



English 1301 Composition I, Summer 1 (five weeks) 2019

CRNs 11462 (8:00 – 9:45) and 11463 (10:00 – 11:45)

James Langston

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Office: Angela Morales Bldg. 101.36 (Office Hours M-F 7:00-8:00 am)

BOOKS:

Most Reading Assignments will be posted in Eagle Online (EO).

Woman Hollering Creek by Sandra Cisneros (required)

COURSE DESCRIPTION: “

A course devoted to improving the student’s writing and critical reading. Writing essays for a variety of purposes from personal to academic, including an introduction to argumentation, critical analysis, and the use of sources. Core Curriculum course” (HCC Catalog)

PREREQUISITES:

A satisfactory assessment score, completion of INRW 0420, and successful completion of remedial reading courses, if required.

ENGLISH COMPOSITION I STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will:

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

Access Student Services Policies on their Web site:

<http://www.hccs.edu/district/students/student-handbook/>

ATTENDANCE/WITHDRAWAL POLICY: Students may miss up to 12.5% of class meetings (three class sessions) and still be eligible to pass the course. If they are more than 15 minutes late to class, they will be counted absent. I do not need to know why you were not in class, so you do not need to tell me. You must also actively participate, or you will be dropped. Description of “active participation”: Posting Forum entries for reading assignments and turning in drafts and essays.

If students want to drop, then it their responsibility to officially drop or withdraw from a course. Students may withdraw from the course up until **June 24, 2019**. If students stop attending class and is not dropped, they will receive an F or FX for the semester. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress. If you want me to drop you, you need to let me know. See the HCCS Schedule for more information.

ACADEMIC HONESTY:

From the HCC student handbook: "Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion." Collusion is unauthorized collaboration with another person in preparing written work offered for credit.

In other words, all written work you submit in this class should be your own. You must properly cite all sources. Students who plagiarize will receive an "F" in this course. We will discuss plagiarism and how to avoid it during the course of the semester

DEADLINES: Papers are due at the beginning of class on the due date. I will accept papers one class day late, but they will be marked down a letter grade. **TURNING IN ALL WRITTEN WORK IS A MINIMUM REQUIREMENT FOR PASSING THIS COURSE.** Keep all drafts and notes and--just to be safe--ALWAYS MAKE BACKUPS OF ANY TYPED WORK YOU TURN IN.

ABILITY SERVICES: See <http://www.hccs.edu/district/students/disability-services/faculty-and-staff-resources/> for a list of ability services offices system-wide.
Southeast: 713-718-8397

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

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 near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for more information. For the Regular Term 16 week classes, the EGLS₃ is generally available weeks 13, 14, and 15. **EGLS₃ is not available during the summer.**

Upswing Online Tutoring: hccs.upswing.io Provides free, confidential, and convenient academic support to HCC students in an online environment. We exist to help students achieve academic independence. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate for our students taking our classes.

You can upload one draft per assignment. Include assignment instructions. It usually takes around 24 - 48 hours to return feedback.

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.

Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive.

Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times.

At HCC Writing Centers, each tutoring session becomes a learning experience.

COURSE REQUIREMENTS:

3 out-of-class papers (1000 words)	60%
2 in-class essays (500 words each)/exams	30%
Forums (150 words each), Drafts, Peer Review, Discussion	10%

MINIMUM WRITING REQUIREMENT:

You will write a minimum of 5,000 words during the semester.

HCC GRADING SCALE:

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

INSTRUCTIONAL METHODS:

I will use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer, including but not limited to mini-assignments to help you work through writing the major essays; collaborative work to improve your technical skills and your understanding of how an essay question can be answered; visual and multimedia work to enrich your critical analysis abilities; and discussion prompts (paired with short in-class writings) to help direct your critical thinking about assigned readings.

CLASSROOM CONDUCT:

- Classroom discussion (both in class and online) should be relevant to the topic we are discussing.
- Classroom discussion (both in class and online) should be respectful to everyone. Discriminatory language and behavior is not acceptable in a college classroom, just as it would not be acceptable in a workplace.
- Aim for timeliness. If you come in late, you should check with a classmate after class to see what you missed. If you miss the quiz because of lateness, there is no makeup available. If you are more than 15 minutes late, you will be marked absent for the day.
- Do not leave early. If you leave more than 15 minutes early, you will be marked absent for the day.
- Come to class prepared. Being prepared means:
 - o Reading and annotating materials before class so that you are ready to discuss.
 - o Bringing your books, paper, pens, and any other required materials (for example, your paper on peer review days) to every class.
 - o Contacting another student if you are absent to find out what you missed.
- Respect everyone's right to a non-distracting learning environment. Please do not talk to each other while I am talking or while another student is talking. Any disruption of class may result in your being asked to leave the class for the day.
- Laptops and tablets are welcome if you take notes best by typing. You will, however, lose the right to use a laptop / tablet if it is becoming a distraction to you, to other students, or to me.
- HCC policy states the following: "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."
- Cell phone use is prohibited in class unless we are using it for a class assignment.

CAMPUS CARRY:

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

SEXUAL MISCONDUCT:

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination,

sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

*David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu*

SCHEDULE:

- M 6/3 Introduction to Course
- T 6/4 Sherman Alexie
These daily reading assignments can be found in our Eagle Online (EO) course shell. There is always a Forum post due (minimum 150 words) in Eagle Online before class.
Discussion of MLA format.
- W 6/5 Richard Rodriguez (EO)
(basic grammar)
- Th 6/6 Scott Cohen (EO)
(subject/verb agreement and pronoun case)
- F 6/7 Writing day (work on Essay #1)
- M 6/10 Terry Tempestt Williams (EO)
Draft Workshop for Essay #1. You must **participate** in the writing workshop in order to get credit for your draft. **No late drafts** will be accepted. Bring 4 copies of your draft. They must be three full pages and MLA formatted.
- T 6/11 Zora Neale Hurston (EO)
- W 6/12 Alice Walker (EO)
(punctuation)
- Th 6/13 George Orwell (EO)
- F 2/14 **Essay 1 due.**
Writing Day (work on Essay #2)
- M 6/17 Malcolm Gladwell (EO)
Draft Workshop for Essay #2
- T 6/18 Brian Doyle (EO)
Review for Midterm
- W 6/19 Midterm (Lisa Miller essay in EO)
- Th 6/20 Bill McKibben (EO)
- F 6/21 **Essay 2 due.**
Langston Hughes (EO)
- M 6/24 "Woman Hollering Creek"
(pronoun agreement and reference)
- T 6/25 "Never Marry a Mexican"
- W 6/26 "Eyes Of Zapata"
- Th 6/27 "Bien Pretty"
- F 6/28 Writing Day (work on Essay #3)
- M 7/1 **Draft Workshop for Essay #3**
David Foster Wallace (EO)
- T 7/2 George Saunders (EO)
Review for Final Exam
- W 7/3 Final Exam (Jessica Mitford essay in EO) / **Essay #3 due**

Essay #1: Personal Narrative on Education

The essays we will have read before this assignment describe moments in which the authors come to some form of insight about education. For the purposes of this assignment, education means the process of acquiring a specific body of knowledge. As we have read these essays, our class discussions will have addressed the methods the authors use to express their ideas. We will have paid attention to the types of concrete details that the writers use to create the material world of their experience. We will have examined the use of dialogue. We will have discussed the description of ongoing action. We will have discussed the construction of persona. We will have discussed the selection of specific defining moments to narrate, and their relation to the narrative's main point. All of these elements, and more, work together to engage the reader, to evoke emotions, and to express ideas. These discussions are intended to prepare you for writing your own personal narratives on education.

Writing instructions: Write a personal narrative in which you describe one to three defining moments in your own life that changed the way you think about education. Remember, you do not need a formal introduction. With narrative, it is often better to jump straight into the action. You want to attempt to draw the reader into the moments you are writing about. Then, if you desire, you can “interpret” the moment in order to express why it is meaningful to you. The essay should be three to five pages, MLA format.

Peer editing guidelines: The following questions are provided to stimulate thoughtful constructive criticism, not “yes or no” answers. You should provide marginalia on top of the draft and at least a paragraph of commentary on the back or at the end.

- 1) Is the essay a personal narrative? If not, how might it be revised into a narrative?
- 2) Comment on the quality and appropriateness of the defining moments in the narrative. Is there a defining moment? If not, offer a suggestion. Are there too many moments? If so, help them to narrow their focus. Ideally, there are about one to three. The defining moments allow the writer to show their point merely than to say it. The idea is to show rather than to say.
- 3) Which details work to best effect, and why? Are there concrete details? If not, suggest some possibilities. What are the sensory details which might draw the reader into the essay? Precision is the goal.
- 4) How well do the writers use dialogue? Dialogue should reveal the speaker's personality. It should also demonstrate a motive. Does the speaker want to make someone laugh, make him or her cry, or get them to do something? Does the speaker want to look impressive, humble, or sympathetic? Further, dialogue should not merely repeat what the narrator has already stated.
- 5) Comment on the quality of the described ongoing action.
- 6) Can you determine the writer's purpose for describing the moment? What do they want to teach the reader? How does the writer go about trying to persuade the reader to accept this position? If the author describes more than one event, are the relationships between the events effective? Explain.