taking into consideration peer suggestions. Bring final draft to class and turn in.

Homework: Read: Process Essays (RfW): “Hunting Octopus in the Gilbert Islands” by Sir Arthur Grinble, pp. 341-344; “Hitler’s Workday” by William Sieer, pp. 345-348; “In the Emergency Room,” by Willa Carroll, pp. 348-350.

Week 4--Wednesday, Sept 16

Due: Turn in final draft of Descriptive Essay. Turn in corrected Narrative essays.

Quick lecture on the Process Essay (RfW) pp. 331-369.

Daily Assignment: Discuss Process Essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Process Essay. Be certain you can identify its explicit or implicit thesis upon completion.

Homework Assignment: Complete first draft of Process essay. Bring 5 copies of your first draft Process essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 5--Monday, Sept 21

Meet in groups of 5. Pass 5 typed first draft copies of Process essay around and do oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer’s rough draft after which he/she returns to the writer.

Professor hands back edited Descriptive essays. Students correct Descriptive essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Narrative essays.

Homework: Complete final draft of Process essay. Correct Descriptive essay.

Homework: Read: Exemplification/Illustration Essays (RfW): “Clever Animals” by Lewis Thomas, pp. 382-386; “Mirror, Mirror on the Wall . . .” by John Leo, pp. 386-389; “Drugs,” by Gore Vidal, pp. 399-402.

Week 5--Wednesday, Sept 23

Turn in final draft of Process Essay. Turn in corrected Descriptive essays.

Quick lecture on the Exemplification/Illustration Essay (RfW) pp. 370-408.

Daily Assignment: Discuss Exemplification/Illustration Essay readings above and respond to questions.

Daily Assignment: Grammar: “ Identifying and Editing Wordiness” (MHH) pp 638-646.

Daily Assignment: Choose a topic from the handout list and begin writing an Exemplification/Illustration Essay. Be certain you can identify its explicit or implicit thesis upon completion.

Homework Assignment: Bring 5 copies of your first draft Exemplification/Illustration essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 6--Monday, Sept 28

Meet in groups of 5. Pass 5 typed first draft copies of Exemplification/Illustration essay around and do oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which he/she returns to the writer.

Professor hands back edited Process essays. Students correct Process essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Descriptive essays.

Homework: Complete next draft of Exemplification/Illustration.

Homework: Read: Definition Essays (RfW): "Entropy" by K.C. Cole, pp. 419-424; "Kitch" by Gilbert Highet pp. 428-436; "Ars Poetica," by Archibald Macleish, pp. 437-439.

Week 6--Wednesday, Sept 30

Turn in final draft of Exemplification/Illustration Essay. Turn in corrected Process essays. Quick lecture on the Definition Essay (RfW) pp. 409-453.

Daily Assignment: Grammar: "Missing Words" (MHH) pp 646-651.

Daily Assignment: Discuss Definition Essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Definition Essay. Be certain you can identify its explicit or implicit thesis upon completion.

Homework Assignment: Bring 5 copies of your first draft Definition essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 7--Monday, Oct 5

Meet in groups of 5. Pass 5 typed first draft copies of Definition essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which he/she returns to the writer.

Professor hands back edited Exemplification/Illustration essays. Students correct Exemplification/Illustration essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Process essays.

Homework: Complete next draft of Definition Essay.

Homework: Read: Comparison/Contrast Essays: "Diogenes and Alexander" by Gilbert Highet, pp. 469-474; "Grant and Lee: A Study in Contrasts" by Bruce Catton, pp. 474-478.

Week 7--Wednesday, Oct 7

Due: Turn in final draft of Definition essay. Students turn in corrected copy of Exem./Illus. essay.

Quick lecture on the Comparison/Contrast Essay pp. 456-509.

Daily Assignment: Discuss Comparison/Contrast essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Comparison/Contrast Essay. Be certain you can identify explicit/implicit thesis upon completion.

Daily Assignment: Grammar: "Mixed Constructions" (MHH) pp 652-655.

Homework Assignment: Bring 5 copies of your first draft Comparison/Contrast essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 8--Monday, Oct 12

Meet in groups of five. Pass 5 typed first draft copies of Comparison/Contrast essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which they return drafts to the writer.

Professor hands back edited Definition essays. Students correct Definition essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Exemplification/Illustration essays.

Homework: Complete next draft of Comparison/Contrast Essay.

Homework: Read: Division/Classification Essays (RfW): "Thinking as a Hobby," by William Golding, pp. 519-526; "Kinds of Discipline," by Gohn Holt, pp. 526-530.

Week 8--Wednesday, Oct 14

Due: Turn in final draft of Comparison/Contrast Essay; Turn in corrected copy Defin. essay.

Quick lecture on Classification/Division Essay (RfW) pp. 510-554

Daily Assignment: Discuss Classification/Division essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing first draft Classification/Division essay for Midterm. Be certain you can identify its explicit or implicit thesis upon completion.

Daily Assignment: Grammar: Correcting "Confusing Shifts" (MHH) pp 655-663.

Homework: Bring 5 copies of your first draft Classification/Division essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 9--Monday, Oct 19

Meet in groups of five. Pass 5 typed first draft copies of Classification/Division essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which they return it to the writer.

Professor hands back edited Comparison/Contrast essays. Students correct Comparison/Contrast essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Definition essays.

Homework: Complete final draft of Classification/Division essay for Midterm.

Homework: Assignment: Read: Causal Analysis essays (RfW): "A Peaceful Woman Explains Why She Carries a Gun," by Linda Hasselstrom, pp. 560-565; "The Storm," by Kate Chopin, pp 585-590; "Design," by Robert Frost, pp. 591-592.

Week 9--Wednesday, Oct 21

Turn in final draft of Classification/Division essay for Midterm. Turn in corrected Com/Contr essay.

Quick lecture on the Causal Analysis Essay (RfW) pp. 555-607.

Daily Assignment: Discuss Causal Analysis essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Causal Analysis essay. Be certain you can identify its explicit or implicit thesis upon completion.

"Misplaced and Dangling Modifiers," (MHH) pp. 671-678.

Homework Assignment: Bring 5 copies of your first draft Causal Analysis essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).

Week 10--Monday, Oct 26

Meet in groups of five. Pass 5 typed first draft copies of Causal Analysis essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which they return to the writer.

Professor hands back edited Classification/Division essays. Students correct essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Compare/Contrast essays.

Homework: Complete final draft of Causal Analysis essay.

Homework: Read: Argumentation and Persuasion essays (RfW): "A Modest Proposal," by Jonathan Swift, pp. 623-630; "A Nation in Need of Vacation," by Steve Rushin, pp. 630-633.

Week 10--Wednesday, Oct 28

Due: Final draft of Causal Analysis Essay. Turn in corrected copy of Classification/Division. Quick lecture on the Argumentation and Persuasion essay (RfW) pp. 609-656.

Daily Assignment: Discuss Argumentation and Persuasion essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing an Argumentation and Persuasion essay. Be certain you can identify its explicit or implicit thesis upon completion.

Daily Assignment: Grammar: "Faulty Parallelism," (MHH) pp. 663-671.

***Homework Assignment:** Bring 5 copies of your first draft Argumentation and Persuasion essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).*

Week 11--Monday, Nov 2

Meet in groups of 5. Pass 5 typed first draft copies of Argumentation and Persuasion essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer's rough draft after which they return to the writer.

Professor hands back edited Causal Analysis essays. Students correct Causal Analysis essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Classification/Division essays.

***Homework:** Complete next draft of Argumentation and Persuasion essay.*

***Homework:** Read: Combined Essays (RfW): "Once More to the Lake," by E. B. White, pp. 669-675; "Beware the Apps!" by Lacreata Scott, pp. 683-687.*

Week 11--Wednesday, Nov 4

Due: Final draft of Argumentation and Persuasion essay. Turn in corrected Causal Analysis. Quick lecture on the Combined Essay (RfW) pp. 657-692.

Daily Assignment: Discuss Combined essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Combined Essay. Be certain you can identify its explicit or implicit thesis upon completion.

Daily Assignment: Grammar: "Sentence Variety and Emphasis," (MHH) pp. 689-696.

***Homework Assignment:** Bring 5 copies of your first draft Combined essay next class period, typed, double spaced for oral presentation to peers and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and identify the emphasized writing mode (type of writing).*

Week 12--Monday, Nov 9

Meet in groups of five. Pass 5 typed first draft copies of Combined essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her

group. Group members discuss aloud and record three suggestions on writer's rough draft after which they return it to the writer.

Professor hands back edited Argumentation and Persuasion essays. Students correct Argumentation and Persuasion essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Causal Analysis essays.

Homework: Complete final draft of Combined Essay.

Homework Assignment: Read American Dream essays for research paper (RfW), "Letter to Horace Greely" pp. 50-51; "The Death of Horatio Alger," pp. 76-79; "By Our Own Bootstraps," pp. 79-81; "How the U.S. Stacks Up against Other Wealthy, Industrialized Nations," pp. 81-83.

Week 12--Wednesday, Nov 11

Due: Final draft of Combined essay. Turn in corrected copy of Argum/Persu essay.

Quick Lecture: Chapter 3 (first half)—"Synthesis: Incorporating Outside Sources" (RfW) pp. 56-74. (Research)

Daily Assignment: Discuss American dream readings above and respond to questions.

Homework: Read , "Long Live the American Dream," pp. 83-86; "Who Me Rich? What it Takes (and what it means) to be Wealthy Today: A Look at the Top 1 Percent," pp. 89-90; and "Epilogue: The American Dream," pp. 90-93.

Based on all seven American Dream readings above, work on notecards to prepare for researched argumentative essay of between 500-600 (2 to 2@1/2 pages in length double spaced) taking a side (thesis) and defending it based on the prompt: "The American Dream—What is it and is it still Alive?" Notecards will include direct quotes or information from at least six of the sources listed in the seven American Dream readings identifying the sources. Research paper will include at least six parenthetical notations which match Works Cited Page. Paper due Wednesday, December 4th.

Homework: Work on American Dream notecards. Bring to class one set of notecards with information from six of the seven sources for use in your research paper. Notecards and first draft of Works Cited Page in MLA formatting (five copies) due at the beginning of next period. Works Cited consists of all seven sources.

Week 13--Monday, Nov 16

Meet in groups of 5. Pass 5 typed first draft copies of Works Cited page around for presentation and peer responses. Each group member presents his/her notecards to his/her group showing the connections to the Works Cited page. Group members discuss aloud and provide helpful suggestions.

Professor hands back edited Combined essays. Students correct Combined essays for extra 5 pts due next class period. Failure to correct results in loss of 5 pts.

Oral Presentation of selected (corrected) Argum/Persua essays.

Homework: Complete final draft of Works Cited page. Work on research papers.

Week 13--Wednesday, Nov 18

Due: Second draft of Works Cited page includes second readings of American Dream. Turn in corrected copy of Combined essay.

Continue Quick Lecture: Chapter 3 (second part)—“Synthesis: Incorporating Outside Sources” (RfW) pp. 56-74. (Research)

Daily Assignment: Discuss American dream readings above and respond to questions.

***Homework Assignment:* Bring 5 copies of your first draft mini-Research paper with parenthetical notations and matching Works Cited next class period, typed, double spaced for oral presentation to groups and peer response. (Failure to bring 5 copies results in loss of 10 pts per writing project.) Title the work and make certain you have included a thesis statement in your first paragraph.**

Week 14--Monday, Nov 23

Meet in groups of five. Pass 5 typed first draft copies of Research paper around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer’s rough draft after which he/she returns to the writer. Look for clear thesis sentences and matching parentheticals with Works Cited.

Oral Presentation of selected (corrected) Combined essays.

Homework: Work on final draft of research paper.

Week 14--Wednesday, Nov 25

Due: Second draft of Research paper due. Must include all parenthetical citations in proper MLA formatting and matching Works Cited.

Meet in groups of 5. Pass around typed second draft copies of Research paper for oral presentation and peer responses. Each group member shows group text citations. Group members discuss aloud and record suggestions on writer’s second draft which he/she then returns to the writer. Group checks for at least six properly cited parenthetical citations.

Homework: Work on Final Research paper.

Week 15--Monday, Nov 30

Work on Final Research papers with parenthetical notations and Works Cited. Catch-up. Questions on Research papers answered.

Week 15--Wednesday, Dec 2

Final Research paper due at end of period with properly formatted parenthetical notations and matching Works Cited page.

Week 16—FINAL Wednesday, Dec 7-13

Final Exam Essay written in class. Prompt provided by professor on day of exam

EXCEPT FOR CORRECTIONS, ASSIGNMENTS OLDER THAN ONE WEEK WILL NOT BE ACCEPTED.

Assessments

7.7% Narrative Essay
7.7% Description Essay
7.7% Process Essay
7.7% Illustration/Exemplification Essay
7.7% Definition Essay
7.7% Comparison/Contrast Essay
7.7% Division/Classification Essay (Midterm)
7.7% Causal Analysis
7.7% Argumentation and Persuasion
7.7% Combined Essay
7.7% Reader responses/Participation/MLA
7.7% Research Essay
7.7% Final Essay Exam

(Students are expected to come to class with 5 copies of completed first draft essays for oral presentation to peers followed by peer discussion. Failure to bring 5 copies results in a deduction of 10 pts per essay averaged in toward end of semester. Students will be given the opportunity of making essay changes suggested by professor for an additional 5 pts. per essay. Failure to do so results in a 5 pt. penalty to be averaged in at end of semester. Late papers are docked 11 points. If absent from class, student must send essay e-mail).

Instructional Materials

TEXTS: *Readings for Writers 14th Edition;*
McGraw-Hill Handbook (MHH) 3rd Edition

HCC Policy Statement - ADA

Services to Students with Disabilities -- Students who require reasonable accommodations for disabilities are encouraged to report to Chris Caldwell at 713-718-7218 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. For more information, go to the HCC ADA Web site at:

<http://www.hccs.edu/students/disability/faculty/index.htm>

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

"Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;

- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- 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 offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have "lost" the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC Course Withdrawal Policy If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC**

schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. **Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices As a student active in the learning community of this course; it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices except for notetaking, and will not use these devices in the classroom unless you receive permission from the instructor.

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 as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Describe any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbooks
- Complete the required assignments and exams

- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Grading

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance. Grading Scale: 90 - 100 = A 80 - 89 = B 70 - 79 = C 60 - 69 = D Below 60 = F