

8-27-2018

# Composition I

Judy Serrano  
*Collin College*

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**McKinney Campus  
Fall 2018**

**Course Number:** ENGL 1301.FV1

**Course Title:** Composition I

**Instructor's Information:**

Instructor's Name: Mrs. Judy Serrano

Office Number: Farmersville High School Room 207

Office Hours: By appointment

Phone number: (972) 782-7757

Email: [jserrano@collin.edu](mailto:jserrano@collin.edu) or [jserrano@farmersvilleisd.org](mailto:jserrano@farmersvilleisd.org)

Department office contact in case of emergencies: The department office contact in case of emergencies is: Office of Academic Affairs, B-122 F 214.491.6270

**Class Information:**

Course and Section: 1301.FV1

Meeting Times: T/Th: 6:50 A.M. – 8:10 P.M.

Meeting Location: Farmersville High School, Room 207 or 306

**Course Description:** It is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. There is an emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. We 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

**Required Textbooks:** Norton Field Guide to Writing with Readings and Handbook, 4th Edition, ISBN: 978-0-393-264

The Great Gatsby: ISBN 978-0743273565  
(Any edition will do)

**Supplies:** Textbooks and USB flash drive

**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. (Comm. 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.

**Method of Evaluation:**

**Grading Scale:**

**900-1000=A**

**800-899=B**

**700-799=C**

**600-699=D**

**Below 600=F**

**Course Points and Categories:**

- **Essay #1**            **200 pts. (Textual Analysis)**
- **Essay #2**            **200 pts. (Literary Analysis)**
- **Essay #3**            **200 pts. (Persuasive)**
- **Journal**            **150 pts. (about reading and homework)**
- **Lab**                **50 pts. (Grammar)**
- **Project:**            **100 pts. (Various)**
- **Participation,**    **100 pts.**
- **Attendance,**  
    **In-Class Assignments**  
    **Essay Drafts**

**Attendance Policy:** Attendance is part of the daily grade. Points may be deducted for missing classes.

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

Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official transcript. You may now drop online up to the census date.

Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Withdrawals are not permitted online. Please read the Fall 2018 Registration guide or contact the admissions office for information on how to withdraw. The last date from this class is October 20, 2018.

**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. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

### **Collin College Academic Policies:**

#### **7-2.2 Scholastic Dishonesty (from the 2018-2019 Student Handbook)**

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 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 conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

**General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or other electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. 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.

**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 or patchwriting. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments 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; or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

Please state whether or not you will allow a student to submit or re-submit an assignment (in whole or in part) for more than one (1) class or institution.

In addition, please include a statement in regards to your academic penalty.

**Course Calendar: Next Page**

**Course Calendar- English 1301.FV1**  
**Fall, 2018**  
**Judy Serrano - Instructor**

**\*\*Assignments and dates are subject to change**

**Course Requirements:**

1. **Essays:** Students will write three essays in the genres of textual analysis, literary analysis, and one to be determined during the course of the semester. These essays will be written both inside and outside of class. We will spend some class time in pre-writing, peer reviewing, and getting feedback from the instructor. Essays must be typed and formatted following MLA citation (or the citation style assigned for the essay) and submitted to Turnitin.com by the specified deadline time. Late essays will be penalized twenty (20) points every class period they are late. Late essays submitted more than one week after the original due date will NOT receive a passing grade and will not receive evaluative commentary.
2. **Reading/Response Journal Entries:** Students will respond to specific writings or prompts. Prompts may be responses to the reading homework assignment in the text. Journal assignments must be made up if absent.
3. **Attendance/Participation:** You cannot afford to miss many classes. If you do miss a class, then you should prepare for the next class in the same manner as those who attend. Please inform me of planned absences. After **three (3) missed classes, points** may be deducted from the attendance grade for each absence. Late Arrivals: As arriving late or leaving early disrupts the class **two late arrivals or early exits count as an absence**. Please check with me after class if you do arrive late to class.

**Projects:** Students are responsible for completing four (4) project assignments:

- **Your Choice:** Write a response (minimum 1 ½ pages) to one of the following:
  - **Visual Art** - Select a work of visual art and write a response. Include such things as your understanding of the visual choices the artist made in creating the artwork.
  - **Service Learning** – Reflect upon your experience as a volunteer in a 1½ page essay. Your essay can include reflections of others in your volunteer project, recipients of the charity, and the project goal.
  - **Film Review:** Select a film approved by the instructor to give a critical analysis in 1 ½ pages. The review could include analysis of plot elements, creative elements, and/or your response to issues presented.
- **Cover Letter:** Create a cover letter for a resume for a specific desired job or potential employer.

- **Create a Resume:** Create a resume for present day use. Your resume should be in a contemporary format that summarizes your abilities, education, and experiences. You should make use of rhetoric that enhances skills such that they attract the attention of potential employers.
- **The Great Gatsby Project**

**Grammar Lab assignments are an essential component of the course, designed to help students with their writing skills. Due dates are listed below in the Course Schedule.**

## Overview

Major Essays:

Essay #1 – Literacy Narrative

Essay #2 – Literary Analysis Essay

Essay #3 – Persuasive Essay

Journals:

Reader Responses that respond to assigned articles from textbook

Projects:

Project Assignments

1. Your Choice of one of the following:

a. Visual Art – Response to visual art

b. Service Learning – Reflection of service learning experience

c. Film Review

2. Resume Cover Letter

3. Resume

4. Great Gatsby Project

Other Daily Assignments:

TBD

## Daily Assignments

Week	Dates	Assignment
1	Aug. 27 & 31	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Course introduction: Discussion of syllabus, schedule, and outline of course.</li> <li>• Set up Collin email account and Turnitin.com account and explore the Collin website.</li> <li>• Discuss format for essays – “Essay Checklist” and “Essay Grading Rubrics.”</li> <li>• Introduce library tab (Cougarweb).</li> <li>• Discuss lab and assignments.</li> <li>• Discuss in-class assignments and journal entries.</li> </ul> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Journal #1 used as a diagnostic writing assignment and discussion. (Anything you have learned so far) – 5 to 6 sentences.</li> <li>• Discuss homework reading assignment and read over literary narrative handout.</li> <li>• Essay lesson - Fishbone</li> </ul> <p><b>Homework for next week:</b> From <i>The Norton Field Guide to Writing (with Readings and Handbook)</i>, read chapters 5-10, pages 55-93. Pay close attention to the literacy narrative in chapter 10 (page 73).</p>

Week	Dates	Assignment
2	Sept. 4 - 6	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #2 and discussion (write on the readings and homework)</li> <li>• Discussion of diagnostic writing assignment from Journal #1</li> <li>• Mini Lesson on Audience and Tone</li> <li>• Discussion of rhetorical situations and literacy narratives from textbook reading assignments.</li> <li>• Discussion on Literacy Narrative</li> <li>• Students will research literacy narrative topics and turn in 5 possible topics</li> </ul> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Journal #3 and discussion</li> <li>• Mini Lesson on Active vs. Passive Voice and Fragments</li> <li>• Give out handout</li> <li>• Discuss homework reading assignment</li> <li>• In class brainstorming for Essay #1 (outline)</li> <li>• <b>Lab #1 on Fragments</b> (reading HB 4 – HB 7)</li> </ul> <p><b>Homework for next week:</b> From <i>The Norton Field Guide to Writing (with Readings and Handbook)</i>, read chapters 25-28, pages 281-300.</p>
3	Sept. 10 - 13	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Journal Response #4, and Discussion on the reading and homework.</li> <li>• Discuss the writing process, pages 281-300, from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></li> <li>• Writing Mini-Lesson on embedding quotes</li> <li>• Lesson on the 5 paragraph essays</li> <li>• Collaboration exercise: Students trade journals with partner and write questions regarding topic to help writer develop essay</li> <li>• Run-on handout</li> </ul> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Journal response #5 and discussion</li> <li>• Discuss the writing process, pages 281-300, from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></li> <li>• Writing Mini-Lesson Run-on sentences</li> <li>• Lesson on writing an outline</li> <li>• Students will turn in a preliminary outline</li> <li>• <b>Lab #2 on Run-ons</b> – Look to handout</li> </ul> <p><b>Homework for next week:</b> From <i>The Norton Field Guide to Writing (with Readings and Handbook)</i>, read chapter 33, pages 331-344. (Strategies)</p>



4	Sept. 17 - 20	<p>Mon/ Tues.</p> <ul style="list-style-type: none"> <li>• Journal Response #6 and Discussion</li> <li>• Discussion reading assignment from textbook</li> <li>• Discussion of hooks in writing</li> <li>• Writing Mini Review: Run-ons, comma splices, and fragments</li> <li>• Time to work on first project</li> <li>• Bring rough draft for essay #1 to next class</li> </ul> <p><b><u>Assignment Due 9/19 or 9/20:</u></b> Project #1 Your Choice</p> <p>Wed/ Thurs.</p> <ul style="list-style-type: none"> <li>• Journal Response #7 (list of topics) and Discussion</li> <li>• Discuss Chapter 33 from textbook</li> <li>• Group collaboration: students will trade rough draft of essays with a peer and give feedback</li> <li>• Lab #3 Subject-Verb Agreement (Read HP 24-28)</li> </ul>
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Week	Dates	Assignment
	Continued...	<p><b><u>Assignment Due 9/24 or 9/25:</u></b> Rough draft of essay #1 (Literary Narrative) due</p> <p><b>Homework for next week:</b> From <i>The Norton Field Guide to Writing (with Readings and Handbook)</i>, read chapters 29-31, pages 301-317.</p>
5	Sept. 24 - 27	<p>Mon/Tues.</p> <ul style="list-style-type: none"> <li>• Journal Response #8 and Discussion</li> <li>• Discuss the writing process, Chapters 29-31, from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></li> <li>• Writing Mini Lesson on punctuation of titles</li> <li>• Writing workshop for final draft of Essay #1</li> </ul> <p>Wed/Thurs.</p> <ul style="list-style-type: none"> <li>• Journal Response #9 and Discussion</li> <li>• Writing Mini Lesson on quotations in writing</li> <li>• Writing Mini Lesson Pronouns</li> <li>• Writing workshop for final draft of Essay #1</li> <li>• <b>Lab #4 Pronouns (Reading HB 29 -33)</b></li> </ul> <p><b><u>Assignment Due 9/26 – 9/27:</u></b> Final draft of essay #1 (Literary Narrative) due</p> <p><b>Homework for next week:</b> From <i>The Norton Field Guide to Writing (with Readings and Handbook)</i>, read chapter 17, pages 206-215.</p>

6	Oct. 2 - 4	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>Journal Response #10 and Discussion</li> <li>Discuss chapter 17 from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></li> <li>Grammar mini lesson on parallelism and shifts</li> </ul> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>Journal Response #11 and Discussion</li> <li>Discuss chapter 17 from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></li> <li>Writing Mini Lesson on anecdotal hooks (beginning and ending with a hook)</li> <li><b>Lab #5 Parallelism and shifts (Reading pages HB 34-36)</b></li> </ul> <p><u><b>Assignment Due 10/5:</b></u> 1<sup>st</sup> Set Journal Response Due–Print all 11 journal entries and turn in for a grade</p> <p><b>Homework for next week:</b> From <i>The Norton Field Guide to Writing (with Readings and Handbook)</i>, read chapter 33, pages 331-343.</p>
7	Oct. 9 - 11	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>Journal Response #12 and Discussion</li> <li>Writing Mini Lesson and worksheet on wordiness</li> <li>Discuss beginning and ending essays, Chapter 33, from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i> (From Beginning to Ending.)</li> <li>Research literary piece for literary analysis essay</li> </ul> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>Journal Response #13 and Discussion on topics</li> <li>Read A Rose for Emily page 803</li> <li>Group analysis of story</li> <li>Language Mini-Lesson on Apostrophes</li> <li><b>Lab #6 Apostrophes (HB 90- 93)</b></li> </ul>
Week	Dates	Assignment
	Continued	<ul style="list-style-type: none"> <li>Collaborative exercise: Explain literary analysis essay to partner and generate questions</li> </ul>
8	Oct. 15 - 18	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>Journal Response #14 and Discussion</li> <li>Discussion on literary analysis, Essay #2</li> <li>Writing workshop for essay #2 and to complete lab #2</li> </ul> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>Journal Response #15 and Discussion</li> <li>Collaboration exercise: Trade Essay #2 with a partner and give feedback (Peer Review).</li> <li>Writing Workshop: Students will revise essays using student collaboration feedback</li> <li><b>Lab #7 Commas ( Reading HB 77-82)</b></li> </ul> <p><u><b>Assignment Due 10/19:</b></u> Rough draft of Essay #2 (Literary Analysis) due</p>

9	Oct. 22 - 25	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Journal Response #16 and Discussion</li> <li>• Writing Mini Lesson on MLA formatting (Works Cited, In-text Citations, Quoting, etc.)</li> <li>• MLA Scavenger Hunt</li> <li>• Writing Workshop - collaboration within groups for Essay #2</li> </ul> <p><b><u>Assignment Due 10/24:</u></b> 2<sup>nd</sup> Set Journal Response Grade – Print journal responses 12-16 and turn in for a grade..</p> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Continue Mini Lesson on MLA formatting (Works Cited, In-text Citations, Quoting, etc.)</li> <li>• Collaboration Exercise: Students will trade Essay #2 with a partner and review</li> <li>• Writing workshop: Students will finalize Essay #2 using student feedback</li> <li>• <b>Lab #8 Word Usage</b> All reading indexes available in last page of book.</li> </ul> <p><b><u>Assignment Due 10/26:</u></b> Final Copy Essay #2 (Literary Analysis)</p>
10	Oct. 29 – Nov. 1	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Journal Response #17 and Discussion</li> <li>• Writing Mini Lesson TBD - based on errors in Essay #2</li> <li>• Discussion on creating a template for a resume</li> <li>• MLA Quiz</li> </ul> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Journal Response # 18 and Discussion</li> <li>• Introduction of Essay #3 (Persuasive Essay)</li> <li>• Writing Mini Lesson TBD</li> <li>• <b>Lab 9 word Usage</b></li> </ul> <p><b>Homework for next week:</b> From <i>The Norton Field Guide to Writing (with</i></p>
11	Nov. 5 - 8	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Discussion of Chapter 13 Argument from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></li> <li>• Resume Activity – Students will write a follow-up letter to potential employer</li> <li>• Brainstorming and computer research for persuasive essay topic</li> <li>• Writing Workshop - collaboration within groups for Essay #3</li> </ul>

Week	Dates	Assignment
	Continued...	<p><b><u>Assignment Due 11/7 and 11/8:</u></b> Project #2 Resume Cover Letter</p> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Discussion of Chapter 13 Argument from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></li> <li>• Students will complete brainstorming activity from page 171 in Norton textbook</li> <li>• <b>Lab #10 Word Usage</b></li> </ul>
12	Nov. 13 - 15	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Journal Response #19 and Discussion</li> <li>• Collaboration Activity: Students will describe Essay #3 to a partner and generate questions</li> <li>• Writing Mini Lesson on persuasive essays</li> </ul> <p><b><u>Homework: Read The Great Gatsby Chapters 1-3</u></b></p> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Journal Response #20 and Discussion</li> <li>• Mini Lesson on the art of persuasion</li> <li>• Writing Workshop - In-class planning and pre-writing to develop a paragraph plan for Essay #3</li> </ul>
Nov. 19 - 23		<b>Thanksgiving Break</b>
13	Nov. 26 - 29	<p><b>Mon/Tues.</b></p> <ul style="list-style-type: none"> <li>• Journal Response #21 and Discussion (Great Gatsby)</li> <li>• Writing Mini Lesson TBD</li> <li>• Writing Workshop for Essay #3 (Persuasive Essay)</li> </ul> <p><b><u>Assignment Due 11/28:</u></b> Outline Persuasive Essay Due – Homework: <b>Read The Great Gatsby chapters 4-6</b></p> <p><b>Wed/Thurs.</b></p> <ul style="list-style-type: none"> <li>• Journal Response #22 and Discussion (The Great Gatsby)</li> <li>• Writing Mini Lesson TBD</li> <li>• Discussion on resume writing -Resume lesson sample resumes</li> <li>• Collaboration Exercise for Essay #3</li> </ul> <p><b><u>Assignment Due 11/28 and 29:</u></b> 3<sup>rd</sup> Set Journal Response Grade – Students will print journals 17 to 22 and turn in for a grade.</p> <p>Homework for next week: Read Chapters 7-9 in <i>The Great Gatsby</i> 253-264 Resume writing, from <i>The Norton Field Guide to Writing (with Readings and Handbook)</i></p> <p><b>Project 3: Resume Due: December 3 and 4</b></p>

14	Dec. 3 - 6	<b>Mon/Tues.</b> <ul style="list-style-type: none"> <li>• Hand in Resumes</li> <li>• Journal #23 Reading on the Great Gatsby</li> <li>• Collaboration exercise: Students will trade Persuasive essays with a partner and give feedback</li> <li>• Writing workshop: Students will revise essays using collaboration feedback</li> </ul> <p><b><u>Assignment Due 12/12 and 12/13:</u> Project #4 Begin Gatsby Project</b></p>
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Week	Dates	Assignment
	Continued...	<b>Wed/Thurs.</b> <ul style="list-style-type: none"> <li>• Gallery Walk for The Great Gatsby December 12 and 13</li> <li>• Continue work on Persuasive Essay</li> </ul> <p><b><u>Assignment Due 12/5 and 12/6:</u> Rough draft of Essay #3 (Persuasive Essay) due</b></p>
15	Dec. 10 - 13	<p>Final Draft of Essay #3 Due no later than 3:35 on December 10 for Monday/Wednesday class and December 11 for the Tuesday/Thursday class.</p> <p>Gallery Walk on Wednesday the 12<sup>th</sup> and Thursday the 13<sup>th</sup>.</p>