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# Composition I

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*Collin College*

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**Central Park Campus  
Fall 2018**

**Course Number:** ENGL 1301

**Course Title:** Composition I

**Instructor's Information:**

Instructor's Name: Kathleen Hudgins

Office Number: B331

Office Hours: By appointment only

Phone number: 972.548.6830

Email: [khudgins@collin.edu](mailto:khudgins@collin.edu) or via Canvas message system

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

**Class Information:**

Section Number: CY4

Meeting Times: Hybrid, Tuesday 2-3:50 on campus and weekly assignments online

Meeting Location: B202 and on Canvas

**Minimum Technology Requirement:** Access to Canvas via Collin College, access to your Collin email, access to a word processor (Microsoft Word) to complete and submit papers in a typed format on Canvas, access to the internet to view videos, websites, etc.

**Minimum Technical Skills:** Ability to type, edit, and submit a word document. Ability to email attachments, to upload/download documents, and to simultaneously work on multiple browser windows. Understanding of Canvas in terms of locating assignments, posting assignments, posting to the discussion board, and accessing the grade book is vital to success.

**Netiquette Expectations:** 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 an academic setting and respect and consideration are crucial for any intellectual discussion. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted. 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.

**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.

English 1301 is designed to help the student focus on the process of writing, to practice both personal and expository writing, to review standard grammatical usage, and to analyze prose critically. The course emphasizes theme revision, class discussion through the Discussions Tool. Students must have access to the Internet. A lab component is required to build skill in grammar, syntax, and style. Students will take a final exam (reflection).

Upon successful completion of this course, students will be able to write well organized, coherent, and syntactically correct themes on the college level for a specified audience. Students will be able to state a thesis, provide sufficient support for that thesis, and form an effective conclusion in an essay free of mechanical errors.

Students will be able to navigate Internet to research topics, to use e-mail, and to use the Discussions Tool to participate in class discussions.

**Course Credit Hours: 3**

Lecture Hours: 3

Lab Hours: 1

**Placement Assessment(s):**

Placement in ENGL 1301; College Level Reading

**Course Resources:**

- Bullock, Richard H. The Norton Field Guide to Writing. 4th ed. W.W. Norton & Company, 2016. ISBN: 9780393617399 (ebook and rental options available)
- Materials, videos, articles, etc., that are posted on Canvas.
- Active Collin email account, Canvas access, access to the Collin library research resources, access to Collin Writing Center.

**Student Learning Outcomes:**

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

1. Demonstrate knowledge of individual and collaborative writing processes.
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.

**Method of Evaluation:** All assignments are expected to be submitted by the established due dates. **Late assignments will not be accepted. If you have a technical difficulty that prevents you from submitting an assignment on Canvas, you must email me with the assignment attached by the assignment deadline.**

Assignments are to be submitted in MLA format. Visit the Owl at Purdue (online) for a MLA refresher session. Our course operates on a 1,000 point system as outlined below:

Grading Scale:

900-1000=A

800-899=B

700-799=C

600-699=D

Below 600=F

## Course Points and Categories

Assignment Type	Number assigned x points each	Total Points
Annotated Bibliography	1 x 100 points	100
Literacy Narrative Essay	1 x 100 points	100
Rhetorical Analysis Essay	1 x 200 points	200
Argumentative Essay	1 x 200 points	200
Discussions/Homework	5 x 20 points each	100
Quizzes	5 x 20 points each	100
Lab Component	5 x 10 points each	50
Essay Presentation	1 x 50 points	50
Final Exam	1 x 100 points	100
<b>Total</b>		<b>1000</b>

**Detailed instructions and requirements for essays and Canvas assignments will be discussed in class and made available on Canvas.**

### Lab Component

The lab component, required by the English Department, is designed to support writing as a process and writing improvement, is an integral part of the course. Students will complete five lab assignments throughout the semester, outside of class, worth 10 points each. Lab options include:

- \*Writing Center or Online Writing Lab (a few days turn-around time, submit early). One visit required, more encouraged!
- Online Tutoring (free): [www.collin.edu](http://www.collin.edu) Click “Student Resources” then click “Tutoring” (available 24 hours a day, 7 days per week).
- Writing Center Tutorial Conference
- Writing Center Workshops
- Library RAPS Session (A personal meeting with a librarian for research help)
- Library Workshops
- Study Skills Workshops (Writing Related Only)
- Study Skills Seminar (Writing Related Only)
- ENG1301 Access or Group Tutoring

**Requirements for Participation in Online Discussion of Collaborative Activities:** Timely participation in all discussion boards and collaborative assignments is expected. Due dates will be announced for each assignment. Please be respectful and treat our online environment as a scholarly environment. Slang and foul language is not acceptable. Critical thinking concerning the topic and expression of such in posted comments is expected. Cite all outside sources used in each posting if needed.

**Criteria Used to Evaluate Participation in Such Activities:** Evidence of critical thinking as applied to the topic, responses of the minimum word length established for each posting, on time posting, and knowledge of the subject matter.

**Delivery Method of Feedback and/or Graded Material:** Feedback and grades will be posted in the Canvas grade book. Comments will be available in the Canvas as well.

**Standards for Instructor Response and Availability:** Projects will be graded within one week of submission (if I need more time, I will send an email). Feedback will be given in the comments section and

rubrics on Canvas. Emails to the professor will be answered in 24 hours during the work week and by Monday afternoon if sent during the weekend.

**Attendance Policy:** Your prompt and regular attendance in our online and classroom environments is expected throughout the semester. Repeated absences result in the loss of community within the classroom as well as the growth of critical thinking. I do understand illness and unavoidable issues. If you do need to be absent, please contact me via email (you do not need to give me specifics concerning your absence-just touch base with me). Make sure to “catch up” with your assignments or missed notes as soon as you return to class. You are responsible for staying up-to-date on all readings and assignments. Positive attendance and a strong work ethic in our particular course will yield a rewarding grade.

**Students are allowed up to 3 absences over the course of the semester** (20% of our 15 classroom meetings, excluding the final exam). After the third absence, I reserve the right to no longer accept assignments from that student, and the student is in danger of failing the course.

**I do not accept late work. Assignments are due on the posted due date and time. Being absent prior to or on a due date does not excuse late work. In the event of genuinely extenuating circumstances, you must email me in advance to make arrangements for submitting work.**

**Students with zero absences and no late or missing work will receive one additional point on their final grade.**

**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. **The last date to drop this class is Monday, September 10, 2018.**

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 Spring 2018 Registration guide or contact the admissions office for information on how to withdraw. **The last date to withdraw from this class is Friday, October 19, 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:**

**Student Conduct:** All students are expected to participate in class and in small group discussions, and all students are expected to behave in a mature and respectful manner. Disruptive behavior will not be tolerated. Any student who disrupts the class or who interferes with classroom instruction or discussion will be asked to leave. The instructor shall have full discretion over what behavior is considered appropriate/inappropriate in the classroom. Any violation of the standards of appropriate behavior will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

**Cell phones and electronic devices should remain off and out of sight during class time. If you are using an electronic device, I reserve the right to ask you to leave class and will count you absent. Smoking is**

prohibited from all Collin College campuses and that included electronic cigarettes. Children are not allowed in class at any time and they cannot be left unattended in the hallways during class.

**Scholastic Dishonesty:** 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.

**Students may not submit or re-submit an assignment (in whole or in part) for more than one class or institution. In the event of scholastic dishonesty, the penalty can vary from correcting MLA documentation, to starting completely over with a new topic, to receiving a zero for the entire assignment. The instructor will determine the penalty. In addition, the event may be reported to the Dean of Students' Office. All work submitted should be your own and should include proper citations.**

### Course Calendar

<u>Date</u>	<u>For Tuesday Class</u> Class lecture topics/discussions/activities and items due at start of class	<u>Canvas Assignments</u> Readings and assignments to be completed throughout the week	<u>Due Date</u> All Canvas items due Sundays at 11:59 p.m.
Week 1: 8/28	Course Introduction: Syllabus, calendar, labs, icebreakers, Why is Writing Important	<ul style="list-style-type: none"> <li>Practice Discussion Board (DB): Introductions</li> <li>Read on Canvas: all articles in “Why Writing is Important” module</li> <li>DB #1: Why is writing important?</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>9/2</li> <li>9/2</li> </ul>
Week 2: 9/4 <b>Labor Day</b> <b>9/3, school</b> <b>holiday</b>	Library tour, MLA writing	<ul style="list-style-type: none"> <li>MLA Citation Homework</li> <li>Quiz 1</li> <li>Read <i>Norton</i> pp. 188-196 on Annotated Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>9/9</li> <li>9/9</li> <li>For class</li> </ul>
Week 3: 9/11 <b>Census Day</b> <b>9/10</b>	Writing Center, Introduction to Annotated Bibliography	<ul style="list-style-type: none"> <li>Work on Annotated Bibliography</li> <li>Read <i>Norton</i> Literacy Narrative pp 71-93.</li> </ul>	<ul style="list-style-type: none"> <li>9/18</li> <li>For class</li> </ul>
Week 4: 9/18	<b>Assignment 1: Annotated Bibliography due</b>  Introduction to Literacy Narrative	<ul style="list-style-type: none"> <li>Quiz 2</li> <li>Work on Literacy Narrative rough draft</li> </ul>	<ul style="list-style-type: none"> <li>9/23</li> <li>10/2</li> </ul>
Week 5: 9/25	Rough draft workshop and peer reviews	<ul style="list-style-type: none"> <li>Quiz 3</li> <li>Work on Literacy Narrative</li> </ul>	<ul style="list-style-type: none"> <li>9/30</li> <li>10/2</li> </ul>
Week 6: 10/2	<b>Assignment 2: Literacy Narrative Due</b>  Ted Talk and discussion	<ul style="list-style-type: none"> <li>DB #2: Ted Talk</li> <li>Read <i>Norton</i> rhetorical situation: <b>Rhetorical Situation</b> (pp. 53-70), <b>Summarizing and Responding</b> (pp. 33-40), <b>Comparing and</b> <b>Contrasting</b> (pp. 380-386). <b>Evaluations</b> (pp. 197-205).</li> </ul>	<ul style="list-style-type: none"> <li>10/7</li> <li>For class</li> </ul>
Week 7: 10/9	Introduction to Rhetoric	<ul style="list-style-type: none"> <li>DB #3: Analyze Image</li> <li>Read Assignment 3 description and corresponding articles</li> </ul>	<ul style="list-style-type: none"> <li>10/14</li> <li>For class</li> </ul>
Week 8: 10/16 <b>Last day to</b> <b>withdraw</b> <b>10/19</b>	Rhetoric cont.	<ul style="list-style-type: none"> <li>Quiz 4</li> <li>Work on Rhetorical Analysis rough draft</li> </ul>	<ul style="list-style-type: none"> <li>10/21</li> <li>For class</li> </ul>
Week 9: 10/23	Rough draft workshop and peer reviews	<ul style="list-style-type: none"> <li>Work on Rhetorical Analysis</li> <li>Read <i>Norton</i> on argument pp 156- 182.</li> </ul>	<ul style="list-style-type: none"> <li>10/30</li> <li>For class</li> </ul>

Week 10: 10/30	<b>Assignment 3: Rhetorical Analysis Due</b> Introduction to Argument	<ul style="list-style-type: none"> <li>DB #4: Stasis Theory</li> <li>Work on Argument Essay</li> </ul>	<ul style="list-style-type: none"> <li>11/4</li> </ul>
Week 11: 11/6	Argument cont., discuss essay presentation	<ul style="list-style-type: none"> <li>Quiz 5</li> <li>Work on argument essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>11/11</li> <li>11/20</li> </ul>
Week 12: 11/13	Rough draft workshop and peer reviews	<ul style="list-style-type: none"> <li>Work on argument essay rough draft</li> <li>Work on presentation</li> </ul>	<ul style="list-style-type: none"> <li>11/20</li> <li>11/27</li> </ul>
Week 13: 11/20 <b>Thanksgiving Holiday</b> <b>11/21-11/23</b>	<b>Assignment 4: Argument Essay due</b>	<ul style="list-style-type: none"> <li>Enjoy your Thanksgiving break!</li> </ul>	
Week 14: 11/27	<b>Essay Presentations due, Labs due</b>		
Week 15: 12/4	Finish presentations, discuss final exam		
Week 16: 12/11 <b>Finals Week</b>	<b>Final Exam in classroom on 12/11 at 2:30</b>		

#### Notes:

Our week “begins” during our class meeting on Tuesday. Weekly assignments on Canvas will be due the following Sunday before the next class meeting at 11:59 p.m. Major essays are due on Canvas at the beginning of Tuesday class meetings (see calendar for dates).

Inclement weather-in the case of bad weather please look for official Collin closings via the local news, radio, and CougarWeb. Make sure your active phone number is connected to CougarWeb in order to receive Collin updates.

Remember to frequently check your Collin email for messages from Collin and yours truly.

Our syllabus is subject to change. I will notify you of such changes via Canvas. You are responsible for noting the changes.

***Our classroom is our community: Listen, Share, Respect, Flourish, Think, Learn***



