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Composition I

Candace Cooper

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Course Number: ENGL 1301

Course Title: Composition I

Instructor's Name: Candace Cooper

Office Number: B-232 (CPC)

On Campus Office Hours - Monday and Wednesdays 1:30 PM - 3:30 PM

Online Hours: Monday, Wednesday and Friday 6:00 PM - 7:00 PM and 7:00 AM - 9:00 AM Tuesdays and Thursdays (Zoom meetings)

Phone Number: 972-548-6603

Zoom: 278-278-1402

Email: ctcooper@collin.edu

Class Information

Section Number: C07

Meeting Times: MWF 11:00-11:50 AM

Meeting Location: LA237

Email Policy

Please use your official Collin email when contacting me. I will not discuss grades or other academic records via non-official email accounts (i.e., Gmail, Yahoo, Hotmail,

etc). I will try to answer all emails within 24 hours during the work week. On weekends, I will respond to emails no later than Monday afternoon.

However, situations arise (just like in life) that may delay my response. Sometimes an email can become lost, overlooked, or simply missed. If that is the case and you do not receive a response from your initial email, please email me again with your inquiry or comment.

Course Description

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. Lab required.

Required Texts and Materials

- Active CougarWeb email account
- Access to a word processing program
- Access to personal digital storage (ex. USB drive, *Dropbox*, *Google Drive*)
- Internet access outside of class
- Access to Canvas (for supplemental handouts and materials)

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: "See the current *Collin Registration Guide* for more information.

Collin College Academic Policies: "See the current *Collin Student Handbook*."

Americans with Disabilities Act: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Course Resources:

Mythology and Belief: A Humanities Reader (required)

Mythology and Belief for Readers and Writers, Second Edition (optional)

Required Supplies: Access to Canvas

Assignments: All assignments will be submitted on Canvas. I will not accept any assignments written in google docs or any other google platform as I am unable to open these files through a Collin College approved email account. Do not send any documents for my review or approval through google docs.

Research: All research used for the research project (preliminary bibliography, annotated bibliography, and research proposal) must be articles accessed through the Collin College library database. Students must include the *hyperlink* to the Collin College database and *access date* in the source material. Students are to use MLA formatting.

Course Requirements:

1. A writing assessment will be conducted the first week of class.
2. Students must write a minimum of three closely graded essays (i.e., with oral and/or written instructor comments) of approximately 600 words each. At least one essay assignment will be written in class.
3. Students will be introduced to research and MLA documentation in the preparation and writing of argumentative or position essays. Students must incorporate the research into an essay through in-text citations and a Works Cited page.
4. The lab component, designed to support writing as a process and writing improvement, is an integral part of the course. Students are required to complete regular "lab assignments" such as outlines, multiple drafts, research activities, journals, reading responses, grammar and pre-writing exercises, revisions, etc.,

throughout the semester. **To earn a passing grade, a student must complete the assigned lab component.**

5. The English Department will furnish a set of departmental final exam topics for an in-class final exam essay, which will count a significant portion of a student's grade. Students may visit http://iws.ccccd.edu/jmiller/ENGL_1301_FINAL_EXAM_TOPICS.htm for sample essay topics and suggested strategies for writing an acceptable final in- class essay.

COURSE FORMAT: online lectures, online class discussion, online small group discussions, computer- assisted instruction, audio/visual materials, online personal conferences, online lab assignments, online writings/responses.

LAB INFORMATION

The lab component is an integral part of this writing course. This lab work is not the same as regular daily coursework that you must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

METHOD OF EVALUATION

10 points - Discussion Questions

30 points - Lab Assignments

50 points - Written Assignments

10 points - Final Exam

GRADING

Your grade will be determined by your performance on the required papers as well as on weekly work comprised of quizzes and class discussion. Discussions are based not exclusively on personal opinions but on facts and opinions derived from the

essays we read from our book and from handouts. You must be able to write satisfactory in-class essays in order to pass this class.

Minimum Requirements - Students must complete the minimum requirements for the assignment in order for your assignment to be graded. Students who do not complete the minimum requirements for the assignment, according to the guidelines for the assignment will receive a grade of zero for the assignment, and the assignment will not be able to be made up.

Essays will be graded according to the following departmental standards.

GRADING SCALE

A 90-100% =exceptional work; superior in both style and content

B 80-89% =above average work; superior in content

C 70-79% =average work, good enough but not extraordinary

D 60-69% =below average work; mean mechanics, style, content

F 50-59% =failing work; deficient in mechanics, style and content

Late Work: No late homework will be accepted. If you will be absent, email your assignments when they are due. Essays are due on the due date stated in the syllabus and course calendar. Should extenuating circumstances occur, and you have written documentation, I will allow you to turn in *one* assignment late, but that essay is subject to a grade reduction. No essay or assignment will be accepted if it is more than one week late.

Participation: Participation is based upon submission of assignments and attendance. Each week an assignment is due. Participation will be graded on your submission of assignments, in general, and responding to discussion questions posed by your professor and posts from your classmates.

Communication and Email Policy: The official e-mail communications channel for this course is the Collin College email account of each student and professor. For

the purposes of this course, no other e-mail account is acceptable. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Email is not the appropriate communication method for all conversations. Messaging me on Canvas is preferred as all messages sent via Canvas are automatically forwarded to my Collin College email account.

Please note, I do not discuss grades by email (or in any other public forum). Make sure you have consulted the syllabus and the information in the modules for answers before sending me an email. I am happy to answer your questions. Although I answer many emails immediately, please allow at least 24 hours for a response.

Academic Dishonesty:

Scholastic Dishonesty To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>.

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. Cheating

includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to

complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance

with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member shall determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course.

Assignment Expectations: Please read the assignment before coming to class, and bring your dictionary to class. That way you'll be prepared for reading responses. It's also a good idea to read the coming week's assignments over the weekend, so that when we go over the material in class Monday you'll have the advantage of a second reading. Out-of-class essays are due at the start of class.

Paper Format: All papers are to be double-spaced. The mandatory heading must be in the upper left-hand corner of first sheet, the title centered, the paragraphs indented as follows:

Student's name

ENGL 1301 – (Section Number)

Instructor's Name

Date

Title of Essay

Indent the first paragraph and every paragraph thereafter. Use this format for all assignments. There will be an automatic 5 – 10 point deduction for each of the following items: (1) Missing/Erroneous headings, (2) Missing/ Generic titles, and (3) Non-double-spaced essays.

Research Proposal and Annotated Bibliography Process: Print and/or non-print periodicals and scholarly journals found in Collin College library databases (such as EBSCO and JSTORE) should be used for your research project (which includes the preliminary bibliography, annotated bibliography, and research proposal).

You will show competency in a research paper process of choosing and narrowing topics, collecting sources from indexes, creating a working bibliography, taking notes from sources, using sources in proper MLA formats, and providing proper documentation for those sources. The subjects for the research project will be selected from options assigned by the professor and discussed in class.

Essays: Essays should be approximately **650-1,000 words**. Unless otherwise indicated, every essay should consist of a well-written, well-developed creatively constructed introduction and conclusion. The body paragraphs should be well developed and have a clearly stated topic sentence. Textual reference is required. Essays will be submitted electronically via Canvas.

Short writing: 100-300 words each. You will write several short assignments. Individual paragraph assignments (such as **short answer responses**) should be at least **100 words** in length per paragraph. **Short essays** consist of **3 paragraphs** and are usually **200-300 words** in length.

Paper Submission Policy: All submissions must be delivered on time and via Canvas unless otherwise indicated.

Tutoring: Free tutoring is available in the Writing Center. Check for full hours of operation.

“Writing for a Cause”

Course Schedule

Specific assignments are available on the

Canvas Calendar

WEEK 1 - JAN .22

WELCOME!

Course Introduction Module - Start Here

Discussion - Introductions!

WEEK 2 - JAN. 28

Module 1- Study Skills

Discussion - Study Skills

WEEK 3 - FEB. 4

Module 2 - SOAPSTONE

Discussion - "How Can You Change Someone's Mind?" TED Ed

Lab #1 - Introduction to Rhetoric - SOAPSTONE

WEEK 4 - FEB. 11

Module 3 - Author's Purpose and Process

Informative Writing

Lab #2 - Summary "The American Story"

Discussion - Reading and Writing to Analyze - "Denim", by Dr. Pamela Sawyer

WEEK 5 - FEB 18

Module 3 - Author's Purpose and Process

Persuasion and Argument

Discussion Question - "How to Use Rhetoric to Get What You Want"

Discussion - "Address to the Nation" - Pathos, Ethos and Logos

WEEK 6 - FEB 25

Module 4 - Research

Research Project Planning

Student Conferences - Send a message on Canvas to schedule a meeting this week to discuss your "Write for A Cause" Topic and Research Methods

Lab #3 Preliminary Bibliography

WEEK 7 - MAR. 4

Module 4 - Research

Summarizing Source Material

Written Assignment - Annotated Bibliography

MAR. 11 - SPRING BREAK - NO CLASS MEETINGS

WEEK 8 - MAR. 18

Module 4 - Research

Writing the Research Proposal Essay

Discussion - Sample Student Research Proposal

Essay 1 - Research Proposal

WEEK 9 - MAR. 25

Module 5 - Short Answer Responses

Writing Analytical, Evaluative and Persuasive Short Answer Paragraphs

Discussion Question - "Michelle Obama's The Power of Education"

Read - "The Power of Education", Michelle Obama (274 - Mythology and Belief)

WEEK 10 - APR. 1

Module 5 - Short Answer Responses

Read - "Government is Not the Answer", President Ronald Reagan (210 - Mythology and Belief)

Read - "Remaking America", President Barack Obama (252 - Mythology and Belief)

Discussion Question - Social Responsibility - President George W. Bush "The American Story" and President Barack Obama "Remaking America"

Lab #4 - Short Answer Responses

WEEK 11 - APR. 8

Module 6- Creating Essays

Writing Analysis Essays

Discussion - "Spoils of War: Repatriation of Benin Kingdom Artifacts"

WEEK 12 - APR. 15

Module 6 - Creating Essays

Revising Analysis Essays

Discussion - Sample Student Analytical Essay

WEEK 13 - APR. 22

Module 6 - Creating Essays

Student Conferences - Send a message on Canvas to schedule a meeting this week to discuss your "Write for A Cause" Analytical Essay

Essay 2 - "Write for a Cause" Analytical Essay - Due

WEEK 14 - APR. 29

Module 6 - Creating Essays

Writing Arguments

Discussion - Mahatma Gandhi, "The Salt March"

Lab #5 - Civil Disobedience, Mahatma Gandhi (Mythology and Belief 150)

WEEK 15 - MAY 6

Module 6 - Creating Essays

Lab #6 "Letter from a Birmingham Jail" (Mythology and Belief 167)

WEEK 15 - MAY 13

Final Exam - "Write for a Cause" Argument Essay