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# Composition I

Peggy Brown

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**COLLIN COLLEGE**

**COURSE SYLLABUS**

**Spring 2019**

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.

**Withdrawal Policy:** Census date: February 4. Last day to withdraw: March 22.

**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.

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**Instructor's Name: Dr. Peggy Brown**

**Office Hours:** M: 12:10 p.m. to 2:10 p.m.; T R: 1:00-2:00 p.m. and 4:00 – 5:00 p.m.

**Office:** Plano Campus BB201

**Email:** Please only contact me using the inbox in Canvas. I need a record of all correspondence within the class folder in Canvas.

**Phone: 972.881.5808**

**Web:** CougarWeb and Canvas

**CLASS INFORMATION**

**Section Number:** 1301.WS5

**Meeting Times:** Online

**Minimum Technology Requirement:** Computer with Internet access and ability to send emails and login to CougarWeb/Canvas. Because “class time” is on line, you *must* check your CougarMail/Campus inbox mail **daily**– remember that you can forward the mail to your preferred email address. Here are instructions “how to do that”:

<https://www.youtube.com/watch?v=-MyDJTLEv1s> or you can look for “85 Seconds CougarMail” on YouTube).

**Minimum Student Tech Skills:** Students are expected to be familiar with typing papers on a keyboard, surfing the Internet, and other basic computer literacies.

**Netiquette Expectations:** Students are expected to send emails with clear subjects that announce the subject of the correspondence. Do not simply use the same subject for subsequent emails. **Use standard grammar and punctuation (do not use texting language, including abbreviations).** Identify yourself in the subject line. Use appropriate signatures for identification purposes—the name you go by, if it is different from your roll name.

According to studies, statements on the Internet (particularly in emails) sound ten times harsher than they are intended. Please remember that cautionary information when reading course emails and in reading my comments on your papers.

I will respond to emails within 48 hours during weekdays; emails will rarely receive responses on weekends.

**Course Resources:**

**Required Textbook:** Johnson-Sheehan, Richard, and Charles Paine. *Writing Today*, Third Edition. Available in the Barnes & Noble Collin bookstore. You may rent a text here: <http://www.bnctextbookrental.com/>

**Supplies:**

- Regular and reliable computer access. **All papers must be turned in as a Word or PDF file.** The college has several computer labs where you may use Word if you do not own the app on your computer. **You may also download Microsoft Word for free--ask the Help Desk for directions.**

**PLEASE READ:**

Read every document in the Important Information Module.

Those with the best chance of doing well (for some, that means barely passing--I hope that's not your highest goal!) are the students who keep up with assignments and follow directions carefully. In the Begin Here and Important Information Modules section of Canvas modules, I give you a great deal of information that will help you. Be sure to go there and open all the folders.

**The textbook offers succinct directions for developing your essays and will help you write organized, well-supported papers, if you follow the assigned chapters in their step-by-step instructions for writing. *Writing Today* is the best book I have used for simply guiding students in developing assigned essays. Don't rely on your learned habits of writing—If you want to improve, use your book. Students who do so make better grades.**

Another important aid in your improved writing habits is to do the weekly grammar and punctuation assignments.

**I strongly advise you to talk with me if you are having trouble in the class. Make an appointment to come in (you may make an appointment outside office hours, too) so I can help you. We can also Skype if you are unable to come in.**

**DISCUSSIONS:**

Students will participate in exploration of discussion topics. For each assigned essay, you will need to consult the modules for the link to reading assignments related to the questions posted for discussion. (Each assigned essay will have a thread--or question—that will be posted under Discussions. The threads will be listed by the published writers' names.)

To clarify, you must respond to **all four assignments posted for discussion** and respond to **at least one other student post per assignment. BE SURE TO NAME THE STUDENT to whom you respond.** The length of each discussion post may vary, and you should be attentive to instructions for each discussion. Unless otherwise instructed, **each post should be presented in a paragraph of at least 100 words for your initial post, 50 words for your response to another student**

To respond to the discussion assignment, click on "post." Your name and the current date will appear next to the subject. Please remember rules of "netiquette" when posting discussion responses. Think before posting.

**Warning: No late discussion posts will be accepted. Once the discussion assignment (see the calendar for due dates), you may not submit your discussion post.**

**Also note that you must post your initial response to the discussion question no later than the day before the discussion assignment closes.**

## **NETIQUETTE**

(1) Standards of courtesy and respect must be maintained at all times in our online "classroom" discussion, but remember that respect and consideration are crucial for any intellectual discussion. (2) In computer discussion assignments, I expect intelligent and respectful airing of ideas. Name-calling and attacks are not permitted. (3) Since this is an English class, and you will be practicing good writing throughout the semester, **all responses should consist of standard grammar and punctuation rules. Do not use texting abbreviations or careless grammar/punctuation in emails or in discussions.** (4) Appropriate behavior as set out in the Collin Student Handbook applies to all classes, and abuses will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

## **LAB CREDIT:**

**Note that lab credit is a required part of the course** and involves completion of assignments shown in the modules. Once you have read and understood the lab assignment(s) details, you will discover that I assign specific activities for lab credit. **You will find the explanation of the lab component and the documentation sheet to record your visits to the Writing Center in the Important Information module.**

**WARNING: If you fail to complete any of the assigned labs, you are in jeopardy of losing access to all 150 lab points (final grade). If you encounter legitimate problems (at the discretion of Dr. Brown), you may perform an alternative lab assignment to compensate.**

## **CONTACT YOUR PROFESSOR:**

**Please use the inbox in Canvas for all correspondence with me for the duration of the course.** I will respond to your email within 48 hours (usually, I respond the same day) on weekdays. On weekends, I try to check my e-mail daily, but I do not hold online office hours on the weekends and holidays, so you should plan to ask questions during the week.

## **Method of Evaluation:**

**Final grades for the semester are calculated as follows:**

- |    |  |                         |
|----|--|-------------------------|
| 1. | Three essays   | 350 points              |
| 2. | Final Argument   | 200 points              |
| 3. | Final Exam (under Quizzes)<br>on Mechanics, Grammar and<br>Punctuation   | 100 points              |
| 4. | Lab Completion<br>(Includes Introduction and Conclusion<br>statements and the revision/correction<br>of one essay) | 150 points (see Canvas) |

- 5. Discussion Board 100 points
- 6. Evidence of innovative thinking 100 points

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Possible Points 1000 points

Grade Scale as it appears in Canvas	Grade Scale for Dual Credit Reporting
A= 900 to 1000*	A= 90 to 100*
B= 800 to 899	B= 80 to 89
C= 700 to 799	C= 70 to 79
D= 600 to 699	D= 60 to 69
F= 0 to 599	F= 0 to 59

\* This scale applies no matter what the “total number of points possible” shows on Canvas. The total number of points may be higher due to extra credit opportunities. So, if you see that 1300 points are available and you have 900, you still have an A.

**\*\*\*IMPORTANT:** The Canvas grade book shows only your total points, not your letter grades, since I do not average your grades (see above for the way to determine the letter grade that goes with your total score).

**Reminder:** A late paper carries a penalty of five points off each day the paper is late—after three days you may not turn in the paper (exceptional circumstances excluded).

**After midnight of the seventh day past the due date, don't bother to turn the paper in!**

At my discretion, I may offer extra credit opportunities throughout the semester.

**One-time gift of extra time in a paper (please read details):**

I understand that things happen. **You will be able to use the Get-Out-of-Jail-Free card one time. That means, instead of turning in the paper when it is due, you may have until the following Wednesday to submit without penalty.**

**You must contact me the day before the paper is due in order to activate the GOOJF card. If you do not contact me the day before the due date, the late policy applies: you lose five points for each day your paper is late. After three days, I will not accept that excused paper as a GOOJF situation.** You are responsible for alerting me by email that you have submitted your late paper.



Name: \_\_\_\_\_

Section No.: \_\_\_\_\_

Used for: \_\_\_\_\_  
(please specify name of assignment or date of tardy or absence)

### **Grading/Return Policy**

My policy is generally to return major grades no later than two weeks after the assignment has been submitted. On rare occasions, there may be an exception to this return policy, but I will alert you immediately if such an occasion occurs. If you have not received a grade on the assignment by the two-week deadline, please contact me. I want you to know how you are doing in the class at all times. A quick email or conversation with me can easily clarify most situations, so please don't hesitate to contact me with your concerns.

**IMPORTANT: I make comments on drafts and every paper. You are responsible for reading my comments and applying my recommendations to your essay writing. If you make the same mistakes on future papers, I will take off for those errors (I will recall having seen a sentence error and will look back at my comments on your draft or an earlier paper). Otherwise, I do not take off points for every comment I make. You will see my grading expectations on the rubric I have published in the Important Information Module. My response is an effective tool only if you make a point to read and act on my comments. That is the way to learn to write well. Remember: to see my comments on the paper itself, you must open your submission in the Gradebook.**

**I use SpeedGrading and Turnitin (to check your paper for plagiarism). If you are unable to find my comments, contact the Help Desk.**

**PLEASE READ!!!**

### **SCHOLASTIC DISHONESTY STATEMENT**

The College may initiate disciplinary proceedings against a student accused of scholastic dishonesty.

Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, and/or falsifying academic records.

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.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty including but not limited to providing a paper or project to another student, providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

## **Plagiarism**

Scholastic dishonesty and plagiarism are briefly defined in the "Student Code of Conduct" in the Collin Student Handbook. Every student should read that information, but the Collin English faculty would like for you to know more about plagiarism whether you are beginning the study of the research process and the pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. **PLAGIARISM IS A SERIOUS MORAL OFFENSE.**

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. **MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTE TAKING.** Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

**You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. IN EITHER CASE, YOU MUST DOCUMENT. Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For more complete explanation of proper paraphrasing, see the textbook.**

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin English Department's policy is that an assignment containing plagiarized material receives an automatic "F." Your instructor may have other penalties in the course syllabus and may choose to initiate disciplinary proceedings against any student guilty of plagiarism.

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## English 1301.WS5

Spring 2019

### Summary of the Course Schedule

Last modified January 2019

**IMPORTANT:** Assignments and exams are accessed in Canvas. Once you are logged into the Canvas course, look at the menu on the left side of the page for Modules. Each module has the week's assignments and information.

Be sure to read and print out the syllabus and course schedule. Use your computer to view each week's module—your phone does not allow you to see the organization of the modules. The course schedule will allow you only an overview of the weekly requirements. The detailed assignments for the essays, readings, and discussions, etc., appear only in the modules on Canvas.

Week 1  
1/22-1/27

In Module One, Study Chapters 1 – 4. See PowerPoint over Chapters 1-4.

The first and second modules that you will encounter (“Begin Here” and “Important Information”) give important information that will introduce you to the course. **Open all the folders in those modules and be attentive to the assignments and information there.**

Each Canvas module gives one week's assignments and information. You are responsible for all the assignments and information in each module. This calendar is only a summary of the assignments, not the details. You must look in Canvas modules for the assignment details and on the Calendar in Canvas for due dates. This schedule is no more than a required overview for administrative purposes.

You will be completing grammar and punctuation study assignments weekly as well as the reading and writing assignments. **Your final exam will test over the grammar and punctuation assignments**, so keep up with them (see the grammar and punctuation assignment links in modules each week).

Complete Quiz 1.

<p><b>Week 2</b> 1/28-2/3</p>	<p><b>Submit the prewriting on the assigned memoir</b> and receive feedback before you begin the memoir.</p> <p>Study chapters 16-24. See the available PowerPoints on selected Chapters.</p> <p>The poem, on which your paper and the discussion assignment depend, is found in Module 2, where you will also look for your <b>memoir and discussion post assignments</b>.</p> <p>Instructions for writing discussion entries appear in the Begin Here module.</p> <p>Work on grammar and punctuation (see specific assignment in Canvas Module 2)</p> <p>Quiz 2.</p>
<p><b>Week 3</b> 2/4-2/10</p>	<p>After getting feedback on your prewriting, create a draft of your memoir (using the approved prewriting as the beginning of your draft) and send it to the Writing Center or contact them for any one of the several kinds of meetings they can arrange. You will find a link to the Writing Center in the Student Resources (Home Page) of Canvas.</p> <p>See Module 3 for assignments.</p> <p>Week 3 grammar and punctuation assignment (see Module 3 for the link to all assigned grammar and punctuation assignments).</p> <p>Quiz 3</p>
<p><b>Week 4</b> 2/11-2/17</p>	<p><b>Revised essay over your Memoir due.</b></p> <p>Week 4 grammar and punctuation assignment</p> <p>Quiz 4</p> <p>See Module 4 for the Review Essay assignment. Discussion board opens.</p> <p>I require a draft for each assignment. That draft should be refined, using MLA style, being attentive to completing the essay with organization and development that follows the corresponding chapter in the book. In this assignment, Chapter 8 is your guardian angel. Follow it, and you may write the best paper you have ever written. One of my former students told me he followed the book exactly, and he went from a C student in his previous English class in high</p>

	<p>school to an A student in my ENGL 1301 class.</p> <p>Study Chapter 8.</p>
<p><b>Week 5</b></p> <p>2/18-2/24</p>	<p><b>Study MLA form by going over the PowerPoint in the MLA information in the module titled "Important Information."</b> Ignore the single quotation marks at the beginning of quotations. You always use double quotes there, preserving the single quote for quotes within quotes. All papers that you turn in should follow this MLA form exactly—including spacing and tabbing.</p> <p><b>See Module 5 for assignments.</b></p> <p>Submit your draft to the Writing Center as soon as you. You can get help (and lab credit).</p> <p><b>Go to Module 5 to see the assignment for the lab report that is due (see calendar).</b></p> <p><b>Quiz 5</b></p> <p>Week 5 grammar and punctuation assignment (see Module 5 for the link to the assignment).</p>
<p><b>Week 6</b></p> <p>2/25-3/3</p>	<p><b>Draft of your review due</b> (see the calendar). You will be responsible for a lab-credit peer review, unless you fail to turn in a draft, in which case you lose 25 points for the draft, 12 points for the peer review, and, likely, will earn a lower grade on your graded review.</p> <p>See Module 6 for assignments.</p> <p>Discussion board for the review closes.</p> <p><b>Quiz 6</b></p> <p>Week 6 grammar and punctuation assignment (see Module 6 for the link)</p>
<p><b>Week 7</b></p> <p>3/4-3/10</p>	<p><b>Refined Review essay due</b> (see Calendar).</p> <p><b>Quiz 7</b></p> <p><b>See Rhetorical Analysis assignment in Module 7 on Canvas.</b></p> <p>You will find an innovation assignment in this module. It will involve watching a video and doing some informative reading before completing the writing assignment.</p> <p>See Module 7 for the rhetorical analysis assignments and readings.</p> <p>Read Chapter 10 in your textbook.</p>

<p><b>Week 8</b> 3/18-3/24</p>	<p>Week 8 grammar and punctuation assignment (see module for link) Last day to withdraw: March 22</p>
<p><b>Week 9</b> 3/25-3/31</p>	<p>See Module 9 for assignments. <b>Draft of rhetorical analysis due</b> and distributed for peer review. See calendar. Peer Review due Submit draft to the Writing Center or go in to one of the campus centers.</p>
<p><b>Week 10</b> 4/1-4/7</p>	<p>Refine your draft using the peer review questions as applied to your own paper. Also be attentive to your peer's comments. I will attempt to give your draft a look, also, to make sure you have the right idea. See Module 10 for assignments.</p>
<p><b>Week 11</b> 4/8-4-14</p>	<p><b>Revision of the Rhetorical Analysis due.</b> See Calendar. Discussion board closes. See Module 11 for Argument Essay assignment. Discussion board opens. Study Chapter 12, paying close attention to the examples of argument essays throughout. As you develop your essay, follow the steps in <i>Writing Today</i>. See the Calendar for due dates.</p>

<b>Week 12</b>	See Module 12 for assignments.
<b>4/15-4/21</b>	Complete research for your paper. Create your works cited page using the example of the MLA works cited in the Important Information module.
<b>Week 13</b>	<b>Draft of argument due</b> and distributed to peers. Submit draft to Writing Center.
<b>4/22-4/28</b>	See Module 13 for assignments. See the calendar for due date of peer review.  Lab sheet will be due next week (see Module 13 for detailed assignment).
<b>Week 14</b>	Work on revision of argument and make <b>use of the Writing Center</b> .
<b>4/29-5/5</b>	<b>Final lab assignment due (see calendar).</b>  <b>Discussion board closes</b>  See Module 14 for assignments.
<b>Week 15</b>	<b>Refined argument essay due. See the calendar for the due date.</b>
<b>5/6-5/12</b>	Your final exam is over the grammar and punctuation assignments made throughout the semester.  Write the conclusion statement (see Module 15 for assignment).
	Final exam. See Module 16 for details.

Note: This schedule should be considered flexible. Any changes will be announced through Canvas. Changes are always intended to be to the students' advantage.