



Instructional Services · English and Communication · English

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# Composition I-20293

## ENGL-1301

DL1 2022 Section 517 3 Credits 08/29/2022 to 12/11/2022 Modified 08/31/2022

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Also for Composition I-20292 English 1301

## Course Meetings

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### Course Modality

Face to face, with occasional online work

### Meeting Days

Monday-Friday

### Meeting Times

1st period (M, Th-F 7:30-8:20, T-W 7:30-8:15) and 7th period (M, Th-F 1:55-2:45, T-W 2:00-2:45)

### Meeting Location

C-110

## Welcome and Instructor Information

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### Instructor: Samuel D. Huntington

Email: samuel.huntington@hccs.edu; samuel.huntington@fortbendisd.com

Office: C-110

Phone: 281-327-3480

### 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. This course is exciting because it is a dual credit course where they get to earn college credits while in high school! Additionally, I will do my best to find engaging readings that will spark interest, critical thinking, consideration, and civil debate. The readings and writings are meant to have us examine what we think, why we think, and what can we do in the world.

### My Personal Welcome

Welcome to the course! I know some of you already from last year's English 3 course or from online advisory from two years ago or from National Honor Society. Others I am meeting for the first time and wish you welcome to a hopefully thoughtful and engaging experience that will prepare you for life and further career or academic journeys.

### Preferred Method of Contact

Talk to me in person if possible during class, but also email me to remind me if I have not taken care of material we discussed in person. You may also use remind, but just know that I have remind go to my email. Best contact is email/remind after talking in person.

## Office Hours

After school Mondays and Tuesdays 2:50-3:20  
C-110

Also by appointment. Arrange in person or via email.

## Course Overview

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### Course Description

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.

### Requisites

Appropriate score on TSI/ACT/SAT/STAAR, INRW 0420, Grade C or better in ELA College Prep course from participating ISDs. Successful completion of INRW 0300 corequisite course. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

### English Website

<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/> (<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/>)

## Core Curriculum Objectives (CCOs)

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English courses satisfy three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that courses 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.
  - Composition I, Composition II, Creative Writing, Introduction to Technical Writing, and Technical & Business Writing only
- **Social Responsibility:** Students will demonstrate intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
  - Literature courses only

## Student Learning Outcomes and Objectives

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### Program Student Learning Outcomes (PSLOs)

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/> (<https://www.hccs.edu/programs/areas-of-study/liberal-arts--humanities/english/>)

## Course Student Learning Outcomes (CSLOs)

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.

## Word Count Requirement

Students will write a minimum of 5,000 words over the course of the semester.

## Departmental Practices and Procedures

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### Department-Specific 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](#)

### Program-Specific Student Success Information

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.

## Instructional Materials and Resources

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### Instructional Materials

The [HCC Online Bookstore \(https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks\)](https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course fees.

**We will be using open educational resources at no cost to you! There will be no textbook. Optional resources, although encouraged, are not required. Optional resources include:**

Sin and Syntax: How to Craft Wicked Good Prose by Constance Hale

The Shallows by Nicholas Carr

Outliers by Malcolm Gladwell

Mindset by Carol S. Dweck

Lab Girl by Hope Jahren

Nickel and Dimed by Barbara Ehrenreich

Harvest of Empire by Juan Gonzalez

Borderlands/La Frontera: The New Mestiza by Gloria Anzaldua

The Woman Warrior by Maxine Hong Kingston

The Color of Water by James McBride

Reading Lolita in Tehran by Azar Nafisi

Catfish and Mandala by Andrew X. Pham

Fast Food Nation by Eric Schlosser

Refuge by Terry Tempest Williams

The Professor and the Madman by Simon Winchester

## ✓ Course Requirements

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### Assignments, Exams, and Activities

Type	Weight	Topic	Notes
Written Assignment	10%	Literacy Narrative	This will be a personal narrative essay about an educational moment in acquiring or hoping to acquire skills to be competent in a given situation. We will explore both traditional literacy and our more modern concept of literacy. More details on separate assignment sheet and rubric.
Written Assignment	10%	Academic Summary and Strong Response Essay	The ability to enter an existing conversation surrounding an academic topic requires the ability to establish what you know about what has already been said before jumping in with opinion. There will be several topics to choose from where you will summarize 1-2 essays on the given topic and build your response on the issue. More details on a separate assignment sheet and rubric.
In-Class Midterm Exam	15%	Rhetorical Analysis Essay	This will be a two-day exam during in-class time. The first day will include a reader's response to a brief text without any context. You will write about your experience reading the piece and your process of making sense of what you read and what you think is the purpose of the text. The second day you will be given the context and discuss how your understanding changed or was enhanced by the context. Conclude with a comment about the importance or lack of importance for context in interacting with a text's meaning.
Written Assignment	20%	Researched Argument	The ability to build on summary and response in order to gather multiple sources and synthesize information to bolster your argument and to acknowledge counterargument is crucial. This skill will be built on throughout collegiate experiences. You should be well versed in MLA format by now, so for this assignment you will be using APA format. More details on separate assignment sheet and rubric.
Final Exam	20%	Multimodal Reflection	For the final exam, you will be presenting a multimodal project to your classmates showing off what you learned from the course, what insights you gained, what skills you think you can take with you in your future pursuits, and any other reflection you wish to include to sum up your experience with the course content and interactions with our learning community. By multimodal, I mean more than one way of communication. It can be any combination of the written word, spoken word, visual image, sound, multimedia, etc. More details on separate assignment sheet and rubric.
In-Class Activities	25%	Coursework	Any discussion, in-class writing assignment, peer reviews, online discussion or assignment. One of the requirements will also be a group presentation where the students will teach the class about a reading.

## Grading Formula

Grade	Range	Notes
A	90-100	This will result in a 96 (unweighted) on your Dulles GPA. To get an A in this course, the student will have to show mastery of content through excellent communication skills, strong work ethic, and engaged interactions with material and class community. Show an ability to go above and beyond with preparation and insights.
B	80-89	This will result in an 86 (unweighted) on your Dulles GPA. A B-student in this class consistently shows mastery of content with minor errors that are significant enough to keep communication from being its most effective given the requirements of the given assignments. This is good, solid work that could also lack depth or sincere engagement. This can also be described as playing it safe. Many will be able to get here and maintain progress at this level.
C	70-79	This will earn a 76 (unweighted) on the Dulles GPA. This work displays a consistency of late work or repetition of errors from assignment to assignment without much effort to improve, but are meeting minimum requirements of the assignment.
D	60-69	This will result in a 70 (unweighted) on the Dulles GPA. This follows the same description of the C, but does not consistently meet the minimum requirements. The effort of producing something each time is there, but lacks to meet minimum requirements or the late work is so significantly late to question whether or not it should be considered.
F	0-59	This will result in a 59 (unweighted) on your Dulles GPA. This is work that fails to meet minimum requirements, is late on everything, or plagiarizes more than once. It is difficult to get this grade, but it does happen. Be careful and communicate with the instructor.

## \* Instructor's Practices and Procedures

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### Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

### Missed Assignments/Make-Up Policy

Some assignments will have hard deadlines. That means that there will not be any late work accepted after the due date. Those assignments will be indicated in the specific assignment sheets. Other assignments will have soft deadlines where there will be a time period in which the student can turn the assignment in within that window without penalty, but after the window closes, then it will result in a 15% reduction each day it is late after the window period closed. If a student misses the in-class midterm exam, the student must arrange with the instructor for a make-up exam. It will be a different text, but similar concept.

### Academic Integrity

Scholastic Dishonesty will result in a referral to the Dean of Student Services.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<https://www.hccs.edu/studentprocedures> (<https://www.hccs.edu/studentprocedures>)

### Attendance Procedures

We take attendance for both Dulles and HCC. Tardies do count toward absences. Just as 3 tardies equal an absence at Dulles, the same applies with HCC. Students with excessive absences due to a combination of absences and tardies that add up to absences may result in a grade of FX (failure due to attendance issues rather than academic failure; more on this later.) An absence, excused or unexcused, still counts as an absence and will be entered into Skyward and PeopleSoft accordingly. There are some absences that will not count toward the excessive absence policy such as jury duty, religious holiday, and school (DHS) approved attendance (see DHS policy on limits to college visits, UIL activities, etc.). Any absence due to illness will result in an absence, but the course work is still required to be done by posted deadlines.

### Student Conduct

I encourage an environment of mutual respect, collaboration, teamwork, and sincere honesty in a safe and civil interaction. Issues will be dealt with according to Dulles policies and reports to HCC's early alert system.

## Instructor's Course-Specific Information

I will not be able to give feedback to every student on every assignment before the due date, especially if the student does not give at least three days in advance for adequate review time. Set up a conference with the instructor for further discussion about student work or concerns if tutorial times do not work. Communication is key. I am quite flexible if the student keeps me informed on issues and concerns. It is the student's responsibility to communicate any issues or concerns about content or grades or conduct.

## Devices

At times, we will follow Dulles's expectations of no devices, but realistically speaking, I know that we will have issues with lack of access to devices since we only have 15 laptops in the room. Bring your own laptop if you have them. Phones will be the last resort and only with teacher approval.

## Faculty-Specific Information Regarding Canvas

This course section will use Canvas (<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

## Faculty Statement about Student Success

Have mutual respect, open communication, do work on time, and seek improvement will help you succeed. Keep a work-school-life balance as best as possible. We are in this journey together.

## Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

## HCC Policies and Information

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### Our Vision

Houston Community College shapes the future for all students with innovative, affordable, timely, responsive, and continuously improving educational programs and services. Partnered with the communities we serve, we take a defining role in regional economic, workforce, and social development.

<https://www.hccs.edu/about-hcc/> (<https://www.hccs.edu/about-hcc/>)

### HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

## Link to Policies in Catalog and Student Handbook

Here's the link to the HCC Catalog and Student Handbook: <https://catalog.hccs.edu/> (<https://catalog.hccs.edu/>)

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

## Link to HCC Academic Integrity Statement

<https://www.hccs.edu/student-conduct> (<https://www.hccs.edu/student-conduct>) (scroll down to subsections)

## Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<https://www.hccs.edu/campuscarry> (<https://www.hccs.edu/campuscarry>)

## 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 \(https://www.hccs.edu/email\)](https://www.hccs.edu/email) and activate it now. You may also use Canvas Inbox to communicate.

## Office of Institutional Equity

Use the following link to access the HCC Office of Institutional Equity, Inclusion, and Engagement: <https://www.hccs.edu/eoo> (<https://www.hccs.edu/eoo>)

## Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <https://www.hccs.edu/accessibility> (<https://www.hccs.edu/accessibility>)

## Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu) (<mailto:Institutional.Equity@hccs.edu>)

<https://www.hccs.edu/titleix> (<https://www.hccs.edu/titleix>)

## Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.



<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/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/>)

## Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

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 a guide.

## Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

## HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: <https://www.hccs.edu/online/> (<https://www.hccs.edu/online/>)

## Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/> (<https://eagleonline.hccs.edu/>)

## 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 derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- 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

- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](https://www.hccs.edu/studenthandbook) (<https://www.hccs.edu/studenthandbook>)

## Copyright Statement

In order to uphold the integrity of the academic environment and protect and foster a cohesive learning environment for all, HCC prohibits unauthorized use of course materials. Materials shared in this course are based on my professional knowledge and experience and are presented in an educational context for the students in the course. Authorized use of course materials is limited to personal study or educational uses. Material should not be shared, distributed, or sold outside the course without permission. Students are also explicitly forbidden in all circumstances from plagiarizing or appropriating course materials. This includes but is not limited to publically posting quizzes, essays, or other materials. This prohibition extends not only during this course, but after. Sharing of the materials in any context will be a violation of the HCC Student Code of Conduct and may subject the student to discipline, as well as any applicable civil or criminal liability. Consequences for unauthorized sharing, plagiarizing, or other methods of academic dishonesty may range from a 0 on the specified assignment and/or up to expulsion from Houston Community College. Questions about this policy may be directed to me or to the Manager of Student Conduct and Academic Integrity.

## Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

## EGLS3

The EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](https://www.hccs.edu/egls3) (<https://www.hccs.edu/egls3>)) 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. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<https://www.hccs.edu/egls3> (<https://www.hccs.edu/egls3>)

## Housing and Food Assistance for Students

If you are experiencing any hardship related to food, shelter, mental health, or other basic needs areas, please visit the Basic Needs page for resources (<https://www.hccs.edu/cares> (<https://www.hccs.edu/cares>)). You have the option to take the Basic Needs Questionnaire and ask to be contacted by a counselor for additional assistance or support (<https://www.hccs.edu/basicneeds> (<https://www.hccs.edu/basicneeds>)). Furthermore, please notify the professor if you are comfortable doing so.

## Student Resources

### Tutoring

HCC provides free and convenient academic support, in a large variety of subjects, to HCC students in both an online environment and in-person on campus. Tutoring is provided by HCC personnel in order to ensure that it is appropriate. Visit the HCC Tutoring Services website for more information at <https://hccs.edu/tutoring> (<https://hccs.edu/tutoring>).

### 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 <https://library.hccs.edu> (<https://library.hccs.edu/>).

### Supplementary 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 <https://www.hccs.edu/supplemental-instruction> (<https://www.hccs.edu/supplemental-instruction>)

## Resources for Students:

<https://www.hccs.edu/covid19students> (<https://www.hccs.edu/covid19students>)

## Basic Needs Resources:

<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/> (<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/>)

## Student Basic Needs Application:

<https://www.hccs.edu/basicneeds> (<https://www.hccs.edu/basicneeds>)

## COVID-19

Here's the link to the HCC information about COVID-19:

<https://www.hccs.edu/covid-19> (<https://www.hccs.edu/covid-19>)

## Instructional Modalities

### In-Person (P)

Safe, face-to-face course with scheduled dates and times

### Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

### Online Anytime (WW)

Traditional online course without scheduled meetings

### Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

### Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

## Course Calendar

## 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.

When	Topic	Notes
Introductory Readings Week #1 8/29-9/2	Literacy Narratives	"Superman and Me" by Sherman Alexie "Mother Tongue" by Amy Tan "No Name Woman" by Maxine Hong Kingston "Me Talk Pretty One Day" by David Sedaris "Learning to Read and Write" by Frederick Douglass

When	Topic	Notes
Written Assignment Week #2 9/5-9	Literacy Narrative	See Canvas for assignment sheet, rubric, and submission requirements. This week will be a workshop week where you plan, draft, and review each other's writings prior to submitting by Friday for a final draft.
Thematic Paired Readings Week #3 9/12-16	Various Academic Disciplines	"The Illusion of Knowledge" by Nicholas Carr with "This Is How the Internet Is Rewiring Your Brain" by Jacqueline Howard  "The Downside of School Volunteer Requirements" by Lily Lou with "Volunteering Opens Teen's Eyes to Nursing" by Detroit News  "How High Schools Are Demolishing the Classroom" by Leslie Nguyen Okwu with "What America Can Learn from Smart Schools in Other Countries" by Amanda Ripley  "Unhappy Meal" by Michael Pollan with "Let Them Eat Dog" by Jonathan Safran Foer
Group Presentations Week #4 9/19-23	Academic Arguments	Groups will sign up for and teach the class about the following readings (no more than 3 per reading; all readings need to be covered; if a title gets a solo person, a group of 3 will need to become 2 so that each title will have at least 2 presenters):  "In Defense of a Liberal Education" by Fareed Zakaria  "The Blessings of Liberty and Education" by Frederick Douglass  from <i>Education</i> by Ralph Waldo Emerson  "A Talk to Teachers" by James Baldwin  "Hip Hop Planet" by James McBride  "Corn-Pone Opinions" by Mark Twain  "The Affluence of Despair" by Ray Bradbury  "Nobel Prize Banquet Speech" by Bob Dylan  from <i>Silent Spring</i> by Rachel Carson  from <i>Nature</i> by Ralph Waldo Emerson  "The Clan of One-Breasted Women" by Terry Tempest Williams  "A Moral Atmosphere" by Bill McKibben  "Letter from Birmingham Jail" by Martin Luther King, Jr.  "Where I Lived, and What I Lived For" by Henry David Thoreau  "Small Change: Why the Revolution Will Not Be Tweeted" by Malcolm Gladwell  "Raised to Leave: Some Thoughts on 'Culture'" by Lee Smith  from <i>Serving in Florida</i> by Barbara Ehrenreich  "A Modest Proposal" by Jonathan Swift  "The Atlanta Exposition Address" by Booker T. Washington  "On Dumpster Diving" by Lars Eighner
Group Presentations #2 Week #5 9/26-30	Academic Summary and Strong Response Readings	This is the second week of presentations. You will do your second presentation this week. Try to improve from last week from the feedback given by peers and instructor on the first presentation.

When	Topic	Notes
<b>Written Assignment</b> Week #6 10/3-7	Academic Summary and Strong Response Essay	This will be a workshop week on the essay of academic summary and strong response. You will choose one of the essays from last week (not the ones you presented on). Plan, draft, peer review, conference and submit final draft by 10/7.
<b>Midterm Week</b> Week #7 10/10-14	Reading Response and Rhetorical Analysis	Prep about reader response theory, rhetorical situations, and context. Write a response about your own transaction with the text by itself on day one. Day two, write about how the context provided may influence the rhetorical situation and your own initial transaction.
<b>Written Assignment</b> Weeks #8-11 10/17-11/11	Researched Argument in APA style	Propose a topic, solo or group, and tentative plan (Aristotelian, Toulmin, or Rogerian).  Find research.  Provide an annotated bibliography of sources gathered.  Determine approach and create an outline.  Draft the essay.  Submit an abstract.  Peer review process and conferencing.  Post final draft by 11/11.
<b>Presentation</b> Week #11 11/14-18	Research Summary of Findings	Individuals and partners/groups will present a summary of the project for the class. The class/instructor will give rewards/accolades for presentations.
<b>Final Project</b> Weeks #12-14 11/28-12/9	Multimodal Reflection Final Project	Prepare a proposal of what your final project will reflect on and types of modes you will use for communicating your project.  Reflect and show off what you learned, engaged with in this course this semester (from readings, writings, and interactions with the class community).  Present your project in the last week of 12/5-9.

## Additional Information

### Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

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