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Composition I

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Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

Abigail Manuel

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Class Information: ENG 1301

Section Number: AL7

Meeting Times: 9:23-10:38 TR

Meeting Location: TBA

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. For fall 2018, please withdraw by October 19th.

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

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- 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.

- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of “F” on the assignment to a grade of “F” for the course**

Minimum Technology Requirement: Minimum Student Skills:

Web access for electronic discussions, email communication, and posting assignments in Canvas.

Course Resources:

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. 4th ed. New York: W.W. Norton & Company, Inc., 2016. ISBN: 9780393264388

*Please choose a book/novel from the list provided in class for your Book Responses. You may purchase/rent/check-out on your own.

Attendance/ Tardy Policy:

Because each class period will consist of a mixture of lecture, discussion, group work, and freewriting, students’ thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If a student sleeps, engages in non-class-related activities, or interferes with their classmates’ ability to learn, they will be counted absent for that day. Leaving early will count as an absence.

Attendance is crucial to students’ success in Eng 1301. I encourage everyone to come to all class meetings; otherwise, students will miss a great deal of information and material they need to succeed in this course. Therefore, there are no excused absences (emergencies will be considered on a case by case basis). Each student is allowed three (3) missed classes, no questions asked. Save them for when they are necessary. Each additional absence beyond three will cause a 3% deduction off the student’s final grade. Do not be more than 5 minutes late to class. More than three tardies will be counted as an absence. More than eight (8) absences results in failure of the course (this is a standard departmental policy).

All that said, no one is perfect, and there will be times that I am late or absent. I will try to inform students of those times promptly.

***Dual-credit students are responsible for providing documentation when missing class for school activities.**

Tardies: Three (3) tardies will result in one (1) unexcused absence for the course.

***If a student misses 8 or more classes, the student will receive a failing grade for the course.**

Late Work/ Make- up work:

I do NOT accept late essays. However, I do have what I call a “Flat Fifty” rule. If a student turns in an essay late (before the due date of the next essay) and it meets the requirements of the prompt, I will award that student a flat 50%. This seems low, but the points add up, and the extra percentage points could mean a great deal for a student’s grade. Late papers must be hard copies handed in to me in class. I will not except anything other than the final paper on the exam date. Flat Fifties will not be awarded after the final exam.

I do not accept smaller assignments late, but I do have some extra credit assignments later to make two (2) assignments up.

If a student knows they will be absent on the day something is due, they must arrange with me beforehand to finish and turn in whatever they will miss—**this includes if someone has a scheduled school activity.**

Classroom Etiquette:

I turn my phone off in class, and I expect everyone else to do so as well. If you must absolutely take a call because it is an emergency, please go outside to the hallway. If there are computers in the classroom, please only have Word open to take notes (unless we are looking at something together). There may at times be some discussion in the classroom. I expect everyone to behave respectfully to each other and to me at all times, and I will endeavor to be respectful as well. Respectful communication includes not interrupting while others are speaking, speaking calmly, not talking over anyone, not putting anyone down, and not engaging in sexist, racist, homophobic, transphobic, or other hate speech.

Method of Evaluation: Final grades for the semester are based on the following system:

Assignment	Points
Essay 1- Memoir	150
Essay 2- Report	200
Essay 3- Position	250
Book Responses	100
Participation	100
Lab	100
Final Exam	100

Grading Scale:

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

Assignments:

Essay 1-3 consist of a first draft and a final draft. The first draft will be turned in before the final draft and will not be given a grade. I will make comments on the draft to help students improve it and will meet with them during class time to discuss it in scheduled conferences. The final draft will be assigned a percentage grade and/or point grade. **If a student does not turn in a draft, peer review, and come to their conferences, the highest grade possible for their final draft is an 80%.**

Major Essays:

Essay 1: Memoir

Minimum 750 words (roughly 3 pages)

Sources: Not necessary

A memoir is a story about you. Many of us go through experiences that change us—for better or worse. Think back on your life to an incident that influenced you either positively or negatively and changed your outlook on life. Tell the story of this incident in a way that will interest an audience and argue for how and why it changed you. Use *ethos*, *pathos*, *logos*, interesting descriptions, dialogue, and a compelling thesis to argue your point.

Questions for brainstorming (you do not have to answer these questions for your paper—this is purely for warming up):

- What has made me what I am today?
- What is my outlook on life and why?
- Has a certain person (not in my immediate family) been an influence on me?
- Have you visited a place that changed your point of view?
- Has someone said something to you that changed your mind?
- Have you lost or gained a friend or family member? How has that person affected you?

Think of this assignment as a story with a point. Do not limit yourself to what you can remember. No story is 100% true in a retelling. If you can't remember, make something up. No one but your mother, father, or closest friend will know the difference!

Essay 2: Report

Minimum 1,000 words (roughly 4 pages)

Sources: Minimum 2 (both must NOT be personal websites or Wikipedia)

In this essay, we will move from disseminating information about ourselves to reporting information about other topics to help others. For this assignment, reflect on your “discourse communities” and ask yourself a few questions for brainstorming:

- What information do I wish I had when I entered this community?
- What issues face my community, and what information is essential about them?
- How can I entice new members into my community?
- Is there something about my community that is broken that could be fixed by simple information?
- Is there something that outsiders do not understand about my community?

As we discussed in class, a discourse community is a community that you are part of that has a common culture and its members have common concerns. An example of a very broad discourse community is students. All students buy textbooks and are concerned about their price. What information could you report to other students that would help them keep the costs of their textbooks down?

This paper has a simple thesis that argues that certain information is important to understanding a concept in your discourse community. Use *ethos*, *pathos*, *logos*, your own experience, and gathered research to argue that your audience needs certain information about your selected discourse community, research that information, and give it to them. Because this assignment requires research, this paper will require at least 2 in-text citations and an MLA-style works cited page.

Essay 3: Position Paper

Minimum 1,250 words (roughly 5 pages)

Sources: Minimum 4 (No Wikipedia or personal websites; 2 from library databases)

In this essay, you will move from reporting on a subject to forming an opinion, gathering and synthesizing research, and using that research to support your points. Using *ethos*, *pathos*, *logos*, and research, pick a current event that interests you, formulate an opinion about it (you do not have to take a “pro” or “con” attitude—you can be in the middle), argue your opinion, and use research to bolster your argument and persuade your audience.

Questions for brainstorming/ prospective topics:

- Should there be nationwide healthcare?
- Should there be a basic income for everyone in the United States?
- Should marijuana be legal federally?
- Are videogames addictive?
- Why are there so few women in STEM/ men in nursing (or a similar question)?
- Should university athletes be paid? Are female professional athletes paid enough?

These, of course, are not the only topics that you can research. However, there are three topics that are BANNED.

Banned topics:

- Anything to do with abortion
- Gun control
- Democrats vs. Republicans (you can argue an issue though)

My advice for this assignment is to pick a topic but not a position. Go to the research fresh without an opinion and let it guide you. Your argument will be stronger if you do so. Also, think about what has led you to the topic. Use this to inform how you broach the topic to your audience.

Essay 1-3 grading criteria:

First Drafts:

I do not “grade” first drafts, but I do comment on them. I can give students a prospective grade if you ask. However, if a student does not turn in a first draft or meet with me for their conference, they can only make up to an 80% on their final draft.

Final Drafts:

An “A” paper (90-100%) is a paper that:

- Has a clear argument throughout
- Has a logical structure (intro with thesis, body paragraphs with topic sentences, and conclusion)
- Has an appropriate tone
- Follows all instructions for the assignment (including length)
- Is formatted correctly in MLA style
- Is clear of grammar, punctuation, and spelling errors and free of typos

A “B” paper (80-89%) is a paper that:

- Has a mostly clear argument throughout with some wandering
- Has a logical structure (intro with thesis, body paragraphs with topic sentences, and conclusion)
- Has an appropriate tone

- Follows all instructions for the assignment (including length)
- Is formatted correctly in MLA style
- One or two grammar, punctuation, and spelling errors or typos.

A “C” paper (70-79%) is a paper that:

- Has a discernable argument
- Has a mostly logical structure (at least an intro with a thesis, body paragraphs, and a conclusion)
- Has a mostly appropriate tone
- Follows all instructions for the assignment (including length)
- Is mostly formatted correctly in MLA style
- Is mostly clear of grammar, punctuation, and spelling errors and free of typos

A “D” paper (60-69%) is a paper that:

- Makes an effort at an argument
- Has a structure with at least an intro and a conclusion
- Has tonal shifts or a somewhat inappropriate tone
- Follows most of the instructions for the assignment (must be at least 70% of length)
- Attempts to follow MLA style with some errors
- Attempt has been made at clear essay of grammar, punctuation, and typos

An “F” paper (59-0%) is a paper that:

- Is hard to follow
- Lacks a thesis, intro, or conclusion
- Does not follow instructions (and is less than 70% of length)
- Has an inappropriate tone
- Does not cite sources or plagiarizes sources (the latter of this is more serious)
- Contains substantial grammar and punctuation errors or typos

BONUS POINTS for creativity—keep that in mind.

NOTE: Word count does NOT include headings and works cited pages.

Book Reports:

Minimum: 5 responses of 500 words (1 page) each

Sources: A book of your choosing (citation unnecessary)

Due Date: Various (see calendar)

By the beginning of the second week of class, I will ask you to select a fiction book of at least 150 pages. This book must be at the college reading level (exceptions may be made for popular young adult novels like the *Harry Potter* series or *The Hunger Games*). You may select a graphic novel, but it must be in English and at least double the page count (300 pages). I have a list of books if you don’t know what to choose.

During the second week of class, I will give (or post) a question for you to answer about the book in 250 words. These will be simple questions like “Who is the main character and why?” to just spark discussion. There are no right or wrong answers, and I will not take off for spelling, grammar, or punctuation errors. I also do not care about formatting for this assignment, but do at least put your name, section, and date on your response (these items do not count towards the word count). I will only count off if you do not answer the question or do not get to 500 words. I don’t mind if you ramble if you answer the question and make sense in doing it. That’s it!

Lab: The lab component is an integral part of this writing course. Over the course of the semester, students will need to complete at least **two** selections from the list below. This lab is not the same as regular daily course work that students 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, students will need to track and provide evidence (hard-copy or email) of completing these lab requirements outside of class. Each one is 25 points each. Writing Center Contact Info: 972-881-5843; sccwritingcenter@collin.edu

- Writing Center one-on-one tutorial
- Writing Center workshop
- Library workshops
- Study skills seminars
- Scholarly activity at Collin College
- Auteur Film Series
- Book-in-Common Events
- Other Events TBA

Final Exam:

Exam Date: 11 Dec

The final exam will be an in-class essay. I will give you 4-5 potential questions that may be asked on that day. You may bring an outline for each question. I will randomly pick which question I will ask by rolling dice or pulling numbers from a hat. You will have the exam period to draft, edit, and revise your essay. Essay must be at least five paragraphs, have a thesis, an introduction, and a conclusion. It must also take up at least four pages in a green or blue book. I grade these essays pretty leniently, but if you have any questions about your grade, or if you want your exam back, you must give me a self-addressed and stamped envelope large enough for your exam to fit inside. I can also meet you on campus the first week of class, but after that, I will most likely throw them out (they take up a surprising amount of space in my house if I keep them).

Course Calendar:

Date	Curriculum
28-Aug	Syllabus/Introductions
30-Aug	Read 53-67; 876-883
4-Sep	No class-Holiday
6-Sep	216-224 Response #1 Due
11-Sep	419-427; 849-855
13-Sep	Read 399-413; 866-875
18-Sep	Read 289-305; 857-865;
20-Sep	Essay #1 Draft Due; Peer Review
25-Sep	Conferences Response #2 Due
27-Sep	Conferences
2-Oct	Read 145-154; 129-136;
4-Oct	Read 137-141; 289-297; Essay #1 Final Due
9-Oct	No class-Holiday
11-Oct	Read 298-315; 716-724;
16-Oct	Read 433-460 Response # 3 Due
18-Oct	Read 469-490; 725-729

23-Oct	Read 491-500; 710-715
25-Oct	MLA Review; Response #4 Due
30-Oct	Essay #2 Draft Due; Peer Review
1-Nov	NO CLASS
6-Nov	Conferences
8-Nov	Conferences
13-Nov	156-182; 731-734 ; Response #5 Due
15-Nov	331-349; 750-757
20-Nov	No Class- Holiday Essay #2 Final Due
22-Nov	No Class- Holiday
27-Nov	Essay #3 Draft Due; Peer Review
29-Nov	Conferences
4-Dec	Conferences
11-Dec	Final Exam/ Essay #3 Final Due

Plagiarism Policy

My plagiarism policy is in sync with the policy laid out in the *Collin Student Handbook* (<https://www.collin.edu/studentresources/personal/studenthandbook.aspx>). The last line of the policy states that “The faculty member will determine the appropriate academic penalty” for cases of scholastic dishonesty including plagiarism and cheating. To this end, all major papers in this course must be turned in through Canvas which is linked to Turnitin. If your paper comes up with an originality score over 15%, you can expect me to carefully review the paper and determine what has been plagiarized (if anything). There are certainly situations where papers may come back with a higher than usual score (i.e. papers that have been turned in for multiple drafts for the class), so we will determine grades case by case. That being said, papers which we determine to be plagiarized will receive a zero without the opportunity to resubmit. Of course, you are always welcome to contest our findings with the Dean of Students (<https://www.collin.edu/studentresources/deanofstudents/>).

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 Spring 2017 Registration Guide for more information.

Americans with Disabilities Act Statement: *In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability.*

If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

Note: *Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.*

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