



Welcome to English Composition I

Engl 1301 - Fall 2010
3 Credit Hours / 48 hours per semester
16 Weeks: 8/28/2010 – 12/19/2010
Lecture / Core Curriculum

Instructor: Salma Hooshmand

Contact Information:

- Salma.hooshmand@hccs.edu
- elearning site: <http://learning.hccs.edu/faculty/salma.hooshmand>
- Office Hours by appointment

The best way to contact me is through email. Please contact me concerning problems, issues, or challenges you face in this course. Do not wait until you receive a poor grade to talk to me. Also, the writing tutors (information below) are highly recommended – please take advantage of them. Students who regularly meet with the tutors improve their writing skills dramatically throughout the semester, which leads to better grades.

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>

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

Instructional Materials:

- *The Writer's Presence: A Pool of Readings, 6th ed.* Eds. Donald McQuade and Robert Atwan
- *English 1301 Study Guide*
- Suggested Text: College Level Dictionary
- Blue Books for in-class exams

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.

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.

Student Learning Outcomes:

1. Apply basic principles of rhetorical analysis
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.
6. Experiment in creative and reflective approaches to writing.

Learning Objectives:

1. Demonstrate the ability to coherently analyze: divide a text into rhetorical parts, name the parts, identify examples that illustrate each part, and evaluate the contribution of each in one or more essays;
2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—in written essays that persuade or argue;
3. Distinguish fact from opinion in others' writings and evaluate whether they prove their points and/or whether they can be appropriately used as sources in documented papers;
4. Research and write documented paper(s) using proper MLA style;
5. Find and evaluate library books, journals, magazines, and/or data-bases to find information on a topic or issue;
6. Expand the scope, confidence, and creativity of written expression

Instructional Methods:

The best way to become an effective writer is through practice. Students will have plenty of writing practice throughout this course. Writing will also be improved through feedback and guidance from instructor and peers. Students will be exposed to examples of effective writing. Discussions of effective writing techniques and collaboration will also promote better writing and critical thinking.

CORE Curriculum Competencies:

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

Minimum Writing Requirement:

To be good on a computer, one must spend many hours on it. To be a good short stop, one has to field endless amounts of grounders. To be a good writer, one must As in any other skill, practice advances mastery: 5,000 words minimum. This course requires more.

Student Assignments/Assessments

- Narrative Essay 10%
- Expository Essay 15%
- Midterm: Critical Response Essay in-class 10%
- Argument Research Paper 20%
- Final: Critical Response Essay II in-class 15%
- Journals + In-class critical response practices 15%
- Class Participation, Quizzes, Peer Reviews 15%

Assignments, Readings, and Class Schedules will be posted on the elearning website. It is student's responsibility to access this information. Readings and assignments must be completed at the start of class on the due date.

Instructor Grading Criteria:

- Out of class papers—narrative, persuasive and research paper—will receive a grade that is a summation of prewriting, drafts, revisions and final draft.
- Journals & critical response practices: Journals will be written out-of-class, and graded holistically
- Midterm and Final-graded holistically

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.

- **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. Each student should exchange emails or phone numbers with other students. After an absence, students are to find out what they missed before returning to class. 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. Quizzes, Critical Response Practices, and Peer Reviews cannot be made-up.

- **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, it is their responsibility to formally withdraw.
 - If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date for withdrawal. Before you withdraw from the 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, obtain the withdrawal form from Student Services and submit it in the registration office or see me about withdrawing you. 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.
 - In consideration of the above law, I will not give a “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only submit the grade earned by adding up your grades to date. Other instructors may have different rules concerning giving a "W" grade. Please read the syllabus for each of your classes to be informed of the rules.
 - International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.
- **Last day for Administrative/Student Withdrawals:** Thursday, November 18, 4:30 p.m.

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:

- **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 both to the instructor (at the start of class) and on turnitin.com (before your class time). Papers and other work will be penalized one letter grade 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. Journal assignments are not accepted late.
- Out-of-class papers 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.
- **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. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and the student may be asked to leave for the rest of the class period. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

Tentative Schedule:

Week	Topics
1	Introductions, Syllabus; Intro to Critical Reading
2	<i>Comp SG</i> pp. 5-17 due; Critical Reading/Writing Practice
3	Response #1 due; Critical Reading/Writing Quiz; Intro to Narrative Writing <i>AWP</i> p. 249 "Mother Tongue" due.
4	Response #2 due; <i>AWP</i> p. 17 "What's Your Name..." due; Narrative Essay Exercise <i>Comp SG</i> pp. 38-46; Revised Response #2 due; Narrative Essay Draft 1 Due ; Peer Reviews; Intro to concrete details
5	Narrative Essay Draft 2 Due ; Intro to Definition Essay; Response #3 due <i>AWP</i> p. 545 "A Traditional Family" due; Definition Thesis Statements
6	Definition Essay Outline Due; TWP p. 94 "Learning to Read..." due; In-Class Critical Response Practice Final Narrative Essay Due; Definition Essay Draft 1 Due ; Peer Reviews
7	typed peer reviews due; <i>Comp</i> study guide pp. 18-24 due; Intro to Argumentation Definition Essay Draft 2 due ; MLA citing sources
8	Midterm Exam ; Bring Blue Books Library Orientation; TWP pp. 791 "The Pitfalls..." due; Fallacies
9	Final Draft Definition Essay due ; Response #4 due; In Class Argument Analysis; Argument Essay Topic+Thesis Statement due
10	Library Work Day; TWP pp. 828 "The Men..." due
11	Response #5 Due; Argument Essay Outline Due
12	Argument Essay Draft 1 Due; Peer Reviews
13	Argument Essay Draft 2 Due ; TWP pp. 866 "A Modest Proposal" due
14	Argument Essay Final Due ; Response #6 due
15	In-Class Response
16	Final Exam ; Bring Blue Book