



Welcome to English Composition I

Engl 1301 - Fall 2015, CRN 73149
Mon., Wed., and Fri. 9:27 – 10:16 pm, room 2664
15 Weeks: 8/31/2015 – 12/13/2015
Core Curriculum

Instructor: Michael Suarez

Contact Information:

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- Email for this specific class: comp.1.morton.ranch@gmail.com
- elearning site: <http://learning.hccs.edu/faculty/michael.suarez>
- Office Hours: before and after class
- Office Hours Location: room 2664

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*, Twelfth Edition, Bedford/St. Martin's. 2013 (BR)
- *The New McGraw-Hill Handbook* (MH) – online
- *English 1301 Study Guide* (SG) – online
- Suggested Text: College Level Dictionary
- Blue Books for Midterm and Final Exams

Course Description:

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Course Goals:

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.

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. **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

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.

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. (Note that each assignment will have its own set of criteria to be met.)

Assignments include:

Midterm Critical Analysis, an in-class essay where a student critically analyses a text from *The Bedford Reader*.

10 Mini-Papers, out-of-class essays in which the student utilizes a specific type of writing.

Oral Presentation, a ten-minute presentation, based off the Critical Analysis Essay written for the mid-term.

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

McGraw-Hill Online (Connect Composition), the online component for this class which focuses on grammar. LSA completion and both the pre- and post-tests.

Class Discussions, Quizzes, Group Work, Class Participation, and In-class Writing, everyday work in class includes daily quizzes on readings, peer reviews, class discussions, and the occasional writing exercise.

Student Assessments

- 10 Mini-Papers 10%
- McGraw-Hill Online - Connect 15%
- Mid-term: In-class Analysis Essay 20%
- Final: Essay showing knowledge of skills learned 20%
- Quizzes, Group Work, Class Participation, and In-class Writing 25%
- Oral Presentation 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 papers, as well as the 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. This is a college class and I expect college-level (a.k.a. professional) behavior from each of you. 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:** ADA- Services to Students with Disabilities

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 only authorized to provide only the accommodations requested by the Disability Support Services Office.

The ADA counselors: Northwest ADA Counselors: Lisa Parkinson – [713.718.5422](tel:713.718.5422) (officed at Spring Branch) and Dr. LaRonda Ashford – [713.718.5409](tel:713.718.5409) (officed at Katy)

- **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, October 30, 2015

Savings Assignments:

Save your work on a **FLASH DRIVE**. If a C drive crashed with no backup, students will be faced with rewriting assignments. You are responsible for saving your own work. Please do not delete such items until the semester has ended and you have received your grade for the class to ensure that you can re-submit work if needed.

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. Points will be deducted from papers, which do not meet requirements. **Students are also required to submit their out-of-class essays via email on or before the day said essays are due.**
- **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.

Extra Credit:

Any and all extra credit will be at the discretion of the professor.

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 (Learn Smart Achieve – “LSA”), which must be completed near the end of the semester for a grade. You must complete at least 95% of the LSA and receive a passing grade on each assignment given. For full credit (15% of your final grade), students must complete this, as well as both the Pre- and Post-Tests.

Students must use the following link to register for this online component to the class. Know that you will pay \$30 for this (you will have access for the rest of the semester, as well as throughout 1302). **Do not** register for a free trial.

http://connect.mheducation.com/class/suarez_73149

EGLS₃ (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 near the end of the term, 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 department chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for more information.

Remind 101

Go to Learning Web and find the registration instructions for your class. This helpful tool allows us to communicate via text without having to share any information. **Strongly recommended.**