



**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 | 20345 & 20347

Fall 2021 | 14 Weeks
| Milby Campus, RM 2334 |
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor: Cody Roberts, MA
Office: Milby High School, RM 2328
HCC Email: cody.roberts@hccs.edu

Office Phone: Canvas Email
Office Hours: By Appt.

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 cody.roberts@hccs.edu or through the 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

Greetings! I am looking forward to working with you. I wish to caution you: you must stay on top of your assignments, your writings, and all HCC required documentation to ensure your success. Do not hesitate to use all resources available to you. This course is the foundation for your writing throughout your future career. Writing is not a thing outside of yourself, but it is your ability to think critically, communicate effectively, and write effectively. This course will enhance your ability to analyze details as you read. Welcome to a year of self-improvement.

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 for all assignments, exams, and activities. All course interactions, emails, and course submissions will be through Canvas: <https://eagleonline.hccs.edu/courses/133672> . This is a late start course, and you are expected to stay on top of the assignments as they are assigned and due on the course syllabus. Each week, you will complete several reading and writing assignments, all of which will be found in the Canvas course shell. When accessing the course on Canvas, it is recommended that you use [FIREFOX](#) or [CHROME](#).

This semester, there are three modalities for English courses: Online Anytime, Online on a Schedule, and Flex Campus. Online Anytime classes are traditional online courses; coursework is online, and there are no meetings at specific times. Online on a Schedule classes are online courses with traditional meeting components; coursework is online, and there are specific times to log in for scheduled class meetings. Flex Campus are in-person classes; coursework is online, and students have the choice to come to campus or to participate online during scheduled class meetings.

This section of ENGL 1301 is online until further notice. We will meet at the scheduled time through HCC on Canvas where all course work, assignments, peer-reviews, and conferences will take place: <https://eagleonline.hccs.edu/courses/133672>, please bookmark: <https://myeagle.hccs.edu/> and log in at the end of the period. You are responsible to ensure you have your password set by following this link: <https://pm.hccs.edu/idp/AuthnEngine#/authn>, your email was sent to you and assigned to you when you registered with HCC.

HCC Online Information and Policies

<http://www.hccs.edu/online/> or at <https://myeagle.hccs.edu/>

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://eagleonline.hccs.edu/courses/133672>

Instructional Materials

Course Reader Information

Shea, Renee, H. et al. *The Language of Composition*. Available from: VitalSource Bookshelf, (3rd Edition). Macmillan Higher Education, 2018.

Websites: owl.purdue.edu and www.excellsiior.edu are important tools for this course.

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment. 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.

Second Draft Essays

- Rhetorical Analysis Essay 10%
- Classify & Divide Essay 15%

- Cause & Effect Essay 15%
- Compare and Contrast Essay 10%

First Draft Essays (4)

- Writers profile (Literacy Narrative) 5%
- Reading: Reflection and Discussion 20%
- Peer Critiques (8)
- Portfolio with Final Argument & Final Portfolio Assignment 25%**

Exams

There is no final exam for this course since it is performance based on your ability to write effective academic discourse. The final is the final portfolio you will submit at the end of the semester which will demonstrate your cumulative growth and development as an academic writer through this course. All grades are final and not open to negotiation.

In-Class Activities

Since writing is social, collaboration with peers is pivotal to your learning experience. There are a variety of activities to compliment your understanding of the readings, brainstorming, and collaboration with your peers for better writing and peer evaluations for your writing. After each first draft essay one class period will be dedicated to peer group writing conferences with your Professor to assist your growth as a writer.

Grading Formula

Universal Scale:

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

To satisfactorily complete this course your final grade must meet a “C” or better.

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 Admin: email, student handbook, and Canvas Tour Introductions, Professor introduction

Week	Dates	Topic / Assignments Due
		<p>Write: Diagnostic Essay: 500 words. (40 minute)</p> <p>Homework Read: LOR: "Introducing Rhetoric" pp. 5-24</p> <p>Instructional: Academic Reading and Annotating</p> <p>"How to Write a Professional Email" follow up write email to professor using the guide.</p> <p>Homework: Literacy Narrative/Profile assignment Due next week</p>
2*	<p>Literacy Narrative/Writer's Profile due</p>	<p>Instructional: Continue selected readings and discussion with in-class short answer response from Ch. 1 Introducing Rhetoric and Ch. 2 Close Reading</p> <p>HW Read: Restoring Black History p. 41 for class discussion and in-class writing</p>
3*		<p>Writing analytical paragraphs, citing evidence from the text,</p> <p>Writing conference on body paragraphs. Write your introductory paragraph.</p> <p>Writing Assignment 1.1 drafting Rhetorical Essay 4-5 pages.</p> <p>Collaborative Team writing conference appointments.</p> <p>HW Read: pp. 60-69 for class discussion</p> <p>Finish Draft</p>
4	<p>R.A. Essay 1.1 Due</p>	<p>Essay 1.1 Due: Peer-Review, Writing Conference Week</p> <p>Collaborative groups peer-review each team-mates paper.</p> <p>Collaborative Team Professor Conferences</p> <p>Read: pp. 74-89</p>

Week	Dates	Topic / Assignments Due
		<p>*Collaborative Team Professor Conferences and revising drafts.</p> <p>Read: <i>LOR</i>: pp. 126-134</p> <p>Prepare to discuss Marchl</p>
5		<p><i>Claims, Evidence, and Analysis for Writing Analysis using</i></p> <p>Selected readings from Ch. 3 Analyzing Arguments</p> <p>Informal analytical argument paragraphs</p> <p>Informal discussion of Classify & Divide mode of writing</p> <p>*Essay 1.2 with revision cover letter due Monday</p>
6		<p>Essay 1.2 with revision cover letter Due</p> <p>Writing Assignment 2.1, Choose one essay for Analysis Essay in LOR text</p> <p><i>How to write and analytical argument using an outline and details and citing sources in your argument, See Owl.purdue.edu</i></p> <p>Annotations of your choice essay due for peer discussions: Like readers will collaborate on analysis for the essay criteria: rhetorical situation, claims, evidence, tone, appeals, devices, arrangement and mode.</p> <p>LOR: p. 145</p>
7		<p>Essay 1.2 returned. How can you use this essay to write a better essay?</p> <p>From identifying to analysis: creating analytical commentary. Samples to working collaboratively to write a strong analytical paragraph.</p> <p>Draft essay 2.1</p> <p>Sign up for conference appointments.</p> <p>Informal discussion of Cause & Effect mode of writing</p>
8	Classify & Divide	<p>Essay 2.1 Due peer-evaluations, writing conferences</p> <p>Essay 2.1 peer-evaluations and writing conferences</p>

Week	Dates	Topic / Assignments Due
		<p>Writing Assignment Three out. Students will write a compare and contrast and cause and effect essay choice analysis on two like sources from LOR – cause and effect use Ch. 7</p>
9		<p>Essay Three reading work. What do you the reader and the writer need to know? Setting criteria for your essay. Students will collaborate with other learners.</p> <p>Finding balance and writing two assignments concurrently in a college environment.</p> <p>Selected readings from LOR. "If the Japanese..." activity review</p>
10		<p>Essay 2.2 with revision cover letter Due</p> <p>Essay 3-4. Compare and Contrast and Cause and Effect Essay Choice.</p> <p>claims and evidence while embedding quotes.</p> <p>Review create strong claims and evidence, embedding quotes</p>
11		<p>Selected Readings from Ch. 4 on Synthesis</p> <p>Formulating an outline for drafting.</p> <p>Writing a Works cited page for the sources.</p> <p>Drafting essay</p>
12	<p>Compare Contrast and Cause and Effect</p>	<p>Essays 3.1 DUE</p> <p>Peer review and conferences week</p> <p>Re-read sources pieces for revisions.</p> <p>Read all feedback to make better writing choices.</p>
13		<p>Preparing for Essay 4.1</p> <p>What is a portfolio and assignment/ Portfolio and Final Analytical Argument Essay plus complete revised drafts of final portfolio</p>

Week	Dates	Topic / Assignments Due
		Short Informal Reflective Essay Final essay out.
14		Essay 4.1 DUE Holiday: Thanksgiving Day (Only)
15		Final Portfolio Writing Essay 4.2 revisions Conferences available as needed this week.
16		Final Portfolio DUE

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/> . All assignments are submitted through *Turn-It-In* from the submission window on Canvas and assignments will only be submitted through this window—no email or comment window submissions allowed—and assignments must be submitted on time. **All late assignments will be deducted -2pts per day late.** All assignments will have a due date and a submit by date before the window is closed. Any assignment in question by *Turn-it-in* will fail due to plagiarism which is a serious crime. All assignments must be properly cited for source material, author, and page numbers to be accepted. Use the less than 20 percent rule: If the paper score is under 20%, it is acceptable, if the paper is over 20% it is considered plagiarized. Copying from another student or borrowing another students work is **unacceptable**.

Penalty: *The first paper will fail with an "F" and any after will fail with a zero grade and an official report will be filed with HCC Academic Integrity and could result in your removal from HCC courses and the report will be on your permanent academic transcript.*

Attendance Procedure

You are expected to attend every class period since we are on a late start schedule. You are allowed **3 absences by HCC Only**. After the absences have been tallied by HCC you will no longer receive credit. You are responsible for dropping the course through HCC if for any reason you can not complete the course. You must notice your professor prior to any class absences. You are responsible for reporting if you are COVID positive to HCC if such an event occurs.

Student Conduct

I expect full corporation and respect for me, your peers, and yourself during this college course. You must conduct yourself as the young adult you are in this college course.

Online norms are:

- Use the raise your hand button if you have questions.
- Log in on time and respond timely to discussions with the class or your peers.
- Do not have personal discussions in the class chat during meeting times.
- Respect everyone's time and needs.
- Mute your mic during class meetings and do not have background sounds.
- Do not use the camera unless in a conference, peer conference, or peer reading period. As you know inference causes a major communication issue online.
- At no time will there be a disrespectful exchange of playful or harmful words online.

Instructor's Course-Specific Information (Change TITLE as Needed)

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
- Ability 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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