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| **Department of English****English 1301Composition IDistance Fall 2012-16-Week Term****English Department** |

**Composition I: Social Issues in Civilization Today**

PREREQUISITES / COURSE CONTENT AND OBJECTIVES / SCHOLARLY STANDARDSREQUIRED TEXTS / REQUIREMENTS / GRADING SCHEDULE / WITHDRAWAL POLICYSTUDENTS WITH DISABILITIES / EGLS3/ COURSE COMMUNICATION/ COURSE SCHEDULE

**Prerequisites**

• Must be placed into college-level reading and college-level writing by appropriate testing results

• Completion of appropriate Developmental English courses

**Course Content and Objectives**

Welcome to Composition I, or English 1301. I hope you will learn and understand the various rhetorical modes of writing. By the end of the course, you should see improvements in your writing, editing, and grammar skills. This course focuses on “Social Issues in Civilization Today”. In addition, this course seeks to evaluate the role of higher education in helping students develop ethical, moral, and rational faculties necessary for their informed participation as citizens and members of the human race.

**Student Learning Outcomes**:
1. Demonstrate knowledge of writing as a 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.

"SCHOLARLY\_STANDARDS”

Scholarly standards are those established in the course but universally followed in college-level scholarship. One purpose of course lectures, presentations, and discussions is to demonstrate college-level academics. These standards are better learned in class than from any manual. The college writing standard ought to be well known and, for this class, specifically employs *The Little Seagull Handbook* for correct English expository style. The English department further authorizes students to use the MLA parenthetical citation method for scholarly form. Any work that falls beneath the college, departmental, and course standards is unacceptable.

The college has a code that regulates academic ethics. While the code is self-evident, there is one ethical question that needs be addressed here. Plagiarism is epidemic in higher education. It is a serious academic offense to plagiarize, i.e., to commit academic theft by presenting the ideas or words of another as though they were one’s own, and therefore pains must be taken to indicate borrowed ideas by endnotes, and borrowed phraseology by endnotes and quotation marks. Again, it is the student’s responsibility to know what constitutes plagiarism.

If the code and the guidance here are insufficient, contact the professor at Julie.garza@hccs.edu.

**Required Texts**

• Peterson, Linda H. and John C. Brereton. *The Norton Reader.* Twelfth edn. (New York: Norton, 2008).

• Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook.* (New York: Norton, 2011).

**Recommended Texts**

Strunk Jr., William and E. B. White. *The Elements of Style.* Fourth edn. (New York: Longman, 2000).

• Adler, Mortimer J. and Charles Van Doren. *How to Read a Book.* (New York: Touchstone, 1972).

**Requirements**

*Formal Essays*. Students will be asked to write three 3–5 page essays. More details on these assignments will come later.

*Final Examination*. Students will take a cumulative final examination. No student may pass the course without completing this exam. The exam will be done completely online. Students will not have to come to an HCC campus to take it.

*Weekly Assignments*. Frequently, the instructor will provide students with a question about the readings or course tasks, which students must answer in the form of a one 200 to 300-word written paragraph. Students will given a total of 15 one-paragraph assignments. No assignments may be handed in late. WEEKLY ASSIGNMENTS DUE MONDAYS at MIDNIGHT.

*Discussion Assignments.* 15 discussion assignments answered in two paragraphs or less. No assignments may be handed in late. DISCUSSION ASSIGNMENTS DUE WEDNESDAYS at MIDNIGHT.

*Quizzes*. Weekly quizzes are administered to ensure that students keep up with assigned readings. Students will complete five to ten quizzes. QUIZZES DUE FRIDAYS at MIDNIGHT.

*Journals.* Sometimes there will be a Journal due on Fridays by midnight **instead** of a quiz. If there is a journal assignment instead of a quiz on Fridays, then you will be informed.

*Attendance/Participation*. The success of online learning experience is largely dependent on student participation in the discussion forums. Frequent and collegial participation in the discussion threads will be an essential part of the course grade. Half of the participation grade is earned by postings in the general weekly readings discussion threads and the other half is based on participation in the group discussions.

**Grading Schedule**

Listed below is the weight that will be given to the particular assignments detailed in the section above and the instructor’s conception of the meaning of lettered grades. In fairness, the instructor has provided the range of scholarly opportunities so as to prevent penalizing any student for some extraneous personality trait like shyness, or illness or fatigue on some particular occasion. The instructor’s practice of grading is at a high academic standard and scrupulously fair.

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| Social Argument/Analytical Papers Essay 1 – 5%Essay 2 – 5%Essay 3 – 5%Essay 4 - 10%Essay 5 - 10%Total - 35% | 35% |
| Discussion Assignments | 10% |
| Weekly Assignments  | 15% |
| Quizzes/Journals | 10% |
| AttendanceParticipation | 10%10% |
| Final Examination **TOTAL** | 10%**100%** |

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| A | (90-100%)  | ==>  | Outstanding, and therefore rareExceptional in mechanics, style, and content |
| B | (80-89%) | ==>  | Superior work, surpasses an “average” performanceSuperior in one or two areas: mechanics, style, content |
| C | (70-79%)  | ==>  | Has satisfied requirements for college workPerformed in an average manner, good but unexceptional |
| D | (60-69%)  | ==>  | Less than adequate, frequently slipshodNoticeably weak in mechanics, style, content |
| F | (0-59%)  | ==>  | Not at all adequateDoes not show mastery of course material |
| I |  | ==>  | Incomplete |

**Withdrawal Policy**

As of Fall 2007, the Texas legislature has instituted a new policy governing all community colleges in Texas. The new regulations require that all student-initiated or administrative “withdrawals” must be recorded on or before the official college “Withdrawal Date.” After that date, students dropping out of the course or not fulfilling course requirements may only be given an “F.” Individual professors have no discretion in this matter any more.

Additionally, freshman entering college Fall 2007 onward are only allowed to have six “Withdrawals” total over the course of their academic careers. This rule does not apply to students enrolled previous to Fall 2007. Thus, if students are thinking about withdrawing from a course, it is important to discuss the implications of this choice with an academic adviser, as they now carry serious academic consequences.

This semester’s deadline for withdrawals is Friday, November 2 at 4:30 pm. It is the student’s obligation to withdraw from the course. The professor will not do it for him/her.

"STUDENTS\_WITH\_DISABILITIES”

The Americans with Disabilities Act requires all places of business and employment, all government agencies, and all educational institutions to make reasonable accommodations for persons with disabilities. Students with disabilities—whether those disabilities be physical handicaps or learning disabilities—are encouraged to discuss immediately any and all difficulties or potential difficulties in the course with this instructor (who is herself disabled) and with all their instructors more generally. To facilitate any necessary accommodations, students must contact their appropriate Distance Education counselors.

**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, 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 division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**Course Communication**

Professor Garza will be available for general consultation by phone, email, or by internet chat by appointment. If possible, I will also offer “Virtual Office Hours” using iChat. If time permits, each week, I will post different “Virtual Office Hours,” during which students may conference with me by internet chat or by email.

**If a student should encounter problems with the course, he or she should immediately inform the instructor by e-mail at** **julie.garza@hccs.edu** **, or**

**(through the Eagle Online course e-mail, only if necessary though).**

julie.garza@hccs.edu is the best way to get in touch with the professor. Please contact the professor through this contact option first.

The instructor encourages students to communicate with her about this course and any other important matters. Also, any student who encounters difficulties in the class, in his or her studies in general, or with the larger academic institution, should immediately inform me so that we may try together to overcome them.

The instructor’s objective in teaching is to educate students at a high academic standard, that is, to equip students intellectually and empower them to think critically and to read and write correctly and well both in English courses and in college more generally. What students learn in this course ought to be relevant to other courses and to their lives. The instructor’s objective is, in sum, Socratic. Consequently, the instructor implores students to engage in dialogue with her. Teaching is not the instructor’s occupation but her vocation.

**FINAL EXAMINATIONS**
Sunday, December 9 - Wednesday, December 12

Students may take final examinations online any time between 12:05 am on Sunday to midnight on Wednesday. Exam takes two hours.