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Composition I

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Collin College

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COLLIN COLLEGE 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 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

Instructor: Professor Allyson Jones

Office location: LH-141 (inside the Writing Center)

Office hours: MW 11:00 a.m. -12:00 p.m. and by appointment

Email: aljones@collin.edu

Materials

Required Materials

- Textbook: *The Norton Field Guide to Writing with Readings and Handbooks*, 4th ed. (ISBN: 978-0-393-61739-9)
- Paper and pens/pencils
- Regular access to a computer with internet

Optional Materials

- Textbook: *Death in the Air* (ISBN: 978-0-316-50686-1)

Suggested Materials

- Highlighters
- Sticky tabs or Post-Its for marking texts
- Headphones

Course Policies

Attendance

Because the final grades for the lecture and lab components both depend on daily work, attendance is crucial to students' success in the course.

- **Students with nine or more absences will automatically receive an F for the course**
- Students get a ten-minute grace period before being counted absent for the day

Late Work

The only type of assignment that will be accepted late is a Final Essay.

- Late Final Essay submissions will be accepted up to 48 hours after the submission deadline.
- Late Final Essays will automatically be docked one letter grade.

Canvas

Canvas will be used for submissions of Final Essays, to distribute course materials, and for other uses as needed. Please familiarize yourself with Canvas early on and check it often.

Technology in the Classroom

Technology may only be used in the classroom for educational purposes. All other uses (texting, calling, social media, etc.) are prohibited.

Scholastic Dishonesty

To view the Board policies associated with this section, go to [http://pol.tasb.org/Policy/Download/304?filename=FLB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/304?filename=FLB(LOCAL).pdf).

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work.

Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one or more of the following acts.

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

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 or patch-writing. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; 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; unauthorized copying of computer or Internet files; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; 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 or unauthorized collaboration; 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. In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) will receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course.

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.

Grading

Your final grade will be determined as follows:

Weekly Quizzes: 10%

Lab: 10%

Final Exam: 10%

Daily Grades: 20%

Essay Drafts: 20%

Final Essays: 30%

Grading of Lecture Section versus Lab Section:

- The final grade awarded for the lecture component and lab component of this course will be the same
- The lecture grade is worth 3 credit hours
- The lab grade is worth 1 credit hour

Incompletes: An Incomplete may only be assigned based on documented need.

Overview of Graded Assignments

Daily Grades: Brief, informal homework and in-class work assigned to reinforce course content. Daily grades are based on participation.

Weekly Quizzes: Most Friday classes will begin with a short quiz over content covered since the previous weekly quiz.

Essay Drafts: A rough draft of each essay will be submitted prior to the submission date of the final draft. The essay draft must be at least 75% of the required length for the final draft. Students will receive instructor feedback on each essay draft before submitting the final draft.

Final Essays: Students will submit three essays for English 1301. The final draft of each essay should show evidence of substantial revision from the rough draft. Essays 1-3 must be in MLA format.

Detailed descriptions of Essays 1-3 will be provided in class and on Canvas.

Essay #1: Rhetorical analysis of a song (3-5 pages)

Essay #2: Personal reading narrative (3-5 pages)

Essay #3: Compare and contrast: Peer-reviewed vs. popular sources (3-5 pages)

Lab: The lab component of the course is designed to give writers a more active role in developing their process outside of class time. A lab grade may be satisfied in one of the following ways:

Option #1

For this option, you will read Collin College's 2018 Book in Common, *Death in the Fog*, and take a series of **five** online multiple-choice and short-answer quizzes designed to check your reading comprehension and engagement. (Lab #1-#5 deadlines are noted in the course calendar.)

Option #2

For this option, you will attend **a total of five** Writing Center consultations AND/OR Writing Center Workshops. (Lab #1-#5 deadlines are noted in the course calendar. You will be provided with a log to record your visits to consultations and/or workshops.)

- Writing Center Consultation at any Collin College Writing Center (ask the consultant for proof of your visit)
- Attendance at a Writing Center workshop presented through any Collin College Writing Center. (A workshop schedule will be provided in class. Workshop presenter will provide proof of attendance).

Final exam: The comprehensive final exam will consist of questions in multiple formats (e.g., multiple choice, short answer, essay, etc.). A final review will be provided in class the week before the exam.

Late Work Policy

The only type of assignment that will be accepted late is a Final Essay.

- Late Final Essay submissions will be accepted up to 48 hours after the submission deadline.
- Late Final Essays will automatically be docked one letter grade.

Course schedule

This schedule is subject to change based on the needs of the course. Any changes will be announced in advance in class and on Canvas.

Wk. 1	<p>Mon. 8/27</p> <p>In class:</p> <ul style="list-style-type: none"> • Warm-Up (DG) ▪ Introduction to the course <p>Homework:</p> <ul style="list-style-type: none"> ▪ Read syllabus ▪ Read Essay #1 prompt 	<p>Wed. 8/29</p> <p>Due:</p> <ul style="list-style-type: none"> ▪ Be ready to ask any questions about the homework <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-Up: Writer's Self-Assessment (DG) ▪ Discuss syllabus questions, Canvas, and Essay #1 Prompt <p>Homework:</p> <ul style="list-style-type: none"> ▪ Study for syllabus quiz 	<p>Fri. 8/31</p> <p>Due:</p> <ul style="list-style-type: none"> ▪ Come prepared for a quiz on the syllabus <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly Quiz (Q) ▪ Class topic: Close reading and annotation <p>Homework:</p> <ul style="list-style-type: none"> ▪ Read and annotate "Look at Your Fish" (Handout)
Wk. 2	<p>Mon. 9/3</p> <p>LABOR DAY: No class meeting</p>	<p>Wed. 9/5</p> <p>Due:</p> <ul style="list-style-type: none"> ▪ Annotations of "Look at Your Fish" (DG) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Discuss "Look at Your Fish" ▪ Class topic: What is academic writing? <p>Homework:</p> <ul style="list-style-type: none"> • Read "Writing in Academic Contexts" (<i>Norton</i> 3-8) and take outline notes 	<p>Fri. 9/7</p> <p>Due:</p> <ul style="list-style-type: none"> • Outline notes (DG) <p>In class:</p> <ul style="list-style-type: none"> • Weekly Quiz (Q) • Class topic: Academic conventions <p>Homework:</p> <ul style="list-style-type: none"> • Read "Rhetorical Situations" (<i>Norton</i> 55-70)

Wk. 3	<p>Mon. 9/10</p> <p>Due:</p> <ul style="list-style-type: none"> ▪ Complete reading assigned for homework <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: The rhetorical situation <p>Homework:</p> <ul style="list-style-type: none"> • Begin looking for a song to analyze for Essay #1 	<p>Wed. 9/12</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Thesis statements <p>Homework:</p> <ul style="list-style-type: none"> ▪ List three songs you are considering analyzing in Essay #1. For each song, write 3-5 sentences about why you selected it. 	<p>Fri. 9/14</p> <p>Due:</p> <ul style="list-style-type: none"> ▪ Three possible songs with explanations (DG) (Typed or handwritten hard copy) <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly Quiz (Q) ▪ Peer groups: Discuss possible song selections <p>Homework:</p> <ul style="list-style-type: none"> ▪ Generate 4-6 research questions about the song you plan to write about in Essay #1.
Wk. 4	<p>Mon. 9/17</p> <p>Due:</p> <ul style="list-style-type: none"> ▪ 4-6 questions about song (DG) (Typed or handwritten hard copy) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Brainstorming <p>Homework:</p> <ul style="list-style-type: none"> ▪ Essay #1 brainstorm (free-write, idea map, list, Coggle, etc.) 	<p>Wed. 9/19</p> <p>Due:</p> <ul style="list-style-type: none"> ▪ Essay #1 Brainstorm (DG) (Typed or handwritten hard copy) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Workshop Essay #1 ideas in small groups, begin outlining and/or drafting. 	<p>Fri. 9/21</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly Quiz (Q) ▪ Class topic: Essay structure <p>Homework:</p> <ul style="list-style-type: none"> ▪ Essay #1 Draft
Wk. 5	<p>Mon. 9/24</p> <p>Due:</p> <ul style="list-style-type: none"> • Essay #1 Draft (ED) (Typed hard copy) <p>In Class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Microsoft Word, MLA paper format <p>Homework:</p> <ul style="list-style-type: none"> • Lab #1 	<p>Wed. 9/26</p> <p>Due:</p> <ul style="list-style-type: none"> • Lab #1(L) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Introductions and conclusions 	<p>Fri. 9/28</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly Quiz (Q) ▪ Class topic: Body paragraphs ▪ Work on Essay #1 <p>Homework:</p> <ul style="list-style-type: none"> ▪ Final Essay #1

Wk. 6	<p>Mon. 10/1 Due (to Canvas at 11:59 p.m.):</p> <ul style="list-style-type: none"> ▪ Final Essay #1 (FE) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Editing tips and tricks 	<p>Wed. 10/3 In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: The elements of an argument <p>Homework:</p> <ul style="list-style-type: none"> ▪ Read “Arguing” Pt. 1 (<i>Norton 355-67</i>) 	<p>Fri. 10/5 Due:</p> <ul style="list-style-type: none"> ▪ Complete reading assigned for homework. <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly Quiz (Q) ▪ Class topic: Argumentation <p>Homework:</p> <ul style="list-style-type: none"> ▪ Read “Arguing” Pt. 2 (<i>Norton 367-73</i>) ▪ Read Essay #2 Prompt
Wk. 7	<p>Mon. 10/8 Due:</p> <ul style="list-style-type: none"> ▪ Complete reading assigned for homework <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Essay #2 <p>Homework</p> <ul style="list-style-type: none"> ▪ Lab #2 	<p>Wed. 10/10 Due:</p> <ul style="list-style-type: none"> ▪ Lab #2 (L) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ In class: Begin reading and annotating “Letter from Birmingham Jail” (Handout) <p>Homework:</p> <ul style="list-style-type: none"> ▪ Continue reading “Letter from Birmingham Jail” 	<p>Fri. 10/12 Due:</p> <ul style="list-style-type: none"> ▪ Complete reading assigned for homework <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly quiz (Q) ▪ In class: Finish reading and annotating “Letter from Birmingham Jail” (Handout) <p>Homework:</p> <p>Read “Shunned” (Handout) 1-8.</p>
Wk. 8	<p>Mon. 10/15 Due:</p> <ul style="list-style-type: none"> • Complete reading assigned for homework <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ In class: Finish reading and annotating “Shunned” <p>Homework:</p> <ul style="list-style-type: none"> ▪ Finish reading and annotating “Shunned” 	<p>Wed. 10/17 Due (beginning of class):</p> <ul style="list-style-type: none"> • Complete reading assigned for homework <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Sentence structure <p>Homework:</p> <ul style="list-style-type: none"> ▪ Essay #2 Brainstorm 	<p>Fri. 10/19 LAST DAY TO WITHDRAW Due:</p> <ul style="list-style-type: none"> • Essay #2 Brainstorm (DG) <p>In class:</p> <ul style="list-style-type: none"> • Weekly quiz (Q) • Essay #2 small group discussions <p>Homework:</p> <ul style="list-style-type: none"> • Generate 4-6 research questions about the piece you will write about in Essay #2. Turn in as a hard copy (typed or handwritten).

Wk. 9	<p>Mon. 10/22</p> <p>Due:</p> <ul style="list-style-type: none"> • Essay #2 Research Questions (DG) <p>In class:</p> <ul style="list-style-type: none"> • Class topic: Narrowing down to a focused topic <p>Homework:</p> <ul style="list-style-type: none"> • Create an outline for Essay #2 	<p>Wed. 10/24</p> <p>Due:</p> <ul style="list-style-type: none"> • Essay #2 Outline (DG) <p>In class:</p> <ul style="list-style-type: none"> • Class topic: Quoting, paraphrasing, summarizing <p>Homework:</p> <ul style="list-style-type: none"> ▪ Compose one body paragraph for Essay #2 that quotes directly from a source. 	<p>Fri. 10/26</p> <p>Due:</p> <ul style="list-style-type: none"> • Body paragraph with quotation (DG) <p>In class:</p> <ul style="list-style-type: none"> • Weekly quiz (Q) • Class topic: MLA in-text citations • Peer review body paragraphs
Wk. 10	<p>Mon. 10/29</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: MLA works cited page <p>Homework:</p> <ul style="list-style-type: none"> ▪ Lab #3 due next time 	<p>Wed. 10/31</p> <p>Due (beginning of class):</p> <ul style="list-style-type: none"> • Lab #3 (L) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Work on Essay #2 <p>Homework</p> <ul style="list-style-type: none"> ▪ Essay #2 Draft 	<p>Fri. 11/2</p> <p>Due (beginning of class):</p> <ul style="list-style-type: none"> ▪ Essay #2 Draft (Typed hard copy) (ED) <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly quiz (Q) ▪ Class topic: Titles, Compose working Essay #2 titles in class <p>Homework:</p> <ul style="list-style-type: none"> ▪ Read “P-1 Commas” (<i>Norton</i> HB-77 - HB-83)
Wk. 11	<p>Mon. 11/5</p> <p>Due</p> <ul style="list-style-type: none"> • Complete reading assigned for homework. <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up:(DG) ▪ Class topic: Commas 	<p>Wed. 11/7</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up: Metaphors for revision (DG) ▪ Work on Essay #2 <p>Homework:</p> <ul style="list-style-type: none"> • Final Essay #2 	<p>Fri. 11/9</p> <p>Due (to Canvas at 11:59 p.m.):</p> <ul style="list-style-type: none"> ▪ Final Essay #2 (FE) <p>In class:</p> <ul style="list-style-type: none"> • Weekly quiz (Q) • Work on Essay #2 in class
Wk. 12	<p>Mon. 11/12</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up: Writer’s Self-Assessment (DG) <p>Class topic:</p> <ul style="list-style-type: none"> ▪ Essay #3 	<p>Wed. 11/14</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Library research <p>Homework:</p> <ul style="list-style-type: none"> ▪ Lab #4 due next time 	<p>Fri. 11/16</p> <p>Due (beginning of class):</p> <ul style="list-style-type: none"> ▪ Lab #4 (L) <p>In class:</p> <ul style="list-style-type: none"> ▪ Weekly quiz (Q) ▪ Library databases scavenger hunt (DG) <p>Homework:</p> <ul style="list-style-type: none"> ▪ Select topic to use for Essay #3 (a list will be provided)

Wk. 13	<p>Mon. 11/19</p> <p>Due (beginning of class):</p> <ul style="list-style-type: none"> ▪ Topic selection for Essay #3 (you will tell me in your warm-up) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up: Essay #3 Topic (DG) ▪ Class topic: Finding reliable information online <p>Homework:</p> <ul style="list-style-type: none"> • Select two articles—one peer reviewed and one popular—as well as two backup articles for Essay #3 	<p>Wed. 11/21</p> <p>Thanksgiving Holiday: No class meeting</p>	<p>Fri. 11/23</p> <p>Thanksgiving Holiday: No class meeting</p>
Week 14	<p>Mon. 11/26</p> <p>Due:</p> <ul style="list-style-type: none"> • List of four possible articles for Essay #3 (two popular and two peer-reviewed). Include the author, title, date, and title of publication. <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Peer group discussion of articles 	<p>Wed. 11/28</p> <p>In class:</p> <ul style="list-style-type: none"> • Warm-up (DG) • Work on Essay #3 <p>Homework:</p> <ul style="list-style-type: none"> ▪ Essay #3 Draft 	<p>Fri. 11/30</p> <p>Due (beginning of class)</p> <ul style="list-style-type: none"> ▪ Essay #3 Draft (Typed hard copy) <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Peer review Essay #3 <p>Homework:</p> <ul style="list-style-type: none"> • Lab #5
Week 15	<p>Mon. 12/3</p> <p>Due:</p> <ul style="list-style-type: none"> • Lab #5 <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Logical fallacies 	<p>Wed. 12/5</p> <p>In class:</p> <ul style="list-style-type: none"> ▪ Warm-up (DG) ▪ Class topic: Final Exam Review Part 1 <p>Homework:</p> <ul style="list-style-type: none"> ▪ Final Essay #3 	<p>Fri. 12/7</p> <p>Due (on Canvas 11:59 p.m.)</p> <ul style="list-style-type: none"> ▪ Final Essay #3 Final (FE) <p>In class:</p> <ul style="list-style-type: none"> • Final Exam Review Part 2
Week 16: Finals Week	<p>Mon. 12/10</p> <p>FINAL EXAM 10:00 a.m.-12:00 p.m. In our regular classroom</p>		