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# Composition I

Carmon Brandow

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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.

<b>Course Credit Hours:</b>	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 INFORMATION
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**Instructor's Name:** Carmon Brandow

**Email:** cbrandow@collin.edu

**Office Location:** L-215—please schedule an appointment

**Office Phone Number:** 972-881-5756—please leave a message

**Office Hours:** By appointment only

**Class Information:**

**Course & Section Number:** ENGL 1301-S71

**Meeting Day(s) and Times:** Monday and Wednesday 7:00 p.m. – 8:15 p.m.

**Meeting Location:** B126

**Course Resources:**

*Writing Today, 4th Edition.* ISBN: 978-0-134-75973-9

Literary selection is TBD. Students will be responsible for acquiring one of the short novels from a list of novels accessible in Canvas.

PDFs and links accessible via Canvas

**Required Materials:**

- 1" three-ring binder with 5-tab dividers
- spiral notebook with perforated pages
- USB drive and/or some type of Cloud storage (Dropbox, OneDrive, iCloud, etc.). Have a backup for your backup!
- pens and pencils, highlighters, loose-leaf paper
- Access to various Pixar movies. These can be rented or checked out from the library. Check local listings for air times, as well. Many of our class discussions will revolve around the social situations and narrative structure found within these films.

**Minimum Technology:**

Students will need the proper technology to navigate the Internet, write and submit assignments online, and correspond with the instructor through email (CougarMail only). Smartphones do not offer the functionality to write and format papers, access all of Canvas's features, and provide instructional growth in writing, therefore should not be used to produce major assignments. Students will need access to word-processing software (e.g., Microsoft Word) via a computer and submit all coursework through Canvas.

**Netiquette:**

Check your Canvas announcements and Collin College email on a daily basis. When emailing me, please do so in a professional manner, even if you are emailing me from a mobile device. During online discussions, remember to be considerate of other people's writing and opinions. We are all learners, so please be mindful and always give constructive feedback. Remember that when you communicate electronically, your classmates cannot hear your tone or see your facial expressions—writing takes practice and grace.

**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.

**Plagiarism policy:**

Please review the *Collin Student Handbook* carefully regarding plagiarism. Students will use Turnitin to submit assignments which will assess the amount of work that has been borrowed from other sources. Academic integrity is an expectation for all completed work, and students who fail to abide by this important responsibility will fail the course. As such, we will be examining in class how to properly cite any and all sources.

**Religious Holy Days:**

Students must file a written request within the first 15 days of the semester to qualify for an excused absence. For more information, please refer to the current *Collin Student Handbook*.

**Classroom Expectations:**

Respect for the learning environment is essential and expected. I shall have full discretion over what behavior is considered inappropriate in the classroom. Any behavior I deem to be inappropriate shall be addressed according to Collin College's policies and procedures. Examples of inappropriate behavior are as follows:

- Cellphone use during class (see cellphone policy below)
- Side conversations during lecture
- Using devices such as laptops or iPads during lecture without prior approval
- Interruptions, which includes arriving late or leaving early

**Cellphone Use**

Since cellphones may be used during class at times for instructional purposes, it is imperative that students act responsibly and adhere to classroom expectations regarding cellphone usage. Cellphones should remain inaccessible, stowed away in backpacks, purses, pockets, etc. until such times they're requested. After pertinent use, they should be re-stowed until otherwise needed. Students who violate these expectations on a regular basis will lose attendance and participation points and face possible failure of the course.

**Attendance Policy:**

Students are expected to attend classes regularly, therefore attendance will be checked at the beginning of each session. For each absence, 10 points will be deducted from your attendance grade (50 points). If you have more than five absences, you will fail the course. Please note— participation is also 50 points. If you are not present to participate, you will also lose your participation points. You must discuss any extenuating circumstances with me prior to missing a class and have documentation to support your absence. Attendance is crucial to student success in this course and all assignments completed in class are final.

**Late Arrivals:**

Arriving late is disruptive and rude. Don't do it! However, if you do arrive late, you will be marked late and lose your participation points for the session. All late arrivals will be documented and students who have more than three late arrivals will be required to schedule an appointment with me and discuss the situation. If the lateness continues, the student will be counted absent for each additional occurrence (see Attendance Policy).

**Lab Requirement:**

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of assignments detailed below. This lab work is not the same as regular coursework that you must complete to stay on track in the class; these are, instead, designed to be additional writing-focused activities which will help improve your writing throughout the term. You will need to provide evidence of completing these lab requirements in order to receive credit for them.

**Online Discussions** – These discussions are listed in the course calendar and referenced with (Canvas) for identification purposes. During these particular weeks, you will be responsible for writing a 2-3 paragraph response to the topic and following up with a 1-2 paragraph response to at least two of your peers. Initial posts should be submitted by Thursday of the week it's assigned, and the response to peers should be submitted by Sunday of the same week. You will have until 11:58 p.m. for your posts.

**Peer Reviews** – For each short paper, you will be required to complete a peer review outside of our regular class session. More details will be given prior to each assignment.

**Conference with the Instructor** – During week seven, you will meet with me to review your first paper prior to its submission. All students will be responsible for scheduling a time with me and arriving on time for their appointment. Additional details regarding this conference will be given during class.

**Writing Center** – You are expected to make at least one visit to the Writing Center during the course of the term. You will need to provide proof of your visit.

**Assignments:**

All assignments must be uploaded and submitted via Canvas by 11:58 p.m. on the Sunday of the week they are due. *The Final Project will be due on Wednesday, May 15th.* Please make a note of this since it is different from the rest of the assignments.

**Assigned Readings:**

Each week you will have chapters or documents to read as noted on the course calendar. You should accomplish all of the assigned reading prior to the class in which it’s listed. For example, if “Reading: Chapter 1-4” is listed on Week 2, then you should have this reading completed before Monday of Week 2. These readings will be pertinent to our class discussions, and you will receive participation credit based on your ability to engage in the discussions. All in-class activities count toward your participation grade.

**Method of Evaluation:**

Assignment	Number of Graded Items	Point Value	Total Points
Attendance and Participation (10%)	2	50	100
Classwork (10%)			
Mock MLA/Peer Review	1	50	50
Canvas Feedback	1	50	50
Labs (10%)			
Online Discussions	3	10	30
Journals	2	10	20
Peer Reviews	3	10	30
Conference w/Instructor	1	10	10
Writing Center	1	10	10
Short Papers (30%)			
Memoir	1	100	100
Literary Analysis	1	100	100
Short Paper Drafts	2	50	100
Final Project (40%)			
Proposal and Thesis	1	50	50
Outline	1	50	50
Annotated Bibliography	1	100	100
Draft	1	50	50
Final Submission	1	150	150

Total			1000
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### Late Work:

All labs and assignments must be submitted on time and will not be accepted for credit after the due date. Short papers will be accepted up to one week late with a penalty of 10% applied to the grade of the late assignment. After one week, the assignment will receive a grade of zero.

For each short paper, a draft will be due one week from the date the paper is assigned. Drafts are worth 50 points and cannot be turned in late for credit.

The Final Project and all of the assignments/checkpoints associated with it must be submitted on time. These will not be accepted after the deadline.

## Course Calendar

### Thematic Focus:

Pixar movies are known for their high quality animation, family audience appeal, and exploration of a wide variety of topics. In this course, students will examine Pixar movies through an analytical lens in order to generate ideas for writing and enhance their knowledge of the writing process. Additionally, students will demonstrate their ability to adapt their own writing processes and style to the rhetorical situation by completing a final project that addresses a social or political issue found within a popular Pixar film.

Week 1	Jan. 23	<p><b>What's Up? Ice-Breaker Activities and Preparing for the Journey.</b> Students will get to know each other through game-play and discussion. We will review the syllabus, Canvas, and Turnitin.</p> <p>Reading: <i>Writing Today</i>, Chapters 1-4 &amp; 16; Literary Selection</p> <p>Viewing (prior to class, Jan. 28): <i>Up</i></p> <p>1-1 Discussion: Icebreaker Activity (<b>Canvas</b>)</p> <p>Online discussions are due on Thursday of each week. You must respond to two of your peers by Sunday of the same week. Since we will only meet one time this week, your discussion post and your two responses will be due on Sunday. See rubric for scoring.</p>
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Week 2	Jan. 28 & 30	<p><b>What's Up? Cont.</b></p> <p>Reading: <i>Writing Today</i>, Chapters 1-4 &amp; 16; Literary Selection</p> <p>2-1 Required Materials Due  2-2 Paper 1-Memoir: Assigned  2-3 Final Project: Assigned</p>
Week 3	Feb. 4 & 6	<p><b>Citing Your Sources – It Really Isn't For the Birds</b></p> <p>Students will learn the importance of incorporating and citing sources.</p> <p>Reading: <i>Writing Today</i>, Chapters 12, 27 &amp; 28</p> <p>Viewing: Pixar's Short, <i>For the Birds</i></p> <p>3-1 MLA and APA Styles/Plagiarism  3-2 Mock MLA/Peer Review (Canvas)</p>
Week 4	Feb. 11 & 13	<p><b>Invention—Writing is Not That Scary</b></p> <p>Students will practice various ways of generating ideas by sharing methods and approaches to the invention process.</p> <p>Reading: <i>Writing Today</i>, Chapter 6 &amp; 16</p> <p>Viewing (prior to class): <i>Monster's Inc.</i>  Viewing: TEDTalk "Andrew Stanton: The Clues to a Great Story"</p> <p>4-1 Discussion: Invention Strategies  4-2 Writing Toolkit: A Collection of Prewriting Strategies and Techniques  4-3 Journal: A Reflection on Invention and Research (Canvas)</p>
Week 5	Feb. 18 & 20	<p><b>Organizing and Drafting—An Important Pit Stop</b></p> <p>Students will discover different ways to organize their writing while drafting a short memoir.</p> <p><i>Writing Today</i>, Chapter 17</p> <p>Viewing (prior to class): <i>Cars</i></p> <p>5-1 Discussion: Using Genres to Organize Your Writing  5-2 Paper 1-Memoir: Draft Due</p>



Week 6	Feb. 19 & 21	<p><b>Peer Review — An Incredible Experience</b> Students will work with peers and give peer feedback to one another.</p> <p>Reading: <i>Writing Today</i>, Chapter 24; Appendix: Readings Arranged by Genre (Memoir)</p> <p>Viewing (prior to class): <i>The Incredibles</i></p> <p>6-1 Discussion: What does peer review look like? How does working together create a better product than working alone? (Canvas) 6-2 Peer Review Reflection Sheet #1 6-3 <b>Paper 1-Memoir: Peer Review Due</b></p>
Week 7	Feb. 25 & 27	<p><b>Revising and Editing – Turning Your Paper Inside Out</b> Students will reflect on the emotional side of revising and editing while taking a leveled approach to the revising and editing process.</p> <p>Reading: <i>Writing Today</i>, Chapter 20</p> <p>Viewing (prior to class): <i>Inside Out</i></p> <p>7-1 Conference with Instructor 7-2 <b>Paper 1-Memoir: Final Due</b></p>
Week 8	Mar. 4 & 6	<p><b>Thesis and Research—To Infinity and Beyond</b> Students will develop a research process and practice creating a strong working thesis.</p> <p>Reading: <i>Writing Today</i>, Chapter 15, 23, 25, &amp; 26</p> <p>Viewing (prior to class): <i>Toy Story</i></p> <p>8-1 Discussion: Creating a Strong Working Thesis Statement 8-2 <b>Final Project: Proposal and Thesis</b></p>
Week 9	<p>Mar. 18 &amp; 20</p> <p><b>March 22nd is the last day to withdraw</b></p>	<p><b>Literary Analyses – Leaving the Ordinary World</b> Students will read a literary work and write a short paper that asks an interpretive question and examines the literature from new and meaningful angles.</p> <p>Reading: <i>Writing Today</i>, Chapter 9</p> <p><a href="#">"A Practical Guide to Joseph Campbell's <i>The Hero with a Thousand Faces</i>" by Christopher Vogler</a></p>

		<p><a href="#">“Before You Start Writing That Paper...A Guide to Prewriting Techniques” Berkley Student Learning Center</a></p> <p>Viewing (prior to class): <i>Coco</i></p> <p>9-1 Discussion: The Hero’s Journey (<b>Canvas</b>)  9-2 <b>Paper 2-Literary Analysis: Assigned</b></p>
Week 10	Mar. 25 & 27	<p><b>Research — <i>Braving the Waters</i></b>  Students will navigate a sea of sources while continuing to develop their own research process. They will use strategies to determine the reliability of sources and create a plan to stay on schedule for their final writing project.</p> <p>Reading: <i>Writing Today</i>, Chapter 23-28 (Review)  Viewing (prior to class): <i>Brave</i></p> <p>10-1 Discussion: Strategies to Find and Evaluate Sources  10-2 <b>Final Project: Outline Due</b></p>
Week 11	Apr. 1 & 3	<p><b>Style and Design – Using All the Right Ingredients</b>  Students will use a variety of devices to enhance their writing and establish their style as applied to the rhetorical situation.</p> <p>Reading: <i>Writing Today</i>, Chapter 17 (Review) &amp; 18</p> <p>Viewing (prior to class): <i>Ratatouille</i></p> <p>11-1 Discussion: Pixar films—Is there a recipe to their success?  11-2 Discussion: Introductions and Conclusions—Spicing Up Your Paper  11-3 <b>Paper 2-Literary Analysis: Draft Due</b></p>
Week 12	Apr. 8 & 10	<p><b>Peer Review — A Colony of Collaborators</b>  Students will explore different types of peer response and reflect on the peer review and revision process.</p> <p>Reading: <i>Writing Today</i>, Chapter 24 (review) &amp; Appendix: Readings Arranged by Genre (Literary Analysis)</p> <p>Viewing (prior to class): <i>A Bug’s Life</i></p> <p>12-1 Peer Review Reflection Sheet #2</p>

		12-2 Paper 2-Literary Analysis: Peer Review Due	
Week 13	Apr. 15 & 17	<p><b>Revising and Editing – Cleaning It All Up</b> Students will examine various proofreading strategies.</p> <p>Reading: Purdue Owl, <a href="#">Proofreading Strategies</a>; <i>Writing Today</i>, Handbook</p> <p>Viewing (prior to class): <i>Wall-E</i></p> <p>13-1 Discussion: What to keep and what to trash. What can you eliminate that doesn't work? 13-2 Discussion: Grammar and Usage—Are we getting lazy? 13-3 Paper 2-Literary Analysis: Final Due</p>	
Week 14	Apr. 22 & 24	<p><b>Research and the Annotated Bibliography – Just Keep Swimming</b> Students will continue their research while effectively incorporating and citing multiple sources.</p> <p>Reading: <i>Writing Today</i>, Chapter 15</p> <p>Viewing (prior to class): <i>Finding Nemo</i></p> <p>14-1 Discussion: MLA and APA Styles 14-2 Canvas Feedback (<b>Canvas</b>) 14-3 <b>Final Project: Annotated Bibliography</b></p>	
Week 15	Apr. 29 & May 1	<p><b>Research – Just Keep Swimming (cont.)</b> Students will continue their research while effectively incorporating and citing multiple sources.</p> <p>Reading: <i>Writing Today</i>, Chapter 25-28 (Review)</p> <p>Viewing (prior to class): <i>Finding Nemo</i></p> <p>15-1 <b>Final Project: Draft Due</b></p>	
Week 16	May 6 & May 8	<p><b>Peer Review – Is it Really That Bad?</b> Students will construct useful feedback for their peers and evaluate the benefits of feedback given throughout the course.</p>	<p><b>Revising and Editing – An Internal Conflict</b> Students will examine their own grammatical weaknesses and develop strategies to improve in those areas.</p>

		<p>Reading: <i>Writing Today</i>, TBD</p> <p>Viewing (prior to class): <i>The Good Dinosaur</i></p> <p>16-1 Discussion: Is bad feedback still good feedback? How does peer review improve your writing?</p> <p>16-2 Peer Review Reflection Sheet #3</p>	<p>Reading: <i>Writing Today</i>, Chapter 20 (review); Handbook</p> <p>Viewing (prior to class): Pixar's Short, <i>Geri's Game</i></p> <p>16-3 Journal: Reflect on the changes you've noticed in your writing. What discoveries have you made about your style or process? (Canvas)</p>
Week 17	May 13 & 15	<p><b>The End</b></p> <p>Students will finalize their projects and reflect on their growth as writers.</p> <p>17-1 Final Project: Final Due (Submitted to Canvas by 11:58 p.m. on Wednesday, May 15)</p>	

\*This calendar is subject to change at the instructor's discretion.