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Composition I

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Collin College

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COLLIN COLLEGE COURSE SYLLABUS

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: Students are advised to withdraw from the course if they have not completed the required work by the “Last Day to Withdraw.” Students who do not complete all of the required work by the end of the course will receive a letter grade based on the work completed. There will be no grades of “incomplete” given. Note that the professor cannot withdraw you from class. You must complete a drop form with Admissions and Records to formally withdraw. See the current *Collin Registration Guide* for last day to withdraw. **Fall 2018 Withdrawal Deadline is: 10/19/18.**

Course Content Warning: It should go without saying, but let me be clear: *All classroom discussions and the content of your papers should uphold the highest respect for individuals.* You can make a good argument without degrading or insulting. You **will** probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the “real world”; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

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's Name: Lisa Smart

Email: lsmart@collin.edu

Office Location: Associate Faculty Office L-215

Office Phone Number: Cell Phone - 940-231-2939 / Associate Faculty Number - 972-881-5756

Office Hours: Can meet prior to class, as well as after class. I am also available by appointment.

Contacting Me:

Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about things I have already covered in class. So let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. If you cannot find the answer to your question after trying all of these means, then please feel free to email me. Here are some email questions I not respond to or I will simply say, this information is in your course documents.

- What were we supposed to read?
- When was this assignment due?
- What is my current grade?
- How many absences do I have?

When you email me: Send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 24 hours during weekdays; emails will rarely receive responses on weekends. **I will only respond to emails sent through Canvas.**

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. "Grade on Essay 2"]

Greeting: Dear/Hello Dr. Isip:

Content: I wanted to ask/tell you.... [Be specific and brief]

Signature: Sincerely/Thank you/All the best/ Etc. [Write your full name and class section]

Course Information:

Section Number: 1301.LJ1 - CRN 11532

Meeting Times: MWF 8:45 AM – 9:35 AM

The following textbooks are required for this course:

- ***The Norton Field Guide to Writing With Readings and Handbook by Richard Bullock***
ISBN: 978-0-393-91959-2
- ***Additional readings will be provided throughout the semester in Canvas. These readings will be located under the "Files Tab" in the folder "Full-Text Reading Selections"***

Course Repeat Policy:

Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Registration Guide for more information.

Attendance Policy: The University stresses the importance of punctuality and regular attendance. All students are expected to attend every class, and attendance will be taken into consideration in final computation of a student's course grade. Attendance will be recorded each class day, so a student must notify the professor of a legitimate absence BEFORE class time on that day. With appropriate prior

notification of a student's absence, the professor will work with the student to make up missed work. A student who misses more than three classes during the semester is in danger of failing the course. See Dual Credit information below. **Important Please Note:** In addition to the college's requirements for attendance for those receiving financial aid (please refer to your *Collin Student Handbook* and/or your Financial Aid

Dual Credit Students: In general, the policies do not change between my on-campus classes and my dual credit classes. I have the same academic expectations of all of you. However, I understand that Dual Credit students have additional obligations, and I am willing to work with you so that you are not choosing one activity over another. You must let me know ahead of time for any scheduling conflicts, particularly long periods of missed classes (i.e. your team is traveling; you are in a play, Pep Rally etc.) COMMUNICATION IS KEY !!!!

Religious Holy Days: Please refer to the current *Collin Student Handbook*. As always, communicate with me on any event or specific holiday other than those noted.

Method of Evaluation / Grade Scale:

A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F – 0 to 59

Attendance, Participation, Daily Work, In-Class Writing Assignments. Includes: Quizzes / Discussion Boards	15%
Narrative / Descriptive Essay	10%
The “Falling Man” Essay	15%
Literary Analysis	15%
Argumentative Research Paper	25%
Lab Component Includes: Lab Module #1 / #2 / #3 (See Detailed Explanation)	15%
Final Exam	10%
	TOTAL 100%

***Please Note: Most essays will include a rough draft. Late Work Policy**

I do not accept late work, period. However, because I am a forgiving sort, I will offer opportunities for folks to make up some (if not all) points. Not accepting late work has more to do with *my* time than *your* punishment; late work requires professors to work outside of time he/she had set aside to grade that particular assignment. **SPECIAL NOTE REGARDING DUAL CREDIT STUDENTS WILL BE DISCUSSED IN CLASS.**

Grading/Return Policy

My policy is generally to return major grades no later than two weeks after the assignment has been submitted. On rare occasions, there may be an exception to this return policy, but I will alert you immediately if such an occasion occurs. If you have not received an assignment by the two-week deadline, please contact me. I want you to know how you are doing in the class at all times.

Grading Feedback

You will receive grades based on a very clear numeric breakdown. I find that most students are primarily concerned with points/grades, yet I tend to give a great deal of feedback. I have set aside our conference times during the semester for you to ask any questions you may have about your essays. Come to conferences with your questions prepared and with a copy of your essay in hand—it is impossible to remember every student's essay two to three weeks after I have read them.

All or Nothing Grades

Almost all grades in this course are “all or nothing” meaning that you will receive a grade based on whether or not you met the requirements for that assignment. For example, if your assignment has a minimum page count but you turn in less than the page count required, you will receive a zero. In the “real world” you would not get away with *almost* paying your rent or *almost* taking your kids to school or *almost* making a sale. You either do it or you don't – same in this class. For this reason, major grades (such as Essays) are broken down into several pieces so that if you get a zero in one area you can pick up some points in another.

Plagiarism Policy

My plagiarism policy is in sync with the policy laid out in the *Collin Student Handbook* (<https://www.collin.edu/studentresources/personal/studenthandbook.aspx>). The last line of the policy states that “The faculty member will determine the appropriate academic penalty” for cases of scholastic dishonesty including plagiarism and cheating. To this end, all major papers in this course must be turned in through Canvas which is linked to Turnitin. If your paper comes up with an originality score over 15%, you can expect me to carefully review the paper and determine what has been plagiarized (if anything). There are certainly situations where papers may come back with a higher than usual score (i.e. papers that have been turned in for multiple drafts for the class), so we will determine grades case by case. That being said, papers which we determine to be plagiarized will receive a zero without the opportunity to resubmit. Of course, you are always welcome to contest our findings with the Dean of Students (<https://www.collin.edu/studentresources/deanofstudents/>). **IMPORTANT - Plagiarism on quizzes / discussion boards is just as serious !**

MLA Format Expected for All Work

We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get yourself to the interwebs ([Purdue OWL MLA](#) is a great place), YouTube, and/or the Collin College Writing Center for help. “I did not know” will not fly in this class.

The basics: One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation

Extra Credit

At my discretion, I may offer extra credit opportunities throughout the semester. Many of these include attendance at campus events or short write-ups. You should not *expect* to be offered extra credit opportunities, though they are likely.

Conferences

We have one short one-on-one conference scheduled this semester. We do not meet for regular class time on these days. Instead, you must show up to your scheduled appointment at my office. If you miss

the appointment, ***you are marked absent for the week***. Be sure to save your appointment time and date; I will not be available during that week to look up the time you signed up for.

Minimum Technology Requirement: Computer with internet access and ability to send emails and login to our class website (You *must* check your CougarMail – remember that you can forward it to your preferred email address. Here are instructions “how to do that”: <https://www.youtube.com/watch?v=MyDJTLEv1s>).

Document Uploads: All papers turned in on Canvas in this class *must* be in a Word document (.doc, .docx) or a PDF (Adobe Acrobat) file *only*. I cannot open any other files including those from Macs or Google Docs. **If you turn in a document I cannot open, it will not be graded.**

Lab Component – 15% of Final Grade

English Department Statement Regarding Lab Unit:

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of typically 8 selections from a list of activities provided by your professor. This lab is not the same as regular daily course work 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.

HOWEVER, the lab component for my class will consist of three lab modules designed to broaden your expertise in argument and analysis. Each module will count 5% for a total of 15% of your total course grade. Below is a brief explanation of each module. You will find detailed information, as well as lab module samples in CANVAS under the folder titled “Lab Modules”:

Lab Module #1 – Grammar & Style Basics – College writers should be proficient with basic grammar and punctuation, as well as style. You will be given an opportunity to demonstrate that proficiency by passing ten basic tests with a grade of 80 or better. I will give you approximately fifteen topics to choose from so that you can practice those areas you most need work in. These will all be completed by reading an instructional handout for each topic, followed by a short quiz taken via CANVAS.

Lab Module #2 – Rhetorical Analysis of Iconic Photographs – You will choose ten photographs and analyze them based on rhetorical elements (*logos, pathos, ethos*). You will be given detailed handouts on instructions and processes. This will also include a sample submission for you to use. All of this information will be provided for you via Canvas.

Lab Module #3 – Rhetorical Speech Analysis – Throughout the semester we will be discussing the importance of rhetoric and how to effectively utilize your academic voice. Choose any ten speeches from a television show, movie, news footage, or famous speech that you believe was rhetorically effective. Write a one paragraph analysis of how each speech was effective and what conventions of rhetoric were used (*logos, pathos, ethos*). Be sure and include the text of your speech with your analysis. There is also a folder in Canvas that will provide you with detailed instructions and a sample document.

Discussion Boards / Quizzes - Each week, I will post a video of a specific writer discussing the importance of writing, literature, reading. I will have a discussion post provided for you. Each week you will be required to watch the video, create an original post, and respond to two of your peers. **WARNING** - to get full credit YOU MUST WATCH the video I provide. You cannot answer generically with broad, sweeping generalizations. You must include enough specific information that illustrates you actually watched the selection.

On any quizzes that are posted, you must also show sufficient specific information that demonstrates to me you actually read the material.

Essays, Analysis, Research Papers

The bulk of your grade will come from your ability to create formal written papers. The formal writing assignments will include time spent in various stages of the writing processes. Essays will be drafted, will go through editing processes, and will be revised by the author before the final paper is collected for grading.

Classroom Rules of Conduct

- (1) Students will refrain from behavior in the classroom that intentionally disrupts the learning process and thus, impedes the mission of Collin College.
- (2) Students are prohibited from using tobacco products, making offensive remarks, reading, sleeping, talking at inappropriate times, or engaging in other forms of distractions causing a hindrance to their peers and classroom learning.
- (3) Students should bring appropriate materials to class every day and be prepared for active discussions.
- (4) Cell phone use during class is strictly prohibited.
- (5) Laptops are permissible if used for classroom purposes only.

A Note for Dual Credit Parents

Dear Parent –

You and your student have chosen to enroll her/him into a college-level course designed for adult learners. As such, I will treat your student as I treat all of my students which is to say I will treat your student as *an independent adult learner*. I believe this is exactly why you and the student have chosen a dual credit course – in order to be exposed to the adult learner experience in a college classroom.

I want to make a couple of things very clear from the outset of the semester—much of this was covered by the high school when you signed up for dual credit, but it bears repeating:

1. Your student is the only person I will make contact with about grades, assignments, attendance, etc. This is not only my choice as the instructor, but it is in line with Federal Law 99-380 (Family Educational Rights and Privacy Act or FERPA). All correspondence about the course should come from the student; I want to make it very clear that my obligation is to communicate with the student.
2. Your student will likely be exposed to content meant for adult learners. Many times this content is chosen specifically for its controversial nature—meant to elicit strong feelings and arguments from the student. In other words, I believe that students write about what they care about and often what we all care about are things we have very strong feelings about whether that be in a political, religious, social, intellectual, or emotional context. I *welcome* discussions about appropriateness and, if need be, alternatives to texts chosen for the class. However, these discussions *must* come from the student. I want them to practice advocating for themselves. “My mom/dad *told me* I couldn’t read/write this” is a childish statement and, as a teacher of adults, I do not find it to be a reasonable argument.
3. I am well aware of the extracurricular lives of high school students and I try to be as accommodating as possible. As with any of my students, however, I expect students to meet the requirements of the course which means meeting the attendance requirements. A “note from a parent” is not something we collect for college courses. That being said, the student should come and discuss with me *early in the semester* any travel associated with team sports or club events. Again, *the student* must discuss this with me prior to the absence(s).

I am so glad you and your student have chosen to enroll her/him into a Collin College course. It is my goal, to the best of my ability, to provide a genuine college experience for your student. I appreciate your assistance in allowing her/him to be treated as an adult learner.

Lesson Plan

Your tentative lesson plan for the semester is on the following page. This Lesson Plan can and probably will change. I will provide you notice before any adjustments to the schedule through Canvas.

Course Calendar & Reading Selections

This Lesson Plan is subject to change with notice. Any changes will always be in an effort to better serve students. To this end, changes will only include moving or eliminating readings/assignments as necessary. Rest assured, I will not add more for you to do.

Week 1 – 08/27

- Introduction to Course / Syllabus / Canvas
- Introduction to College Writing Basics
- Diagnostic Writing
- Assign Narrative / Descriptive Essay

Week 2 – 09/03

09/03/17 - LABOR DAY - NO CLASS

Week 3 – 09/10

- **09/10 - Rough Draft Narrative Essay is Due**
- The Norton Field Guide to Writing (NFGW) – Read:
Writing and Reading Academic Contexts – p. 3 – 31
Developing Academic Habits of Mind – p. 45 – 52
Writing a Narrative – p. 73 - 93
- George Orwell's "Shooting an Elephant" – CANVAS
- Amy Tan's "Mother Tongue" – CANVAS
- The Norton Field Guide to Writing (NFGW) – Read:
Rhetorical Situations – p. 55 - 65

Week 4 – 09/17

- Return Narrative Essay Rough Drafts for Corrections
- Assign "The Falling Man Essay"
- Watching "The Falling Man Documentary"
- Read "The Falling Man" by Ton Junod *Esquire Magazine* - CANVAS
- Discuss Rhetorical Analysis of Iconic Photos

Week 5 – 09/24

- **09/24 - Final Narrative / Descriptive Essay Due at Beginning of Class**
- The Norton Field Guide to Writing (NFGW) – Read:
Arguing a Position – p. 156 – 178

Week 6 – 10/01

- **10/01 - Rough Draft of "The Falling Man Essay" is due at the beginning of Class**
- Introduction to Literary Analysis – Short Stories
- The Norton Field Guide to Writing (NFGW) – Read
Textual Analysis – p. 663 – 693
Literary Analysis – p. 790 - 847

Week 7 – 10/08

- Return Rough Draft of "The Falling Man" for Corrections
- Read Flannery O'Connor's "A Good Man is Hard to Find" – CANVAS
- Read Flannery O'Connor's "Good Country People" – CANVAS
- Assign Literary Analysis

Week 8 – 10/15

10/19/18 - LAST DAY TO WITHDRAW

- **10/15 – Final “The Falling Man Essay” Due at Beginning of Class**
- Read “How to Read Literature Like a Professor” – CANVAS – pages TBA
- Read William Faulkner’s “Barn Burning” – CANVAS
- Read William Faulkner’s “A Rose for Emily” - CANVAS

Week 9 – 10/22

- **10/29 – Rough Draft Literary Analysis Due at Beginning of the Class**
- Assign Argumentative Research Paper
- The Norton Field Guide to Writing (NFGW) – Read
Arguing – p. 355 – 372
Developing a Research Plan – p. 435 - 443

Week 10 – 10/29

- Return Rough Draft Literary Analysis for Corrections
- Watch Documentary or First Amendment and Freedom of Speech
- Examine various videos of rhetorical strategies and situations
- **10/29 – Lab Module #1 Due**

Week 11 - 11/05

- **11/05 – Final Literary Analysis Due at the Beginning of Class**
- The Norton Field Guide to Writing (NFGW) – Read
Quoting, Paraphrasing, and Summarizing – p. 478 – 487
Avoiding Plagiarism – p. 491 - 496

Week 12 - 11/12

- In-Class Work on Argumentative Research Papers
- Meet With Individual Students as Needed
- **11/12 - Lab Module #2 Due**

Week 13 - 11/19

- Rough Drafts Argumentative Research Papers Due
- Meet with Individual Students as Needed

Week 14 - 11/26

- Rough Drafts Argumentative Research Papers Due
- Meet with Individual Students as Needed

Week 15 - 12/03

- Return Rough Drafts of Argumentative Research Papers
- Meet With Individual Students
- **12/03 - Lab Module #3 Due**

Week 16 - 12/10

Final Argumentative Research Paper Due – 12/10

Final Exam – 12/12 – Regular Class Meeting Time