![HCC logo]

Instructional Services · English and Communication · English

Composition I-14128

ENGL-1301

RT 2022   Section 2510   3 Credits   01/18/2022 to 05/15/2022   Modified 01/15/2022

🕐 Course Meetings

Course Modality

WS - Online on a Schedule

Meeting Days

Tuesday and Thursday

Meeting Times

11:00 a.m. - 12:20 p.m.

Meeting Location

Online

👤 Welcome and Instructor Information

Instructor: Mr Jeffrey Kamm

Email: jeffrey.kamm@hccs.edu
Office: Online
Phone: 713-718-6692 (This is a landline, so no text messages)

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.

My Personal Welcome

Welcome to this section of English 1301. This section of English 1301 is WS – Online on a Schedule. We will be meeting online Monday and Wednesday from 11:00 am - 12:20 pm. I am pleased that you have chosen to enroll in my class, and I look forward to having an enjoyable and productive semester with all of you. All of you need to pass this class at some point, so why not do it this semester? Depending on your degree plans, this may be the last writing intensive class you will ever have; for others, this class will help to prepare you for research writing in English 1302. We will be reading and discussing a variety of essays found in your text and online in this class. Active class participation is encouraged and I have no problem with whatever position you take on an issue provided that you are respectful to the opinions of others who may disagree with you. Some of the class discussion will take place in break out rooms, so you will be able to interact with your fellow classmates in a smaller setting. This is, however, a writing class, and you are expected to write and submit the essays on time. I taught freshman writing for 21 years at UHD, and I am very aware that many students dislike writing and have difficulty with it. However, it is an essential skill that you

need to master in order to accomplish your goals of getting a degree from HCC and finding a good job after graduation. I also want to point out that while this is not a grammar class grammar is an important component of good writing. If you have grammar issues, I strongly encourage you to make use of the many tutoring options that HCC has to offer as well as doing the required online grammar exercises. Using correct grammar and punctuation in writing is not an impossible task, and all of you can conquer this with a little work. Trust me when I say that as your writing and punctuation improves people at your jobs will take notice. I want all of you to succeed in this course so that you can go on to complete your degrees and be successful. I will give you the tools to do this in this course, but ultimately it is up to you to use those tools to produce well-written essays so that you can pass the class.

Preferred Method of Contact

Please contact me with questions or concerns via email at jeffrey.kamm@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.

Office Hours

Monday and Wednesday
Tuesday, Thursday, 2:00 PM to 3:00 PM, Online

🖥 Course Overview

Course Description

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.

Requisites

Appropriate score on TSI/ACT/SAT/STAAR, INRW 0420, Grade C or better in ELA College Prep course from participating ISDs. **Successful completion of INRW 0300 corequisite course.** Please carefully read and consider the repeater policy in the HCCS Student Handbook.

English Website

https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/ (https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/)

◎ Core Curriculum Objectives (CCOs)

English courses satisfy three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that courses 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.
  - Composition I, Composition II, Creative Writing, Introduction to Technical Writing, and Technical & Business Writing only
- *Social Responsibility*: Students will demonstrate intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
  - Literature courses only

📊 Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/ (https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/)

Course Student Learning Outcomes (CSLOs)

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.

Word Count Requirement

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

☰ Departmental Practices and Procedures

Department-Specific 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

Program-Specific Student Success Information

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.

📙 Instructional Materials and Resources

Instructional Materials

The HCC Online Bookstore (https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course fees.

You will be required to purchase *The Bedford Reader* 14th ed. and the Norton E-packet, which you must purchase through Canvas. An instructional video link on how to purchase the Norton E-packet is provided in your Canvas Module.

Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for fourteen days:

<< [add link] >>

Other Instructional Resources

Courseware

A link and an instructional video about how to purchase the Norton e-pack will be provided in your Canvas Shell for this course under MODULES. The e-pack is essential to your success in this course. It includes *The Little Seagull Handbook*, *They Say/I Say with Readings*, the Inquisitive Quizzes, and the Norton Blog. It is a great deal for only $30.00, and is valid for one year of access. You will be required to read several essays in *They Say/I Say with Readings*, so purchasing this packet is necessary. The Inquisitive quizzes will populate Canvas and you will be able to see your quiz grades there. It is ESSENTIAL that you buy the Norton e-pack through the Canvas link. DO NOT BUY IT OUTSIDE OF CANVAS!

Availability: Purchase through Canvas ONLY
Price: $30.00

The Bedford Reader

Author: X. J. Kennedy, et al.
Publisher: Bedford/St. Martin's
Edition: 14th
ISBN: 978-1-3191-9560-1
Availability: Campus Bookstore

You can buy or rent the book, or purchase the e-book. The choice is up to you. You may also purchase the book through Amazon if you so wish. However, you must have a book in order to succeed in this course.

✔ Course Requirements

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
Quizzes	10%	Online Assignments: InQuisitive for Writers and They Say/I Say tutorials	Students will complete their online assignments and quizzes. Their grades will automatically populate in Canvas.
Final Exam	10%	Reflective Essay	Students will write an approximately two page essay in which they will discuss what they learned about writing and the writing process in this class. The purpose of this essay is for students to reflect on how much they have developed as writers and critical thinkers since the beginning of this class. This essay will be worth 100 points and is worth 10% of the final grade.
Final Exam	10%	Reflective Essay	Students will write an approximately two page essay in which they will discuss what they learned about writing and the writing process in this class. The purpose of this essay is for students to reflect on how much they have developed as writers and critical thinkers since the beginning of this class. This essay will be worth 100 points and is worth 10% of the final grade.

Type	Weight	Topic	Notes
Essay #1	5%	Descriptive Paragraph	Students will write a short one page essay worth 50 points using strong action verbs and vivid descriptive words. The purpose of this assignment is to refine your ability to write vivid engaging prose. It is worth 5% of your essay grade
Essay 2	10%	Narrative Essay	Students will write a two to two and half page essay worth 150 points. The purpose of this essay is to write vivid, engaging, descriptive prose that captures your readers' attention and draws them into your story. It is also to demonstrate your ability to structure an essay around a meaningful event in your life that impacted you either positively or negatively. It is worth 10% of your essay grade.
Essay 3	15%	Summary Essay	Students will write an approximately three page summary essay on one of the two college essays that will be read and discussed in class. The essay will be worth 150 points. The purpose of the essay is to demonstrate your ability to comprehend a college level essay and to summarize it accurately. Students will also demonstrate their knowledge of how to write a correct MLA Works Cited page. It is worth 15% of your essay grade.
Essay 4	20%	Critical Analysis Essay	Students will write an approximately four page essay on a longer reading found in the e-book version of *They Say/I Say with Readings* which they will have purchased as part of the Norton e-packet. This essay will be worth 200 points. The purpose of this essay is to demonstrate your ability to analyze texts critically and to further your ability to write well thought out critical responses to what authors say using MLA in-text citations as well as writing a correct Works Cited page. It is worth 20% of your essay grade.
Essay 5	30%	Argument Essay	Students will write a five page argument essay in which they will take and defend a position on a controversial topic discussed in *They Say/I Say with Readings*. The topic will be read at home and discussed in class so that students have a thorough understanding of the issue at hand before they begin writing the essay. Students will demonstrate their ability to formulate a position and support it with quotes and paraphrases taken from the chosen essays in *They Say/I Say with Readings* using proper MLA in-text citation. They will also have an accurate MLA Works Cited page. This essay will be worth 550 points and is wroth 30% of your essay grade.

Grading Formula

Grade	Range	Notes
A	90-100	
B	80-89	
C	70-79	
D	60-69	
F	0-59	

✳ Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete. An Incomplete is rarely given and will be looked at on a case-by-case basis in consultation with the English Department Chair.

Missed Assignments/Make-Up Policy

Due dates are posted for each assignment, and Canvas will not accept late submissions. If you have an emergency that precludes you from submitting an assignment on time, you will be required to present documentation of the emergency in order to be allowed to make up the assignment. This applies only to missed assignments. Students are not permitted to redo a submitted assignment for which a grade has been given for any reason.

Academic Integrity

Plagiarism is a serious academic offense. I strongly urge you to read about Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance in the Student Handbook. Please be aware that all essays submitted to this class must be new original essays. Please be aware that you must do your own work. Paying someone else to write your essay or buying an online essay is a breach of academic honesty and will result in your getting a 0 for the assignment. Submitting an essay you have done for another course or in a previous section of English 1301 is a form of plagiarism. You will be able to see your plagiarism reports on turnitin and will have ample opportunity to fix any problems. Ideally, your plagiarism report on your final draft should be at 0%, but due to idiosyncrasies inherent in turnitin, I will review plagiarism reports up to 12% on a case by case basis on final drafts. Anything over 12% on a final submission, will automatically be given a 0 and cannot be rewritten. If you are a chronic plagiarizer who submits multiple plagiarized essays, you will receive a grade of F for this course. Please also be aware that the essays are weighted by different percentages so that a 0 on an essay worth 30% of your final grade can have serious consequences for your final grade in this course. All cases of plagiarism will be reported to the Dean of Student Services.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

https://www.hccs.edu/studentprocedures (https://www.hccs.edu/studentprocedures)

Attendance Procedures

Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. Attendance will be taken sometime during each class meeting. I will call out your name, and I expect a response from you. If you appear online but do not respond when I call your name, you will be marked as absent because I will assume that you are engaged in other activities and are not actively participating in the class. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. If you start missing a lot of classes or assignments, I will do an Early Alert on you, and you will be contacted by an adviser regarding your attendance or online work. If you continue to miss class or not do online assignments, I encourage you to withdraw from the class; otherwise, I will withdraw you.   You are responsible for keeping up with the weekly assignments. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you do not log into the class before the official day of record which is **Jan. 31, 2022** for this semester, you will be automatically withdrawn from the course.

Students who stop attending class or who stop actively doing any work and do not withdraw themselves prior to the withdrawal deadline of **April 4, 2022** may either be dropped by their professor for excessive absences or be assigned the final grade of **FX** at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of **FX**, as compared to an earned grade of **F**, which is due to poor performance.

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.

I encourage everyone to turn on their cameras during class.   This class is Online on a Schedule and everyone is expected to be in class and actively participate.

Student Conduct

All HCC classes are comprised of students from a variety of ethnic, social, religious, and racial backgrounds. Both students and instructors hold views on social and political topics that may be brought up in class through class discussions, writing assignments, or assigned readings. While you may not agree with someone else's views, you are expected to be respectful of their right to hold divergent views. Swearing, threats, violence, disrespectful behavior, and other disruptions will not be tolerated in this class. Any disruptive behavior will be reported to the Dean of Student Services. Repeated disruptive behavior may cause you to be expelled from the college.

Instructor's Course-Specific Information

Paper Policy

All work, unless otherwise stated, must be typed, double-spaced, with one inch margins, 12 pt. font. Your last name and page number should be placed in the upper right hand corner of all pages except the first page. The first page should include your complete name, date, course/meeting time, and name of assignment. Centered should be an original title for your work. Also, save all of your work on flash drive so that you have a copy for yourself. Always make a back up. Always format your flash drives if you plan on printing them out here. Do not wait until the last minute to do this as there can be unexpected problems. **I will not accept inability to load a paper into turnitin as an excuse for a late paper.**

Late Paper Policy

I will not accept inability to load a paper into turnitin as an excuse for a late paper. Do not wait until the last minute to try to submit your paper to turnitin. It takes turnitin a few minutes to run the plagiarism report, so if you wait until the last minute turnitin may close before your paper can be run through the report. It is best to submit your paper at least 10 minutes before turnitin will close.

Textbooks and Online Access

This course is 15 weeks long, so I will give you three days to get your textbooks and to have logged on and completed an assignment on Inquisitive or one of the tutorials. If you have not done so after three days, I will do an Early Alert on you and continue doing them until you have the book and have done some online work. Your success in this course depends on your having a book and completing the course requirements. Failure to do so will result in certain failure in this course.

Devices

This is Online on a Schedule (WS) class. You are expected to have the required technology to participate in this live class. This includes use of a computer with a working microphone and camera.

Faculty-Specific Information Regarding Canvas

This course section will use Canvas ([https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)](https://eagleonline.hccs.edu)) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. **For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.**

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Faculty Statement about Student Success

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. Please read **Program-Specific Student Success Information** which appears earlier in the course calendar for more specific information on expectations in this course.

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the

differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

🏛 HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

Link to Policies in Catalog and Student Handbook

Here's the link to the HCC Catalog and Student Handbook: https://catalog.hccs.edu/ (https://catalog.hccs.edu/)

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

Link to HCC Academic Integrity Statement

https://www.hccs.edu/student-conduct (https://www.hccs.edu/student-conduct) (scroll down to subsections)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

https://www.hccs.edu/campuscarry (https://www.hccs.edu/campuscarry)

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 (https://www.hccs.edu/email) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the following link to access the HCC Office of Institutional Equity, Inclusion, and Engagement: https://www.hccs.edu/eeo (https://www.hccs.edu/eeo)

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, 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 https://www.hccs.edu/accessibility (https://www.hccs.edu/accessibility)

Title IX

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 (mailto:Institutional.Equity@hccs.edu)

https://www.hccs.edu/titleix (https://www.hccs.edu/titleix)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/ (https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

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 a guide.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: https://www.hccs.edu/online/ (https://www.hccs.edu/online/)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. https://eagleonline.hccs.edu/ (https://eagleonline.hccs.edu/)

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 derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- 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
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook (https://www.hccs.edu/studenthandbook)

EGLS3

The EGLS[3] (Evaluation for Greater Learning Student Survey System (https://www.hccs.edu/egls3)) 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. EGLS[3] surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

https://www.hccs.edu/egls3 (https://www.hccs.edu/egls3)

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student 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 (https://www.hccs.edu/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 https://library.hccs.edu (https://library.hccs.edu/).

Supplementary 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 https://www.hccs.edu/supplemental-instruction (https://www.hccs.edu/supplemental-instruction)

Resources for Students:

https://www.hccs.edu/covid19students (https://www.hccs.edu/covid19students)

Basic Needs Resources:

https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/ (https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/)

Student Basic Needs Application:

https://www.hccs.edu/basicneeds (https://www.hccs.edu/basicneeds)

COVID-19

Here's the link to the HCC information about COVID-19:

https://www.hccs.edu/covid-19 (https://www.hccs.edu/covid-19)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

Copyright Statement

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📅 Course Calendar

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.

Jan. 14	Last day for 100% refund
Jan. 18	Classes begin

Jan. 31   Official Day of Record

Feb. 3   Last day for 70% refund

Feb. 9   Last day for 25% refund

Feb. 21   Presidents' Day

March 14-20   Spring Break

April 4   Last day for administrative and student withdrawals

May 5   Last day of instruction

May 9   Final Exam (11:00 a.m. - 1:00 p.m.)

May 15   Semester Ends

Week	Dates	Topic / Assignments Due
1	1/18 & 1/20	Introduction to course and materials Critical Reading Writing Contexts Complete the "How to Use Inquisitive" quiz, "How to Make the Most of the Little Seagull Handbook" quiz, and the "Editing the Errors That Matter" quiz. All of these are in Inquisitive. Read p. 117-123 in *The Bedford Reader*; Read "Arm Wrestling with My Father" by Brad Manning p. 125-130; "Impatiently Waiting for the Horror of My Death" by Scaachi Koul p. 133-139; "My Summer of Scooping Ice Cream" by Shonda Rhimes p. 140-143
2	1/25 & 1/27	Discuss descriptive writing Practice writing descriptive sentences and paragraphs **Submit your descriptive paragraph to Eagle Online** Read p. 67-74 in *The Bedford Reader*; Read "Fish Cheeks" by Amy Tan p. 77-80; "Museum" by Naomi Shihab Nye p. 81-84; "Kumar Ran a Car" by Kunal Nayyar p. 91-96
3	2/1 & 2/3	Discuss narrative essays Brainstorming, planning, and outlining Editing strategies
4	2/8 & 2/10	Continue studying narrative writing More editing strategies **Submit your narrative essay to Eagle Online**

Week	Dates	Topic / Assignments Due
5	2/15 & 2/17	Read the summary handout in your module In *The Bedford Reader*, read "Black Men and Public Space" by Brent Staples p. 169-172; "The Struggle" by Isa Rae p. 176-180; "Looking Back" by Zane Rassler p. 186-190. Complete the following assignments in Inquisitive: "Incorporating quotations" and "punctuating quotations" Read Chapter 1 in *They Say/I Say with Readings* and complete the Chapter 1 tutorial MLA Format
6	2/22 & 2/24	Continue discussing summarizing Discuss using quotations Read Chapter 2 in *They Say/I Say with Readings* and complete the Chapter 2 tutorial Read "College Pressures" by William Zinsser (a link is provided in the module) Read "Division Street" by Rebecca Solnit p. 602-609. Read "Should Everyone Go to College?" by Stephanie Owen and Isabel Sawhill p. 488-505; and "Are Too Many Going to College?" by Charles :Murray p. 506-526 in *They Say/I Say with Readings.*
7	3/1 & 3/3	Read "Two Years Are Better Than Four" by Liz Addison p. 527-530 in *They Say/I Say with Readings* Read Chapter 3 in *They Say/I Say with Readings* and complete the Chapter 3 tutorial Read "Responding to Texts" in the Module Read "How to Identify Love by Knowing What It's Not" by Augustin Burroughs p. 482-490; "Size 6: The Western Women's Harem" by Fatema Mernissi p. 244-252; "Peculiar Benefits" by Roxane Gay p. 467-473. **Submit your Summary Essay to Eagle Online**
8	3/8 & 3/10	Discuss responding to texts Discuss the art of disagreeing Read Chapters 4 & 5 in *They Say/I Say with Readings* and complete the Chapters 4 & 5 tutorials Read "The New Jim Crow" by Michelle Alexander ip. 408 - 428, "The 'Other Side' Is not Dumb" by Sean Blanda p. 380-386, and "Why America Is Self-Segregating" by Danah Boyd p. 387-396 in *They Say/I Say with Readings*

Week	Dates	Topic / Assignments Due
9	3/22 & 3/24	Read Chapters 6 & 7 in *They Say/I Say with Readings* and complete the Chapters 6 & 7 tutorials In *The Bedford Reader*, read "Live Free and Starve" by Chitra Divakaruni p. 437-440, "*Plata o Plomo*. Silver or Lead" by Marie Javdani p. 442-446, "Whistling in the Dark" by Barbara Parsons p. 336-341
10	3/29 & 3/31	Continue working on responding to texts Read "Why We Need to Keep the 'Community' in Community Colleges" by Anna Clark p. 531-537 and "Minority Student Clubs: Segregation or Integration?" by Gabriella Mora p. 538-547 in They Say/I Say with Readings Read Chapters 8, 9, and 10 in *They Say/I Say with Readings* and complete the Chapters 8, 9, and 10 tutorials **Submit your critical analysis essays to Eagle Online**
11	4/5 & 4/7	**Read about Argument in your module** **Discuss argumentative writing** Read "The Flight from Conversation" by Sherry Turkle in your module. Also read "Go Ahead: Waste Time on the Internet" by Kenneth Goldsmith p. 582-586 and ""Has Coronavirus Made the Internet Better?" by Jenna Wortham p. 587-592 in They Say/I Say with Readings
12	4/12 & 4/14	In *The Bedford Reader*, read about argument and persuasion p. 491-505 Read "It Turns Out Our Tech Gadgets Ares as Isolating as Experts Say" by NIcholas Brody p. 593-596, "How Smartphones Hijack Our Minds" by Nicholas Carr p. 597-606, "Social Media: The Screen, the Brain, and Human Nature' by Justin Vinh p. 607-613, "Google, Democracy, and the Truth about Internet Search" by Carole Cadwallandr p. 624-642, and 'Are We Really as Awful as We Act Online?" by Agustn Fuentes p. 643-649 in They Say/I Say with Readings
13	4/19 & 4/21	Read "The Coddling of the American Mind" (link found in module) **Work on Argumentative outline** Read Chapters 11 & 12 in *They Say/I Say;* Complete Chapters 11 & 12 tutorials
14	4/26 & 4/28	**Prepare first draft for argument essay**
15	5/3 & 5/5	**Peer edit argument essay** **Submit argument essay to Eagle Online 12/1**
16	5/9	**Final Exam 11:00 a.m. - 1:00 p.m.**

⬛ Additional Information

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

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