



Welcome to English Composition I

Engl 1301 - Fall 2013, CRN 62154
Monday, Wednesday, and Thursday 9:27 am – 10:16 a.m., Room 2507
15 Weeks: 9/3/2013 – 12/15/2013
Core Curriculum

Instructor: Michael Suarez

Contact Information:

- 713-718-5785
- michael.suarez@hccs.edu
- elearning site: <http://learning.hccs.edu/faculty/michael.suarez>
- Office Hours: Talk to me or email me for a time and place

Please contact me concerning any problems that you are experiencing in this course, and remember that you do not need to wait until you have received a poor grade before asking for my assistance. I am available. Also, be sure to take advantage of the tutors (see additional support) who are available during much of the day, five days a week.

Additional Support:

- Tutoring and Writing Centers
 - 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.
- On-Line Tutors: <http://askonline.net>

Instructional Materials:

- X. J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*, Eleventh Edition, Bedford/St. Martin's. 2012 (BR)
- *The New McGraw-Hill Handbook* (MH)
- *English 1301 Study Guide* (SG)
- Suggested Text: College Level Dictionary
- Blue Books (2) for all in-class assignments
- Notebook (1)

Course Description:

A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including an introduction to argumentation, critical analysis, and the use of sources.

Course Goals:

In English 1301, we seek to provide writing instruction and practice that will help students master writing the short essay while developing critical reading skills. We believe that in mastering this particular kind of writing, students will also gain skills that will permit them to be successful at writing tasks in other college courses, their careers, and in their personal lives.

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.

Learning Objectives:

1. Demonstrate writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading;
2. 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. Analyze texts by professional writers and write critical essays breaking down rhetorical elements into parts, examining the parts, and showing their effect;
4. Apply various methods of development and organization, and / or rhetorical appeals in written assignments;
5. Demonstrate effective use and documentation of sources in support of student ideas in informative and/or persuasive essays.

Instructional Methods:

To fulfill my personal goal of making you the best writer and thinker I can in 15 weeks, you will experience a variety of instructional methods. I will give you very specific guidance as to how to write analyses and arguments. Also, models of exemplary student writing on every out-of-class assignment will be available for your review.

In addition to analysis and argument, to become more fluid and confident writers, you will also experiment in different styles of writing from personal narratives to descriptive papers.

CORE Curriculum Competencies:

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Prerequisites:

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

Minimum Writing Requirement:

Minimum of 5000 words during the semester.

Student Assignments:

This class aims to build within each student a strong foundation for his or her writing. Given the shortened semester, students should strive to not miss any classes. Each assignment builds upon the next so that by the end of the semester, the attentive student will know how to effectively compose various essays, given a particular situation. Each student will also learn how to properly cite sources and apply MLA style.

Assignments include:

Midterm Analysis, a 600+ word in-class essay where a student analyses a text from *The Bedford Reader*.

Personal Narrative Paper, a 750+ word essay in which the student tells the story of an important event in his or her life.

Descriptive Paper, a 750+ word paper that describes a particular place in the student's life.

Compare and Contrast Paper, a 750+ word paper comparing and/or contrasting two texts from *The Bedford Reader*, with the use of MLA documentation.

Journal, an experimental writing exercise, it allows students to reflect on issues related to the class and develop their confidence as writers.

McGraw-Hill Online, an online component focusing on grammar and mechanics (includes Diagnostic, PLP, and Post-Diagnostic)

Quizzes, one nearly every single class period

Final, a 600+ word in-class persuasive paper that tries to convince the reader on the particular stance on an issue in a text discussed in class.

Student Assessments

- Three Essays (Personal Narrative, Descriptive, and Compare and Contrast) 30%
- Journal 10%
- Mid-term: In-class Analysis Essay 20%
- Final: Essay showing knowledge of skills learned 20%
- Class Participation, Quizzes, Group Work 10%
- McGraw-Hill Online 10%

Where to Find Copies of Specific Assignments and Written Support for this Class:

On the elearning site noted above, this syllabus and calendar, assignments, and other materials concerning English are available to read, download and/or print.

Instructor Grading Criteria:

- Out of class paper and journal will receive a contract grade. A contract grade expects clear, clean English but focuses on the requirements that a certain type of paper demands.
 - Personal Narrative, Descriptive, and Compare and Contrast papers: student receives a B if he or she meets requirements, higher with exceptional writing
 - Journal: student receives an A if he or she meets requirements.
- Midterm and Final
 - These papers will be graded by English Discipline standards, which include grammar, sentence structure, punctuation, word usage, tone, and mechanics. The grading profile is weighted by the following percentages:
 - Content 27%
 - Organization 23%
 - Sentences 20%
 - Word Use and Tone 17%
 - Punctuation and Mechanics 13%
 - In addition to the average of grades on out-of-class writing, a student must obtain a passing average (70 - 100) on in-class writing in order to make at least a C in the course. If the average of in-class writing is a D (60 - 69),

the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the class. (The average of in-class essays is formed by counting the first in-class essay once and by counting the last one twice.)

HCC Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

HCC Policy Statements:

- **Discipline:** As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and to assist me achieve this critical goal. (See Student Handbook)
- **Academic Honesty:** 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 New McGraw-Hill Handbook, second edition*. (See Student Handbook)

- **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

- **Missing Class:** If absent or late to a class, the student is responsible for any information missed. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if you missed anything important. If students come in tardy, it is their responsibility to find out what they missed and to make sure, after class, that their attendance has been recorded; otherwise, they will be considered absent.
- **Attendance/Withdrawals:** You should understand that your in-class grade will suffer as a result of absences, and of course, your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower. If a student misses more than 6 hours of class, excused or non-excused absences, the student may be dropped from the course. Three tardies equal one absence. Leaving early is the same as a tardy. If students stop attending the class, they will receive an Fx, failure due to absences, on their transcript.
 - If you feel that you cannot complete this course, please take the time to meet with me to discuss why you feel it is necessary to do so. I may be able to provide you with suggestions to enable you to complete the course. Your success is important.
 - If you wish to withdraw, fill out the withdrawal form online and submit it. Faculty can only withdraw you from a class for excess absences. However, before you withdraw from any class, please consider the following carefully: The State of Texas imposes 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. 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.
- **Last day for Administrative /Student Withdrawals:**
Friday, November 1, 4:30 p.m.

Savings Assignments:

Save your work on a **FLASH DRIVE**. If a C drive crashed with no backup, students will be faced with rewriting assignments.

Storing Graded Assignments:

Students should store all graded assignments in a folder until the end of the semester in case a questions arises later on in the course about a grade.

Peer Email Addresses and Phone Numbers:

Students should get email addresses and cell phone numbers from at least **two classmates** in case they are absent from class. I make announcements in each class that should be added to your syllabus, so if you are absent, you will miss them if you don't check with a classmate. I can't possibly include every single thing we do in class on the syllabus.

HCC Student Services Information:

Student Services provides master's and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans.

Student Services regular business hours are the same at both campuses. Phone numbers:

- * 8 a.m. – 7 p.m. M – Th
- * 8 a.m. – 1 p.m. F – Sat
- * Katy Campus, 713-718-5751
- * Spring Branch Campus, 713-718-5669

Additional Information:

<http://northwest.hccs.edu/northwest/campus-services>

Early Alert: HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.



Instructor Requirements:

- **Submission of materials.** As in any activity, like basketball, for example, writing follows certain rules so that audience and participants know what to do and what to expect.
 - **In-class essays** must be written on blue books. Unless told otherwise, students will write on one side of a page and skip every other line to allow room for instructor comments.
 - **Out of class** papers are to be turned in at the beginning of the class period on which they are due: first 20 minutes. Papers will be penalized one letter grade (10 points) after the beginning of class when due and every calendar day they are late up to three days. After that a paper is no longer accepted. Make-up of in-class exams follows the same criteria, unless otherwise excused.
 - Out-of-class essays must follow basic MLA rules (Modern Language Association: the writing body that is the equivalent of the NBA) and be typed, double spaced, and printed on 8 1/2 x 11" white paper with 1" margins and use a 12 pt. plain font. For my class, unless told otherwise, please do not submit title sheets, cover booklets, or bindings. Secure the required materials with a staple or paper clip.
- **Electronics in the classroom:** As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor.

Syllabus:

It is up to students to download the syllabus from the Learning Web. Because of limited copying budgets, instructors have been told to post their handouts on line to reduce copying costs.

Connect Composition:

Students will take a diagnostic exam at the beginning of the semester to see where each of them is in respect to their knowledge of Composition. Each student will then follow a personal learning plan, which must be completed by the end of the semester for a grade.

Students must use the following link to access both the diagnostic essay as well as their personal learning plans:

http://connect.mcgraw-hill.com/class/m_suarez_fall_2013_62154

Calendar for Composition I: Fall 2013

Readings and assignments must be read or completed by the date assigned, and they may be augmented or deleted by instructor.

Week 1

9/4, 5:

W Syllabus and Calendar; Introductions; Short Diagnostic essay

TH McGraw-Hill Online; Introductions and Discussion of Texts: *The Bedford Reader* (BR) and *McGraw-Hill Handbook* (MH); and the *English1301 Study Guide* (SG)

Week 2

9/9, 11, and 12

M Read Chapter 1 (BR 9-20, "Reading an Essay")

Quiz #1

Journal #1

W Critical Thinking

Continue Reading Chapter 1 (BR 20 – 26, "Analyzing an Essay")

Quiz #2

Journal #2

TH Critical Thinking (cont'd)

Finish Reading Chapter 1 (BR 27 – 31, "Thinking Critically About Visual Images")

Quiz #3

Journal #3

Week 3

9/16, 18, and 19

M The Writing Process

Read Chapter 2 (BR 33 – 40, "Analyzing the Writing Situation," "Discovering Ideas," and "Focusing on the Thesis and the Thesis Statement"); and p. 4 – 5 (SG)

Quiz #4

Journal #4

W The Writing Process (cont'd)

Continue Reading Chapter 2 (BR 40 – 50, "Drafting," "Revising," and "Editing")

Quiz #5

Journal #5

TH The Writing Process (cont'd)
First Draft of Personal Narrative Due
Read p. 28 – 30 (*SG*)
In-class peer review of Personal Narrative

Week 4

9/23, 25, and 26
M Academic Writing
Read Chapter 3 (*BR* 61 – 73, “Responding to a Text,” “Integrating Source Material,” and “Avoiding Plagiarism”)
Quiz #6
Journal #6

W Academic Writing (cont'd)
Look at *BR* 73 – 90
Discussion on MLA Citation and Format
Quiz #7
Journal #7

TH Telling a Story
Read Chapter 4 (*BR* 97 – 109)
Quiz #8
Journal #8

Week 5

9/30, 10/2, and 3
M Telling a Story (cont'd)
Read “The Chase” (*BR* 121 – 124) and “The Lottery” (*BR* 139 – 146) for
Quiz #9
Journal #9

W Telling a Story (cont'd)
Read *BR* 26 and 148 – 149
Quiz #10
Journal #10

TH Telling a Story (cont'd)
Final Draft of Personal Narrative Due
TBA

Week 6

10/7, 9, and 10
M Analysis
Read Chapter 9 (*BR* 351 – 359)

Quiz #11
Journal #11

W Analysis (cont'd)

Read "Vampires Never Die" (*BR* 372 – 375) and "The Capricious Camera" (*BR* 387 – 393)

Quiz #12

Quiz #12

TH

Prepare for Mid-term

Week 7

10/14, 16, and 17

M

Student Holiday

W & TH Mid-term In-class Essay

Week 8

10/21, 23, and 24

M Writing with Your Senses

Read Chapter 5 (*BR* 153 – 162)

Quiz #13

Journal #13

W Writing with Your Senses (cont'd)

Read "Shooting Dad" (*BR* 171 – 177) and "The Best Pizza in the World" (*BR* 181 – 184)

Quiz #14

Journal #14

TH Writing with Your Senses (cont'd)

Read 179 – 180 (*BR*)

Quiz #15

Journal #15

Week 9

10/28, 30, and 31

M Descriptive

Rough Draft of Descriptive Paper Due

In-class peer review of Descriptive Paper

W Descriptive (cont'd)

Read "Arm Wrestling with My Father" (*BR* 163 – 170) and "Dance of the Hobs" (*BR* 187 – 193)

Quiz #16

Journal #16

TH Descriptive (cont'd)

Look at p. 45 (*SG*) and *BR* p. 195

Quiz #17

Journal #17

Week 10

11/4, 6, and 7

M Setting Things Side by Side

Read Chapter 7 (*BR* 245 – 254)

Quiz # 18

Journal #18

Final Draft of Descriptive Paper Due

W Setting Things Side by Side (cont'd)

Read "Neat People vs. Sloppy People" (*BR* 255 – 257) and "Batting Clean-Up and Striking Out" (*BR* 261 – 263)

Quiz #19

Journal #19

TH Setting Things Side by Side (cont'd)

Read *BR* 259 – 260 and 265 – 266

Quiz #20

Journal #20

Week 11

11/11, 13, and 14

M Compare and Contrast

Rough Draft of Compare and Contrast Paper

In-class peer review of Compare and Contrast paper

W Compare and Contrast

Read "Remembering My Childhood on the Continent of Africa" (*BR* 274 – 281) and "Size 6" (*BR* 282 – 289)

Quiz #21

Journal #21

TH Compare and Contrast

Read "Grant and Lee: A Study in Contrasts" (*BR* 267 – 273)

Quiz #22

Journal #22

Week 12

11/18, 20, and 21

M Compare and Contrast

TBA

W Persuasive

Read Chapter 13 (*BR* 547 – 563)

Quiz #23

Journal #23

Final Draft of Compare and Contrast Paper

TH Persuasive (cont'd)

Read "Too Much Pressure" (*BR* 564 – 568)

Quiz #24

Journal #24

Week 13

11/25, 27, and 28

M Persuasive (cont'd)

Read "Destroyed" (*BR* 580 – 585) and "The Designer Player" (*BR* 586 – 591)

Quiz #25

Journal #25

W & TH

Thanksgiving

Week 14

12/3, 5, and 6

M, W & TH Final In-class Persuasive Essay

Week 15

12/10, 12, and 13

M Return Past Work

Go over Final

W & TH Reflection

Return Finals