



Instructor Valerie Pauling valerie.pauling@fortbendisd.com
Office Hours: Tuesday and Thursday 2:50-3:30 p.m. or by appointment
How: via Teams Link or in K115
Course Numbers: English 1301 (Sections: 28459, 28461, 28462)

The course meets in Teams as designated by the student's FBISD schedule. Class attendance follows the FBISD calendar. Information on the course can be located in the Schoology Course Page for English 1301 until the beginning of the HCC semester then students will find content in HCC Canvas.

Course Description:

ENGL 1301 is a core curriculum course devoted to intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is placed on effective rhetorical choices, including audience, purpose, arrangement, and style. The course focuses on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

General Class Requirements

- All out-of-class work must be typed, double-spaced, and turned into Turnitin.com via Canvas, following MLA format.
- In-class essays, quizzes and exams must be written in blue or black ink.
- The research paper will be at least **6-8 pages or 2000** words in length and follow the MLA guidelines for documentation.
- All papers must be submitted to Canvas/Turnitin.com before instructor will consider scoring.
- Throughout the course of the semester, students must write collectively, 5000 words.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- 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.

English Program Learning Outcomes

- Write in appropriate genres using varied rhetorical strategies.
- Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
- Analyze various genres of writing for form, method, meaning, and interpretation.

- Employ research in academic writing styles and use appropriate documentation style.
- Communicate ideas effectively through discussion.

Core Objectives:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

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

Prerequisites and/or Co-Requisites Prerequisite:

A satisfactory assessment score.

Learning Management Systems

This section of ENGL 1301 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) and Schoology to supplement in-class assignments, exams, and activities. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER.**
Instructional Materials

Students are responsible for knowing and maintaining their login information for Canvas.

Synchronous classes will be held through Microsoft Teams. Students are recommended to download the Microsoft Teams desktop and/or phone app. Teams works best on Chrome.

Recommended APPs for Mobile Devices

- Canvas Student/Schoology
- Microsoft Teams
- Document Scanner app like Scannable
- Word processor app like Google Docs or Microsoft Word

Textbook Information

We will be using open educational resources. For a handbook, we will use Purdue University's Online Writing Lab (OWL) <https://owl.purdue.edu> For our readings that will be the basis for our discussions and essays, we will use a variety of sources.

Other required materials:

In the physical classroom setting, each student must have 8 and ½ by 11 inch lined paper, a folder to keep papers, and blue or black pens for in-class work. Students are expected to use a blue book for in-class essays and the final.

Collaboration Policy for Group Project

Collaboration is defined as two or more students working together on an assignment. Working together does not mean that one student does the work and the other students benefit. It is a collaborative process, an exchange of ideas. Students often learn best from their peers. This semester students will be assigned no less than one group project: the Leading Our Community or LOC project.

Although students are allowed to choose group members from other courses, all dual credit students are required to submit their LOC assignments to the course. The mentor interview, the proposal, and other LOC assignments will all be submitted to the Canvas course assignments.

For assignments completed as a group, students will receive a group grade for the project; however, an individual member may expect a deduction in points if the student cannot prove contribution to the final product. Peer evaluations will be considered by the instructor when determining the final score. In addition to the aforementioned assignments, students are expected to contribute to their peers' writing process through careful editing and thoughtful comments on revisions.

Required Work and Percentages of Final Grade:

Essays	60%
In Class Assignments/ Pre Writing/Quizzes	30%
Final Exam	10%
	<hr/>
	100%

HCC Grading Policy

A student's academic progress will be evaluated for the first time after a minimum of nine attempted semester hours. Houston Community College uses the 4.0 grade point average system and numerical code: 4.0 = A; 3.0 = B; 2.0 = C; 1.0 = D; and 0.0 = F.

A student is expected to maintain a minimum cumulative GPA of 2.0 based upon the aggregate number of hours attempted at Houston Community College

Each status is defined with the required action:

Status - Good Standing	Status - Probation	Status - Continued Probation	Status - Suspension
<p>Definition - Cumulative GPA of 2.0 or above</p> <p>Action Required - None</p>	<p>Definition - Cumulative GPA below 2.0</p> <p>Action Required - Must register for SLIP and work with a counselor prior to enrolling in classes.</p>	<p>Definition - Cumulative GPA below 2.0 and Term GPA 2.0 or above</p> <p>Action Required - Continue to work with the counselor from a previous semester.</p>	<p>Definition - Previous term status of probation or continued probation and Term GPA below 2.0</p> <p>Action Required - Must register for SLIP and work with a counselor prior to enrolling in classes.</p>

Students on probation or suspension are required to attend a Successful Learning Intervention Program (SLIP) session prior to re-enrollment in order to meet with their designated counselor. The counselor will stipulate conditions of enrollment, including but not limited to, maximum hours and/or specific courses. It is important to note that a student on an Academic Suspension may be unable to enroll in classes for one semester. An Academic Suspension may be appealed by completing the necessary paperwork in the counseling office. For more information, see the Requirements for Academic Progress section at <https://www.hccs.edu/programs/catalog/general-information/>.

Dual Credit Grades and Attendance

Effective with the 2019-2020 school year, dual credit courses taken and completed by students, whether taught by embedded or adjunct faculty, will only have a final semester grade posted to their transcript. Due to HCC ONLY reporting letter grades at the end of the course, this change is necessary to be consistent with HCC policy. Grades earned throughout the semester will be recorded and viewable in the students' Canvas account (HCC's Learning Management System) but not Skyward. However, embedded FBISD staff do need to report attendance in Skyward.

Final grades at HCC are calculated according to the following scale and only a letter grade given upon completion of the course (HCC Grading Policy for reference):

- 90-100 percent is a grade of A
- 80-89 percent is a B
- 70-79 percent is a C
- 60-69 percent is a D
- Less than 60 percent is an F
- I = Incomplete
- W = Withdrawn by withdrawal deadline

FX = Grade of "F" for student missing more than allowed absences after the Withdrawal deadline.

For the student to receive FBISD credit, the college is obligated to give letter grades to the high school registrar upon successful completion of the course.

This letter grade is used to calculate a college GPA on a 4.0 scale. There is not a + or - for the letter grades, only the letter (example: No A+ or A-, only A). The conversion for these letter grades to be entered into Skyward are as follows:

HCC Letter Grade	FBISD Grade for Course
A	96
B	86
C	76
D	70
F	59

For the Classes of 2021, and 2022, students will be awarded an extra 5 point weight to their high school GPA for successful completion of dual credit courses. For the Class of 2023 and beyond, students will be awarded an extra 10 point weight to their high school GPA for successful completion of dual credit courses.

Fort Bend ISD Dual Credit Contacts

Ashleigh Glover - Ridge Point High School Dual Credit Counselor
ashleigh.glover@fortbendisd.com

Jennifer Chadwick- Coordinator, Early College High School and Pathways in Technology Fort Bend ISD
jennifer.chadwick@fortbendisd.com

Assignment Grading:

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience.

Student Success

Successful completion of the course will require a combination of the following:

- Reading and annotating the required course material
 - Write down questions about anything that you find interesting or confusing.
- Attend class regularly in person and/or online
- Participate in class discussions
- Complete and submit assignments
 - All essays are submitted through Canvas
- Reflect upon areas for improvement and set goals

Late Paper Policy

Students are expected to turn in papers to Turnitin.com via Canvas on the due date. If a student has an excused absence on the due date or day before the due date, the paper is still owed to the instructor at Turnitin.com via Canvas on the assigned date. Electronic submissions do not qualify for extra time. As per policy, any paper turned in late will be subject to late point penalties, including papers re-submitted after failure to comply with requirements. When submitting an assignment to Canvas, the student must verify that the uploaded document is the correct document. The instructor will not delete uploaded assignments to Canvas.

Assignments turned in for other classes will not be accepted for credit in English 1301.

Topical Outline

Intro to LOC project

Narration Essay

LOC Proposal

Definition Essay

Classification and Division Essay

Compare and Contrast Essay

Cause and Effect (research supported)

Mentor Interview

Argument (research supported) Final exam

Last Day to Drop

Last Day for Dropping Courses with Grade of "W" for 16 Week Classes	October 30
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HCC Policies

Information regarding the following topics can be found in the HCC Student Handbook.

<https://learning.hccs.edu/programs/english/curriculum-guides-by-course/engl-1301/engl-1301/view>

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

Important HCCS and Course Policies:

Please see

<http://www.hccs.edu/resources-for/current-students/student-handbook/> for any changes to HCC policies that might happen during the semester.

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. (See Student Handbook)

Attendance:

Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. Students not physically present in class are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to six hours. Students that have missed class are still responsible for all classroom activities, notes, assignments, and announcements. Keep in mind that whatever the reason for an absence, students will still miss important course work. Students aware of an upcoming absence should communicate with their professor **before class** and make plans to receive notes from a classmate. Please communicate emergencies in a timely manner to minimize missed coursework and information. Students are responsible for scheduling missed time writings and quizzes. Students with more than four (4) absences before the official date of record September 9, 2019, may be automatically withdrawn from the course.

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 near the end of the term, 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. Go to <http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> for directions.

Final Grade of FX: Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disburse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade

of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

[HCC Email Policy](#)

To protect your privacy, communication with your professor should only occur through the HCC or FBISD email system. Activate your HCC email by visiting [this website](#). Students can also communicate through CANVAS or Schoology. Professors will respond to messages electronically or in person within 48 hours.

[Office of Institutional Equity:](#)

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

[disAbility Services:](#)

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

[Title IX:](#)

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

[Speak with the Dean of Students:](#)

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

[Withdrawal Policy:](#)

Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **October 30**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

[HCC English Department Head:](#)

Dr. Alan Ainsworth, alan.ainsworth@hccs.edu (713) 718-7591

COURSE CALENDAR

The course calendar is subject to change at the discretion of the instructor and students are responsible for all changes announced in class. Specific reading and homework assignments will be posted on Canvas on a weekly basis.

WEEK 1 Aug. 17-21 Setting Norms
High school begins at FBISD in Teams and Schoology
Introduce syllabus and expectations for the course
Reading as a class
Paragraph with imagery
Introduce LOC project

Week 2 Aug. 24 HCC course begins in Canvas
Lesson in supporting arguments with evidence and commentary
Add SAS in Google docs
Close reading strategies with "Only Daughter"
Introduction to RP Leading Our Community Project
"The Danger of a Single Story" w/Ted Talk
"Pink Floyd Night School"
Quiz over readings

Week 3 Aug. 31 Personal Narrative Writing
Brainstorm topic of paper, outline in class
Paragraph description of a character
Students will submit project proposals for Leading Our Community Project.
Personal Narrative Due to Canvas 8 AM September 2

Week 4 Sept. 7 Definition Paper Reading
Readings in *Riverside Reader*: "A Word's meaning Can Often Depend on Who Says It," "In Bed," and "Beauty"
Readings from *Patterns for College Writing*: "Rice" and "No Wonder They Call Me a Bitch"
Norton Reader "We're All Someone's Freak" by Gwendolyn Ann Smith
Prologue from *There There* by Tommy Orange
Quiz over readings from Week 4
Proposals for Leading Our Community Project will be approved.

Week 5 Sept. 14 Definition Paper Writing
Brainstorm topic of **Paper 2**, in-class rough draft, peer revisions and peer editing
Pass back narrative and debrief
Definition essay due Monday September 21 8AM to Canvas

Week 6 Sept. 21 Classification and Division Readings
Readings from *Patterns for College Writing*: “The Dog Ate My Disk, and Other Tales of Woe” by Carolyn Foster Segal, “The Ways We Lie” by Stephanie Ericsson, and “Aristotle” by Billy Collins, “Self Care for Men” by Megan Amram
Quiz over readings from Week 6
Paragraph/short writing over Classification and Division

Week 7 Sept. 28 Classification and Division Writing
Brainstorm topics, outline, peer edit and revision paragraph
Classification and Division Essay Due Monday October 5

Week 8 Oct. 5 Compare/Contrast Reading
Readings in *Riverside Reader* for Compare/Contrast: “The Raven” and “Rapport-Talk and Report-Talk”
Introduction to Topics for Research Paper: Debunk Conspiracy Theory
Brainstorm Topics for Compare and Contrast papers
Create interview questions for Leading Our Community Project
“Why Chinese Mothers Are Superior” and “I’m Your Teacher, Not Your Internet-Service Provider” by Ellen Laird
Quiz over readings from Week 8.

Week 9 Oct. 12 Compare/Contrast Writing
Organize, draft, polish
Paper 4: Compare and Contrast. Due to Canvas Monday October 19

Week 10 Oct. 19 Cause and Effect Reading
“The Chem 20 Factor,” “My Wood,” “How Flowers Changed the World,” “Carrie Buck’s Daughter,” “The Movie That Changed My Life”
Quiz over Cause and Effect Readings
Find three sources over a social or environmental problem

Week 11 Oct. 26 Cause and Effect Writing
Mini Lessons: Using Sources, MLA
Outline Cause and Effect paper with three sources
Paper 5: Mini-Research for Cause and Effect Due Monday November 2 at 8AM
Introduction to Research Project: Debunk Conspiracies
Turn in interview video and summary

October 30 is the last day to drop.

Week 12 Nov. 2 Research
Mini Lesson Credibility
Gathering Sources HCC Databases

Week 13 Nov. 9 Research Continued
Annotated Bibliography Due Wednesday November 11
Outline Due- Topic Sentences and Thesis

Week 14 Nov. 16 Drafting
Rough Draft Due Monday November 16 8AM
Mini Lesson Audience
Peer Reviews
Final Draft Due November 23 by 11:59 PM
Update on Community Impact Project

Nov 23 Thanksgiving Break

Week 15 Nov 30 Digital Storytelling
Digital Storytelling introduction
Script Writing
Storyboarding/ Gather Media
Use Rubric to score Community Impact Project Research Issue Proposal

Week 17 Dec. 7 Digital Storytelling Presentations
Editing
Presentations
Exam Week for Ridge Point HS December 15-18
Grades due at HCC on Dec. 11