

8-27-2018

# Composition I

Karen Williams  
*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*. Last day to withdraw is Oct. 19<sup>th</sup>.

**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:** Karen Williams

**Email:** [kewilliams@collin.edu](mailto:kewilliams@collin.edu)

**Office Hours:** L222 TR 10:00am-11:00am

**Course Number:** ENGL 1301 – Composition I

**Class Information:**

**Section Number:** F01

**Meeting Times:** 7:00-7:50am MWF

**Meeting Location:** L206

**Section Number:** F07

**Meeting Times:** 7:00-8:15am TR

**Meeting Location:** L212

**Section Number:** P25

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

**Meeting Location:** H121

**Section Number:** P39

**Meeting Times:** 1:00-2:15pm TR

**Meeting Location:** L212

**Required Texts:** *The Norton Field Guide to Writing with Readings and Handbook*, 4<sup>th</sup> Edition

**Attendance Policy:** Attendance will be taken daily. A student may miss up to six classes without a grade penalty. After six absences, a student will face penalties including a ten percent drop in his or her semester grade.

**Methods of Evaluation:** To pass this course, students must meet all course requirements.

**Grading Written Assignments:** Each assignment will be graded on the four C's of writing: clarity, cohesion, credibility, and content. Students will receive a grading rubric prior to the first paper deadline.

**Grading System:**

Paper #1 – 10%

Paper #2 – 10%

Paper #3 – 15%

Paper #4 – 15%

Paper #5 – 20%

Daily Work – 10%

Participation – 10%

Lab Work – 10%

**Grading Scale:**

A 100 - 90  
B 89 - 80  
C 79 - 70  
D 69 - 60  
F 59 - 0

**Essay submission guidelines:**

Turnitin.com – All essays must be uploaded to Canvas by 11:59pm on the assignment due date. Late papers will be docked one half of a letter grade for each day they are late.

**Labs:** The lab component is an integral part of this writing course. Over the course of the semester, each student will need to complete a combination of selections from the list below. 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 to be additional writing-focused activities that will help improve your writing throughout the term. Students are responsible for completing lab requirements and submitting evidence prior to the given deadlines. Due dates are marked in the course calendar.

- A) Students must complete an online library or Writing Lab workshop and write a one-page response on what they learned. The response must be submitted to turnitin.com. Students must also submit a completed workshop form signed by a librarian. Students must earn a minimum of 80% on the final workshop quiz in order to receive lab credit. Each workshop, quiz, and response packet will count for  $\frac{1}{4}$  of the required lab credits.
- B) Students must take a full rough draft of a paper to the Writing Lab, review the work with a tutor, and make the recommended changes. Students must submit the original marked draft, revised draft, and signed appointment form from the Writing Lab for lab credit. Each marked rough draft, revised draft, and signed appointment form packet will count for  $\frac{1}{2}$  of the required lab credits.
- C) Students may read the book-in-common and write a four-page analysis of the novel. The analysis must demonstrate an in-depth reading of the novel. This assignment will count as all of the required lab credits for the semester.

**Participation/Attendance Grade:** In addition to attendance, participation grades will be determined by a student's contributions to class discussion, respect for classroom etiquette, and preparedness for each day's work.

**Online Office and Email Etiquette:** I will check my email regularly in order to be responsive to your needs. Please use email as an effective means of communicating with me. Accordingly, please use a respectful voice and proper writing style and syntax when communicating with me. I will do my best to respond within an appropriate time, and I ask you to do the same.

**Classroom Etiquette:** No cell phones, laptops, tablets, or any other type of electronic devices will be allowed in this classroom without express permission from ACCESS or from the instructor. Please turn any of these devices OFF when in the classroom. Failure to do so will result in point deductions from participation grades.

Students are expected to maintain professional behavior in the classroom. While we can have fun in class, disrupting other students' learning will not be tolerated.

**Daily Work:** Daily Work includes homework, in-class writing assignments, and other in-class activities. Work is due at the beginning of class unless otherwise instructed. If a student has an excused absence, daily work must be submitted prior to the absence. Late work will be accepted up to seven days after the original deadline. All late daily work will be graded for half-credit.

<b>Date</b>	<b>In-Class</b>	<b>Homework (due at the start of class)</b>
8/28	Class Introduction	
8/30	Review textbook reading	Read pages 3-33
9/4	Review textbook reading	Read pages 33-52
9/6	Rhetorical Situation and Why It Matters	“Who is my hero?” 250 words due on Canvas
9/11	Review textbook reading	Read p53-93
9/13	Introduce Paper #1 Personal Narrative, review thesis statement purposes and rules	Complete thesis statement handouts
9/18	Justifying an outline	Complete outline handouts
9/20	Peer-edit/Conclude Unit 1	Rough Draft Paper #1
9/25	Begin Unit 2 Observations	<b>Paper #1 Due</b>
9/27	Review textbook reading	Read p129-155, 245-252
10/2	Introduce Paper #2 Observations, review introduction purposes and rules	Complete introduction handouts and conclusion handouts
10/4	Review conclusion purposes and rules, peer-edit Paper #2	Rough Draft Paper #2
10/9	Conclude Unit 2, Introduce Paper #3 Evaluations	<b>Paper #2 Due</b>
10/11	Watch 3-4 speeches in class, review textbook reading	Read p197-205
10/16	Review textbook reading	Read p224-234
10/18	Review transitions, peer-edit Paper #3	Complete transitions handout, Rough Draft Paper #3
10/23	Conclude Unit 3, Introduce Paper #4 Changing the Purpose	<b>Paper #3 Due</b>
10/25	Review textbook reading, in-class research	Read p265-278, Bring two sample articles to class
10/30	In-class work day	Bring article for paper #4
11/1	Peer-edit Paper #4	Rough Draft Paper #4
11/6	Introduce Paper #5 Research, Building an Inquiry	<b>Paper #4 Due</b> , Read p279-288
11/8	Collaboration and Ideas	Read p289-300
11/13	Drafting	Read p301-312
11/15	Assessing, Evaluating, and the Final Stages	Read p313-328
11/20	<b>Library Day</b>	No homework due
11/22	<b>Thanksgiving</b>	No homework due
11/27	MLA requirements	Bring all parts of Paper #5 (notes, research, etc.)

11/29	MLA requirements	Complete citation handouts and annotated bibliography handouts
12/4	Review research purposes and goals, peer-edit Paper #5	Rough Draft Paper #5
12/6	Conclude Unit 5	<b>Paper #5 Due</b>
Final Exam TBA		