

English Composition I – Fall 2013
Engl 1301 HCCS – Dual Credit KISD
CRNs 62165, 62166
3 credit hours / 48 hours per semester
16 weeks: 9/4/12 – 12/15/12
Lecture / Core Curriculum

Instructor: Lane Ferrero Fletcher
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Office hours: during Enrichment Period on Thursday
or by appointment

Prerequisite: Must be placed into college-level reading and college-level writing. Credit: 3 (3 lecture).

Core Curriculum Competencies: This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

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 the introduction to argumentation, critical analysis, and the use of sources.

Course Goals: In Engl 1301, we seek to provide writing instruction and practice that will help students master writing the short essay while developing critical reading skills. We believe that in mastering this particular kind of writing, students will also gain skills that will permit them to be successful at writing tasks in other college courses, their careers, and their personal lives.

How Goals and Description Apply to You: 1301 is a challenging course. You will do a lot of writing. You will learn to write for a variety of purposes and audiences, and you will be able to vary your style of writing in ways that are appropriate to different circumstances.

Student Learning Outcomes: Demonstrate knowledge of writing as process; Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays; Analyze elements such as purpose, audience, tone, style, and strategy in essays and/or literature by professional writers; Write essays in appropriate academic style using various rhetorical strategies; Synthesize concepts from and use references to assigned readings in students' own academic writing; Develop a repertoire of techniques and strategies for pre-writing, developing, organizing, revising, editing, and preparing writing for publication; Develop increased fluency in new contexts and master expected surface conventions of writing.

Learning Objectives: Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—in written essays that persuade or argue; Distinguish fact from opinion in others' writings and evaluate whether they prove their points and whether they can be appropriately be used as sources in documented papers; Recognize and analyze strategies used by writers; Write appropriately for a variety of purposes, situations, and audiences; and Conduct research and write documented papers using current MLA citation style.

Minimum Writing Requirement: 5000 words. You will be writing a lot more, because writing is a messy and recursive process requiring a lot of paper and ink. All papers that you turn in for a grade are to be hard copies, generated on a computer, using the most current version of Microsoft Word.

Additional Support: both face to face and online tutoring are available. On-campus tutors are in the Katy Writing Center, room 321, across the hall from the third-floor library. Call 713 718-5841 for hours. You do not need an appointment. Online tutors are available at <http://askonline.net>. Click on Houston Community College System under the "Select an Institution" button on the homepage.

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at daniel.dylla@hccs.edu or call the library at 713 718-5747. The library at the Katy Campus is in Room 325.

ADA Disability Support Services are available. Faculty are authorized to provide the accommodations requested by the Disability Support Offices. 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 beginning of each semester. Contact the Northwest College ADA Coordinator (Mahnaz Kolaini) at 713 718-5422, the HCC District Coordinator Donna Price at 713 718-5165, or visit the ADA Website at www.hccs.edu (Click Future Students, scroll down, and click on Disability Information).

FERPA: Federal law protects students' privacy. I may not discuss students' grades or attendance with anyone other than the student and certain HCCS administrators.

Instructional Methods: This is a writing class. Is it analogous to a studio art workshop. Every class meeting will require you to listen, speak, think, and write. In addition to participating in class meetings, you will be responsible for working outside of class to read assignments, write, complete your Personalized Learning Plan on Connect, and collaborate with co-writers. You will need daily convenient access to a computer and printer.

This course serves as an introduction to academic discourse. A large percentage of our class time will be spent in conversation. Expect to ground your arguments, spoken and written, with evidence and clear reasoning. Read and think about the reading assignments before you come to class. By contributing to discussions you will learn to refine your rhetorical skills and improve your ability to participate not only in these academic discussions but also in the workplace, social environments, and the democratic process.

Instructional Materials:

The following two e-books are available through your Connect account:

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook*. 3rd Edition. New York: McGraw-Hill, 2012.

Comp 1 Study Guide: The Process of Writing. Houston: The Teaching and Learning Initiative, 2012.

To register for Connect: go to the following URLs

http://connect.mcgraw-hill.com/class/1_fletcher_f13_62165_1

http://connect.mcgraw-hill.com/class/1_fletcher_f13_62166

The Learning Web is accessible through the HCC NW homepage; this is where you will find the updated class schedule, required readings, links to Connect and other important sites, and additional information.

Student Assessments: Grades:

10% Connect. 9/12 finish Initial Diagnostic. 11/27 finish PLP and PostDiagnostic

10% Midterm and Final

20% Turning in writing-in-process on time (at every class meeting except midterm and finals week)

30% Written Products: Personal Essay, Report Using Sources, and Collaborative Investigative Report

30% Actively responding to classmates and their writing during every class meeting

Connect Personalized Learning Plan completion: 10% Online grammar program incorporating the Handbook and Study Guide

Midterm and Final: 10% The midterm and final will be graded according to HCC English Department standards, which include grammar, sentence structure, punctuation, word usage, tone, and mechanics. Content (your ideas) is of utmost importance. The English Department has a long-standing rule on in-class exams. If the average of the midterm and the final in-class essays falls below a 70 (C), the student cannot make above a C in the course. If the average of the in-class writing is a D (60-69), the student must receive a D in the course. If the average of the in-class writing is an F (0-59), the student must receive an F in the course. The average of the in-class essays is formed by counting the first in-class essay (the mid-term) once and by counting the last one (the final) twice.

Personal Essay (10%) 750 words, using rhetorical strategies and demonstrating awareness of audience and creation of a persuasive persona

Report Using Sources (10%) 1000+ word informative essay surveying several published positions on a current, local issue

Collaborative Investigative Report (10%) 1500+ word paper in APA style which requires students to identify an issue, and to collect, synthesize, and report on primary research in their community. This collaborative project involves identifying and interviewing reliable experts, collecting data through observation, surveying peers presenting an oral report, and illustrating findings in graphs and charts supported by explanatory text.

HCC Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = below 60.

A Note to Dual Credit Students: Enjoy your senior year in high school, but remember this is a college class. College students are adults who enjoy greater personal freedom, less direct supervision, and more privacy than high school students. However, they also bear more responsibility for their own decisions, and the consequences of the choices they make may be more far-reaching.