



**Division of English and Communication
English Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

**ENGL 1301: Freshman Composition I | Lecture | CRN 14482
(7:30), 14503 (8:25), 14479 (1:00), and 20821 (1:55)**

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

In-Person | |

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor: Samuel Huntington, MA
Office: Library, Back Left
HCC Email: samuel.huntington@hccs.edu

Office Phone: 281-327-3480
Office Hours: Every Friday

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns or just to discuss course topics.

Instructor's Preferred Method of Contact

Please contact me with questions or concerns via email at samuel.huntington@hccs.edu or at Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. Please remember that I am also available during Power Hour during A lunch. I am also available by appointment.

What's Exciting About This Course

The Department of English helps students find and develop their authentic voices, establish political power, and create social capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support them as they craft their own narratives. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

Personal Welcome

I look forward to working with each of you on the academic journey ahead of us. Together we will explore and investigate the concept of identity in both its private and public meanings. We will begin with making personal statements about ourselves, our interests, and/or our environments. The influences of education and even language on the sense of self will be the next stop on our investigative journey. The powerful experiences of identity within the realms

of gender and race warrant respectful consideration. Our journey will culminate in the experience of these themes with the modern American novel, *Invisible Man* by Ralph Ellison.

Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 or (for non-native speakers) or ESOL 0360. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](#) and / or the [Learning Web](#) to supplement in-class assignments, exams, and activities. Eagle Online Canvas is where you will be submitting your essays, discussion posts and responses, and your response journal. Eagle Online Canvas will also hold tutorial exercises and videos. This is also the location where you will be able to check on your progress because grades will be posted here. The Learning Web will have the syllabus, assignment sheets, and lecture notes. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas or the Learning Web. It is recommended that you use [FIREFOX](#) or [CHROME](#) as your browser.

Scoring Rubrics, Sample Assignments, Other Resources

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. For syllabus, rubrics, assignment sheets, etc. go here: <https://learning.hccs.edu/faculty/samuel.huntington/engl-1301>. For tutorials, posting your work, and seeing grades, go here:

Instructional Materials

Course Reader Information

Required Textbook: *The Writer's Presence: A Pool of Readings*, 9th Edition. Edited by Donald McQuade and Robert Atwan. 2018.

Required Novel: *Invisible Man* by Ralph Ellison

Recommended Handbook: *The Little Eagle Handbook with exercises*, 3rd Edition with They Say/I Say, 4th Edition. Edited by Richard Bullock, Michal Brody, and Francine Weinberg. 2017.

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines,

newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview for ENGL 1301

ENGL 1301 is an 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. Core curriculum course.

Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 1301 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course address the following core objectives:

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

Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

Course Student Learning Outcomes (CSLOs) for ENGL 1301

Upon successful completion of ENGL 1301, the student will be able to:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays.

Student Success in ENGL

As with any three-hour course, expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide a description of any assignments
- Inform students of policies
- Provide the course outline and class calendar that will include a description of assignments
- Arrange to meet with individual students as required

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all documents, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies, including plagiarism, in the HCCS Student Handbook

Assignments

Written Assignments and Essays

Students will write a minimum of 5,000 words over the course of the semester.

Essay 1: Personal Statement (1-2 pages)

In this essay, students will examine a personal experience or interest. This can be a college application essay, a statement declaring reasons for military service, a plan for a college major or career, etc.

Essay 2: Rhetorical Analysis and Evaluation Essay (2 ½-4 pages)

In this essay, students will analyze and evaluate one of the readings in the textbook over identity and language. Students will analyze the reading for organizational patterns and rhetorical appeals. This investigation of the essay's form and technique should lead to an evaluation of the choices made and its (in)effectiveness to reach specific types of audiences.

Essay 3: Thematic and Comparative Rhetorical Analysis and Evaluation (4-5 pages)

In this essay, students will analyze and evaluate two readings in the textbook over a similar theme: education or gender. Students will compose an essay that negotiates the relationship

between the perspectives of these two sources and comes to a conclusion that adds the student's voice to the existing conversation.

*Essay 4: Collaborative Research Essay over Ralph Ellison's *Invisible Man* (8-10 pages)*
In this essay, students will work in groups. Specific topics will be assigned to help focus the student's reading of the novel. Topics will range from dreams, jazz/music, character parallels over the course of the novel, key symbols, etc. Expect a presentation to the class.

Exams

Midterm: This exam will be a series of short answer questions. Half of the questions will be over readings explored in class so far: Day 1 of the exam. The other half of the questions will cover a brief in-class reading: Day 2 of the exam.

Final Exam: This exam will be a multimedia analysis essay along with a semester reflection connecting the themes of the film with the various readings and writings engaged with during the semester.

In-Class Activities

We will start the semester off with an ungraded writing diagnostic for me to see where students are at in their writing skills and to help devise focused writing goals with the students based on what students produced.

We will do a variety of lectures, student-led mini-presentations, discussions, debates, and seminars. Specific expectations and instructions will be on the assignment sheets and rubrics on the learning web.

Grading Formula

Essay 1: Personal Statement, 5%
 Essay 2: Rhetorical Analysis, 10%
 Essay 3: Comparative Analysis, 10%
 Essay 4: Collaborative Research and Presentation, 25%
 Midterm, 10%
 Final, 10%
 Online Discussions, Tutorials, and Reading Blogs, 10%
 In-class Presentations, Discussions, Debates, 20%

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

Week	Dates	Topic / Assignments Due
1	8/26-30	Expectations and Diagnostics, Get Materials
2	9/2-6	Unit 1: Personal Statements, Assigned Readings: My Two Lives by Jhumpa Lahiri (151); Sticky Fingers by Patti Smith (214); Land of No by Andre Dubus III (83); Tough Love by Amy Chua (514); On Stuttering by Edward Hoagland (116)

Week	Dates	Topic / Assignments Due
3	9/9-13	Unit 1: Personal Statements, Writing, Revising, Publishing
4	9/16-20	Unit 2: Identity and Language, Assigned Readings: Me Talk Pretty One Day by David Sedaris (210); Analyze, Don't Summarize by Michael Berube (299); Thick of Tongue by John McWhorter (558) with James Baldwin on Black English (57); To Speak Is to Blunder by Yiyuan Li (159); Small Man in a Big Country by Alex Tizon (223)
5	9/23-27	Rhetorical Analysis Essay, Writing, Revising, Publishing
6	9/30-10/4	Unit 3: Identity and Education, Presentations on Assigned Readings: Against School by John Taylor Gatto (517); The Coddling of the American Mind by Greg Lukianoff and Jonathan Haidt (542); Reading Lolita in Tehran by Azar Nafisi (461); Between the World and Me by Ta-Nehisi Coates (330) with Ta-Nehisi Coates on the Culture of Scholastic Achievement (337); The Tyranny of Choice by Barry Schwartz (608)
7	10/7-11	Unit 3: Identity and Gender, Presentations on Assigned Readings: Girl by Jamaica Kincaid (139); Message to My Daughters by Edwidge Danticat (346); Barbie's Hips Don't Lie by Megan Garber (383); Why Boys Don't Play with Dolls by Katha Pollitt (478); Multiple Choice by Amanda Hess (397); Men Explain Things to Me by Rebecca Solnit (492); The Careless Language of Sexual Violence by Roxane Gay (525); Fatheralong by John Edgar Wideman (665); What Real Men Do by Silas Hansen (111); Faking It by Michael Chabon (HANDOUT)
8	10/14-18	Midterm, Comparative Rhetorical Analysis Essay, Writing, Revising, Publishing
9	10/21-25	Unit 4: Identity and Diversity, Discussion Activities on Assigned Readings: People Like Us by David Brooks (324); The Trouble with Diversity by Walter Benn Michaels (571); Six Thousand Lessons by Barry Lopez (167); My Life as a Muslim in the West's "Gray Zone" by Laila Lalami (154); If You Are What You Eat, Then What Am I? by Geeta Kothari (142)
10	10/28-11/1	Unit 4: Identity and Race, Discussion Activities on Assigned Readings: Race in the Modern World by Kwame Anthony Appiah (291); Just Walk on By by Brent Staples (217); Scattered Inconveniences by Jerald Walker (239); Black and Blue and Blond by Thomas Chatterton Williams and Handouts for Background Context for Invisible Man
11	11/4-8	Unit 5: Invisible Man and Collaborative Research
12	11/11-15	Unit 5: Invisible Man and Collaborative Research
13	11/18-22	NO SCHOOL-THANKSGIVING BREAK
14	11/25-29	Unit 5: Invisible Man and Collaborative Research
15	12/2-6	Research Presentations
16	12/9-13	Final Exam

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Policies

Academic Integrity

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Be honest. Learn from your mistakes. The consequences will always be communicated to both Dulles High School and to HCC. I expect professionalism and an earnest desire to pursue the standards expected of college students and future participants in a chosen career path.

Attendance Procedure

Students that will be out due to extracurricular activities must let me know in advance in order to receive an excused absence with HCC. The failure to give notification, if the absence occurs on a day in which I need to take HCC attendance, will result in a recorded absence with HCC. We do have some flexibility because we meet every day for Dulles, but not so for HCC. Students are only allowed 12.5% absences with HCC; that equates to six absences!

A Note on Deadlines: Due dates for assignments are considered soft (you can turn them in as you complete them) until they become hard deadlines. A hard deadline is the point of no return. That means, once the hard deadline is set, no late work is permitted. Exceptions will be arranged in advance with the instructor; not after the fact.

Student Conduct

All behaviors that disrupt or impede other students from the learning experience are highly discouraged. Be courteous to the instructor and fellow students. Both Dulles and HCC codes of conduct are in place. Discipline procedures for misconduct will be addressed in the following pattern: first offense will result in a student-teacher conference with warnings and reminders of expectations; unless it is egregious enough to warrant a referral and write-up. Second offense will result in a student-teacher conference where a code of conduct contract will be created. A breach of said contract will result in a referral and follow the consequences laid out within the contract. Harassment and bullying will not be tolerated in any situation and can result in dismissal from the HCC course and placement in a regular class.

Instructor's Course-Specific Information

This course will demand a level of maturity in order to engage with topics and readings that spark academic debate and inquiry. Controversy comes with debatable topics. However, it is not the intention to create offense, but to create a safe environment in which we can have discourse even where difference of opinion occurs. Please communicate with the instructor any issues that you may find too objectionable and I will do my best to find an appropriate

alternative. I would like to encourage a mindset of growth and challenge for academic rigor, but, again, communicate any concern with the instructor.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. EGLS³ surveys are not offered during the Summer semester due to logistical constraints.

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

<http://www.hccs.edu/departments/institutional-equity/>

disAbility Services

<http://www.hccs.edu/support-services/disability-services/>

Title IX

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Dr. Alan Ainsworth, alan.ainsworth@hccs.edu, 713.718.7591