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Composition I

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COLLIN COLLEGE

COURSESYLLABUS

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.

Collin College Outcome

Upon successful completion of this course, students should be able to do the following:

- Demonstrate personal responsibility through the ethical use of intellectual property (Personal Responsibility)

Withdrawal Policy

March 22, 2019 is the last day to withdraw for Spring 2019.

Collin College Academic Policies

See the current *Collin Student Handbook*

Americans with Disabilities Act Statement

In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability.

If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

Note: Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Barbara M. Hanson

Email: bhanson@collin.edu

Office Location: L-240A (Preston Ridge/Frisco Campus)

Office Phone Number: 469-365-1915

Office Hours

T/TH: 1145 to 1230 (off-campus site)

M/W: 1300 to 1530

Friday: 1200 to 1300 and by appointment

CLASS INFORMATION

ENGL 1301: Composition 1

MWF: 11:00-11:50

Location: Frisco Campus

Room: H121

Technology

- **Regular Internet and email access are necessary and required elements of this course.**
- Computer/Internet access is available on campus for registered Collin College students with College ID. Students will be required to use Canvas (via Cougar Web) and to check Canvas announcements and their CougarMail (Collin email) daily, *always in advance of each class meeting*.
- **Cougar Web is accessible as a link from the Collin College Homepage, or directly:**
<https://cougarweb.collin.edu/cp/home/displaylogin>
- Should you ever have difficulty accessing Canvas, the eLC can help: Canvas Help (there's also a Canvas app!)
- **CougarMail:** <http://cougarmail.collin.edu>. You may also access CougarMail via Gmail—simply use your full email address as your username (e.g. student@cougarmail.collin.edu); the password is the same.
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). **If you use another word processor such as Pages, Google Docs, or Open Office, you must download/save your files as .doc or docx files before you submit them**
- Students need to know how to upload and download files and attachments

Required Course Resources

- **TextBook:** *The Norton Field Guide to Writing with Readings and Handbook, 4th Edition* by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg (ISBN: 9780393617399)
- **Supplies:** notebook, writing utensils, **flash drive** or other means for storing and saving digital documents (Google docs, dropbox, for example), access to Internet and a word processing program.

Method of Evaluation

The class is graded on a percentage scale. The breakdown of individual percentage values is as follows:

| |
|---------------------------------|
| Essays 40% |
| Personal Narrative (3 - 4 pgs.) |
| Literacy Narrative (5-6 pgs.) |
| Argument (7-8 pgs.) |
| to include bibliography |
| Quizzes 20% |
| Grammar Work |
| Other as Assigned |
| Participation 15% |
| Teamwork/Collaboration |
| Labs 15% |
| See Syllabus |
| Final Exam 10% |
| Final Reflection |

Correct Formatting for Essays/Papers

- All essays need to follow the MLA formatting guidelines. □
- Times New Roman, 12 pt. font double-spaced
- Do not add space between paragraphs of the same style
- 1-inch margins
- Black ink
- Heading to be in the upper left hand corner of the first page only (**your name, prof's name, class and section number, date**).
- All pages will be numbered (Last name page #) in the upper right hand corner of the page

Essays: Grading Methodology

Grading Standards Letter grades (A, B, C, D, F) are assigned to essays on the basis of what is said, how well the essay is developed, appropriate formatting and documentation.

A: The A paper displays the writer's imagination and curiosity about the subject, so the reader is engaged. Clear, insightful, original, and mature thinking by the writer provokes/teaches the reader. The essay treats the subject thoroughly. It has been written (and rewritten) with an awareness of style; neither over-written nor under-written, it is graceful. In choices of words, phrases, and sentence-form and in organization of ideas from clearly focused and supported thesis to ending, the excellent essay shows signs of careful revision and editing. It has been worked on to remove the "worked on" quality; the A essay is pleasurable to read.

B: The level of writing is good, above average. It reveals the writer's having explored the subject carefully and

completely. The writer has conformed to the cardinal principles of subject/thesis development: focus on subject, unity, coherence and support. The language used is clear, and its level of usage is appropriate for the assignment. The B essay shows some originality of thought and expression since it has been revised and edited and is easily read. A and B work will be basically error free, particularly in terms of serious problems in diction, sentence construction, grammar and usage. There will be virtually no careless errors in spelling, punctuation mechanics, and typing.

C: Satisfactory writing performance is indicated by the C. The writer of such an essay conducts the reader through a satisfactory exploration of the subject matter but only minimally engages the project. Minor problems in the writing (which could have been avoided by more careful revising and editing) do not obstruct the reading of the paper, but the reader has only slight interest because the writer has achieved little originality of expression or depth of thought. If one only writes to the criteria for the minimum standards for passing a writing assignment for English 1301, the C grade is assigned.

D: The D indicates below-average achievement. (D's on the transcript are not transferable as passing grades.) Thorough development of the subject, organization of ideas, and clarity of language are missing from most D papers; these attempts reveal little effective revision and proofreading although they may be "long enough." The level of language is generally unacceptable in academic writing.

F: F's are given to essays failing to state and develop a thesis. These essays may also reflect serious problems with grammar, among which are usually these kinds of errors: many comma splices or fused sentences, sentence fragments, and verb form errors including the lack of subject-verb agreement. Generally, three or more of these errors will result in an F. The F essay is unreadable. NOTE: There are other ways to earn an F, including plagiarism and turning in an essay that does not fit the assignment criteria (for example, turning in a personal experience essay as a research paper).

Grades will be posted in Canvas. Please allow up to two weeks for essay grades/comments.

Course Lab Component

The lab component is an integral part of this composition course. Over the course of the term, the student will be required to complete a minimum combination of eight (8) selections from the list that immediately follows in this section; each lab is worth 2 units, for a total of 16 required units of lab work. The lab work is NOT the same as the weekly coursework. It is, instead, designed as additional writing-focused activities that will further improve the student's writing, analytical, and critical thinking skills.

Students may complete any combination of the options listed below; they will then write a Lab Completion Sheet in correct 2016 MLA formatting, containing either a 150-word Detailed Reflection or a 150-word Detailed Reflection with Rhetorical Analysis, as noted below, for each completed lab activity. Instructions for the Detailed Reflection or Detailed Reflection and Rhetorical Analysis are contained in the Canvas module for Labs.

Composition Course Lab Options

- **Conference with professor** – must be of substance (assistance with an assignment, topic selection, or research). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Writing Center session** with a tutor. Turn in a physical, stamped copy of your paper, as well as an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Writing Center Workshop** (see schedule at <http://www.collin.edu/studentresources/writingcenter/index.html>). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection.

- **Two library tutorials** – these are available as links on the desktop of the computers in the library; options include Citation Styles; Using Current Event Databases; Using Keywords; Using College Databases for Research; Using Literature Databases; the White House Plagiarism Game; Library Catalog Lab; and Peer Reviewed Journals. **Important note:** To receive credit for one lab activity, you need to complete **two** of these tutorials. You will turn in both physical printed certificates with your name, your score, and a librarian's signature, as well as the electronic Lab Completion Sheet containing a Detailed Reflection that covers both tutorials.
- **Campus Speaker/Campus Event** (see schedule at <http://calendar.collin.edu>). Any event designed with an educational purpose will work for this (such as a lecture, workshop, roundtable, art exhibit, film screening, theater/dance/music performance, etc). You may choose one event at your High School. Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Civic/cultural event in the community** (pre-approved by professor). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Pre-approved video or podcast** (contained in the folder under the 'Labs' section of Canvas). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Journal:** 20 entries over a 30-day period equal one assignment. (NO additional lab completion sheet required)

Completed lab sheets will be collected on the following two dates for grading:

Deadline #1—March 8th: 4 assignments equal 8 lab units (2pts each)
 Deadline #2—May 3rd: 4 assignments equal 8 lab units (2pts each)

Course Grading Scale

- 90-100 = A (excellent)
- 80-89 = B (good)
- 70-79 = C (meets minimum standards)
- 60-69 = D (needs improvement)
- 0-59 = F (fails to meet basic standards)

Attendance Policy

Students are expected to attend all class sessions arriving on time and remaining until the class time is completed. Class participation points may be reduced if this expectation is not met.

Classroom Behavior/Expectations

This is a college course. Collin College values include: learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity. Students are expected to demonstrate these values in all activities and classrooms interactions.

Late work: Late work is not accepted. Please upload the due dates in your calendar and plan accordingly. Exceptions to this policy may be made on a case by case basis and only under extenuating circumstances.

Email is my preferred method of contact. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses

Plagiarism Policy

Academic dishonesty (forged or fabricated excuses, plagiarism, lying, cheating, etc.) will be treated as a very serious departure from the value of integrity. Students may wish to review the consequences of engaging in academic dishonesty as outlined in the Student Handbook/Code of Conduct.

General Technology

- **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don't lose it if anything happens to the computer or internet connection.
- **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/academics/ecollin/technicalsupport.html>
- **Submission errors:** If you ever have problems submitting work on Canvas, please immediately email me a copy of the completed work to show me that it was finished by the due date. An email without the completed work attached as file will not demonstrate that the work was completed on time. You must still submit it on Canvas as soon as possible in order to receive credit.
- **Cell phones:** Cell phones/ smart devices are usage is not allowed during the class period. Cell phones are to be silenced and may be placed on vibrate. If you are expecting an emergency call, please step outside the classroom to take your call. During quizzes, the phone must be inside a pocket or bag/purse under the desk; you may not touch the phone at all until all quizzes are handed in.
- **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points for the day.

Course Calendar

Please Note: The following schedule is tentative, and is subject to change. This tentative course schedule is here as a guide to the upcoming semester; it contains all major assignments and tasks, but not weekly work; all readings, homework assignment and the like will be assigned in class and potentially posted to Canvas. Make sure to check Canvas for daily/weekly updates. **Be aware that all assigned readings may be tested through unannounced quizzes in class.**

Be proactive and utilize Canvas!

| Week | Activities | Note |
|---------------------------------|---|------|
| #1 January 22-26 | Introduction to English Composition Syllabus overview Introduction to canvas Homework: Read the entire course syllabus; print, sign, and upload the syllabus agreement Personal Narrative Due in Canvas 1/27 by 2359 (1159pm) | |

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| #2 January 28-Feb. 2 | General Grammar Review Review lab requirements So you think you can write----creativity and cohesion Homework: Read Chapters 1, 2, and 3 | January 30: Holocaust Remembrance |
| #3 February 4-9 | In class discussion Chapters 1, 2, and 3 Critical thinking as it relates to reading and writing and the public good Homework: Read Chapters 5-9 (pages 55-70): Rhetorical Situations Read Chapter 11: Analyzing Texts | |
| #4 February 11-16 | Review Chapters 5-9: Rhetorical Situations Review Chapter 11: Analyzing Texts Selected Grammar Review Homework: Essay- Analyzing a Text-Reading to be assigned | |
| #5 February 18-23 | Genres (writing a literacy narrative) Chapter 10 Breaking the Writing Process Apart Picking a Topic Review of Rhetorical Situations and Application of the Metric Identifying the “ingredients” or information capsules for your topic Homework: read the “Mother Tongue” by Amy Tan page 649 | |
| #6 February 25-Mar. 2 | Genres (Writing a literacy narrative) Chapter 10 Adding Flesh to the Bone: Writing Character Descriptions Writing Background Descriptions Writing the event Outlining Homework: Finalize drafts of Character Descriptions Background Descriptions, events, outline | |

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|--------------------------------|---|--|
| #7 March 4- 9 | Peer Reviews of Background, Events, and Characters Homework: Draft of Literacy Narrative Due in-class March 17 | |
| March 11-16 | Spring Break | |
| #8 March 18-23 | Peer Review Literacy Narrative The “P” word: Plagiarism Final Submission Literacy Narrative due in Canvas March 24 by 2359 (1159pm) | Last day to drop with a "W" is 3/22 |
| #9 March 25-30 | Genre (Arguing a position) Chapter 13 Doing Research Chapter 45 Introduction to Documentation Guides Homework: read “Should gamers be prosecuted for virtual stealing?” page 731 | |
| #10 April 1-6 | Introduction to Library Services Identifying a Topic Essay Structure Introduction to End Text Citations (bibliography) Homework: read “Is google making us stupid; | April National Poetry Month |
| #11 April 8-13 | Class will select three argumentative topics from which to choose Citation Practice: End Text (bibliography) Introduction to In-Text Citations Homework: Complete Argumentative Essay Outline due in class 4/15 | |
| #12 April 15-18 | Peer Review: Essay Outline In Class Research Homework: Draft of Argumentative Essay Due in class 4/22 | |
| April 19 | Spring Holiday All Campuses Closed | |

| | | |
|---|---|---------------------------------|
| #13 April 22-27 | Peer Review of Argumentative Essay Homework: Incorporate feedback from peer review Finalize Bibliography page(s) Final Submission Argumentative Essay due in Canvas 4/28 by 2359 (1159pm) | |
| #14 April 29-May 4 | Review | Cultivating Scholars |
| #15 May 6-11 | Review | |
| #16 May 13-18 | Final Exam Week | |

Document Changes

This document is subject to change at my discretion. I reserve the right to make any modifications or additions to course assignments, point values, and due dates which are necessary for the success of the class. Students will be notified of changes in writing through Canvas and/or email.