

ENGLISH III, AP, and 1302
WEEKLY CALENDAR – CECHS/HCC SPRING 2011
HCC Policies, Course Descriptions, Final Exam Schedule

Professor DF Brown

Voice Mail Ph# 713 869 8372 please leave time, date, and return phone number email address

Office Hours – Tu-Thurs 3:30 to 4:30

Required Textbook(s):

Literature: An Introduction to Reading and Writing

Materials:

A notebook with loose leaf paper for notes and handouts, a folder with pockets, paper and blue or black pens, (see below for details), a flash drive, or other file saving device, {college level dictionary optional}

Grade Percentages:

Four ESSAYS 5% each; #5 is 25% (see syllabus for dates)

RESPONSE JOURNAL 25%

MID TERM 15%

FINAL ESSAY 15%

Prerequisite Reminder:

For English 1302:

Students must have completed **English 1301** to be eligible to enroll in this course. Any students who have not completed these required courses will be withdrawn from the course.

For literature 2000 level courses:

Students must have completed **English 1301 and English 1302** to be eligible to enroll in this course. Any students who have not completed these required courses will be withdrawn from the course.

Use of Cameras and Recording Devices

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. These devices are also not allowed to be used in campus restrooms. 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.

Late Paper Policy: Barring personal illness or death in the family, late papers will NOT be accepted.

Please Note: The English Department regards a two week turnaround for the return of major essays an appropriate timeframe.

Make-up Policy: Check with instructor the very next time you are on campus.

Paper Format:

- Blue or black ink only (in class handwritten assignments)--**Please note-In Lab Classes--all work will be typed*
- White notebook paper only - no frayed edges
- Handwritten work should be written on one side only
- Length -- two to three full pages (approx. 500-750 words) on in class handwritten essays (single spaced, one side only for handwritten work)
- Out of class typed Journal/Reading Notebook Entries – 300 typed words, double-spaced, courier new 12 point font only
- out of class typed “short” essays (approx. 750-1,000 words); Individual Research Paper (rough draft 1,000 typed words min./final draft of Research Paper 1,500-2,000 typed words min.)
- Partner Project (individual rough drafts of each partner and final combined draft 750-1,000 typed words)
- Do not use white out/liquid paper on in class essays
- **Hand in “messy” rough drafts** (typed drafts showing proofreading marks) with final drafts – for all out of class typed papers
- Typed papers must adhere to MLA style format
- All work completed outside of class needs to be created utilizing Microsoft Word so it will be compatible with the lab/instructor computer software – if you are using Microsoft Works or Word 2007, you will need to save your work as “Word for Windows 97-2003” or in “Rich Text Format”. Please talk to me if you are unsure of how to save your work.

Other Course Policies:

*Please turn off cell phones and beepers prior to entering the classroom.

*No cell phones, Blue-tooths, MP3 Players, or IPODS **in sight or in use inside the classroom** – cell phones **should be turned off prior to entering class and are not allowed in sight** – please place them in bags or pockets. Please remove ear buds/devices prior to entering class.

*Please do not bring children, boy/girl friends, family members, etc. to class with you -- only students registered in the class may attend.

*Please do not chat with class colleagues during discussion.

*Please do not pack up books and belongings prior to being dismissed -- I will announce when class has been completed and it is time for you to leave.

*If you should miss class for any reason, it is your responsibility to make up the work you missed and to contact me for any special instructions on work you missed. It is also strongly recommended that you obtain the phone number of a classmate to aid you in this situation. *Attendance will be checked daily. Excessive tardies will not be tolerated. Excessive is defined as more than two tardies and/or more than 10 minutes. If a student misses more than 30% of the class by coming late or leaving early, this will count as an absence. Please note: tardies will have an effect on the grade you receive for the course (i.e. points for the work you miss such as quizzes, in class writing assignments, etc. will be deducted from your final grade average). Please make an effort to be on time to avoid losing points and disrupting the class.

Special Conditions:

If you have any special conditions, extenuating circumstances, or needs that may affect your progress in this course, please notify me. I would be happy to discuss them with you in person. Also inform me of any special accommodations that you have documented through the Disability Support Services Counselors so that we may better meet your needs. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. The DDS counselor for Southwest College may be reached at ph. (713) 718-7910. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office.

Free English Tutoring

*The Southwest College offers you free tutoring at our tutoring centers where you will receive individual attention with any of your writing concerns. I have posted the summer tutoring schedule with locations, times, & days on my HCC Learning Web page for your convenience [<http://learning.swc.hccs.edu/members/sabrena.belz/tutoring-information/Summer%202010%20Tutoring%20Flyer.xls/view>]. Be sure to bring your books and assignments with you when you go to the tutoring lab.

***HCC also provides an online tutoring program. The url for this tutoring option is: <http://hccs.askonline.net>. The HCC online tutoring service is free of charge to all registered HCC students. The home page has a link to a video you can watch in order to learn how to submit and retrieve essays from this free website.

Open Computer Lab

You have free access to the Internet and word processing in the open computer lab in the Scarcella Science Center (Stafford Campus), the Alief Campus, and the West Loop Campus. Check the door of the open computer labs for hours of operation. I have also posted a link with phone numbers, locations, etc. for open labs on my HCC Learning Web page [<http://learning.swc.hccs.edu/technology/open-computer-labs/southwest-college-student-open-computer-labs/>]. All HCCS students are welcome to utilize this resource. The Stafford Campus Library in the Learning Hub is another location where you can use computers and print documents. A fee is charged for printed work (per page).

Counseling

Counseling is available at each campus. Check with the information desk at the particular campus for room numbers and consult your class schedule for telephone numbers.

Library (Learning Resource Center)

The Southwest College has a Learning Resource Center at each campus for student use. The library provides electronic resources including a computerized catalog system as well as numerous data bases that contain full-text articles. Stop by your campus library to find out hours of operation. All students will be required to obtain or update an HCC Library Card for this course. <http://library.hccs.edu/>

Inclement Weather

During inclement weather conditions, monitor major local channels for updates on school closings and refer to the HCC homepage for emergency closing information.

Mission Statement of the English Department

The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students' reading, writing, and analytical skills.

SCHOLASTIC DISHONESTY:

According to the 2006-2009 Student Handbook for the Houston Community College System :

“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 student’s test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test;
- 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**’ means the unauthorized collaboration with another person in preparing written work offered for credit” (34-35).

Please note the possible consequences of such dishonesty, as stated in the 2006-2009 Student Handbook: Possible punishments for academic dishonesty may include a grade of “0” or “F” for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System (35).

Plagiarism Policy

Plagiarized papers or projects will receive a grade of “0” (zero) -- no exceptions. Cheating or collusion will also result in a grade of “0” (zero) on that paper or project. Plagiarism or collusion on a second major assignment will result in a zero in the course. Students need to be aware that the instructor will be utilizing plagiarism software and internet sources to check student work for potential plagiarism. This will be discussed in more detail during class lecture.

ENGLISH 1301 COURSE DESCRIPTION

English 1301 is a course devoted to improving the student’s writing and critical reading. The course involves writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. English 1301 is a core curriculum course.

COURSE PURPOSE

English 1301 is designed to help students write multi-paragraph expository, analytical, and argumentative essays that have the following qualities:

- clarity in purpose and expression,
- appropriate and sensible organization,
- sound content, including applications of concepts from and references to assigned readings,
- completeness in development,
- unity and coherence,
- appropriate strategies of development,
- sensitivity to audience,
- effective choice of words and sentence patterns,
- grammatical and mechanical correctness, and
- appropriate MLA citations format.

EDUCATIONAL OUTCOMES (COURSE OBJECTIVES) FOR ENGLISH 1301:

By the time the students have completed English 1301, they will:

- understand writing as a connected and interactive process which includes planning, shaping drafting, revising, editing, and proofreading;
- apply writing process to out-of-class writing;
- apply writing process as appropriate to in-class; impromptu writing situations, thus showing an ability to communicate effectively in a variety of writing situations (such as essay exams and standardized writing tests like the TASP);
- apply suggestions from evaluated compositions to other writing projects;
- understand and apply basic principles of critical thinking in analyzing reading selections, in developing expository essays, and writing argumentative essays;
- apply concepts from and use references to assigned readings in developing essays;
- analyze elements of purpose, audience, tone style, and writing strategy in essays by professional writers
- complete short writing assignments, journal entries, readings quizzes, and other activities to strengthen basic thinking and writing skills
- understand and appropriately apply various methods of development in writing assignments;
- avoid faulty reasoning in all writing assignments;
- fulfill the writing requirements of the course, writing at least 6,000 words during the semester.

ENGLISH 1302 COURSE DESCRIPTION

English 1302 is a more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. English 1302 is a core curriculum course.

HCCS CORE CURRICULUM INTELLECTUAL COMPETENCIES AND EXEMPLARY EDUCATIONAL OBJECTIVES -- ENGLISH 1301 AND 1302

I. BASIC INTELLECTUAL COMPETENCIES IN HCCS CORE

- **READING:** Reading material at the college level means having the ability to analyze and interpret a variety of materials -- books, articles, and documents.
- **WRITING:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.
- **SPEAKING:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.
- **COMPUTER LITERACY:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

II. EXEMPLARY EDUCATIONAL OBJECTIVES: ENGLISH 1302

By the time they have completed English 1302, students will

- demonstrate the ability to use consistently and effectively the writing process for both in-class and out-of-class essays (thus reinforcing English 1301 instruction);
- understand and apply the basic principles of critical thinking—evaluation, analysis, and synthesis— as they write essays that persuade or argue;
- be able to analyze, in writing, readings by professional and student writers (for such elements as purpose, audience tone, style, writing strategy, and for much deeper meanings);
- be able to develop a critical and creative essay in response to an issue related to reading(s) or other class projects;
- demonstrate the ability to resist simplistic formulations, whether in their own or others' texts;
- understand the characteristics of imaginative texts and write effective analyses of various genres;
- be able to acknowledge, as appropriate, their own history, interests, and biases as they discuss a topic, thus placing themselves credibly in the discussion;

- develop the ability to research and write a documented paper;
- make effective stylistic choices (diction, tone, sentence structure) in all writing assignments, depending upon the audience and purpose of a piece of writing;
- apply suggestions, as appropriate, from evaluated compositions to other writing tasks; and
- fulfill the writing requirements of the course, writing at least 6000 words during the semester.

SPRING 2011 SCHEDULE OF ASSIGNMENTS:

WEEK ONE: January 4-7 Rhetorical Figures

Student will recognize, comprehend, and operate rhetorical figures in the writing of others and in their own texts.

HOMEWORK: Read and study closely chapter 17 and study vocabulary for quizzes

WEEK TWO: January 10-14 Applying rhetoric

Class discussion of rhetorical figures, practices and

READING TEST-C-17

Vocabulary I

HOMEWORK: Read and study chapter 18 and vocabulary 2

WEEK THREE: January 18-21 Tone: Students will comprehend and recognize the creation of attitude

Class discussion, practice and review

C-18 quiz

Vocabulary quiz 2

Essay #1 topic selection

HOMEWORK: READ and STUDY Chapter 19, vocabulary 3

WEEK FOUR: January 24-28 Sound, Rhythm and Rhyme

Student will recognize and comprehend the role sound mechanisms and segmental poetic devices

C-19 Test

VOCAB 3

HOMEWORK: READ AND STUDY CH-20 and vocab 4

WEEK FIVE: January 31-February 4 The Shape of the Poem

Writing about form, review essay and write in class

READING QUIZ ch-21 and vocab 4

WEEK SIX: February 7-11 Symbolism and Allusion
Writing about symbolism in poetry: The expanse of meaning
Ch 21 reading quiz
Vocab 4 quiz
HOMEWORK: Read chapter 22 and study vocab5
Essay #2 select topic

WEEK SEVEN: February 14-18 The role of myths
Mythology as an explanation of how things are
Mythology and literature
Ch 22 essay
Vocab 5 quizette
HOMEWORK: Read chapter 23 and study vocab 6

WEEK EIGHT: February 21-25 Idea and theme
Understanding poetic meaning, meaning and devices,
techniques and mechanisms
Ch 22 test
Vocab 6
HOMEWORK: Read chapter 24 and study vocab 7

WEEK NINE: February 28-March 4 William Wordsworth
Study life and work of this Romantic poet
Vocab 7 quiz
Study vocab 8

WEEK TEN: March 7-11 Emily Dickinson, An American Life in words
Select essay #3 topic Wordsworth or Dickinson
In class rough draft
Read chapter 26 study for vocab8

SPRING BREAK: March 14-18 Read and view "Hamlet" Take careful notes

WEEK ELEVEN: March 21-25 An Overview of Drama
Terms, types of drama and help in reading plays
Read chapter 27

WEEK TWELVE: March 28-April 1 The Tragic Vision
Review and discussion of Sophocles and the beginning of Drama
Essay #4 topic selection
Read chapter 28

WEEK THIRTEEN: April 4-8 The Comic Vision
Review and discuss Comedy and Laughter
Read Chapter 29

WEEK FOURTEEN: April 11-15 Visions of Drama
Read chapter 30 Writing about Shakespeare's "Hamlet"
In class rough draft

WEEK FIFTEEN: April 18-21 Motion Pictures
Terms and Techniques of film
Read chapter 32

WEEK SIXTEEN: April 25-29 Research projects and papers
The greatest problem that students encounter when doing research is to use their own words even though in a research essay they are often relying on the language of expert critics and scholars.
Topic selection and rationale for Essay #5
Locating resources

WEEK SEVENTEEN: MAY 2-6 Research projects- Works Cited
Reading resources and selecting quotes

WEEK EIGHTEEN: May 9-13 Research Projects—building a case
In class rough draft

WEEK NINETEEN: May 16-20 Essay #5 due 5-18/19
Debrief research process

WEEK TWENTY: Review for finals

FINALS: May 31- June 2