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# Composition I

Erin Bullok

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**COLLIN COLLEGE**  
**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 last day to withdraw.

**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.

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

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of "F" on the assignment to a grade of "F" for the course**

**For further clarification, please read the following:**

### **Scholastic Dishonesty: From the Collin College Student Code of Conduct 7-2.3**

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, the award of a degree, and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work.

Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

plagiarism, cheating, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or in any electronic medium, and/or falsifying academic records. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research. 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:

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. 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(s) 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) for more than one (1) class or institution without permission from the professor(s); 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, a 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 Development 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.

### **6.24 Repeating Courses**

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Student Handbook, p. 69

**See the current *Collin Student Handbook* for additional information.**

Once a student has been found “responsible” for violating the college’s scholastic dishonesty policy, the instructor will be notified by the Dean of Students Office. I do not permit assignments that were originally submitted for another class, or assignments that have been submitted to another class simultaneously. **The first time, if an assignment violates the scholastic dishonesty policy, the assignment will receive a “0”. The second time, if an assignment violates the scholastic dishonesty policy, the student will automatically fail the course.**

**If you need help, I am your first stop. I have multiple resources behind me, and I want you to succeed in this class. Please also visit the Writing Center.**

**Writing Center:** The Writing Center, located in D-224, offers in person and online writing assistance and other resources. You will be required to visit the Writing Center/send a paper to the OWL at least once this semester, and I may request that you visit the Writing Center for help with specific writing concerns. The Writing Center also hosts several free workshops each semester. Visit their website at <http://www.collin.edu/writingcenter> for hours and contact information.

**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 opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Religious Holy Days:** Please refer to the current *Collin Student Handbook*

**Instructor’s Name:** Erin L. Bullok

**Office Number:** L(ibrary)215 (SCC)

**Office Hours:** *By appointment only* – please email me for appointment times that will work for our schedules

**Phone Number:** 972-881-5756

**DMs/Messaging:** Canvas’s Messaging system

**Class Information:**

**Section Number:** S10

**Required Textbook:** *The Norton Field Guide to Writing w/Readings and Handbook, 4<sup>th</sup> ed.* By Richard Bullock, Maureen Daly Goggin, and Francine Weinberg; ISBN: 978-0-393-2643-88

**Meeting Times:** Tu/Tr 8:30-9:45 a.m.

**Meeting Location:** G212

**Minimum Technology Requirement:** Access to Computer with Internet, Access to Canvas, Access to your CougarWeb/CougarMail accounts, & Microsoft Word

- ✓ I encourage students to bring tablets, laptops and headphones to class; however, **do not use them until I tell you what to do with them.**

**Minimum Student Skills:** College Level Reading and Typing

### Course Requirements:

1. Students must produce between 10-15 polished pages during the semester. A polished page is one that has been through the writing process—draft workshop, peer review, instructor comments and final revision(s). Officially, we will have five major writing assignments – two will be written in class. The other three will be written (mostly) outside of class.
2. Research is mandatory. No student should be able to pass the course without completing a research-based paper that applies the specific conventions of the MLA style manual. I require MLA formatting for all assignments in this class.
3. We will meet on the final exam day that Collin College assigns. On that day, you will write an Argument Proposal.
4. If our syllabus changes, I will let you know immediately – either in class or via reminder text. I will give you a Dropbox.com link in class where you can download the syllabus to any smart device. **I encourage you to open a Dropbox.com account, or save your documents to Google Drive, though it is not required.** Dropbox.com and Google Drive allow you to store documents on a cloud server and access them from any smart device. Having copies of your documents saved to a thumb drive is also a good idea. Be wary of saving a document to a physical hard drive, especially on any computer that multiple people use.
5. I prefer to take a more hands-on approach to my students' revision processes, and I accomplish this through something I call Revision Consultations. There are three Revision Consultations to attend this semester. About a week after each major writing assignment's due date, before Revision Consultation periods, all students will select a day and time that works best for their schedule (I will release a sign-up Google Sheet to everyone). For 10 minutes during Consultation days, I will meet with each student and discuss what revisions they need to make in order to earn the highest score possible (see 'Revision Policy' section).
  - **Rules of Revision Consultations:**
    - 1) In order to be counted present for your Consultation, you must bring a printed or digital copy of the essay with my embedded comments, ready to go when you arrive (this file comes from Turnitin.com).
    - 2) If you do not have a printed or digital copy of the paper with my embedded comments with you, or if you ask if I can pull the paper up on any of the devices I work with, *you will be counted absent that day AND you will lose the points associated with that Consultation.* This is about you learning to come prepared to meetings with future professors and, later, bosses.
    - 3) If you do not or cannot come to your Consultation, you will incur an absence and you will lose the points associated with that Consultation.

- 4) I cannot “make-up” Revision Consultations – it infringes on other students’ and my time. Please do not ask.
- 5) **Initial Revisions after the Final Draft submission must be submitted no later than two weeks (at 11:59 pm) after our meeting day (they cannot be accepted otherwise)!** If it turns out you need to revise again after the Initial Revision, you just need to worry about turning that version in before the 5/12 deadline.

6. **Lab Units:** The lab component is an integral part of this writing course. This lab work is not the same as regular daily coursework that you must complete to stay on track in the class; it is, 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. Send screenshots and other evidence to my Canvas inbox.

Here is a list of acceptable lab assignments:

- **Required:** Three Revision Consultations with professor – 2 units per visit (**mandatory** Consultations = earmarked total of 6 units)
- Office visit with professor – 2 lab units
- Writing Center visit – 2 lab units
- Writing Center workshop 2-4 lab units (depending on length of workshop)
- RAPS session with reference librarian (by appointment only—no more than ONE per semester) – 2 lab units
- Library workshops (must be scheduled with a librarian) - 2-4 lab units (depending on length of workshop)
- Online student tutorials - 1-2 lab units
- Online library tutorials (<http://collin.libguides.com/anywhere>) – 1 lab unit per video
- Study skills seminar – 2-4 lab units (depending on length of seminar)
- Group tutoring – 2 lab units
- Access tutoring – 2 lab units
- Grammar and writing exercises and/or quizzes given through the testing center – 2 lab units per exercise/quiz
- Completing additional writing assignments from an optional list outside of regular assignments: Annotating an article, for example. Or keeping a journal of regular writing that can be turned in at the end of the semester for lab credit – 1 lab unit per page (ask me about page length)
- College familiarity completion assignment (Find the library, the Counseling Center, the writing center, etc.) – 2 lab units
- Online Collin website familiarity completion assignment (ELC, Exam Schedule, Library resources, etc.) – 2 lab units
- Writing Center visit – 2 units per visit/online consultation

**In order to get full credit for the lab component of the grade, you must complete all 16 units. To get half credit for the lab component, you must complete 8-15 units. If you complete fewer than 8 units, you will receive a 0 for the lab component of the grade.**

Round #1	8 Units	Week 7, 11:59 pm
Round #2	8 Units	Week 14, 11:59 pm

Plan to complete the labs early. Waiting until the last minute to complete labs is **strongly discouraged**.

Note: You must make appointments to see a tutor in the Writing Center. As the semester progresses, appointment slots are difficult to get, so make your appointments in advance. Visit [www.collin.edu/writingcenter](http://www.collin.edu/writingcenter) for the most up-to-date information at your nearest Collin College campus.

If you have any questions about completing the lab component (which is 10% of your final grade), come talk to me just before or after class, or message me on Canvas.

**Course Resources:** Access to Collin College Library and Databases

**Supplies:** Access to Computer with Internet & Microsoft Word

**Attendance Policy:** You may miss up to 6 class periods. **If you miss more than 6 class periods**, you will receive an automatic “F” in the course. Please treat this class like a professional: expect to attend class, unless you are legitimately unable to. Save your absences for **legitimate emergencies** (e.g. hospitalization, death in the family, communicable illness, car trouble, etc.). If you miss class periods, your grade will still suffer due to a lack of engagement with the material and participation through in class writing. Finally, I, the instructor, will hold you responsible for asking a peer for the material you missed, if you were absent. Check the Course Calendar in this syllabus for what we do every day of our semester.

**Method of Evaluation:** **Method of Evaluation:** There are 1000 points possible for this class. An “A” = 900 – 1000 points, a “B” = 800-899 points, a “C” = 700 – 799 points, a “D” = 600 – 699 points, and anything below 600 points = an “F.” Your assignments account for the following point totals:

Major Essays	Participation
<b>Diagnostic Essay:</b> 50 points – 5%	<b>Lab Requirement:</b> 100 points – 10%
<b>Narrative Essay:</b> 100 points – 10%	<b>Revision Consultations:</b> 100 – 10%
<b>Textual Analysis:</b> 150 points – 15 %	<b>Homework/Participation in Class &amp; Canvas:</b> 100 points – 10%
<b>Research Essay:</b> 200 points – 20%	<b>Draft and Peer Review workshops:</b> 50 points – 5%
<b>Argument Proposal (Final Exam):</b> 150 points – 15%	
650 points (65% of overall grade)	350 points (35% of overall grade)
	= 1000 points

**Grades:** To grade your assignments, I will use the English Department Essay Grading Criteria (you can find this rubric below the Course Calendar). Please be sure to keep careful track of your grades through “My Grades” in Canvas!

Students prevented from completing the course because of extenuating circumstances may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. (See the College Catalog about Incomplete Grades and Contracts.)

**Delivery Method Of Feedback and/or Graded Material:** Turnitin.com – we will discuss Turnitin.com in class.

**Revision Policy:** I allow unlimited revisions of the Narrative Essay, the Textual Analysis, and the Research Essay, and you are encouraged to revise until you earn a full score! I will provide comments through Turnitin that will help with the revision process, and you should also take this time to submit your paper to the Writing Center. **FYI: Assignments that are late/never submitted are not eligible for this revision policy.**

**Standards for Instructor Response and Availability:** For a response to your email, please allow for at least 24 (business week) hours. Please ask questions that require an immediate response in class; other students will benefit from your inquiry.

My promise: I will always return graded papers to you through Turnitin before the next major assignment is due.

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; sleeping in class; 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 Student Development Office for disciplinary action. To submit a SOBI referral from an **on-campus** computer through CougarWeb, go to the “Student” tab and then click on “Refer information of concern (SOBI)” under the “Healthy Mind and Body” channel. To make a SOBI referral from an **off-campus** computer, please use this link: <http://www.collin.edu/studentresources/SOBI/>

<b>Course Calendar (subject to change – watch Canvas/Remind/your CougarMail!)</b> ( <i>The Norton Field Guide to Writing w/Readings + Handbook 4<sup>th</sup> Ed. = NFG</i> )			
	<b>Tuesday</b>	<b>Thursday</b>	<b>Sunday</b>
<b>Week 1</b> Jan 21-27	Introductions/ Canvas/Syllabus	<b>Diagnostic Essay written</b>	

		<p><b>in class</b>  <i>HW: Watch <a href="#">Tony Fadell's "The secret of design is...noticing."</a> and read pp. 220-223 in NFG</i></p>	
<p><b>Week 2</b>  Jan 28-Feb 3</p>	<p>Discuss <a href="#">Tony Fadell's "The secret of design is...noticing."</a>;  Introduce Narrative Essay; discuss pp. 220-223 in <i>NFG</i>  <i>HW: Read pp. 248-252 in NFG</i></p>	<p>Watch in class and take DENs on <a href="#">Lidia Yuknavitch's "The Beauty of Being a Misfit"</a>; discuss pp. 248-252 in <i>NFG</i>  <i>HW: Read and write DENs on <a href="#">Jessica Marsh's "How Video Games Saved My Life and Made me Who I Am"</a>; read pp. 55-60 in NFG</i></p>	
<p><b>Week 3</b>  Feb 4-10</p>	<p>Bring DENs and discuss <a href="#">Jessica Marsh's "How Video Games Saved My Life and Made me Who I Am"</a>; discuss 55-60 in <i>NFG</i>;  Narrative Essay  Work Minutes  <i>HW: Read and write DENs on Chapter 1 of <a href="#">Shane Bauer's "My four months as a private prison guard."</a> and read pp. 61-67 in NFG</i></p>	<p>Bring DENs and discuss Chapter 1 of <a href="#">Shane Bauer's "My four months as a private prison guard."</a> and discuss pp. 61-67 in <i>NFG</i>  <i>HW: Read and write DENs on David Sedaris' "Us and Them" pp. 849-855 in NFG; read pp. 419-427 in NFG</i></p>	
<p><b>Week 4</b>  Feb 11-17</p>	<p>Bring DENs and discuss David Sedaris' "Us and Them" pp. 849-855 in <i>NFG</i>; discuss pp. 419-427 in <i>NFG</i>  <i>HW: Read and write DENs on <a href="#">The Oatmeal's "When your house is burning down, you should brush your teeth."</a> and read pp. 408-4133 in NFG</i></p>	<p>Bring DENs and discuss <a href="#">The Oatmeal's "When your house is burning down, you should brush your teeth."</a> and discuss pp. 408-4133 in <i>NFG</i>  <b>Submit Narrative Essay Rough Draft to Turnitin.com by Thursday, 2/14, 11:59 pm (no extensions on this</b></p>	<p><b>Narrative Essay due to Turnitin.com no later than Sunday, 2/17, 11:59 pm</b></p>

		<b>one, unfortunately – Turnitin.com bug)</b>	
<b>Week 5</b> Feb 18-24	Introduce the Textual Analysis; <b>sign up for Revision Consultations</b> ; discuss pp. 10-20 in <i>NFG</i> <i>HW: Read and write DENs on Danielle Allen’s “Our Declaration” pp. 99-104 in NFG; read pp. 20-32 in NFG</i>	Bring DENs and discuss Danielle Allen’s “Our Declaration” pp. 99-104 in <i>NFG</i> ; discuss pp. 20-32 in <i>NFG</i>	
<b>Week 6</b> Feb 25 – Mar 3	<b>Narrative Essay Revision Consultation Week</b> Whether you have a Consultation with me or not, you are still required to submit a page and a half of your Textual Analysis Rough Draft to my Canvas inbox by Sunday, 3/3, 11:59 pm		
<b>Week 7</b> Mar 4-10	<b>Narrative Essay Revision Consultation Day</b> <i>HW: Read pp. 110-128 and submit half a page of your Textual Analysis Rough Draft to my Canvas inbox by Wednesday, 3/6, 11:59 pm</i>	Discuss pp. 110-128; Textual Analysis Work Minutes <b>Submit Textual Analysis Rough Draft to Turnitin.com by Thursday, 3/7, 11:59 pm (no extensions on this one, unfortunately – Turnitin.com bug)</b>	<b>Textual Analysis due to Turnitin.com by 4/10, 11:59 pm</b>  <b>Round #1 of (at least) 8 lab units due by 4/10 @ 11:59 pm</b>
<b>Week 8</b> Mar 11-17	Spring Break – Be safe and have fun!		
<b>Week 9</b> Mar 18-24	Introduce Research Essay; College-Level Research Workshop/ Using Peer-Reviewed Articles <i>HW: Read pp. 435-444 in NFG</i>	Discuss pp. 435-444 in <i>NFG</i> ; watch and write DENs on <a href="#">Adam de la Zerda’s “We can start winning the war against cancer”</a>	
<b>Week 10</b> Mar 25-31	<b>Textual Analysis Revision Consultation Week</b> Whether you have a Consultation with me or not, you are still required to submit a page and a half of your Research Essay Rough Draft to my Canvas inbox by Sunday, 3/31, 11:59 pm		
<b>Week 11</b> Apr 1-7	<b>Textual Analysis Revision Consultation Day</b> <i>HW: Read pp. 145-155 in NFG; watch and write DENs</i>	Discuss pp. 145-155 in <i>NFG</i> ; bring and discuss DENs on <a href="#">David Camarillo’s “Why helmets don’t</a>	

	<p>on <a href="#">David Camarillo's "Why helmets don't prevent concussions and what might"</a> and submit half a page of your Research Essay Rough Draft to my Canvas inbox by Wednesday, 4/3, 11:59 pm</p>	<p><a href="#">prevent concussions and what might"</a> HW: Read and write DENs on Adam Piore's "Why We Keep Playing the Lottery" pp. 698-708 in NFG</p>	
<p><b>Week 12</b> Apr 8- 14</p>	<p>Bring DENs and group/ overall class discuss Adam Piore's "Why We Keep Playing the Lottery" pp. 698-708 in NFG HW: Read and write DENs on <a href="#">Victor Tan Chen's "America, Home of the Transactional Marriage"</a></p>	<p>Bring DENs and group/ overall class discuss <a href="#">Victor Tan Chen's "America, Home of the Transactional Marriage"</a> HW: Read and write DENs on <a href="#">Charles Scudder's "Texas rattlesnake battle pits small-town economics against ecological activists"</a></p>	
<p><b>Week 13</b> Apr 15-21</p>	<p>Bring DENs and group/ overall class discuss <a href="#">Charles Scudder's "Texas rattlesnake battle pits small-town economics against ecological activists"</a></p>	<p><b>Submit Research Essay Rough Draft to Turnitin.com by Thursday, 3/7, 11:59 pm (no extensions on this one, unfortunately – Turnitin.com bug)</b></p>	<p><b>Research Essay due to Turnitin.com no later than Sunday, 4/21, 11:59 pm</b></p>
<p><b>Week 14</b> Apr 22-28</p>	<p>Watch and write DENs on Tim Urban's "Inside the mind of a master procrastinator" HW: Read and write DENs on Susan Honeyman's "Lies We Tell Sick Children: Mutual Pretense and Uninformed Consent in Cancer Narratives" (uploaded to Files in Canvas)</p>	<p>Bring DENs and discuss Susan Honeyman's "Lies We Tell Sick Children: Mutual Pretense and Uninformed Consent in Cancer Narratives" (uploaded to Files in Canvas)</p>	<p><b>Round #2 of Lab Units due Sunday, 4/28, 11:59 pm</b></p>
<p><b>Week 15</b> Apr 29-May 5</p>	<p><b>Research Essay Revision Consultation Week</b></p>		

<b>Week 16</b> May 6-12	<b>Research Essay Revision Consultation Day</b>	Wrap-up Day/Final Exam Q&A	<b>Final Revisions due no later than Sunday, 5/12, 11:59 pm</b>
<b>Week 17</b>	<b>Final Exam Week @ Collin College</b> <b>AY0 - 5/15 @ 8:25 am</b> <b>AY7 - 5/13 @ 9:23 am</b> <b>S10 - 5/16 @ 8:30 am</b> <b>Be seated and ready to go <i>before</i> the start time begins!</b>		

<b>English 1302 Essay Grading Criteria (Rubric)</b>				
<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Adequate (C)</b>	<b>Poor (D)</b>	<b>Failing (F)</b>
<ul style="list-style-type: none"> <li>• Controlling idea/thesis is significant, important, logical, and solidly supported.</li> <li>• Evidence is relevant, concrete, clear, and substantial.</li> <li>• Paper shows originality, creativity, and excellent critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling idea/thesis is logical and important.</li> <li>• Evidence is relevant, concrete, and substantial.</li> <li>• The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling idea/thesis is, for the most part, logical.</li> <li>• Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious.</li> <li>• The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling idea/thesis is largely illogical, fallacious and/or superficial.</li> <li>• Evidence is insufficient, obvious, contradictory, or aimless.</li> <li>• The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of controlling idea/ thesis.</li> <li>• Evidence and discussion provided may be random and/or without explanation.</li> <li>• Relatively few complete ideas expressed in the paper.</li> </ul>
<ul style="list-style-type: none"> <li>• Essay establishes a logical order and emphasis, creating a sense of "flow."</li> <li>• Paragraphs are focused, idea-centered, and transition smoothly.</li> <li>• Introduction pulls the reader in, and the essay continues to be engaging, and</li> </ul>	<ul style="list-style-type: none"> <li>• Essay establishes a logical order, indicating emphasis.</li> <li>• Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction.</li> <li>• Introduction engages the reader, and the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay does not follow a consistent, logical order, though some order may be apparent through the discussion.</li> <li>• Paragraphs are generally focused and idea-centered. Transitions between</li> </ul>	<ul style="list-style-type: none"> <li>• Essay is inappropriately ordered or random, failing to emphasize and advance any central idea.</li> <li>• Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate,</li> </ul>	<ul style="list-style-type: none"> <li>• Essay seems to lack order and/or emphasis.</li> <li>• Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate,</li> </ul>

the conclusion supports and completes the essay without repeating.	supports without mere repetition of ideas.	paragraphs and ideas are obvious and/or dull. <ul style="list-style-type: none"> <li>• Introduction and conclusion are formulaic and uninteresting, offering little insight.</li> </ul>	misleading, or missing. <ul style="list-style-type: none"> <li>• Introduction merely states what will follow; conclusion repeats what has already been stated.</li> </ul>	misleading, or missing. <ul style="list-style-type: none"> <li>• Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.</li> </ul>
<ul style="list-style-type: none"> <li>• Sentences are unified, coherent, varied, and emphatic.</li> <li>• Word choice is fresh, precise, economical, and distinctive.</li> <li>• Tone enhances the subject, conveys the writer's persona, and suits the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are purposeful, varied, and emphatic.</li> <li>• Word choice is precise and distinctive.</li> <li>• Tone fits the subject, persona, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are competent but lacking emphasis and variety.</li> <li>• Word choice is generally correct and distinctive.</li> <li>• Tone is acceptable for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences lack necessary emphasis, variety, and purpose.</li> <li>• Word choice is vague or inappropriate.</li> <li>• Tone is inconsistent with the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning.</li> <li>• Tone is unclear or inappropriate to the subject.</li> </ul>
<ul style="list-style-type: none"> <li>• Student has clearly met and followed requirements and criteria of the writing prompt.</li> <li>• Obvious use of preliminary explorative writing/planning, rough drafts, and revisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has met and followed the requirements of the writing prompt.</li> <li>• Apparent use of preliminary writing/planning, rough drafts, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has met and followed the basic requirements of the assignment.</li> <li>• Paper contains evidence of at least some preliminary writing/planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no evidence of preliminary writing/planning presents itself.</li> <li>• Student has not fully met or followed the basic requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of preliminary writing/planning.</li> <li>• Student has not met or followed the basic requirements of the assignment.</li> </ul>
<ul style="list-style-type: none"> <li>• Proper format is clearly illustrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is largely formatted correctly, though the text may contain a few minor formatting issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Text may contain minor formatting errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting is problematic.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting does not follow course requirements.</li> </ul>
<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure,</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure,</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure,</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure,</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure,</li> </ul>

<p>punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay’s overall clarity and effectiveness.</p> <ul style="list-style-type: none"> <li>• Paper has been carefully edited.</li> </ul>	<p>punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay’s overall clarity and effectiveness.</p> <ul style="list-style-type: none"> <li>• Paper has been edited.</li> </ul>	<p>punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay’s overall clarity and effectiveness.</p> <ul style="list-style-type: none"> <li>• Careless proofreading is evident.</li> </ul>	<p>punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay’s overall clarity and effectiveness.</p> <ul style="list-style-type: none"> <li>• Little evidence of proofreading.</li> </ul>	<p>punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall.</p> <ul style="list-style-type: none"> <li>• No evidence of proofreading.</li> </ul>
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