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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)

**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. William Brannon

**Email:** wbrannon@collin.edu

**Office Location:** BB208

**Office phone number:** 972.881.5850

**Office hours:** MTWR 1:30-2:30 p.m.; 6:50-7:20 p.m.

**Class Information:**

Section Number: S56

Meeting Day(s) and Times: TR 2:30-3:45 p.m.

Meeting Location: B213

**Minimum Technology:** Internet Access and word processing software compatible with Canvas and Microsoft Office Word.

**Netiquette:** Canvas now serves as the college's primary method of communication. It is your responsibility to check Collin College CougarMail and Canvas daily and set your notifications accordingly. Please use Canvas to contact the instructor. Insert your name and class time on the subject line. Please write in clear, concise sentences using proper punctuation, spelling, and grammar, avoiding the use of "text" language. For additional information regarding guidelines to follow concerning electronic communication with the instructor and/or other students please see the current *Collin Student Handbook* for additional information and the expectations for classroom behavior under Additional Information outlined elsewhere in this syllabus. *The college mandates that all correspondence between students and instructors (or other college personnel) is to be conducted through electronic resources that are under the management of the college. (Personal email addresses may not reach the instructor and end up in the spam filter.)*

**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.

**Course Resources:**

Textbook: Bullock/Goggin/Weinberg, *The Norton Field Guide to Writing with Readings and Handbook*, Fourth Edition w/2016 MLA update.

Supplies: None

**Method of Evaluation:**

**COURSE CONTENT:**

- Diagnostic writing sample
- Overview of course
- Tour of LRC and/or Writing Center
- Language awareness, diction
- Sentence structure and variety
- Grammar and style
- Paragraph structure
- Unity and coherence

Essay structure and development  
 Reading, discussing, responding to essays  
 Critical thinking  
 Essay drafts/writing/revisions  
 Lab assignments to complement course work  
 Final Exam

#### COURSE REQUIREMENTS:

1. A writing assessment will be conducted during the first week of class. Students will be advised accordingly.
2. Students will write FIVE closely graded essays (i.e., with oral and/or written instructor comments) of at least 550 words each. This includes the final exam.
3. A total of 16 units of lab work will be required during the semester. These assignments are intended to be prescriptive, according to students' writing needs.
4. Each student must take the department final that counts as 20% of the course grade. The final essay exams are provided by the department but administered in the classroom and graded by the instructor.
5. Class participation.

**EVALUATION:** Essays 1, 2, and 4 will count as 10% of the final course grade. Essay 3 will count for 20% of the final course grade. Daily participation work, labs, and attendance will each count as 10% of the final course grade. The final essay exam grade counts 20% (departmental requirement) of the course grade.

Essay 1-10%	Lab-10%
Essay 2-10%	Daily Participation-10%
Essay 3-20%	Attendance-10%
Essay 4-10%	Final exam-20%

Students prevented from completing the course may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract.

Please note that the percentages of the final course grade for each assignment are based on a total of 1000 points possible to be accumulated in the course. For example, Essay 1 which is worth 10% of the final course grade is worth 100 points, while Essay 3 which is worth 20% of the final course grade is worth 200 points. Final course grades are based on the total number of points accumulated which is then converted into a final numeric grade. As an example, an accumulation of 880 points out of 1000 possible total points would yield a numeric grade of 88.0 and the final course letter grade is subsequently awarded based on the following chart:

Total Points	Numerical Points	Final Grade
900-1000	90-100	A
800-899	80-89	B
700-799	70-79	C
600-699	60-69	D
0-599	0-59	F

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete eight assignments listed below that comprise the lab component for the course. Each assignment is worth 2 units out of a possible 16 units. This lab work is not the same as regular daily coursework that you must complete to stay on course 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 components outside of class. For the required lab component, the following assignments will apply:

#### Lab Assignments

Journal 1 (x2)

Journal 2 (x2)

Journal 3 (x2)

Journal 4 (x2)

Journal 5 (x2)

Journal 6 (x2)

Journal 7 (x2)

Journal 8 (x2)

Additional specific information regarding completing the lab assignments will be provided to the student. All journal entries must be typed and a minimum of 250 words in length. Credit for completing each journal assignment will be based on how well each entry responds to the prompt provided by the instructor. Completing 16 units of lab work will result in a grade of 100 points credited toward the total number of points accumulated in this course as fulfillment of the lab component of the course. Completing 14 units of lab work will result in a grade of 88 points credited toward the total number of points accumulated in this course as fulfillment of the lab component of the course and so forth. All lab work must be completed by the final week of the semester prior to the final exam. Progress on lab work may be checked periodically throughout the semester. Students are responsible for completing the tasks of writing the journal entries and submitting the accumulated journal entries at a date and time specified by the instructor prior to the final exam.

Grades: Information regarding the grading criteria for an A, B, C, D, or F paper based on nationally accepted grading standards for written compositions can be located under "Grading Standards for Courses in Rhetoric/Composition Classes."

## GRADING STANDARDS FOR COURSES IN RHETORIC/COMPOSITION CLASSES

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the following guidelines for letter grades.

### I. Excellent / Superior (A-B)

Note: Although "A" and "B" papers possess many of the same features, the style, originality and level of excellence of the "A" paper are exceptional.

Preparation: The student adapts his thinking to the form and requirements of the assignment, and develops his paper through preliminary outlines and drafts.

Content: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its supporting ideas clearly and logically.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the essay's main idea without being repetitive and/or simplistic. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise.

Grammar and Punctuation: Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the paper. The student will type out-of-class papers using standard 10- or 12-font size on standard white paper using one-inch margins and double spacing throughout (no triple spacing between paragraphs).

### II. Average (C)

The "C" paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The topic and content are clearly and competently adapted to the assignment.

Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail may be occasionally repetitious, irrelevant, or sketchy.

Development: The plan of the paper is recognizable, but not developed or not consistently fulfilled. The essay might be disproportionately developed or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.

Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

Appearance: The "C" paper conforms to the guidelines established for the superior paper.

### III. Unsatisfactory (D-F)

Though "D" and "F" papers may share the same faults (such as inadequate development or absence of a discernible thesis), the "F" paper exhibits an obvious breakdown in style and structure.

Preparation: The student's ideas do not relate to the specific assignment, and there is little evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, or aimless.

Development: The essay lacks clear and orderly stages and fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, or redundant.

Diction: The level of language is inappropriate to the subject.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: Collin faculty does not tolerate plagiarism. A paper containing plagiarism will earn a failing grade.

### **Attendance Policy:**

Because of the instructional design of English 1301, it is important that students attend class regularly and participate in class.

You are allowed two (2) unexcused absences. After a third unexcused absence, your final grade will be lowered a full letter grade (10 points); after a fourth unexcused absence, two letter grades, etc. If you have more than four unexcused absences, you will be urged to withdraw from the course. It is the student's responsibility to withdraw from the course. Please see the current *Collin Registration Guide* for the last day to withdraw. If you do not officially withdraw from the course and you have more than five absences, you will receive a failing grade for the course. Be punctual. Arriving late to class is extremely rude and distracting. Two or more late arrivals (more than 10 minutes) may necessitate a conference with the instructor and could result in the late arrivals being counted as one or more unexcused absences. If, for some reason, you must be late, then check with me after class to be sure you are not marked absent for the entire class. Also, early departures are discouraged. Two or more unexcused early departures may also result in a conference with the instructor.

Unplanned emergencies do occur. If an emergency does occur, it is the student's responsibility to contact the instructor as soon as possible. If a student knows in advance

that the student will be absent, the student should contact the instructor and discuss arrangements to avoid getting behind in class.

**Make-up or Late Work:** All out-of-class essays should be typed, double-spaced, and stapled together. A word count should be provided at the end of the essay. Additional instructions regarding the format of out-of-class essays will be provided to the students. No out-of-class essays or other assigned written work more than one class period late will be accepted without prior arrangements. Arrangements to submit written work late must be made in advance with the instructor. If such written work is one class period late, its grade will be lowered by one full letter grade. If a student is absent without an excuse for an in-class essay, the student's grade will be lowered by one full letter grade and the student will be required to make special arrangements to write that essay under supervision.

Students not on an instructor's roll will be sent to the Registrar's Office. Any student adding the class after the first class day is responsible for making up any missed assignments according to the aforementioned standard class late work policy. Students should use Cougarmail for all correspondence with the instructor.

**Plagiarism policy:** 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. Scholastic dishonesty includes, but is not limited to, statements, acts, omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. 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:

**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.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination; 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, copying computer or Internet files, using someone else's works for assignments as if it were one's own; 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; 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.



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

**Religious Holy Days:** Please refer to the current *Collin Student Handbook*.

**Course Calendar:**

Because of the inherent difficulties in gauging how much (or how little) time will need to be spent on each assignment, this syllabus is subject to amendment at your instructor's discretion. The instructor will make every effort to inform you in a timely manner of any adjustments to the course schedule. You should therefore always come to class prepared to discuss that day's reading assignment(s), as well as be prepared for whatever other classroom activities are listed for that day. This will ensure that no class time is wasted.

**August**

T 08/28 Course Overview

R 08/30 Writing Assessment

**September**

T 09/04 Part 1 Academic Literacies- 1-4

R 09/06 Part 2 Rhetorical Situations- 5-9 *Fall Census Date 09/10*

T 09/11 Genres-16, 33, 34

R 09/13 Strategies-37, 38/ Genres-11, 20

T 09/18 Processes-25, 27, 28, 29, 30, 31

R 09/20 Peer Workshop 1

T 09/25 Strategies-35/Essay 1 Due (Evaluation Assignment)

R 09/27 Strategies- 36

**October**

T 10/02 Strategies- 39

R 10/04 Strategies- 42

T 10/09 Readings- 62, 67

R 10/11 Peer Workshop 2

T 10/16 Genres-13/Essay 2 Due (Proposal Assignment)

R 10/18 Part 6 Doing Research 45-52 *Note- Oct. 19 is the Last Day to Withdraw*

T 10/23 Part 6 Doing Research 45-52

R 10/25 Part 6 Doing Research 45-52

T 10/30 Part 6 Doing Research 45-52

**November**

R 11/01 Part 6 Doing Research 45-52

T 11/06 Part 6 Doing Research 45-52

R 11/08 Peer Workshop 3

T 11/13 Genres-10, 18/ Essay 3 Due (Argument Assignment including documented research)

R 11/15 Strategies- 40, 41

T 11/20 Strategies- 43

R 11/22 Thanksgiving Holiday (Campus Closed)

T 11/27 Readings- 59, 65

R 11/29 Peer Workshop 4

December

T 12/04 Course Wrap-Up / Essay 4 Due (Narrative Assignment)

R 12/06 Course Wrap-Up/ Lab Due

R 12/13 Final Exam (2:30-4:30 p.m.)

### **ADDITIONAL INFORMATION**

**CLASSROOM BEHAVIOR:** As a courtesy to others please disable all non-essential electronic devices, including cellular phones while in class. Students must ask permission from the instructor to use a laptop or other portable electronic device in class. In this class, the student will be exposed to a variety of ideas in the assigned readings. Each student should remember that the course material has been selected for educational purposes. Students should demonstrate appropriate respect for the texts as well as opinions expressed by others in the classroom. Students should pay attention in class. Students should avoid the use of sexist language or excessive profanity. Students should also refrain from excessive talking or any other distracting behavior in the classroom. Failure to adhere to these behaviors as well as engaging in similar distracting classroom behaviors may result in the student's daily participation grade being affected in a manner consistent with the student's classroom behavior and referred to the Dean of Student Development.

