

HCCS Northeast College

English 1301-306: Composition I (77723)
Monday/Wednesday, 11:00 a.m., Room 212

Instructor: Dr. Jeffrey E. Jackson

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Office Hours: By appt. only

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Prerequisite: A satisfactory assessment score, completion of English 0310, or (for non-native speakers) English 0349.

Course Description: A course devoted to improving students' writing and critical reading. The major focus is writing essays for a variety of purposes from personal to academic, including an introduction to argumentation.

Textbooks:

The Arlington Reader ("AR"), 3rd edition

The McGraw-Hill Handbook ("MH"), 2nd edition.

Materials Needed:

- A good dictionary which you bring to every class; I prefer *American Heritage*.
- A two-pocket file folder for organizing your essays, rough drafts, rewrites and short writing assignments;
- A supply of ruled white paper for in-class writing;
- A Composition book for your Writing Journal. I will collect these Journals at various times during the semester.
- A flash drive on which to save your essays- rough drafts, final drafts, and rewrites.

Teaching Methodology: This course is structured according to a writing workshop format, which means we will spend considerable time in class drafting, editing and re-writing essays. You will work in writing groups when working on rough drafts and rewrites. In addition to our workshop classes, we will spend time discussing reading selections from your textbook and, and we will spend a portion of our class time each week reviewing grammar.

Writing Workshop: For each essay you write in this class, we will spend two days working on the Rough Drafts. For these classes, you will work in your writing group and you need to bring sufficient copies of your drafts so that each person in your group and I have one. **All drafts of essays must be typed.**

Scholastic Dishonesty: According to the *Student Handbook* for the Houston Community College System, scholastic dishonesty includes **cheating on a test, plagiarism, and collusion:**

cheating on a test-- copying from someone else's paper or using unauthorized materials during a test;

plagiarism—using another person’s words, information, or ideas in your own written work without appropriate acknowledgement (and quotation marks when exact words are used);

collusion—“unauthorized collaboration” (35).

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” (35).

Repeating the Same Course. Beginning in the Fall of 2006, students who repeat a course for a third or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor and/or counselor about opportunities for tutoring/other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Grading Standards

Your final course grade will be determined in accordance with the following recommendations as set forth by the English Discipline Committee:

A (90-100) = Exceptionally fine work: superior in mechanics, style, and content.

B (80-89) = Above average work: superior in one or two areas—style, mechanics, content.

C (70-79) = Average quality work: good, but unexceptional.

D (60-69) = Below average work: noticeably weak in mechanics, style or content.

F (0-59) = Failing work: clearly deficient in mechanics, style, and content.

Evidence of plagiarism will be graded “F.”

Distribution of Final Grade:

3 out of class Essays (including Rough Drafts, Final Drafts, and Rewrites) (Essays 1=10%; Essay 2=15%; Essay 3= 20%)	45%
2 In-class essays	20%
Mid Term Essay (In-class)	10%
Final Essay Exam (In-class)	10%
Journal and In-class Writing Assignments	10%
Attendance, Participation and Class Preparedness	5%
Total	100%

ADA Statement:

Any student with a documented disability (e.g. physical, medical, learning, psychiatric, developmental, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services (DSS)/ADA Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the DSS Office. Dr. Roman Alvarez is Northeast College’s DSS / ADA Counselor. His telephone number is (713) 718-8420.

Course Purpose, and Objectives:

COURSE PURPOSE

English 1301 is designed to help students write multi-paragraph expository, analytical, and argumentative essays that have the following qualities:

- Clarity in purpose and expression,
- Appropriate and sensible organization,
- Sound content, including applications of concepts from and references to assigned readings,
- Completeness in development,
- Unity and coherence,
- Appropriate strategies of development,
- Sensitivity to audience,
- Effective choice of words and sentence patterns,
- Grammatical and mechanical correctness, and
- Appropriate MLA citation format.

EDUCATIONAL OUTCOMES FOR ENGLISH 1301: By the time students have completed English 1301, they will:

- Understand writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading;
- Apply writing process to out-of-class writing;
- Apply writing process as appropriate to in-class, impromptu writing situations, thus showing an ability to communicate effectively in a variety of writing situations (such as essay exams and standardized writing tests like the TASP);
- Apply suggestions from evaluated compositions to other writing projects;
- Understand and apply basic principles of critical thinking in analyzing reading selections, in developing expository essays, and writing argumentative essays;
- Apply concepts from and use references to assigned readings in developing essays;
- Analyze elements of purpose, audience, tone, style, and writing strategy in essays by professional writers;
- Complete short writing assignments, journal entries, reading quizzes, and other activities to strengthen basic thinking and writing skills;
- Understand and appropriately apply various methods of development in writing assignments;
Avoid faulty reasoning in all writing assignments;
- Fulfill the writing requirements of the course, writing at least 5,000 words during the semester.

EDUCATIONAL COMPETENCIES IN HCCS CORE CURRICULUM

- **Reading:** Reading material at the college level means having the ability to analyze and interpret a variety of printed materials--books, articles, and documents.
- **Writing:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.
- **Speaking:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- **Listening:** Listening at the college level means the ability to analyze and interpret various forms of written communication.
- **Critical Thinking:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.
- **Computer Literacy:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

EXEMPLARY EDUCATIONAL OBJECTIVES

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revising, editing, and presenting.
- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive)
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

STUDENT LEARNING OUTCOMES for ENGL 1301

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.

PROGRAM STUDENT LEARNING OUTCOMES

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

Class Practices and Procedures

1. **Attendance:** College policy stipulates that any student who misses more than 12.5 % of instruction (6 class hours = 4 sessions) may be subject to **administrative withdrawal**. Attendance and on time arrival to class are absolutely essential to your success in this class. You will earn an attendance grade based upon the following scale: 0 absences=100; 1 absence= 90; 2 absences= 80; 3 absences=70; 4 absences=60; and more than 4 absences is a failing grade for this portion of final grade distribution.
2. **Assignments:** Failure to attend one class does not excuse a student from preparing for the following class. Also, I may make changes to the assignments listed on the Calendar, so you might want to call a member of your class if you miss class.
3. **Late Work/ Make –up work:** All out of class papers are due at the start of class on the date designated. I do not accept late work. You know now the due date for every assignment in this class. **ALL PAPERS MUST BE SUBMITTED DIRECTLY TO THE INSTRUCTOR. DO NOT LEAVE PAPERS WITH SECRETARIES, IN MAIL BOXES, AT THE FRONT DESK, ETC...** There will be no make-up of the Mid-term and/or Final Examinations and any In-Class Writing unless you make prior arrangements with me with a valid excuse for your absence.
4. **On site Tutoring:** Free tutoring is available at the Northline and Pinemont Campuses. Tutors are available during day and night and on the weekends. Check for full hours of operation.
5. **HCCS On Line Tutoring:** There is also an on-line tutoring service available at www.askonline.net Students can now access tutoring help 24/7 for writing assigned in any class, not just in English classes. Drafts seen by tutors are clearly marked; if submitted with papers, these prove that tutors have looked at the paper, Looking at these tutor reviewed drafts also allows teachers to see exactly what kind of help students are getting. **CHAT** and **DISCUSS** transcripts can be printed as proof of use.

HCCS On-line Tutoring has three components, all of which are available to every HCC student. **ASK** has two sub-components: **paper submission** and **live tutors**.

1. Students **e-mail any paper**, not just those assigned for English classes, and HCC tutors will pinpoint problem areas in organization, following directions, formatting, citing

sources, and grammar; offer suggestions for correcting those problems; suggest links to other on-line resources; and guide students through the revision process. Papers will not be corrected or edited. They will be annotated because teachers need to evaluate student work, not tutor work. We hope to have a 24-hour turn-around on all papers submitted.

2. From **5:00 pm to 9:00 pm every day**, a real, live HCC English faculty person will be live on-line to answer questions. Papers will not be read, but questions about understanding assignments, formatting papers, and other related questions will be answered. This component allows students to make sure that they are starting their work well.

CHAT is an exciting feature. Real, live teachers will host 2-hour scheduled, focused chats on a regular basis. Some of the topics already on tap include understanding research methods, documenting sources, finding and fixing one's own grammar problems, critical reading, and the difference between an analysis and a book report. A bi-weekly schedule will be posted on the **splash page** (what you see when you open **Askonline / HCCS**) and on **HCC News**.

DISCUSS is the third component, and it has great potential for all students, especially non-native speakers of English. Students e-mail a question, a tutor answers it, and students check back to see the answers. All questions are threaded, so students can see what others have asked and increase their knowledge. We anticipate that this feature will be used for vocabulary questions, cultural context questions, questions about idiomatic expressions used in readings and class discussions, identification of people and places mentioned in classes and myriad other areas.

6. **Withdrawal:** The final date for student withdrawals is March 29, 2012. If you drop the course, you must complete the necessary forms with the Registration personnel prior to this date. If you do not complete the withdrawal form and do not complete the required work in this class, you will receive an "F" for the course. HCCS instructors are no longer allowed to give students a grade of "W" at the end of the semester. The only way your grade will appear as a "W" on your course record is if the withdrawal form is submitted prior to the deadline, March 29, 2012. **Please note that I reserve the right to withdraw students with excessive absences by this date.**
7. **Tardiness:** Please arrive on time. Please note that arriving more than 15 minutes late will count as an absence.
8. **Participation:** Your level of participation in class discussions and evidence of your preparation for these discussions are very important to your final grade and to enhancing your ability to analyze written or literary works. Excessive socializing, texting, or other disruptive behaviors during writing workshops or group discussions will affect your overall grade and may result in your being marked absent or asked to leave on a given class day.
9. **Email Policy:** You have been given my HCC email as a way of contacting me with questions. Please note that I DO NOT RESPOND TO OR HONOR **unprofessional emails**, i.e., emails that fail to address me properly, are ungrammatical, contain "text lingo" (e.g., "brb," "lol," "u" for "you," etc.), or are otherwise lacking in maturity or courtesy. Should you send an email guilty of any of the above offenses, I will write you a reply inviting you to correct your email BEFORE I answer your question or honor your request.

Calendar of Assignments

(I may make changes to the assignments listed below. All assignments and readings are listed by the date due. It is your responsibility to keep informed of the class schedule and any changes I might have made.)

Week One: January 16–January 18

01/16 No class: Martin Luther King, Jr. Holiday

01/18 Introduction to the Course and Discussion of the Writing Process

Section I: Speaking, Reading, Writing in Context: How Does Language Make Us Human? Writing Focus: Narration and Description

Week Two: January 23–January 25

01/23 Diagnostic Essay

01/25 AR Read: "Better Signs of Trouble" pg. 27
"Mother Tongue" pg. 34
"The Joy of Reading and Writing: Superman and Me" pg. 45

MHH : Review Ch. 30 "Grammar Basics," pp. 478-494.

Week Three: January 30–February 1

01/30 AR Read: From *Fighting Words* pg. 48
"Freewriting" pg. 67

MHH Read: Chapter Two "Understanding Writing Assignments" pp.20-33.
Chapter Three "Planning and Shaping the Whole Essay," pp. 33-55.

02/01 **In Class Writing Assignment- Essay One -- In class**

Week Four: February 6–February 8

02/06 AR Read: "Write or Die" pg. 71
" Why I Write: Making No Become Yes" pg. 73
MH Review: Chapter 11, "Personal Essays, pp. 212-217.

Topic for Essay Two Assigned—Out of class Essay

02/08 **Writing Workshop: Rough Draft 1 of Essay Two**

Week Five: February 13–February 15

02/13 **Writing Workshop: Rough Draft 2 of Essay Two Due**
{Bring sufficient copies for your writing group members and one for me}

MH Review: Chapter Five "Revising and Editing," pp. 76-103.

02/15 **Essay Two Due**

Section II: Identity and Attitude: Who Am I, and Why Does It Matter

Writing focus: Comparison/Contrast

AR Read: "Notes of a Native Speaker" pg. 93
"Jibara" pg. 99

MH Review: "Fragments, Run-ons & Comma Splices, Subject-Verb Agreement," pp. 512-550.

Week Six: February 20–February 22

02/20 No Class: Presidents' Day Holiday

02/22 AR Read: "Mein Kampf (My Struggle)" pg. 109
"Ain't I a Woman" pg. 146
"Nobody Knows I'm Gay" pg. 148
"Yes, Ma'am" pg. 151

**Topic for Essay Three Assigned
Turn in Journals**

Week Seven: February 27–February 29

02/27 Library Orientation: Meet in the Library

02/29 Writing Workshop: **Typed Rough 1 Draft of Essay Three Due**

Week Eight: March 5–March 7

03/05 Writing Workshop: **Typed Rough 2 Draft of Essay Three Due**
{Bring sufficient copies for your writing group members and one for me}

03/07 **Essay Three Due**

Review for Mid-term Essay Exam

Week Nine: March 12–March 14

03/12 No Class: Spring Break

03/14 No Class: Spring Break

Week Ten: March 19–March 21

03/19 Mid-term Essay Exam, Rough Draft (in-class)

03/21 Mid-term Essay Exam, Final Draft (in class)

Section III: Relationships and Life Choices: Life, Love, Work, Play -- What's the Best Balance?

Writing focus: Argument

Week Eleven: March 26–March 28

03/26 AR Read: "Under the Influence: Paying the Price for My Father's Booze"
pg. 181
"The Case for Working with Your Hands" pg. 225
MH Review: Chapter 10, "Arguments," pp 183-212.

03/28 **Essay Four—In class essay**

Week Twelve: April 2–April 4

04/02 AR Read: "In Search of Our Mothers' Gardens" 192
Contexts for "In Search of Our Mothers' Gardens" pg. 200

04/04 AR Read: "Anniversary" pg. 158
"Return to Hayneville" pg. 169

Assign Topic for Essay Five

Section V: Wired -- Be Careful What We Wish For: What Are the Consequences of Life in the High-Tech Fast Lane?

Writing focus: Argument and Definition

Week Thirteen: April 9–April 11

04/09 AR Read: "The I.M.s of Romeo and Juliet" pg. 326
"Is Google Making Us Stupid" pg. 336

04/11 **Writing Workshop: Rough Draft 1 of Essay Five Due
Turn in Journals**

Week Fourteen: April 16–April 18

04/16 Writing Workshop: **Rough Draft 2 of Essay Five Due**
{Bring sufficient copies for your writing group members and one for me}

04/18 Free Library Research Day

Week Fifteen: April 23–April 25

04/23 **Essay Five Due**

AR Read: "How Computers Change the Way We Think" pg. 347
Context for "How Computers Change the Way We Think" pg. 353

04/25 AR Read: "Social Chances, Social Forgiveness, and the Internet" pg. 391
"Facing the Facebook" pg. 399

Week Sixteen: April 30–May 2

04/30 Review for Final Essay Exam

05/02 Review for Final Essay Exam
Turn in Journals

Finals' Week: May 7–May 9

Final Essay Exam: In-Class During Scheduled Exam Period