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Composition I

Meghan Johnson
Collin College

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COURSE SYLLABUS

COURSE INFORMATION

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.
 2. Develop ideas with appropriate support and attribution.
 3. Write in a style appropriate to audience and purpose.
 4. Read, reflect, and respond critically to a variety of texts.
 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.

Withdrawal Policy: See the current *Collin Registration Guide* for the last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*.

Americans with Disabilities Act:

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 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 INFORMATION

Instructor's Name: Meghan Johnson

Office Number: L215

Office Hours: Tuesday 10AM-11AM, Wednesday 10AM, and by appointment

Phone Number: 972 881 5756

Email: MTJohnson@collin.edu

Section Number: S44 **Meeting Times:** 8:30 – 9:45AM **Meeting Location:** L251

Section Number: S85 **Meeting Times:** 10:00 – 11:15AM **Meeting Location:** BB131

Section Number: S48 **Meeting Times:** 11:30AM – 12:45PM **Meeting Location:** L250

Course Resources: The following textbook is required for this course. The Collin College bookstore is managed by Barnes and Noble; students can find more information about their textbooks and the bookstore at <http://collin.bncollege.com>.

- *The Norton Field Guide to Writing with Readings and Handbook*, 4 ed. New York: W. W. Norton & Company. 2016. Print.

Supplies: The following supplies are required for ENGL 1301:

- Binder or folder to keep course materials organized
- USB flash drive for lab time or needed draft access during class
- Spiral or composition notebook for ENGL 1301 Writing Journal.

Attendance Policy:

Each student is expected to attend class regularly and participate, and students' success in this class is directly tied to attendance. We will be conducting some sort of writing or class activity every day that counts towards students' final grades. As such, being absent, tardy, or leaving early adversely affects the final grade. **After two weeks of unexcused absences (four absences in a TR class), I reserve the right to no longer accept a student's work.** Since illness, car trouble, and other issues are likely at some point during the semester, students are urged to consider carefully their absences and to email me immediately.

If students are going to be absent, it is their responsibility to contact and discuss with me any missed work. Students are responsible for all work missed due to absences and must turn in the work on the given due date, unless prior arrangements have been made.

In accordance with Section 51.911 of the Texas Education Code, the college will allow a student who is absent from class for the observance of a religious holy 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. A copy of the state rules and procedures regarding holy days and the form for notification of absence from each class under this provision are available from the Admissions and Records Office.

Method of Evaluation:

Students are responsible for completing all reading, writing, and library assignments. Students can view their grades at any time through Canvas. The grading scale for this course is:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

In order to receive a grade for this course, students must complete all major writing assignments, which consist of Essays #1, #2, #3, and #4. Final grades will be determined as follows:

This I Believe – Essay #1 10% Contemporary Discovery – Essay #2 15% Argument – Essay #3 25% Profile – Essay #4 15% Final Project 5% Discussion Board 20% Lab 10% TOTAL: 100%
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Other Course Policies:

Office Hours and Communication: My scheduled office hours (listed on page 2) are intended as times when students can drop in to discuss their writing or other class issues. These office hours are intended as first come, first served, and no appointments will be made. Should you need to meet with me at another time, or if you prefer to have a scheduled appointment, those will take place outside of my usual office hours. I highly recommend students take advantage of office hours and appointments to ask questions and even have me review drafts of your essays, as well as an opportunity to earn lab credits. That said, I will NOT look over any drafts of any work prior to the due date of an assignment VIA EMAIL. Allow yourself (and my schedule) enough time and energy to meet if drafting is an option you would like to pursue for each assignment.

Outside of office hours, the best way to contact me is through e-mail (also listed on page 2). I generally respond to e-mails within 24 hours and often sooner.

Scholastic Dishonesty: According to the Collin College Student Handbook, “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. 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. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentation, distortions, or omissions in data or reports on research.

- Additionally, students may not utilize research or information from any of the following websites in their essays, labs, or bibliographies. **Using these websites will result in an automatic ZERO for the assignment:**
 - Wikipedia
 - ANY "free" essay website: ex: collegetermpapers.com, essaypro.com, 123helpme.com
 - ANY pro/con website: ex: procon.org
 - ANY sharing service: ex: Scribd, bartleby, Answers.com

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 of 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) 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.

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" (7.2.2).

In ENGL 1301, all work submitted is expected to be original to the student and this class. Students should submit writing that is their own and should not submit writing they have submitted or will submit for another course. If a student is suspected of scholastic dishonesty, no grade will be given for the assignment until a judgment is rendered by the Dean of Student Development Office. At this time, if the student is found responsible, he or she will receive a grade of zero for the assignment.

Make-Up and Late Work: All assignments must be submitted to Canvas by the beginning of class time on the day they are due, even if a student is going to be absent. Please note that all due dates are in Central Standard Time. While I do not accept late or make-up work on in- class writings, discussion boards, revision activities, informal writings, or quizzes. If you know you will be missing a class, you need to submit the assignment ahead of time or come meet with me well in advance of the due date for us to discuss the issue. Otherwise, ***I will not take any late work.*** *Note:* This course relies heavily on technology, so you will need to have reliable access to the Internet, which is always available in several places (including the library) on campus. Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses. Plan ahead to avoid last minute crises related to submitting assignments.

I do, however, realize that sometimes life gets in the way of our writing. Therefore, I am willing to grant each student one extension per semester, with no penalty. This extension only applies to the major essay assignments. The request for this extension must be made via e-mail at least 24 hours prior to the assigned due date. **No late work, either with an extension or without, will be accepted later than one week past the original due date.**

Canvas/Turnitin: We will be using Canvas in this course to organize course materials, provide class announcements, and submit writing assignments. Should we be forced to miss class due to unforeseen circumstances, Canvas will be the space where students can look for announcements and updates. When an assignment is due via Canvas, it must be submitted on a specific date and time. While I will always notify students when something is due on Canvas, it is students' responsibility to access Canvas often. We will use Canvas for discussion boards, as well as to submit the major essays. All major essays will be submitted through Turnitin in Canvas. Students do not need a separate log in for Turnitin. Please note that, along with the grade, extensive comments are provided on all essays and can be viewed through Canvas.

Class Environment and Philosophy: According to the Collin College Student Handbook, students are not permitted to engage "in the disruptive use of electronic or digital media or telecommunication devices during class, Collin College labs, and/or other learning environment" (7.2.3.S). During class time, please make sure your cell phones and other electronic devices are put away and on silent. Laptops and tablets are only allowed under certain circumstances. Because this is becoming a larger problem in recent semesters, if I ask you to put away your phone or computer and you do not or repeat the offense, **I will ask you to leave immediately without credit for the day.** Any assignment completed or turned in on that day will receive a zero.

Course Assignments:

Reading Assignments: The reading assignments for this course are integral to your understanding of this class, and it is not possible to “get by” in this class without doing the reading. Students should read with a pen or pencil, marking the text in a way that will help them when they go back to it (particularly when they go back to it as a writer). If they can’t bring themselves to write in the book, students should begin to develop a system using note cards or Post-it notes.

Writing Assignments (65%): Whether they take the form of in-class or out-of-class writings, I expect students to put forth effort and take each writing assignment seriously. We will be using the writing process in this class, which means that each essay will be taken through the prewriting, drafting, revising, and editing stages. Students should keep all of their writing in case I need to review the materials. To stay organized, students should purchase a folder or binder for course materials.

Since we are using the writing process in this class, there will be a great deal of emphasis on revision. I urge you to get feedback on your writing prior to submitting it. Students are welcome to come meet with me to review their drafts (I do not review them via e-mail) or go to the Writing Center. No revision or rewriting will be allowed once the final draft has been submitted for a grade.

Students will have several weeks to complete each essay, and emphasis will be placed on the revision process. All essays should be typed, double spaced, in 12 pt. font, and with proper MLA formatting. We will review MLA format early in the semester.

Discussion Board (20%): During most weeks during the semester, students will be asked to respond to a prompt on the Canvas discussion board related to that week’s reading assignments and class discussion. The dates for these postings are listed in the course calendar, they must be completed prior to class time, and no late postings will receive credit. This is an opportunity for students to respond informally to issues raised in class, as well as continue our discussions beyond the classroom. Students will receive credit by responding fully to the assigned prompt (10+ sentences) and reading and commenting on at least one posting from a peer.

Lab (10%): The lab component is a required part of this writing course. Over the course of the semester, students will need to complete a combination of eight selections from the lab list that I will provide. This lab work is not the same as regular classwork or homework that students must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve students’ writing throughout the term. During the semester, students will need to track and provide evidence of completing these lab requirements outside of class on a sheet provided. More information will follow on what activities count for the lab component. Please note that the labs are due before the end of the semester on **Tuesday November 27**.

Final Exam/Presentation: We will not have an official final exam for this class; however, we will meet during this period. We will use this time as an opportunity for students to discuss their final reflections of the semester. Attendance is mandatory.

Course Calendar:

Please be advised that the course calendar is subject to change. If revisions are needed, I will inform students in advance and in writing.

Week 1: Writing Habits and Generating Ideas

August 28

Introduction to course

Discuss syllabus

Introduction to Canvas/Turnitin

Homework: review course content, labs, Read Part 2 p.55-70 (bring book)

August 30

Personal essays and writing with purpose'

Homework: p.83-90, p.220-223

Complete Discussion Board #1

Bring personal photo to class

Week 2: Reading Habits and Processes

September 4

Discussion Board #1 due (Canvas)

Photo-writing exercise

Discuss active reading/writing strategies

Hand out guidelines for Essay #1

Homework: Complete Discussion Board #2

September 6

Discussion Board #2 due

Discuss "This I Believe"

Writing a Personal Essay: Step-by-Step

Invention for Essay #1

Homework: Read selections from "This I Believe" (thisibelieve.org)

Complete Discussion Board #3

Write introduction to bring to class

Week 3: Writing a Personal Essay

September 11

Discussion Board #3 due

Discuss "This I Believe" website Writer's Workshop: Introductions

Homework: Work on Essay #1, bring in drafting

September 13

Student Draft Review

Homework: Complete draft of Essay #1

Read p. 301-317

Week 4: The Peer Review Process

September 18

Peer Review: Essay #1

Discuss the revision process/Workshop

Homework: Complete Essay #1

September 20

Essay #1 due (Canvas)

Hand out guidelines for Essay #2

Homework: read p.145-152, read the news, start looking for a topic

Week 5: Analyzing the News

September 25

Topics and “discovering”

Research questions

Homework: Read p.248-252; p. 435-444; “Is Google Making Us Stupid” p. 735-749; sample on canvas

Complete Discussion Board #4

September 27

Discussion Board #4 due

Library Tutorial and Researching

Homework: read course resources posted on Canvas

Read “The Power of Why and What If” online: <https://www.nytimes.com/2016/07/03/jobs/the-power-of-why-and-what-if.html>

Week 6: Writing a Discovery Essay

October 2

Writing a Discovery Essay: Step-by-Step

Homework: Read p.445-460; p. 469-472

Work on Essay #2

Bring 5 sources and question to class on 10/10

October 4

No Class

Homework: Work on Essay #2

Read p.491-495

Week 7: The Writing Process

October 9

Discuss MLA documentation style – **REFERENCE P 500-548**

Writer's Workshop: integrating research and answering questions

Homework: Complete draft of Essay #2

Read p.491-495

October 11

Peer Review: Essay #2

Homework: prepare Essay 2 final draft

Week 8: Writing an Argument

October 16

Essay #2 due (Canvas)

Hand out guidelines for Essay 3

Watch *Vice* episode

Homework: read p.156-180; p. 285-288

Complete Discussion Board #5

October 18

Discussion Board #5 due

Writing an Argument: Step-by-Step

Homework: Find articles and bring to class; read fracking articles on Canvas

Complete Discussion Board #6

October 19 Last day to withdraw

Week 9: Exploring Research

October 23

Discussion Board #6 due

Reader's Workshop: Working with Sources

Homework: read samples on Canvas; Work on Essay #3; arrange times to meet

October 25

Discuss library research (meet in L110)

Homework: Find sources for Essay #3 and draft proposal for approval

Week 10: Working Together with Sources

October 30

Sources and topic due for Essay #3

Discuss electronic research databases

Homework: Find sources for Essay #3

Complete Discussion Board #7

Bring thesis statement to class

November 1

Discussion Board #7 due

Discuss sources

Writer's Workshop: Thesis Statements and Research

Homework: Work on Essay #3

Week 11: The Revision Process

November 6

Student Draft Review

Homework: Complete draft of Essay #3

November 8

Peer Review: Essay #3

Revision Workshop: The Reverse Outline

Homework: Complete Essay #3

Week 12: Writing a Profile

November 13

Essay #3 due (Canvas)

Watch *Vice* episode

Hand out guidelines for Essay #4

Homework: Read p. 224-234; Work on Essay #4

November 15

Profile style, theme, and audience

Homework: Read profiles on Canvas, brainstorm subject

Complete Discussion Board #8

Week 13: The Writing Process

November 20

Discussion Board #8 due

Writing a Profile: Step-by-Step

Homework: Complete labs and compile profile proposal/questions

November 22 – **NO CLASS THANKSGIVING BREAK**

Week 14: Field Research

November 27

Labs due (in class)

Profile subject/interview questions due (in class)

Watch *Ted Talk*: “The Art of the Interview”

Discuss interviewing techniques

Practice interview

Homework: Work on Essay #4, create group strategy and responsibilities

November 29

Field Research Day

Homework: Complete draft of Essay #4

Week 15: Concluding the Course

December 4

Peer Review: Essay #4

Revision Workshop: The Three Most Important Sentences

Homework: Complete Essay #4

December 6

Essay #4 due (Canvas)

Review final exam and meeting

Homework: prepare for discussion, reflection, moving forward

Week 16: Final Exam

Final Exam Week – **DECEMBER 10-14**

Final Reflection Due (mandatory attendance)