

*Honors Composition I*  
*ENGL 1301*  
*Fall 2013 – Houston Community College*

**Course Information**

CRN: 59303

Credit: 3 Hours

Location: FAC 316

**Instructor Information**

Dr. Lydia French

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**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 an introduction to argumentation, critical analysis, and the use of sources. Core Curriculum course. Prerequisite: A satisfactory assessment score, completion of ENGL 0310, or (for non-native speakers) ENGL 0349. 3 credit (3 lecture).

**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
- completeness in development
- sound content, including applications of concepts and references to assigned readings
- unity and coherence
- appropriate strategies of development
- sensitivity to audience
- effective choice of words and sentence patterns
- grammatical and mechanical correctness
- appropriate MLA citation format

### 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.

### Writing as a Process

As these learning goals indicate, this course will introduce writing and reading as reflexive processes, in which each influences the other. I teach writing with the philosophy that writers are practiced or unpracticed rather than inherently “good” or “bad.” This course is designed to give you the practice you’ll need to develop as a writer.

The writing process we will use in this class involves at least four steps:

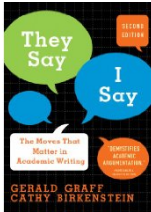
1. **INVENTION**, or pre-writing: During this stage of the writing process, the writer answers the question, “What do I want to write about?” This is the idea-generating stage, where you express your interests and experiences related to the topic.
2. **DRAFTING**: This is the stage that most of you are probably familiar with. When you sit down to write an essay out with some paragraph or sentence structure, you’re drafting. If you turn in your first draft for a grade, your paper will be considered incomplete.
3. **PEER REVIEW**: Because writing is a creative and very personal form of expression, it can be difficult to receive criticism of your work. But precisely because it is so personal and creative, you need to get outside feedback from your classmates and instructor in order for your writing to improve. Take your peer reviewers’ comments seriously and use their suggestions to guide your revision of your paper.
4. **REVISION**: Revising a paper from its draft versions is one of the most important steps in the writing process. In fact, revision itself is a process. It begins with a re-assessment of your ideas and a re-evaluation of your organization and ends with editing for grammar, mechanics, and typos. The point is to begin with the big picture: ask yourself many of the same questions you asked in the invention stage but this time with the added benefit of feedback from others. Only once you have completed this re-writing will you want to turn your attention to grammatical issues, which means you need to be able to identify them in your own writing. Revision will also be the basis for your writing portfolio.

**Required Textbooks:**



Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook*. New York: W.W. Norton & Co, 2012. (Abbreviated in syllabus as LSH)  
ISBN: 978-0-393-91151-0

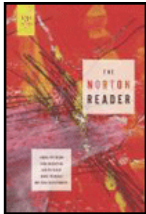
Companion Website: Exercises, Research, and Sample Papers



Graff, Gerald and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. Second Edition. New York: Norton, 2010. Print. (Abbreviated in syllabus as TS)

ISBN: 978-0-393-93361-1

Companion Website: They Say / I Blog



Peterson, Linda, et. al. *The Norton Reader*. Thirteenth Edition. New York: W.W. Norton & Co., 2012. Print. (Abbreviated in syllabus as NR)

ISBN: 978-0-393-91218-0

Companion Websites: Writing Toolbar and Write/Site

**Course Requirements:**

<i>Writing Portfolio</i> .....	50%
<i>Invention Journal</i> .....	10%
<i>In-Class Essays</i> .....	10%
<i>Course Wiktionary</i> .....	10%
<i>Reading and Instruction Quizzes</i> .....	10%
<i>Final Presentation</i> .....	10%

**Assignment Descriptions:**

This section is not intended as a substitute for the instructions on each assignment page. *Please read all instructions carefully before submitting any assignment.*

Writing Portfolio: Over the course of this semester, you will be submitting a total of five essays for peer review, instructor feedback, and revision. At the end of the semester, you will compile your four best essays into a portfolio along with a narrative account of your development as a writer and critical thinker in this course. You will decide how you want to present yourself in your portfolio by selecting the format and design appropriate to your personality and development.

*Invention Journal:* Invention is the first step in the writing process, the stage in which you generate ideas and decide what you'll write about. For this course, you will keep a journal in which you document your invention strategies for each of the five portfolio essays you'll write. The invention journals will be located on the Eagle Online website along with each essay's assignment description and submission portal.

*In-class Essays:* The in-class essays are designed to prepare students for the kinds of timed, supervised writing scenarios that you will encounter throughout your college career. In-class essays will be based on the readings and will develop skills based on the progression of the course.

*Course Wiktionary:* "Wiki" (as in "Wikipedia") stands for "What I Know Is" and describes an online publication composed by general contributors. In our course, you will use a wiki on Eagle Online to create a dictionary. To do this, you will post definitions for unfamiliar vocabulary you encounter in instructional materials or in your reading. As each student contributes terms over the course of the semester, we will build up our own personal wiki-dictionary, or wiktionary. To provide as many resources as possible for the entire class, you are encouraged to post any time you encounter and look up an unknown word. If someone else has already posted the word you selected, comment on their post with a response or understanding of the definition, with an alternate definition, or with an example of the word's usage.

*Reading and Instruction Quizzes:* Throughout the course, I will use quizzes to check that you're keeping up with the reading and that you understand the details of assignments and lectures. Each quiz can be taken twice, and you are encouraged to use your course materials to look up the answers. Quizzes must be taken **prior to class** on the date listed on the syllabus; each quiz will close at the start of class on the specified dates.

*Final Exam:* Your final examination will consist of an oral presentation of your writing portfolio and your development as a critical thinker and writer in this course.

## **Grading:**

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, the writing topic, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience

F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

### **Student Support Services**

Tutoring: Free writing consultations and tutoring are available in FAC 321B. Check with the English Department for exact times.

Open Computer Labs: Computers are available for student use in FAC302, in the library, and in the Learning Hub. Each has different regulations for printing and different hours. Check the Computer Writing and Learning Labs Site for your options.

Reasonable Accommodations: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Services Office. At Central, this office is located in LHSB 106 (713.718.6164).

Eagle Online: For Eagle Online technical support, check the PDF and video demos available in “Technical Requirements” on the Online Orientation page. If you still have questions, call 713-718-2000 or 877-422-6111 or visit the Eagle Online Help Desk, where you can submit a help ticket, browse the Knowledge Base, and view movie tutorials. This support is available 24 hours a day, 7 days a week. DE has also compiled a Frequently Asked Questions (FAQ) page for students with technical issues. You should consult the FAQ page prior to calling Technical Support.

#### **Eagle Online Student User ID**

Your Eagle Online username is your student number or “W” number. If this is your first time using Eagle Online, your default password is “distance.” You will then be asked to change your password. Be sure to write it down somewhere secure and/or to use a password that you’ll easily remember.

## Important HCCS and Course Policies

Repeating courses: 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/counselor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Attendance: Attendance, preparedness, and participation are essential for your success in this course. According to official HCCS policy, you may miss **four (4)** class sessions (6 hours) before being dropped from the course. Keep in mind that whatever the reason for your absence, you'll still miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record (Monday, September 9th), you will be automatically withdrawn from the course. Otherwise, you are responsible for keeping track of your absences and for withdrawing yourself from the course.

Tardiness: It's important to be on time for class since I'll spend the first few minutes of class giving instructions, making assignments, explaining concepts, etc. You may also be late for in-class writing assignments, which will substantially impact your grade. **Arriving in class more than 15 minutes late will result in an absence.**

Withdrawal Policy: As of Fall 2007, instructors at HCCS are no longer allowed to withdraw students at the end of the semester as in the past. You may drop yourself or ask your instructor to drop you. You may withdraw yourself through your HCCS student center login. **This semester the last day for administrative / student withdrawal is Friday, November 1st at 4:30pm.** If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

Final Grade of FX: Students who stop attending classes will receive a grade of "FX" as opposed to "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 will 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.

Scholastic Dishonesty/Plagiarism: According to the Student Handbook for the Community College System, scholastic dishonesty includes cheating on a test, plagiarism, and collusion and is punishable by a grade of 0 or F on the particular assignment, failure in the course, and/or

recommendation for probation or dismissal from the College. A recommendation for suspension or expulsion will be referred to the Dean of Students for disciplinary disposition. For the purposes of this course, plagiarism includes using another person's words or ideas as your own and/or incorporating them into your own work without quotation marks (if using exact phrasing) or appropriate acknowledgment. Collusion includes any "unauthorized collaboration" with your classmates or any other students—present or past—in the completion of work that you claim as your own. ***Plagiarism and collusion will result, at a minimum, in a grade of 0 for the assignment. You will not be allowed to rewrite or revise plagiarized papers.***

*Late Work/Make-Up Work:* All out-of-class assignments are due at the beginning of class on the date designated in the syllabus. In-class essays are due by the end of class on designated dates and must be completed during class time. I reserve the right not to accept late work. All essays must be submitted directly to me in person, by email, or via EagleOnline. **DO NOT LEAVE PAPERS WITH SECRETARIES, IN MAIL BOXES, OR AT THE FRONT DESK.** If a paper is not submitted on time, you must request an extension, which may or may not be granted at my discretion. There will be no make-up of in-class writing assignments, quizzes, or in-class discussion and/or research activities.

*Student Professionalism:* The classes you take at HCC are not only beginning points for your academic career; they also prepare you for your professional life, whatever path that may be. As such your HCC classes are places in which you can and should hone a professional persona. Because this is a course in critical thinking and argument many of the readings and writing assignments cover sensitive topics that demand respectful and thoughtful treatment rather than simplistic reduction to a singular viewpoint. Since much of the class will be engaged in openly discussing these topics, you must remember to treat your colleagues and myself with the same respect the texts and ideas demand. Respectful behavior includes:

- listening actively and attentively
- staying awake
- arriving on time
- coming to class prepared with the appropriate texts and assignments
- doing the reading
- actively participating in discussion
- asking questions, respectfully, of your colleagues and/or me when an idea or assignment is unclear
- **TURNING OFF YOUR CELL PHONE/SMARTPHONE—NO TEXTING IN CLASS**

Email: Email is an official mode of communication for this course, and you are expected to provide me with a working email address that you check while on campus at a minimum. I will check my email frequently; however, unless we are planning a meeting, I may not respond to emails on weekends and between 10pm and 8am. Also, be aware that email is not a substitute for in-class participation or face-to-face consultation. If you are having trouble in this course, make plans to meet with me in office hours.

### **Important Dates for Fall 2013**

August 26	Classes begin
September 2	Labor Day Holiday
September 9	Official Date of Record
November 1	Last Day for Administrative/Student Withdrawal
November 28	Thanksgiving Holiday
December 8	Instruction Ends
December 9-15	Final Examinations



## Weekly Schedule

*Disclaimer: This schedule is subject to change. The instructor reserves the right to add, delete, and/or exchange readings and assignments throughout the session.*

### Week One – Introductions

Monday, August 26

***Welcome to College English!***

Wednesday, August 28

***Discussion:*** *College Composition Decorum*

***Reading:*** NR: “Strategies for Critical Reading” pp. xlvii-xlix

TS: Ch. 11, “‘I Take Your Point’: Entering Class Discussions,” pp. 141-144

### Week Two – Understanding the Rhetorical Situation

Monday, September 2

***No Class—Labor Day Holiday***

Wednesday, September 4

***Discussion:*** *The Rhetorical Triangle*

***Reading:*** NR: “Introduction: Reading and Writing with The Norton Reader,” pp. xxxi-xxxvii”

Zora Neale Hurston, “How It Feels to Be Colored Me,” pp. 12-15

LS: “Writing Contexts,” pp. 2-5

### Week Three – Rich Description: People and Place

Monday, September 9

***Discussion:*** *Entering the Conversation: Approaching Texts Rhetorically*

***Reading:*** TS: “Introduction: Entering the Conversation,” pp. 1-15

NR: Sherman Alexie, “Superman and Me,” pp. 355-358

Dennis Baron, “Who Owns Global English?,” pp. 435-439

***Assignment:*** ***Quiz 1Due***

Wednesday, September 11

**Discussion:** *Identifying Purpose in Descriptive Accounts of People*

**Reading:** NR: “*Descriptive Genres*,” pp. xl-xlii

Alice Walker, “*Beauty: When the Other Dancer is the Self*,” pp. 55-61

Toni Morrison, “*Strangers*,” pp. 135-139

#### **Week Four – Rich Description: Showing vs. Telling**

Monday, September 16

**Discussion:** *Descriptive Accounts of Places*

**Reading:** NR: Judith Ortiz Cofer, “*More Room*,” pp. 116-119

David Guterson, “*Enclosed, Encyclopedic, Endured: The Mall of America*,” pp. 161-173

**Assignment:** **Quiz 2 Due**

Wednesday, September 18

**Discussion:** *Invention: Finding Purpose in Your Own Description*

**Reading:** LS: “*Writing Processes*,” pp. 6-13

“*Developing Paragraphs*,” pp. 14-26

“*Sentences*,” pp. 230-261

TS: Ch. 8, “*‘As a Result’: Connecting the Parts*,” pp. 105-120

**Assignment:** **In-class Invention Journal 1**

#### **Week Five – Introducing the Literacy Narrative**

Monday, September 23

**Discussion:** *Getting Feedback: Peer Review*

**Assignment:** **Post Completed Draft of Essay 1 to Peer Review Forum**

Wednesday, September 25

**Discussion:** *Identifying Purpose in Literacy Narratives*

**Reading:** NR: “*Narrative Genres*,” pp. xxxvii-xxxviii

LS: “*Personal Narratives*,” pp. 46-49

TS: Ch. 7, “*‘So What? Who Cares?’: Saying Why It Matters*,” pp. 92-101

**Assignment:** **Portfolio Essay 1 Due**

#### **Week Six – Narratives of Literacy and Language**

Monday, September 30

**Discussion:** *Narratives of Learning to Read and Write*

**Reading:** NR: Frederick Douglass, “*Learning to Read*,” pp. 346-350

Stephen King, “*On Writing*,” pp. 443-445

Wednesday, October 2

**Discussion:** *Narratives of Learning the Spoken Word*

**Reading:** NR: Maxine Hong Kingston, "Tongue-Tied," pp. 401-404

Richard Rodriguez, "Aria," pp. 405-410

**Assignment: Quiz 3 Due**

***Invention Journal 2 Due***

### **Week Seven – Revision and Intro. to Cultural Analysis**

Monday, October 7

**Discussion:** *Getting Feedback: Peer Review 2*

**Assignment: Post Completed Essay 2 on Peer Review Forum**

Wednesday, October 9

**Discussion:** *Giving Your Writing a Make-Over: In-Class Revision Workshop*

**Reading:** LS: "Language," pp. 262-281

"Punctuation/Mechanics," pp. 302-311

**Assignment: Portfolio Essay 2 Due**

### **Week Eight – Critical Cultural Analysis**

Monday, October 14

**Discussion:** *Analysis of Cultural Objects and Events*

**Reading:** NR: "Analytic Genres" (esp. "Cultural Analysis") pp. xlii-xliv

Roland Barthes, "Toys," pp. 274-275

Adam Goodheart, "9.11.01: The Skyscraper and the Airplane," pp. 241-247

**Assignment: Bring a toy to class**

Wednesday, October 16

**Discussion:** *Analysis of Personal Traits and Ideas*

**Reading:** NR: Henry Louis Gates, Jr., "In the Kitchen," pp. 260-266

William Cronon, "The Trouble with Wilderness," pp. 533-537

**Assignment: Quiz 4 Due**

***Invention Journal 3 Due***

## **Week Nine – Introduction to Textual Analysis**

Monday, October 21

**Discussion:** *Getting Feedback: Peer Review*

**Assignment:** *Post Completed Essay 3 on Peer Review Forum*

Wednesday, October 23

**Discussion:** *Summary, the First Step in Analysis*

**Reading:** NR: “Analytic Genres” (esp. “Textual Analysis”) pp. xlii-xliv

LS: “Textual Analyses,” pp. 38-41

TS: Ch. 1, “‘They Say’: Starting with What Others Are Saying,” pp. 19-29,

Ch. 2, “‘Her Point Is: The Art of Summarizing,” pp. 30-41

**Assignment:** *Portfolio Essay 3 Due*

## **Week Ten – Breaking It Down: Relating the Part to the Whole**

Monday, October 28

**Discussion:** *Breaking Down Language: Punctuation and Organization*

**Reading:** NR: Lewis Thomas, “Notes on Punctuation,” pp. 450-453

Martin Luther King, Jr., “Letter from a Birmingham Jail,” pp. 818-830

LS: “Punctuation/Mechanics,” cont’d. pp. 302-311

TS: Ch. 3, “‘As He Himself Puts It: The Art of Quoting,” pp. 42-51

Wednesday, October 30

**Discussion:** *Breaking Down Language: Figures and Definition/Connotation*

**Reading:** NR: Rebecca Solnit, “Locked Horns,” pp. 453-455

Gloria Naylor, “‘Mommy, What Does ‘Nigger’ Mean?’” pp. 420-422

**Assignment:** *Quiz 5 Due*

## **Week Eleven – Making Your Voice Count: Argumentative Techniques**

Monday, November 4

**Discussion:** *In-Class Writing I: Summary*

**Reading:** NR: Pumla Gobodo-Madikizela, “‘Language Rules’: Witnessing Trauma in South Africa,” pp. 455-462

Nicholson Baker, “The Charms of Wikipedia,” 915-925

**Assignment:** *Invention Journal 4 Due*

**In-Class Timed Writing**

Wednesday, November 6

**Discussion:** *Getting Feedback: Peer Review 4*

**Assignment:** *Post Completed Essay 4 to Peer Review Forum*

## **Week Twelve – Case Studies in Argument**

Monday, November 11

**Discussion:** *Introduction to Argumentation and Research*

**Reading:** NR: “Argumentative Genres,” pp. xliv-xlvi

LS: “Arguments,” pp. 32-37

TS: Ch. 5, “‘And Yet’: Distinguishing What You Say from What They Say,” pp. 68-77

**Assignment: Portfolio Essay 4 Due**

Wednesday, November 13

**Discussion:** *Applying Research and Argumentation Practices: Gun Control*

**Reading:** NR: Molly Ivins, “Get a Knife, Get a Dog, but Get Rid of Guns,” pp. 323-325

Online: “Make Gun Companies Pay Blood Money”

TS: Ch. 4, “‘Yes / No / Okay, But’: Three Ways to Respond,” pp. 55-67

LS: “MLA Style,” pp. 93-135

## **Week Thirteen – Maneuvering the Controversial Conversation**

Monday, November 18

**Discussion:** *Applying Research and Argumentation Practices: Immigration*

**Reading:** NR: Jo-Ann Pilardi, “Immigration Problem is About Us, Not Them,” pp. 325-327

Thomas Friedman, “America’s Real Dream Team,” pp. 327-328

TS: Ch. 6, “‘Skeptics May Object,’” pp. 78-91

**Assignment: Quiz 6 Due**

Wednesday, November 20

**Discussion:** *In-class Writing 2: Argument*

**Reading:** TS: Ch. 12, “‘What’s Motivating This Writer?’: Reading for the Conversation,” pp. 145-155

NR: Michael Levin, “The Case for Torture,” pp. 647-649

Sallie Tisdale, “We Do Abortions Here: A Nurse’s Story,” pp. 650-656

**Assignment: Invention Journal 5 Due**

**In-class timed writing**

## **Week Fourteen – Express Yourself: The Writing Portfolio**

Monday, November 25

**Discussion:** *Getting Feedback: Peer Review 5*

**Assignment: Post Completed Essay 5 to Peer Review Forum**

Wednesday, November 27

***Discussion:** Compiling the Writing Portfolio: Constructing a Persona Through Narrative and Form*

***Assignment:** Essay 5 Due*

**Week Fifteen – Express Yourself: The Writing Portfolio**

Monday, December 2

***Discussion:** Preparing for the Final Presentation and Evaluations*

***Assignment:** In-class Workshop*

Wednesday, December 4

***Discussion:** Wrap-Up Discussion and Evaluations*

***Assignment:** Writing Portfolio Due*

**Week Sixteen – Final (Self-) Examinations**

Wednesday, December 11 @ 10:00am

Final Presentations of Writing Portfolios