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Composition I

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Collin College

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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.

Instructor and Class Information

Instructor Name: Saffyre Falkenberg

Course and Section Number: ENGL 1301.WK4

Course Title: Composition I

Semester/Year: Fall 2018

Credits: 3.00

Class location: TBA

Class Meeting time(s): TR 7:15-8:30 am

Office: Canvas Conferences

Office Hours: TR 5-6:30 pm

Email: sfalkenberg@collin.edu

Response time: Typical email response time is within 24 hours. I may be slower to check my email on weekends and holidays.

Required Materials

The Norton Field Guide to Writing with Readings and Handbook, 4th edition, by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg

Access to CougarMail, CougarWeb, and Canvas

Materials to take notes

Technology (computer, tablets, etc.) to write your assignments on and USB drives or Dropbox/Google Drive to remotely access your writing

Office Hours

Because I don't have an office at Wakeland and it may be difficult for you to come to Preston Ridge Campus for office hours I will be conducting office hours online this semester. I encourage you to meet with me as often as you need. I am here to help facilitate your learning.

My office hours are from 5-6:30 pm on Tuesdays and Thursdays. To meet with me, please use the Calendar function to make an appointment during one of the time slots available.

When it is time for your appointment, go to the Conferences tab on Canvas and click on the option for Office Hours. We will be able to chat face to face in real time.

However, there is no way to control when students access the Office Hours conference, so please do not intentionally interrupt a scheduled meeting. Intentionally interrupting a

meeting between me and one of your peers may incur disciplinary action and may affect your overall grade for the course.

Attendance

I will take attendance at the beginning of every class. Arriving late or leaving early without making prior arrangements with me will drop your attendance score for that day to at least 80%.

If you must miss class for a school-related event, an illness, or an emergency, you must make arrangements with me before the start of class in order to excuse your absence.

Attendance and participation count for 5% of your overall grade, but **missing more than 6 class periods (not including the Mental Health Day) without making arrangements with me will incur a failing grade.** Please see my Late Work policies for more information.

I understand better than anyone how difficult school can be, especially when balancing work, student organizations, family, and friends. **You are allowed to take 1 Mental Health Day, an unexcused absence during the semester, with no questions asked.** If you want to save this, please take all the necessary steps to excuse your absences. Please see my Late Work policies for more information.

The last day to withdraw from this course is October 19

Participation

Participation is graded in conjunction with attendance, as it is not enough to simply show up. **Every student must come to class prepared to discuss the readings.** That means bringing copies of the readings, materials to take notes, and any assignments that are due.

By coming prepared and participating in class discussion and in-class activities, you will earn full participation credit for that day. If you are absent from class, you cannot earn participation credit.

Late Work

As a rule, I do not accept late work. Any late work turned in to me will not be graded and will receive a score of 0.

However, I'm not a robot; I understand that life happens and situations occur that we do not plan for. I will try to work with you to the best of my ability if you make prior arrangements with me.

For student athletes and other students that will be traveling frequently for school events, please make arrangements with me at least 1 week in advance before the assignment is due or you will miss class. This only applies to situations regarding an athletic schedule or other events where a student is representing their school in some way.

For students who need an extension on an assignment, please let me know at least 1 class period before the assignment is due. This policy only applies in cases such as illness, accidents, a death in the family, or other crises.

If you are unable to turn in an assignment because of an emergency or technological difficulties, please make me aware of the situation as soon as possible so that we can make other arrangements. If you are having technological difficulties, please provide screenshots of the issue and work with technical support to resolve the issue.

Grading Concerns and Revision Policy

The best way to learn how to write is to practice and to revise. Because of this, you are allowed to revise any of the assignments **except** for Assignment 4 and the Labs. If you would like to revise your assignment, you must notify me and you must turn in the revised assignment **2 weeks** after it was returned to you. Meeting with me to discuss your revisions is suggested but not required.

If you have any questions about my feedback, please feel free to ask me after class, over email, or during my office hours.

If you feel you have received an unfair grade, please take **24 hours** to read my comments and feedback. After reading my comments and feedback, prepare a 1-page reflection on the assignment explaining why you feel the grade was unfair and make an appointment with me to discuss the assignment and your reflection. This does not guarantee that the grade will be changed.

Email and Netiquette

Please check your CougarMail account frequently, as that is the way I will be communicating with you about announcements or changes related to the class. **I will not respond to emails that are sent from personal email accounts.**

Email is an important aspect of any career, so it is important to be professional and respectful in your emails. In your emails to me, please include a subject, a greeting, a clear and detailed explanation of your problem or question, and a signature that includes your name and course number. **I will not respond to emails that are just attachments.**

Technology

You're all adults or about to be adults; **I'm not going to police your use of phones, tablets, or laptops.** However, you are responsible for any information you miss due to technology. Having to repeat myself multiple times because of technological distractions is unfair to both me and the rest of the class.

Students are prohibited from recording any class period or meeting with me.

Some class periods will require the use of technology to work on assignments. **I will notify you at least 1 class period in advance if you need to bring any technology to the classroom.**

Inclusivity Statement

My intention is to create a classroom that is conducive to everyone's learning. Along with the expectations for coursework, I have an expectation that we will treat each other with respect and collegiality and that we will be open to conversations and perspectives that challenge our personal beliefs or points of view.

I will not tolerate discriminatory behavior or language within my classroom and appropriate steps will be taken to the school administration to address such issues if they should occur.

If you would like to use a different name, or pronouns than those provided by the school, please let me know and I will be happy to correct my records.

Grades

Percent	Assignment
5%	Attendance & Participation
10%	Reading Quizzes
10%	Labs
20%	Assignment 1
20%	Assignment 2
10%	Assignment 3
25%	Assignment 4

Major Assignments

Attendance and Participation (5%)

Please see my policies on Attendance and Participation to understand how this will be graded. Attendance and Participation is worth 5% of your overall grade.

Reading Quizzes (10%)

I will give a series of pop quizzes over the course of the semester. You should be prepared for a quiz every time you come to class. It will be a 5-question quiz over the assigned reading for that day. Each question is worth 2 points. This quiz is not intended to be difficult; it is meant to ascertain whether or not you have read the assigned readings. If you miss class, you will not be able to make up the quiz. I will drop the lowest quiz grade.

Labs (10%)

16 units of lab work is required for this course. This is not unique to my class; it is required by the college. Each option I have provided on the assignment sheet is worth 2 units; therefore, a total of 8 labs must be completed over the course of the semester. Each lab option is only available to be completed once. You may choose any combination of labs to complete, but you are responsible for ensuring that you get all 16 lab units completed. Please see the calendar for due dates.

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 assignments from the list provided on the assignment sheet. This lab work is not the same as regular coursework that you must complete to stay on track in the class; these are, instead, designed to be additional writing-focused activities which will help improve your writing throughout the term. You will need to provide evidence of completing these lab requirements in order to receive credit for completing them.

Assignment 1: Review (20%)

For this assignment, you will write a 2-3 page review over a piece of media of your choosing. The object you review can be a movie, book, album, video game, television show, etc. In your review, you should briefly summarize the object of review, integrate your evaluation criteria and a recommendation into the review, and include reasons and evidence from the object of review to support your stance. Please see the assignment sheet for more detailed instructions. The Review is due September 27.

Assignment 2: Rhetorical Analysis (20%)

For this assignment, you will write 3-4 page rhetorical analysis over an advertisement of your choice. This can be a print ad, online ad, or commercial. In your analysis, you should briefly summarize and describe the ad, include specific cultural and historical context, analyze the ad's argument and its effectiveness, and explain the significance of the ad's argument. Your analysis of the ad's argument and its effectiveness should make up the majority of your paper. Please see the assignment sheet for more detailed instructions. The Rhetorical Analysis is due November 1.

Assignment 3: Annotated Bibliography (10%)

For this assignment, you will compile an annotated bibliography to summarize and evaluate five different sources in preparation for your final paper. Your annotated bibliography should begin with a statement of scope that introduces and provides context for your topic in addition to describing your annotated bibliography's purpose. The statement of scope should be followed with citations and annotations of five sources. Please see the assignment sheet for more detailed instructions. The Annotated Bibliography is due November 14.

Assignment 4: Position Essay (25%)

For this assignment, you will write a 5-7 page position essay, taking a clear and arguable position on a current issue that affects you or that you are passionate about. Your paper must include a thorough background on your topic, a clear and concise thesis statement, multiple reasons with documented evidence to support your position, an appropriate acknowledgement and refutation of opposing viewpoints, and a conclusion that establishes the importance and potential impact of your position. Please see the assignment sheet for more detailed instructions. The Position Paper is due in lieu of a final exam on December 10.

Final Grade Calculation

Grade	Score
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

I do not round up grades. I use detailed rubrics to grade all assignments, allow revisions for major assignments, and have a policy of amending grades should you prove that they were unfairly assigned. If you did not utilize this policy or revise your work, then the grades you received are the grades you have earned.

Academic Dishonesty

Academic dishonesty or academic misconduct is any type of cheating that occurs in an academic exercise. It can include:

Plagiarism: The adoption or reproduction of ideas or words or statements of another person without due acknowledgment.

Collusion: Unauthorized collaboration with others to complete an academic exercise.

Fabrication: The falsification of data, information, or citations in any formal academic exercise.

Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.

Cheating: Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment.

Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

All cases of academic dishonesty will be reported to the Dean of Students' office for investigation. Students found responsible for academic dishonesty will receive a penalty ranging from a zero on the essay to a failing grade in the course, depending on the instructor's interpretation of the severity of the incident.

FERPA/Privacy Policy

Because of the Family Educational Rights and Protection Act (FERPA), **I am not legally allowed to speak with anyone about your grades or your performance in my class except for yourself.** This includes parents and guardians.

Any questions or concerns that your parents or guardians have about you and your performance in my class must come through you. I cannot legally speak to parents or guardians unless you are physically present or have provided written consent.

Course Calendar

Date	Topic	Readings Due	Homework Due
8/28	Introduction Syllabus and Policies		
8/30	Introduction to College Writing	<i>Norton Field Guide:</i> Chapter 1: Writing in Academic Contexts Chapter 2: Reading in Academic Contexts	
9/4	Introduction to College Writing, cont.	<i>Norton Field Guide:</i> Chapter 3: Summarizing and Responding	
9/6	Introduction to College Writing, cont. Assignment 1 Overview	<i>Norton Field Guide:</i> Chapter 4: Developing Academic Habits of Mind	LAB 1 DUE
9/11	Rhetoric: The Building Blocks of Writing	<i>Norton Field Guide:</i> Chapter 5: Purpose Chapter 6: Audience Chapter 7: Genre Chapter 8: Stance	
9/13	Writing a Review	<i>Norton Field Guide:</i> Chapter 16: Evaluation	
9/18	Writing a Review, cont.	<i>Norton Field Guide:</i> Chapter 63:	LAB 2 DUE

		Evaluations	
9/20	Writing a Review, cont.	<i>Norton Field Guide:</i> Chapter 27: Generating Ideas and Texts Chapter 28: Drafting	
9/25	The Process of Improving Your Writing In Class Activity: Peer review	<i>Norton Field Guide:</i> Chapter 29: Assessing Your Own Writing Chapter 30: Getting Response and Revising Chapter 31: Editing and Proofreading Bring 2 hard copies of your drafts to class and a list of questions/concerns for your reviewers.	
9/27	Writing a Rhetorical Analysis Assignment 2 Overview	<i>Norton Field Guide:</i> Chapter 11: Analyzing Texts	ASSIGNMENT 1 DUE
10/2	Writing a Rhetorical Analysis, cont.	<i>Norton Field Guide:</i> Chapter 60: Textual Analyses	
10/4	Writing a Rhetorical Analysis, cont.	<i>Norton Field Guide:</i> Chapter 35: Analyzing Causes and Effects	LAB 3 DUE
10/9	Writing Effective Papers	<i>Norton Field Guide:</i> Chapter 33:	

		Beginning and Ending Chapter 34: Guiding Your Reader	
10/11	Writing Effective Papers In Class Activity: Rhetorical Strategy Identification	<i>Norton Field Guide:</i> Chapter 40: Describing Rhetorical Triangle	
10/16	Citing Your Sources	<i>Norton Field Guide:</i> Chapter 49: Quoting, Paraphrasing, and Summarizing	LAB 4 DUE
10/18	Citing Your Sources, cont.	<i>Norton Field Guide:</i> Chapter 50: Acknowledging Sources, Avoiding Plagiarism Chapter 51: Documentation	
10/19			This is the last day you can withdraw from the class
10/23	Citing Your Sources, cont. In Class Activity: MLA Workshop	<i>Norton Field Guide:</i> Chapter 52: MLA Style	
10/25	Grammar, Punctuation, and Style	<i>Norton Field Guide:</i> Handbook (Note: You do NOT have to read the entire section. Read the sections on areas you have trouble	LAB 5 DUE

		with or are confused about. You must come to class with at least TWO SLP rules/issues you want to go over as a class	
10/30	Drafting and Revising Exercises In Class Activity: Drafting and/or revising prompts for Assignment 2 In Class Activity: Peer review	Bring 2 hard copies of your drafts to class and a list of questions/concerns for your reviewers. Bring materials to work on your drafts (laptops, tablets, etc.)	
11/1	Writing an Annotated Bibliography Assignment 3 Overview Assignment 4 Overview	<i>Norton Field Guide:</i> Chapter 15: Annotated Bibliographies	
11/6	Writing an Annotated Bibliography, cont.	<i>Norton Field Guide:</i> Chapter 46: Finding Sources	LAB 6 DUE
11/8	Writing an Annotated Bibliography, cont.	<i>Norton Field Guide:</i> Chapter 47: Evaluating Sources Chapter 48: Synthesizing Ideas	
11/13	Writing an Annotated Bibliography, cont. In Class Activity:	Fake News Bring 2 hard copies of your drafts to class and a list of	

	Peer review	questions/concerns for your reviewers.	
11/15	Arguing a Position	<i>Norton Field Guide:</i> Chapter 13: Arguing a Position	ASSIGNMENT 3 DUE
11/20	Arguing a Position, cont.	<i>Norton Field Guide:</i> Chapter 62: Arguments	
11/22	THANKSGIVING BREAK: NO CLASS		
11/27	Arguing a Position, cont.	Norton Field Guide: Chapter 36: Arguing	LAB 7 DUE
11/29	Arguing a Position, cont. In Class Activity: Thesis statement review	Writing a Good Thesis Statement	
12/4	Drafting and Peer Review In Class Activity: Peer review In Class Activity: Drafting and/or revising prompts	Bring 2 hard copies of your drafts to class and a list of questions/concerns for your reviewers. Bring materials to work on your drafts (laptops, tablets, etc.)	LAB 8 DUE
12/6	Drafting, Revising, and Peer Review In Class Activity In Class Activity: Drafting and/or revising prompts	Bring 2 hard copies of your drafts to class and a list of questions/concerns for your reviewers. Bring materials to work on your drafts (laptops, tablets,	

		etc.)	
12/11	FINAL EXAM		ASSIGNMENT 4 DUE