



INSTRUCTOR: Meenakshi Venkat

COURSE: ENGL 1301

LOCATION: Seven Lakes High School, Katy ISD

TIMINGS: 11:53-12:43, MWTh (CRN #23523), Room 1659

CREDITS: Dual credit

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TEL. NO.: TBA

E-LEARNING SITE: TBA

Welcome to ENGL 1301, English Composition I!

ENGL 1301 is the first of two college-level writing courses you will take (the second one is 1302-Composition II). Both courses are focused around the essay and essay writing. In this course, you will learn to respond to selected readings from the works of well-known essayists from around the world, understand and explore the writing process, and sharpen your analytical and writing skills. This course aims to lay a solid foundation for all the writing that you will do in college courses and after.

MINIMUM WRITING REQUIREMENT: 5,000 words

LEARNING OBJECTIVES:

1. To demonstrate writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading;
2. To demonstrate critical abilities when discussing texts in class and in writing assignments by delving into the meanings and implications behind the issues, theses, or themes;

3. To analyze texts by professional writers and write critical essays breaking down rhetorical elements into parts, examining the parts, and showing their effect;
4. To apply various methods of development and organization, and / or rhetorical appeals in written assignments;
5. To demonstrate effective use and documentation of sources in support of student ideas in informative and/or persuasive essay.

LEARNING OUTCOMES: In this course, you will learn to

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.

REQUIRED COURSE MATERIALS AND RESOURCES:

- *The Norton Reader: An Anthology of Nonfiction, 13e*
- *The McGraw-Hill Handbook, 3e* (online, through Connect)
- *Comp 1 Study Guide: The Process of Writing* (online, through Connect)
- Merriam Webster Online Dictionary, <http://www.merriam-webster.com/>

ESSAY ASSIGNMENTS: All essay assignments will be discussed in class before you have to hand them in. There will be ample opportunity for clarifying doubts and raising questions. They will be based on the readings that you are assigned (See Calendar), so it is important to keep up with all the weekly readings.

1. **Personal narrative or memoir**, out-of-class, 750+ words
This essay is a reflective narrative on a topic of personal interest to you. The selected readers from the *Norton Reader* will illustrate the different ways and styles in which a personal narrative can be written.
2. **Critical analysis essay**, out-of-class, 750+ words
This essay will be a response to one of the readings we do in the class. You will analyze the author's argument and present your own viewpoints on the author's thesis.
3. **Midterm essay**: An in-class essay that does a **critical analysis** of a topic, 600+ words

4. **Argumentative/Research paper**, out-of-class, 1000+ words. This paper should be focused around a contemporary debate/issue of your choice and requires research as well as MLA documentation and a Works Cited Page. I will provide some suggested topics to get you started. All topics should have prior approval.
5. **Final essay**: An in-class essay, a critical or argumentative response to an article you will read in class, 600+ words.

Additional assignments:

1. **Maintaining a Reading Journal**: A reading journal is an informal journal in which you are given the opportunity to reflect on an assigned reading and jot down your thoughts. These will not be graded for grammar or the level of the finished product, but you will be graded on whether or not you make a journal entry when you are asked to. Please maintain the journal in loose-leaf pages compiled in a folder. Each entry should have your name and date on it.
2. Personalized Learning Plan (PLP) through MGH Connect
3. In-class quizzes
4. Class participation

INSTRUCTIONAL METHODOLOGY:

All classes will be a combination of some lecturing, discussion, group work, and writing. Class participation in the form of volunteering to read from your writing and asking questions will be greatly encouraged. We will also aim to cultivate an atmosphere of tolerance in the classroom and respect for the opinions of others.

CLASSROOM DISCIPLINE: It goes without saying that there should be absolutely no texting, emailing, or use of social networking during class hours.

GRADING:

Each of the following assignments count for 15% of your overall grade, making up a total of 75% of your final grade:

Narrative Essay --- 15%

Critical Analysis---15%

Researched Argument—15%

Midterm Critical Response Essay Exam—15%

Final Critical Response Essay Exam—15%

The remaining 25% will be divided as follows:

PLP in CONNECT: 10%

Quizzes and Reading Journal: 5%

Attendance and class participation: 10%

Grades from this instructor will be in the traditional letters, A through F

HCC Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

The letter grades translate into the following substantive evaluations:

A: Your essay demonstrates a **superior** grasp of the fundamentals of essay writing. It is clear, well-organized, and coherent. There are no grammatical/rhetorical or typographical errors. You have also met the word count minimum as stipulated on the assignment sheet.

B: Your essay demonstrates **above-average** ability and shows a good understanding of the fundamentals of essay writing. There are some grammatical/rhetorical and typographical errors, but none of them are serious enough to interfere with the overall reading experience. You have also met the word count minimum as stipulated on the assignment sheet.

C: Your essay shows a **minimum understanding** of the fundamentals of essay writing, but your thesis is not developed adequately enough and there are usage/grammatical errors. You may have not met the minimum word count for the assignment.

D or F: Your essay shows **serious misunderstanding** of the assigned task. The work may contain problems with organization, grammar and usage, or development of ideas. Your essay **does not meet minimum standards** in terms of organization, grammar, typography, and effort. Ideas are poorly developed and do not reflect sincere commitment to the task. You have not met the minimum word count for the assignment.

Out-of-Class Essay Submission Formats: All out-of-class assignments must be submitted at the beginning of class on their due dates in the following format:

- Typed on white paper (8 ½ x 11) with black ink (handwritten assignments not accepted).

- Your name, the instructor's name, the course name, and name of assignment should be typed on the top left-hand side of the first page.
- Double-spaced, with 1" margins, 12 pt font (Times New Roman).
- MLA format (if you need a review of MLA paper format, visit: <http://owl.english.purdue.edu/owl/resource/747/01/>).
- You will also be required to submit your paper via **Turnitin.com**: More instructions about that in a separate handout.

DEADLINES:

All assignments must be completed on time. Failure to do so will result in a 10-point penalty that will be reflected in your final grade for the assignment. Each additional delay of a day will cost you another 10 points. Assignments that are due on a particular day will be collected at the **beginning** of class. If they are submitted after that, they will be considered late.

STATEMENT ON ACADEMIC HONESTY AND PLAGIARISM:

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. 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. For more on plagiarism, see "Plagiarism" in *The McGraw-Hill Handbook, third edition*, or take advantage of the information provided in the plagiarism tutorial on the HCC Library website (http://library.hccs.edu/learn_how/plagiarism.php).

SPECIAL NEEDS: 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. For questions, please contact Donna Price at

713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future students, scroll down the page and click on the words *Disability Information*.

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

ADDITIONAL SUPPORT: You should always feel free to come and talk to me if you need help with any of your assignments. If you need additional help after school hours, please visit the HCC Writing Center at our Katy and Spring branches:

- On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.
- Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.

LIBRARY FACILITIES: Please be prepared to visit one of HCC's libraries, as your high school library will not have adequate resources for you to write your final essay. The libraries are at the following locations:

Katy:

The librarian is Daniel Dylla, at daniel.dylla@hccs.edu; or call the library at [713-718-5747](tel:713-718-5747). The library is in room 325.

Spring Branch:

The librarians are Melba Martin and Peggy Edwards, at melba.martin@hccs.edu or at peggy.edwards@hccs.edu, respectively; or call the library at [713-718-5655](tel:713-718-5655). The library is in room RC1.

Alief:

The librarian is Jo Blair, at jo.blair@hccs.edu; or call the library at [713-718-5447](tel:713-718-5447). The library is in the ERC.

ABSENCES AND WITHDRAWALS:

You are allowed absences that do not exceed 12.5% of total class hours—equated to mean no more than **six hours of instruction**. Although voluntarily withdrawing from a course is your responsibility, this instructor may withdraw students upon the seventh hour of missed instruction. Chronic lateness will be counted as absences. If necessary, your instructor offers make-up opportunities for essay exams, but journal writing opportunities and peer review sessions cannot be recuperated. Students should understand that grades will suffer as a result of excess absences in this or any college courses.

LAST DATE FOR WITHDRAWAL FROM THIS CLASS IS NOVEMBER 5, 2012.

CALENDAR OF READINGS AND ASSIGNMENTS

Please note that all readings from *The Norton Reader* will be supplemented by additional readings from the McGraw-Hill Handbook and the Comp Reader—these will be announced in class or provided as a separate handout. **Readings from 10/8 to the end of the semester will be announced after the semester begins and will be provided in a separate handout.**

Week 3: 9/17 – 9/20

- **Introductions, review syllabus**
- **Diagnostic Essay (in-class assignment)**
- **Introduction to the Reading Journal**
- **Freewriting**
- **Begin work on first draft of personal narrative essay**
- **THE PERSONAL NARRATIVE (CONT'D):**

READINGS:

Walker, “Beauty: When the Other Dancer Is the Self”

Hurston, “How It Feels to Be Colored Me”

Mairs, “On Being A Cripple”

Week 4: 9/24-9/27

- **THE PERSONAL NARRATIVE (CONT'D):**

READINGS:

Angelou, “Graduation”

Franklin, “Working at Wendy’s”

Ríos, “Green Cards”

- **Work on drafts of personal narrative essay**
- **Peer review of drafts**
- **Discussion of readings**

Week 5: 10/1- 10/4

Personal Narrative is due on 10/1.

Deadline for completion of diagnostic module of Connect is also 10/1.

- **CRITICAL ANALYSIS:**

READINGS:

Quindlen, “Between the Sexes, A Great Divide”

Rich, “Taking Women Students Seriously”

Kristof, “Saudis in Bikinis”

- **Review of guidelines in Comp Study Guide for “Critical Writing” (pp. 48-53)**
- **Discussion of readings**
- **First rough draft of essay due for peer review**

Week 6: 10/8-10/11

- **CRITICAL ANALYSIS (CONT’D):**

READINGS:

Carr, “Is Google Making Us Stupid?”

Goodheart, “9.11.01: The Skyscraper and the Airplane”

Burgess, “Is America Falling Apart?”

- **Discussion of readings**
- **Organizing your ideas**
- **Peer review of second rough drafts**

Week 7: 10/15-10/18 CRITICAL ANALYSIS (CONT’D):

READINGS:

Friedman, “America’s Real Dream Team”

Strebeigh, “The Wheels of Freedom: Bicycles in China”

- **Discussion of readings**
- **Critical Analysis paper due 10/18**

Week 8: 10/22-10/25 10/22 - MIDTERM

- **Feedback on Critical Analysis essays and midterms**
- **Argumentative Research Papers and MLA style**
- **Discussion of Readings**

Week 9: 10/29-11/1	ARGUMENTATIVE/RESEARCH ESSAY
Week 10: 11/5-11/8	ARGUMENTATIVE/RESEARCH ESSAY (CONT'D)
Week 11: 11/12-11/15	ARGUMENTATIVE/RESEARCH ESSAY (CONT'D)
Week 12: 11/19-11/21.	ARGUMENTATIVE/RESEARCH ESSAY (CONT'D)
Week 13: 11/26-11/29	TBD
Week 14: 12/3-12/6	TBD
Week 15: 12/10-12/13	<u>12/10 Final Exam Essay</u>