

SOUTH TEXAS COLLEGE
Division of Liberal Arts
English 1301
Fall 2019

Chair's Information:

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Course Information:

1. Course Name: Composition I
2. Course #: 1301.25864, 1301.25865, 1301.26832, 1301.26833, 1301.14861, 1301.14862

Course Description:

Intensive study of and practice in writing processes, from invention and research 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.

Prerequisites:

TSI complete in Reading and Writing; OR completion of INRW 0304 with a grade of "C" or better; OR TSI Reading score of 349-50 and co-enrollment in NCBR 0300 AND TSI complete in Writing; or TSI Writing score of E4/MC 338-339 and co-enrollment in NCBW 0300 and TSI complete in Reading; or TSI Writing score of E4/MC 338-339 and co-enrollment in NCBW 0300 and TSI Reading score of 349-50 and co-enrollment in NCBR 0300; or co-enrollment in INRW 0304.

Program Learning Outcomes

1. Student will be able to articulate main ideas in a given text.
2. Student will be able to apply standard English stylistic conventions in writing.

Course Learning Outcomes:

Upon successful completion of this course, students will

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.
6. Demonstrate critical thinking skills including creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information. **(THECB Core Objective)**
7. Demonstrate communication skills including effective development, interpretation and expression of ideas through written, oral and visual communication. **(THECB Core Objective)**

8. Demonstrate teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **(THECB Core Objective)**
9. Demonstrate personal responsibility including the ability to connect choices, actions and
10. consequences to ethical decision making. **(THECB Core Objective)**

Addressing Core Objectives in ENGL 1301:

- **Critical Thinking:** To meet this objective, the department must foster the skills of creativity, innovation, inquiry, analysis, evaluation, and synthesis. Therefore, all major writing assignments in our courses must engage one or more of these skills.
- **Communication:** To meet this objective, the department must instruct students in effective development, interpretation, and expression of ideas through written communication. Though this objective is already at the heart of our composition classes, to further enhance those skills, English faculty are required to inform students of the services provided by the Center for Learning Excellence (CLE), including synchronous and asynchronous tutoring in all forms of communication (written, visual, and oral), and encouraged to refer students to the CLE.
- **Teamwork:** To meet this objective, the department must provide opportunities for students to consider different points of view and to work effectively with others to support a shared purpose or goal. Therefore, all English Composition classes require that at least one assigned essay include a peer-review component.
- **Personal Responsibility:** To meet this objective, the department must provide students with the opportunity to connect choices, actions, and consequences to ethical decision-making. Therefore, all English Composition courses require a discussion of plagiarism and its consequences at the start of each semester, with a more detailed discussion to follow.

Course Requirements, Evaluation Methods, and Grading Criteria:

This class maintains two gradebooks (STC on Blackboard, and SHS on Skyward). The following will only constitute the STC grades.

NO LATE WORK WILL BE ALLOWED FOR STC.

PLAGARISM WILL RESULT IN A FAILING GRADE FOR THE ASSIGNMENT.

Four research papers will be required for this course.

All papers should be approximately **1000 words (four pages)**. The word count should not include your Works Cited page. Your research papers should include **three sources** but may have more.

Also, papers should include at least **three in-text citations**. Citations must be retrieved from a credible source such as the STC library databases, or the Sharyland Library databases. Any questionable source must be first presented to instructor for approval.

- Technology Research Paper, **Argumentative Mode, Due Sept. 13th** (15 % Grade)
- American History Research/or Biography Paper, **Informative or Analytical Mode Due Sept. 27th** (15% Grade)
- Education Systems, **Compare and Contrast Mode Due Nov. 1st** (15 % Grade)
- Student Choice Research Paper, **Classification Mode Due Dec. 6th** (15% Grade)
- Multimedia Presentation (5% Grade)
- Persuasive Speech (5% Grade)
- Quizzes on Blackboard (20% Grade)

- Final In-Class Essay with Blue Book on Kurt Vonnegut's *Cat's Cradle* (10% Grade)

Excerpts/Essays with expected Short Written Responses or Comprehension Questions:

Sandra Cisneros, *My Name* Week 1
 Gloria Anzaldua, *How to Tame a Wild Tongue* Week 1
 Susan Sontag, *On Photography* Week 2
 Harper Lee, *From To Kill a Mockingbird* Week 2
 Alvar Nunez Cabeza de Vaca, *La Relacion* Week 3
 Elias Boudinot, *Address to the Whites* Week 4
 Jonathan Edwards, *Sinners in the Hands of an Angry God* Week 5
 Patrick Henry, *Speech in the Virginia Convention* Week 5
 Benjamin Franklin, *Autobiography* Week 5
 Clare Boothe Luce, *on Journalistic Integrity* Week 6
 Nicholas Carr, *Is Google making us Stupid?* Week 6
 Mary Meehan, *The Perfect Name for the Next Generation of Americans* Week 7
 Ralph Waldo Emerson, *Self-Reliance & Nature* Week 8
 Henry David Thoreau, *Walden & Civil Disobedience* Week 8
 Edgar Allen Poe, *Masque of the Red Death* Week 9
 Stephen King, *Danse Macabre* Week 9
 Emily Dickenson, *Various Poems* Week 10
 Fredrick Douglass, *Narrative of the Life...* Week 11
 Abraham Lincoln, *Gettysburg Address & Emancipation Proclamation* Week 12
 Wendell Phillips, *Speech on Louverture* Week 12
 Mark Twain, *Autobiography* Week 13
 Charlotte Perkins Gilman, *The Yellow Wallpaper* Week 14
 Langston Hughes, *That Word Black, & Various Poems* Week 15

English Department Chain of Command Statement:

Whenever academic concerns arise between an STC student and an instructor, the student should first discuss the matter with the instructor during the instructor's office hours. If the matter is not resolved, the student may then discuss the matter with the Department Chair. (Chair's information: Richard Coronado, 872-2211, Pecan J 3.1104B).

Evaluation:

- Rubric is provided for each paper, located on the assignment tab on Turnitin.com
 - Rubric covers the following categories
 - Claim/Focus
 - Support/Evidence
 - Organization
 - Language/Style
- In-class writing will always have the same rubric, provided to students
- Final research papers will also be submitted through Safe Assign on Blackboard
- Quizzes on Blackboard will not be available after due dates

Required Textbook & Resources:

Standard Text:

1. Kathleen T. McWhorter, *Successful College Writing*, Seventh Edition
2. Strunk, White, Kalman, *Elements of Style*
3. Kurt Vonnegut, *Cat's Cradle*

English Department Plagiarism Statement:

As a student in the English Department at STC, you may receive an “F” for the semester if you commit or assist someone else in committing plagiarism.

Plagiarism is the theft of words, phrases, sentence structures, ideas, or opinions. Plagiarism occurs when any such information is taken from any source or person and—intentionally or unintentionally—presented or “borrowed” without mention of the source. Plagiarism also occurs when materials from cited sources are reproduced exactly or nearly exactly but are not put in quotation marks.

The penalties for plagiarism at STC can be found in the Student Code of Conduct. Students who commit plagiarism are subject to the following penalties: failure in the course; disciplinary probation; removal or disqualification from extracurricular activities, athletics, and organizational office; loss of eligibility for financial support; suspension; expulsion; and withholding of degrees and transcripts.

Copied work of any kind or cheating in any other fashion will not be tolerated.

Developmental Studies Policy Statement: The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

Notice of Non-Discrimination *South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal education institution and equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This statement extends to individuals seeking employment with and admission to the College.* For inquiries or more information, contact Director of Human Resources at HR_Adminstrators@southtexascollege.edu or visit the Notice of Non-Discrimination website at <https://www.southtexascollege.edu/about/notices/notice-of-non-discrimination.html>.

Title IX Statement: Title IX of the Education Amendments 1972 (20 U.S.C. s1681 et seq.) and its implementing regulations, 34 C.F.R. Part 106 (Title IX) state the following: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The College strives to maintain a healthy and safe environment where all members of the community, students, faculty and staff feel welcome on College campuses and classrooms. Students, faculty and staff are thus prohibited from conducting themselves in a way that results in any form of sexual harassment, sex- based harassment and/or sexual violence. Resources, questions or requests for information regarding Title IX, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator or Title IX Deputy Coordinators as listed at <http://www.southtexascollege.edu/about/notices/title-ix.html>. You may refer to Policy 4216 Harassment, Discrimination, and Sexual Misconduct at <https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>.

Pregnant and Parenting Students: South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact Counseling and Student Disability Services immediately at 956-872-2173 or disability@southtexascollege.edu. You may refer to Policy 4216 Harassment, Discrimination, and Sexual Misconduct at <https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>.

Alternative Format Statement: This document is available in an alternative format upon request by calling 956-872-6412.

ADA Statement: Students with disabilities requiring assistance or access to receive services should contact Counseling & Student Disability Services at (956) 872-2173.

Veterans Statement: The STC Office of Veterans Affairs provides support services to our military veterans and their dependents, and assists them in applying for and obtaining their educational benefits. Contact the Office of Veterans Affairs (Bldg. K2.602, K2.604) at 956-872-6723 for questions or to set an appointment.

STC English Department

Uniform Course Requirements (UCRs)

The UCRs are the concepts required for each section of the course. Each instructor will approach the UCRs differently, and the English Department encourages this diversity in approach. We also encourage instructors to add to these concepts according to his/her preference for each course. However, the concepts themselves must be taught to students over the course of the semester.

1301 Uniform Course Requirements

Critical Reading

Students will

- read a variety of texts in various modes
- engage in active reading and close reading of texts
- evaluate texts

Writing Process

Students will

- engage in the steps of the writing process
- understand the peer review process

Teamwork (Core Objective: Teamwork)

Students will demonstrate knowledge of the collaborative writing process. This must include

- peer review

Essay Structure

- Thesis statements
- Components of introductory paragraphs
- Components of body paragraphs
- Components of concluding paragraphs

- Paragraph structure
 - Topic sentences
 - Transitions within and between paragraphs
 - Relevant support and example

Modes

- **A minimum of sixteen (16) pages of revised and edited writing in at least four (4) different modes, all of which must have multiple drafts and at least one of which must be a documented paper. Departmental Best Practices recommends meeting the page requirement by assigning at least four (4) independent essays of at least three (3) pages each. The fundamentals of MLA documentation will be covered; instructors must provide instruction of APA format as well.**
- Certain modes lend themselves more than others to higher-order thinking and to college-level writing. Others can be combined effectively to accomplish the same. Modes should not be assigned for their own sake (e.g.: describe a room in your house, focus on a process that can be done or understood, etc.) but should prepare students for current and future academic writing.

Grammar and Style

- Effective sentence structure
- Proper use of punctuation
- Audience
 - Formal and informal tone
 - Formal and informal word choice
 - Connotation and denotation
- Point of view (first, second, and third)

Research and Documentation

- MLA and APA formats. You may focus on MLA, but you must cover the basics of APA and complete at least one class assignment (not necessarily a paper) in APA. For both MLA and APA, students must know
 - paper format
 - documentation format (parenthetical and reference page)
- Library orientation and basic research skills
- Plagiarism: what it is, how to avoid it, and what are its consequences (**Core Objective: Personal Responsibility**)