

ENGLISH 1301
HOUSTON COMMUNITY COLLEGE
MARCE L. WALSH, INSTRUCTOR (MARCE.WALSH@HCCS.EDU)

Course overview

Catalog Description of English 1301:

“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.”

Course Learning Outcomes for English 1301:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making
- **Teamwork** (Comp I, Comp II, and TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** (Lit Only)—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long and which includes an oral presentation component as well as a visual component. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.

English Program Student Learning Outcomes

(Composition, Literature, Creative Writing, and Technical Writing)

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

English Composition I Student Learning Outcomes

1. Demonstrate knowledge of writing as 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.

Credits: 3

Required Materials: *The Norton Reader, 14th Edition, Peterson, ed. FULL text*
The Little Seagull Handbook, 2nd edition, Bullock, ed.

Instructor guidelines and policies

THE ONLINE COURSE is a self-paced course. You may work ahead or follow the weekly assignments. Attendance is monitored by log-in and submission of assignments. Failure to log-in weekly will be addressed on an individual basis. (To ensure that you are not dropped from the course and have completed “active participation” please make sure that you have completed the first assignment, “syllabus introduction” before the drop date or have contacted the instructor via email explaining why the assignment could not be submitted.)

An absence is an absence. No extensions will be given for any reason, whether emergency, doctor’s note, etc...any work not turned in on time for any reason will incur a penalty.

ALL WEEKLY ASSIGNMENTS ARE DUE BY FRIDAY MIDNIGHT/Saturday 12:00 am OF EACH WEEK

ESSAYS: There will be five (5) total essays: three (3) formal papers and a Midterm and Final. All papers will be polished essays of 500-1200 words. They should show organization and clarity in their support and delivery of thematic ideas. All elements of good writing apply. All papers should be submitted according to proper MLA or APA format. They must be typed, double-spaced, and in 12 point Times New Roman format. Where applicable, a works cited page must be included.

DAILY/WEEKLY READINGS: All assigned readings and essay topics come from the course text, *The Norton Reader*. After reading the assigned piece, answer the assigned questions located at the end of the reading to complete the assignment. (See handout “Reading and Responding” for specific guidelines in reading and responding to the questions).

JOURNALS: Reflective writing is important. Two journal entries will be completed at midterm and final weeks. (See handout for specific guidelines to write these entries).

SUBMISSION GUIDELINES: Please submit all work via the assigned drop-box allocated to each assignment; work will NOT be accepted via email. Only ONE submission is allowed, so make sure it is the FINAL DRAFT; no resubmissions or rewrites will be accepted once the work has been submitted. Only the first submission will be graded.

Late Paper Policy / Make-Up Work/ Missed Work: One full letter grade will be deducted each day that a paper is late. Daily work and homework turned in late will be given partial credit-the percentage of deduction will be at the discretion of the instructor-this is usually 5 points deducted per day. **The Final essay #5 and Journal Entry Two CANNOT be made up and will not be accepted late as the course will be closed.**

Plagiarism Policy: All work submitted 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. The following is from the HCCS Student Handbook pp.34-35: "Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. 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."

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

Collusion-the unauthorized collaboration with another person in preparing written work offered for credit.

CONSEQUENCES : "Possible punishments for academic dishonesty may include a grade of "0" or "F" on the assignment, failure of the course, and /or recommendation for probation or dismissal from the College System.

Grade Determination:

Your grade will be determined by the following	Details	Points or Percentage
Essay #1	Narrative Essay	10%
Essay #2	Critical Analysis (MIDTERM) Essay	10%
Essay #3	Descriptive Essay	10%
Essay #4	Researched Argument Essay	10%
Daily Work/Participation	Journal Entries/Reading Assignments	45%
Essay #5	Critical Analysis (FINAL EXAM) Essay	15%
Total:		100%

FINAL COURSE GRADE:

Letter Grade	Final Average in Points or Percent
A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

A: Solid understanding of the assigned task, of engaging style, of order and clarity, and consideration of audience. Critical insights go beyond surface understanding. Few, if any, distracting errors intrude on the reading or listening experience.

B: Work shows good understanding of the assigned task, of the basics of order, clarity and consideration of audience. Some order, grammar or usage errors may intrude, but not enough to frustrate the reading/listening experience.

C: Work shows at least a minimum understanding of the assigned task and basic organizational principles. However, underdevelopment, grammar and usage errors may impede the reading/listening experience.

D or F: Work shows a serious misunderstanding of the assigned task. Work may contain certain problems with organization, grammar and usage, or development of ideas.

Tentative Instructional Outline

Week Number	Activities and Assignment	
1	Syllabus Introduction: Question and Answer Quiz (Guidelines on course page)	
DUE 2/17	Autobiographical Essay: informal (Guidelines on course page)	
2	EB White "Once More to the Lake" (#2 and #3) in <i>The Norton Reader</i> p.158	
DUE 2/24		
	Maya Angelou "Graduation" (#1) in <i>The Norton Reader</i> p.45	
3	Stephen King "On Writing" (#1 and #4) in <i>The Norton Reader</i> p.493	
DUE 3/3		
4	Essay #1 Due (Narrative) Guidelines on course page	
DUE 3/10		
	<i>SPRING BREAK-no assignments due</i>	
5	Nicholas Carr "Is Google Making us Stupid?" (#1) in <i>The Norton Reader</i> p.572	
DUE 3/24		
	Mark Twain "Advice to Youth" (#2 and #3) in <i>The Norton Reader</i> p.637	
6	Essay #2 (Critical Essay-MIDTERM)	
DUE 3/31	(Choices: Pilardi's "The Immigration Problem..." OR Ivin's "Get a Knife..." ,both in <i>The Norton Reader</i>) Guidelines on course page. Pilardi p.386/Ivins p.384	
	Journal Entry ONE (Guidelines on course page)	

7	Jonathan Swift "A Modest Proposal" (#3, and #4) in <i>The Norton Reader</i> p.756	
DUE 4/7		
	Niccolo Machiavelli "The Morals of a Prince (#4) in <i>The Norton Reader</i> p.763	
8	Essay #3 due (Descriptive) Guidelines on course page	
DUE 4/14		
9	Henry David Thoreau "Where I Lived and What I Lived For" (#1 and #3)	
DUE 4/21	in <i>The Norton Reader</i> p.967	
10	Plato "The Allegory of the Cave" (#1) in <i>The Norton Reader</i> p.989	
DUE 4/28		
11	Essay #4 Due (Researched Argument based on Tom Regan's "The Case for Animal	
DUE 5/5	Rights" p.670 in <i>The Norton Reader</i>) Guidelines on course page	
12	Essay #5 FINAL EXAM (Critical Analysis	
DUE 5/12	(Choices: Fussell's "Thank God for the Atom Bomb" OR Bird's "College is a Waste of Time...	
	both in <i>The Norton Reader</i> (Guidelines on course page) Fussell p.722/Bird p.428	
	Journal Entry TWO (Guidelines on course page)	

The "Reading and Responding" handout/guidelines should be used to respond to assigned questions from the readings in The Norton Reader.

The Little Seagull Handbook may be used to assist with writing, reading responses, and essays as needed for technical support; grammar, structure, MLA and APA format, etc...

The "Critical Analysis" guidelines will be used to write the MIDTERM and FINAL essays.

All reading assignments from The Norton Reader and essays have the guidelines included on the course page under the specific weekly due dates and also under the "Welcome to 1301" section.

HCC Policy Statement: (ADA, Academic Honesty, Student attendance, 3-peaters, Withdrawal deadline)
<http://www.hccs.edu/district/students/student-handbook/>

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to: David Cross Director EEO/Compliance Office of Institutional Equity & Diversity 3100 Main Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

* HCC Online and/or Continuing Education Policies 1 Access HCC Online Policies on their Web site: All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website. The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link: <http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf> Access CE Policies on their Web site: <http://www.hccs.edu/continuing-education/>