



Guided Studies

Northeast College

ENGLISH 0310 Fundamentals of Grammar and Composition II

CRN 51758 – Semester Fall 2011

3 hour 1lab lecture course / 64 hours per semester/ 16 weeks

Location: Northline Campus

Instructor: Kendris J. Brumfield

Instructor Contact Information: Email: kendris.brumfield@hccs.edu

Phone: 713-718-2409

Office location and hours: TBA

English 0310 Syllabus

Course Overview: The dominant focus of English 0310 is on Writing Process, reading and thinking critically for evaluation purposes, and the production of writing products that demonstrate both provocative reading and effective presentation. Students will have ample opportunities to learn, apply, practice, and refine writing skills.

Course Objectives: The primary objective of English 0310 is to teach students the central components of academic writing and prepare them for future English composition and other college course writing as well as career writing. Students will gain experience using Writing Process, rhetorical modes, structural strategies, and standard conventions of grammar, usage, and mechanics. Successful students will master these writing techniques with sufficient skill to address freshman level English composition and any state testing requirements including the THEA. Developmental English 0310 Objectives include and incorporate federally mandated SCANS SKILLS (workplace skills) in both curriculum and classroom instruction and applications. SCANS SKILLS include skills development in listening, speaking, reading, writing, critical thinking skills, and computer literacy.

English 0310 Student Learning Outcomes

1. Use a variety of sentence patterns in writing.
2. Comprehend and respond to assigned readings.
3. Employ the writing process (planning, drafting, revising, editing, and developing thesis and topic sentences) in assigned writings.
4. Write a variety of essays using appropriate rhetorical modes.
5. Incorporate the ideas and words of other writers in their own essays using established strategies.

Prerequisites

English 0300 or English 0349. Students may also place into English 0310 with specified scores on SAT, ACT, THEA, or Asset or placement alternative test like Compass or Maps **and** the diagnostic essay evaluation by designated HCCS Faculty.

Course Goals (includes competencies, incorporation of SCANS, etc.)

By semester end, the student who passes with a "C" or above will have been able to:

1. Complete and comprehend reading assignments.
2. Attend class regularly, missing no more than 12.5% (8 hours) of instruction.
3. Participate in small group/class discussions to analyze and interpret essay models.
4. Write five or six passing essays as assigned. Two essays will be timed and impromptu.
5. Pass the final essay with 70%+ and achieve a 70%+ average in the course.

In English 0310, students receive instruction and write essays that will improve their writing skills. Students learn reading and writing strategies, the application of writing process steps, cultivation of content at the sentence, paragraph, and essay levels, standard grammar, sentence, and word usage, and the standard conventions of mechanics (punctuation, capitalization, and spelling). Students are expected to demonstrate basic mastery (70% or higher scoring) as they progress through English 0310. When students complete English 0310, they will have met specific goals of basic mastery in writing skills, standard usage, and mechanics conventions.

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.

Instructional Materials:

Maimon, Peritz, and Yancey, *The New McGraw-Hill Handbook*, 2nd Edition.
 Buscemi and Smith, *Seventy-five Readings Plus*. 9th Edition

HCC Policy Statement – ADA

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future student, scroll down the page and click on the words Disability Information.

District ADA Counselor Donna Price 713.718.5165

Central ADA Counselors Jaime Torres 713.718.6164

Martha Scribner 713.719.6164

Northeast ADA Counselor Kim Ingram 713.718.6164

Northwest ADA Counselor Mahnaz Kilaini 713.718.5422

Southeast ADA Counselor Jette Lott 713.718.7218

Southwest ADA Counselor Dr. Becky Hauri 713.718.7910

Coleman ADA Counselor Dr. Raj Gupta 713.718.7631

HCC Policy Statement – Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another student's test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of a test that has not been administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

HCC Policy Statements

Attendance—It is important that you come to class! Attending class regularly is the best way to succeed in this class. It is your responsibility to drop a course for nonattendance; the instructor has the authority to drop you for excessive absences. If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of six (6) hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early. happens too many times, you may suddenly find that you have "lost" the class. Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you –

online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines.

Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor. 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

Instructor Requirements

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 class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to:

- Attend class and participate in class discussions and activities
- 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

Grading

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Final grades are determined by averaging the total of each area listed below.

20%	Instructor's Choice: Double Entry Journals and Impromptu writing assignments.
10%	Narration/Description Essay
10%	Definition Essay
10%	Comparison/Contrast Essay
10%	Cause and Effect Essay
10%	Argument Essay
10%	Twenty Sentences
20%	Final Exam

Grading Scale –

90-100	A
80-89	B
70-79	C
Below70	IP (In Progress)

Other Student Information

AskOnline.com and Guide to Grammar and Writing (<http://grammar.ccc.commnet.edu/grammar/>)

16 Week Calendar

We reserve the right to make changes or additions to this syllabus. Assignments have been taken from your two required textbooks: **75 Readings Plus, 9th edition**, and **The New McGraw-Hill Handbook, 2nd edition**.

Week	Class Activities	Assignments
1	Syllabus Review Diagnostic Essay	Study Chapter 30, Handbook, pp.478-494
	Review of the parts of speech	Complete study of Chapter 30. Study Chapter 31, Handbook, pp. 494-510. Read George Orwell, "Shooting an Elephant," 75 Readings, pp. 2-9. Complete Double Entry Journal (Handout).
2	Labor Day Holiday	
	Second review of parts of speech. Discuss sentence basics. Discuss "Shooting an Elephant." Discuss topics for the Narration Essay. Prewriting activities for Narration Essay. Style: Emphasis .	Read James Baldwin, "Salvation," 75 Readings, pp. 10-13. Complete Double Entry Journal (Handout).
3	Discuss sentence basics.	Write Draft of Narration Essay .

	<p>Discuss “Salvation.”</p> <p>Peer analysis of Narration Essay.</p> <p>Style: the Loose Sentence.</p>	
	<p>Peer analysis of Narration Essay.</p> <p>Direction of description</p>	<p>Prepare final draft of Narration Essay.</p> <p>Please submit:</p> <ol style="list-style-type: none"> 1. Final draft 2. Rough draft 3. Peer analysis 4. Prewriting activities <p>Study Chapter 32, Sentence Fragments, Handbook, pp. 512-523.</p>
4	<p>Narration Essay is Due.</p> <p>Discuss sentence fragments.</p> <p>Style: the Periodic Sentence.</p>	<p>Read Ellen Goodman, “The Company Man,” 75 Readings, pp. 127-129. Complete Double Entry Journal.</p>
	<p>Discuss “What is Poverty” and “The Company Man.”</p> <p>Structure and content of the Definition Essay.</p> <p>Writing an extended definition.</p>	<p>Study Chapter 33, Handbook, pp. 524-535.</p>
5	<p>In-class: Definition Essay.</p>	<p>Complete study of Chapter 33.</p>
	<p>Discuss comma splices and run-ons.</p>	<p>Study Chapter 34, Handbook, pp. 536-549.</p> <p>Read Bruce Catton, “Grant and Lee: A Study in</p>

		Contrasts,” 75 Readings, pp. 191-194 Complete Double Entry Journal.
6	<p>Discuss “Grant and Lee.”</p> <p>Discuss subject-verb agreement.</p> <p>Discuss topics for the Comparison Contrast Essay.</p> <p>Prewriting activities</p> <p>Style: Wordiness</p>	Complete study of subject-verb agreement.
	Continue discussion of subject-verb agreement	<p>Read Mark Twain, “Two Views of the Mississippi,” 75 Readings pp. 208-210. Complete Double Entry Journal</p> <p>Read Suzanne Britt: “Neat People vs. Sloppy People,” 75 Readings, pp. 217-219. Complete Double Entry Journal.</p>
7	<p>Discuss “Two Views of the Mississippi,” “Neat People vs. Sloppy People.”</p> <p>Organization: Levels of Generality</p>	<p>Write draft of Comparison Contrast Essay.</p> <p>Study Chapter 35, Handbook, pp. 551-575.</p>
	<p>Peer Analysis of Comparison Contrast Essay.</p> <p>Discuss problems with verbs.</p> <p>Discuss general and specific details.</p> <p>Style: the Mid-branching Sentence.</p>	<p>Study Chapter 36, Handbook, pp.575-597.</p> <p>Read Paul Salopek, “Shattered Sudan,” 75 Readings, pp. 305-318. Complete Double Entry Journal.</p>

8	<p>Discuss problems with pronouns.</p> <p>Discuss “Shattered Sudan.”</p> <p>Discuss strategies for writing the</p>	<p>Prepare final draft of Comparison Contrast Essay.</p> <p>Please submit:</p>
	<p>Cause and Effect Essay.</p>	<ol style="list-style-type: none"> 1. Final draft 2. Rough draft 3. Peer analysis 4. Prewriting activities <p>Study Chapter 37, pp. 597-609.</p>
	<p>Comparison Contrast Essay is due.</p> <p>Discuss topics for the Cause and Effect Essay.</p> <p>Discuss Chapter 37, “Problems with Adjectives and Adverbs.”</p>	<p>Study Chapter 42, Handbook, pp. 637-645.</p>
9	<p>Discuss faulty parallelism.</p>	<p>Study Chapters 43, Handbook, pp. 645-652.</p>
	<p>In-class: Cause and Effect Essay</p>	<p>Complete study of Chapter 43.</p>
10	<p>Discuss Dangling Modifiers</p>	<p>Read Andres C. Revkin, “Global Warming is Eroding Glacial Ice,” 75 Readings, pp. 413-417.</p> <p>Complete Double Entry Journal. Read Phillip Stott, “Global Warming Is Not a Threat to Polar Ice, 75 Readings, pp. 418-421. Complete Double Entry Journal.</p>

	<p>Discuss global warming essays.</p> <p>Discuss the Augment Essay.</p> <p>Strategy: Active Voice</p>	Study Chapters 51-52, Handbook, pp. 718-751.
11	<p>Continue discussion of the Argument Essay.</p> <p>Discuss Punctuation.</p>	Continue study of Chapters 51-52.
	<p>Continue discussion of the Argument Essay.</p> <p>Discuss Punctuation.</p>	Complete study of Chapters 51-52.
12	<p>Discuss topics for Argument Essay.</p> <p>Prewriting activities.</p> <p>Continue discussing punctuation.</p>	Write draft of Argument Essay .
	<p>Peer analysis of Argument Essay.</p> <p>Continue discussion of punctuation.</p>	<p>Prepare final draft of Argument Essay.</p> <p>Please submit:</p> <ol style="list-style-type: none"> 1. Final draft 2. Rough draft 3. Peer analysis 4. Prewriting activities
13	Understanding Analogy.	Read Plato, "The Myth of the
	Argument Essay is due.	

	Discuss reading selections. Discuss strategies for writing analogies.	
14	Thanksgiving Holiday	
15	Developing Sentence Fluency Sentence Combining	Self-analysis of your essays.
	Continue sentence level work	Review sentence structure.
16	Sentence level work Review for final exam	
	Final Sentences	
	Final Exam	