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# Composition I

Carrie Sanford

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# COLLIN COLLEGE

## COURSE SYLLABUS

Course Information
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**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, F-144 or 972.881.5898 to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

## **Instructor Information**

**Name:** Carrie Sanford

**Office Hours:** Monday and Wednesday 9:00 to 9:30 a.m. and by appointment (in person or online)

**Office:** Adjunct Office in U116

**Email:** CSanford@collin.edu

## **Professor Sanford's Spring 2019 Class schedule:**

<b>Section</b>	<b>Time</b>	<b>Location</b>
ENGL 2333-LB1 (World Lit II)	7:15-8:30 a.m. (Dual Credit) MW	LHS C126
ENGL 1302-LB3 (Comp II)	7:15-8:30 a.m. (Dual Credit) TR	LHS C117
ENGL 1301-P06 (Comp I)	10:00-10:50 MWF	U131

## **Required Textbook:**

*The Norton Field Guide to Writing with readings and Handbook.* 4th

Edition, MLA Update. Eds. Richard Bullock, Maureen Daly Goggin and Fran Weinberg.

W.W. Norton & Company.

You may buy or rent the book at the Collin College bookstore or from your online retailer of choice.

**Supplies:** Bring your book, paper, and pen/pencil to class every day. You might also want to bring a flash drive.

**Instructor Contact:** Email is the best way to reach me; you may contact your instructor with/through the Canvas email tool or with/through CougarWeb email at [csanford@collin.edu](mailto:csanford@collin.edu). You should receive a response within 24 hours Monday through Friday. Emails should have a clear subject line, use a proper greeting, use excellent grammar and capitalization, and a closing salutation that includes your full name and course.

**Attendance Policy:** Attending class is extremely important. To get the most out of class discussions, class handouts or notes, and important explanations of assignments and quizzes, students must attend every day the class meets. If a student must be absent, he or she is expected to be prepared for class in the same manner as those students who were present at the previous class session. Students should contact a fellow student or the professor for assignments or class notes. If problems arise, please contact instructor by email as soon as possible, preferably before the class meets. Missing over 15% class will result in an F for the course (more than five 75-minute class meetings).

You are responsible for any work you miss and for any material distributed or discussed when you are absent. Additional assignments may be made at any time, and the assignments listed on the syllabus may change, depending on how quickly we are able to progress.

## **How your grade for the course is determined:**

50% 4-5 major essays/writing assignments

15% Research paper

15% lab assignments

10% daily work, quizzes, etc.

10% final examination

If your final course average is 89.5 to 100, that is an A. 79.5 to 89.4 = B. 69.5 to 79.4 = C. 69 to 65 = D. Below 65 = F.

Your final **grade** will reflect your work in several areas. Read carefully the following descriptions of what is expected of you in each area.

### **A. Essays and Research Paper**

All essays must be submitted online through the Turnitin feature in Canvas (in CougarWeb). Turnitin automatically checks the **originality** of each paper submitted. This helps the professor determine if the essay has source-use problems or is plagiarized.

To **PASS**, each essay must be original. Original essays express your ideas, are not plagiarized, and were written by **you** for **this** class, **this** semester. (See the [Collin College Academic Honesty](#) policy). Each essay must have at least 4

paragraphs, always including one introduction paragraph and one conclusion paragraph. Each essay **MUST REACH** the minimum length requirement. Each essay must have a clear thesis that is thoroughly supported throughout the essay. Each essay must be clearly organized. Each essay must have no more than 4 total run-on sentences, sentence fragments, or verb errors. Each essay must otherwise fulfill the requirements explained on its specific assignment sheet. Each essay **MUST** be uploaded through the Turnitin feature in Canvas (in CougarWeb).

We'll go over how to upload assignments during class. If you have trouble uploading your essay, get help from a friend, the internet, or your instructor.

All work, whether it involves reading or writing, is due on the day specified in the calendar.

## **B. Lab Assignments**

You must complete 16 units of lab work to receive a grade in this course. If you fail to do so you will receive an Incomplete with an understanding that you will do assignments that I assign before you receive a grade in the course. You will choose from a number of lab choices, including but not limited to

- Writing Center visit with legitimate receipt
- Writing Center, library, or other college sponsored workshop with legitimate proof of attendance
- Access CC tutoring
- Completing library online tutorials with certificate
- Completing additional writing assignments: Reading an essay (not assigned in the course calendar) and answering the questions which follow
- On campus events (films, art shows, speakers, etc.) with a written 1 page, double spaced paper about the event

## **C. Daily work and quizzes**

This category includes a variety of assignments, including freewriting responses, citation practice, reading quizzes, videos, quizzes, group work, etc.

## **D. Final exam**

Each student must take the final exam during the final exam period.

## **Grading Standards**

Letter grades (A, B, C, D, F) are assigned to essays on the basis of *what* is said and *how* the essay reads---its style and how it conforms to standard grammatical and mechanical practices. The following are descriptions of each of those categories:

**A:** The A paper displays the writer's imagination and curiosity about the subject, so the reader is engaged. Clear, insightful, original, and mature thinking by the writer provokes/teaches the reader. The essay treats the subject thoroughly. It has been written (and rewritten) with an awareness of style; neither over-written nor under-written, it is graceful. In choices of words, phrases, and sentence-form and in organization of ideas from clearly focused and supported thesis to ending, the *excellent* essay shows signs of careful revision and editing. It has been worked on to remove the "worked on" quality; the A essay is pleasurable to read.

**B:** The level of writing is *good*, above average. It reveals the writer's having explored the subject carefully and completely. The writer has conformed to the cardinal principles of subject/thesis development: focus on subject, unity, coherence and support. The language used is clear, and its level of usage is appropriate for the assignment. The B essay shows some originality of thought and expression since it has been revised and edited and is easily read. A and B work will be basically error free, particularly in terms of serious problems in diction, sentence construction, grammar and usage. There will be virtually no careless errors in spelling, punctuation mechanics, and typing.

**C:** *Satisfactory* writing performance is indicated by the C. The writer of such an essay conducts the reader through a satisfactory exploration of the subject matter but only minimally engages the project. Minor problems in the writing (which could have been avoided by more careful revising and editing) do not obstruct the reading of the paper, but the reader has only slight interest because the writer has achieved little originality of expression or depth of thought. If one only writes to the criteria for the minimum standards for passing a writing assignment for English 1301, the C grade is assigned.

**D:** The D indicates *below-average* achievement. (D's on the transcript are not transferable as passing grades.) Thorough development of the subject, organization of ideas, and clarity of language are missing from most D papers; these attempts reveal little effective revision and proofreading although they may be "long enough." The level of language is generally unacceptable in academic writing.

**F:** F's are given to essays *failing* to state and develop a thesis. These essays may also reflect serious problems with grammar, among which are usually these kinds of errors: many comma splices or fused sentences, sentence fragments, and verb form errors including the lack of subject-verb

agreement. Generally, three or more of these errors will result in an F. The F essay is unreadable. NOTE: There are other ways to earn an F, including plagiarism and turning in an essay that does not fit the assignment criteria (for example, turning in a personal experience essay as a research paper).

**A paper that is plagiarized or that contains plagiarized passages will be forwarded to the Dean of Students (See the student handbook).** Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty.

### **Correct Formatting for Essays:**

All essays need to follow the MLA formatting guidelines.

- ✓ Times New Roman, 12 pt. font
- ✓ double-spaced
- ✓ do not add space between paragraphs of the same style
- ✓ **1-inch** margins
- ✓ plain 8 1/2 x 11 white paper
- ✓ black ink
- ✓ the correct heading will be in the upper left hand corner of the first page only (your name, prof's name, class, date).
- ✓ All pages will be numbered (Lastname #) in the upper right hand corner of the page.

### **Late Assignment Policy**

Papers must be submitted in CougarWeb by 11:59 p.m. on the due date. You must have your drafts for in-class workshop at the **beginning** of the class period in which the workshop will occur.

Late assignments will **only** be accepted one class day after the due date. The highest grade a late essay or paper can receive is a C. Late papers may not be revised.

### **Revision Policy**

You must **earn** the chance to have me re-read and re-grade 3 essays for this class. You can only earn it by completing both of the following requirements:

- 1) Turn the essay in on time.
- 2) Attend class on all workshop days, on time, with a nearly complete, well-developed and thoughtfully written rough draft that is TYPED and DOUBLE-SPACED.
- 3) Participate in peer reviewing essays for at least 2 classmates.

If you fail to meet these requirements, I will only grade your paper the one time—your first chance will be your only chance. If you do meet these requirements, you may revise each paper once. Revisions will be due three weeks after I return the graded papers to you.

However, you **MUST**:

- 1) Write a brief summary explaining why and how you revised; for example, why you decided to change the paper's focus or organization; why you added or deleted a certain part of the paper; why you rearranged the information, and so on. **Prove to me that you understand the changes you are making**, above and beyond simply following my editing marks and grading comments.
- 2) Use a **highlighter** or the highlight function in Word to mark all changes on the *revised* version of the paper.

### **Conferences**

I cannot urge you strongly enough to consult with me as frequently as you need or want to. I am available by appointment and am always happy to look at your drafts. If you have concerns regarding due dates, revisions, necessary absences, etc., please talk to me about it. I am willing to work with you, but I can't work with you if you don't keep me informed.

### **Professional Conduct**

All students are required to practice courteous, respectful, cooperative behavior at all times, as this would be the norm in any higher education or work environment. To avoid distractions in the classroom, students will:

- Arrive on time and stay until class is dismissed;
- Be prepared and stay on task;
- Listen courteously to one speaker at a time, with no interruptions and no side conversations;

Minimize distractions from electronic devices;  
Generally behave as mature adults would in the workplace.

Basically, I expect you to behave as mature adults who are **engaged** in your own educational process and **self-motivated** in your acquisition of critical thinking and writing skills. I expect you to complete all reading and writing assignments on time, attend classes faithfully, and participate in class discussions.

### **Technology**

Cell phones, laptops, tablets, recording devices, or other electronic devices can be useful educational aids, or hideous distractions for every person in the classroom. Do not become the distraction. Your classmates have sacrificed time and money to be in this class--you can help yourself and your classmates succeed by using technology responsibly.

Keep your devices in your bags or on the floor and out of sight unless otherwise directed. Absolutely no headsets or earbuds are to be worn in the classroom (unless verified as an accommodation through ACCESS).

For classes in the computer classroom: While class is being conducted, students should only use computers when the instructed. Campus computer labs are available outside of this class time if you need to check e-mail, surf the Internet, work on homework, etc., without any distractions.

### **Accommodations at Collin College for Equal Support Services (ACCESS) 5.2 :**

Specialized services and academic accommodations are available for students with a documented disability. The law requires that students must self- identify to the ACCESS Office and provide required current documentation to that department. Only documentation from a licensed professional (psychologist, diagnostician, or physician) is acceptable. The report must be current; on official letterhead; include the name and title of the person completing the report; their telephone number, address, and signature; the specific diagnosis; current functional limitations related to the educational setting; and the projected duration of the condition. Students seeking accommodations should contact the ACCESS Office at least one (1) month before the services are needed. Services are available for students at all campus locations.

It is the student's responsibility to pick up their accommodations letter each semester to receive requested accommodations. Students should contact their ACCESS advisor immediately if they are having difficulty in their classes or having problems with their requested accommodations. Students must schedule special testing arrangements with ACCESS at least 2-5 days in advance, due to limited space. Students must take exams on campus for which they are enrolled. Assistive technology and software are available on each campus for students with disabilities. Please contact the ACCESS Office for more information.

### **Scholastic Dishonesty**

To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>.

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 or prospective 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 misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment 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 each of the professors; 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; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

All cases of suspected scholastic dishonesty will be submitted to the Dean of Students (DOS) office. See the current Collin Student Handbook for additional information.

#### **Religious Holy Days:**

In accordance with Section 51.911 of the Texas Education Code, Collin College will allow a student who is absent from class for the observance of a religious holiday day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence.

#### **Drop Procedures**

To withdraw from this class, you must obtain a drop form and follow the prescribed procedure. It is the student's responsibility to drop (I cannot do it for you), and failure to do so will result in you receiving a performance grade (usually an F). The last date to drop this course is March 22. Students who drop by that date will receive a W (withdraw).

#### **STOP BEFORE YOU DROP**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W." Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning.

**Additionally**, withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester

#### **PLEASE NOTE--Syllabus Adjustment**

This document is subject to change at my discretion. I reserve the right to make any modifications or additions to course assignments, point values, and due dates which are necessary for the success of the class. Students will be notified of changes in writing through Canvas and/or email.

# English 1301

Instructor: Sanford

## Spring 2019 Class Schedule

	Monday		Wednesday		Friday	
Week 1	21-Jan	<b>MLK Holiday</b>	23-Jan	Course introduction and syllabus. Writing sample. HW: Skim Ch 1-4.	25-Jan	Composition, rhetoric, communication. Point of view. Read Chapters 5-8.
Week 2	28-Jan	Rhetoric and the rhetorical situation. Quoting and paraphrasing. Grammar 1--sentences.	30-Jan	Heldman. Active Reading. Chapter 2. HW: Active Reading Notes.	1-Feb	Work with active reading notes. Summarizing. Crash-through summaries. HW: finish summaries.
Week 3	4-Feb	Grammar 2--Capitalization. Commas.	6-Feb	Introduction to the MLA format. HW: Cite your article.	8-Feb	Response activities.
Week 4	11-Feb	Chapter 30, Getting Response. Introduction to peer review. Grammar 3--run-ons and comma splices.	13-Feb	First peer review session. <b>Essay 1 due for peer review.</b> HW: Revise essay and submit in Canvas.	15-Feb	<b>Essay 1 is due today.</b> Culture vs personal viewpoints. HW: Read Ch 11.
Week 5	18-Feb	Visual rhetoric. Media influences. Grammar 4--proofreading.	20-Feb	Introduce essay 2, ad analysis. HW: Choose an ad to analyze.	22-Feb	Visual Rhetoric. Work with ads. HW: Outline
Week 6	25-Feb	Audience influence; eye tracking; work with sample essays. Grammar 5--verbs.	27-Feb	Work with ads and concepts; work with sample essays. HW: Essay 2 rough draft is due next class.	1-Mar	Peer review Essay 2. <b>HW: Finish and upload Essay 2.</b>
Week 7	4-Mar	<b>Essay 2 is due today.</b> Proofreading assignment.	6-Mar	Introduce essay 3, Researched Informative Essay. Urban Gardens.	8-Mar	Astrourfing; Gut Biome; Habits. Chapter 33-35. HW: Topic choices; read Chapter 15.
Week 8	11-Mar	<b>Spring Break</b>	13-Mar	<b>Spring Break</b>	15-Mar	<b>Spring Break</b>
Week 9	18-Mar	Finding sources; sources analysis.	20-Mar	Choosing sources. Chapter 15--Annotated Bibliography assignment.	22-Mar	Research activities; work on annotated bibliographies. <i>Last day to drop: March 22.</i>



# English 1301

Instructor: Sanford

## Spring 2019 Class Schedule

	Monday		Wednesday		Friday	
Week 10	25-Mar	Chapters 33, 34, and 39. HW: Better thesis statements.	27-Mar	Audience Analysis. Example essays. <b>Annotated bibliographies due.</b>	29-Mar	Outlining. Work on outlines during class. Ch. 6. HW: Better thesis statements.
Week 11	1-Apr	MLA review and practice.	3-Apr	<b>Peer review of essay 3.</b> HW: Finish Essay 3.	5-Apr	<b>Essay 3 due today.</b> Reflection examples. HW: Read Chapter 21 and 23. Skim Ch. 40, 41, and 43.
Week 12	8-Apr	Introduce Essay 4, reflection. Rhetorical toolbox.	10-Apr	Descriptive Writing Challenge.	12-Apr	Work with example essays and homework chapters. <b>Descriptive paragraphs due today.</b>
Week 13	15-Apr	Grammar review and practice.	17-Apr	Work on Essay 4. Framing. HW: Finish rough draft.	19-Apr	<b>Spring Holiday Apr. 19-21 (All Campuses Closed)</b>
Week 14	22-Apr	<b>Peer review of essay 4</b> HW: Essay 4 is due next times.	24-Apr	<b>Essay 4 is due today.</b> HW: Read chapter 16.	26-Apr	Introduce Essay 5: Evaluation. Choosing topics and criteria
Week 15	29-Apr	Criteria group work. Organization and transitions. Comma review.	1-May	Work on Evaluation Essay in Class.	3-May	Work on Evaluation Essay in Class.
Week 16	6-May	Work on Evaluation Essay in Class.	8-May	<b>Peer review of Essay 5.</b> Review for the final exam.	10-May	<b>Essay 5 due today.</b> Review for final exam. Last day for submitting revisions.
Finals Week	13-May	<b>Final Exam</b>	15-May	<b>Final Exam</b>	17-May	<b>Final Exam</b>

This schedule is subject to change at my discretion, and additional assignments can be added at any time.