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Composition I

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COLLIN COLLEGE

COURSE SYLLABUS

Course Information

Course Number: ENGL 1301

Course Title: Composition I

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.

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 writing processes. (Teamwork, Communication Skills)
 2. Develop ideas with appropriate support and attribution. (Communication Skills)
 3. Write in a style appropriate to audience and purpose. (Communication Skills)
 4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
 5. Use Edited American English in academic essays.
- **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 last day to withdraw.

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

Americans with Disabilities Act Statement: 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 educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Course Information

Section Number: 1301.S04

CRN Number: 20661

Meeting Times: MWF 9:00 AM – 9:50 AM

Dates: Jan 22, 2019 – May 19, 2019

Meeting Location: Spring Creek Campus – Room I231

Instructor's Name: Bill Simolaridis

Office Number: L215

Office Hours: By appointment.

Phone Number: 972-881-5756 (*always* email me before or in addition to calling)

Email: bsimolaridis@collin.edu

Web: CougarWeb and Canvas

Course Repeat Policy:

Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the “Repeating Courses” section of the Registration Guide for more information.

Minimum Technology Requirement: Computer with internet access and ability to send emails and login to CougarWeb/Canvas. You *must* check your CougarMail – remember that you can forward it to your preferred email address. Here are instructions “how to do that”: <https://www.youtube.com/watch?v=-MyDJTLEv1s> or you can look for “85 Seconds CougarMail” on YouTube).

Minimum Student Tech Skills: Students are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies.

Netiquette Expectations: Students are expected to send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Course Resources

Textbooks:

Collin College’s book seller is Barnes & Noble College. You may order your books online or at your nearest campus bookstore. Many books assigned in my courses are available at the Spring Creek Campus Library.

The following textbooks are *required* for this course:

- Bullock. *The Norton Field Guide to Writing with Readings and Handbook* (4th Ed.)
ISBN: 978-0-393-61739-9
- Dawson. *Death in the Air: The True Story of a Serial Killer, the Great London Smog, and the Strangling of a City*
ISBN: 978-0-316-50686-1

Any additional readings will be provided in class.

Supplies

- Flash drive Flash drive (THIS IS MANDATORY – You will use it to create a portfolio to save all your classwork, notes, etc.).

- Loose composition paper for quizzes and in-class writing assignments.
- Regular and reliable computer access. **All papers must be turned in as a Word file.** If you do not have Word, you need to find a friend who does. You will not be able to upload your assignments correctly without Word.

Method of Evaluation

Grade Scale as it appears in Canvas	Grade Scale for Dual Credit Reporting
A= 900 to 1000*	A= 90 to 100*
B= 800 to 890	B= 80 to 89
C= 700 to 790	C= 70 to 79
D= 600 to 690	D= 60 to 69
F= 0 to 590	F= 0 to 59
* This scale applies no matter what the “total number of points possible” shows on Canvas. The total number of points may be higher due to extra credit opportunities. So, if you see that 1300 points are available, and you have 900, you still have an A.	

Attendance Policy:

Those with the best chance of doing well in this class and of passing this class are the students who attend and participate regularly. This will show in your work. In addition to the college’s requirements for attendance for those receiving financial aid (please refer to your *Collin Student Handbook* and/or your Financial Aid agreement), my attendance policy is pretty straight-forward: You have SIX free absences. Every absence beginning with the seventh absence will bring your grade in the class down by one letter grade (e.g. a C will become a D).

Holy Day Accommodations:

“Students are required to file a written request with each professor within the first 15 days of the semester to qualify for and excused absence.” (see handbook, p.62-63)

Every student with nine or more absences will receive an F in the course regardless of other grades. However, at my sole discretion, extra credit may be used to make up for absences. I strongly advise you to come and talk to me as soon as you get past your six absences. Also, this is college: there is no such thing as an “excused absence”—please do not bring me your doctor’s notes, traffic tickets, notes from your parent, etc.

Attendance/Class Participation – 200 points (20% of Final Grade)

This portion of your grade is based on your showing up for class each day we are scheduled *and* for your active participation. Class discussions will occur in class to check that you have done your readings, and/or you have paid attention to the lectures. Points will be taken away from this grade for not being prepared, falling asleep in class, or using your mobile device while I am lecturing (or another student is talking). *Mobile devices may not be used in class (if you need to take care of personal business step out of class).*

Diagnostic Essay – 50 points (5% of the Final Grade)

I will guide you through writing a traditional “assessment essay” avoiding the dreaded five paragraph structure. This will give you a chance to practice answering an essay question in the college setting.

Reader Responses – 50 points (5% of the Final Grade)

You will have several opportunities to write short essays and assignments in class. Each will be worth 10 points. There may be more than three, but only three will be graded. Additional essays and assignments will count toward extra credit in the course.

Essay 1 – 200 points (20% of Final Grade)

We will take a great deal of time constructing, editing, and revising your first essay for this course. We will write this essay in chunks; I will provide feedback throughout this process. Please be patient and get down all the fundamentals as the next essay moves a bit faster. This will ultimately be a 3 to 5-page essay (but we will write it in pieces).

Essay 2 – 200 points (20% of the Final Grade)

The second essay focuses specifically on making an argument and supporting that argument. It will move just a little bit faster than the first essay, but you should still have plenty of time to do a good job (this essay will require a great deal of notetaking and understanding of how the process of argumentation works).

Research Project (Essay 3) – 200 points (20% of Final Grade)

You will receive a detailed prompt later in the semester describing the specifics of this project. It will require the use of the Collin College Library Database and a short presentation of your findings.

The Lab

Lab: Book-in-Common Book Review – 100 points (10% of the Final Grade)

Every ENGL 1301 and ENGL 1302 course taught at Collin College requires a “lab assignment.” Here is the official word on that assignment....

English Department Statement Regarding Lab Unit:

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of typically 8 selections from a list of activities provided by your professor. This lab is not the same as regular daily course work that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that 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.

However, I am taking a different approach. Rather than asking you to do activities or visit the Writing Center, you will be reading the Book-in-Common and completing several assignments relating to the text.

Every year Collin College selects a Book-in-Common where the entire campus is encouraged to read a single “common” book. The point is to spark conversation and interest across disciplines and around our campus community. This year the book-in-common is:

- *Death in the Air: The True Story of a Serial Killer, the Great London Smog, and the Strangling of a City* by Kate Winkler Dawson

Your lab for this course is to read the novel and complete several analytical assignments (We will discuss the specifics of this project in class)

Plagiarism Policy

My plagiarism policy aligns with the policy laid out in the *Collin Student Handbook* (be sure you check it out). If you turn in work that I suspect to be plagiarized, I will refer you and the paper to the Dean of Students. You will receive a grade on the paper after your situation is resolved with the Dean of Students' office. If it turns out this is not your first instance of plagiarism at the college or if I must refer you to the Dean of Students a second time in the same semester, you will receive an F in the class. I believe most students do not plagiarize intentionally. If you have a question about citation or you just

want to make sure you are on the right track, please email me with your concerns. It is *always* better to request more time or lose some points rather than risk a failing grade for plagiarism.

MLA Format Expected for All Work

We will discuss MLA format in some detail the first couple of weeks of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get familiar with online resources (Purdue OWL MLA is a great place), YouTube, and/or the Collin College Writing Center for help. "I did not know" will not fly in this class.

The basics: One-inch margins, 12-point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

Extra Credit

At my discretion, I may offer extra credit opportunities throughout the semester. Many of these include attendance at campus events or short write-ups. You should not *expect* to be offered extra credit opportunities, though they are likely.

Conferences

We have one short one-on-one conference scheduled this semester. If you miss the appointment, ***you are marked absent for the week***. Be sure to save your appointment time and date (all appointment times and locations will be arranged/announced in class).

Late Work Policy

I understand that things happen. However, **I do not accept late work, period**. Not accepting late work has more to do with *my* time than *your* punishment; late work requires professors to work outside of time he/she had set aside to grade that particular assignment. It is much easier for me to have you turn something else in at another point where I have set aside the time to grade.

Grading/Return Policy

My policy is generally to return major grades at least two weeks after the assignment has been submitted. On rare occasions, there may be an exception to this return policy, but I will alert you immediately if such an occasion occurs. If you have not received an assignment by the two-week deadline, please contact me. I want you to know how you are doing in the class at all times. A quick email or conversation with me can easily clarify most situations, so please don't hesitate to contact me with your concerns.

Emails

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. "Grade on Midterm"]

Dear/Hello Prof. Simolaridis:

I wanted to ask/tell you.... [Be specific and brief]

Sincerely/Thank you/All the best/ Etc.

[Write your full name and class section—sometimes I have two or more students with the same name]

Lesson Plan - Spring 2019

This Lesson Plan is subject to change with notice. Any changes will always be in an effort to better serve students. To this end, changes will only include moving or eliminating readings/assignments as necessary.

Week 1 1/21 – 1/25	No classes on Monday 1/22 – MLK Holiday Introduction - Review of Writing Basics Review of MLA Format Book-in-Common Lab Project (discussion)
Week 2 1/28 -2/1	Writing Center Presentation & Resource Librarian Presentation Diagnostic Essay
Week 3 2/4 – 2/8	Read: <i>Writing in Academic Contexts</i> , Norton (3-9) Read: <i>Reading in Academic Contexts</i> , Norton (10-32) Read: <i>Summarizing and Responding: Where Reading Meets Writing</i> , Norton (33-44) Essay Writing Review Reader Response Assignment #1
Week 4 2/11 – 2/15	Read: <i>Analyzing Texts</i> , Norton (94-128) Read: <i>Literacy Analyses</i> , Norton (206-215) Read: <i>Generating Ideas and Text</i> , Norton (289-317) Essay #1 – Brainstorm Reader Response Assignment #2
Week 5 2/18 – 2/22	Writing a Rhetorical Analysis Essay Essay 1 – Introduction and Body (revise and edit) Read: <i>Beginning and Ending</i> , Norton (331-373) Read: <i>Getting Response and Revising</i> , Norton (306-312) Read: <i>Editing and Proofreading</i> , Norton (313-317) Reader Response Assignment #3
Week 6 2/25 – 3/1	Writing a Rhetorical Analysis Essay Essay #1 Body and Conclusion (revise and edit) Read: <i>Getting Response and Revising</i> , Norton (306-312) Read: <i>Editing and Proofreading</i> , Norton (313-317) Peer Reviews Essay #1 Final Draft Due
Week 7 3/4 – 3/8	Read: <i>Arguing a Position</i> , Norton (156-182) Read: <i>Should Gamers Be Prosecuted for Virtual Stealing?</i> Norton (731-734) Book-in-Common Lab Project (discussion)
3/11 – 3/15	Spring Break (No Classes)
Week 8 3/18-3/22	Last Day to Withdraw – Friday, March 22 Argumentative Essay Review Thesis Review Essay #2 – Brainstorm
Week 9 3/25-3/29	Argumentative Essay Review Avoiding Generalizations Essay #2 – Introduction and Body (revise and edit)
Week 10 4/1-4/5	Essay #2 – Body and Conclusion (revise and edit) Re-Read: Editing and revision chapters from <i>Norton</i> Read: <i>Revision and Editing Strategies</i> , Norton (331-432) Peer Reviews Essay #2 Final Draft Due
Week 11 4/8-4/12	Research Project Discussion Read: <i>Doing Research</i> , Norton (433-548) Research Strategies and Readings from Text Prompt for Essay #3 – Brainstorm and Introduction
Week 12 4/15-4/19	No Classes/Campus Closed on April 19-21 – Spring Holiday Research Project Read: <i>Doing Research</i> , Norton (433-548) Research Strategies and Readings from Text Prompt for Essay #3 – Body and Conclusion

Week 13 4/22-4/26	Research Project Peer Review Strategies
Week 14 4/29-5/3	Research Project Re-Read: Editing and revision chapters from <i>Norton</i> Revise and Edit Peer Reviews Essay #3 Final Draft Due
Week 15 5/6-5/10	Book-in-Common Lab Project Due
Finals Week 5/13-5/17	FINAL dates and times will be provided in class