



**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 | 13060

Spring 2020 | 16 Weeks (1.21.2020-5.17.2020)

In-Person | Alief Hayes A304 | MW 8-9:20 a.m.

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Soyeon Lee	Office Phone:	713.718.2339
Office:	Alief - Hayes C311	Office Hours:	TuTh 11-12:30 & 2-3 PM
HCC Email:	soyeon.lee@hccs.edu		or by appointment

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 soyeon.lee@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.

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

Welcome to ENGL 1301 Composition I! In this course, you will explore how literacies and languages work in *social* contexts and *global* perspectives. The focus is to enhance your sensitivities to a wide range of rhetorics and cultivate rhetorical strategies to reading, writing, and critical thinking abilities.

Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 (or for non-native speakers 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. <<INSERT HERE: Include more specific information about how you expect students to use Eagle Online Canvas or the Learning Web here.>> 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.

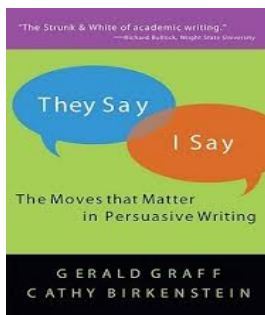
Scoring Rubrics, Sample Assignments, Other Resources

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

<https://learning.hccs.edu/faculty/soyeon.lee/engl1301>
[Eagle Online Canvas](#)

Instructional Materials

Course Reader Information



Graff, Gerald, and Cathy Birkenstein *They Say / I Say: The Moves That Matter In Academic Writing*, 2006 (first edition) * It is required to purchase.

As a supplemental textbook, we use *Writing Commons*, open educational resources, at <https://writingcommons.org/>

For formatting and citation issues, please refer to Purdue Owl
https://owl.purdue.edu/owl/purdue_owl.html

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

Students will write a minimum of 5,000 words over the course of the semester. Detailed instructions for each assignment are posted on CANVAS. Due dates are indicated on each assignment instruction and course schedule.

- Team Discussion Leading: Students join and work as a team to present and lead a class discussion on several readings and topics. The group presentation will include brief summaries, key concepts, main points and evidence, and examination of writing techniques used in the readings. The team will engage with their classmates by posing relevant questions that lead to meaningful and thoughtful open-ended responses and inquiries.

- Writing Project #1 Visual Analysis: These are essays with a minimum of 1200 words or more (estimated 3-4 pages, double spaced, 12 point Times New Roman, 1 inch margins) on an assigned essay prompt.
- Writing Project #2 Exploration of Youth Cultural Practices (Summary and Critical Response): These are essays with a minimum of 1200 words or more (estimated 4-5 pages, double spaced, 12 point Times New Roman, 1 inch margins) on an assigned essay prompt.
- Writing Project #3 Synthesis of Multiple Perspectives: These are essays with a minimum of 1200 words or more (estimated 4-5 pages, double spaced, 12 point Times New Roman, 1 inch margins) on an assigned essay prompt.
- Brief Writings: Rhetorical Analyses, Discussion postings, Reflection for Transfer Essays, and Final Exam (with a minimum of 1400 words in total)
- Conference Presentation: You will present your final project with visual aids and showcase your e-portfolio.

IMPORTANT: All writing assignments must follow MLA manuscript submission guidelines and be submitted electronically to TURNITIN.COM on due dates to receive proper credit. The manuscript guidelines are explained and posted on CANVAS.

NOTE: These are not accepted as paper hardcopies or via email. PLAGIARIZED WORK RECEIVES A ZERO AND MAY NOT BE REDONE.

Exams

All students will be required to submit a writing portfolio for Final Exam. Your writing portfolio will be a collection of writing and work in ENGL 1301 over the course of the semester including major works and other brief writings. This writing portfolio, ultimately, reveals a picture of your achievements and reflection on the composing process. In addition to submitting the writing portfolio, you will write and submit a 500-700 word portfolio cover letter on what you have learned about writing and how you will apply the writing concepts you've learned in the future writing contexts (college and beyond). A rubric detailing the requirements for a successful reflective portfolio cover letter will be provided to you each at a later point in the semester.

In-Class Activities

As in-class activities, you will complete Team Discussion Leading and informal writing workshops. At the end of the semester, you will present your final ENGL 1301 project with visual aids.

Grading Formula

Course work will be weighted as follows:

Brief Writings & Team Discussion Leading	20%
Major paper #1: Analysis of a Visual Text	15%
Major paper #2: Analysis and Critical Response	20%
Major paper #3: Synthesis of Multiple perspectives	25%
Conference Presentation	5%

Final Exam	5%
Professionalism: In-class Participation & Attendance	10%

Brief writing & discussion leading Rhetorical Analyses (RA) 3 pts *3 = 9 pts Reflection Journal Writings (1 pt *2) = 2 pts Discussion Questions (DQ) 1 pt *8 = 8 pts Team Discussion Leading (TDL) 1 pts *1 = 1 pts	20 pts
Major paper #1: Analyzing a Visual Representation (Visual Analysis)	15 pts
Major paper #2: Exploration of Digital Literacies (Analysis and Critical Response)	20 pts
Major paper #3: Synthesizing of Multiple Perspectives (Analysis and Synthesis)	25 pts
Digital Exhibition	5 pts
Final Exam	5 pts
Professionalism: Attendance & Class Participation	10 pts
Total	100 pts = 100%

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		Course Overview and Introduction to the Course-Theme
2		Rhetorical Analysis I
3		Rhetorical Analysis II
4		Rhetorical Analysis III
5		Major Paper 1 Assigned; They Say I Say (TSIS) Intro-Ch.2
6		Writing Workshop for Major Paper 1, TSIS Ch.3
7		Revision Workshop and Conferences for Major Paper 1
8		Major Paper 2 Assigned; Three Ways of Responding to Texts
9		TSIS Ch.4 & 5
10		Revision Workshop and Conferences for Major Paper 2
11		Reflection on Major Paper 2 Writing
12		Major Paper 3 Assigned; Synthesizing Sources with Your Voice
13		TSIS Ch.10
14		Writing Workshop for Major Paper 3

Week	Dates	Topic / Assignments Due
15		Digital Exhibition
16		Major Paper 3 Submission and 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/>

Plagiarized work receives a zero and may not be redone. Any previously done works will not be submitted in this course.

Attendance Procedure

Attendance & Tardy: During the first 10 minutes of every class session, remember to sign the attendance roster. If you come in after I have called roll, please see me at the end of the period so I can update my records. Coming in excessively late or leaving excessively early will constitute an absence and adversely affect your final course grade. If you arrive to class after 10 minutes or leave 20 or more minutes early, you are counted ABSENT. Two late arrivals will be recorded as an absence. I will not reteach or email a summary of the class lecture. However, I am glad to meet with you by appointment to answer questions.

Student Conduct

Professionalism: You will be expected to participate professionally—be on time, meet deadlines, and collaborate in a respectful manner. Professionalism includes all of these as well as regular attendance, willing participation in all facets of classroom life, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing. In the classroom, you will focus on class lecture and activities and avoid using phone. *No earbuds, no headphones* will be used in the classroom. Every class, I document student conduct. One or two times unprofessional behaviors could be documented without penalty. However, if the document shows that more than three times unprofessional behaviors keep recurring, your professionalism grade will be automatically zero.

Absences: *Two sessions* may be missed for any reason without penalty. You don't have to tell me why you are absent. However, additional absences, REGARDLESS OF THE REASON, will lower the course grade. As in any professional arena, it is your responsibility to find out what was missed in the event of absences or tardiness. After *four* absences in a MW or TTH class, your professionalism becomes a zero grade. In some cases, professionalism could mean the difference between one grade and the next—or, in borderline cases, between passing and failing.

Instructor's Course-Specific Information

Late Work Policies: Late rough drafts, prewriting activities, peer reviews, team discussion leading, homework /classwork will not be accepted at all. Most people have issues going on in their lives, and successful people are the ones who do not let their issues get in the way of their work. Illness or family emergencies happen, but these occurrences do not excuse late work. The only circumstance in which classwork or homework may be made up after an absence is if the missed class is due to an official, religious holiday or with an official, written documentation of a serious, critical emergency or illness.

POINT DEDUCTIONS apply to final essay drafts submitted after the due date.

- 1 day late = one-point deduction
- 2 days late = two-point deduction
- 3+ days late = final essay grade is a ZERO

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/>

Ability Services

<https://www.hccs.edu/support-services/ability-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

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