

**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 | 14405

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

In-Person | Stafford, Learning Hub 317 | MW, 9:30 am to 10:50 am

3 Credit Hours | 48 hours per semester

## Instructor Contact Information

Instructor: Eugene Penzien Office Phone: 713.718.7591

Office: By Appointment Office Hours: By Appointment

HCC Email: eugene.penzien@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

E-mail is the best way to contact me. Please contact me with questions or concerns via email at [eugene.penzien@hccs.edu](mailto:eugene.penzien@hccs.edu) or at Canvas Inbox. 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

English 1301 will help improve your writing, reading, and critical thinking skills.

## Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 or (for non-native speakers) or ESOL 0360. Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](http://www.hccs.edu/district/students/student-handbook/)

## Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) and / or the [Learning Web](https://learning.hccs.edu/) to supplement in-class assignments, exams, and activities. Download the app, CANVAS Student. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas or the Learning Web. It is recommended that you use [FIREFOX](https://www.mozilla.org/en-US/firefox/new/) or [CHROME](https://www.google.com/chrome/browser/desktop/index.html) as your browser.

### 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. They can found through CANVAS and/or EagleOnline.

**Instructional Materials**

## Course Reader Information

I will provide all the required readings as PDFs in EagleOnline.

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) 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](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](https://www.hccs.edu/resources-for/current-students/student-handbook/)

**Assignments**

## Written Assignments and Essays

Students will write a minimum of 5,000 words over the course of the semester.

Out-of-class Essays: 10 prompts, 250 words or more for each prompt, for 2500 words.

Autobiographical Essay: 500 words (Due 27 September 2019)

Biographical Essay: 750 words (Due 25 October 2019)

Rhetorical Analysis Essay: 1000 words (Due 15 November 2019)

Collaborative Essay: 1250 words (Due 06 December 2019)

## In-Class Activities

The course is a mixture of lecture and discussion.

## Grading Formula

Out of Class Essays: 10%

Presentation: 15%

Autobiographical Essay: 15%

Biographical Essay: 15%

Rhetorical Analysis Essay: 20%

Collaborative Essay: 25%

### HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Course Calendar**

**All assigned essays will be available in Eagle Online**​.

UNIT ONE: Autobiography

Week One:

26 August 2019

In class: Introductions; Syllabus; What is an autobiography?; Read Chris Wiewiora, “This is Tossing”

Homework: Read Alison Bechdel, Excerpt from *Fun Home*

28 August 2019

In class: Discuss MEAL, PPPP, PERSIA, and Bechdel

Homework: Read Frederick Douglass, “Learning to Read”

30 August 2019

Prompt #1: Why do we read? (250 words minimum; due 11:59 pm in Eagle Online)

Week Two:

02 September 2019

In class: Review MEAL, PPPP, and PERSIA. Go over Prompt #1. Discuss Douglass.

Homework: Read Henry Louis Gates, Jr., “In the Kitchen”

04 September 2019

In class: Discuss Gates. Sign up for presentation.

Homework: Read Maxine Hong Kingston, “Tongue Tied”

06 September 2019

Prompt #2: Why do we write? (250 words minimum; due 11:59 pm in Eagle Online)

Week Three:

09 September 2019

In class: Go over Prompt #2; Discuss Kingston.

Homework: Read Langston Hughes, “Salvation”

11 September 2019

In class: Discuss Hughes.

Homework: Read Gloria Anzaldua, “How to Tame a Wild Tongue”

13 September 2019

Prompt #3: How do you think? (250 words minimum; due 11:59 pm in Eagle Online)

Week Four:

16 September 2019

NO CLASS

18 September 2019

In class: Go over Autobiographical Essay assignment; Discuss Prompt #3 and Anzaldua.

Homework: Read Joan Didion, “Going Home”. Write a rough draft of the first essay

Week Five:

23 September 2019

In class: Dicuss Didion.

Homework: Work on your rough draft.

25 September 2019

In class: Peer review (bring 4 copies of your draft)

Homework: Finish your essay. Read Judith Ortiz Cofer, “More Room”

**27 September 2019**

AUTOBIOGRAPHICAL ESSAY DUE at 11:59 pm in EAGLE ONLINE

UNIT TWO: Biography

Week Six:

30 September 2019

In class: Introduction to new unit. Discuss Cofer.

Homework: Read N. Scott Momaday, “The Way to Rainy Mountain”

02 October 2019

In class: Discuss Momaday.

Homework: Read DeNeen Brown, “Six Pack Abs at Age 74”

04 October 2019

Prompt #4: Write about all the good things you love about your favourite individual. (250 words minimum; due 11:59 pm in Eagle Online)

Week Seven:

07 October 2019

In class: Go over Prompt #4. Discuss Brown.

Homework: Read Lad Tobin, “Here Everything is Possible”

09 October 2019

In class: Discuss Tobin.

Homework: Fred Vogelstein, “And Then Steve Said, ‘Let There Be an iPhone”

11 October 2019

Prompt #5: Write about all the bad things about your favourite person. (250 words minimum; due 11:59 pm in Eagle Online)

Week Eight:

14 October 2019

In class: Go over Prompt #5. Discuss Vogelstein.

Homework: Read David H. Freedman, “Lies, Damned Lies, and Medical Science”

16 October 2019

In class: Discuss Freedman

18 October 2019

Prompt #6: Write how your favourite individual perceives themselves to be. (250 words; due 11:59 pm in Eagle Online)

Week Nine

21 October 2019

In class: Go over Prompt #6. Discuss Biographical Essay assignment. Work on rough draft in class.

Homework: Finish your rough draft.

23 October 2019

In class: Peer review rough drafts (Bring 4 copies of your rough draft.)

Homework: Finish your essay. Read Henry Petroski, “Falling Down is Part of Growing Up”

**25 October 2019**

BIOGRAPHICAL ESSAY DUE 11:59 PM IN EAGLE ONLINE

UNIT THREE: Rhetorical Analysis

Week Ten

28 October 2019

In class: Semi-introduction to Rhetorical Analysis. Discuss Petroski.

Homework: Read Ngugi wa Thiong’o, “Decolonizing the Mind”

30 October 2019

In class: Discuss Thiong’o.

Homework: Read George Orwell, “Politics and the English Language”

01 November 2019 (LAST DAY TO DROP WITH A ‘W’)

Prompt #7: Choose two examples of political discourse from current media and discuss the extent to which Orwell’s analysis of the language of politics still applies today. (250 words minimum; due 11:59 pm in Eagle Online).

Week Eleven

04 November 2019

In class: Go over Prompt #7. Discuss Orwell.

Homework: Read Nora Ephron, “The Boston Photographs”

06 November 2019

In class: Discuss Ephron.

Homework: Pick an essay we have read this semester and annotate it.

08 November 2019

Prompt #8: Write about your chosen essay’s 3 rhetorical strategies, explaining its efficacy and effectiveness. Remember to provide examples from the text. (250 words minimum; due 11:59 pm in Eagle Online).

Week Twelve

11 November 2019

In class: Go over Prompt #8. Discuss the Rhetorical Analysis assignment. Work on rough draft in class.

Homework: Finish your rough draft.

13 November 2019

In class: Peer review rough draft (bring 4 copies of your draft).

Homework: Revise and edit your essay. Read Edwidge Danticat, “Another Country”

**15 November 2019**

RHETORICAL ANALYSIS ESSAY DUE AT 11:59 PM IN EAGLE ONLINE

UNIT FOUR: Argumentative-Collaborative Essay

Week Thirteen

18 November 2019

In class: Introduction to Argumentative-Collaborative Essay. Go over logical fallacies. Discuss Danticat.

Homework: Form a group of three individuals. Read David Epstein, “Sports Should Be Child’s Play”

20 November 2019

In class: Discuss Epstein.

Homework: Read Jane McGonial, “Be a Gamer, Save the World”

22 November 2019

Prompt #9: Pick a topic and take a position on it. (250 words minimum; due 11:59 pm in Eagle Online)

Week Fourteen

25 November 2019

NO CLASS (Gobble until you wobble.)

27 November 2019

In class: Go over Prompt #9. Discuss McGonigal.

Homework: Read Peter Singer, “What Should a Billionaire Give—and What Should You/”

29 November 2019

Prompt #10: Pick another topic and take a position on it. (250 words minimum; due 11:59 pm in Eagle Online)

Week Fifteen

02 December 2019

In class: Go over Prompt #10. Discuss Singer. Discuss the Argumentative essay. Homework: Work on the rough draft.

04 December 2019 (Last Day of Class)

In class: Peer review rough draft (bring 3 copies.)

Homework: Revise and edit the essay.

**06 December 2019**: ARGUMENTATIVE ESSAY IS DUE 11:59 PM IN EAGLE ONLINE

## 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/>

## Attendance Procedure

If you miss three or more classes, you will either be dropped or given an Fx.

01 November 2019 is the final day to drop with a W.

## Student Conduct

Students are to be punctual, courteous, open-minded, and prepared to participate.

## Instructor’s Course-Specific Information (Change TITLE as Needed)

No late work will be accepted.

# 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
* disAbility 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](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) 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](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

# Office of Institutional Equity

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

## disAbility Services

<http://www.hccs.edu/support-services/disability-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

Dr. Alan Ainsworth, [alan.ainsworth@hccs.edu](mailto:alan.ainsworth@hccs.edu), 713.718.7591