

ENGLISH 1301

Composition I /3 Hrs. Lecture Course/Spring 2018/CRN#54114

Vital Information

Instructor: Mrs. N. Puder

Email: nichelle.puder@hccs.edu

Learning Web:
<http://learning.hccs.edu/faculty/nichelle.puder>

Office/Phone: AD8 - Spring Branch

Phone: 713-718-5498

Office Hours: In Person or by Appointment

Required Material

Website: Connect-Learn-Smart-Achieve for Writing and Grammar.
Cost \$42.50 – Future Sign-in is www.connect.mheducation.com

Includes: Pretest, Diagnostic labs, and Posttest.

McGraw-Hill Handbook, 3rd Edition, eBook

[75 Readings Plus](#), Reading Selections, eBook

Film: *Superheroes Decoded : American Legends and American Rebels*. Exe. Prod. Josh Mensch. History Channel, 2017. Available Through amazon.com \$7

Additional Resources

Computer or access to one, USB drive, notebook with pockets, correction fluid, pens, pencils, dictionary/thesaurus, pack of scantrons, and mini-essay books.



Course Description

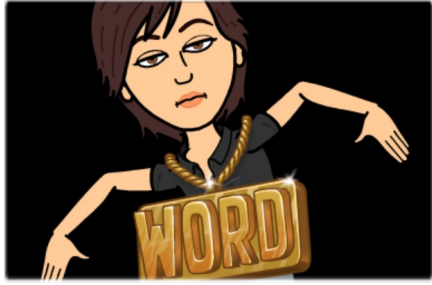
Intensive study and practice in writing processes, from invention and research to drafting, revising, and editing, both individual and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. A Core curriculum course. Prerequisite: A satisfactory assessment score, completion of INRW 0420 or (for non-native speakers) ESOL 0360.

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing as processes.
2. Develop ideas with appropriate support and attribution.





Grade Percentages

Unless the professor makes changes and announces otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as follows:

Essay 1	15%
Group Report	15%
Essay 2	20%
Essay 3	10%
Final Exam	20%

Other Assignments 20%

1. Connect Lab Exercises
2. Journals
3. Quizzes
4. Group Work
5. Outlines
6. Drafts
7. Peer-Analysis
8. Other

3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Core Objectives

Students enrolled in this **core curriculum course** will complete assignments designed to cultivate the following core 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. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making.
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose and goal.



Attendance

Texas State Law designates **87.5%** minimum attendance for college courses. This requirement allows for a **12.5** absence maximum, which computes as 6 hours. MW and TR classes have 6 absences. A student who exceeds the maximum will be dropped from the course.

Tardiness

A student who is tardy may sign the roll at the end of class. A tardy student who fails to sign the roll or notify the professor of their attendance will be counted 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.

Makeup Work/Late Policy

Makeup work **without any points** deducted will be accepted without penalty at the discretion of the professor. All other late work will loss **ten points per class day late**. In class quizzes and in class group work cannot be made up.

W (Withdrawn)

A (W) 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.

HCC POLICY STATEMENTS: WITHDRAWAL

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before you withdraw from your course, please take time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX total course withdrawals throughout their educational career in obtaining a certificate and/or degree.**

FX Grade

If the student fails the course because he/she did not attend and or complete assignments, then the FX grade will be given. This grade adversely affects Financial Aid as well as academic standing.

Scholastic Dishonesty:

- **Plagiarism.** A student who knowingly submits for evaluation the words of others disguised as his or her own has committed an act of plagiarism.
- **Collusion.** Working with another person in preparation of notes, themes, reports, or other written work offered for credit unless the instructor specially approves such collaboration in advance.
- **Cheating on an examination or quiz.** Giving or receiving, offering or soliciting information, or using prepared material in an examination or testing situation. On examinations and quizzes students are expected: to remain in the examination room until the examination is finished, to refrain from talking, and to refrain from bringing notes and books into the examination room.
- **Impersonation.** Allowing another person to attend classes, take examinations, or to do graded assignments for an enrolled student under his/her name is strictly forbidden. If a student commits any of the above offenses, he or she will receive a "0" on the assignment and may lose total credit in the course and or expulsion from the university.

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.

Campus Carry:

“At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.”

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, 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 division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCCS Policy

Ringling cellular phones, texting, using computers (unless for note taking during class) interrupts instruction. Students must remember to TURN OFF phones and refrain from texting and surfing the Internet when they are in class. A student who does not cooperate may be dismissed from class. It is also disruptive to leave the classroom after receiving a call. Unless it is an emergency, answer or return calls AFTER class is dismissed.

ADA (American Disabilities Act)

HCCS is compliant with the American Disabilities Act and Sec. 504 of the Rehabilitation Act of 1973. If you have any special needs or disabilities that may affect your ability to succeed in college courses, contact a Disability Support Service Counselor (DSSC) in the college you plan to attend.

Northwest ADA Counselor: Mohnaz Kolaini (713) 718-5422

Course Calendar - Spring 2018 – Tues. – Thurs.

Small changes may occur within the Course Calendar. Bring readings and other materials to class every class period via copied or downloaded material from laptop or tablet.

(English 1301 Freshman Composition I)

Week 1

1/16 Campus Closed – Unsafe Traveling Conditions

1/18 Introduction to Instructor and Course

TED Talk - The Power of Belief -Mindset and Success <https://ed.ted.com/on/aVMPCOpr#review>

Receive the following:

- Questionnaire, Syllabus and Course Calendar, Group Syllabus/CC Quiz, Register for Connect (Book Site for Class).

Homework:

Review the following:

1. Register for Connect – Learn-Smart-Achieve if problems occurred registering in class.
<http://connect.mheducation.com/class/n-puder-english-1301-crn-57272-930-spring-2018>
2. PP Slides Getting the Most Out of Reading and Getting the Most Out of Writing.
3. Also, read Chap. 1, *Writing and Designing Texts*, and Chap. 2, *Understanding Writing Assignments*, in The McGraw-Hill Handbook – in EBook through Connect.

Week 2

1/23 Discuss Important Areas Found in Assigned PP Slides and EBook Chapter

Reading Via Assigned Groups. Group Work will serve as class grade for the day.

Homework:

Review PP Slides *Narration Writing* and *Writing a Summary*.

Read Langston Hughes *Salvation* and Dweck's *Brainology*. **A quiz or journal on class day is always a possibility.**

1/23 (Continued) Reminder - Complete through Connect Modules:**Critical Thinking**

1. Reading to Understand Literal Meaning – Due 1/25

Open until 1/25 – 11:30 p.m.

Writing

2. The Writing Process - Due 2/1
3. Generating Ideas – Due 2/1
4. Planning and Organizing - Due 2/1
5. Drafting – Due 2/1

Open until 2/1 - 11:30 p.m.

Grammar

1. Phrases, Clauses, Fragments – Due 2/8
2. Verbs/Verbals – Due 2/8
3. Verb Tense/Voice Shifts – Due 2/8

Open until 2/8 – 11:30 p.m.

1/25 Crafting the Story and Creating a Summary

Discussion with Connect PP Slides and *Salvation* and *Brainology* readings as illustrations.

Homework:

Read Sanders' *Under the Influence* and Gansberg's *37 Saw Murder Didn't Call the Police* found on *Connect* for class discussion and or group work. **A quiz or journal on class day is always a possibility.**

Reminder - Complete through Connect Modules:

1. Commas – Due 2/11
2. Comma-Splices and Run-ons Due 2/11

Open until Thurs. 2/11– 11:30 p.m.

Week 3

1/30 Discuss Sanders and Gansberg's stories.

Homework: Read Tizon's *My Family Slave* found on *Connect* for class discussion and or group work. **A quiz or journal on class day is always a possibility.**

2/1 Continue Sanders and Ginsberg stories discussion.

Week 4

2/6 Discuss Tizon's story.

Homework: Read Marius' *Writing Drafts* and King's *Top 20 Rules for Writers* found on *Connect*. **A quiz or journal on class day is always a possibility.**

Reminder - Complete through Connect Modules:

1. Drafting
2. Revision
3. Proofreading, Formatting, and Producing Texts

Open until Thurs. 2/18– 11:30 p.m.

2/8 Discussion Essay #1 - **Receive Topics – Narration-Description Essay – Due date, Thurs., 2/22.**

Discuss *The Writing Process* through Marius' and King's works, instructor lecture notes, and class interaction.

Homework: Chap. 3, *Shaping the Whole Essay*, Chap. 4 *Drafting Paragraphs and Visuals*, and Chap. 11, *Personal Essays* in The McGraw-Hill Handbook – in EBook through Connect.

Week 5

2/13 Continue Discussing *The Writing Process* Through Sample Essays.

Homework: Read Chap. 5, *Revising and Editing* in The McGraw-Hill Handbook – EBook through Connect.

2/15 Drafting Day - Work in class, coffee shop, your own home, or see instructor in office, AD8 with typed

Homework: Revise and edit Narrative-Descriptive Essay; see a Writing Tutor, or send it to online tutoring.
draft for suggestions on improvement.

Week 6

2/20 Revise/Edit Sample and Peer-Analysis Narrative-Descriptive Essay with students in class.

Submit typed draft and completed peer-analysis form for class grade.

Homework: Revise and edit Narrative-Descriptive Essay; see a Writing Tutor, or send it to online tutoring.

2/22 Narrative-Descriptive Essay Due. Submit via Connect.

Discussion of Definition Writing and How to Write an Article/Short Story Report using Naylor's *The Meaning of a Word*. Group random pick choices:

1. Goodman's *The Company Man* - Term Workaholic
2. Parker's *What is Poverty* - Term Poverty
3. Sanders' *Under the Influence* - Term Alcoholic
4. Gibb's *Pride* - Term Pride

All articles are posted through Connect Writing.

Homework: Read Chap. 13, *Oral Presentations*, in The McGraw-Hill Handbook – EBook through Connect.

Week 7

2/27 Work in Groups. There is a mandatory check in with Mrs. Puder for all group members.

Due through *Connect* by 11:30 p.m. 3/11 are modules covering:

1. Subject-Verb-Agreement – Due 3/11
2. Pronoun Antecedent Agreement – Due 3/11
3. Pronoun Reference –Due 3/11

3/1 Work in Groups. There is a mandatory check in with Mrs. Puder for all group members.

Week 8 (Half of Semester Completed)

3/6 Group 1 and Group 2. (Serves as Midterm Exam)

3/8 Group 3 and Group 4. (Serves as Midterm Exam)

Return Narrative-Descriptive Essays.

Spring Break March 12-16, 2018

Homework: Read through *Connect* Heintoff's *Should This Student Have Been Expelled*. Read Chap. 10, *The Argument* in The McGraw-Hill Handbook – EBook through Connect.

Week 9 (Second Half of Semester Begins)

3/20 Return Definition Group Project/Article Grade

Discuss Heintoff's essay in connection to Argumentative Writing:

- Choosing a Controversial/Intriguing Issue/Topic (Local, National, and International)
- Narrowing a the Issue/Topic
- Defining Terms Used for the Issue
- Finding Background and History on the Issue
- Finding Different Kinds of Evidence
- Evaluating the Evidence

Homework: Read Chap. 13, *Oral Presentations*, in The McGraw-Hill Handbook – EBook through Connect.

Read Chap. 16, *Finding and Managing Print and Online Sources*, and Chap. 18, *Evaluating Sources* in The McGraw-Hill Handbook – EBook through Connect

Reminder Complete through Connect Modules:

1. Evaluating Truth and Accuracy in a Text – Due 3/22
2. Evaluating the Effectiveness and Appropriateness of a Text - Due 3/22

Open until Thurs. 3/22– 11:30 p.m.

3/22 Continue Argumentative Writing Discussion/Receive Research Paper Assignment

Reminder Complete through Connect Modules:

1. Developing and Implementing a Research Paper – Due 4/3
2. Evaluating Information and Sources - 4/3
3. Integrating Source Material Into the Text – Due 4/3
4. Using Information Ethically/Legally – Due 4/3

Open until 4/3– 11:30 p.m.

Week 10

3/27 Share assignment concerns with Mrs. Puder - one-on-one discussion.

1. What local, national, international issue did you select?
2. Do you have any term or terms to be defined? What is/are they?
3. What kind of articles (evidence) did you find to support your chosen controversial issue?
4. Do any of my articles contain background and history on my issue?
5. What do you know about the issue?
6. What do you still need to know about the issue?

3/29 Submit Copy of Working Bibliography. Continue to as these questions of yourselves.

1. What local, national, international issue did you select?
2. Do you have any term or terms to be defined? What is/are they?
3. What kind of articles (evidence) did you find to support your chosen controversial issue?
4. Do any of my articles contain background and history on my issue?
5. What do you know about the issue?
6. What do you still need to know about the issue?

Week 11

4/3 Argumentative Drafting Day - Work in class, coffee shop, your own home, or see instructor in office, AD8 with typed draft for suggestions on improvement.

Homework: Make improvements to draft.

4/5 Revise/Edit Sample and Peer-Analysis Argumentative Essay with students in class.

Submit typed draft and peer-analysis form for class grade.

Homework: Revise and edit Argumentative Essay; see a Writing Tutor, or send it to online tutoring.

Week 12

4/10 Round Table Discussion - What needs to be done to essays for a confident submission? Written and verbal answer to question will serve as class grade.

4/12 **Argumentative Research Essay Due.**

Week 13

4/17 View Part 1: Superheroes Decoded *American Legends* - available to rent or purchase through amazon.com .

4/19 View Part 2: Superheroes Decoded *American Rebels* - available to rent or purchase through amazon.com .

Week 14

4/24 **Receive Final Exam Review Sheet Early**
Discuss Film Episodes and Receive Essay Assignment

4/26 **Essay Drafting Day** - Work in class, coffee shop, your own home, or see instructor in office, AD8 with typed draft for suggestions on improvement

Week 15

5/1 Round Table Discussion - What needs to be done to essays for a confident submission? Written and verbal answer to question will serve as class grade.

5/3 **Final Essay Due.**
Discuss Final Exam, which is multiple-choice, fill-in-the-blank, and short answer. Materials for text include mini-essay book, pen, correction fluid, dictionary and or thesaurus.

Week 16

The Final Exam will be held in our regular classroom on the Final Exam Day, Tuesday, May 8, 2018 from 9-11 a.m.; students need not attend class the other regular class day.