

ENGLISH 0310 SYLLABUS CRN# 44301 2nd 8 week Term
Houston Community College Central
Summer 2013 –M-TH 12:00 to 2:00 PM, Room FAC 312

English 0310: Fundamentals of Grammar & Composition II

Instructor: Magdalena (Maggie) Eureste

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**Office Hours: To be announced
in FAC 321B or by Appointment**

Textbooks:

- *75 Reading Plus*, 10th Edition (Santi V. Buscemi, & C. Smith)
- *The Brief McGraw-Hill Handbook*, 2nd edition (E. Maimon, J. Peritz, and K. Yancey)
- A good college-level dictionary
- A 3-ring notebook with dividers (Syllabus/Assignment Guidelines, Essay in Progress, Vocabulary/ Notes from readings, Writing Process/Grammar, Returned Papers, Miscellaneous and creative techniques in essay writing)
- Blue or black ink pens and lined 8 1/2 x 11“ lined paper for in-class papers

COURSE DESCRIPTION:

English 0310 is designed to prepare students for ENGL 1301. It provides a basic review of the principles of grammar, usage, and mechanics and utilizes the writing process to teach students to write short essays (350-500 words).

Prerequisites: Successful completion of ENGL 0310 or appropriate score on placement test.

COURSE OBJECTIVES:

ENG 0310 seeks to prepare students for college composition courses and academic writing
By the time you have completed English 0310, you should be able to:

- Use a variety of sentence patterns in writing.
- Comprehend and respond to assigned readings.
- Employ the writing process (planning, drafting, editing, revising, and developing thesis and topic sentences) in assigned writings.
- Write a variety of essays using appropriate rhetorical modes -description, narration, process analysis, cause and effect, persuasion, and argument.
- Incorporate the ideas and words of other writers in your own essays using established strategies.

ATTENDANCE:

“Students are expected to attend classes regularly. Students are responsible for materials covered during their absences, and it is the student’s responsibility to consult with instructor for make-up assignments. (Note: not all assignments may be made up after the day of class.) The instructor checks class attendance daily. Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences. A student may be dropped from a course for excessive absences after the student has accumulated in excess of 12.5% of instruction”: six hours of absence.

****As a courtesy to your fellow students and me, please try to get to class on time and stay for the entire class. If you are unable to attend class due to an emergency, please notify me by email.**

Students should be prepared for in-class quizzes over readings/vocabulary on the due date.

COURSE REQUIREMENTS

5 essays, in/out of class	50%
Instructor's choice/journals, attendance, quizzes, Collaborative/oral response, homework, and lab hour activities	30%
Midterm in-class essay	10%
Final in-class essay	10%

**** All students must demonstrate competence in in-class writing in order to pass this course. All students must be able to write satisfactory, in class essays in order to pass this course.**

Essays: will consist of **at least 350 words for in class writing** and **at least 400-500 words for essays written out of class**; 500 words is about two 12-point typed double-spaced pages). This class includes a lab hour for grammar. Both will be graded using a grading profile based on the assessment guidelines of appropriateness, unity and focus, development, organization, sentence structure, word usage, and mechanics.

Grading: Your grade will be determined by your performance on the required papers as well as on weekly work comprised of reading responses, grammar review, and discussion in the class—discussion based not exclusively on personal opinions but on facts and opinions derived from the essays we will read from the book. You are required to write five essays. **You must be able to write satisfactory in-class essays in order to pass this class. Essays will be graded according to the following departmental standards.**

Grading Scale: A 90-100% B 80-89% C 70-79%

If you intend to withdraw from this course, do so before **Monday July 8th, at 4:30 pm.**, or I will be forced to give you an **IP** for this course if you are failing for the first time. Students who stop attending class and do not withdraw themselves prior to this deadline may either be dropped for excessive absences or be assigned the final grade of **FX**, compared to an earned grade of **IP** or **F** which are due to poor performance. Please note that HCC will not disburse 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 may 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 (un)satisfactory academic progress.

W (Withdrawn) is given to students who miss more than 12.5% of instruction or who withdraw themselves from the class before the drop deadline. It does not affect the grade point average (GPA), but it may affect the student receiving Financial Aid Benefits

D or F may be given in cases of scholastic dishonesty or other severe academic violations.

I (Incomplete) is **NOT** a possible grade in developmental courses.

IP (In Progress grade) is given to students who do not meet the minimum grading standards but who are otherwise in good standing (have completed all assignments on a timely basis, have attended class regularly, participated, etc.) An IP is not the same as an Incomplete and does not affect a student's GPA but does require the student to re-take the course. IP may only be given once per course per student.

*****Scholastic Dishonesty:** "Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. **Plagiarism** –unacknowledged use of another's words

or ideas—earns a **zero** for the assignment (No make-up) Penalties 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. **Scholastic dishonesty** is defined in the HCCS on-line Student Handbook and you are responsible for the policies and procedures.

Phones and other electronic equipment: Ringing cellular phones or other electronic equipment disrupt instruction. Students must remember to turn off all phones and other electronic equipment before class starts. **The instructor may ask a student to leave if his/her phone rings more than once in class or if the student talks on the phone texts or plays a game on it or in any way appears to be distracted by it.**

SUPPORT SERVICES

Tutoring: Free tutoring is available in FAC 321b at the HCC Central Campus; check the door for the schedule. You can also use the online tutoring **service:** www.hccs.askonline.net.

****Students may be required by instructors to work with a tutor.)**

Library: The library is located in the Learning Hub Science Building on the 3rd floor, HCC main campus.

Open Computer Lab: Computers are available for word processing in, the Library (HCC Central Camp, the (Macintosh Interdisciplinary Lab in JDB, 203-204, and FAC 302. Check for open hours.

REASONABLE ACCOMMODATION: 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. Please visit the Disability Support Services Office in Room 106 of The Learning Hub Science Building (LHSBG) or call 713 718-6164.

EGLS -- 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. **(New Fall 2011)**

IMPORTANT CLASSROOM POLICIES & PROCEDURES

Besides the HCCS policies already mentioned, please be aware of the following policies and procedures which will apply to this class. These will be discussed during the first week of class; however, you are responsible for knowing these, regardless of when you entered class.

Courtesy and Respect: The rules of decorum and behavior in a college classroom are similar to those of any public space or work place. You share the classroom space with a diverse group of individuals, of varying ages, ethnicities, and beliefs. Since this class involves discussion and interaction among students, it is essential that the common rules regarding **courtesy and respect for one another** be followed. Everyone is entitled to share his or her views on subjects discussed. An important part of the learning process is to listen and consider these views even when they are contrary to your own. It is important that **one person speaks at a time during class discussion** and that everyone has the chance to share his or her

viewpoint. The classroom is a place of learning and expanding your awareness of self and others, so **considering the viewpoints of others is essential to your learning experience.**

All students have the right to benefit from instruction provided by the professor, **so when I speak, I have the floor.** Please refrain from conducting extraneous conversations when instruction is being provided as this interferes with your fellow students' ability to hear what is being said and to benefit from instruction. If you are confused or do not understand what is being said, please ask for further clarification from me, or see me after class for further explanation.

As a college professor, I am a partner in your learning experience. Your success as a college student is a source of great pleasure for me, and I will assist you, to the best of my ability, to achieve your learning goals. However, the work required to reach those goals is your responsibility. Instructors do not "give" grades; students "earn" grades, according to the thought and effort they choose to devote to any given assignment. **As adults, each of you is responsible for your academic success and appropriate behavior** in a shared group space.

As a college professor, I am responsible for maintaining a cooperative, pleasant and emotionally positive classroom atmosphere in which ideas can be expressed freely by all. Please check your attitudes at the door. The public space of the classroom is **not** the place to air personal grievances, frustration, or anger. Inappropriate disruptions of the classroom process are unfair to other students and to me, and will not be tolerated. I am happy to discuss any conflicts or issues which arise for you personally, with me, other students, or the course in general, **in the privacy of my office.**

For further information regarding Disruptive Behavior see pages 35-37 in your *Student Handbook* on HCCS website.

Note: Instructor reserves the right to change course calendar during the semester .

Abbreviations for textbooks used are 75R for 75 Readings Plus and MHH for *The Brief McGraw-Hill Handbook*.

WEEK 1: June 3-6 Purchase and review textbook for course by Tuesday

6-3 MON: Complete Student Questionnaire; Introduce Textbooks/Brief Course Overview; Discuss Formal (Academic) vs. Informal (Casual/Creative) Writing; Ongoing Vocabulary Building Activity/Sentences

LAB HOUR TOPIC: In-class writing of Diagnostic Essay (will not receive a grade)

6-4 TUE: Due: Must have textbooks by today;

Discuss Guidelines/Syllabus and Grading Profile

Due: Read 75R Malcolm X's "Coming to an Awareness of Language," 21 (Narration)

Read: MHH, pages 140-143 (Writing Personal Essay) and 29-33 (Exploring ideas)

Guidelines for **Essay #1** (out-of-class essay) and pick topic for Prewriting/outline

Analyze/Discuss today's reading as it relates to ideas for Essay #1

Vocabulary for Malcolm X

Handout on Vocabulary

6-5 Wed: Due: Read 75R Didion's "Marrying Absurd," 61 (Descriptive)

Be prepared to respond to the reading and write a **summary paragraph**

Discuss Figurative Language and work on exercises

Read: MHH pages 41-46 (Formatting an Outline)

Lab Hour Topic: Begin Prewriting for **Essay #1**

- 6-6 Thu: Due: Outline & Freewriting/Brainstorming for Essay #1**
Due: Read MHH 35-39 (Organizing the Essay)
Due: Read 75R Zinsser's "Clutter," 241 (Example & Illustration)
Continue with discussion of The Writing Process: Planning & Shaping
Work on types of Sentences
Lab Hour: Essay #1 Organizational Plan (Outline) and freewriting; one on one time with instructor

WEEK 2: June 10- 13

- 6-10 MON: Due: Rough Draft for Essay #1**
Due: Read 75R Hughes' "Salvation," 10 (Narration). Write a Reaction Paragraph.
Analyze/Discuss today's reading.
Be prepared for quiz over reading and vocabulary for today's essay.
Grammar: Run-ons and Fragments
One on one time with instructor as time allows
- 6-11 TUE: Due: Read MHH 58 (especially focus on 3b, writing focused paragraphs)**
Due: Read 75R Marius, ' "Writing Drafts," 90-96 (Process Analysis).
Discuss Drafting; Paragraph development; Introductions & Conclusions
Discuss grading symbols used
Lab Hour: Based on suggestions given for introductory paragraphs (MHH 61-62), **write 3 possible introductory paragraphs** which you might use for **Essay #1**. These are due by the end of the session. One on one time with instructor as time allows
- 6-12 WED: Due: Process Analysis: Read 75R Ackerman's, Why Leaves Turn Color in the Fall," 85-90; Lane Deer/Erdoes, ' "Alone on the Hilltop," 96-102.**
Due: Study/Learn Vocabulary/ Write ten (10) sentences using 10 words from list
Discuss today's readings as they relate to Essay #1 topic and mode of development
In-class work on Rough Draft of **Essay #1**
Distribute guidelines/Discuss Essay #2 (Controversy)
- 6-13 THU: Due: Final Draft of Essay #1**
Due: Bring Essay#2 Topic Choice and any outside sources found to date.
Bring a current newspaper (yesterday's or today's) with you to class or look online for a current controversy in the Houston Chronicle
Discuss current controversies and possible topics for **Essay #2** (Current Controversy)
Lab Hour: Practice generating a list of specific controversial topics (stated as an argument) based on broad essay topic ideas such as, Animal rights, Global Warming, Immigration Reform, Civil Rights, Voting Rights, Housing, & Energy.

WEEK 3: June 17-20

- 6-17 MON: Due: Outline for Essay #2 (Controversy)**
Due: Read MHH 221-230 (Evaluating Outside Sources)
Distribute guidelines/Discuss **Essay #3 Descriptive (In class essay on 6-20)**
(Discuss evaluating sources, summarizing, paraphrasing, quoting, and integrating sources)
Exercises on Types of Sentences
Grammar: Apostrophes and Commas
- 6-18 TUE: Discuss development using Comparison/Contrast**
Read 75R Catton's "Grant and Lee: A Study in Contrasts," 194-199.
Read 75R Mukherjee's "Two Ways to Belong in America," 212-218
Read MHH 56-57 (comparison/contrast development)

Due: Study/Learn Vocabulary List/ Ten (10) sentences using words from assigned list.
Due: Read MHH 250-258 (writing summary); 234-240 (plagiarism, paraphrasing, quoting from other sources); and 253-258 (integrating quotations)
Lab Hour: Writing Practice: choose either Catton's essay on pg. 194 or Mukherjee's essay on pg. 212 and write a short summary on one of the essays.

6-19 WED: Definition and Cause & Effect.

Due: Read 75R Goodman's, 121 "The Company Man," and Whitehead's, "Where Have All the Parents Gone?" 277-286.

Due: Read MHH pgs. 52 and 55-56 (definition and cause-effect development)

Due: Study/Learn Vocabulary List/ Ten (10) sentences using words from today's essays

Due: Articles and Summaries for Essay #2 (One summary for each of 3 articles on Essay #2 (Controversy))

Due: Read MHH pgs. 143-147 (In-class essay writing)

Lab Hour: Work on rough draft of Essay #2; individual conferences over Essays.

Discuss correct ways to integrate outside sources in academic writing

Assignment on Works Cited

6-20 THU: Open

WEEK 4: June 24-27

6-24 MON: Due: Rough Draft for Essay #2

In-class Essay #3 (Description)

6-25 TUE: Final Draft of Essay #2 (Overview of Current Controversy)

(No vocabulary sentences from this point on, but you should still be prepared ?? for reading/vocabulary quizzes on days when essays are assigned from 75R Plus.)**

Due: Draft of Essay #2 for Peer Analysis (Bring an extra copy for collaborative peer analysis exercise)

Lab Hour: Collaborative peer analysis activity for Essay #2; Individual work with instructor

Introduce Argument (including outline) Argumentative writing and Analysis Worksheet

6-26 WED: Due: Read MHH 127-139 (Writing Arguments)

Introduce Guidelines for Essay #4 (In class essay on 6-27)

Due: Read 75R Sander's, "The Men We Carry in Our Mind," 203 (Comparison Contrast). Write a Summary and a Reaction Paragraph for this essay.

Lab Hour: Discuss Essay #5 (Comparison Contrast, in class Essay on 7-3);

Discussion of Topics

6-27 THU: MID-TERM ESSAY #4

WEEK 5: July 1-4

7-1 MON: Due: Outline and Rough Draft of Essay #5 (Comparison Contrast)

Due: Read 75R Rubinkam's, "Texting in Class is Rampant,"

pp. 371-372. Discuss Essay and work on questions (a-e) on pgs. 371-372)

Guidelines for Essay #6 (Persuasion)

Grammar

7-2 TUE:

Due: Read 75R Lutz's, "Doublespeak," 174-181 (Division and Classification); and Lake's, "An Indian Father's Plea," 422-428 (Persuasion)

Be prepared to answer questions (a-g) on pg. 180 and (a-e) on pg. 427

Lab Hour: Work on Essay #5

7-3 **WED: Due: Final Draft of Essay #5 (Comparison Contrast)**
In-class writing of Essay #6 (Persuasion)

7-4 **THU: NO CLASSES TODAY- Happy 4th of JULY**

WEEK 6: July 8-11

7-8 **MON: Individual Student Conferences regarding Grades**
Last Day for Administrative Withdrawals
Grammar

7-9 **TUE:**
Lab Hour: one on one time with instructor

7-10 **WED: Due: Read 75R Revkin's, "Global Warming Is Eroding Glacial Ice," 389**
Lab Hour: Guidelines for Essay #7 (Argument)

Discuss outline for Argument

7-11 **THU: Read 75R Brady's, "Why I Want a Wife," 419 (Argument & Persuasion)**
Be prepared to discuss questions (a-e) on page 421

Grammar

WEEK 7: July 15-18

7-15 **MON: Due: Read 75R Parker's, "What is Poverty?" (pgs. 115-121)**
Discuss essay and respond to the reading. Write a Reaction paragraph.

7-16 **TUE: Read 75R Cisneros' "Only Daughter," 476-481**
Discuss essay and respond to the reading.

Grammar: comma splices

Prepare outline for Essay #7 (Argument)

7-17 **WED: Argument Bring topic you will choose for your argument essay. We will**
discuss these topics in class by taking pro and con side

7-18 **THU: OPEN**

WEEK 8: July 22-28 LAST WEEK OF CLASSES & FINAL

7-22 **MON: Discuss final exam. Work on Argument by working on outline and Works Cited**
Bring your sources, so you can work on your Work Cited page.

Lab Hour: Review MLA Citations and Work Cited

7-23 **TUE: Exam Prep & Conferences**

7-24 **WED: FINAL EXAM from 12-2 PM in this room**

FINAL EXAM ESSAY (an argument)

Please be on time as exam will begin and end at specific times. Bring you're a Blue
Book, a blue or black pen, and your dictionary-PRINT ONLY.

