ENGLISH 1301 DUAL CREDIT COURSE SYLLABUS

Fall Semester 2015
Houston Community College
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Student Consultations: Via Appointment

PART I. COURSE INFORMATION

CHANGES TO THIS DOCUMENT
The professor may announce necessary changes to this syllabus and course calendar at any time during the semester. All updates result in a new version, which will be uploaded to the HCC Learning Web. Information about the course and selected handouts are posted on Eagle Online 2: https://eo2.hccs.edu/login/index.php. Your Eagle Online 2 username/password is the same as your HCC Student email username/password. (Note: This username/password is also used to log-on to computers and printers at the HCC campuses). If you have never used your HCC student email, use the following link: http://www.hccs.edu/district/students/student-email-eagle-id/.

PREREQUISITES
Students are selected and placed in college-level reading and college-level writing upon completion of the appropriate application.

ENGLISH 1301 COURSE DESCRIPTION
English 1301 is a course devoted to improving the student's writing and critical reading. The course involves writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. English 1301 is a core curriculum course of three credit hours (lecture).

CORE OBJECTIVES
Students enrolled in this core curriculum course will complete writing projects, and essays designed to cultivate the following core objectives:

• Critical Thinking Skills
  o The ability to think critically using innovation, inquiry, analysis, evaluation and synthesis of information.

• Communication Skills
  o The ability to develop, interpret, and express ideas through written, oral and visual communication.

• Personal Responsibility
  o The ability to connect choices, actions, and consequences to ethical decision-making.
• **Teamwork**  
  o The ability to consider different points of view and to collaborate with others in a collegial manner in order to support a shared purpose or goal.

**STUDENT LEARNING OUTCOMES**

• **Construction of Compositions**  
  o Generating a thesis sentence and a strategy to develop it into an essay that includes an introductory paragraph, supporting paragraphs, the appropriate mode of development, and a rational conclusion.  
  o Applying effective word choice to ensure coherence, clarity, and transition.  
  o Articulating the main idea of an essay and writing an original paper related to it.

• **Critical Reading**  
  o Reading essays of professional and creative writers to analyze logical structure.

• **Research Techniques**  
  o Using college libraries including electronic search resources in research essays.  
  o Generating a point of research through investigating possible subjects, narrowing them, and selecting one.  
  o Collecting data relevant to a preliminary purpose statement (bibliography, outline, and notes).  
  o Organizing collected data to develop a thesis.  
  o Developing critical judgment to differentiate relevant from irrelevant data.  
  o Writing a documented paper that incorporates and cites data to support a clearly defined thesis with rational assertions that lead to a logical conclusion.

**GENERAL EDUCATION OUTCOMES**

• **Reading**  
  o The ability to analyze and interpret a variety of printed materials.

• **Writing**  
  o Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

• **Speaking**  
  o Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

• **Listening**  
  o Listening at the college-level means the ability to analyze and interpret various forms of spoken communication.

• **Critical Thinking**  
  o Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

• **Computer Literacy**  
  o Computer literacy at the college-level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

**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 students are 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. http://www.hccs.edu/egls3.

REQUIRED COURSE MATERIALS

2. A three ring binder or a file folder for Course Calendar and printed materials.

3. A USB key (a/k/a flash drive or jump drive) to save work.

4. A writing journal either in the form of an electronic folder where work is saved on a laptop or a paper notebook.


6. A laptop or lined white paper and blue or black-ink pens for in-class work.

ONLINE RESOURCES
Capital Community College Guide to Grammar and Writing: http://grammar.ccc.commnet.edu/grammar/
Purdue University OWL (Online Writing Lab): http://owl.english.purdue.edu/owl/
Grammar Bytes: http://www.chompchomp.com/menu.htm

ENGLISH 1301 WRITING REQUIREMENTS
English 1301 students are required to write a minimum of 6,000 words over the course of the semester, 5,000 of which are evaluated in this course as essays and writing journal assignments.

ASSESSMENTS AND GRADE PERCENTAGES
1st Essay – Memoir—750 words – 15%
2nd Essay – Expository—1,000 words – 20%
3rd Mid-term In-Class Essay – 500 words – 10%
4th Essay – Argumentative—1,500 words – 25%
5th Final In-class Essay – 500 words – 10%
Writing Journal Assignments – 750 words (5 assignments of 150 words) – 10%
Class Participation – 10% (comportment, group projects, debates, quizzes, peer-review, writing
exercises, preparation of homework reading assignments, and critical inquiry and engagement)

All essays must be typed in Times New Roman 12 font, double-spaced, and printed. Students must type the in-class essays on their laptops or computers in the classroom, save the essay to a USB key, and then print and hand it to the professor at the end of the exam period. If a student does not bring a laptop to an in-class exam and all computers are occupied, then the student will receive a composition book and must handwrite the essay and deliver it to the professor at the end of the exam period. Please note that students are not allowed to leave the classroom once the mid-term and final exams begin. Any student who is late to an exam must complete the exam in the remaining time.

**Paper Format**

All papers must be double-spaced. The mandatory heading, which follows the MLA format, must be in the upper left-hand corner of the first sheet, the title centered, and the paragraphs indented as follows:

Student’s name
English 1301, Assignment #
Professor’s Name
Date

Title of Essay

Indent the first paragraph and every paragraph thereafter. Please use one-inch margins and adhere to the word count. Staple the paper only. There is no need for cover pages of any kind.

Place the word count on the bottom left hand corner two lines after the final paragraph on the last page.

Please note that assignments are graded and returned within two weeks of submission.

**GRADING SCALE**

A = excellent (90-100): A+ = 100, A = 95, A- = 93
B = good (80-89): B+ = 88, B = 85, B- = 83
C = average (70-79): C+ = 78, C = 75, C- = 73
D = needs work (60-69): D+ = 68, D = 65, D- = 63
F = (0-59) Writing is unacceptable for college-level as well as professional-level.
FX= F due to excessive absences, which is assigned at the end of the semester
I=Incomplete

Please note that the time to discuss an essay grade is after it is returned, not at the end of the semester.

**OTHER ABBREVIATIONS**

L = late (-3 points per day)
P = plagiarized (0 for the assignment/no opportunity for a rewrite or revision)
NS = never submitted (0)
? = incomprehensible or raises questions without provision of clear answers
LATE PAPER POLICY AND MAKE-UP EXAMS
All assignments are required to be submitted at the beginning of class the date they are due and are not to be finalized while class is in session. Papers are not accepted via email. Due dates are posted on this syllabus. Three points are subtracted per day for late papers, and **papers are not accepted more than a week late.** At the professor’s discretion, in-class exams may be made-up for exceptional circumstances.

HOMEWORK ASSIGNMENTS
Except for predetermined reading assignments noted with due dates on this syllabus, homework is due the next class after it is assigned. Excuses such as “I didn’t understand the assignment,” or “I couldn’t find it in the book/on the HCC Learning Web,” or “I had sports practice” are unacceptable. Absenteeism is not an excuse for late or missed work. Students are responsible for informing themselves about assignments and completing them on time.

ATTENDANCE POLICY
Every class involves active participation that facilitates learning, which impacts each student’s progress and course grade. Accordingly, students are expected to attend every class on time and stay through the end. Class attendance is checked daily and late arrivals as well as early departures are documented.

Please note that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped; and those students who miss more than 12.5% of instruction after the drop deadline will be awarded a grade of FX. This also means that coming to class excessively late (a tardy) or leaving excessively early counts towards the 12.5% (six hours) of class time threshold for absenteeism. For example, if a student arrives thirty minutes late, then thirty minutes is deducted from the six hours of allotted absences. Likewise, if a student leaves thirty minutes early, then thirty minutes is deducted from the six hours of allotted absences.

Students are responsible for materials covered during their absences, and it is the student’s responsibility to consult with the professor for make-up assignments or to obtain instructions for completing the assignment from a classmate. Please note, however, that not all assignments may be made up after the day they were due. For example, missed in-class assignments may not be made up.

WITHDRAWAL POLICY
Students who intend to withdraw from the course must formally initiate the process on their own through the Registrar’s office before the official last day to withdraw from the class. Failure to withdraw before the deadline coupled with absenteeism results in an assigned grade of FX (failure due to excessive absences).

USE OF CAMERAS OR RECORDING DEVICES
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. The use of these devices is also prohibited in campus restrooms. 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.

SPECIAL CONDITIONS
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 beginning of each semester. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office.

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. Furthermore, the Writing Centers offer access to computers and interactive websites for improving writing skills. Each session lasts about 30 minutes. Students should bring their textbooks, a USB key, writing assignments, and printed rough drafts. Consult Find-a-Tutor for Writing Center locations and times at http://ctle3.hccs.edu/alltutoring/index.php?-link=stuFind.

HCC ASKONLINE 24/7 ONLINE TUTORING
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 login page before sending their first submission.

OPEN COMPUTER LAB
Students have free access to the Internet and word processing in the open computer lab at HCC campuses. You need a print card (purchased at the Cashiers Office) in order to print.

LIBRARY
Students may check out books with their student ID cards. The Library home page is: http://library.hccs.edu/.

INCLEMENT WEATHER
During inclement weather conditions please monitor major local channels for updates on school closings. If a class is cancelled due to inclement weather, follow the course calendar for reading and writing assignments.

SCHOLASTIC DISHONESTY
According to the current Student Handbook for the Houston Community College System:

“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 student’s test paper.
- Using materials during a test that are 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 essay or test.
- Bribing another person to obtain a test.

**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** means the unauthorized collaboration with another person in preparing written work offered for credit.

Please note the possible consequences of such dishonesty, as stated in the Student Handbook: Possible punishments for academic dishonesty may include a grade of “0” or “F” for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

Please also note that plagiarized papers or projects will receive a grade of “0” (zero), cheating or collusion will also result in a grade of “0” (zero) on that paper or project, and plagiarism or collusion on a second major assignment will result in a zero in the course.

**CLASS CONDUCT**
The college classroom is a professional situation in which all must behave in a polite manner. Activities that take away from learning, such as sidebar conversations and texting, are not permitted.

Except for laptops and computers for class participation, students shall not use any electronic devices in the classroom. This includes cell phones, pagers, IPODs, cameras, DVDs, and any other type of electronic device, which shall remain in the off position or in silent mode in backpacks.

Students are prohibited from surfing the web, reading email, playing video or Internet games, chatting or posting on social network sites such as Twitter or Facebook while class is in session.

With the exception of bottled water, food and beverages, including chewing gum, are not permitted in the classroom.

Disrespectful and disruptive behaviors will not be tolerated. Examples of unacceptable behavior include:
• Bringing trash into the classroom and leaving trash in the classroom.
• Personal grooming (applying make-up, shaving, clipping nails)
• Sleeping during class, placing one’s feet on furniture or head on the desk, and putting bags on desks to perform prohibited activities.
• Using impolite language or inappropriate tone of voice, swearing, and verbalizing sexually explicit or discriminatory language.
• Speaking while the professor is addressing the class or while a classmate is addressing the class.
• Wearing headphones or ear buds in class.
• Sitting to face the back of the room, unless engaged in a group activity.
• Leaving class frequently while class is in session and slamming the door.

In compliance with the objectives of English 1301 to improve writing and communication skills, emails, notes, and discussions must be in English (not text message style or slang or foreign language words) and must utilize correct grammar, punctuation, and spelling.

**Part II. Course Calendar**

Since students have not yet received the reader for this course (*The Writer’s Presence: A Pool of Readings*), copies of the readings will be distributed on a weekly basis until the readers are available for student collection. Please note that specific details of each assignment are disseminated during class, so it is important to attend class and to obtain information from a classmate if a class is missed.

**ASSIGNMENT DUE DATES**

- September 16—Writing Journal #1—Personal Essay—150 words
- September 30—Essay #1—Memoir—750 words
- October 9—Writing Journal #2—Thesis/Summary/3-4 Key Sources in MLA format—150 words
- October 21—Essay #2—Expository Essay—1,000 words
- October 26—Writing Journal #3—Comparison of Expository Essay and Argumentative Essay—150 words
- November 4—Mid-term In-Class Essay—500 words (Bring USB key + laptop + reader to class)
- November 18—Writing Journal #4—Detailed outline of Argumentative Essay + 5-6 key sources in MLA format—150 words
- November 24—Essay #4—Argumentative—1,500 words
- December 2—Writing Journal #5—Synopsis of assigned reading (pp. 691-698)—150 words
- December 9—Final In-class Essay—500 words (Bring USB key + laptop + reader to class)

**READING LIST DUE DATES**

Students are required to read the assigned texts before class, research the definitions of any unfamiliar words in a dictionary, and answer any assigned questions. Please note that all assignments are from the course reader unless otherwise noted.

- September 21—“How to Bring Your Voice to Life in Personal Essays,” Dinty Moore, and “How to Write A Personal Essay,” Leslie Jamison (Handouts given in class and posted on Eagle Online 2)


October 7— pp. 344-348, “Analyze, Don’t Summarize,” Michael Bérubé, p. 348 Qs 1-3


November 18— pp. 698-708, “Violence Vanquished,” Steven Pinker, and “Steven Pinker and the Question of Violence,” Jacob Ewing, p. 704 Qs 1-3


December 1— pp. 795-802, “What Are Short Stories?”

December 7— pp. 813-816, “Girl” and “Jamaica Kincaid on ‘Girl,’” pp. 814-815 Qs 1-2