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# Composition I

Lari Ranta  
*Collin College*

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# **COLLIN COLLEGE**

## **COURSE SYLLABUS**

### **Course Information**

#### **ENGL 1301**

**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)
  1. Develop ideas with appropriate support and attribution. (Communication Skills)
  1. Write in a style appropriate to audience and purpose. (Communication Skills)
  1. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  1. 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*

## **6.24 Repeating Courses**

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.

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

**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.

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

## **INSTRUCTOR INFORMATION**

**Instructor’s Name:** Lari Ranta

**Office Number:** D227 (Spring Creek Campus)

**Office Hours:** Tuesday/Thursday 9:00am-10:00am, Monday/ Wednesday 1:20-2:20 (alternating at CPC), Thursday 1:00-2:00

**Phone Number:** 972-881-5789

**Email:** [lranta@collin.edu](mailto:lranta@collin.edu)

**Contacting the Professor:** Please contact professor via email or Canvas. Replies to email will be made within 48 hours.

**Class Information:**

**Section Number: S2Y**

**Meeting Times: Tuesday 1:00-2: 15 and online**

**Meeting Location: G219**

**Minimum Technology Requirement: for best results, open Canvas in Chrome or Mozilla Firefox**

**Minimum Student skills: MS Word, Internet**

**Course Resources:**

**Required Textbooks:**

*The Norton Field Guide to Writing with Readings and Handbook*, 4th ed. By Bullock, Goggin, and Weinberg

*The Happiness Advantage: how a Positive Brain Fuels Success in Work and Life* by Shawn Achor

**Supplies:** 3 folders with pockets and brads, paper, writing utensil, you (in mind and body)

**Attendance Policy:**

Attendance in a hybrid course is achieved when you attend both our scheduled class time and by logging onto the course on a regular basis to read e-mail, announcements, assignment schedule, assignment instructions, and to submit discussion posts and writing assignments. Class time on campus is considered mandatory for the course. Many directions for assignments, daily work, and extra credit opportunities will be discussed in person. Thus, 2 or more onsite absences will result in a lowering of your grade. For the online component, you should log on to accomplish these tasks during the week with many assignments due Sunday evenings. Failure to do so constitutes absence from the class and zero for graded work. As with all college courses, absences usually result in a negative impact on student grades.

### **Method of Evaluation:**

Final grades for the semester are based on the following:

Essay 1	15%
Essay 2	15%
Essay 3	20%
Essay 4	15%
Final Exam	10%
Labs	10%
Discussion Posts/ Daily work/ Journal	15%

### **Grading Scale:**

**A = 90 –100**

**B = 80 – 89**

**C = 70 – 79**

**D = 60– 69**

**F = Below 60**

### **Instructor Response and Availability:**

- **Replies to e-mail will be made within 48 hours; email and Zoom conferencing are the preferred methods of communication. Phone calls must be scheduled via email.**
- **Essay assignments will be graded in *approximately* ten days after submission**
- **Discussion Post grades will be posted at the end of the semester**

Students who have fallen behind and are failing are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

## **Explanation of Assignments:**

**Major essays:** Four major essays and a final exam will be required. For each essay, we will engage in a drafting process, taking class time to workshop early drafts before you submit your final copies. Failure to bring a complete draft on a workshop day will result in a zero for attendance. All final drafts of major essays need to be turned in as a hard copy in one of your folders – final draft in the brads, and rough draft/workshop comments/etc. included in the pockets. You must also submit an electronic copy to TurnItIn via the link provided in Canvas Modules.

Each essay will have specific requirements for completion and will be outlined in the instructions handout given in class and posted in Canvas. All essays will include research and summary activities i.e precis or annotated bibliography as a part of the total essay grade.

**Daily Work:** Reading, researching, discussing, and writing assignments that support the goals for the course. A daily response question will be used to determine attendance each Tuesday. These responses cannot be made up.

**Labs:** These are assignments that will be done outside of class. They are designed to support concepts in class. All lab assignment directions will be in the lab module.

**Discussion Posts:** are formal writing assignments that are required for this course. Students will provide thoughtful response to all discussion posts. These are calculated at the end of the term.

**Discussion Post Participation:** is required, and deadlines must be met for these assignments. Posts are due each week by Sunday at 11pm. Some weeks may have more than one post to answer based on the readings. I will have suggested days in the calendar to answer discussion posts to stay on track; however, they will not be officially due until Sunday.

## **Evaluation Criteria for Discussion Post Assignments:**

- Satisfactory completion of assignment by the deadline
- Demonstration of *excellent* knowledge and understanding of the assigned readings
- Responses that are tactful, respectful, insightful, and critical
- Detailed, in-depth posts that are at least a few paragraphs in length
  
- Respond to posts by classmates

**Nettiquette Expectations:** Class discussion also happens through the discussion posts. I will have questions for you to answer each week where you respond also by using evidence from the text. Make sure to respond fully and with an academic perspective. I look for insightful responses. Netiquette rules apply: No foul language, no slang. Write your posts to the academic audience that we are. Also, copying someone's response is still plagiarism. While similar ideas will surface, push your perspective further than just redundancy.

### **Classroom Conduct:**

**Please keep disruptions to a minimum. Success in this course requires your attention and participation. Note that if you are actively participating in the class session you likely won't need to be using your computer much. I, therefore, assume that what is so engaging on your screen is probably not class related. If, however, you feel you *must* use a laptop for "note taking," please sit towards the back of the room. No games, Facebook, and browsing the web. The use of audio recording devices to supplement your notes is acceptable, so long as they are for your personal, private use and not disruptive to your classmates. The use of cameras (still or video) is not allowed.**

Because this is a participation and discussion-oriented course, I expect and encourage you to make your ideas and opinions known. It is likely that we will address some controversial topics, and that you will find points of disagreement with classmates. Please extend to all of us the courtesy of civil discussion. Personal attacks, threats, yelling, etc. will not be tolerated and may result in your being asked to leave class, or referral to the dean of students depending of the severity of the offense.

**How to Succeed in College: Get on Board!** *Your college experience is up to you.* You chose to register for class, so why not get the most out of it? Class discussion is a fundamental component to learning, so please become involved. In college courses, teachers and students are privileged to experience academic freedom. This freedom exists in a realm of responsibility by thoughtful, courteous, responses as we approach important issues. In addition, attitude towards coursework is vital to academic advancement. I give all my students my attention and respect, and thus, expect the same in return. Show interest and dedication, and I will go above and beyond to help you reach your goals. Show apathy and I will grudgingly reciprocate. As a college student and adult, the onus is on you to find the motivation and desire to be successful. I am not your parent, and I cannot do for you what you are not willing to do for yourself. The choice to succeed is yours.

### **Academic Ethics:**

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 or the award of a degree, and/or the submission as one's own work material that is not one's own. 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. 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.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination; 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; copying computer or Internet files; using someone else's work for assignments as if it were one's own; 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; 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, faculty are requested to delay posting a grade, for the academic work in question, until the Dean of Student's Office renders an administrative decision of the case. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The professor will determine the appropriate academic penalty.

**Based on the information above, students found guilty of deliberate and intentional plagiarism, for example, purchasing papers through internet sites, will receive an F for the final course grade.**

### **LATE WORK COUPON**

I realize that 16 weeks is a long time in the life of an adult; thus, stuff happens. The coupon will allow you to submit 1 late essay with no questions asked. Just copy and paste, and make sure to include this as its own page with your document (it does not count as a page of your essay). Make sure to include which essay (#1, 2, etc...) and the original due date and the date you are submitting. Obviously, turnitin will provide me with this information, but I think it is important for you to see it so you stay on track with the calendar.

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Copy and Paste this coupon for 1 extension of an essay. This coupon will expire 1 week after the original due date. Instructor comments not guaranteed after submission.

Essay: \_\_\_\_\_

Due date: \_\_\_\_\_

Date submitting: \_\_\_\_\_

Your initials: \_\_\_\_\_



## Fall 2018 Calendar:

\*dates and reading assignments are subject to change. These changes will be said in class and via announcements.

### Unit 1: Language and Culture

*Knowing who we are, understanding our experiences, and analyzing how we relate others helps us to become effective writers*

#### Week 1: 8/28:

**Tuesday:** Course Introduction

**Thursday Online:**

- **Read ch. 1-3 in Norton Field Guide (NFG)**
- **Introduction Discussion Post due Thursday 11pm**
- **Wk 1 Discussion post due Sunday @ 11pm**

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#### Week 2: 9/4

**Tuesday:** Discuss chapters 1-4

**Thursday Online:**

- **Read** the essays by Amy Tan and Tanya Barrientos documents in the module.
- **Read** "Part One" in *Happiness Advantage*
- **Wk 2 Discussion post by Sunday @11pm.**
- **HW Read ch 4-7 in NFG**

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#### Week 3: 9/11

**Tuesday:** Discuss Tan, Barrientos & ch. 4-7 & *Happiness Advantage*

**Thursday Online:**

- **Read ch. 18 "Memoirs" & ch. 43 "Narrating" in NFG/**
- **Read Essay 1 instructions** (essay due 9/25)
- **Week 3 discussion post due by Sunday 11pm**
- **HW: Begin draft/ Read: Chomsky article in module**

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#### **Week 4: 9/18**

**Tuesday:** Discuss Chomsky,

**Thursday Online:**

- **Read Neil Postman article**
- **Read "Vision and Meaning" article**
- **Read "Principle1" in *Happiness Advantage***
- **Wk 4 Discussion post due Sunday at 11pm**
- **HW: finish draft of essay 1**

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#### **Unit 2: Language and Gender, Race, Class**

*Good Writing demands an open mind and acceptance of others. Good writers welcome difference, break down barriers, and respond thoughtfully*

#### **Week 5: 9/25**

**Tuesday: Essay 1 due:**

**Thursday Online:**

- **Read: "Principle 2" in *Happiness Advantage***
- **Discussion posts due By Sunday at 11pm**
- **HW: Read in NFG Ulrich (pg 664,) Smith (pg 750), & Dowsett (pg 984)**

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## Week 6: 10/2

**Tuesday:** Verb activity & Discussion over readings

**Thursday online:**

- **Read essay 2 instructions**
- **Read Ch 39 " Defining" in NFG**
- **Read "Principle 3" in *Happiness Advantage***
- **Week 6 Discussion post due Sunday at 11pm**
- **HW: Begin Draft.**

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## Week 7: 10/9

**Tuesday:** Continue Discussion of race and gender (wrap up of what we have been reading thus far)

**Thursday online:**

- **Work on draft**
- **Read "Principles 4 &5" in *Happiness Advantage***
- **Discussion post due Sunday at 11pm**

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## Week 8: 10/16

**Tuesday: Workshop DRAFT**

**Thursday Online:**

- **Read ch. in NFG**
- **Week 8 discussion post due Sunday at 11pm**
- **HW: Polish draft**

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**Week 9: 10/23**

**Tuesday: Essay 2 Due**

**Thursday Online:**

**Read ch. 11 "Analyzing a Text" & ch 38 'Comparison' in NFG**

**Week 9 Discussion post due Sunday at 11pm**

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### **Unit 3: The Power of Positive Language**

*What we can learn from the comparing the writings of others to guide us in our choices*

**Week 10: 10/30**

**Tuesday:** Discuss *Happiness Advantage*:book list choice

**Thursday:**

- **Read essay 3 instructions.**
- **Discussion Post due by Sunday 11pm**
- **Hw: Read selected book**

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**Week 11: 11/6**

**Tuesday: Discuss Photo Essay**

**Thursday:**

- **Begin draft of Essay 3**
- **Discussion Post due by Sunday 11pm**
- **HW: Read all of Part 7 in NFG**

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**Week 12: 11/14**

**Tuesday: BIC Discussion**

**Thursday: Read chapters in BIC**

**Discussion Post due by Sunday 11pm Hw: Ch. TBA in BIC**

**Unit 4: Visual Language**

*How can we make a positive impact on those around us? What values and traits can we encourage through a visual medium?*

**Week 13: 11/20**

**Tuesday: Essay 3 due**

**Thursday online: Happy Thanksgiving!**

**No discussion post this week!**

**HW: read ch 19**

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**Week 14 & 15:**

**TBA:Photo essay**

**Final exam Tuesday Dec. 11th @ 1pm**