

8-27-2018

# Composition I

L. Alyse Leininger  
*Collin College*

Follow this and additional works at: [https://digitalcommons.collin.edu/english\\_syllabifall2018](https://digitalcommons.collin.edu/english_syllabifall2018)

---

## Recommended Citation

Leininger, L. Alyse, "Composition I" (2018). *Fall 2018*. 159.  
[https://digitalcommons.collin.edu/english\\_syllabifall2018/159](https://digitalcommons.collin.edu/english_syllabifall2018/159)

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact [mtomlin@collin.edu](mailto:mtomlin@collin.edu).

## Collin College Course Syllabus—Fall 2018

**Class Information: English 1301**

**Course Title:** Composition I

**Section Number:** C71

**Meeting Times:** Mondays, 7:00 – 9:50 p.m.

**Meeting Location:** B202

**Instructor's Name:** L. Alyse Leininger

**Office Number:** B331 – Associate Faculty Office

**Office Hours:** By appointment only.

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

**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 Hours: 1

**Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent.

**State-mandated Outcomes:** Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing process.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
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.

**Withdrawal Policy:** See the current *Collin Registration Guide* for more information. **The last day to withdraw with a “W” is October 19, 2018.**

**Collin College Academic Policies:** See the current *Collin Student Handbook*.

**Americans with Disabilities Act:** 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 opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TDD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Course Resources:** *Norton Field Guide to Writing with Readings and Handbook*, 4th edition. This book is available to purchase through the student bookstore and also is available on course reserve in the library. **Supplies:** A folder with pockets (not a binder), several magazines to purchase throughout the semester, paper and pens in class.

## Course Policies

**Homework Policy:** All assignments must be turned in at the beginning of class (at 7:00 p.m.). Major papers must be turned in in as **hard copies** in class.

All major papers must follow MLA formatting guidelines: **Times New Roman font, size 12, double-spaced, with one-inch margins**. Any variation from these requirements will result in 10% off from that paper grade (or more, as the situation requires). This includes no triple spacing between paragraphs, no additional spacing in the margins, no larger spaces around the title name and the paper, etc. It is very obvious when you are trying to build spaces into your paper. Don't do it.

Please be aware that since you have signed up for a once-a-week class, you will have an entire week's worth of homework due at each class. You may complain that this is too much work, but remember that this is a three-credit class. There will almost always be significant readings for you to do, and there will always be writing work for you to do. Be aware of what homework is required each week and start early.

**Late Work Policy:** All major papers must be printed out and turned in at the beginning of class (at 7:00 p.m., no later), **or else they will be counted as late**. Essays will be docked 10% for every calendar day they are late. 10% off if turned in later in the evening on class day, 20% off if turned in the next day, 30% the day after, etc. A word of advice: It is almost ALWAYS better for your grade to turn in the paper on time rather than keeping it to work on it "just a little longer."

No late homework or lab assignments will be accepted for this course, unless in extreme extenuating circumstances which you have communicated with me beforehand. If you already know that you are going to be missing class, you must turn in your work to me **beforehand**. You may also arrange to have a fellow student turn in your work for you.

**Rough Draft and Peer Review Policy:** Peer review is an essential component of any academic writing course. When it is done right, it is incredibly beneficial to both the reviewee and the reviewer. Therefore, you are required to bring a complete draft of your current writing assignment to every class period where a peer review session is assigned. A complete draft, in my opinion, will come within half a page of meeting the minimum page requirements for an assignment (for example, if the Assignment Sheet says the final draft should be 4-6 pages, your rough draft must be at least 3.5). **Your final grade on that paper will be dropped one whole letter grade (B+ to C+) if you do not have a near complete draft with you on peer review day or if you do not participate in peer review (such as if you are absent).**

**Attendance Policy:** Attendance is mandatory for this class. Because this class only meets once a week, your attendance every week is crucial to your ability to complete the required assignments. There are no "excused" or "unexcused" absences in this class; there are only absences. Therefore, unless there are extreme extenuating circumstances, which you have discussed with me beforehand, every absence counts against you. **Once you have missed more than two class periods (a.k.a. two full weeks of class), it will severely affect your grade for this class.** Missing one or two classes may also affect your grade, depending on what you miss that class period.

Students who miss more than half an hour of class will be counted as absent for the entire class period. Leaving early is the same as arriving late. Students who are continually tardy (and disruptive to the class) will be required to discuss the problem with the professor to reach a solution.

**Canceled Class Policy:** It is possible that there will be bad weather this semester, leading to our class being canceled or the college being closed. If this is the case, I will expect you to be checking

your email and your Blackboard for assignments and updates. We will definitely have some sort of make-up assignment in the case of class being canceled for any reason, and **you will be responsible for finding out what that assignment is on Canvas** and completing it before we meet the next time.

**Lab Assignments:** This is a three-credit course with a one-credit lab attached to it. The lab requirement will not meet at any extra times, but there will be additional lab activities and assignments that you will be required to do throughout the semester outside of class. Students are required to complete sixteen lab points throughout the semester. Lab assignments are worth 10% of the final grade for this class. Please check the Lab Assignment handouts that are on Blackboard for the actual assignments.

**Technology Etiquette:** Active participation and attention is required in this class. I understand that it is tempting to use the computers for your own use during boring lectures, but no personal Internet use is allowed while we are working (except during the mid-class breaks). Do not check your email or any social media sites during class; I will know when you are not paying attention and it will severely affect your participation grade for this class. Additionally, silence all cell phones and do not check or use them during class. If you cannot follow this rule, I will be happy to hold on to it for you for the rest of the class period.

Due to FERPA and laws about student privacy, **you must use your Cougar Mail for all email communications with me.** Additionally, we all realize that this is an English course. As an English professor, I consider your emails to be expressions of your thinking and writing skills. For these reasons, you should always use correct grammar and sentence clarity in all of your written emails. Each email should specify an appropriate subject in the subject line; do not simply reply to prior emails with subjects that are different than the one you are sending—doing this creates confusion and time delays. I check my email at least once per day, so I will get back to you within 24 hours (most likely sooner). If I did not respond to your email, it means I did not get it.

**Academic Dishonesty Policy:** From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

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.

**Plagiarism Policy: Any acts of plagiarism or scholarly dishonesty will result in a 0 on that assignment and can range even up to failure of the course. Anyone caught plagiarizing or cheating will be reported to the Dean and formally charged.**

## Method of Evaluation

Project 1: Summary and Response Paper	15%
Project 2: Rhetorical Analysis of an Advertisement	20%
Project 3: Popular Magazine Rewrite of an Academic Article	15%
Project 4: Self-Analysis of Popular Magazine Rewrite	15%
Writing Journals, Homework, Participation, Grammar Quiz	20%
Lab Assignments	10%
Final Exam	5%

Each assignment sheet for the major papers will have specific grading guidelines for each type of assignment. Paper grades will be returned with a letter grade on them, which will correspond to a numerical grade associated with that letter. Final grades at Collin do not include pluses or minuses.

### Grading Scale for Final Grades:

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

## Course Calendar

This calendar is subject to change when necessary. Any changes made will be advertised through email, Blackboard, and in class. You are responsible for finding out about any changes made to the calendar; absence in previous classes is not an excuse.

Date	In Class	Homework for this week
August 27	<ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Class Introductions</li> <li>- Discuss The Rhetorical Situation</li> </ul>	<ul style="list-style-type: none"> <li>- Read Chapters 5-9 and Chapter 2 in <i>Norton</i></li> <li>- Read on Canvas: Anne Lamott, “Shitty First Drafts”</li> <li>- Complete Writing Journal 1</li> </ul>
September 3	Labor Day Holiday	
September 10	<ul style="list-style-type: none"> <li>- The Rhetorical Situation, continued</li> <li>- Critical Reading Strategies</li> <li>- The Writing Process—Your Writing Process</li> <li>- Review Essay 1 Assignment Sheet; discuss rhetorical situation of Essay 1</li> </ul>	<ul style="list-style-type: none"> <li>- Read in <i>Norton</i>: <ul style="list-style-type: none"> <li>• Chapter 3—about how to write a summary and response essay (like Essay 1)</li> <li>• Jonathan Kozol, “Fremont High School” (716-723)</li> <li>• Nicholas Carr, “Is Google Making Us Stupid?” (735-749)</li> <li>• danah boyd, “Wikipedia as a Site of Knowledge Production” (765-771)</li> <li>• Peter Singer, “The Singer Solution to World Poverty” (931-938)</li> </ul> </li> <li>- Choose which of the three options you want to respond to for Essay 1.</li> <li>- Complete Writing Journal 2</li> <li>- Lab Assignment 1 assigned (on Canvas, due in two weeks)</li> </ul>
September 17	<ul style="list-style-type: none"> <li>- Writing as a Conversation</li> <li>- Prewriting Activities for Essay 1</li> <li>- Practice Responding to Essay 1</li> </ul>	<ul style="list-style-type: none"> <li>- Read your chosen essay again, <b>thoroughly</b>, while annotating</li> <li>- Read Chapters 27 and 49 in <i>Norton</i></li> <li>- Read on Canvas: <ul style="list-style-type: none"> <li>• Anne-Marie Slaughter, “Why Women Still Can’t Have It All”</li> <li>• Rebecca Traister, “Can Modern Women ‘Have It All?’”</li> <li>• Katrina Vanden Heuvel, “Women Who Don’t Have Anything Close to ‘It All’”</li> </ul> </li> <li>- Complete Writing Journal 3</li> <li>- <b>Lab Assignment 1 (Doubting/Believing Game) due September 24</b> on Canvas</li> </ul>
September 24	<p><b>Lab Assignment 1 due</b> on Canvas</p> <ul style="list-style-type: none"> <li>- Discuss Summarizing, Paraphrasing, Quoting</li> <li>- Discuss summarizing for this essay and how to do it effectively</li> <li>- Integrating quotes (sandwich</li> </ul>	<ul style="list-style-type: none"> <li>- Essay 1 Rough Draft due next class—<b>two hard copies</b> due in class</li> <li>- Write a <b>brief</b> letter to for your peer reviewers explaining two things you think you have done well on this paper, and two things you think could be improved and that you would like them to specifically</li> </ul>

	method— <i>They Say/I Say</i> reading) - MLA style	look for and comment on while reading your paper. Include one letter with each copy of your paper for peer review. - Read on Canvas: Richard Straub, “Responding—Really Responding—to Other Students’ Writing” - Read Chapters 29-31 in <i>Norton</i> - Complete Writing Journal 4
October 1	<b>Rough Draft Essay 1 due (two hard copies in class, plus peer review letters)</b> - Discuss Peer Review Process - Peer Review Essay 1 - Revision Workshop: Summary and Appropriateness - Read Essay 2 Assignment Sheet	- Revise Essay 1, Final draft due next class - Write Writer’s Memo 1 (instructions on Canvas) - Read on Canvas: Jack Solomon, “Masters of Desire” - Read in <i>Norton</i> : “The Fashion Industry: Free to Be an Individual” (pages 95-99) - Complete Writing Journal 5
October 8	<b>Final Draft Essay 1 due</b> - Discuss Advertising - How to Write a Rhetorical Analysis - Discuss/Read Sample Papers	- Find magazine with an ad you will analyze for Essay 2 (bring several options to class) - Watch <i>The Persuaders</i> (link on Canvas) - Read Chapter 50 in <i>Norton</i> - Read on Canvas: <ul style="list-style-type: none"> <li>• Paul Tolme, “Move Over, ‘Meerkat Manor’”</li> <li>• Malcolm Gladwell, “Something Borrowed”</li> </ul> - Complete Writing Journal 6
October 15	- Discuss <i>The Persuaders</i> - Begin “Rhetorical Analysis of your Ad” handout (Lab Assignment 2) - Discuss plagiarism and how to avoid it - Discuss Thesis Statements	- Read Chapter 11, pages 110-128 only, in <i>Norton</i> (on writing an analysis paper) - Read Chapter 34 in <i>Norton</i> - Complete “Rhetorical Analysis of your Ad” handout - Complete Writing Journal 7
October 22	- The 4 T’s—development and organization - Prewriting Workshop in class	- Essay 2 Rough Draft due next class— <b>two hard copies</b> due in class - Write a brief letter to for your peer reviewers explaining two things you think you have done well on this paper, and two things you think could be improved and that you would like them to specifically look for and comment on while reading your paper. Include one letter with each copy of your paper for peer review. - Complete Writing Journal 8 - <b>Lab Assignment 2 (Rhetorical Analysis of your Ad Handout) due October 29</b> on Canvas

October 29	<b>Rough Draft Essay 2 due (two hard copies in class, plus peer review letters)</b> <b>Lab Assignment 2 due on Canvas</b> <ul style="list-style-type: none"> <li>- Peer Review Essay 2</li> <li>- Revision Workshop: Thesis Statement and Focus</li> <li>- Read Assignment Sheets for Essays 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>- Revise Essay 2, Final draft due next class</li> <li>- Write Writer's Memo 2 (instructions on Canvas)</li> <li>- Review Assignment Sheets for Essays 3 and 4</li> <li>- Read Sample Student papers (on Canvas)</li> <li>- Complete Writing Journal 9</li> </ul>
November 5	<b>Final Draft Essay 2 due</b> <ul style="list-style-type: none"> <li>- Review Assignments for Essays 3 and 4</li> <li>- Discuss Rhetorical Situations</li> <li>- Choosing a topic</li> <li>- Discuss Popular vs. Scholarly Sources</li> </ul>	<ul style="list-style-type: none"> <li>- Read Chapters 45-47 in <i>Norton</i></li> <li>- Complete Writing Journal 10</li> </ul>
November 12	<ul style="list-style-type: none"> <li>- Discuss Conducting Research; Evaluating Resources</li> <li>- Library workshop</li> <li>- Find sources</li> </ul>	<ul style="list-style-type: none"> <li>- Choose your scholarly article that you will be rewriting for Essay 3 and email it to me for approval before next class</li> <li>- Choose a popular magazine to analyze and write for; bring in one or two to class to work on</li> <li>- Complete Writing Journal 11</li> </ul>
November 19	<ul style="list-style-type: none"> <li>- More Research Time</li> <li>- Library Tour</li> <li>- Discuss Revising for Audience and Purpose</li> <li>- "Audience Analysis" handout (Lab Assignment 3)</li> <li>- In-class Revising Time</li> </ul>	<ul style="list-style-type: none"> <li>- Complete "Audience Analysis" handout</li> <li>- Read Chapter 33 in <i>Norton</i></li> <li>- Complete Writing Journal 12</li> <li>- <b>Lab Assignment 3 ("Audience Analysis" handout) due November 26</b> (on Canvas)</li> </ul>
November 26	<b>Lab Assignment 3 due on Canvas</b> <ul style="list-style-type: none"> <li>- Writing for a popular audience; skills and techniques</li> <li>- Introductions and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>- Essay 3 and 4 Rough Draft due next class—<b>two hard copies</b> of EACH due in class</li> <li>- Write a brief letter to for your peer reviewers explaining two things you think you have done well on this paper, and two things you think could be improved and that you would like them to specifically look for and comment on while reading your paper. Include one letter with each copy of your paper for peer review.</li> <li>- Complete Writing Journal 13</li> <li>- <b>Lab Assignment 4 (Writing Center Workshop, etc.) due December 3</b> (on Canvas)</li> </ul>



December 3	<b>Rough Drafts Essays 3 and 4 due (two hard copies due in class, plus peer review letters), Lab Assignment 4 due on Canvas</b> - Peer Review of Essays 3 and 4 - Revision Workshop: Introductions and Conclusions - Review grammar topics for grammar quiz - Complete Student Evaluations	- Revise Essays 3 and 4, final drafts of each due <b>on Canvas</b> - Write Writer's Memo 3 (instructions on Canvas), turn in on Canvas - Complete Grammar Quiz, online through Canvas, before the final exam
December 10	<b>Final Drafts Essays 3 and 4 due on Canvas</b> <b>Writer's Memo 3 due on Canvas</b> <b>Grammar Quiz due on Canvas</b> <b>Final Exam</b>	