ENGLISH 1301: COMPOSITION I—SPRING 2014

CRN# 78415: MW 3 p.m. – 5 p.m. Katy Campus Rm 107

Instructor: Seth Hulse
Email: seth.hulse@hccs.edu
Learning Web: http://learning.hccs.edu/faculty/seth.hulse
Office Hours: By Appointment
3-hour lecture course | 48 hours per semester | 12 weeks
Our McGraw Hill Connect Link:
http://connect.mcgraw-hill.com/class/s_hulse__78415

REQUIRED TEXTS

Texts
- The Norton Reader, Linda H. Peterson and John C. Brereton, 13th edition
  (don’t worry, you already paid for these as part of your course fees)

Materials
- Three “blue book” exam booklets
- Ink pens for in-class writing (no pencil, please)
- Non-spiral, lined notebook paper for in-class writing
- Pocket folder or legal folder
- A stapler with staples (at home)

PREREQUISITES
A satisfactory assessment score, completion of English 0310 or English 0349, and successful completion of remedial reading courses, if required.

COURSE DESCRIPTION
“A course devoted to improving the student’s writing and critical thinking. Writing essays for a variety of purposes from personal to academic, including the introduction of argumentation, critical analysis, and the use of sources. Core Curriculum course” (HCC Catalog).

COURSE GOALS
English 1301 is part of the Core Curriculum and, as such, emphasizes all of the Core Competencies: reading, writing, speaking, listening, critical thinking, and computer literacy. 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.

Student Learning Outcomes
- Demonstrate knowledge of writing as process.
Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.

- Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.
- Write essays in appropriate academic writing style using varied rhetorical strategies.
- Synthesize concepts from and use references to assigned readings in their own academic writing.

Learning Objectives

- Demonstrate writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading;
- 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;
- Analyze texts by professional writers and write critical essays breaking down rhetorical elements into parts, examining the parts, and showing their effect;
- Apply various methods of development and organization, and/or rhetorical appeals in written assignments;
- Demonstrate effective use and documentation of sources in support of student ideas in informative and/or persuasive essays.

Instructional Methods
I will use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer, including but not limited to mini-assignments to help you work through writing the major essays; collaborative work to improve your technical skills and your understanding of how an essay question can be answered; visual and multimedia work to enrich your critical analysis abilities; and discussion prompts (paired with short in-class writings) to help direct your critical thinking about assigned readings.

Minimum Writing Requirement
You will write a minimum of 5,000 words during the semester.

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: 8a-7p M-Th, 8a-1p F-Sat. Phone numbers: Katy Campus, 713-718-5751, and Spring Branch Campus, 713-718-5669.

Library
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 or call the library at 713-718-5747. The library is in room 325.

Additional Support
- Free on-campus tutors (call for hours): Katy Writing Center, Room 321, 713-718-5841; Spring Branch Writing Center, South Hall, Room 703, 713-718-5889.
- Free online tutoring: http://askonline.net
COURSE EVALUATIONS INFORMATION
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.

GRADING
In-class work, quizzes, and homework 15%
Informal Journals 10%
Personal Learning Plan 10%
Out of Class Essays (at least 3) 35%
In-class essay 10%
Midterm 10%
Final 10%

GRADING SCALE
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

ASSIGNMENT POLICIES
Assignments that don’t meet the requirements explained below run the risk of getting an automatic zero.

- **Readings** (from course book)
- **Short written assignments** – reading responses and so on.
  - Must be typed if out-of-class work (11-12 pt Times New Roman, 1” margins), and stapled if more than one page.
  - Must be written in ink on non-spiral paper if in-class work.
  - No late work accepted (see “Attendance & Withdrawal Policies” for details).
  - Not accepted via email.
- **Other** homework, classwork, and group work as assigned.
  - Must be typed if out-of-class work (11-12 pt Times New Roman, 1” margins), and stapled if more than one page.
  - Must be written in ink on non-spiral paper if in-class work.
  - No late work accepted (see “Attendance & Withdrawal Policies” for details).
  - Not accepted via email.
- **Quizzes**.
  - Daily at the beginning of class.
  - No make-up quizzes.
- **Three out-of-class essays**
  - Must be submitted both as a hard copy and through Turnitin.com.
• Must be typed in black ink, dark enough to read easily.
• Must be in 11 or 12 point Times New Roman with 1” margins.
• Hard copy must be stapled to marked draft from draft workshop.
• Not accepted via email.
• **Three in-class exams** (midterm and final).
  ◦ Bring a blue book to class for exams.
  ◦ Exams must be written in ink.
  ◦ Make-ups available at my discretion for religious holidays (by pre-arrangement, two weeks in advance, in writing and not via email) or for documented, unavoidable emergencies. Example of emergency: you are unavoidably hospitalized at the time of the exam. Example of not-an-emergency: your car won't start (leave extra time on test days so you can take a cab or arrange a ride and arrive on time); you have a cold; you intend to travel on the exam date.

**COURSE POLICIES**

*Assignment policies*

• Assignments must meet requirements as outlined in this document, verbally conveyed in class, and explained on assignment sheets. Assignments that do not meet requirements run the risk of getting an automatic zero.

• Students must turn in all three major essays to pass the course, and must have a passing average on the midterm and final to make a C or better in the course.

• Late major essays will lose ten points for each class period they are late. **Late homework/classwork will not be accepted at all** (see “Attendance & Withdrawal Policies” for details).

*Attendance and Withdrawal Policies*

• You are expected to attend class. I take attendance via quizzes. **After three** absences (equivalent to two weeks), I retain the right to drop you from my course.

• When you miss class, you are still responsible for what happens in class.
  1. Any work due the day you miss class is still due if you are not there.
  2. Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there.
  3. You should contact another student in your section to find out what you missed and copy their notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.

• The only circumstance in which classwork and homework can be made up after an absence is if you missed class for a religious holiday. To be eligible for a make-up of classwork/homework due to a religious holiday absence, you must tell me in writing (hard copy, not email) two weeks in advance that you will be missing class for the religious holiday.

• **I will not automatically withdraw you from the class**, no matter how many classes you miss. 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. Consider this policy carefully when deciding from which classes to withdraw, and remember that it is your responsibility to withdraw from classes by the required due dates.

**Academic Honesty**

- From the student handbook: “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. **Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.** Possible punishments for academic dishonesty may include a grade of “O” or “F” on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.”

- **Plagiarism** is using another’s ideas without giving credit through citation and/or using another’s words without giving credit through quotation and citation. **Collusion** is unauthorized collaboration with another person in preparing written work offered for credit.

- Major papers **must be turned in with proof of development**, i.e., at minimum, a marked rough draft from our in-class draft workshop.

- Please note that in this class, turning in writing originally completed for another course counts as scholastic dishonesty. **Do not recycle papers.**

**Professionalism**

Our class will reproduce in many ways a “real-world” work environment, and you will be expected to participate professionally—be on time and prepared, meet deadlines, do your fair share, and be polite. See below for specifics.

- **Classroom discussion should be relevant to the topic we are discussing.** You will get points for relevant contributions, but not for irrelevant ones.

- **Classroom discussion should be civilized and respectful to everyone.** Racist, sexist, lookist, ableist, homophbic, and any other discriminatory language and behavior is not acceptable in the college classroom, just as it would not be acceptable in a workplace. It is possible to discuss all topics from any political point of view while adhering to this level of civility.

- **Please be on time.** If you come in late, you should check with a classmate after class to see what you may have missed. If you miss the quiz because of lateness, there is no make-up available. If you come in late, I reserve the right to mark you absent for the day.

- **Please do not leave early.** If you leave early, I reserve the right to mark you absent for the day.

- **Please do not pack up early.** This is distracting and contagious. If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.

- **Come to class prepared.** Being prepared means:
• Reading and annotating materials before class so you are ready to discuss.
• Bringing your books, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on draft workshop days).
• Contacting another student if you were absent last time, so you can be prepared for the next class.

• Respect everyone’s right to a non-disruptive learning environment.
  • Please do not talk to each other while I am talking or when another student is talking.
  • Any disruption of class may result in your being asked to leave the class for the day. Repeated disruptions will be handled via the formal procedures in place at HCC, and can result in your expulsion from the class.

• Professionalism expectations extend beyond the classroom. Your actions (negative and positive) in office hours, email, instant messaging/chat/bulletin boards, listservs, and course blogs also affect your professionalism grade and count as part of your class participation.

Electronic Devices
• Laptops and tablets are welcome if you take notes best by typing and/or use a slate and stylus to take electronic notes. That said, there is a “one strike” rule. The first time I believe that your laptop/slate is distracting you—or anyone else—you will lose the privilege of using it for the rest of the semester in my class.
• “Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations” (Official HCCS statement).
• Cell phone use is prohibited in class.
  ◦ If you violate this rule, you will be asked to leave the class and marked absent (even if it’s the last five minutes of class).

ADA Accommodations
“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 authorized to provide only the accommodations requested by the Disability Support Services Office” (Official HCCS statement). For questions, please contact Donna Price at 713-718-5165 or the Disability Counselor at your college. You can also visit the ADA website by going to www.hccs.edu, clicking Future Students, scrolling down the page, and clicking on the words “Disability Information.” The Northwest ADA Counselor is Mahnaz Kolaini (713-718-5422).

Please give me your accommodations letter at the beginning of the semester.
SYLLABUS

All assignments and deadlines are tentative and subject to change.
Changes will be announced in class.

Week 1 (Feb 10/12)
M Introduction / Syllabus
W Study Guide 23-26; 44-47 / Norton Reader xxxi-xlix
HW: Log into Connect and take assessment

Week 2 (Feb 17/19)
M Norton Reader: Gates Jr. 660-666; Morrison 135-138; Barthes 274-275 (description) Ji
Study Guide 31-47 (critical thinking) Ji
W Norton Reader: Douglas 346-350; Muir 525-532; Momady 119-125 (narration) Ji
Study Guide 4-6; 31-47 (how to read / modes)

Week 3 (Feb 24/26)
M Study Guide 4-29 (writing process) Ji
W Norton Reader: l-xlvi “Writing in College”

Week 4 (March 3/5)
M In-class essay
W Norton Reader: Satre 1128-1136; Kuhn 899-907 (Definition) Jf
Norton Reader: Copland 1039-1043; Franklin 761-776 (Classifying and Dividing) Jf

Week 5 (March 10/12) Spring Break
M Holiday
W Holiday

Week 6 (March 17/19)
M Thesis Writing: Bring working claims to class
Grammar Review, McGraw Hill Chap 33,34; Midterm Review
MLA Workshop I, review McGraw Hill Chap 23
Study Guide 48-66 (Critical Writing) Jf
W In-class essay

Week 7 (March 24/26)
M Norton Reader: Carr 226-235; Orwell 463-473 (Cause and Effect) Jf
Norton Reader: Fadiman 62-68; Bacon 475-477 (Comparing and Contrasting) Jf
W Study Guide: 91-110 (Resources and Sample Papers)
Norton Reader: Ivins 323-325; MLK Jr. 818-831 (Persuasion/Argument) Jf

Week 8 (March 31/Apr 2)
M Norton Reader: Pinker 552-569 (Argument) Jf
Norton Reader: Swift 790-796; Plato 1120-1123 Jf
W Norton Reader: Hurston 12-15; Baldwin 304-313; Walker 55-61 Jf
Norton Reader: Tuchman 692-704 Jf

Monday, March 31: Last day for withdrawal

Week 9 (Apr 7/9)
M Norton Reader: Thoreau 93-95 and 758-760; Carson 519-525 Jf
Norton Reader: Bird 372-380; Zinsser 380-386; Rich 386-392 Jf
W MLA Workshop II
Norton Reader: Bronowski 886-889; Asimov 890-899; Kuhn (review), Hawking 908-915

Week 10 (Apr 14/16)
M Norton Reader: Bronowski, Asimov, Kuhn, and Hawking in review Jf
W Norton Reader: Sontag 1028-1035; Toth 1036-1038; Copland (review) Jf

Finish Connect Personal Learning Plan

Week (Apr 21/23)
M Norton Reader: Pinker (review); Singer 578-589

Journals Due
W    TBA (text from semester will be chosen for discussion)

**Week 12 (Apr 28/30)**
M    Review
W    Final Exam (this is during our last lecture session)

J = required journal entry
Ji = informal journal entry
Jf = formal journal entry

Monday, March 31: Last day for withdrawal
Sunday, May 4: Instruction Ends
Sunday, May 11: Semester Ends
Thursday, May 16: Grade made available