

8-27-2018

# Composition I

Sarah Fish Dr.  
*Collin College*

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

---

## Recommended Citation

Fish, Sarah Dr., "Composition I" (2018). *Fall 2018*. 214.  
[https://digitalcommons.collin.edu/english\\_syllabifall2018/214](https://digitalcommons.collin.edu/english_syllabifall2018/214)

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).



# ENGL 1301

Composition I MB 2  
Collin College—McKinney Campus  
CRN 11484 Fall 2018

**Instructor:** Dr. S. Fish      **Meeting:** MW 8:00-9:20 AM  
**Email:** sfish@collin.edu      **Location:** McKinney ISD  
**Phone:** 972.548.6536      **Department (Emergency):** 214.491.6270  
**Office (CPC E203) Hours:** *My office hours occur during the school day, so if you need to meet, we can schedule a time before class or an afternoon at CPC.*

*If you have questions about something related to the class, please let me know as soon as possible. See me during office hours, make an appointment, ask questions during conference days/workdays. You can also message me in Canvas and email with your CougarWeb email. I will respond within 48 hours. Include a subject line and text that explains the situation so we can quickly address your needs.*

<b>Course Description</b>	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-hour lecture/1 hour lab course
<b>Prerequisites</b>	Meet TSI college-readiness standard for Reading and Writing; or equivalent.
<b>Supplies</b>	<b>Textbook:</b> <ul style="list-style-type: none"> <li>• <i>Composition Essentials 3.0 Connect Plus</i>, ISBN: 9780077724184</li> <li>• Excerpts from <i>Writing Spaces</i>, Volumes I and II (OER, in Canvas)</li> </ul> <b>Additional Materials:</b> <ul style="list-style-type: none"> <li>• Course-specific folders/envelopes for organizing, pen(cils)</li> <li>• Computer and internet for CougarWeb and Canvas access</li> </ul>
<b>Student Learning Outcomes</b>	<b>State Mandated Outcomes:</b> Upon successful completion of this course, students will: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)</li> <li>2. Develop ideas with appropriate support and attribution. (Communication Skills)</li> <li>3. Write in a style appropriate to audience and purpose. (Communication Skills)</li> <li>4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)</li> <li>5. Use Edited American English in academic essays.</li> </ol> <b>Additional Collin Outcome:</b> Upon successful completion of this course, students should be able to do the following: <ol style="list-style-type: none"> <li>1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)</li> </ol>

## Method of Evaluation: The Assignments

### Completion of Course: Course Assignments

You will complete a variety of learning activities to engage with college-level writing expectations. You (individually and in teams) are responsible for creating material for the course, so if you are unsure about the scholastic integrity (see later section) of your work, please talk to me. If you find you are not mastering the material and skills, please talk with me ASAP.

**Prep Work and Practice (45%):** We will complete a lot of work to help you along the way. You earn "Prep Work & Practice" grades by fully completing the work, to the best of your ability in the time allowed, as if you are writing for yourself (to take notes and record ideas that you can follow along with).

- **Survival Mode: Building Your Toolkit (5%):** Complete the digital scavenger hunt related to Collin College and the course.
- **Survival Toolkit: Attribution (5%):** Complete 5 attribution quizzes across the semester (in class).
- **Survival Preparations (15%):** Complete required in-class writing, presentations, activities, and workdays. You will earn this in three (3) increments during the semester (5% each)
- **Survival Toolkit: Summary Writing (5%):** Complete a summary of a Unit 1 article about learning as a diagnostic for writing and attribution.
- **Survival Toolkit: English Lab Hours (Connect Activities) (15%):** Complete the required Connect lab activities assigned to each grading period. Recorded at three (3) points during the semester (worth 5% each).

**Major Grades (55%):** We will also have assignments that gauge your overall knowledge of reading and writing. You earn "Major Grades" by demonstrating your ability to write for others, emphasizing structure, punctuation, and accuracy.

- **Survival Toolkit: Our (Literacy) Skills (5%):** Create a multimodal vision board for your learning team, documenting literacy strengths and resources. Includes a rationale.
- **Level Up: Learning to Write (10%):** Complete an annotated bibliography from four (4) chapters from *Bad Ideas about Writing* and compare these ideas to your ideas about writing before the semester began.
- **Survival Toolkit: Our (Revised) Ideas about Writing (5%):** Create a Mind Map to reflect your old, new, and changing ideas about writing after leveling up. Includes a rationale.
- **Level Up: Writing to Learn (15%):** Complete an annotated bibliography from three (3) professional and academic sources connected to a college survival issue and propose repacking the ideas for Collin students.
- **Level Up: Synthesizing Sources (15%):** Complete an editorial-style article about a college issue for incoming Collin College students, including a text draft (worth 5%) and a final multimodal draft (worth 10%).
- **Beast Mode, Activated: College Survival Handbook (10%):** Create a portfolio of material related to advice to your future selves, explanations of Collin resources, and review of ENGL 1302 expectations.

### Late Work Policy

I will only accept late "Major Grades" assignments, with a 10-point penalty for each day late (to include anything submitted after in-class collection and with the weekend counting as one day). After a week, the assignment earns a zero with no make-up option. If you miss the turn-in date, you need to email an attachment of your work *by the time class ends*. You also need to bring the hardcopies of material by the next class meeting. Please let me know about excused absences ASAP.

## Method of Evaluation: The Grading Scale

### Earning Your Grades

The grade you earn includes a combination of your scores on all assignments during the term, worth 1000 points total; please note that some assignments carry more weight and thus have a larger impact on your course grade. To help you think of this course as an accumulation of a semester's worth of work, *I set all grades in Canvas to 0 and update grades as we progress so that you see a better reflection of where your grade is going.* Your final course grade reflects the below point breakdown:

A	895-1000 points	90-100%	D	595-694 points	60-69%
B	795-894 points	80-89%	F	0-594 points	0-59%
C	695-794 points	70-79%			

**Important Note:** MBHS requires students earn a 70% or higher for course credit.

## Getting Help with Writing

You have access to more writing help (for this class or any other) both in person and online. The College Writing Centers provide 30-60 minute sessions:  
<http://www.collin.edu/studentresources/caa/writingcenter.html>

## Collin Policy Statements

The below specifics reflect the 2018-2019 Student Handbook as of August 2018. For more up-to-date information, please access Student Services Policies on their Web site:  
[http://www.collin.edu/studentresources/deanofstudents/pdf\\_documents/2018-2019%20Student%20Handbook.pdf](http://www.collin.edu/studentresources/deanofstudents/pdf_documents/2018-2019%20Student%20Handbook.pdf)

## Attendance

### Collin Policy: Class Attendance

"Students are accountable for their own academic progress and work. With that in mind, prompt submission of all work, according to the course calendar and syllabus guidelines, promotes student success" (*Student Handbook* 16).

### Course Specifics: Attendance

Attending class regularly is the best way to succeed in this class. If you are absent, you are responsible for catching up and being ready for the next class meeting (see the schedule for work). If you are tardy, it is your responsibility to ensure that I have marked you present. Keep in mind, however, that students who arrive more than 30 minutes late will be marked absent. Three tardies count as one absence, and according to MBHS policy earn lunch detention.

### Excused and Unexcused Absences:

The notation for "excused" or "unexcused" absences only affects the possibilities for make-up work and avoiding late penalties. If you have a dire emergency, please discuss this with me ASAP.

## Withdrawal Policy

Dropping a class means that you remove yourself from the class up to the census date so that the class does not appear on your official transcript. The last date to drop this class is Monday, 10 September 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. Please read the Spring 2018 Registration guide or contact the admissions office for information on how to withdraw. The last date from this class is Friday, 19 October 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.

## Class Conduct

### Collin Policy Statement: Student Code of Conduct

*Classroom Environment:* "Students and professors at Collin College share a responsibility to promote, develop, and maintain a positive learning environment. Students are asked to show respect to other students and professors" (*Student Handbook 16*).

*Electronic Device Use:* "It is a violation of the *Student Code of Conduct* to engage in the disruptive use of electronic, telecommunication, digital media, and/or wearable devices during class, labs, or other Collin College learning environments. This includes social networking activities such as texting, talking on the phone, and Web browsing from laptops, smart phones, or any other relevant electronic devices during class time" (*Student Handbook 16*).

*Classroom Distractions:* "Sleeping in class, interfering with teaching by talking with other students during directed instruction, and preparing work for another class while engaged in classroom activities are behaviors that are both discourteous to other students and disruptive to the purposes of the course" (*Student Handbook 16-17*).

### Course Specifics: Conduct

Please refrain from distracting and disturbing classroom behaviors, as outlined above. If three actions occur during a class period, I will ask you to leave. A second incident will result in a Dean of Students report and resulting proceedings. I will address all conduct concerns with MBHS counselors.

## Scholastic Honesty & Integrity

### Collin Policy Statement: Scholastic Dishonesty

"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 cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member shall determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course" (*Student Handbook* 96-97).

#### Course Specifics: The Ethical Use of Intellectual Property

To earn credit for work, all work must be yours and avoid the above-mentioned integrity issues. Because we are learning to properly attribute all work belonging to others, you may inadvertently misattribute your work through one of the above forms of scholastic dishonesty. To address the learning curve, I have outlined below the steps we will take in situations of scholastic integrity, whether deliberate copy/pasting or inadvertent misattribution:

##### Deliberate Copy/Pasting

Your assignment submission can be found partially or in full from another source with no clear attempt to attribute or engage with working with sources.

##### Consequences:

- 1<sup>st</sup> Issue: 0 on the assignment and reported to the Dean of Students
- 2<sup>nd</sup> Issue: Failing the course and reported to the Dean of Students

##### Inadvertent Misattribution

Your assignment is missing attribution (in text and/or works cited) and/or uses patch writing while showing deliberate attempts to credit sources in other places.

##### Consequences:

- 1<sup>st</sup> Issue: "Mandatory Revision" assigned (with a 0 grade placeholder) with a time frame for revision.
- 2<sup>nd</sup> Issue: 0 on the assignment and reported to the Dean of Students.
- 3<sup>rd</sup> Issue: Failing the course and reported to the Dean of Students.

## FERPA

The Family Educational Rights and Privacy Act of 1974 prevents me from speaking to anyone but you and authorized parties about course progress, so if you need to authorize parent(s)/guardian(s), you need to do this through a Collin authorization form.



ENGL 1301

# FA 2018 Course Schedule Outline

Here is an overview of the basic structure of the class. At the beginning of each unit, I will provide a more specific schedule that offers details about reading and writing assignments. As we move into the semester, topics may change slightly to reflect your needs as writers.

Unit	Date	Activities
<b>Unit 1: What Is Learning?</b>  <i>**Last day to drop: 10 Sept. 2017**</i>	27 Aug. 29 Aug.	<ul style="list-style-type: none"> <li>Course Intro: Course Arc, Learning Teams, Syllabus Questions</li> <li>Survival 101: Advice from the Past, <b>Survival Mode: Building Your Toolkit due (in class)</b></li> </ul>
	3 Sept. 5 Sept.	<ul style="list-style-type: none"> <li><i>No Class Meeting—Holiday; deadline to enroll for Connect</i></li> <li>Survival 101: Metacognition &amp; Responsibility, Survival Toolkit: Summary Writing assigned, reading workshop</li> </ul>
	10 Sept. 12 Sept.	<ul style="list-style-type: none"> <li>Survival 101: Paragraphs &amp; Summary Writing, workday</li> <li>Survival 101: MLA Attribution Overview, peer review, revision</li> </ul>
	17 Sept.	<ul style="list-style-type: none"> <li><b>Survival Toolkit: Summary Writing due, Survival Toolkit: Our (Literacy) Skills due (completed in class)</b></li> </ul>
<b>Unit 2: What Is College Writing?</b>	19 Sept.	<ul style="list-style-type: none"> <li><b>Attribution Quiz #1 (in class)</b>, Survival 101: Flexibility, Persistence, Openness; Level Up: Learning to Write assigned with brainstorming about (bad) ideas, <b>Survival Prep Check-In #1 recorded</b></li> </ul>
	24 Sept. 26 Sept.	<ul style="list-style-type: none"> <li>Survival 101: "Ten Ways to Think about Writing," workday</li> <li>Survival 101: "Collaborating Online" (in class reading), workday</li> <li><b>Survival Toolkit: Connect Check-In #1 due 29 Sept.</b></li> </ul>
	1 Oct. 3 Oct.	<ul style="list-style-type: none"> <li>Survival 101: Introductions, workday</li> <li><b>Attribution Quiz #2 (in class)</b>, workday</li> </ul>
	8 Oct. 10 Oct.	<ul style="list-style-type: none"> <li>Workday, peer review, revision</li> <li><b>Level Up: Learning to Write due, Survival Toolkit: Our (Revised) Ideas about Writing (completed in class)</b></li> </ul>
<b>Unit 3: What Are College Stresses?</b>  <i>**Last day to withdraw: 19 Oct. 2017**</i>	15 Oct.	<ul style="list-style-type: none"> <li>Survival 101: Curiosity, Engagement, Creativity; Level Up: Writing to Learn assigned with brainstorming about topics</li> </ul>
	17 Oct.	<ul style="list-style-type: none"> <li>Survival 101: "Writing to Learn," workday</li> </ul>
	22 Oct. 24 Oct.	<ul style="list-style-type: none"> <li><b>Attribution Quiz #3 (in class)</b>, workday</li> <li>Workday, <b>Survival Prep Check-In #2 recorded</b></li> </ul>
	29 Oct. 31 Oct.	<ul style="list-style-type: none"> <li>Peer review, revision</li> <li><b>Level Up: Writing to Learn due</b>, Survival 101: "Critical Thinking in College Writing," Level Up: Synthesizing Sources assigned and outlined.</li> <li><b>Survival Toolkit: Connect Check-In #2 due 2 Nov.</b></li> </ul>
	5 Nov. 7 Nov.	<ul style="list-style-type: none"> <li>Survival 101: Essay Structures, workday</li> <li><b>Attribution Quiz #4 (in class)</b>, workday</li> </ul>
	12 Nov. 14 Nov.	<ul style="list-style-type: none"> <li>Workday</li> <li><b>Level Up: Synthesizing Draft due</b> for peer review, revision</li> </ul>
	19 Nov.	<ul style="list-style-type: none"> <li><b>Level Up Synthesizing Sources Final Copy due (submit in Canvas in lieu of class meeting)</b></li> </ul>
	21 Nov.	<ul style="list-style-type: none"> <li><i>No class meeting--Holiday</i></li> </ul>
<b>Unit 4: What Can I Do to Survive Long Term?</b>	26 Nov.	<ul style="list-style-type: none"> <li>Survival 101: Metacognition, Beast Mode, Activated: College Survival Handbook assigned with workday</li> </ul>
	28 Nov.	<ul style="list-style-type: none"> <li><b>Attribution Quiz #5</b>, Survival 101: "College Success, for All," workday</li> <li><b>Survival Toolkit: Connect Check-In #3 due 1 Dec.</b></li> </ul>
	3 Dec. 5 Dec.	<ul style="list-style-type: none"> <li>Survival 101: "Optimizing Learning in College," workday</li> <li>Workday, <b>Survival Prep Check-In #3 recorded</b></li> </ul>
	10 Dec.	<ul style="list-style-type: none"> <li><b>Beast Mode, Activated: College Survival Handbook due</b></li> </ul>