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# Composition I

Camin Melton

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## **COURSE SYLLABUS**

### **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.
- **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 the last day to withdraw.

**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 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 INFORMATION**

**Instructor's Name:** Camin Melton

**Office Number:** C152A

**Office Hours:** Tuesdays and Thursdays 7:25-8:25am and 11:20-1:20pm

**Phone Number:** 972-881-5132

**Email:** cmelton@collin.edu

**Class Information:** ENGL 1301 – Composition I

**Section Number:** S27

**Meeting Times:** TR 8:30-9:45

**Meeting Location:** B112

**Netiquette Expectations:** I will frequently contact the class via email and/or via Canvas announcements, so make sure to check your Collin College email account and our Canvas page regularly (at least twice a week).

**Class Resources:**

Bullock, Richard, et al. *The Little Seagull Handbook*, 3rd ed. New York: Norton, 2017. ISBN 978-0393602630.

Additional readings to augment discussions, assignments, and student comprehension will be made accessible via Canvas, the library course reserves, or distributed in class.

**Supplies:** Be sure to bring a pen and paper and your commonplace book (see below) to every meeting; we will be writing in class every day. It's a good idea to bring your textbook to class each day too, but I'll remind you when it's critical to do so.

**Attendance Policy:** You are expected to be in attendance for every class meeting, on time, with text and materials, and prepared to participate. Workshops and discussions form the basis for most class sessions; therefore, everyone's presence is always required. More than four absences (excused or otherwise) will result in a 10-point deduction from your Participation grade followed by further 10-point deductions for each ensuing absence. Frequent tardiness will also result in deductions from your grade; every two tardy arrivals counts as one absence. Accruing more than ten absences results in a failing grade for the course. Exceptions are only made in unusual circumstances and only if the student has met with me early in the semester to discuss the situation.

**Method of Evaluation:**

Rhetorical Analysis	10%
Position Paper	15%
Counterclaim Paper	20%
Source-Based Paper	25%
Labs	10%
In-class Assignments, Homework, & Presentations	10%
Commonplace Book	5%
Participation	5%

**Essays:**

Grades for all major writing assignments and essays will be based upon how well the writing responds to the instructions for each individual prompt, but the following four categories will always be taken into consideration when assigning grades:

- 1.) **Logical** Consistency
- 2.) **Grammatical** correctness
- 3.) Soundness of **Rhetorical** decisions
- 4.) Adherence to the **Prompt**

Essays must be typed in 12-point Times New Roman font, double-spaced and stapled. Include your name, course and section numbers (ENGL 1301-S27), date due, a title (but no title page) and my name. All papers (unless otherwise noted) must follow MLA format. On the day papers are due, submit **one hard copy** to me in class. In addition, **one electronic copy** must be submitted electronically—to the email address listed above—**no later than the start of class** on the morning the essay is due; the electronic copy must be a Word document (.doc or .docx file).

**Late work is typically not accepted unless arrangements have been made with me prior to the due date.**

### **Grading Scale:**

All essays will receive a letter grade using the following scale:

A = 95-100

A- = 90-94

B = 85-89

B- = 80-84

C = 75-79

C- = 70-74

NC = 0

\*An NC on an essay requires the student to revise in order to receive credit for the assignment.

### **Participation**

Your Participation grade in this course is determined by your level of engagement with the class and is based on your contributions to class discussions, involvement in group projects and discussions, and overall preparedness. Absences and tardiness will factor into your Participation grade, as outlined above in the Attendance Policy, but I'm factoring in more than simply your presence in class here. We will discuss what constitutes strong Participation in class early in the semester, but overall, keep up with the readings and assignments, stay engaged during class, and be willing to voice your ideas, questions, comments, etc., both in discussion and in writing.

### **In-class Assignments, Homework, & Presentations**

Assignments, homework, and presentations will typically be graded with a numerical grade between 0 and 100. These assignments will be weighted equally and will be averaged together at the end of the term to determine the In-Class Assignments, Homework, & Presentations grade.

### **Commonplace Book**

At the beginning of the semester, you will need to purchase a small notebook to use as your commonplace book. (I recommend a small Moleskine, which you can buy for less than \$10 at most bookstores, but any small notebook will do.) During the first two weeks of class, I will provide detailed instructions for what you are to do with your commonplace book, but in general think of it as a place to record *by hand* your interactions with the texts we read, the ideas we explore, and the discussion you have with your classmates and with me both inside and outside of the classroom. You will be required to write in your commonplace book regularly (at least twice a week). Periodically throughout the semester, I will take up your commonplace book to make sure you're writing in it regularly.

### **Labs**

The lab component is an integral part of this writing class. Over the course of the semester, you will need to complete a total of **ten lab credits**. Labs are not the same as regular daily coursework; they are, 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 requirements outside of class. These labs will be graded with a numerical grade between 0 and 100, and each will factor equally in determining your overall lab grade. Different lists of activities that count as lab credit will be distributed frequently during the course, each designed to complement the work we're doing in class at the time.

**NOTE: During the first week or so of the semester we will discuss in depth the lab component for the class; this explanation is meant only as an introductory overview.**

**Requirements for Participation in Online Discussion Activities:** Your lab and homework assignments may

require you occasionally to contribute to online forums/discussion boards. For these assignments you will be graded primarily on the quality of your insights and your level of engagement with your peers.

**Delivery Method of Feedback and/or Graded Material:** All graded essays will feature both in-text suggestions/notes and a summary end note to give you feedback on your writing, suggestions for revisions, and questions for further thought.

**Standards for Instructor Response and Availability:** I encourage you to email me at any time with questions, concerns, and suggestions. Typically, I will respond within 24 hours (usually sooner). Likewise, I will do my best to return graded essays to you as quickly as possible, typically no more than two weeks after the assigned due date (again, usually sooner). Remember too that in addition to my regular office hours, I am always available via email and would be happy to set up a meeting with you to discuss grades and/or questions.

### **Course Calendar:**

To achieve the student learning outcomes, we will work through four units over the course of the semester. The first unit, **Listening for Meaning**, will focus on learning how to read a text (be it written or visual), extract the meanings from it, and think about what rhetorical techniques the authors use to get their messages across, considering why those particular techniques are chosen and how effective they are. In addition, during this section we will work through how to properly format academic essays and craft strong sentences. This unit will culminate with the **Rhetorical Analysis**.

The second unit, **Finding Your Voice**, will focus on learning to use several different modes of writing to develop your own position on a topic. You will build upon the rhetorical skills you learned in the first unit, moving from understanding meaning in texts to constructing meaning in your own texts. We will concentrate on methods of crafting a clear message (using reasons and evidence) and selecting appropriate modes of writing (like cause and effect and definition) to create a fully-developed academic essay made up of strong paragraphs. Unit two will culminate with the **Position Paper**.

The third unit, **Considering the Alternatives**, will focus on reconsidering your position from the second unit to take into account the voices and viewpoints of those who may disagree with your initial stance. We will focus on taking the time to listen to, appreciate, and evaluate alternate positions, engaging in civil discourse with those we disagree with and addressing their strongest positions. We will also discuss appropriate modes of writing for this kind of project (like classification and comparison/contrast). Unit three will culminate with the **Counterclaim Paper**.

The final unit, **Entering the Conversation**, will focus on augmenting the positions from the second and third units to craft a persuasive message that takes into account the voices and viewpoints of others, using written sources appropriately to strengthen your own position. We will spend a good deal of time learning how to gather sources and synthesize them, using conventional citation and documentation methods. Again, you will build upon the skills acquired in the first three units, constructing a rhetorically-sophisticated message tailored to its audience and situation while adhering to the conventions of academic writing. This unit will culminate with the **Source-Based Paper**.

### **Schedule of Classes and Topics**

#### **SECTION I. Listening for Meaning: The Rhetorical Analysis**

<b>Week 1</b>	<b>Academic Writing and Understanding the Rhetorical Situation</b>
1/22, 1/24	Readings: <i>Seagull</i> W-1, W-2 & W-3
	In-class diagnostic essay
	Assign Rhetorical Analysis

**Week 2                      Academic Reading and Responding; Examining Sentences**

1/29, 1/31                      Readings: *Seagull* W-16, E-1, S-1, S-2 & S-3

**Week 3                      Analyzing Texts and Visual Arguments; Fine-Tuning Sentences**

2/5, 2/7                      Readings: *Seagull* W-8, S-4, S-5, & S-6

In-class analysis of your visual for the Rhetorical Analysis

Rough Draft of the Rhetorical Analysis due on Thursday 2/7

**SECTION II. Finding Your Voice: The Position Paper**

**Week 4                      The Rhetorical Situation Redux and “It’s Not Fair”**

2/12, 2/14                      Readings: *Seagull* W-7

Assign Position Paper

RHETORICAL ANALYSIS DUE TUESDAY 2/12

**Week 5                      Claims and Anecdotes; Paragraphing**

2/19, 2/21                      Readings: *Seagull* W-10, W-12, & W-4

Proposal for Position Paper due on Thursday 2/21

**Week 6                      Definition: Determining Your Position and Defining Your Terms**

2/26, 2/28                      Readings: *Seagull* W-4

Revision Activities in Class

**Week 7                      Cause & Effect and Solutions**

3/5, 3/7                      Rough draft of Position Paper due in class on Tuesday 3/5 for peer review session

POSITION PAPER DUE THURSDAY 3/7

**SPRING BREAK – 3/11 to 3/15**

**SECTION III. Considering the Alternatives: The Counterclaim Paper**

**Week 8                      Alternative Perspectives; Classifying & Dividing**

3/19, 3/21                      Readings: *Seagull* W-4

Assign Counterclaim Paper

**3/22 – LAST DAY TO WITHDRAW**

**Week 9                      Finding the Opposition’s Strongest Argument**

3/26, 3/28                      Readings: *Seagull* assigned chapters as group work

Proposal for Counterclaim Paper due on Tuesday 3/26

**Week 10                      Finding Common Ground & Refuting; Compare & Contrast**

4/2, 4/4                      Readings: *Seagull* R-2 & S-7

In-class compare & contrast assignment

**Week 11                      Counterclaims and Civil Discourse; Coordinating, Subordinating, & Shifting**

4/9, 4/11                      Readings: *Seagull* W-13, S-8, & S-9

Rough draft of Counterclaim Paper due in class on Tuesday 4/9 for peer review session

COUNTERCLAIM PAPER DUE ON THURSDAY 4/11

**SECTION IV. Entering the Conversation: The Source-Based Paper**

<b>Week 12</b> 4/16, 4/18	<b>Essay Writing as “Conversation” and Exploring Research Questions</b> Readings: <i>Seagull</i> R-1 & W-9 Assign Source-Based Paper
<b>Week 13</b> 4/23, 4/25	<b>Exploring Cultural Myths; Library Visits</b> Readings: <i>Seagull</i> W-15 In-class exercise: Finding library resources Proposal for Source-Based Paper due Tuesday 4/23
<b>Week 14</b> 4/30, 5/2	<b>Synthesizing Sources</b> Readings: <i>Seagull</i> R-3 & R-4
<b>Week 15</b> 5/7, 5/9	<b>The Last Word on Conclusions &amp; Introductions; Peer Revision</b> Readings: <i>Seagull</i> MLA & W-14 Rough draft of Source-Based Paper due on Thursday 5/9 for peer review session

**SOURCE-BASED PAPER DUE AT FINAL CLASS MEETING DURING EXAM WEEK ON  
THURSDAY 5/16**

**Disclaimer**

The instructor reserves the right to amend this syllabus as necessary. Any changes will be communicated during class meetings and posted on our Canvas page.

**Academic Dishonesty and Plagiarism Policy**

Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately *or* unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. The penalty for academic dishonesty will be assigned on a case-by-case basis determined by the severity of the offense, ranging from reworking the assignment for partial credit, receiving a zero on the assignment, and in extreme cases or for repeated offenses, failing the course.

Put simply, avoid any form of academic dishonesty.

**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.