



# Welcome to English Composition I

Engl 1301 - Fall 2012, CRN 24103  
Tuesday and Thursday, 8:00 – 11 a.m., Room 125  
3 Credit Hours / 48 hours per semester  
8 Weeks: 8/27/2012 – 10/21/2012  
Lecture / Core Curriculum

**Instructor:** Samuel D. Huntington

## Contact Information:

- No phone contact
- E-mail: [samuel.huntington@hccs.edu](mailto:samuel.huntington@hccs.edu)
- E-learning site: <http://learning.hccs.edu/faculty/samuel.huntington>
- Office Space: N/A, but can be arranged
- Office Hours: Immediately after class Tuesday and Thursday, and by appointment

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. Feel free to contact me via e-mail or arrange a visit with me any time after class or at a time convenient for both of us; and I'll be glad to discuss things with you. Also, be sure to take advantage of the tutors (see additional support immediately below) who are available during much of the day, five days a week at Spring Branch and two days a week at Katy. You may also take advantage of on-line tutors.

## 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:** Satisfactory assessment score, completion of ENGL 0310 or ENGL 0349 (for non-native speakers)

## **Instructional Materials:**

- Donald McQuade and Robert Atwan. *The Writer's Presence: A Pool of Readings*, Seventh Edition, Bedford/St. Martin's. 2012 (WP on schedule below)
- Elaine P. Maimon, et al. *The McGraw-Hill Handbook*, Third Edition. 2012 (MH on schedule below)
- *Comp 1 Study Guide: The Process of Writing* (SG on schedule below)
- Suggested Text: College Level Dictionary
- Blue Books for all in-class assignments
- Folder for turning in supporting documents with essays (peer reviews, worksheets, pre-writes, etc.)

## **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 the introduction to argumentation, critical analysis, and the use of sources. (Core Curriculum course)

## **How Course Goals and Description Apply to You:**

An 8-week 1301 course is challenging because it requires you to formally analyze, research, argue, read and write several academic essays in a shortened time frame. Our shared goal is to have you gain the skills needed to express yourself in a variety of writing with confidence and proficiency. This course will not only attempt to provide the critical thinking skills for future success in reading and writing activities in several fields, but also this course gives ample opportunity for developing time management skills and goals necessary for this course and other future endeavors!

## **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 8 weeks, you will experience a variety of instructional methods—collaborative activities, such as discussion, group work, peer reviews, and projects; individual activities through one-on-one teacher conferences, homework, weekly journal entries, and reading quizzes; and instructor presentations and lectures. I will give you very specific guidance as to how to write analyses and arguments through assignment sheets, presentations, and Q&A sessions. On more difficult assignments, you will be provided worksheets to direct you through the prewriting stages where you will be expected to reflect deeply upon an issue or an analysis.

## **CORE Curriculum Competencies:**

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

## **Minimum Writing Requirement:**

Minimum of 5000 words during the semester; however, this course requires more.

## **Student Assignments:**

Each major essay this semester will use skills and requirements specific to its purpose and will be assessed individually and separately. However, one of the common traits all assignments will have is more practice to improve grammar, organization, and style. In that sense, each essay will be required to improve in grammar, organization, and style from the previous one. The goal is to achieve a relatively error-free essay properly citing sources and applying MLA style using a combination of skills learned throughout the semester's individual assignments.

Assignments include:

Daily Quizzes/Writing Prompts: At the beginning of each class, there will be a reading quiz or writing prompt based on the readings due for that day.

Personalized Learning Plan: Available through McGraw Hill Connect (This class's link): [http://connect.mcgraw-hill.com/class/s\\_huntington\\_24103\\_1](http://connect.mcgraw-hill.com/class/s_huntington_24103_1) (For technical issues, contact the McGraw Hill Digital Products Support Center at [www.mhhe.com/support](http://www.mhhe.com/support) 1-800-331-5094)

Homework: Pre-writing Assignments, Answering Questions about the Readings, etc.

**\*Note for Assignments Listed Below:** All out-of-class essays will require copies of out-of-textbook sources to be turned in with color-coordinated highlights of portions directly quoted, paraphrased, and summarized/referenced (this means I should see up to three colors on each copy turned in). In addition, include a one paragraph reflective statement on the process of writing the assignment: including struggles and triumphs.

**Personal Narrative or Memoir:** A 750+ word out-of-class\* reflective essay that requires narration and description, including figurative language and imagery. Basic sentence structure will be reviewed for the purposes of writing sentences effectively with variety, emphasis, and correctness.

**Critical (Comparative) Analysis:** A 750+ word out-of-class\* essay comparing two essays in the textbook. The goal is to break down a topic into smaller parts for discussion via purpose, audience, tone, style, organizational and persuasive strategies, etc.

**Midterm (Process) Analysis:** A 600+ word in-class essay that critically analyzes an essay handed out to the student on the day of the exam; the student will analyze this essay in terms of being/existing in the world vs. perceiving/learning the world.

**Collaborative Position (Defining/Classifying) Essay:** A 750+ word out-of-class\* essay informing the reader about a problematic topic of interest (some exceptions to be discussed) which includes primary research via detailed observations, surveys, and interviews. The group members will write the introduction and conclusion together; each individual will write a paragraph each describing one stance/position on the problem of interest; then the group will write a paragraph together that attempts a compromise of the individual stances. A required "self/group" contribution report is to be turned in as well.

**Rogerian Argument Essay:** A 1000+ word out-of-class\* essay that focuses on an ethical issue, which will require some research as well as the use of MLA documentation, including parenthetical references and a works cited page. Use an essay from the textbook as the "oppositional" side of the argument in which to build a bridge with.

**Final:** A 600+ word in-class persuasive essay chosen from three topics presented to the class at the time of the exam. The student will be assessed on the ability to use the three appeals within his/her essay: ethos, logos, and pathos.

## **Student Assessments**

- Personal Narrative or Memoir 100 points/10%
- Critical (Comparative) Analysis 150 points/15%
- Mid-term: Process Analysis Essay In-class 100 points/10%
- Collaborative Position (Defining/Classifying) Essay 100 points/10%
- Rogerian Argument Essay 150 points/15%
- Daily Quizzes/Prompts 100 points/10%

- Homework 50 points/5% and Personalized Learning Plan 100 points/10%
- Final: Essay showing knowledge of skills learned 150 points/15%

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

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

## **Instructor Grading Criteria:**

- Quizzes and Homework will be graded as points earned (it-is-what-it-is scenarios).
- The Personalized Learning Plan will be graded as completion points for the diagnostic exam, the personalized learning plan, and the post-assessment exam: you complete 50% of the plan, you get 50%; 80%=80%; 100%=100%, etc. (improvement from diagnostic exam to post-assessment exam will result in a 5 point bonus). You control this grade by how much you do with it!
- Out of class papers—personal narrative, critical comparative analysis, collaborative position, and Rogerian argument essays—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 paper: student receives a B if he or she meets requirements, higher with exceptional writing. Lower if requirements not met.
  - Critical Comparative Analysis paper: student receives a B if he or she meets requirements, higher with exceptional writing. Lower if requirements not met.
  - Collaborative Position paper: student receives a B if he or she meets requirements, higher with exceptional writing. Lower if requirements not met.
  - Rogerian Argument paper: student receives a B if he or she meets requirements, higher with exceptional writing. Lower if requirements not met.
- 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 course. (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 McGraw-Hill Handbook, third 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: A daily quiz or writing prompt will be given at the beginning of each class!** If absent or late to a class, the student is responsible for any information missed. The quiz/prompt will not be made up. Two quizzes/prompts may be missed without impact on the grade. Each student should exchange emails or phone numbers with at least three other students. 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:** 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.
  - Faculty can only withdraw you from a class for excess absences. 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.
  - International Students: Receiving an Fx in a course may affect the status of your student Visa. 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:**  
Monday, October 1, 4:30 p.m.

## **Library Resources:**

### **Katy:**

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at [daniel.dylla@hccs.edu](mailto:daniel.dylla@hccs.edu) or call the library at 713-718-5747. The library is in room 325.

### **Spring Branch:**

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarians, Melba Martin and Peggy Edwards, at [melba.martin@hccs.edu](mailto:melba.martin@hccs.edu) or at [peggy.edwards@hccs.edu](mailto:peggy.edwards@hccs.edu), respectively, or call

the library at 713-718-5655. The library is in room RC1.

**Alief:**

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Jo Blair, at [jo.blair@hccs.edu](mailto:jo.blair@hccs.edu), or call the library at 713-718-5447. The library is in the ERC.

## **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.

### **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.**





## Instructor Requirements:

- **Submission of materials.** The following are certain requirements so that participants know what to do and what to expect.
  - **In-class essays** must be written in 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 (the hard copy and an uploaded file to turnitin.com: class id and password will be announced in class and posted in Learning Web). 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. Make-up of in-class exams follows the same criteria.
  - Out-of-class essays must follow basic MLA rules (Modern Language Association) 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 (Times New Roman or Cambria). 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. The first offense of unapproved electronics use will result in a point deduction of that day's quiz and a verbal reminder of the policy. Further offences will result in a "0" for that day's quiz.

## Calendar for Composition I: Fall 2012 (May be Revised at Instructor's Discretion)

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

### Week 1:

**8/28 T** *Topics for the Day:* Course, Instructor, and Peer Introductions; In-class Diagnostic Essay; Sharing Ideas on Reading Critically and Writing Academically; The Rhetorical Situation Lecture; The Personal Narrative Essay and Peer Groups Assigned

**8/30 H** Registration for Personalized Learning Plan and Turnitin.com DUE; *Topics for the Day*: Language Experiences and Writing Suggestions; In-class Writing Time; Read: *WP* Sherman Alexie, “The Joy of Reading and Writing: Superman and Me” (27), David Sedaris, “Me Talk Pretty One Day” (212), Amy Tan, “Mother Tongue” (232), Langston Hughes on How to Be a Bad Writer (in Ten Easy Lessons) (121), Stephen King, “Everything You Need to Know About Writing Successfully—in Ten Minutes” (451), and George Orwell on the Four Reasons for Writing (538)

**Week 2:** (Tuesday, 9/4 Official Date of Record)

**9/4 T** Personalized Learning Plan Diagnostic and Personal Narrative Essay DUE; *Topics for the Day*: The Role of Humor, Seriously; Read: *WP* Augusten Burroughs, “Absolutely Fabulous” (57), Dave Barry, “Beauty and the Beast” (315), Michael Chabon, “Faking It” (343), Stephen Jay Gould, “Sex, Drugs, Disasters, and the Extinction of Dinosaurs” (430), and Jonathan Safran Foer, “Let Them Eat Dog” (661)

**9/6 H** *Topics for the Day*: MLA Format and Grammar Review; American Dreams; Read: Abraham Lincoln, “Gettysburg Address” (491), Thomas Jefferson, “The Declaration of Independence” (695), Martin Luther King Jr., “I Have a Dream” (701), and Barack Obama, “Grant Park Victory Speech” (769)

**Week 3:**

**9/11 T** *Topics for the Day*: American Dreams Complicated; Read: *WP* Geeta Kothari, “If You are What You Eat, Then What Am I?” (132), Manuel Munoz, “Leave Your Name at the Border” (176), Brent Staples, “Just Walk on By: A Black Man Ponders His Power to Alter Public Space” (217), and David Brooks, “People Like Us” (330)

**9/13 H** *Topics for the Day*: Moral Definitions and Processes; Read: *WP* Stephen L. Carter, “The Insufficiency of Honesty”, Joan Didion, “On Morality” (366), Errol Morris on Truth (761), Lars Eighner, “On Dumpster Diving” (377), Pico Iyer, “The Inner Climate”, and Peter Singer, “The Singer Solution to World Poverty” (814)

**Week 4:**

**9/18 T** In-class Writing Day and Introduction to Process Analysis for Midterm

**9/20 H** **In-class Midterm Process Analysis Essay**; Continued In-class Writing Day; Collaborative Group Position Essay Topics and Required Readings Assigned

**Week 5:**

**9/25 T** **Comparative Analysis Essay DUE**; *Topics for the Day*: Research Tools; In-class Group Planning and Pre-Writing Activities; Read: Group Assigned Readings DUE

**9/27 H** In-class Group Writing Day

**Week 6:** (Last Day for “W”: Monday, October 1 @4:30 p.m.)

**10/2 T Collaborative Position Essay DUE;** *Topics for the Day:* The Rogerian Argument Defined; Read: Jared Diamond, “The Ends of the World as We Know Them” (642)

**10/4 H** In-class Writing Day

**Week 7:**

**10/9 T** In-class Writing Day

**10/11 H Rogerian Argument Essay DUE;** *Topics for the Day:* Literature: Fact or Fiction?; Read: *WP* Maxine Hong Kingston, “No Name Woman” (458), Tim O’Brien, “The Things They Carried” (915), and John Updike, “A & P” (949)

**Week 8:**

**10/16 T** Final Review

**10/18 H** In-class Final Persuasive Essay

Note: Official Final Grades are available to students on October 26, 2012.