

English 1301: Composition I Spring 2010

Melissa Miller-Waters

TTh 11:00am-12:30

Office: AD 8; 713-718-5524

Office Hours: TTh 9:30-10:30am, and by appointment

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CRN# 17958

Course Description:

“A course devoted to improving the student’s writing and critical thinking. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. Core Curriculum course.” (*H.C.C. Catalog*)

Course Goals:

English 1301 is part of the Core Curriculum and, as such, emphasizes all of the Core Competencies: reading, writing, speaking, listening, critical thinking, and computer literacy. Successful 1301 students will:

- communicate thoughtfully and clearly
- read and listen actively and critically
- develop flexible strategies to persuade
- analyze facets of issues and relate them to his/her life

Student Learning Outcomes:

To successfully complete 1301, you will:

- 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, strategy in essays and/or literature by professional writers
- write essays in appropriate academic writing style using varied rhetorical strategies
- synthesize concepts from and use references to assigned readings in their own academic writing

You may also find key educational objectives and competencies in the *English 1301 Study Guide*.

Prerequisites:

A satisfactory assessment score, completion of Eng 0310, or (for non-native speakers) Eng 0349.

Required Texts:

Michael Petracca and Madeleine Sorapure’s *Common Culture* (6th Edition)

Elaine P. Maimon, Janice H. Peritz, and Kathleen Blake Yancey’s *The New McGraw-Hill Handbook* (2nd Edition)

A good, recent college dictionary

Recommended Text:

The current edition of the *English 1301 Study Guide*

Reasonable Accommodations:

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office for Northwest College at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office. For Northwest College, the Accommodations Center is located at Town and Country in RC 12. Only those accommodations specified by the Center, in accordance with Texas law, may be provided. For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at Northwest College, Mahnaz Kolaini, at 713.718.5422. To visit the ADA Web site, log on to www.hccs.edu, click Future Students, scroll down the page and click on the words Disability Information.

Academic Honesty:

All work you submit must be your own. If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college (see on-line student handbook). For more on plagiarism, see "Plagiarism" in *The New McGraw-Hill Handbook*, on the HCC Library site, on the Northwest Writing Center's site, or in the HCC Student Handbook.

Attendance and Withdrawal Policies:

You are expected to attend class. In accordance with HCCS policy, students with more than 6 hours of absences (4 classes) may be dropped for excessive absence, and a daily record of attendance will be maintained throughout the semester. It is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students should this become necessary. Refer to professionalism grade (see below). Search parties formed as necessary.

NOTICE: The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. (Students who enroll for most credit CEU classes for a third or more times will be charged an additional \$50.00 per semester credit hour and \$3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.**

Please ask your instructor or counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades. In consideration of the above law, I will not give "W" as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, or F). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline** (April 15th). If you do not do so and simply disappear from class, you will receive an "F" in the course.

INTERNATIONAL STUDENTS: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the

International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

Course Requirements:

- Reading. This is a discussion-based course: translation—lots and lots of reading and talking. You are expected to come to class having carefully read in an analytical manner the assigned texts. Your ability to participate thoughtfully in large and small group discussions will affect your professionalism grade (see below).
- Reading logs. See separate handout. I will drop one log grade a semester, no questions asked. Students should be prepared for quizzes on the days readings are due. Quizzes will be short (10-20 minutes) and may either be short answer or brief in-class writings.
- Three out-of-class essays. In order to be accepted, each essay must be submitted to **Turnitin.com** as well as printed out and given to me in hard copy. We will discuss the procedures for submitting papers to **Turnitin.com** before the first major essay.
- For these out-of-class essays, you must show evidence of a verifiable writing process; therefore, working drafts and proof of feedback (i.e. online and/or writing center tutors) are required.
- A Service Learning Project (for some of you). See below.
- Homework and, if needed, reading quizzes. Homework assignments will be given in class and on our blackboard site.
- An in-class exam. Please bring a blue book to class for the exam, which will be scheduled during finals week.
- Group Project. Students are required to do one group presentation, and instructions will be handed out early in the semester.
- Students are expected to do their own work. If you represent work that is not your own as if it were, that constitutes plagiarism. (See above.)
- All class members are expected to treat each other in a courteous and professional manner.
- Official HCC policy concerning camera phones, cameras, audio/tape recorders, video recorders and any other electronic device that is capable of recording the human voice or image declares that the “[u]se 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 [such] accommodations.”

You may choose to do a Service Learning Project instead of the first out-of-class essay. Our *HCC Service Learning Handbook* defines Service Learning as

- a method under which students learn and develop through
- active participation in
- a thoughtfully organized service experience that
- meets actual community needs and is
- coordinated in collaboration with school and community, and
- integrated into academic curriculum;
- a method that provides structured time for reflection so students can think, talk, and/or write about what they did and saw during their service;
- provides students with opportunities to use newly acquired skills and knowledge in real life situations in the community;
- enhances what is taught in schools by extending learning beyond the classroom; and

- helps foster the development of a sense of caring for others.

Students choosing this option will spend a minimum of 15 hours over the course of the semester on a service-learning activity. This activity will address a need in our community, support our course objectives, involve a connection between our campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. While there is a 15-hour minimum of service/volunteered time to satisfy a requirement for this project, your service-learning efforts will impact much of your thinking and learning in the course. Therefore, your evaluation for your service-learning project will come from the tangible class-related projects that stem from your completion of the minimum hours required. Written and oral activities as well as volunteer hours will “count.”

Manuscript guidelines: Each draft of all out-of-class essays must follow these manuscript guidelines (see also the FAQs on my learning web page):

- If you use source material, follow MLA documentation style.
- Use 1” margins at top, bottom, right, and left of each page.
- Double-space throughout (never single- or triple-space).
- Use 12pt Times New Roman and do not use boldface.
- Number all pages consecutively—including the first—in the upper right-hand corner, one-half inch from the top, flush right. Type your last name before the page number on every page.
- One inch from the top of the first page only, flush left, type the following header (simply double spacing):

Your Name
Ms. Melissa Miller-Waters
English 1301: Type of Assignment
Submission Date
- Do not underline, italicize, or boldface your title. Never put a period after the title.
- *Carefully proof read before submitting each paper to me and to **Turnitin.com**.*

Grading:

Students will complete a variety of assignments, including both in-class writing (graded and non-graded) and out-of-class essays (graded and non-graded). Each assignment will earn a letter grade, and course work will be weighted as follows:

Image Analysis Essay	20%
Summary/Critical Response Essay or Service Learning Project	20%
Synthesis Essay	25%
Group Presentation	10%
In-class Exam	10%
Reading Logs, Homework, Quizzes and Professionalism*	15%

All of these assignments will be discussed at length in class during the semester. Although I will provide handouts that delineate the requirements and grading criteria for these tasks, I expect students to keep up with assigned readings and to take notes while paying attention in class. Work that is off-topic or fails to follow instructions will not be accepted. *One letter grade will be deducted for each class period an out-of-class assignment is late.* Peer reviews and quizzes may not be made up. No extra credit, no curve. You receive the grade you earn.

A (90-100)	Exceptionally fine work, superior mechanics, style and content
B (80-89)	Above average work, achieves in areas listed above

C (70-79)	Average quality work, satisfactorily meets all requirements
D (60-69)	Below average work, noticeably weak in areas listed above
F (0-59)	Failing work, clearly deficient in areas listed above

***Professionalism:**

This class will mimic, in many ways, a “real-world” working environment, and students will be expected to participate professionally—be on time, arrive prepared to discuss assigned material, meet deadlines, collaborate, and work fairly. Professionalism includes all of these as well as regular attendance and willing participation in all facets of classroom life. In some cases, your ability or inability to behave in a professional manner could mean the difference between one grade and the next—or, in borderline cases, between passing and failing.

Tutoring and On-line Help:

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at Spring Branch. Tutors can help you organize and develop ideas for your writing assignments and to work on problems in grammar and sentence structure. ***Tutors do not write, rewrite, edit, or correct papers for you, but they can help you to do the tasks better yourself.*** (However, neither the tutor nor any person—your mother, your high school teacher, your friend, and so on—other than your instructor is the final judge of your work.) Writing Center hours are M-Th 8am-8pm, F 8am-3pm, S 10am-2pm, and it is located in room 703.

On-line tutoring is available through askonline.net and the Northwest Writing Center. These are especially useful resources for evening and weekend students. You must, however, plan in advance and submit your work well before its due date in order to receive timely advice.

Tentative Course Calendar

The instructor reserves the right to make appropriate changes in the syllabus, including assigning additional reading. It is your responsibility to keep updated on course material if you miss all or part of class. Bring your textbooks and your note-taking materials to every class.

CC = *Common Culture*

MH = *The McGraw Hill Handbook*

Jan 19th Introduction to class

Jan 21st Read carefully MH Chapters 1 and 7