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Composition I

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Collin College

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COLLIN COLLEGE COURSE SYLLABUS

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)

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.

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.

Instructor's Name: Dr. Michael Schueth

Office Number: A261B (Spring Creek)

Office Hours: Tuesdays and Thursdays, 10 a.m.-2 p.m.

Phone Number: 972-516-5083

(Note: I teach off-site so email is the fastest way to communicate with me)

Email: mschueth@collin.edu

Class Information: English 1301

Section Number: 49

Meeting Times: T/R

Meeting Location: D112

Minimum Technology Requirement: Word-processing program, Internet availability

Course Resources: See course Canvas shell for online resources

Supplies:

Required: Bruce Ballenger, Pearson Revel: *The Curious Writer*, Pearson Revel Online E-Book
(Please note electronic edition only because quizzes are tied into the book and course)

Required: Basic college course materials such as a notebook, pencils/pens, folders, etc.

Optional: *They Say/I Say* (any edition)

Attendance Policy: Maximum of four absences without penalty*, 5th absence one grade drop, and 6th absence is failed. I do not separate illness from other kinds of absences, so no doctor's notes are required. I will take roll for each class and I will randomly offer free attendance points up to eight times during the semester for additional low-stakes writing points.

Assignments and Evaluation:

Low-Stakes Writing: 20%

Essay 1: Personal Essay 20%

Essay 2: Annotated Bibliography 20%

Essay 3: Research Essay 20%

Re-genre Project: 20%

Low Stakes Writing: This includes reading quizzes, short writing assignments, peer feedback, worksheets, and other in-class activities. These low-stakes writing assignments are assigned in

class and cannot be made up. They are designed to help produce high-stakes writing projects, namely essays 1, 2, and 3. I will drop the two lowest grades in this category at the end of the semester.

Lab assignments: The lab is an integral part of this writing course. Over the course of the semester, you will need to complete assignments in the lab section of Canvas. 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 as additional writing-focused activities that will help improve your writing throughout the term. Lab exercises are a part of the LSW portion of the total grade.

Grade Scale:

A	90-100
B	89-80
C	70-70
D	69-60
F	59-0

I will ONLY round up points for grades that are higher than .5 (for example, 79.5+). No exceptions.

Revision: For each major essay, you will receive informal instructor response to drafts before you turn it in to be graded—this draft will not be “graded,” although you will receive a completion grade for “low-stakes writing” when you turn it in (meeting minimum requirements for the draft, as described in class). I am happy to give you a “ball park” grade if you are interested, but more than a grade, I am interested in providing you with feedback to make the essay better and stronger, no matter where the draft is at.

Revision Window: After you turn in your final work to be graded, I will then read, comment, and grade your work and return it to you online. For each major essay assignment, I will then open a two-week revision window to gain a higher grade on major assignments. I will announce a deadline for this revision window in class (depending on when I finish grading all the essays), and anyone is free to resubmit the essay for a higher grade, pending my evaluation of the revisions, author’s note, and revision notes as assigned and fully explained in class. If you are happy with your grade, no worries, you can keep your first grade and do no further work.

I am more than happy to schedule visits for in-depth discussions on your work during this revision window period either before or after class—just ask. Please note that not all revisions end up with a higher grade, depending on the amount of work and quality of the revision. If you are aiming high, keep in conversation with me and show me new drafts. This process will be detailed in class.

Late Work and Make-up Work: If you must miss class for illness, a college –sponsored activity, or a religious holy day, write an email to me including: date of absences, reason, date of return, request to make up missed work within one week of your absence.

In-class low-stakes writing cannot be made up, but the two lowest scores will be dropped.

Missing a draft submission: for the first round of draft feedback, missing a draft response pick up will lower your final grade. Extensive revision will be needed to revise that to a higher grade. While I encourage you to give me a draft even if you miss the deadline only full LSW points for the draft will be given if turned in by the due date.

Missing a final due date: One-grade letter penalty for **each calendar day** the essay is late. Late essays cannot be revised for a higher grade.

Scholastic Dishonesty: From the Collin College Student Code of Conduct

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. 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; failing to secure test materials; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. 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. 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 place. The faculty member will determine the appropriate academic penalty.

My course policy:

Students are expected to turn in original work in this course. That means the work must be your own entirely—free from collusion, cheating and/or plagiarism as defined by the *Collin Student Handbook*. Please review and refer to the description in the Handbook. Plagiarism is a very serious breach of intellectual integrity.

Most cases of plagiarism happen when students feel rushed and/or stressed from taking several classes as well as balancing work and family requirements. To avoid plagiarizing and risking your academic career, ASK FOR HELP. I would much rather help you by extending a deadline and answering your questions about responsible source attribution than to have to report your work to the Dean of Students.

We are using **Turnitin** as a platform for submitting and grading work. Take advantage of the fact that you are allowed to turn work in early to see what your Turnitin similarity score is BEFORE the actual due date. The program is designed to allow you to upload multiple times and to see and assess your rate of similarity as part of your writing process. Keep in mind that Turnitin does not diagnose plagiarism, that is my job. It does show you the amount of source material you have borrowed, and it also highlights whether you've used the ideas responsibly. Do note that if you use quotes and MLA or another citation method correctly, the program will see the similarity to the original. However, because the material is cited and presented properly, there would be no problem. I will discuss how to read a Turnitin score in class.

There are varying degrees of plagiarism, ranging from using sources without proper attribution, to copying and pasting material from other established sources. If you turn in a work that I suspect to be plagiarized, I will assess the degree of plagiarism and follow one of two options.

- A.) **Unintentional or low-level plagiarism (usually characterized by a lack of source citations even though quotation marks are in place, or a small amount of borrowed text in an otherwise clearly documented work):** I will withhold a grade on the work and give you 2 weeks to revise and resubmit the assignment. Revised and resubmitted work will not be eligible for an A. If you do not resubmit the work, the grade will automatically revert to a 0 for the assignment, which could lead to a failure of the course.
- B.) **Larger cases of cut and paste plagiarism:** I will immediately report your work to the Dean of Students office BEFORE notifying you. A grade will be withheld from the work until your situation is resolved with the Dean. If you are found responsible by the Dean's office, you will receive an automatic 0 for the assignment, with 2 weeks to submit a revised version. Revised and resubmitted work will be graded, but it will not be eligible for an A or B grade after a finding of responsibility by the Dean. If you do not revise and resubmit the work or if the revised draft still contains problematic material (for example, uncited word-for-word passages without quotations or other major citation errors), the grade of 0 will stand. If it turns out that this is not your first instance of plagiarism at the college, or if I must report you a second time in the same semester, you will automatically receive an F for the course.

Writing Center:

The Writing Center offers in person and online writing assistance and other resources. You should visit the Writing Center at least once this semester, and I may request that you visit the Writing Center for help with specific writing concerns. The Writing Center also hosts several free workshops each semester.

Room: D-203 Phone: 972.881.5843

Counseling Services: Supports and assists enrolled students who have personal issues that impact their college experience. Individual appointments with Licensed Professional Counselors may be scheduled by contacting our office by phone or email.

Sessions are confidential and at no cost to students. Counseling Services does accept walk-in's during regular business hours. Evening appointments may be scheduled based on counselor availability.

The primary purpose of Counseling Services is to provide short-term and immediate assistance in order to facilitate students' college success and adjustment.

Room: D134

Phone: 972.881.5126 Hours: 8 a.m. – 5 p.m. Evening hours available upon request

Tuesdays	Thursdays	Notes and Reminders
<p>Week 1 August 28</p> <p>Course Introduction</p> <p>Homework:</p> <ul style="list-style-type: none"> For a low-stakes A on Thursday, print out the syllabus, write out three questions you have for me about the syllabus or the course in general, print out your receipt for Pearson Revel (or any other proof of purchase), and put it all in a folder and bring it to class. 	<p>August 30</p> <p>Podcast in Class</p> <p>Homework:</p> <ul style="list-style-type: none"> Read chapter 1 and complete embedded quizzes by Monday, Sept. 3, 11:59 p.m. Be prepared to write in class on Tuesday about chapter 1 for in-class points. 	<p>Chapter 1 Quiz Due Monday September 3, 11:59 p.m.</p>
<p>Week 2 September 4</p> <p>In class work with chapter 1</p> <p>Homework: finish the exercises we started in class, type and print it for Thursday for a low-stakes grade.</p>	<p>September 6</p> <p>In-class podcast and note-taking.</p> <p>Homework:</p> <ul style="list-style-type: none"> Read chapter 2 and complete embedded quizzes by Monday, Sept. 10 (11:59 p.m.) and be prepared to write about chapter 2 in class for extra points. 	<p>Sept. 10 Census Date</p> <p>Lab: Ideal Schedule Due 9/14</p> <p>Chapter 2 Quiz due Monday, Sept. 10</p>
<p>Week 3 September 11</p> <p>Chapter 2, exercise 2.2 in class.</p> <p>Homework:</p> <p>Make any changes you'd like to 2.2 and type/print up for next class.</p>	<p>September 13</p> <p>Discuss chapter 3 and first essay assignment.</p> <p>Homework:</p>	

Read chapter 3 and take embedded quizzes by Wednesday, Sept. 12 (11:59 p.m.) and be prepared to discuss chapter 3 in writing on Thursday in class for low-stakes points.	Type up a 300-400 word sketch draft for your first essay by following the directions in your chapter. Make sure your work has a title, is short, that you've written it fast, and make it as specific as you can. Remember that you could be asked to read it out loud....	
Week 4 September 18 Turn in sketch draft Homework: Use your sketch to create a longer, full draft. Have 3 pages in class on Thursday (and it's okay if it is messy and "bad")	September 20 In-class podcast and revision activity. Bring a paper copy of the draft to turn in for my comments. Completed drafts will receive an automatic A for your low-stakes writing grade. We will listen to a podcast in class. No homework this weekend!	
Week 5 September 25 I'll hand back your drafts with comments and we will work on revising your draft. Homework: Revise your rough draft for Thursday's class and have a new printed copy in class Thursday.	September 27 Peer Review Homework: Essay 1 Due Monday by 11:59 p.m. Make sure to see instructions on Canvas carefully! Make sure to see course policies on late work in the syllabus. Read chapter 11 (Research Techniques) for Tuesday and take the embedded quizzes by Monday, September 24, 11:59 p.m.	Personal Essay + labs Due Sept. 24, 11:59 p.m. Chapter 11 quiz due Monday, Sept. 24, 11:59 p.m.
Week 6 October 2 Podcast in class	October 4 MLA Overview	

<p>Homework:</p> <p>Read chapter 12 and take embedded quizzes by Wednesday, October 3 (11:59 p.m.)</p> <p>Finish final research assignment from podcast worksheet</p>	<p>Homework:</p> <p>Find your career or occupation on the Occupational Handbook on the Bureau of Labor Statistics Website: https://www.bls.gov/ooh/ Read over your selected career by clicking through the tabs on the page and take a page of IRS notes. Bring your notes to class.</p>	
<p>Week 7 October 9</p> <p>Discuss Annotated Bibliography assignment and start drafting in class.</p> <p>Homework:</p> <p>Using the “More Info” tab on the site for your career on the OOH, find a respected professional organization in your career area. Read through the website’s links thoroughly and take a page of IRS notes.</p>	<p>October 11</p> <p>Discuss professional org citation in class and draft summary and analysis sentences.</p> <p>Working Podcast and interview discussion</p> <p>Homework:</p> <p>Polish BLS and professional organization MLA, summary, and analysis paragraphs for me on Tuesday for a low-stakes grade and my feedback. Begin looking for an interview ASAP.</p>	
<p>Week 8 October 16</p> <p>Rough draft due in class</p> <p>Discuss scholarly journal writing in class</p> <p>Homework:</p> <p>Find and print a recent (within the last five years) scholarly research journal from JSTOR (10-20 pages)</p>	<p>October 18</p> <p>Discuss and write scholarly article summary and analysis in class.</p> <p>Homework:</p> <p>Draft of scholarly AB entry and two newspaper/magazine entries due. Interview notes due</p>	<p>Oct. 19 Last day to withdraw</p>

that in some ways intersects with your major/career.		
Week 9 October 23 Work on profile summary/analysis. Homework: Create a full draft of the AB with all sources drafted	October 25 In-class work on AB Homework: Read Chapter 4 Profile and complete embedded quizzes by Monday, October 29 (11:59 p.m.) Bring complete AB draft to class Tuesday.	
October 30 Peer Review AB Final AB Due on Canvas Thursday, Nov. 1 (11:59 p.m.)	November 1 Profile essay discussion In class work	Final AB Due: Nov. 1 by 11:59 p.m.
November 6 (VOTE!) Drafting Profile sketch in class	November 8 Bring AB and research to class to work on incorporating quotes into your draft with MLA citation. Homework: <ul style="list-style-type: none"> • Write a 3-4 page profile draft for me to look at and respond to. LSW points. • Read chapter and take embedded quizzes by Monday, Nov. 12, 11:59 p.m. 	
November 13 Draft due	November 15 No class—personal day	

Discuss Re-genre Assignment Homework: Online peer review for profile essay	Homework: <ul style="list-style-type: none"> • Brochure sketch due in class Monday 	
November 20 In-class polishing work with Profile Turn in brochure sketch Final Profile essay + labs due tonight! 11:59 p.m. on Canvas	November 22 Thanksgiving Holiday	Final Profile + Labs due Nov. 20, 11:59 p.m.
November 27 Design principles In-class worksheet	November 29 Brochure Draft in class	
December 4 Peer Review	December 6 Final Brochure Due In-class	See instructions in class for final exam week.