

8-27-2018

# Composition I

Katharine Boswell Dr.  
*Collin College*

Follow this and additional works at: [https://digitalcommons.collin.edu/english\\_syllabifall2018](https://digitalcommons.collin.edu/english_syllabifall2018)

---

## Recommended Citation

Boswell, Katharine Dr., "Composition I" (2018). *Fall 2018*. 261.  
[https://digitalcommons.collin.edu/english\\_syllabifall2018/261](https://digitalcommons.collin.edu/english_syllabifall2018/261)

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact [mtomlin@collin.edu](mailto:mtomlin@collin.edu).

## 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:** 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.

**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.

**Instructor's Name:** Dr. Katharine Boswell

**Office Location/Hours:** Spring Creek campus L 215  
Office hours: by appointment

**Phone Number:** 972-881-5756 (I am rarely in the office—the best way to contact me is by email **through Canvas!** I generally reply within 24 hours during the week and 48 on weekends.)

**Email:** kboswell@collin.edu (use **Canvas to contact me**)

## **CLASS INFORMATION**

**Section Number:** 1301.11729 AL3

**Meeting Times:** TR 8:00—9:15 am

**Meeting Location:** Allen Collin Center Room 104

**Minimum technology requirement:** A computer with Internet access and the ability to send and receive emails as well as check our course website on Canvas. You are responsible for checking Canvas daily. All papers and major written assignments will be submitted through the website.

- Please include your course and section number in the subject line, use appropriate professional language, and include a salutation. Do not send emails written in incomplete sentences, or which address me as "hey." I will try to

respond to all emails within 24 hours. **Email through Canvas is the best way to contact me.**

- I am always happy to respond to emails and answer questions about the course. However, sometimes students send emails that cover information available on Canvas and/or the syllabus. I ask that you check both places before emailing me. If your question is covered in the syllabus or on Canvas, I will delete the email without responding. Examples of such emails include: “What is my grade in this class?” “How many absences do I have?” “When is this assignment due?” “What is the reading for tomorrow?”

### **Required Course Materials:**

- *The Norton Field Guide to Writing with Readings and Handbook 4e.* Available online or through campus bookstore
- Additional readings available through campus. Please **bring a copy of these to class on the day we read them.**
- Paper and writing instrument for note-taking

**Attendance Policy:** Attend class. Class attendance is required and strictly monitored. Missing more than 3 classes puts you at risk for failing this course. We do many activities in class that cannot be reconstructed over email. If you have a legitimate reason for an absence, it is your responsibility to contact me before class.

I may, at my discretion, count you absent for:

- Sleeping (or appearing to sleep) in class
- A lack of participation
- Not having required materials (such as readings)
- Not turning in a draft on the day it is due
- Being tardy (2 tardies=one absence)

I do not offer makeup work for daily grades. I will drop the lowest two daily grades, and I will at my discretion offer extra credit throughout the semester.

**MLA format:** Throughout this course, we will use MLA format. English 1301 is the foundation of successful college writing. I will cover the basics of MLA format during class, but it will be up to you to master this skill by consulting your Norton Field Guide, correcting your mistakes, and asking questions about what you do not understand. Doing this will not only ensure that you pass this course, but that you also are prepared to continue on a successful path throughout college. Take ownership of your education.

**Grade breakdown:**

Essay #1	10%
Essay #2	10%
Essay #3	15%
Essay #4	15%
Research Essay	15%
Lab Unit	10%
Quizzes, drafts, and daily work	25%

**Grade Scale:**

A= 90 to 100

B= 80 to 89

C= 70 to 79

D= 60 to 69

F= 0 to 59

(I do not round grades. Please do not ask me to do so.)

**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.

Q: What does a thesaurus eat for breakfast? A: A synonym roll!

**Lab Unit instructions:**

In order to receive full credit for the lab component in our class, you must complete a total of 8 of the following assignments, in varying combinations.

These Lab Units should be completed throughout the semester, and not written hastily the night before. Therefore, you are responsible for completing Lab Units by these dates:

- September 14 (Lab 1)
- September 28 (Lab 2)
- October 12 (Lab 3)

- October 26 (Lab 4)
- November 2 (Lab 5)
- November 15 (Lab 6)
- November 30 (Lab 7)
- December 7 (Lab 8)

**Article Analysis (maximum of 6 entries):**

Choose a news article from a reputable news source (if you are struggling with what that means, talk to me). In 1-2 paragraphs, succinctly summarize the article's main points. In another paragraph, respond to the article. We will go over the format for these responses during the **second week** of the course.

**Revisions (maximum of 2 entries):**

For each of our three major papers, you may complete a round of revisions after the paper is graded and you are given feedback on it. These revisions should directly address any issues I pointed out with the paper. In addition to these revisions, you should attach a paragraph to them explaining how and what you revised.

**Online writing tutor (maximum of 1 entry):**

<https://www.collin.edu/studentresources/writingcenter/onlinetutor.html>

**Late Work Policy:**

I do not accept late work. If you miss the Canvas deadline, do not email me your essay because I will not grade it. All due dates for major grades are clearly marked on the syllabus, so it is your responsibility to plan accordingly. I do not offer makeup quizzes or makeup grades for daily work. I may, at my discretion, offer extra credit throughout the semester. Any such credit will be clearly posted on Canvas. I will also drop the lowest 2 daily grades automatically.

In the event of a serious emergency, please inform me of the situation as soon as possible. (N.B. "I am leaving for Spring Break a few days early does not constitute a serious emergency.") In such an event, we will discuss the best course of action for you to pursue—which may or may not include dropping the course.

**Plagiarism Policy:**

In accordance with the policy laid out in the *Collin Student Handbook*, plagiarism will not be tolerated. In the event you turn in work which I suspect to be plagiarized, I will refer you to the Dean of Students and your paper will be graded after the situation is

resolved. A second instance of plagiarism (whether in this class or if it turns out that this is the second time you have plagiarized) will result in you failing the class. If you are worried about whether or not you are plagiarizing, please contact me well in advance of the assignment due date. It is better to ask questions first than commit the academic crime of plagiarism.

### **Grading/Assignment Return Policy:**

I generally return papers within two weeks of the due date. If there is an exception to this for some reason, I will inform the class. It is your responsibility to contact me about missing grades. Occasionally, students miss the class or email update where I inform them of a change in the return date. Please don't hesitate to contact me with your concerns.

If you notice this note before September 12, email Dr. Boswell a picture of a dinosaur and you will get a 100 daily grade for extra credit.

### **ENG 1301 Course Calendar**

N.B. This calendar is subject to revision at the instructor's discretion.

#### **Week 1**

8/28(T)	Introduction to class: go over Canvas, syllabus, & course expectations  <b>HW:</b> Go over syllabus & bring copy to class for quiz
8/30 (R)	<b>Syllabus Quiz</b> (you may use your copy of the syllabus)  Introduction to Rhetoric & Argument "The Danger of a Single Story" & discussion of rhetorical situation

#### **Week 2**

9/4 (T)	"They Say, I Say"—responding to other people's arguments; introductions to lab responses  Reading Quiz  <b>HW:</b> Read "Walk on By" (Canvas)
---------	---

9/6 (R)	Discuss reading & logos, pathos, ethos  <b>HW:</b> Read Landrieu speech (Canvas)
---------	--

### Week 3

9/11(T)	Discuss reading & basics of MLA style & thesis statements  <b>HW:</b> Read “Forever Remain Faithful” (Norton 965-975).
9/13 (R)	Reading Quiz  Discuss reading & embedding quotations  <b>Essay 1 assigned</b>  <b>HW:</b> Bring draft to next class

### Week 4

9/18 (T)	In-class writing workshop: Essay due by Friday, September 21 at midnight via Canvas.  <b>HW:</b> Read “Toys are More Divided” (Canvas)
9/20 (R)	Introduction to analyzing visual media and visual rhetoric ; talk about cultural messaging in advertising  Quiz & Discuss “Toys are More Divided”

### Week 5

9/25 (T)	Watch Kilbourne, “Killing Us Softly” and discuss gender in advertising.  <b>HW:</b> Read Katz “Advertising & the Construction...”
9/27 (R)	Reading Quiz  Discuss reading  <b>Essay 2 assigned</b>



**Week 6**

10/2 (T)	In-class analysis of chosen advertisement; group workshop over argument/analysis  <b>HW:</b> Rough draft due next class
10/4 (R)	In-class workshop over paper  <b>HW:</b> Essay 2 due by Friday, 10/5 at midnight via Canvas

**Week 7**

10/9 (T)	Introduction to argument
10/11 (R)	Introduction to literary analysis & American Gothic  <b>HW:</b> Read “The Tell-Tale Heart” (Canvas)

**Week 8**

10/16 (T)	Discuss “The Tell-Tale Heart” and practice fluidly embedding quotations  <b>HW:</b> Read “A Rose for Emily” (Norton 803-812)
10/18 (R)	Quiz & discuss “Rose”  <b>HW:</b> Read “Where Are You Going” (Canvas)

**Week 9**

10/23 (T)	Quiz & discuss “Where Are You Going” <b>Assign Essay 3</b>  <b>HW:</b> Read “The Specialist’s Hat” (Canvas)
10/25 (R)	Quiz & discuss “The Specialist’s Hat” Brainstorm & draft Essay 3  Bring rough draft to next class

**Week 10**

10/30 (T)	In-class workshop over Essay 3
-----------	--------------------------------

	Watch Julia Galef TED talk; discuss talk HW: Essay 3 due by midnight tonight; Read “The Lottery” for next class
11/1 (R)	Discuss “The Lottery”  <b>HW:</b> Read “The Cave” (Canvas)

### Week 11

11/6 (T)	Discuss Plato’s Cave  <b>Assign Essay 4</b>
11/8 (R)	In-class writing: Essay 4

### Week 12

11/13 (T)	In-class revision: Essay 4
11/15 (R)	Finding and incorporating sources in your argument

### Week 13

11/20 (T)	Finding and incorporating sources in your argument
11/22 (R)	<b>THANKSGIVING HOLIDAY—NO CLASS</b>

### Week 14

11/27 (T)	<b>Assign research paper</b> & discuss possible topics; guide to annotated works cited
11/29 (R)	<b>Research paper proposal due by class time</b> Feedback over paper proposals

### Week 15

12/4 (T)	<b>Complete Annotations due</b> by end of class  <b>HW:</b> First 700 words due next class
12/6 (R)	In-class workshop over paper

	<b>Paper due by Sunday, December 9</b> at midnight.
--	---

## **Week 16**

Final Exam Date TBD