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# Composition I

Steven Rizzo

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# COLLIN COLLEGE

## COURSE SYLLABUS

Course Information
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**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:** If a student cannot complete the course, he/she is responsible for withdrawing by the drop date—**Friday, March 22<sup>nd</sup>**—in order to receive a “W,” not an “F,” for the course. The student is advised to speak with the instructor before taking any action, in case withdrawal can be avoided. See the current *Collin Registration Guide* for more details on the Collin College withdrawal policy.

**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 SCC-D140—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:** Dr. Steven Rizzo  
**Office Number:** PRC LH172  
**Office Hours:** MWF: 10:00 a.m. – 11:00 a.m.; TR: 10:00 a.m.-11:30 a.m.  
**Office Phone Number:** 972.377.1516  
**Email:** [srizzo@collin.edu](mailto:srizzo@collin.edu)

**Class Information:**

Section Number: P01 (CRN #: 21267)  
Meeting Times: MWF 8:00 a.m.-8:50 a.m.  
Meeting Location: L204

**Course Resources:** The following text and materials are **optional**:

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing*, with Readings and Handbook. 4th ed. New York: Norton, 2016.  
Computer disc, flash drive, etc., to save computer work

**Grading Scale:** 100 — 90 = A  
89 — 80 = B  
79 — 70 = C  
69 — 60 = D  
59 --- = F

**Course Content:** Overview of course; language awareness, diction; sentence structure and variety; grammar and style; paragraph structure; unity and coherence; essay structure and development; reading, discussing, responding to essays; critical thinking; essays/drafts/writing/revisions; lab assignments to complement course work; departmental Final Exam

**Method of Presentation:** Lecture, lab, open discussion, group discussion, computer-assisted instruction, and audiovisual material.

**Method of Evaluation:** Essay Component: Students will write five essays (870 words each), one of which will be the in-class final exam.

Class Work: This 10% of your grade will be based on rough drafts, peer reviews, and in-class exercises.

Final Exam: Students must take a departmental final exam, counting 15% of course grade, on the regularly scheduled final exam day. This exam will be an in-class essay and cannot be made up.

Grade Determination:	Percentage of Final Grade	Due Date
Descriptive Narrative Final Draft	16%	Wednesday, February 20
Hobby Analysis Final Draft	16%	Friday, March 22
Comparative Exploration Final Draft	16%	Friday, April 12
Adage Adjustment Final Draft	16%	Wednesday, May 8
Final Exam Essay	10%	Wednesday, May 15
Attendance	10%	
Class Work	10%	
Lab Units	6%	

**Lab Assignments:** The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete sixteen lab units. 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 as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class. The lab component makes up 5% of your overall course grade. You may choose any single category or combination of categories from the list below:

- |   |              |
|---|--------------|
| 1. Journal entries (minimum one page typed)                         | 1 unit each  |
| 2. Grammar Exercises and Quizzes (found via Google)                 | 1 unit each  |
| 3. Grammar/Writing Workshops (TBA)                                  | 3 units each |
| 4. Writing Center Consultations (report is furnished to instructor) | 3 units each |
| 5. On-campus events (speakers, films, etc.) with written response   | 3 units each |

**Technical Support:** Student technical support is now provided 24/7 for students at (972) 377-1777 or [sts@collin.edu](mailto:sts@collin.edu).

### **Class Policies**

**Attendance:** Attending class is extremely important in this course. To get the most out of class discussion, class handouts and notes, and important explanations of assignments and quizzes, you must attend every day the class meets. If, however, you must be absent, you are expected to be prepared for class in the same manner as those students who were present at the previous class session. Please contact a fellow student or the instructor for assignments and class notes. Attendance (recorded and calculated on Canvas) counts as 10% of your course grade.

**Religious Holidays:** In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence.** A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office. Students who plan to observe religious holidays which will require absences from class should consult the current Collin College Student Handbook, section on Religious Holidays, for the correct process to follow. It is mandatory that this procedure be followed in detail.

**Punctuality:** Consistently coming into class late will result in you being counted absent for the day. If, for some reason, you must be late, check with me after class to be sure that you are not marked absent for the entire class. Ensuring the change in attendance records will be your responsibility, not mine.

**Make-up Work:** A late essay carries a penalty of ten points off for each day the paper is late. If you know you will be absent or you are having trouble with the assignment, make special arrangements with me before the due date; otherwise, the paper will be considered late. No essays will be accepted two class sessions later than the due date. Class work cannot be made up, but one class work assignment grade will be dropped to allow for unexpected emergencies.

**Rewrites:** You have the opportunity to rewrite once one of the four major out-of-class essays whose original grade is less than an A. Whatever grade you earn on the rewrite—unless the rewrite grade is actually lower than the original, which has never happened in my experience—will count as the final grade for the assignment. Successful rewrites (i.e., those that improve the grade of the original) require your satisfactorily addressing the comments I will have made on the original draft. Rewrites are due one week from the day the graded original is returned to you.

**Code of Conduct:** Students should conduct themselves in a professional, adult manner. They should use common courtesy toward their fellow students and toward the professor at all times. Verbal participation in class, provided it is done through thought-provoking questions and observations, can help all of us clarify and refine interpretations. Feel free to raise questions or offer opinions. Under no circumstances, however, will rude or sarcastic comments be tolerated, or talking when someone else (including the professor) has the floor.

### **Scholastic Dishonesty**

To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>.

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 or prospective 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 (1) or more of the following acts.

**1. Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; 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; 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; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

**2. Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

**3. 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; and/or falsifying academic records or documents. 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.

**4. Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

**\*In my courses, plagiarized papers (or papers in which collusion has occurred) receive an automatic zero and no chance for a rewrite.**

### **Miscellaneous:**

**\*\*Please turn off all cell phones and other such devices before entering the classroom in order to avoid distracting fellow students and the instructor.**

**\*\*The instructor will make any changes in objectives, assignments, and due dates for this course if necessary. Any changes will be announced beforehand in class.**

**\*\*For classes in the computer classroom: While class is being conducted, students should only use computers when the teacher instructs them to do so. Students should not be checking e-mail, surfing the Internet, working on non-related papers, etc., while class is going on. Students who continually disregard this rule will have their computer privileges taken away.**

**\*\*\*\*\* PLEASE PRINT AN EXTRA COPY OF THIS PAGE, SIGN BELOW, AND TURN IN TO INSTRUCTOR BY SECOND WEEK OF CLASS \*\*\*\*\***

I have read the above brief explanation of plagiarism, collusion, and other forms of scholastic dishonesty. I understand what it is and am aware of the consequences if I should be guilty of it either intentionally or unintentionally.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
ENGLISH Course/Section

\_\_\_\_\_  
NAME (PRINT)

*Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.*

*Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.*

*To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).*

**Important Note:** Remember that SOBI should not be considered a substitute for disciplinary procedures. If you have any questions regarding disciplinary procedures, you can call 972-881-5604 or email [dos@collin.edu](mailto:dos@collin.edu). If you need to file an incident report with the Dean of Students, you can do so from this link, [https://www.collin.edu/studentresources/deanofstudents/forms/student\\_incident\\_report.html](https://www.collin.edu/studentresources/deanofstudents/forms/student_incident_report.html)

## **GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES**

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the guidelines below:

### **I. EXCELLENT/SUPERIOR (A/B)**

Note: Although "A" and "B" papers possess many of the same features, the style, originality, and level of excellence of the "A" paper are exceptional.

**Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

**Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

**Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

**Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

**Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

**Grammar and Punctuation:** correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

**Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1" margins and double spacing throughout (no triple spacing between paragraphs).

### **II. AVERAGE (C)**

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

**Preparation:** The paper contains evidence of at least one preliminary draft. The student as clearly and competently adapted the topic and content to the assignment.

**Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

**Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

**Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

**Diction:** The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

**Grammar and Punctuation:** Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

**Appearance:** The *C* paper conforms to the guidelines established for the superior paper.

### III. UNSATISFACTORY (*D-F*)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and structure.

**Preparation:** The student's ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

**Content:** The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

**Development:** The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

**Sentence Structure:** Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

**Diction:** The level of language is inappropriate to the subject; errors in usage are frequent.

**Grammar and Punctuation:** Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

**Appearance:** An illegible presentation is always a liability.

## English 1301 Class Schedule Spring 2019

### Week 1:

**M, Jan 21**

NO CLASS—MLK DAY

**W, Jan 23**

Course Introduction

Dispelling Writing Myths

**F, Jan 25** \**NFG* = *Norton Field Guide*

\*Assign Descriptive Narrative

Chapter 5: Purpose (*NFG*, 55-56)

Chapter 6: Audience (*NFG*, 57-60)

Chapter 7: Genre (*NFG*, 61-63)

Chapter 8: Stance (*NFG*, 64-67)

### Week 2:

**M, Jan 28**

The Power of Concrete Detail

Balancing General and Specific Words (*NFG*, HB-45)

Chapter 40: Describing (*NFG*, 399-407)

**W, Jan 30**

Using Active Verbs (*NFG*, HB-12)

See “Precise Words” (*NFG*, HB-44), Annie Dillard’s “The Deer at Providencia” (Canvas), and Michael Steinberg’s “Into Woods” (ppt).

**\*Action of a Sentence Exercise (in-class)**

**F, Jan Feb 1**

Using Active Voice (*NFG*, HB-19)

Chapter 24: Generating Ideas and Text (*NFG*, 289-297)

**\*Freewriting**

### Week 3:

**M, Feb 4** \*\*Spring Census Date

Clauses, Phrases, Sentence Fragments, and Fused Sentences/Comma Splices (*NFG*, HB-6-11)

Coordination and Subordination (*NFG*, HB-34-36)

**W, Feb 6**

Chapter 41: Dialogue (*NFG*, 408-413)

Describing People

**F, Feb 8**

Chapter 43: Narrating (*NFG*, 419-427)

Using Transitions (*NFG*, 349 and HB-48-51)

Avoiding Tense Shifts (*NFG*, HB-39-40)

### Week 4:

**M, Feb 11**

Chapter 18: Memoirs (216-223)

Michael Steinberg’s “Finding the Inner Story in Memoirs and Personal Essays”

(<http://msupress.msu.edu/journals/fg/steinberg.html>)

**W, Feb 13**

Chapter 28: Drafting (*NFG*, 298-300)

Win the Title Bout (e.g., “Ring Leader,” “Charmed,” “On Display at the Live Oak Nudist Ranch,” “The Uniform Solution”)—and see Titles (*NFG*, 344-345)

Eliminating Wordiness (*NFG*, HB-58-60); also see <https://www.mtholyoke.edu/acad/intrel/orwell46.htm>



**F, Feb 15**

Chapter 29: Assessing Your Own Writing (*NFG*, 301-305)

Chapter 30: Getting Response and Revising (*NFG*, 306-312).

“And Then Some” Demonstration

**Week 5:**

**M, Feb 18**

**Peer review of Essay #1: Descriptive Narrative**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**W, Feb 20**

**Final Draft of Essay #1: Descriptive Narrative due on Canvas and as hard copy at the beginning of class**

**Analysis and Interpretation**

**F, Feb 22**

**Introduce Essay 3: Hobby Analysis**

Chapter 37: Classifying and Dividing (*NFG*, 374-379)

**Week 6:**

**M, Feb 25**

Chapter 21: Reflections (*NFG*, 245-252)

**W, Feb 27**

Chapter 25: Writing as Inquiry (*NFG*, 281-284)

Sentence Variety

**F, March 1**

Sam Anderson’s “Just One More Game...: *Angry Birds*, *Farmville*, and Other Hyperaddictive Stupid Games” (*NFG*, 105-110)

**Week 7:**

**M, March 4**

Nicholas Carr’s “Rural > City > Cyberspace: The Biggest Migration in Human History” (online)

Chapter 33: Beginning and Ending (*NFG*, 331-343)

**W, March 6**

Anna Quindlen’s “Write Your Life” (*NFG*, 265-267)

**F, March 8**

Subject-Verb Agreement (*NFG*, HB-24-28)

**Week 8: Mon., March 11-Fri., March 15**

**SPRING BREAK—NO CLASSES!**

**Week 9:**

**M, March 18**

Pronouns (*NFG*, HB-29-34)

**W, March 20**

**Peer review of Essay #3: Hobby Analysis**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**F, March 22 \*\* Today is Last Day to Withdraw with a “W.”**

**Final Draft of Essay #3: Hobby Analysis due on Canvas and as hard copy at the beginning of class**

**Introduce Essay #3: Comparative Exploration**

**Week 10:**

**M, March 25**

Chapter 38: Comparing and Contrasting (*NFG*, 380-387)

Metaphor (*NFG*, HB-45)

**W, March 27**

\*Bring to class an example of a fresh metaphor.

**F, March 29**

Continue discussing metaphors

**Week 11:**

**M, April 1**

Seamus Heaney's "Digging" (Internet)

**W, April 3**

Robert Francis' "Pitcher" (Internet)

**F, April 5**

Chapter 48: Synthesizing Ideas (*NFG*, 473-477)

**Week 12:**

**M, April 8**

Parallelism (*NFG*, HB-34-37)

**W, April 10**

**Peer review of Essay #4: Comparative Exploration**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**F, April 12**

**Final Draft of Essay #4: Comparative Exploration due on Canvas and as hard copy at the beginning of class**

**Introduce Essay #4: Adage Adjustment**

**Week 13:**

**M, April 15**

Chapter 39: Defining (*NFG*, 388-398)

Tour the *Oxford English Dictionary* Online

**W, April 17**

\*Discuss the Strategies of Addition, Substitution, Reversal, and Transformation

**F, April 19**

**GOOD FRIDAY—NO CLASSES**

**Week 14:**

**M, April 22**

**Discuss Assumptions**

**W, April 24**

Chapter 36: Arguing (*NFG*, 355-373)

**F, April 26**

Chapter 13: Arguing a Position (*NFG*, 156-182)

**Week 15:**

**M, April 29**

Adjectives and Adverbs (*NFG*, HB-60-64, special emphasis on dangling modifiers)

**W, May 1**

Commas and Semi-Colons (*NFG*, HB-77-84)

Quotation Marks and Italics (*NFG*, HB-86-90 and 102-104)

**F, May 3**

Apostrophes, Other Punctuation Marks—especially dashes—and Hyphens (*NFG*, HB-94-99)

**Week 16:**

**M, May 6**

**Peer review of Essay #4: Adage Adjustment**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**W, May 8**

**Final Draft of Essay #4: Adage Adjustment due on Canvas and as hard copy at the beginning of class**

Chapter 44: Taking Essay Exams (*NFG*, 428-432)

Chapter 16: Evaluations (*NFG*, 197-205)

**F, May 10**

**ALL REWRITES DUE (EXCEPT REWRITE OF ADAGE ADJUSTMENT ESSAY)**

**Check to make sure all your grades are recorded**

**ALL LAB UNITS DUE**

**Week 17: Final Exam Week**

**M, May 13**

**NO CLASS**

**W, May 15**

**Final In-Class Essay 8:00 a.m.-10:00 a.m. due on Canvas and as hard copy by 10:00 a.m.**