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Composition I

Karen Williams

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Collin College Course Syllabus
Spring 2019

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

Pre-Requisite: 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.
 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.
- **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.

Withdrawal Policy: “See the current *Collin Registration Guide* for more information. Last day to withdraw with a “W” is **March 22**

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, F-144 or 972.881.5898 to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor's Name: Karen Williams

Office Number: 222

Office Hours: TTh 9:30am-11:00am (and by appointment as necessary)

Email: Kewilliams@collin.edu

(Students are required to use their Collin email addresses when contacting me)

Class Information: Composition I

Section Number: P22

Meeting Times: TR 1:00-2:15pm

Meeting Location: U131

Class Information: Composition II

Section Number: WK5

Meeting Times: TTh

Meeting Location: Wakeland High School

Class Information: Composition II

Section Number: XP2 (2/22-3/31)

Meeting Times: F 5:45-9:45pm, Sat 8:00am-12:30pm

Meeting Location: L204

Required Texts: *The Norton Field Guide to Writing with Readings and Handbook*, 4th Edition

Attendance Policy: Because of the hands-on nature of this class, attendance is extremely important. Attendance will be taken daily. Students who arrive more than ten minutes late will be marked absent. Students with more than six absences will lose credit in participation grades.

Methods of Evaluation: To pass this course, students must meet all course requirements and complete all three papers, the presentation, and the final exam. Failing to complete one of these assignments will result in a failing grade for the semester.

Grading Written Assignments: Each assignment will be graded on the four C's of writing: clarity, cohesion, credibility, and content. Students will receive a grading rubric prior to the first paper deadline.

Grading System:

Paper #1 – 10%

Paper #2 – 15%

Paper #3 – 15%

Presentation – 10%

Final Exam – 15%

Class Binder/Participation – 25%

Lab Work – 10%

Grading Scale:

A 100 - 90

B 89 - 80

C 79 - 70

D 69 - 60

F 59 - 0

Essay submission guidelines:

Turnitin.com – All essays must be uploaded to Canvas by midnight on the assignment due date. Hard copies will not be accepted. Late papers will be docked one half of a letter grade for each day they are late.

Labs: The lab component is an integral part of this writing course. Over the course of the semester, each student will need to complete each of the four assignments from the list below. 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 that will help improve your writing throughout the term. Students are responsible for completing lab requirements and submitting evidence prior to the given deadlines. Each lab will be different.

By February 1: Students must post a paragraph of at least five sentences to the Lab 1 Discussion folder. The paragraph should be a fact-based response to any news story we have discussed in class. After submitting your own original post, you must respond to at least two other posts. Responses should be

fact-based with a minimum of three sentences.

By February 8: Students must locate an article of questionable credibility and post a link in the Lab 2 Discussion folder. In addition to the link, you must write at least three sentences that 1) quote a questionable line from the article, 2) explain in your own words why this sentence is questionable, and 3) include a link to any source you used to support your claim.

By February 15: Students must write a paragraph of at least five sentences about one experience in a writing class they took prior to this semester. Each paragraph should comprise of clear, academically appropriate sentences. Students should discuss an experience and how it has affected their approach to writing. The experience can be negative or positive, but it must include an event, a consequence, and a personal reflection.

By February 22: Students should write an argumentative paragraph on why they should be allowed to use their cell phones in class. The argument must consider the students' as well as the professor's perspective.

Participation/Attendance Grade: In addition to attendance, participation grades will be determined by a student's contributions to class discussion, respect for classroom etiquette, and preparedness for each day's work.

Online Office and Email Etiquette: Email should be used only to request an appointment with me. I will be available to meet in person during my office hours and before class. If you need information on a missed class or a missed assignment, you should contact a classmate first. If you need to ask me further questions, you can use email to request a specific appointment time. Accordingly, please use a respectful voice and proper writing style and syntax when communicating with me. I will do my best to respond within an appropriate time, and I ask you to do the same.

Classroom Etiquette: No cell phones, laptops, tablets, or any other type of electronic devices will be allowed in this classroom without express permission from ACCESS or from the instructor. Please turn any of these devices OFF when in the classroom. Failure to do so will result in point deductions from participation grades.

Students are expected to maintain professional behavior in the classroom. While we can have fun in class, disrupting other students' learning will not be tolerated.

Class Binders: Each student will receive a full class binder packet at the start of the semester. These packets will also be available on Canvas. The packets include read-and-respond notes for our textbook assignments, worksheets in grammar and punctuation, and building guides for each unit. These binders will guide you through class while also preparing you for the larger assignments. While the work is required throughout the semester, class binders will not be submitted for a grade until Monday, April 22. No late binders will be accepted. If at any time you are unclear of the work that is required, you should contact me immediately. If you lose your binder, you must print a new one from Canvas as early as possible.

Religious Holidays:

In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office.** Students who plan to observe religious holidays which will require absences from class should consult the current Collin College Student Handbook, section on Religious Holidays, for the correct process to follow. It is mandatory that this procedure be followed in detail.

SOBI:

Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Student Development Office for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible.

You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found [here](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>).

General Scholastic Dishonesty includes, but is not limited to, statements, acts, **7-2.2 Scholastic Dishonesty**

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 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 conduct through electronic or computerized means.

Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

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

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation or patch writing, even when a source is cited. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took

See the current *Collin Student Handbook* for additional information.

| Date | In-Class | Finish Prior to Class |
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| Week 1 | Syllabus/Class Introduction, Review Chapter 1, Academic Literacies | Purchase textbook, Read Chapter 1, pages 3-32 |
| Week 2 | Begin Chapter 2, Rhetorical Situations, Introduce Paper #1, Building an Outline, Paper #1 *Reviewing thesis statement, topic sentences, supporting details | Read Chapter 1, pages 33-52, Read Chapter 2, pages 53-70, Finish Paper #1, Part 1 from class binder, Read Chapter 3, pages 73-93 |
| Week 3 | Review Rhetorical Situation for Personal Narrative What gets included? Why do we care? Review Chapter 3, review rough outlines – show, don't tell in a narrative Review "Proficiency" and binder work. | Finish Paper #1, Part 2 from class binder Finish Paper #1, Rough Outline from class binder, Re-read "Proficiency" in Chapter 3. Complete "Proficiency" Profile in class binder. |
| Week 4 | Review "Playing with Opossum" and binder work. Peer-Editing In-Class Work | Read "Playing with Opossum" in class binder. Complete "Opossum" profile in class binder. Finish rough draft of Paper #1, bring three copies to class Bring all drafts, notes, etc. for Paper #1 |
| Week 5 | Grammar Review Review Chapter 3, Genres Introduce Paper #2, Reporting Information | Grammar page for your/there in class binder Read Chapter 3, pages 110-128 Paper #1 due at midnight on Canvas Read Chapter 3, pages 129-155 |
| Week 6 | Review Chapter 3, pages 129-155 Responding to Wikipedia, Complete Paper #2, Part 2 in class binder Review Chapter 6, Class Binder research plan | Complete Paper #2, Part 1 in class binder Choose a subtopic and complete the first step in Paper #2, Part 2 in class binder Read Chapter 6, pages 434-468 |
| Week 7 | Review Chapter 6, Class Binder documentation | Read Chapter 6, 469-477 Read Chapter 6, 478-495 |

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| | Review Chapter 6, Class Binder Quoting, Paraphrasing, Summarizing Review Chapter 6, MLA Documentation | Read Chapter 6, 496-548 |
| Week 7 | Library access, electronic databases, documentation In-Class research and development Paper #2 Review research and documentation, Paper #2 | Complete Paper #2, Part 3 in class binder Complete Paper #2, Part 4 in class binder Complete Paper #3, Part 5 in class binder |
| Week 8 | Peer-editing Paper #2 In-Class Work Day, Paper #2 Introduce Unit 3, paper and presentation | Complete rough draft of Paper #2. Bring three hard copies to class. Revise Paper #2. Bring all parts of Paper #2 portfolio to class Paper #2 due at midnight |
| Week 9 | Review argumentation and persuasion Review Chapter 4, pre-writing exercises Review Chapter 4, review presentation guidelines | Read Chapter 3, pages 156-182 Read Chapter 4, Processes, pages 279-300, Complete class binder pre-writing Read Chapter 4, pages 301-317, Research Paper #3 |
| Week 10 | Continue presentation work, Review Chapter 4 Review Paper #3 requirements, paper structure Review Paper #3 requirements, paragraph structure | Read Chapter 4, pages 318-327, Research Paper #3 Complete class binder Paper #3, Part 1 Complete class binder Paper #3, Part 2 |
| Week 11 | Review Paper #3 requirements, presentation structure Presentations | Complete class binder Paper #3, Part 3 Final presentation due, continue work on Paper #3 |
| Week 12 | Presentations | Final presentation due, continue work on Paper #3 |
| Week 13 | Peer-editing Paper #3 Punctuation Review | Complete rough draft Paper #3, bring three hard copies to class Paper #3 due at midnight 11/30 Complete class binder Punctuation pages |

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| Week 14 | Sentence Structure Review Final Review | Complete class binder Sentence Structure, part 1 Complete class binder Sentence Structure, part 2 Class Binders Due 12/7 |
| Final Exam | 12/11 @10:00am, L212 | Prepare one page of notes |