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Composition I

Kimberly Allison

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COLLIN COLLEGE COURSE SYLLABUS

Course Information

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 last day to withdraw. Last day to withdraw is: April 30th.

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

Americans with Disabilities Act Statement: 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 name: Kimberly Allison

Email: KAllison@collin.edu

Office hours: By appointment

Course Number: ENGL 1301.XP2

Course Title: Composition I

Time/Location: Tuesdays and Thursdays 8:30-11:15 – Frisco Campus RM# F246

Course Resource: *Norton Field Guide to Writing with Readings and Handbook*, 4th ed.
ISBN# 978-0-393-61739-9

- **Evaluation Procedures:**

- **Major assignments (80% of course grade)**

- **Narrative** (10% of course grade) 500-600 words. Write a narrative telling a story with a focused purpose. (*NFG* Chapter 10)
- **Reporting Information** (15% of course grade) 600-700 words: Write a summary of information geared toward an audience of your choosing. (*NFG* Chapter 12).
- **Writing Analytically** (25% of the course grade) 700-800 words: Take a text and write an analysis of what arguments are made, and then offer and support your position. (*NFG* Chapter 11 and 17).
- **Writing a Review** (20% of course grade) 700-800 words: Choose a piece of media or literature and write a review. (*NFG* Chapter 15).
- **Multimodal Project** (10% of course grade): You will use one of the assignments above, and make a visual representation of it. The remix will be part of a class portfolio that will include a cover page, invention materials, drafts, a revision plan, and the final revised draft. This will be presented at the Cultivating Scholars Event on 5/3.

- **Participation** (10% of course grade)

- Since active participation and attendance are so important to your overall success in this course, you will be graded on this. You will have two participation grades – one in the middle of the semester and one in the end.

- **Minor assignments** (10% of course grade)

- Journals and Quizzes

Grading

- **Narrative:** 10%
- **Reporting Information:** 15%
- **Writing Analytically:** 20%
- **Writing a Review:** 20%
- **Multimodal project:** 15%
- **Participation:** 10%
- **Minor assignments:** 10%
 - Journals and Quizzes

The grade scale for this class is:

A=90-100

B=80-89

C=70-79

D=60-69

Late assignments

Below is my late policy:

One day late: 10pts. off

Two days late: 20pts. off

Three days late: 30pts. off

*After the third day, I will no longer accept the assignment.

*Only in extreme cases, will I allow an assignment to be submitted after the third day.

Intellectual Property

Every activity and/or assignment in this class belongs to either me or your classmates. It is important to respect that and not publish any portion of this class on social media (or any other format) without written consent.

Email Correspondence

Email will be your primary communication with me, so be professional in your correspondence. Be sure to include a subject line, a clear message, and appropriate language. On week days, I answer emails within 24 hours.

Professional Etiquette

You and your classmates are here to learn, so be respectful of that. Disruptive behavior, such as constant cell phone usage, talking to your neighbor, working on another assignment, listening to music, is very distracting to others around you – and it shows me that you are not listening. If I see you engaged in disruptive behavior, I will politely ask you to stop or leave class so others can work. If the disruptive behavior becomes a pattern, you will be marked absent from class, even if you are physically present.

Student Handbook for additional information.**Scholastic Dishonesty**

To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>.

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.

SOBI: Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action. If you have any questions regarding disciplinary procedures, you can call 972-881-5604 or email dos@collin.edu. If you need to file an incident report with the Dean of Students, you can do so from this link, https://www.collin.edu/studentresources/deanofstudents/forms/student_incident_report.html

DATE	IN-CLASS ACTIVITIES	HOMEWORK (needs to be completed by the date indicated)
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To submit a SOBI referral through CougarWeb, go to the “Student” tab, scroll down to the section entitled, “Safety and Wellness” and then click on “Refer information of concern (SOBI)”. Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

Syllabus Changes

This document and the assignments that are connected to this class are subject to change. As the semester progresses, I may need to adjust assignments according to the learning needs of the class.

Census Date: 4/1/19

Last Day to Withdraw: 4/30/19

Week 1		
3/26	<ul style="list-style-type: none"> - Introductions - Begin discussing rhetorically situated writing - Class discussion over <i>Developing Academic Habits of Mind</i> (45-52) - Read <i>Mother Tongue</i> by Amy Tan in class 649-655 in class - Introduce Narrative Writing and assignment 	
3/28	<ul style="list-style-type: none"> - Peer Reviews (You must have your rough draft in order to receive credit for the peer review) - Narrative Paper due by the end of class. 	<ul style="list-style-type: none"> - Read Ch. 10 <i>Writing a Literacy Narrative</i> (83-93) and Ch. 43 <i>Narrating</i> (419-427) - Lab 1 due 3/31
Week 2		
4/2	<ul style="list-style-type: none"> - Quiz over Parts 4 and 5 - Introduce multimodal composition in preparation for the LATCH Event, which will take place at the Cultivating Scholars Event on Friday, 5/3. 	<ul style="list-style-type: none"> - Read Part 4 <i>Processes</i> (the writing process) (279-316) and Part 5 (329-349)
4/4	<ul style="list-style-type: none"> - Read <i>Freemont High School</i> by Jonathan Kozol 716-724 in class - Introduce Reporting Information writing and assignment 	<ul style="list-style-type: none"> - Read Ch. 12 <i>Reporting Information</i> (145-154)
Week 3		
4/9	<ul style="list-style-type: none"> - Library workshop - Select topics for reporting information assignment - Start drafting Reporting Information paper 	
4/11	<ul style="list-style-type: none"> - Continue writing Reporting Information paper 	<ul style="list-style-type: none"> - Lab 2 due 4/14
Week 4		
4/16	<ul style="list-style-type: none"> - Peer Review (You must have your rough draft in order to receive credit for the peer review) - Reporting Information paper due by the end of class 	
4/18	<ul style="list-style-type: none"> - Read <i>Well-Behaved Women Seldom Make History</i> by Laurel Thatcher Ulrich (664-674) in class - Introduce Writing Analytically and assignment - Begin drafting Writing Analytically paper 	<ul style="list-style-type: none"> - Read Ch. 11 <i>Analyzing Texts</i> (110-127)
Week 5		
4/23	<ul style="list-style-type: none"> - Continue drafting Writing Analytically paper - Work on Multimodal Project 	
4/25	<ul style="list-style-type: none"> - Continue drafting Writing Analytically paper - Work on Multimodal Project 	<ul style="list-style-type: none"> - Lab 3 due 4/28
Week 6		
4/30	<ul style="list-style-type: none"> - Peer Review (You must have your rough draft 	<ul style="list-style-type: none"> * Last day to withdraw

	in order to receive credit for the peer review) - Writing Analytically paper due by the end of class.	
5/2	- Work on Multimodal Project for Cultivating Scholars Even – 5/3	* Cultivating Scholars Event – 5/3
Week 7		
5/7	- Read Consumer Reports – <i>Fast Food: Four Big Names Lose</i> (772-782) and <i>Where Wordplay Trumps Swordplay</i> by Chris Suellentrop (787-789) - Introduce Writing a Review and assignment	
5/9	- In-class review over TED video – <i>The Danger of a Single Story</i> by Chimamanda Ngozi Adichie - Start drafting Writing a Review paper in class.	- Lab 4 due by 5/12
Week 8		
5/14	- Writing a Review paper due by the end of class	
5/16	- Reflection due by the end of class.	