

**ENGLISH 0310 SYLLABUS
HCCS FOREST BROOK MIDDLE SCHOOL
SPRING 2012**

English 0310: Fundamentals of Grammar and Composition II
Textbooks: *The New McGraw-Hill Handbook (MHH)*, 1st ed. Maimon et al.
75 Readings: An Anthology (RA), Ninth Edition, Santi Buscemi

Instructor: Marilyn Garrett	CRN: 84011
Meeting Day/Time: TTH 11:30-1:30P	E-Mail: marilynfaye55@yahoo.com
Room #:	Phone #: 832-894-1505
Instructor's Office Number: N/A	Office Hours: By appointment

Conferences available on a daily basis by appointment

Important Dates

Jan 16	MLK Holiday
Jan 17	Classes Begin
Jan 30	Official Attendance Date
Mar 12-18	Spring Break
Mar 28	Last Day To Withdraw With a "W"
Apr 6-8	Spring Holiday
May 7-13	Final Exams

Attendance: Texas State Law designates 87.5% minimum attendance for college courses. This requirement allows a 12.5% absence maximum in a 3-hour course which computes as 6 hours. MW and TR classes have 4 absences; MWF classes have 6 absences. A student who exceeds the maximum is dropped from the course.

Tardies: A student who is tardy may sign the roll at the end of class. A tardy student who fails to sign the roll will be counted as absent. Excessive tardies, either individual or as a class, are an interruption of instruction. Official tardy count is recorded as follows: three tardies (or early leaves) count as one class absence.

COURSE REQUIREMENTS: The base course requirements necessary in order for a student to receive a grade are as follows: 4 Essays, Midterm and Final Exams, the Collaborative Writing Project. The minimum passing criteria for base course requirements is a grade of 70+ (a C or higher) on the Final Essay and a 70+ average in the course. The grade distribution is as follows:

Essays 1 and 2	10% each
Essays 3 and 4	10% each
Collaborative Writing	10%
Instructor's Choice (Quizzes, assignments, journals, etc)	10%
Midterm	20%
Final Exam	20%

GRADING SCALE:	90 - 100 A	70 - 79 C	Below 60 U/IP
	80 - 90 B	60 - 69 IP	(U=Unsatisfactory)

IP (In Progress grade) is given to students who do not meet the minimum grading standards but who are otherwise in good standing (complete all assignments on a timely basis, attend class, participate, etc.) An IP does not affect a student's GPA but does require the student to re-take the course. A student may receive an

IP grade only once for any developmental course. When repeating the course, a student must receive a letter grade (A, B, C, or F).

W (Withdrawn) is given to a student who exceeds the 12.5% maximum absence or to a student who withdraws from the course before the last drop date. **F** may be given in cases of poor performance, scholastic dishonesty, or other severe academic violations. An **F** or **W** grade requires that the student repeat the course.

Scholastic Dishonesty: The Houston Community College System Student Handbook 1999/2000 defines the following criteria: "Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion." Please refer to the Handbook for the specifics of cheating on a test. "Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 to F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System."

Course Overview: The dominant focus of English 0310 is on Writing Process, reading and thinking critically for evaluation purposes, and the production of writing products that demonstrate both provocative reading and effective presentation. Students will have ample opportunities to learn, apply, practice, and refine writing skills.

Course Objectives: The primary objective of English 0310 is to teach students the central components of academic writing and prepare them for future English composition and other college course writing as well as career writing. Students will gain extensive experience using Writing Process, rhetorical modes, structural strategies, and standard conventions of grammar, usage, and mechanics. Successful students will master these writing techniques with sufficient skill to address freshman level English composition and any state testing requirements including the TASP. Developmental English 0310 Objectives include and incorporate federally mandated SCANS SKILLS (workplace skills) in both curriculum and classroom instruction and applications.

STUDENT CONDUCT: The guidelines for student conduct are specifically defined in The Student Handbook 2002/2003. [As] "mature, responsible adults . . . they will voluntarily observe these rules as a matter of training and habit. Students [will] not interfere with or disrupt the orderly educational processes of the College System." It is expected that students will demonstrate both courtesy and cooperation in the classroom. A student who either cannot or will not extend both courtesy and cooperation may not continue the course.

HCCS POLICY: Ringing cellular phones or sounding beepers constitute an interruption of instruction. Students must remember to TURN OFF phones and beepers when they are in class. A student who does not cooperate may be dismissed from class.

COURSE REPEATER POLICY:

The state of Texas has begun to impose penalties on students who drop courses excessively. For example, if you repeat the same course more than twice, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting students to no more than *six* total course withdrawals throughout their academic career in obtaining a baccalaureate degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your instructor will "alert" you and HCC Student Services of the chance you might fail a class because of excessive and/or poor academic performance. You should visit an HCC counselor or HCC Online Student Services to learn about what, if any, HCC interventions might be offered to assist you – tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

You **MUST** visit with a counselor or on-line student services prior to withdrawing (dropping) the class and this must be done prior to the last official drop date. If you miss this deadline, you will receive the grade you are making in the class which will more than likely be an "F."

INTERNATIONAL STUDENTS: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. **ONLY ONE** online/distance education class may be counted towards the enrollment requirement for International Students per semester. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

ADA: 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 are authorized to provide only the accommodations requested by the Disability Support Services Office. If you have any questions, please contact the disability counselor at your college or Donna Price at 713-718-5165.

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.

District ADA Coordinator – Donna Price – 713.718.5165
Central ADA Counselors – John Reno – 713.718.6164
Martha Scribner – 713.718.6164
Northeast ADA Counselor – Kim Ingram – 713.718.8420
Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422
Southeast ADA Counselor – Jette Friis – 713.718.7218
Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910
Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631

Make-up Policy: Students who miss the mid-exam are expected to speak with the instructor first to explain the reason for the delay and may be asked to produce documentation to support it. Students will be given one week to submit the assignment before a zero is assigned. On the other hand, missed quizzes (if applicable) may or may not be able to be made up, depending on the instructor's discretion. Finally, any student who misses the final exam will receive an IP in the course, regardless of his/her average.

Late papers: Assignments are due on the assigned day, which are announced well in advance. Each essay deadline gives students approximately two weeks to complete an assignment. Late papers are at the discretion of the instructor, so students should be sure they are in compliance with the policy.

Assignments: Assignments are listed by the week on the syllabus; however, the instructor reserves the right to make revisions in the syllabus, as needed. Students who are absent are responsible for getting missed assignments from other classmates. Due to time constraints and a heavy workload, the instructor cannot respond to telephone requests about assignments. However, if there is an emergency, they may speak to the instructor in person, by e-mail, or by telephone. It is the students' responsibility to be prepared for class! Students must attend class regularly, read and prepare their assignments, and contribute to the classroom discussions. Learning is a two-way process where they learn the skills based on the course objectives, but they in turn must be active participants in their learning if they are to master the required skills.

Preparation for class assignments: It is the students' responsibility to keep up with all course assignments! Although English 0310 is a developmental course, it is a fast-paced course, with many assignments that are due quickly. Students need to be aware that for the 3 hours they are in class, they **may have** to spend **5-6 hours outside of class** on assignments. Part of a student's success in ENGL 0310 is his/her ability to adapt to the pace, working on several assignments at once, which requires following

directions, reading, understanding, thinking, planning, writing, preparing documents, revising and proofreading, writing, participating in class discussions, and presenting. Because of the volume of work in the course, students should work rapidly in order to submit assignments on time! Also, students must understand that as soon as one assignment is completed, another one is due.

Rewrites: Students who receive a grade below 70 may be eligible to rewrite the entire paper for full credit; however, this policy is at the instructor's discretion. On the other hand, a grade of 70 or above is passing, so it may not be rewritten. Students who are dissatisfied with their grades must work harder. Note: The mid-term exam may not be rewritten!

Student Grievances: Students who wish to complain about their grades and/or teaching methodology should first speak with their instructor. If the situation remains unresolved, then the student has the right to file a grievance. Forms can be picked up in the Office of the Dean of Instruction. These forms are first submitted to the Department Chair, who will then consult with a student and other parties involved in an effort to resolve the problem.

Communication with instructor: This is essential in all classes. Students should keep the instructor informed of any problems they are having, either with the course itself, or in keeping up with assignments. Instructors are willing to give extra help, but students must keep them informed if they are having problems.

Course questions: Questions from students demonstrate both interest and knowledge and will help students understand what is expected of them. Therefore, they should always feel free to ask questions.

Tutoring:

The Writing Center: We have a new resource for you called The Writing Center found in Rm. 229-B. It will house tutors who will be available at certain hours to work with you. Above I have listed the hours I plan to work in the center where you can come to me for tutoring help.

- If I assign you to go, a percentage of the grade for each paper will come from evidence that you have seen a tutor for help with your papers. Be aware that tutoring will help improve your grade.
- In addition it will be helpful to you if you have a peer read and comment on your paper. If you are a peer reviewer, you must write your name on the paper and the day/time when you read it along with your comments. Be sure to write both positive and negative comments keeping in mind the particular requirements for this assignment. I will give you 2 points for evidence of having your paper reviewed and 2 points for evidence of reviewing another student's work.
- Some students will be required to see a tutor for help with their papers. If this is you, and you have any problems connecting with a tutor, contact me immediately via WebCT email.
- To sign up for a tutor in the Writing Center go to <http://learning.sec.hccs.edu/courses/tutoringcenters/writingcenter> Scroll down. In the middle of the page you will see – in Red – a place to make an appt. with a tutor. This is a good way to be sure the tutor will be available for you. You can also drop in to see the tutor. Online tutors can also be accessed there.

www.askonline.net: On-line English Tutoring

Students can now access tutoring help 24/7 for writing assigned in any class, not just in English classes. Drafts seen by tutors are clearly marked; if submitted with papers, these prove that tutors have looked at the paper, Looking at these tutor reviewed drafts also allows teachers to see exactly what kind of help students are getting. **CHAT** and **DISCUSS** transcripts can be printed as proof of use.

This first year is a system-wide pilot of the program. If it is as successful as we believe it will be, other departments can come on-line in the 2007-2008 academic year.

HCCS On-line Tutoring has three components, all of which are available to every HCC student. **ASK** has two sub-components: **paper submission** and **live tutors**.

1. Students **e-mail any paper**, not just those assigned for English classes, and HCC tutors will pinpoint problem areas in organization, following directions, formatting, citing sources, and grammar; offer suggestions for correcting those problems; suggest links to other on-line resources; and guide students through the revision process. Papers will not be corrected or edited. They will be annotated because teachers need to evaluate student work, not tutor work. We hope to have a 24-hour turn-around on all papers submitted.
2. From **5:00 pm to 9:00 pm every day**, a real, live HCC English faculty person will be live on-line to answer questions. Papers will not be read, but questions about understanding assignments, formatting papers, and other related questions will be answered. This component allows students to make sure that they are starting their work well.

CHAT is an exciting feature. Real, live teachers will host 2-hour scheduled, focused chats on a regular basis. Some of the topics already on tap include understanding research methods, documenting sources, finding and fixing one's own grammar problems, critical reading, and the difference between an analysis and a book report. A bi-weekly schedule will be posted on the **splash page** (what you see when you open **Askonline / HCCS**) and on **HCC News**.

DISCUSS is the third component, and it has great potential for all students, especially non-native speakers of English. Students e-mail a question, a tutor answers it, and students check back to see the answers. All questions are threaded, so students can see what others have asked and increase their knowledge. We anticipate that this feature will be used for vocabulary questions, cultural context questions, questions about idiomatic expressions used in readings and class discussions, identification of people and places mentioned in classes, and myriad other areas.

Tutors can help students find major writing errors, allowing them to revise their papers before they submit the final draft. They can give a fresh perspective and offer additional points the writer may not have considered. The goal in revision is for the writer, the tutor, and even peers to find as many errors as possible before the final draft is submitted.

As long as others spot these errors, students are not penalized. Ultimately, students are responsible for their own grades! Despite numerous errors in essays, students can still learn a lot from their mistakes if they analyze the type of errors they make and the reason they make them.

Web site for HCS Cancellation, Delayed Opening/Early Closing: "In the event of severe weather or other conditions that pose a threat to the health or safety of students and/or employees, college administrators may make the decision to close campuses in affected areas. In this case, students, faculty, and staff are advised to monitor local radio and television stations for information and updates." In addition, students can log on to www.school-closings.net to find out about delays and canceled classes.

Keyboarding, storing, and retrieving essays: Final drafts are usually typed, unless the instructor allows them to be handwritten. If they are typed, students should store all essays on disks until the end of the following semester. Also, students should keep all graded assignments in their possession until the end of the semester, in case there is a question concerning grades. If a student does not have his own computer or access to one, he/she may use one in our computer lab. In order to be able to access the system, students must have an identification number, password, and show their driver's license photograph. This may be obtained at the front desk of the either computer lab.

I reserve the right to change various assignments on this syllabus at my discretion.

ENGLISH 0310 COURSE CALENDAR

Week One	Day One	Day Two
Homework for Day One:	Introduction to the Course, Syllabus, and Calendar. Introductions	Introduction to the Writing Process Organizing Methods p. 361-367 Revising and Editing p. 90-124

Homework for Day Two: Have Textbook for Class	Diagnostic Essay	Paragraph Development p. 64-89
Week Two	Introduction to the Writing Process (MHH)	MHH
Homework for Day One:	Revising and Editing p. 90-124	Parts of Speech p. 530-548 Verbs p. 613-637
Homework for Day Two:	Paragraph Development p. 64-89	Narrative/Descriptive Essay Discussion
Week Three	Narration Essay Assigned	MHH
Homework for Day One: Reading: "RA" p. 8-15 p. 54-57	"RA" p. 8-15 p. 54-57	SV Agreement p. 597-612 Comma Splices/ Fragments p. 584-596
Homework for Day Two:	Review Organization Techniques Transitions in the Essay	
Week Four	Peer Editing Handout	MHH
Homework for Day One:	Proofreading Essays p. 90-124	Coordination and Subordination: Basic Sentence Types "MHH" p. 729-739
Homework for Day Two:	Bring Your Essay To Class!!!!	

Week Five	Day One	Day Two
Homework for Day One: "RA" p. 124-132; p. 145-150	Classification Essay Assigned	MHH Pronouns p. 638-660 Modifier Placement p. 720-728 Adjective and Adverbs p. 661-680
Homework for Day Two:	"RA" p. 124-132 p. 145-150	
Week Six		MHH
Homework for Day One: Bring Your Essay To Class!!!!	Peer Editing Handout Bring Your Essay To Class!!!!	Commas p. 503-511 Semicolons/Apostrophes p. 513-520
Homework for Day Two: Classification Essay Due		Classification Essay Due
Week Seven		
Homework for Day One: "RA" p. 96-100; p. 100-105	Definition Essay for Midterm "RA" p. 96-100; p. 100-105	Organizing the Midterm Essay MHH Punctuation p. 806-879
Homework for Day Two:		
Week Eight		
Homework for Day One: Review notes for Mid-Term	Mid-Term Exam	Mid-Term Exam
Homework for Day Two:		

Week Nine		
Homework for Day One: "RA" p. 178-184	Compare and Contrast Essay Assignment "RA" p. 178-184	Compare and Contrast Essay contd. "MHH" Italics/Hyphens p. 915-934 Sentence Variety p. 740-749
Homework for Day Two:		
Week Ten		
Homework for Day One: Bring Your Essay To Class!!!!	Peer Editing Handout	Parts of the Argumentative Essay-Notes Practice Sentence Variety p. 740
Homework for Day Two:	Bring Your Essay To Class!!!!	Compare and Contrast Due
Week Eleven		
Homework for Day One: Reading: p. 638	<i>Film Presentation for Argumentative Essay</i>	Organizing the Argument "MHH" p. 64-89 Working on Intros and Conclusions
Homework for Day Two: Have Your Definition Topic With You		
Week Twelve		
Homework for Day One: Bring Your Essay To Class!!!!	Peer Editing Handout	Argumentative Essay Due Practice Word Choice/Sentence Variety
Homework for Day Two: Argumentative Essay Due	Bring Your Essay To Class!!!! Practice Word Choice/Sentence Variety	
Week Thirteen		
Homework for Day One: CWP	Collaborative Writing Project Assigned Synthesis Topics Assigned to Groups "RA" p. 287-366 Go Over Basic Research Methods	CWP Work in Groups
Homework for Day Two: CWP		
Week Fourteen		
Homework for Day One: CWP	CWP Work in Groups Multimedia Presentations "MHH" p. 248-277	CWP is Due Student Presentations
Homework for Day Two: CWP Presentation		
Week Fifteen		
Homework for Day One:	Student Presentations How to Take Essay Exams	Prepare for Final Exam
Homework for Day Two: Questions about the Final		
Week Sixteen		
Homework for Day One: Prepare for Final Exam	Final Exams Week	Your Exam is on Dec 14, 2011 3:00 p.m.
Homework for Day Two:		

Prepare for Final Exam		at _____ am/pm.
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Names, phone numbers, and email addresses of classmates:

_____	_____
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