Course Description
ENGL 1301 is 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.

Prerequisites
Prerequisite: Must be placed into college-level reading and college-level writing.
Credit: 3 (3 lecture)

Student Learning Outcomes
The student will be able to:
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
Students will:
1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. Understand and appropriately apply modes of expression (descriptive, expositive, narrative, scientific, and self-expressive) in written, visual, and oral communication.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.
SCANS or Core Curriculum Statement and Other Standards

<table>
<thead>
<tr>
<th>Credit: 3 (3 lecture) Reading</th>
<th>Daily reading assignments</th>
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</thead>
<tbody>
<tr>
<td>Writing</td>
<td>6,000 words of writing</td>
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<tr>
<td>Listening</td>
<td>Daily class lectures &amp; discussion</td>
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<tr>
<td>Speaking</td>
<td>One or more oral presentations</td>
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<tr>
<td>Critical Thinking</td>
<td>Analytical writing in some papers</td>
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<tr>
<td>Computer Literacy</td>
<td>Use of the computer for the writing of papers and research</td>
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CALENDAR

Week 1

Monday July 08
MLA Formatting: Power Point; MLA Handouts: Two Exercises to be completed in class.


Tuesday July 09
Turn in all MLA formatting. Discussion of Works Cited matching notations in text.
Quick lecture on Thesis pp. 133-141--Readings for Writers (RFW).
Do exercise 1, 5 p. 141, 142 in class and discuss (RFW).
Answer question 1 p 153 under “The Strategies” (RFW).
Quick lecture on Narration pp 233-285 (RFW).
Daily Assignment: Discuss Narrative readings and answer assigned questions.
Daily Assignment: Choose a topic from the handout list (provided by professor) and begin writing a Narrative. Be certain you can identify its explicit or implicit thesis upon completion.

Homework Assignment: Complete first draft of Narrative. Bring 5 copies of your rough draft narrative, typed, double spaced for written peer commentaries. (Failure to bring 5 copies results in loss of 10 pts per writing project).

Wednesday July 10
Due: 5 first draft copies of Narrative Essay; Do in class peer commentaries of first draft Narrative Essays.

Semicolon exercise: (MHH) p 562
Fragments: (MHH) pp 549; 551.
Homework: Bring final draft of Narrative essay.
Homework: Read: Descriptive Essays: “The Libido fo the Ugly” by H.L. Mencken; “Hell” by James Joyce; “Pigeon Woman,” by May Swenson.
Thursday July 11
Due: Turn in final draft of Narrative Essay.
Daily Assignment: Discuss Descriptive Essay readings above and respond to questions.
Daily Assignment: Choose a topic from the handout list and begin writing a Descriptive Essay. Be certain you can identify its explicit or implicit thesis upon completion.
Homework: Complete first draft of Descriptive Essay. Bring 5 copies of your rough draft descriptive essay, typed, double spaced for peer commentaries.

Week 2

Monday July 15
Due: Five first draft copies of Descriptive essay; Do peer commentaries of descriptive essays.
Professor hands back edited narratives. Students correct narratives for extra 5 pts. Due next class period. Failure to correct paper results in loss of 5 pts.
Subject-Verb Agreement MHH. Pp 568, 574, 577
Homework: Bring final draft Descriptive Essay

Tuesday July 16
Due: Turn in final draft of Descriptive Essay.
Daily Assignment: Discuss Process Essay readings above and respond to questions.
Daily Assignment: Choose a topic from the handout list and begin writing a Process Essay. Be certain you can identify its explicit or implicit thesis upon completion.
Homework: Complete first draft of Process Essay. Bring 5 copies of your rough draft process essays tomorrow, typed, double spaced for peer commentaries.

Wednesday July 17
Due: Due: Five first draft copies of Process Essay; Do peer commentaries of Process Essays.
Professor hands back edited Descriptive essays. Students correct essays for extra 5 pts. Due next class period. Failure to correct paper results in loss of 5 pts.
Oral presentation of selected (corrected) Narrative essays.
Identifying and Editing Wordiness: MHH-pp 645-646.
Homework: Bring final draft of Process Essay

Thursday July 18
Turn in final draft of Process Essay.
Quick lecture on the Illustration Essays pp 370-408.  
Daily Assignment: Discuss Illustration Essay readings above and respond to questions.  
Daily Assignment: Choose a topic from the handout list and begin writing an Illustration Essay. Be certain you can identify its explicit or implicit thesis upon completion.  
Homework: Complete first draft of Illustration Essay. Bring 5 copies of your rough draft illustration essay to class, typed, double spaced for peer commentaries.

Week 3

Monday July 22
Due: Five first draft copies of Illustration essay; do peer commentaries.

Professor hands back edited Process essays. Students correct essays for extra 5 pts. Due next class period. Failure to correct paper results in loss of 5 pts.

Oral presentation of selected (corrected) Descriptive essays.

Adding words for clarity: MHH-p 651.


Tuesday July 23
Turn in final draft of Illustration Essay.
Quick lecture on the Definition Essay pp 409-453.  
Daily Assignment: Discuss Definition Essay readings above and respond to questions.  
Daily Assignment: Choose a topic from the handout list and begin writing a first draft Definition Essay. Be certain you can identify its explicit or implicit thesis upon completion.  
Homework: Complete first draft of Definition Essay. Bring 5 copies of your rough draft definition essay to class, typed, double spaced for written peer commentaries.

Wednesday July 24
Due: Five copies of first draft Definition Essay; Do peer commentaries of Definition Essays.

Professor hands back edited Illustration essays. Students correct essays for extra 5 pts. Due next class period. Failure to correct paper results in loss of 5 pts.
Oral presentation of selected (corrected) Process essays.

Correcting mixed constructions: MHH-p 654.

Homework: Read: Comparison/Contrast Essays: “Breast Cancer # 2” by Margaret Overton; “Diogenes and Alexander” by Gilbert Highet; “Grant and Lee: A Study in Contrasts” by Bruce Catton; “Baba and Me” by Khaled Hosseini.

Thursday July 25
Turn in final draft of Definition Essay.
Quick lecture on the Comparison/Contrast Essay pp 456-509.
Daily Assignment: Discuss Comparison/Contrast Essay readings above and respond to questions.
Daily Assignment: Choose a topic from the handout list and begin writing a Comparison/Contrast Essay. Be certain you can identify its explicit or implicit thesis upon completion.
Homework: Complete first draft of Comparison/Contrast Essay. Bring 5 copies of your rough draft compare/contrast essay, typed, double spaced for peer commentaries.

Week 4

Monday July 29
Due: Five copies of first draft Comparison/Contrast Essay; Do peer commentaries on Comparison/Contrast Essays.

Professor hands back edited Definition essays. Students correct essays for extra 5 pts. Due next class period. Failure to correct paper results in loss of 5 pts.

Oral presentation of selected (corrected) Illustration essays.

Correcting confusing shifts: MHH- pp 661, 662.


Tuesday July 30

Due: Final draft Comparison and Contrast essay.
Quick lecture on Classification and Division Essay pp 510-554.
Daily Assignment: Discuss Classification and Division Essay readings above and respond to questions.
Daily Assignment: Choose a topic from the handout list and begin writing a Classification/Division Essay (for Midterm). Be certain you can identify its explicit or implicit thesis upon completion.
Homework: Complete first draft of Classification/Division Essay. Bring 5 copies of your rough draft narrative, typed, double spaced for peer commentaries.

Wednesday July 31
Due: 5 first draft copies of Classification and Division essay. Do peer commentaries
Professor hands back edited **Comparison/Contrast** essays. Students correct essays for extra 5 pts. Due next class period. Failure to correct paper results in loss of 5 pts.

Oral presentation of selected (corrected) **Definition** essays.

**Correcting faulty parallelism:** MHH-pp 668, 670-671.

**Homework:** Final draft **Classification and Division** essay (Counts as Midterm)
**Homework:** Read: **Cause and Effect** Essays: “A Peaceful Woman Explains how She Carries a Gun” by Linda Hasselstrom; “Bricklayer’s Boy” by Alfred Lubrano; “Why I Went to the Woods” by Henry David Thoreau; “The Storm” by Kate Chopin; “Design” by Robert Frost; “The Farce of Feminism” by Rebecca Rubons.

**Thursday August 1**
**Due: final draft Classification and Division**
Quick lecture on the **Cause and Effect** Essay pp 555-607.
**Daily Assignment:** Discuss the **Cause and Effect** Essay readings above and respond to questions.
**Daily Assignment:** Choose a topic from the handout list and begin writing a **Cause and Effect** Essay. Be certain you can identify its explicit or implicit thesis upon completion.
**Homework:** Complete first draft of **Cause and Effect** Essay. Bring 5 copies of your rough draft **Cause and Effect Essay**, typed, double spaced for peer commentaries.

**Week 5**

**Monday August 05**
Due: 5 first draft copies of **Cause and Effect** Essay; Do peer commentaries.

Professor hands back edited **Classification and Division** essays. Students correct essays for extra 5 pts. Due next class period. Failure to correct paper results in loss of 5 pts.

**Correcting misplaced modifiers:** MHH-pp 675-676; 678.

Oral presentation of selected (corrected) **Comparison/Contrast** essays.

**Homework:** Final draft **Cause and Effect** Essay

**Tuesday August 06**
**Due: Final Draft Cause and Effect**
Quick lecture on the **Argumentation and Persuasion** Essay pp 609-656.
**Daily Assignment:** Discuss **Argumentation and Persuasion** Essay readings above and respond to questions.
Daily Assignment: Choose a topic from the handout list and begin writing a Argumentation and Persuasion Essay. Be certain you can identify its explicit or implicit thesis upon completion.

Sentence variety and emphasis: MHH-pp 691; 693-694; 696.

Oral presentation of selected (corrected) Classification and Division essays

Homework Assignment: Complete final draft Argumentation and Persuasion Essay. Bring final draft Argument and Persuasion, typed, double spaced to final. Turn it in.

July 8-11 FINAL EXAMS (Written in class). Check schedule

ALL ASSIGNMENTS NOT PREVIOUSLY TURNED IN FOR A GRADE ARE DUE BY THE SECOND CLASS OF WEEK 5. IF I DO NOT HAVE THEM BY THIS CLASS, I WILL MARK A ZERO FOR THE ASSIGNMENT AND FIGURE YOUR GRADE ACCORDINGLY.

Assessments
8.3% Narrative Essay
8.8% Description Essay
8.3% Process Essay
8.3% Illustration Essay
8.3% Definition Essay
8.3% Comparison/Contrast Essay
8.3% Classification/Division Essay (Midterm)
8.3% Cause and Effect Analysis
8.3% Argumentation and Persuasion
8.3% Reader responses/Participation/MLA
8.3% Bringing the required 5 draft copies
8.3% Final Essay Exam

Instructional Materials

HCC Policy Statement - ADA
Services to Students with Disabilities -- Students who require reasonable accommodations for disabilities are encouraged to report to Chris Caldwell at 713-718-7218 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. For more information, go to the HCC ADA Web site at: http://www.hccs.edu/students/disability/faculty/index.htm

HCC Policy Statement: 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 enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

**HCC Policy Statements**

**Class Attendance** - *It is important that you come to class!* Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences. If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early. You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have "lost" the class. Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class. Class attendance equals class success.

**HCC Course Withdrawal Policy** If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a
law limiting first time entering freshmen to no more than SIX total course withdrawals throughout their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you MUST contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done PRIOR to the withdrawal deadline to receive a "W" on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices 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 except for notetaking, and will not use these devices in the classroom unless you receive permission from the instructor.

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.

Instructor Requirements
As your Instructor, it is my responsibility to:
• Provide the grading scale and detailed grading formula explaining how student grades are to be derived
• Facilitate an effective learning environment through class activities, discussions, and lectures
• Describe any special projects or assignments
• Inform students of policies such as attendance, withdrawal, tardiness and make up
• Provide the course outline and class calendar which will include a description of any special projects or assignments
• Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to:
• Attend class and participate in class discussions and activities
• Read and comprehend the textbooks
• Complete the required assignments and exams
• Ask for help when there is a question or problem
• Keep copies of all paperwork, including this syllabus, handouts and all assignments

Grading
Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Grading Scale:
90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F