

1-15-2019

# Composition I

Camin Melton

Follow this and additional works at: [https://digitalcommons.collin.edu/english\\_syllabispring2019](https://digitalcommons.collin.edu/english_syllabispring2019)

---

## Recommended Citation

Melton, Camin, "Composition I" (2019). *Spring 2019*. 164.  
[https://digitalcommons.collin.edu/english\\_syllabispring2019/164](https://digitalcommons.collin.edu/english_syllabispring2019/164)

This Article is brought to you for free and open access by the 2019 at DigitalCommons@Collin. It has been accepted for inclusion in Spring 2019 by an authorized administrator of DigitalCommons@Collin. For more information, please contact [mtomlin@collin.edu](mailto:mtomlin@collin.edu).

## COURSE SYLLABUS

### COURSE INFORMATION

**Course Number:** ENGL 1301

**Course Title:** Composition I

**Course Description:** Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

**Course Credit Hours:** 3

Lecture Hours: 3

Lab Hour: 1

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

#### **Student Learning Outcomes:**

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** See the current *Collin Registration Guide* for the last day to withdraw.

**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 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

**Instructor's Name:** Camin Melton

**Office Number:** C152A

**Office Hours:** Tuesdays and Thursdays 7:25-8:25am and 11:20-1:20pm

**Phone Number:** 972-881-5132

**Email:** cmelton@collin.edu

**Class Information:** ENGL 1301 – Composition I

**Section Number:** XW1

**Meeting Location:** Online via Canvas

**Meeting Expectations:** I will frequently contact the class via email and/or via Canvas announcements, so make sure to check your Collin College email account and our Canvas page regularly. I respond to emails within 24 hours. I will post grades for assignments within two weeks of the due date.

**Class Resources:**

Bullock, Richard, et al. *The Norton Field Guide to Writing with Readings and Handbook*, 4th ed. New York: Norton, 2016. ISBN 978-0393264388.

Additional readings to augment discussions, assignments, and student comprehension will be made accessible via Canvas.

For Minimum Technology Requirements for Canvas, please check our Canvas page. Click the “Click Here to Begin” button to begin.

**Netiquette:**

1. Standards of courtesy and respect must be maintained at all times in our online “classroom.” Join in to the discussion, but remember that this is still a “classroom” setting and that respect and consideration are crucial for any intellectual discussion.
2. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted.
3. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

**Attendance Policy:** Attendance in an online course is achieved when you log onto the course’s Canvas page on a regular basis to read e-mail, announcements, assignment schedule, assignment instructions, and to submit discussion posts and writing assignments. **You should log on to accomplish these tasks at least THREE times a week.** Failure to do so constitutes absence from the class. As with all college courses, absences usually result in a negative impact on student grades via missed assignments and lack of preparation for future assignments. This is NOT a self-paced class. There are assignment deadlines every week that you need to keep up with to do well in the course.

**Method of Evaluation:**

Rhetorical Analysis	15%
Position Paper	25%
Source-Based Paper	25%
Labs	10%
Discussion Posts and Assignments	15%
Participation	10%

**Essays:**

Grades for all major essays will be based upon how well the writing responds to the instructions for each individual prompt, but the following four categories will always be taken into consideration when assigning grades:

- 1.) **Logical** Consistency
- 2.) **Grammatical** correctness
- 3.) Soundness of **Rhetorical** decisions

#### 4.) Adherence to the **Prompt**

Essays must be typed in 12-point Times New Roman font and double-spaced. Include your name, course and section numbers (ENGL 1301-XW1), date due, a title (but no title page) and my name. All papers (unless otherwise noted) must follow MLA format. On the day papers are due, submit **one electronic copy via Canvas before the posted deadline.**

**Late work is typically not accepted unless arrangements have been made with me prior to the due date.**

#### **Grading Scale:**

All essays will receive a letter grade using the following scale:

A = 95-100

A- = 90-94

B = 85-89

B- = 80-84

C = 75-79

C- = 70-74

NC = 0

\*An NC on an essay requires the student to revise in order to receive credit for the assignment.

#### **Discussion Posts and Assignments:**

Discussion posts and assignments will typically be graded with a numerical grade between 0 and 100. These assignments will be weighted equally and will be averaged together at the end of the term to determine the Discussion Posts and Assignments grade.

#### **Labs:**

Over the course of the semester, you will need to complete ten lab credits. Lab credits are not the same as regular coursework that you must complete to stay on track in the class; they are, 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. These labs will be graded with a numerical grade between 0 and 100, and each will factor equally in determining your overall lab grade.

The list below is a starter list of ideas for earning lab credits. Note, however, that there will be lots of different lab credit suggestions made available to you on Canvas as the semester goes on, many of which will be directly related to activities we're working on at that point in the semester. **And please note that if you're not going to be on or near a Collin College campus this semester, you will still have many, many options for completing your lab credits.**

The following list of campus-related lab credits is only a starter list.

-Writing Center visit

-Attend a Writing Center Workshop (there are several presented throughout the year)

-Conference with professor

-Outside of class peer review session

-RAPS session with a librarian

-Attend a library workshop (there are several presented throughout the year)

-Completion of online library tutorials (completing three of the short tutorials counts as one lab)

-Using ACCESS tutoring (small group or online)

-Attend activities on campus: (music recitals, theater presentations, film showings, academic talks, etc). and write a one-page summary of the activity and how it relates to rhetoric & composition.

**NOTE: During the first two weeks of class I will provide a more detailed explanation of how best to complete the lab component for the class in a timely and acceptable manner.**

**Participation:**

Your Participation grade in this course is primarily determined by your contributions to the “Let’s Talk Composition/Argument” Discussion Board on our Canvas page. This is our space to communicate about the texts we encounter (in the textbook and beyond), exchange ideas (with the instructor and with your classmates), and ask questions about the processes of argument, analysis, and composition. There will often be formal questions or prompts to guide your discussions here, to get us thinking, or to augment our discussions, but feel free to respond to others, start new ideas altogether, or build on/redirect the conversations that are generated here. Your grade for this part of the course will be dictated by your level of engagement with the forum. You will need to contribute to the forum at least once per week, but you will be evaluated not just by the frequency of your posts but by the quality of your posts. Your posts should provide thoughtful commentary and/or ask interesting, conversation-starting questions. Be thoughtful and engaged, and remember that this is a place for conversation about the texts and topics at hand. At the midpoint of the semester I will indicate your participation grade so far and offer feedback via email including suggestions for improving your posts and your participation grade.

**Delivery Method of Feedback and/or Graded Material:** All graded essays will feature both in-text suggestions/notes and a summary end note to give you feedback on your writing, suggestions for revisions, and questions for further thought.

**Standards for Instructor Response and Availability:** I encourage you to email me at any time with questions, concerns, and suggestions. Typically I will respond within 24 hours (usually sooner). Likewise, I will do my best to return graded essays to you as quickly as possible, typically no more than two weeks after the assigned due date (again, usually sooner). Remember too that I am always available via email and during virtual office hours and would be happy to set up a meeting with you to discuss grades and/or questions.

**Course Calendar:**

To achieve the student learning outcomes, we will work through four units over the course of the semester. The first unit, **Listening for Meaning**, will focus on learning how to read a text (be it written or visual), extract the meanings from it, and think about what rhetorical techniques the authors use to get their messages across, considering why those particular techniques are chosen and how effective they are. In addition, during this section we will work through how to properly format academic essays and craft strong paragraphs. This unit will culminate with the **Rhetorical Analysis**.

The second unit, **Taking a Stance**, will focus on developing your own position on a topic. You will hone the rhetorical skills covered in the first unit by taking a position on a topic and making the appropriate rhetorical choices to describe that position to a specific audience. We will concentrate on methods of crafting a clear message (like using reasons and evidence) and conventions of composition (like style and voice) to create a fully-developed academic essay. Unit three will culminate with the **Position Paper**.

The third unit, **Entering the Conversation**, will focus on augmenting your position from the second unit to craft a persuasive message that takes into account the voices and viewpoints of others, using written sources appropriately to strengthen your own position. We will spend a good deal of time learning how to gather sources and synthesize them, using conventional citation and documentation methods. Again, you will build upon the skills acquired in the first two units, constructing a rhetorically-sophisticated message tailored to its audience and situation while adhering to the conventions of academic writing. This unit will culminate with the **Source-Based Paper**.

Schedule of Classes and Topics

## SECTION I. Listening for Meaning: The Rhetorical Analysis

### Week 1 **Academic Writing and Understanding the Rhetorical Situation**

1/22-1/28  
Read *Norton* ch. 1, 5, & 6  
Complete “Introduce Yourself” Discussion  
Complete “In-Class Diagnostic Essay”

### Week 2 **Academic Reading and Analyzing Texts; Examining Sentences**

1/29-2/4  
Essay 1: Rhetorical Analysis Assigned  
Read *Norton* ch. 2, 11, S-1, S-2, & S-3  
Work through “Examining Sentences” Exercise  
Complete “Initial Analysis” Discussion  
Complete “Rhetorical Analysis Proposal” Discussion

### Week 3 **The Rhetorical Situation Redux; Examining Paragraphs**

2/5-2/11  
Read *Norton* ch. 36 & 27  
Work through “Examining Paragraphs” Exercise  
Complete “Understanding Ethos” Discussion  
ESSAY 1: RHETORICAL ANALYSIS DUE MONDAY 2/11

## SECTION II. Taking a Stance: The Position Paper

### Week 4 **“It’s Not Fair”: Claims and Anecdotes**

2/12-2/18  
Read *Norton* ch. 43 & 10  
Essay 2: Position Paper Assigned  
Complete “Claims, Reasons, & Evidence” Discussion  
Work through “Anecdotes” Exercise  
Complete “Proposal for Position Paper” Discussion

### **2/19 – LAST DAY TO WITHDRAW**

### Week 5 **Multiple Perspectives and Solutions; Parallelism**

2/19-2/25  
Read *Norton* ch. 13, 28 & S-7  
Work through “Parallelism” Exercise  
Complete “Direction for a Solution” Discussion  
ROUGH DRAFT OF ESSAY 2: POSITION PAPER DUE MONDAY 2/25

### Week 6 **Counterclaims and Civil Discourse; Coordinating, Subordinating, & Shifting**

2/26-3/4  
Read *Norton* ch. 46, 47, S-8, & S-9  
Work through “Coordinating, Subordinating, & Shifting” Exercise  
Complete “Peer Revision of Position Paper” Assignment  
ESSAY 2: POSITION PAPER DUE FRIDAY 3/1  
Essay 3: Source-Based Research Paper Assigned

## SECTION III. Entering the Conversation: The Source-Based Paper

### Week 7 **Essay Writing as “Conversation” and Exploring Research Questions (Note that this is a short week ending on a Sunday)**

3/5-3/10  
Read *Norton* ch. 25 & 45  
Complete “Proposal for Source-Based Paper” Discussion  
Complete “Secondary Sources” Discussion

## ROUGH DRAFT OF ESSAY 3: SOURCE-BASED PAPER DUE SUNDAY 3/10

3/11-3/15 IS SPRING BREAK AT COLLIN COLLEGE

### **Week 8**

3/18-3/22

### **Synthesizing Sources (Note that this is a short week ending on a Friday)**

Read *Norton* ch. 48, 49, & 30

Complete “Peer Revision of Source-Based Paper” Assignment

SOURCE-BASED PAPER DUE FRIDAY 3/22

### **Disclaimer**

The instructor reserves the right to amend this syllabus as necessary. Any changes will be communicated during class meetings and posted on our Canvas page.

### **Academic Dishonesty and Plagiarism Policy**

Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately *or* unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. The penalty for academic dishonesty will be assigned on a case-by-case basis determined by the severity of the offense, ranging from reworking the assignment for partial credit, receiving a zero on the assignment, and in extreme cases or for repeated offenses, failing the course.

Put simply, avoid any form of academic dishonesty.

### **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.