

1-15-2019

Composition I

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Recommended Citation

Davis, Lisa, "Composition I" (2019). *Spring 2019*. 57.

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COURSE SYLLABUS--ENGL 1301 Composition 1

Spring 2019

Course Number: ENGL 1301

Course Title: Composition 1

Professor: Lisa Roy-Davis, PhD

Course Description:

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis placed 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. Outside lab writing assignments required.

Course Credit Hours: 3

Lecture: 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:

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

Withdrawal Policy

Per the current *Collin Registration Guide*, the last day to withdraw is Friday, March 22. See the Spring 2019 Registration Guide for more information on procedures for withdrawal. Here's a link to the withdrawal policy online: <http://www.collin.edu/gettingstarted/register/withdrawal.html>

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. Refer to this section of Collin's website: <https://www.collin.edu/gettingstarted/advising/Advising%20FAQs%207-11-17.pdf>

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, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Professor: Dr. Lisa Roy-Davis, PhD

Office Number: SCC H235

Office Hours: MW 10-11:30AM, TR 8:30-10AM

Phone Number: 972-578-5511

Email: LRDavis@collin.edu -- note the "R" before Davis. To contact me via Email, use Canvas. I will only respond to student email through Canvas.

Class Information

Section Number: S18

Meeting Times: MW 1:00-2:15

Meeting Location: G211

Minimum Technology Requirement: Access to the Internet required, typing skills preferred.

Minimum Student Skills: Ability to read and write fluently.

Netiquette Expectations: All communication via email with the instructor should come from your Cougarmail account, be formally worded and formatted properly. Include your full name, course number and section on any emails you send me. Emails without that information will not be answered promptly.

Course Resources

The course text is provided inside of Canvas for all students.

Recommended, but optional texts:

The MLA Handbook, 8th ed. ISBN 978-1-60329-262-7

They Say, I Say: The Moves that Matter in Academic Writing, 4th ed. ISBN 978-0-393-63167-8

Supplies:

- 1 pocket folder for collecting handouts, returned assignments and work in progress. Collect and keep ALL of your course assignments together. College success depends on organization.
- A Google Drive account to make backup copies of your work. Configure your cougarmail account to use the Drive space on it. Backup your entire course writing there.
- Highlighters (multi-colors) and mini post-it notes.
- Access to Canvas through CougarWeb.

Welcome to the Course!

This composition course is one of the most important classes you will take in college. Here you will discover that college writing focuses on opening up ideas instead of just as a showcase for what you already know. Students often dread writing because it is a time-consuming process that requires close attention and tends to amplify our vulnerabilities as learners. Since education is about continuous improvement, writing is also one of the most challenging and rewarding places to work on improving

your skills.

The most important idea to keep in mind this semester is that **Writing = Thinking**, and the more you think about an idea or open questions in writing through multiple drafts, the more focused, nuanced and analytical your writing will become. When you use that focused thinking to revise, your writing can improve with each new draft. In other words, one place to make huge strides in your learning process is by engaging thoughtfully with every stage of your writing.

Too many people think that they are terrible writers but there is really no such thing as a bad writer—just writers who need more practice. This semester, it will be useful to think of attending and working on this course like going to the gym to improve your overall health. Frequent writing practice helps develop those writing muscles that will enable you to be a stronger student in every class you take. Keep in mind that **you will only learn what you want to learn**. Deciding early what goals you have for your writing practice this semester will be useful to help guide your efforts in this course. Your writing is what will get you through college, so you'll be working on improving it incrementally with every writing class you take.

Writing Assignments

Writers need practice before turning in assignments that count for high grades. Thus, there are two main types of graded writing assignments for this course: low stakes assignments—in-class writing, quizzes, worksheets, short graded pieces, early essay drafts and peer reviewed drafts; and high stakes assignments—the larger essays and research projects where you push from early efforts into more polished work. Lower stakes writing practice happens in class most days and by writing smaller assignments you will turn in for completion/diagnostic grades. These works then provide the scaffolding of learning you need in order to write a higher stakes assignment.

Low stakes assignments

In-class assignments include: reading comprehension quizzes, worksheets, early essay drafts and peer reviewed drafts. Low stakes assignments are listed on the schedule and must both follow directions and be turned in on time. **Late low stakes assignments will not be accepted and are not eligible for revision. Also, in class assignments and textbook quizzes cannot be made up. If you miss a class, you miss the work and grade available for that day.**

Low stakes assignments will be assigned completion/diagnostic letter grades that look like fractions: A/C. The top grade is a completion grade recorded in Canvas to reflect the status of the work (A=on time and follows directions, B for not on time and/or doesn't follow directions). The grade on the bottom of the fraction is a diagnostic one that indicates what grade level your writing is currently at in the work. Diagnostic grades are NOT entered in Canvas. Instead, they are a signal of where your writing is at in relation to the expectations of the assignment and the course.

By regularly doing the quizzes and writing the shorter assigned pieces, you'll be building a strong foundation grade that counts for 20% of your overall grade while also paying attention to the diagnostic grades to understand what needs the most attention. Your total averaged low stakes grade will count for 20% of your total grade.

High stakes assignments

The 4 high stakes assignments are: a personal essay, an annotated bibliography, a profile essay, and a color tri-fold brochure with a short presentation. Each assignment has a provisional grade with a 2-week revision period (except for the brochure, which has a very short revision period). Once the work is provisionally graded, you will have 2 weeks to revise if you'd like to improve your grade. It will be useful to think of the revision period as extra credit to boost your grade. Once the 2-week window has passed, the provisional grade becomes permanent and counts towards your final grade for the course.

High Stakes Writing Project Descriptions

Personal Essay: You will build on our work with the first two chapters of the text to write a personal essay about your possible career focus. This work will show your ability to think within a particular language framework, and it will show that you understand how to communicate to a specific audience. (3-4 pages).

Annotated Bibliography: You will choose a career field or particular occupation to research and will generate 7 different types of sources from your research, including interviewing someone from the career field. Then, you will write a series of annotated bibliography citation/annotation drafts. These will be compiled into one document to be turned in on Canvas (7 sources, 1 page each)

Profile Essay: You will write a research-based profile essay that synthesizes your focused career research findings with the profile information generated by your interview process. Drafts will be required (5 pages).

Color Tri-Fold Brochure: You will remix your research, interview findings and profile essay work into a color career brochure to informally present your research. Using topical graphics, clear textual choices and engaging visuals, you will showcase aspects of your chosen field that are both interesting and revealing. A final informal presentation period is required in the form of a class exchange and question period. Drafts prior to presentation will be required. (5 sources required on the works cited panel of brochure)

Lab Requirement

To complete the lab requirement for this course, you are required to investigate and participate in additional exercises that focus on campus resources that will help you with your writing. Directions for each lab assignment are in Canvas, along with due dates. Labs are graded on a straight letter grade basis that match the grading criteria listed below.

Here are the lab assignments:

1. Your ideal schedule submitted before midterm, with explanation.
2. Revision Exercise on Personal Essay Draft
3. Your actual schedule submitted after midterm, with reflection and plans for adjustment.
4. A Writing Center consultation OR a conference with me with a draft in progress, with reflection
5. SPLAT Library tutorial and online quiz
6. Revision Exercise on Profile Essay Draft

7. A thank you letter to your profile interview subject.
8. A Podcast review

These lab assignments are posted in Canvas and listed on your schedule with due dates.

Grading Scale

Grade Breakdown

Low stakes writing and Lab assignments	20%
Personal Essay	20%
Annotated Bibliography	20%
Profile Essay	20%
Tri-Fold Brochure/Presentation	20%

I use the following maximum point totals when scoring your assignments:

A: 100

B: 89

C: 79

D: 69

F: 0-59 (The F grade is at my discretion based on the assignment and degree of fulfillment. Points may be assigned within the range to keep your grade on track, even if you score the lowest grade on the assignment. Missing assignments are automatically assigned zeros.)

Collin College registers letter grades on transcripts without a plus or minus scale. We will follow this format in class, and I will always grant the maximum number of points available for the grade category your work is in. In other words, if your work falls solidly in the B category, you will score an 89 on Canvas. Working without the minus and plus system will give us more room to understand the various qualities of writing that align with grade expectations.

To be eligible for the highest grade possible, however, your work must fit squarely into the letter grade category and match the objectives for that grade level. I will also **NOT** round up grades either during the semester or at the end. If an assignment is a B, it is not an A. You should pay close attention to the diagnostic grades you receive leading up to high stakes assignments and consider taking advantage of every revision opportunity to raise your grades.

Course Policies

Attendance Policy:

You are expected to attend all classes and to arrive **on time**. There will be quizzes and in class assignments that will be collected and graded. Missed in-class assignments cannot be made up. I take attendance in every class using Canvas. If you arrive late, make sure that you notify me at the end of the class period that you came late to avoid being marked absent.

Canvas will track your attendance, tardiness and absences and assign a percentage score to them. Present and on time for class equals a 100% mark for the day, while being late awards only 80% for the class. **For this class, you are required to keep your attendance rate at or above 80%.** That means that you have roughly 5 full class absences allowed during the semester. Excessive tardiness will both negatively impact your course grade and be grounds for being reported to the Dean of Students. In this class, all absences are equal; there are no excused or unexcused absences. I do not require notes or emails explaining your absences. The only absences that do not apply to your overall total are religious holy days and school required absences (team trips, Collin research conferences, Model UN trips, etc). All absences for any other reason count towards your total attendance grade.

Your attendance rate will directly impact your final grade. At the end of the semester, if your final attendance percentage is below 80%, it will cost you one letter grade; B's become C's, C's become D's, etc. It is very possible to fail this course by being consistently tardy and/or not attending regularly. Collin College requires that all students physically attend and participate in 80% of scheduled face-to-face classes in order to be eligible for a passing grade.

This attendance policy applies from day 1 of the course, regardless of when you registered or began attending.

Late Work:

You must turn in all work on time to pass the course. This late work policy only applies to high stakes projects. Any work turned in late without advance warning will not receive my written comments, you must discuss your work in person with me either in my office or after class in order to get the feedback you need to move forward. Late work turned in without prior notice makes you ineligible for an A in the course. Missing high stakes projects are automatically assigned zeros as provisional grades, which become permanent at the end of the 2-week revision period. If you miss a deadline, you need to talk to me immediately to make a plan for turning the work in. Make it a practice to regularly check on your assignment timeline in Canvas so that you don't miss due dates.

If you are worried about missing a deadline, talk to me BEFORE the assignment is due for some assistance. The 2-week period of revision following my initial returned comments stands as a hard deadline for missing work. If you do not turn in a missing work ahead of that 2-week deadline, a zero will be assigned as a grade. Zeros for high stakes work means that you will likely fail the course.

Plagiarism:

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 do not understand the rules of quotation, paraphrase and summary. Often, cases 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.

Canvas has integrated Turnitin.com 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 plagiarism score is BEFORE the actual due date. Canvas allows you to upload your work multiple times and to see and assess your rate of plagiarism as part of your writing process. Keep in mind that Turnitin does not diagnose plagiarism. It shows you the amount of source material available both online and in their student paper database that matches your work, and it also highlights whether you've used the ideas responsibly.

There are varying degrees of plagiarism, ranging from using sources without proper attribution, patchwriting, to copying and pasting large 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 patchwriting and/or 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 grade after a finding of responsibility by the Dean. If you do not revise and resubmit the work, the grade of 0 will stand, which could lead to a failure of the course. 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.

Cell Phones

When you are in class, you should be off your cellphone. When I am teaching, my phone is on silent and near me, but I will not watch videos, text my friends or surf the internet during class. When you are learning, your phone should be on silent and near you, but you will not watch videos, text your friends or surf the internet while you are supposed to be learning material during our time to work together.

If I have to ask you more than once to stop watching videos while I am speaking to the class, or to stop texting during work time, I will report your behavior to the Dean of Students, since excessive cellphone usage is a direct violation of the Collin College Student Code of Conduct. The relevant section is listed on page 98, in the section entitled "Other Offenses" in Chapter 6 "Student Code of Conduct Violations".

It states:

Collin College may initiate disciplinary proceedings for a student who engages "in the disruptive use of electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during class, labs, or other Collin College learning environments. In addition, all electronic, digital media, telecommunication, and/or wearable devices must be completely turned off (not in silent or vibrate mode) while taking examinations and prior to entering the Collin College Testing Center."

Once the behavior is reported, a mandated meeting with the Dean of Students is required, and the

appropriate action is decided after the meeting. Here's a link to a copy of the full handbook: <http://www.collin.edu/studentresources/personal/studenthandbook.html>

Abbreviated Schedule of Assignments: for a more descriptive list, refer to the course schedule available on Canvas.

Week 1	Course Introduction and writing interest survey.
Week 2-4	Textbook readings, draft workshops, in-class writing, peer review.
Week 5	Personal Essay due.
Week 6-10	Sequenced research assignment. Development of research topic focus and library instruction on using databases. Individual annotated bibliographic entry papers due. Draft of annotated bibliography, and draft review required.
Week 11-12	Textbook readings, draft workshops, in-class writing, peer review.
Week 13	Researched Profile Essay due.
Week 14-15	Textbook readings, draft workshops, in-class writing, peer review.
Week 15	Tri-Fold Brochure Remix of Research Work due.
Week 16	Final revisions of last items of coursework due at exam period.