

8-27-2018

Composition I

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Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

ENGL 1301.F04: Composition I

Mondays/Wednesdays, 1:00-2:15 PM, PRC (F) Campus U131

Fall 2018 (Aug. 27-Dec.16, 2018)

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*

*You are required to attend writing lab for one hour a week. We will discuss this further in class.

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

Withdrawal Policy: October 19 is the last day to withdraw for Fall 2018.

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, PRC-F144 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations.

FERPA—By law, as you are enrolled in this college class, I may only discuss your grades with you. I cannot, by law, discuss your grades with any relative, principle, counselor, boyfriend, girlfriend, or anyone else on the planet. If you want to change this, let me know.

Course: ENGL 1301.F04, MW 1:00-2:15 PM, U131

Instructor: Liz Cozby

Email: ECozby@collin.edu

Phone Number: (214) 797-8228

Office Hours: By appointment

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:

- *The Norton Field Guide to Writing with Readings and Handbook, 4th Edition* by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg (ISBN: 9780393617399)
- *They Say/ I Say: The Moves That Matter in Academic Writing, with MLA Update* (Third Edition) ISBN-13: 978-0393617436
- Technology Required: Access to Canvas, Word (or some other word processing software), the internet for research, your Collin email account, and a USB flash drive

Method of Evaluation:

Your final semester grade will be determined by the following:

Paper 1: Literacy Narrative (3-4 pages)	10%
Paper 2: Rhetorical Analysis (4-5 pages)	15%
Paper 3: Arguing a Position (Research paper with Annotated Bibliography) (6-8 pages)	20%
Paper 4: Remix or Revision (5-8 pages)	20%
Portfolio with Final Reflection	15%

Lab Requirement of one (1) hour per week

10%

Daily Work: Blog post, Participation, Attendance

10%

Grading: Each assignment will be assessed on a 100-percentage-point scale. 90-100% = A (excellent); 80-89 = B (good); 70-79% = C (meets minimum standards); 60-69% = D (needs improvement); 59 and below (fails to meet basic standards). Grades will be posted in Canvas. Please allow up to two weeks for essay grades/comments.

Attendance Policy: Historically, school absences have been excused due to illness, pregnancy, hospitalization, official school activities, military obligations of reasonable duration, recognized holidays, or death in the immediate family. **I do not make a distinction between unexcused and excused absences** If you expect to get to make up any work, email me before class, and provide me with documentation that shows cause for your inability to attend class. I cannot just take your word for it without being unfair to other students.

I will be taking attendance daily. If you miss the attendance activity, you may be considered absent. Also, please note: use of your cell phone or using computers for personal matters instead of class may constitute an absence for you, especially if this causes distractions among your classmates.

If you accumulate more than **four** absences (two weeks of class), you may be **failed** in this course.

Writing is very much like practicing for a sport; if you miss it, you can get the notes from someone, but it will not be the same as doing the activity. The more you practice, the better you get. 😊

Late work: **As a rule, I do not accept late assignments.** When you know you are going to be absent (such as a school function), turn in your assignment ahead of time. Absence is not an excuse for late work. If you must miss class when an assignment is due, turn it in *prior* to the due date. I may accept a late assignment, but only in extremely extraordinary circumstances and with prior approval. However, even with approval, your grade on the work may be reduced half a letter-grade for each class day the assignment is late.

Plagiarism policy: All cases of academic dishonesty will be reported to the Dean of Students' office for investigation. Students found responsible for academic dishonesty will receive a penalty ranging from a zero on the essay to an F in the course, depending on the instructor's interpretation of the severity of the incident

Syllabus Changes: This document is a living document, and subject to change. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus. **I will always inform you of changes**, and I will also post them on Canvas.

Course Calendar: What follows is a tentative outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we'll think and write about writing; it's simply a guide. All readings, unless otherwise noted, will come out of *The Norton Field Guide to Writing*, our required course textbook. Remember: This calendar is subject to change.

Week 1 (Aug. 27-31)

8/27 *Course Introduction*

- CW: Syllabus
Diagnostic Essay
- HW (1/22): Diagnostic Essay, Survey,
Read Ch. 5-10 (Rhetorical Situations, Literacy Narrative starting with "Key Features,"
pg. 83-93)
Read Ch. 27 (Generating Ideas and Text)
Introduce Paper #1 – Literacy Narrative

Introduce Paper #1 – Literacy Narrative

8/29 *Describing vs. Narrating*

- CW: Discuss Responses from Survey
Invention Workshop, Topic Proposal
Read Ch. 28, 40, 43 (Drafting, Describe, Narrate)
Work on Portfolio
Invention for Literacy Narrative
Interview each other
- HW (for 9/5): Write Rough Draft (from plans).
NFGW: Read Ch. 33, 41 (Beginning/Ending, Dialogue)
TS/IS: Introduction, Ch. 13 ("IMHO")

Week 2- MONDAY IS LABOR DAY: NO CLASS. YOU NEED TO "SKIM" *NFGW* CH. 28, 40, 43 (DRAFTING, DESCRIBE, NARRATE)

Introduce Paper #1 – Literacy Narrative

9/3 NO CLASS.

- HW (for 9/5): Write Rough Draft (from plans).
NFGW: Read Ch. 33, 41 (Beginning/Ending, Dialogue)
TS/IS: Introduction, Ch. 13 ("IMHO")

9/5

- CW: Mini-lesson, "To Begin, or Not to Begin?"
Beginnings/Peer Review
Create Revision Plan
NFGW: Read Ch. 10, 29 (essays pg. 73-82, Assessing Your Own Writing)
Self-review.
- HW (for 9/10): *NFGW*: Read Ch. 54-56 (Media Design: Choosing Media, Designing Text, Using Visuals)
NFGW: Read Ch. 10, 29 (essays pg. 73-82, Assessing Your Own Writing)
Self-review.
Revise narrative based on feedback, reading, and self-review.

Week 3 - FALL CENSUS DATE 9/10, PEER REVIEW WORKSHOP, FINAL NARRATIVE PAPER FOR PEER REVISION (PAPER #1) DUE WEDNESDAY, 9/12 AT BEGINNING OF CLASS.

9/10

- CW: "What am I doing, and where am I going?"
Peer Review
Discuss plans for revision/final copy/final video/final podcast
- HW (for 9/12): Revise. Bring 3 hard copies of narrative plus video to class on Wednesday, Jan. 31.

9/12

Peer Review Workshop

- CW: Peer Review Workshop
- HW (for 9/17): Revise Literacy Narrative (Paper #1).
- *Introduction to Literary Analysis*
Read Ch 11 (Analyzing Text, pg. 110-127)

Week 4

PEER REVIEW WORKSHOP, FINAL TEXTUAL ANALYSIS (PAPER #2) DUE THURSDAY, 10/12 AT 2:29 PM

FINAL NARRATIVE (PAPER #1) DUE Sept. 17 BEFORE CLASS.

9/17

Introduction to Literary Analysis

- CW: Discuss Reflection, Analyze Ads
Discuss colors, sounds, symbolism
Read/watch two links in Canvas (Analyzing Visual, TEDx talk on Sound)
Find two ads to discuss for class
Group work, "What's hiding?"
Text Talk
- HW (for 9/19): *NFGW*: Read Ch. 11 (pg. 94-127)
TS/IS: Read Ch. 9, 14 ("Ain't So/Is Not" and "What's Motivating this Writer?")
TS/IS: "Don't Blame the Eater" pp. 241

9/19

Collaborative Analysis

- CW: Sample Analyses as groups
NFGW: Review Ch. 49, 50 (Quoting, Paraphrasing, and Summarizing; Avoiding Plagiarism)
TS/IS: Part 2 (Ch. 4,5,6,7)
Drafting/ Share plan
Make appointment with me for Conference Week
- HW (for 9/24): *NFGW*: Read Ch. 25, 26 (Writing as Inquiry, Collaborating)
NFGW: Review Ch. 40 (Describing—you have read this before, hence "review")
TS/IS: Read Ch. 15 ("On Closer Examination")
Come to class with one visual ad, one possible text
Come to class with questions

Week 5

9/24

Textual analysis

- CW: Discuss reflection in class. Start Textual analysis (types of Appeals)
Close Reading in class
- HW (for 9/26): *NFGW*: Read Ch. 60 (Textual Analyses)
NFGW: Read Ch. 64 (Literary Analyses)
TS/IS: Ch. 8, 10 ("As a Result" and "Don't Get Me Wrong")
TS/IS: Read Ch. 15 ("On Closer Examination")
Close Reading (assigned in class)

2/26 Practice

- CW: Turn in close reading; discuss choices
Drafting
- HW (for 10/1): *TS/IS*: Ch. 11 ("He Contends")
- *TS/IS*: Ch. 8, 10 ("As a Result" and "Don't Get Me Wrong")
- Finish rough draft for conference week

Week 6 (CODING WEEK)

10/1 CW: Conference in class/Coding

Analyze your codes (What did you find? What statement are you willing to make and support?)

- HW (for 10/3): Read Ch. 30 (Getting Response)
Revise

10/3 Claim/Support Vs. Evaluate

- CW: BRING YOUR CODED PAPER!
Peer activity: What do you see? What does someone else see?
CONTEXT
Write thesis and abstract in class.
Outline
- HW (for 10/8): *NFGW*: Read Ch. 13 (Arguing a Position, pg. 169-182)
Draft

Week 7 CONFERENCE, PEER REVIEW WORKSHOP

10/8 Conference 7:30-4:00

- CW: Conference with me (or on phone)
- HW (for 10/10): *NFGW*: Read Ch. Ch. 31 (Editing and Proofreading)
Reflection/Revision

10/10 Conference 7:30-10:00

- CW: Conference with me
- HW (10/15): Reflection/Revision

Week 8 LAST DAY TO WITHDRAW FROM CLASS, OCTOBER 19. PEER REVIEW WORKSHOP, FINAL TEXTUAL ANALYSIS (PAPER #2) DUE MONDAY, OCTOBER 15, BEFORE CLASS.

10/15 Paper #3 Research Paper with Annotated Bibliography

- CW: Discuss Reflection, Research Project (Paper #3) Formatting,
Annotated Bibliography vs. Abstract
Invention

- HW (for 10/17): Read Ch. 12 (Reporting Information)
Read Ch. 13 (pg. 156-171)
NFGW: Read Ch. 34, 36 (Guiding Your Reader, Arguing)
Review Part 6 (Doing Research)
Be ready to explain Reporting vs Arguing
Topic Proposal
Media Proposal

10/17 *Topic proposal due*

- CW: Guided Practice (Review Ch. 13, 14, 15)
Discuss Sources and Note Taking
- HW (for 10/22): Read Ch. 58 (Giving Presentations)
Read online articles (Believing, Disbelieving)
Find 6-8 sources to bring to class

Week 9

10/22 *Paper #3 due: start Analyzing*

- Nike
- HW (for 10/24): Read Ch. 12 (Reporting Information)
Read Ch. 13 (pg. 156-171)
NFGW: Read Ch. 34, 36 (Guiding Your Reader, Arguing)
Review Part 6 (Doing Research)
Be ready to explain Reporting vs Arguing
Topic Proposal
Media Proposal
Read/Review Ch. 51, 52 (Documentation, MLA Style)

10/24 *Reviewing topics*

- CW: How do I make this “smaller?” Focus,
Discuss “funneling”
Chunking
Integrating Sources
Drafting
- HW (for 10/29): Read Ch. 62 (Arguments/essays)
Review Ch. 34, 36, 48-49 (Organization, Arguing, Quotations)

Week 10 (possible Conference Week)

10/29 *Organization Workshop*

- CW: “Shredding” activity
Groups: Shuffle, analyze and add
Self-review/ reflection/ questions
- HW (for 10/31): Annotated Bibliography

10/31 *Reverse Outline, review Funnel technique*

- CW: Group work; defend topic choice
- HW (for 4/2): Revision
Bring 3 copies to class on Monday, 11/5
Bring 3 questions for peer editors

Week 11 **PEER REVIEW WORKSHOP, FINAL RESEARCH PAPER (#3) DUE 4/9 AT 2:29 PM**

11/5 *Peer Review Workshop*

- CW: Peer Review Workshop
- HW (for 11/7): Revise. **Final Draft Peer Edit due Wednesday, 11/7, BEFORE CLASS.**

11/7 *Introduction to Remix/Revise/Final Project*

- CW: Peer Edit Day. Bring two copies to class.

HW (for 11/12): Revise. **FINAL RESEARCH PAPER W/ ANNOTATED BIBLIOGRAPHY (PAPER #3) DUE 11/12 BEFORE CLASS.**

Week 12 **FINAL RESEARCH PAPER (#3) DUE 11/12 BEFORE CLASS.**

11/12 *Introduction to Remix/Revise/Final Project*

FINAL RESEARCH PAPER W/ ANNOTATED BIBLIOGRAPHY (PAPER #3) DUE BEFORE CLASS.

- CW: Discuss Reflection, final paper project
Discuss Possible Examples, Brainstorm
- HW (for 11/14): Read/Review Ch. 37, 38 (Classifying/Dividing, Comparing/Contrasting)
Read Ch. 65 (Memoirs)
Come up with 3 possible ideas for Tuesday, 11/14

11/14 *Defense and Drafting (Possible Conference Day)*

- CW: Group discussion/ defend and decide on final project (remix or revise)
- HW (for 11/16): Read Ch. 69 (Mixing Genres)
Drafting
- CW: Workshop "Read A-Round"

Week 13 **THANKSGIVING. NO CLASS WEDNESDAY.**

11/19 *(Conference Day)*

11/21 **NO CLASS.**

Week 14

11/26 *Read A-Rounds, Defense*

- CW: Group work "Round Robin Reading" to focus
- HW: Revise draft

11/28 *Drafting*

- CW: Drafting in class

Week 15 **PEER REVIEW WORKSHOP, FINAL REMIX/REVISION (PAPER #4) DUE 12/5**

12/3 *Peer Review Workshop*

- CW: Peer Review Workshop
- HW (for 12/5): **Final Draft (#4) DUE Wednesday, 12/5, BEFORE CLASS.**
Post Reflection to Discussion Board by 8:30 AM

12/5 *Final Essay, Portfolio*

FINAL REMIX/REVISION (PAPER #4) DUE BEFORE CLASS.

- CW: Revisit Portfolio project
Cover Letter
Final Reflection

Week 16 **FINALS WEEK. PORTFOLIO DUE DURING FINAL EXAM ON 12/12**

12/12 **1:00-3:00 PM**