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Composition I

Carol Zembower

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**Central Park Campus
Spring 2019**

Course Number: ENGL 1301

Course Title: Composition I

Instructor's Information:

Instructor's Name: Carol Zembower

Office Number: A 206

Office Hours: Tuesday/Thursday – 12:45 P.M. – 1:45 P.M. (By appointment only.)

Phone number: 972-548-6830

Email: czembower@collin.edu

Class Information:

Section Number: C15

Meeting Times: T/Th: 11:30 A.M. – 12:45 P.M.

Meeting Location: B 116

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

Required Textbook: *The Norton Field Guide to Writing with Readings and Handbook (4E)* by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg (ISBN: 978-0-393-61739-9)

Required Materials: Text, pocket folder (Writing Portfolio), highlighters, pen (blue/black)

Technology Requirements: Active Collin email account, Access to Canvas, Access to internet, Access to Collin library's research resources, Ability to backup all work (flash, email, or cloud) of every assignment that is submitted, Word processor to complete and submit papers in a typed format. Must be able to export files as MS Word documents (.doc or docx file extensions) without changing format. ALL WRITTEN WORK, WHETHER HOMEWORK OR ESSAY, MUST BE COMPUTER-GENERATED.

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:

Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Method of Evaluation:

Grading Scale:

900-1000=A

700-799=C

Below 600=F

800-899=B

600-699=D

Course Points and Categories:

• Writing Sample Rewrite	100 pts.
• Essay of Summary and Response	100 pts.
• Position Paper	150 pts.
• Reading/Response Journal Entries (2)	100 pts.
• Quizzes	
Library/MLA /Punctuation Situations	50 pts.
Rhetorical Devices	50 pts.
Five Major Language Areas for Composition	50 pts.
• Oral Presentation/Participation	100 pts.
• Attendance	100 pts.
• Lab Assignments	100 pts.
• Final Exam	100 pts.
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	1000 pts.

Course Requirements:

1. **Writing Sample Rewrite:** Early in the semester students will receive an assignment that requires a response to a piece of writing. This short essay will not receive a grade until it has been evaluated and rewritten. This essay **MUST** be completed before another writing assignment will be accepted.
2. **Essays:** Students will write papers responding to specific assigned topics. These essays will mostly be written outside of class; however, we will spend some class time in pre-writing, peer reviewing, and instructor feedback. Every first draft of an essay must go through workshop and be signed off on by instructor. If this step in the process is not

completed, **twenty (20) points** will be deducted from the final grade of the essay. These essays must be computer-generated and formatted following MLA standards and submitted to Turnitin.com by the specific deadline time. A hard copy of the final draft accompanied by the pre-writing, first draft (with evidence of revision/editing) and any R & R critique notations must be submitted in class on the due date for the writing assignment. Late essays will be penalized **twenty (20) points every day** they are late. Late essays submitted more than one week after the original due date will NOT receive a passing grade and will not receive evaluative commentary.

3. Reading/Response Journal Entries: Students will be assigned two (2) essay assignments that will require careful reading and annotation of a text and a written response to it. Assignment sheets will be given for each entry. You will also be evaluated by your effectiveness of completing the process. Students will be given time in class to work on these entries. **Late journal entry assignments are NOT accepted.**

4. Quizzes: (3) **1.** After an informative tour/lecture in the library, students will take a quiz on the library and the MLA format as well as punctuation situations. **2.** Students will also complete a quiz on rhetorical devices used in writing. **3.** The third quiz will be a language quiz on the five major languages problems that writers face.

5. Oral Presentation/Participation: After writing the position paper, students will be required to complete a brief presentation on the topic written about in the essay. Students will be given reading/annotating assignments that should be taken seriously because they will be expected to participate in class discussion or complete a quiz on assigned material.

Participation: Much of this class depends on class participation, which includes offering your opinion/analysis of text, asking questions, actively participating in R & R groups with constructive feedback during workshop/discussions, and demonstrating your knowledge and awareness of your responsibilities for English 1301. If I notice that you are **NOT** participating on a regular basis, points will be deducted from attendance/participation grade. I do ask that your cell be placed on vibrate or turned off and stored **OUT-OF-SIGHT**. Texting, checking mail/Facebook or eating food in class are all signals of disrespect to the instructor and students. I also do not want to see any other electronic devices; don't distract me, you, or those around you and impede the learning for anyone. I trust that professionalism, courtesy, and respect will be practiced by all in my classroom.

6. Attendance: To be frank, students cannot afford to miss many classes. If students do miss a class, they should prepare for the next class in the same manner as those who attend. Part of your grade is based on your attendance; therefore, regular and punctual class attendance is mandatory. I do expect the courtesy of being made aware of an absence as soon as you know of it. All absences are counted the same. (Please see me for extenuating circumstances.) After **two (2) missed classes, ten (10) points** will be deducted from the attendance grade for each absence. Late Arrivals: As arriving late or leaving early disrupts the class, **two (2) late arrivals or early exits count as an absence; however, if you are more than fifteen (15) minutes late for class, you will**

be counted “absent.” If students do arrive late to class, please check with instructor after class to make sure not to be counted absent; roll call is taken every class period.

What constitutes an absence?

- Two tardies of fourteen (14) or fewer minutes is one absence.
- Missing more than fifteen (15) minutes, either by arriving late or leaving early is an absence.
- Not being in class, regardless of the reason, is an absence.
- **Not having the first draft of an essay completed and printed on the day the first draft is due for workshop (peer review) is an absence.**

7. Lab Assignments: Students are responsible for completing four (4) lab assignments for the lab component of English 1301. Each assignment has a writing component to it; students will be required to write an essay of at least **four hundred (400) words**. The four assignments have specific due dates (See Class Calendar.) and **they can be completed in any order**. The lab assignments for English 1301 are as follows:

- **Writing Center Visit:** Students must visit the Writing Center (any campus) for a 30-45 minute tutorial session **on a piece of writing for English 1301**. The CPC Writing Center is located in **A104**; students can reach the center at 972.548.6857 to schedule an appointment. After the visit to the Writing Center, students are responsible for an evaluation essay (400 words), reviewing the time spent in the tutorial. What was covered in the tutorial? Was it beneficial? Why? Lessons learned? Etc.*(You may go to any campus for writing tutorial. Make sure that a record of your session is sent to me.)
- **Writing Workshop:** Students must attend **one** Writing Center Writing Workshop (Names and dates of workshops can be found in Cougar web) and compose an essay (400 words) describing the issues discussed in the workshop and how they will help in your writing. These workshops are offered at all campuses; you may attend workshops at any campus. At CPC, they are held in the Library.
- **Editorial Analysis:** Students are responsible for selecting an editorial piece from one of these sites: www.nypost.com, www.nytimes.com, www.usatoday.com/opinion, www.washingtonpost.com/opinions, www.wsj.com/news/opinion, or www.newsmax.com. Print article, carefully read and annotate it, and compose an essay (400 word minimum) that identifies the claim(s) and validation for the claim(s), followed by personal commentary about the issue presented in the article. **Attach a copy of the annotated article behind the essay**. Also make sure that the article is correctly cited in the essay and the work cited page.

- **Film Review:** Students have several options for this lab assignment - **Select one from the following choices:**
 - 1) Select a film from topdocumentaryfilms.com to view and to write a response essay. This essay should contain the name of the documentary and be properly cited. The response essay (400 words) should consist of a brief summary of the film and the student's response to the issue discussed in the film. **Note:** No biographies will be accepted; this documentary should deal with a current social/political issue.
 - 2) View the interview found on www.ted.com entitled "A Parkland Teachers Homework for Us All" (Diane Wolk-Rogers). Students should take notes over the idea/claim(s) the speaker is making and then compose an essay (400 words) that identifies the ideas as well as students' personal response to them. This video is 15: 46 minutes long. Make sure to look at Purdue Owl Online Writing Center for accurate MLA format for a video.
 - 3) **Auteur Film Series:** Students can attend a film/discussion in the series for this semester. Each film screening is free, and doors open thirty (30) minutes before the film begins which is usually 7:00 P.M. Each film will be followed by a panel discussion led by Collin College faculty/staff. After viewing the film/discussion, students are responsible for writing an essay (400 words) that includes a review of the film/discussion and personal commentary on the film. Students can obtain a list of films through Cougar web; also, pay attention to flyers placed around campus advertising the films.

NOTE: Each lab assignment has a 400-word minimum essay attached to it. If the essay has NO mistakes in MLA formatting and minimal mistakes (3 or less) from CHECKLIST, you will receive full points for the lab. If a lab assignment is NOT submitted on the due date (Check Course Schedule), you will FORFEIT the points for it.

8. **Final Examination:** The final exam will evaluate your ability to successfully compose an essay in the allotted time on a given prompt. On the date of the final exam, students should bring their organized writing portfolio to class.

Late Work: If an assignment is due on a day that you happen to be absent from class, the assignment is **STILL DUE**. Make sure to find a way to get the assignment to class, either by another member of the class (member of your R & R group) or have someone drop by the office to be placed in my mailbox. The **LAST** option is to email the assignment to me. Know that the assignment that you email to me will be counted as being completed; however, I will **NOT** print it. You must bring a hard copy of the assignment to class when you return from your absence. If I do not receive a copy of the assignment when you return, you will not receive a grade for that assignment; this is **YOUR** responsibility.

Withdrawal Policy: See the current *Collin Student Handbook*. Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official manuscript. You may now drop online up to the census date. **The last date to drop this class is February 4, 2019.**

Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a “W” on your official transcript but are not calculated in your grade point average. Withdrawals are NOT PERMITTED ONLINE. Please read the Registration Guide or contact the admissions office for information on how to withdraw. **The last date to withdraw from this class is March 22, 2019.** If you are contemplating withdrawal from English 1301, I ask that you conference with me first. Many times if we work together, we may be able to avoid the frustration that accompanies quitting a class.

Classroom Environment: During class discussions, you are welcome to voice differing opinions as long as you can do so in a polite and academic manner. In order to maintain a critical and fruitful lecture and discussion, please do not interrupt others; everyone will be allowed to voice his/her opinions. If your behavior becomes disruptive, you will be asked to leave and will be counted absent for the day. Cell phones, iPads, iPods, Kindles, laptops and other electronic devices must be off and stowed away upon entering the classroom. Life happens; I realize that. If you need to take an emergency call, please quietly step outside the classroom. There may be times in class when you are directed to use the computers or access the Internet; however, during lecture or group work, please have them turned off and put away. I trust that courtesy, respect, and professionalism will be practiced by all in my classroom.

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:

7-2.2 Scholastic Dishonesty :(from the 2016-2017 Student Handbook)

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 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 conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; 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; and/or submitting work that is not one's own. 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.

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 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 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 (i.e. recycling an assignment) 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 alleged violation of scholastic dishonesty, the 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.

Regardless of intent, a student found responsible of plagiarism automatically receives a zero on the assignment. Because plagiarism, collusion, and/or cheating violate a bond of trust between the student and instructor, I reserve the right to refuse to accept any further

work from the student and to give the student an “F”: as a final grade. I also do not accept nor give credit to papers you may have submitted previously for another course.

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

I RESERVE THE RIGHT TO AMEND THIS SYLLABUS AS NEEDED.

English 1301.C15 Course Schedule/ Spring, 2019 C. Zembower

Week I (1/22 – 1/24)

- Course introduction: Discussion of syllabus, schedule, and outline of course
- Discussion of format of essays – Introduce library tab (Cougar web) Quick review of MLA heading
- **Assignment: Due 1/24:** Syllabus Quiz
- Discussion of Lab Component of English 1301 (List of ADsignments)
- **Assignment: Due 1/29:** Have text in class.

Week II (1/29 – 1/31)

- Discussion of Essay Checklist (Under “Files” in Canvas).
- Conversing on topics brought up in Chapters 1 and 2 (“Writing in Academic Contexts,” and “Reading in Academic Contexts”) in Norton text as well as the “Rhetorical Situations” (Chapters 5-9) in text.
- Language Mini Lesson: “Punctuation Situations” (Under “Files” in Canvas)
- **Assignment: Due 2/5** – Carefully read Chapter 3 “Summarizing and Responding: Where Reading Meets Writing” page 33 in Norton text.

Week III (2/5 – 2/7)

- Assign R & R groups and complete exercise. (Under “Files in Canvas)
- Discussion of Pre-writing exercise for Essay of Summary/Response
- View Video (subject of essay)
- Discussion of Assignment Sheet for Essay of Summary/Response (“Files” in Canvas)
- **Assignment: Due 2/12: 1)** Meet in Library for library orientation and database instruction. 2) **LAB ASSIGNMENT #1**

Week IV (2/12 – 2/14)

- 2/12: Library Day – After orientation and instruction, you will have time to work on Summary/Response essay
- **Assignment: Due 2/14** – First draft of Essay of Summary/Response

Discuss R & R groups – Writing Workshop – Begin R & R groups

Assignment: Due 2/19 – Apply Checklist to first draft, revise, and complete final draft.

Make sure to have hard copies of final draft, first draft (evidence of revision), pre-writing notes, and copy of secondary source article (highlighted) in class. Your final draft should be submitted to **Turnitin.com by 11:00 A.M. Tuesday, 2/19.**

Week V (2/19 – 2/21)

- Review of quiz info – (Library, MLA, Punct. Situations)
- **Assignment: Due 2/21 – 1) Quiz #1** – (Library, MLA format, and Punctuation Situations)
- Language Mini-Lesson: S-V Agreement, Pronouns – computer exercises (Quizzes will be taken in INK in-class on a printed quiz.)
- **Assignment: Due 2/26** – Carefully read and annotate Chapter 11 “Analyzing Texts.”
(pg. 94, pgs. 110-125).

Week VI (2/26 – 2/28)

- Quiz #1
- Discussion of reading assignment / Discussion of rhetorical devices (“Files” Canvas)
- Review short text for analysis (practice) Discuss Reading/Response Journal Entry #1 – (Essay of Textual Analysis – “Assignments”)
- Language Mini-Lesson/ Practice: Comma splices, fused sentences, fragments/ Exercises
- **Assignment: Due 3/5: Final draft of Journal Entry #1**

Week VII (3/5 – 3/7)

- Detailed discussion of the analysis of a visual – What to examine, etc. Rhetorical Situation
- **Assignment: Due 3/7: 1) LAB ASSIGNMENT #2 2) Bring visual for approval**
- Review discussion of Journal Entry #2 (Analysis of Visual) – “Assignments.” Begin work on pre-writing exercise – on assignment sheet.
- **Assignment: Due 2/19: Final draft of Journal Entry #2**

Week VIII (3/19 – 3/21)

- Reading/Response Journal Entry #2: (Analysis of Visual) Share examples.
- **Assignment: Due 2/21: 1) Quiz #2** – Rhetorical Devices
- **Working in R & R Groups: Class Work - Discussion** - Carefully read and discuss with your group a way to explain the material in the group’s assigned part of Chapter 36 – “Arguing,” pgs. 355- 373.

Week IX (3/26 – 3/28) This week, we are going to carefully continue to examine the process of argument and continue to work on examining ideas to investigate, to research in which we have a strong connection, a strong conviction. . .

- Closely examine Chapter 13 “Arguing a Position,” pages 169 – 182.
- Review MLA formatting (Works Cited, In-text Citations, Quoting, etc.)
- Review selection of topic process (Computer exercise)
- **Assignment: Due 4/2: LAB ASSIGNMENT #3**

Week X (4/2 – 4/4)

- Explanation of process for Position Paper – We will use class time to begin preliminary research of essay.
- Computer Exercises (Language practice)
- **Assignment: Due 4/9: Research! Research! Research!**

Week XI (4/9 – 4/11)

- Classwork: Work on working outline for position paper.
- **Assignment: Due 4/11:** Complete outline (have signed) and begin first draft.
- Classwork: Work on first draft – position paper
- **Assignment: Due 4/16: First Draft – Position Paper**

Week XII (4/16 – 4/18)

- Workshop Position Paper (A typed peer-edited exercise must be completed on partner’s position paper. The exercise that you completed will accompany your position paper.)
- In-Class Practice Quiz – to help prepare for the Language Quiz
- **Assignment: Due 4/23:** 1) Quiz #3: Language 2) Final draft – Position Paper

Week XIII (4/23 – 4/25)

- Quiz #3
- **Assignment: Due 4/25: LAB ASSIGNMENT #4**
- Discussion of oral presentation requirements (“Assignments”)
- **Assignment: 4/30: Presentations begin.**

Week XIV (4/30 -5/2)

Presentations

Week XV (5/7 – 5/9)

- Discussion of Final Exam
- Oral Presentations

Week XVI: (5/16)

- Final Exam – Thursday, May 16

