

8-27-2018

# Composition I

Erin Bullok  
*Collin College*

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**COLLIN COLLEGE  
COURSE SYLLABUS**

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| 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, 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.

**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**

**For further clarification, please read the following:**

**Scholastic Dishonesty: From the Collin College Student Code of Conduct 7-2.3**

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. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, the award of a degree, and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work.

Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts: plagiarism, cheating, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or in any electronic medium, and/or falsifying academic records. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research. 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:

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(s) 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.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, a faculty member is requested to delay posting a grade for the academic work in question, until the case is final. 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.

### **6.24 Repeating Courses**

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Student Handbook, p. 69

**See the current *Collin Student Handbook* for additional information.**

Once a student has been found "responsible" for violating the college's scholastic dishonesty policy, the instructor will be notified by the Dean of Students Office. I do not permit assignments that were originally submitted for another class, or assignments that have been submitted to another class simultaneously. **The first time, if an assignment violates the scholastic dishonesty policy, the assignment will receive a "0". The second time, if an assignment violates the scholastic dishonesty policy, the student will automatically fail the course.**

**If you need help, I am your first stop. I have multiple resources behind me, and I want you to succeed in this class. Please also visit the Writing Center.**

**Writing Center:** The Writing Center, located in D-224, offers in person and online writing assistance and other resources. You will be required to visit the Writing Center/send a paper to the OWL at least once this semester, and I may request that you visit the Writing Center for help with specific writing concerns. The Writing Center also hosts several free workshops each semester. Visit their website at <http://www.collin.edu/writingcenter> for hours and contact information.

**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-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

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

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| <b>INSTRUCTOR INFORMATION</b> |
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**Instructor's Name:** Erin L. Bullok

**Office Number:** L(library)215 (SCC)

**Office Hours:** *By appointment only* – please email me for appointment times that will work for our schedules

**Phone Number:** 972-881-5756

**Reminder Text Messages Number & Name:** Text "@9632hk" to the number 81010 to chat/text me without us revealing our numbers, and to also receive group announcements and links to DLC (**quickest method of communication**)

**Emails:** [ebullok@collin.edu](mailto:ebullok@collin.edu) (this email is to be used for regular class-related stuff)  
[erin.bullok@gmail.com](mailto:erin.bullok@gmail.com) (this email is ONLY to be used for sharing Google Apps-based assignments – regular Word documents should go to the Collin email)

**Class Information:**

**Section Number:** PL4

**Required Textbook:** *The Norton Field Guide to Writing w/Readings and Handbook, 4<sup>th</sup> ed.* By Richard Bullock, Maureen Daly Goggin, and Francine Weinberg; ISBN: 978-0-393-2643-88

**Meeting Times:** MWF 2:29 – 3:19 p.m.

**Meeting Location:** TBA

**Minimum Technology Requirement:** Access to Computer with Internet, Access to Canvas, Access to your CougarWeb/CougarMail accounts, & Microsoft Word

✓ I encourage students to bring tablets, laptops and headphones to class; however, **do not use them until I tell you what to do with them.**

**Minimum Student Skills:** College Level Reading and Typing

**Course Requirements:**

1. Students must produce between 10-15 polished pages during the semester. A polished page is one that has been through the writing process—draft workshop, peer review,

instructor comments and final revision(s). Officially, we will have five major writing assignments – two will be written in class. The other three will be written (mostly) outside of class.

2. Research is mandatory. No student should be able to pass the course without completing a research-based paper that applies the specific conventions of the MLA style manual. I require MLA formatting for all assignments in this class.
3. We will meet on the final exam day that Collin College assigns (**TBA**). On that day, you will write an Argument Proposal.
4. If our syllabus changes, I will let you know immediately – either in class or via reminder text. I will give you a Dropbox.com link in class where you can download the syllabus to any smart device. **I encourage you to open a Dropbox.com account, or save your documents to Google Drive, though it is not required.** Dropbox.com and Google Drive allow you to store documents on a cloud server and access them from any smart device. Having copies of your documents saved to a thumb drive is also a good idea. Be wary of saving a document to a physical hard drive, especially on any computer that multiple people use.
5. I prefer to take a more hands-on approach to my students' revision processes, and I accomplish this through something I call Revision Consultations. There are three Revision Consultations to attend this semester. About a week after each major writing assignment's due date, before Revision Consultation periods, all students will select a day and time that works best for their schedule (I will release a sign-up Google Sheet to everyone). For 10 minutes during Consultation days, I will meet with each student and discuss what revisions they need to make in order to earn the highest score possible (see 'Revision Policy' section).
  - **Rules of Revision Consultations:**
    - 1) In order to be counted present for your Consultation, you must bring a printed or digital copy of the essay with my embedded comments, ready to go when you arrive (this file comes from Turnitin.com).
    - 2) If you do not have a printed or digital copy of the paper with my embedded comments with you, or if you ask if I can pull the paper up on any of the devices I work with, *you will be counted absent that day AND you will lose the points associated with that Consultation.* This is about you learning to come prepared to meetings with future professors and, later, bosses.
    - 3) If you do not or cannot come to your Consultation, you will incur an absence and you will lose the points associated with that Consultation.
    - 4) I cannot "make-up" Revision Consultations – it infringes on other students' and my time. Please do not ask.
6. **Lab Units:** The lab component is an integral part of this writing course. This lab work is not the same as regular daily coursework 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. I will need

written/paper/digital documentation that you completed the assignment. If you complete an online-based activity, I will need a forwarded email/dated screenshot emailed to [ebullok@collin.edu](mailto:ebullok@collin.edu). If you have any questions about providing solid documentation, contact me via email or in person.

Here is a list of acceptable lab assignments:

- **Required:** Three Revision Consultations with professor – 2 units per visit (**mandatory** Consultations = earmarked total of 6 units)
- Office visit with professor – 2 lab units
- Writing Center visit – 2 lab units
- Writing Center workshop 2-4 lab units (depending on length of workshop)
- RAPS session with reference librarian (by appointment only—no more than ONE per semester) – 2 lab units
- Library workshops (must be scheduled with a librarian) - 2-4 lab units (depending on length of workshop)
- Online student tutorials - 1-2 lab units
- Online library tutorials ( <http://collin.libguides.com/anywhere> ) – 1 lab unit per video
- Study skills seminar – 2-4 lab units (depending on length of seminar)
- Group tutoring – 2 lab units
- Access tutoring – 2 lab units
- Grammar and writing exercises and/or quizzes given through the testing center – 2 lab units per exercise/quiz
- Completing additional writing assignments from an optional list outside of regular assignments: Annotating an article, for example. Or keeping a journal of regular writing that can be turned in at the end of the semester for lab credit – 1 lab unit per page (ask me about page length)
- College familiarity completion assignment (Find the library, the Counseling Center, the writing center, etc.) – 2 lab units
- Online Collin website familiarity completion assignment (ELC, Exam Schedule, Library resources, etc.) – 2 lab units
- Writing Center visit – 2 units per visit/online consultation

In order to get full credit for the lab component of the grade, you must complete all 16 units. To get half credit for the lab component, you must complete 8-15 units. If you complete fewer than 8 units, you will receive a 0 for the lab component of the grade.

|          |         |                   |
|----------|---------|-------------------|
| Round #1 | 8 Units | Week 7, 11:59 pm  |
| Round #2 | 8 Units | Week 14, 11:59 pm |

Plan to complete the labs early. Waiting until the last minute to complete labs is **strongly discouraged**.

Note: You must make appointments to see a tutor in the Writing Center. As the semester progresses, appointment slots are difficult to get, so make your appointments in advance. Visit

[www.collin.edu/writingcenter](http://www.collin.edu/writingcenter) for the most up-to-date information at your nearest Collin College campus.

If you have any questions about completing the lab component (which is 10% of your final grade), come talk to me just before or after class, text me on Remind, or email me at [ebullok@collin.edu](mailto:ebullok@collin.edu). Do not wait to ask questions/address your concerns!

**Course Resources:** Access to Collin College Library and Databases

**Supplies:** Access to Computer with Internet & Microsoft Word

**Attendance Policy:** You may miss up to 6 class periods. **If you miss more than 6 class periods**, you will receive an automatic “F” in the course. Please treat this class like a professional: expect to attend class, unless you are legitimately unable to. Save your absences for **legitimate emergencies** (e.g. hospitalization, death in the family, communicable illness, car trouble, etc.). If you miss class periods, your grade will still suffer due to a lack of engagement with the material and participation through in class writing. Finally, I, the instructor, will hold you responsible for asking a peer for the material you missed, if you were absent. Check the Course Calendar in this syllabus for what we do every day of our semester.

**Method of Evaluation:** There are 1000 points possible for this class. An “A” = 900 – 1000 points, a “B” = 800-899 points, a “C” = 700 – 799 points, a “D” = 600 – 699 points, and anything below 600 points = an “F.” Your assignments account for the following point totals:

| Major Essays  | Participation   |
|---|---|
| <b>Diagnostic Essay:</b> 50 points – 5%<br><b>Narrative Essay:</b> 100 points – 10%<br><b>Textual Analysis:</b> 150 points – 15 %<br><b>Research Essay:</b> 200 points – 20%<br><b>Argument Proposal (Final Exam):</b> 150 points – 15% | <b>Lab Requirement:</b> 100 points – 10%<br><b>Revision Consultations:</b> 100 – 10%<br><b>Homework/Participation in Class &amp; Canvas:</b> 100 points – 10%<br><b>Draft and Peer Review workshops:</b> 50 points – 5% |
| 650 points (65% of overall grade)   | 350 points (35% of overall grade)   |
|   | = 1000 points   |

**Grades:** To grade your assignments, I will use the English Department Essay Grading Criteria (you can find this rubric below the Course Calendar). Please be sure to keep careful track of your grades through “My Grades” in Canvas!

Students prevented from completing the course because of extenuating circumstances may qualify for a grade of Incomplete *if* the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. (See the College Catalog about Incomplete Grades and Contracts.)

**Delivery Method Of Feedback and/or Graded Material:** Turnitin.com – we will discuss Turnitin.com in class.



**Late Work:** I cannot accept late work. However, I do accept work on **pre-arranged extensions**. With illnesses, family emergencies, and other extenuating circumstances, email me **at least 12 hours in advance of the assignment deadline** at [ebullok@collin.edu](mailto:ebullok@collin.edu), and we will discuss what to do for your situation. Anticipate technical issues and have back-up plans for your back-up plans! Be prepared for technology to fail and have an emergency plan in case your first option (or second option) fails. **I will not take late work on the account of malfunctioning technology!** If I grant an extension, have the paper turned in by the exact date and time that we arrange; otherwise, it will be considered late, and I will not accept it. This class will require you to read and write a great deal – neither you, nor I, will have time for late papers. Above all: talk to me in person or via email if you think there could be an issue – do not wait for the problem to get worse before you speak up.

**Revision Policy:** I allow unlimited revisions of the Narrative Essay, the Textual Analysis, and the Research Essay, and you are encouraged to revise until you earn a full score! I will provide comments through Turnitin that will help with the revision process, and you should also take this time to submit your paper to the Writing Center. **FYI: Assignments that are late/never submitted are not eligible for this revision policy.**

**Standards for Instructor Response and Availability:** For a response to your email, please allow for at least 24 (business week) hours. Please ask questions that require an immediate response in class; other students will benefit from your inquiry.

My promise: I will always return graded papers to you through Turnitin before the next major assignment is due.



Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment.

In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; sleeping in class; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Student Development Office for disciplinary action. To submit a SOBI referral from an **on-campus** computer through CougarWeb, go to the "Student" tab and then click on "Refer information of concern (SOBI)" under the "Healthy Mind and Body" channel. To

make a SOBI referral from an **off-campus** computer, please use this link:  
<https://www.collin.edu/studentresources/SOBI/sobi.html>

| <b>Course Calendar (subject to change – watch Canvas/Remind/your CougarMail!)</b><br>(The Norton Field Guide to Writing w/Readings + Handbook 4 <sup>th</sup> Ed. = NFG) |   |   |          |   |        |
|--|---|---|----------|---|--------|
|  | Monday  | Wednesday   | Thursday | Friday  | Sunday |
| <b>Week 1</b><br><b>Aug 27 –</b><br><b>Sep 2</b>   | Introductions/<br>Canvas/Syllabus   | <b>Diagnostic Essay written in class</b><br><i>HW: Read <a href="#">Samuel H. Scudder's "Look at Your Fish!"</a>; read pp. 220-223 in NFG</i>   |          | Discuss <a href="#">"Look at Your Fish!"</a> ; Introduce Narrative Essay; discuss pp. 220-223 in NFG<br><i>HW: Read pp. 248-252 in NFG</i>  |        |
| <b>Week 2</b><br><b>Sep 3 – 9</b>  | Labor Day – no class; all Collin College campuses closed – have a safe and fun break!   | Watch in class and take DENs on <a href="#">Lidia Yuknavitch's "The beauty of being a misfit"</a> ; discuss pp. 248-252 in NFG<br><i>HW: Read and write DENs on <a href="#">Jessica Marsh's "How Video Games Saved My Life and Made Me Who I Am"</a>; read pp. 55-60 in NFG</i> |          | Bring DENs and discuss <a href="#">Jessica Marsh's "How Video Games Saved My Life and Made Me Who I Am"</a> ; discuss 55-60 in NFG; Narrative Essay Work Minutes<br><i>HW: Read and write DENs on <a href="#">Chapter 1 of Shane Bauer's "My four months as a private prison guard."</a>; read pp. 61-67 in NFG</i> |        |
| <b>Week 3</b><br><b>Sep 10 – 16</b>  | Bring DENs and discuss <a href="#">Chapter 1 of Shane Bauer's "My four months as a private prison guard."</a> ; discuss pp. 61-67 in NFG<br><i>HW: Read and write DENs on</i> | Bring DENs and discuss David Sedaris' "Us and Them" pp. 849-855 in NFG; discuss pp. 419-427 in NFG<br><i>HW: Read</i>   |          | Narrative Essay Work Minutes; discuss <a href="#">The Oatmeal's "When your house is burning down, you should brush your</a>   |        |

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|                                     | David Sedaris' "Us and Them" pp. 849-855 in NFG; read pp. 419-427 in NFG   | and write DENs on <a href="#">The Oatmeal's "When your house is burning down, you should brush your teeth."</a> ; read pp. 408-413 in NFG   |  | <a href="#">teeth."</a> ; discuss pp. 408-413 in NFG<br>HW: Read and write DENs on Amy Tan's "Mother Tongue" pp. 649-655 in NFG; read pp. 399-407 in NFG |  |
| <b>Week 4<br/>Sep 17 – 23</b>       | Bring DENs and discuss Amy Tan's "Mother Tongue" pp. 649-655 in NFG; discuss pp. 399-407 in NFG<br>HW: Read and write DENs on <a href="#">Eden Hebron's "Flashback: what it was like to watch my friends die in Room 1216"</a> ; read <a href="#">Jessica Smock's "8 Tips for Dazzling an Editor With Your Personal Essay"</a> | Bring DENs and discuss <a href="#">Eden Hebron's "Flashback: what it was like to watch my friends die in Room 1216"</a> ; discuss <a href="#">Jessica Smock's "8 Tips for Dazzling an Editor With Your Personal Essay"</a><br>HW: Read <a href="#">Rachel Scheller's "How to Write a Reader-Friendly Essay"</a> | <b>Narrative Essay Rough Draft due to Turnitin.com/ my Collin email/my Gmail 9/20 @ 11:59 pm</b> | Narrative Essay Work Minutes; discuss <a href="#">Rachel Scheller's "How to Write a Reader-Friendly Essay"</a><br>HW: Read pp. 10-20 in NFG              | <b>Narrative Essay due to Turnitin.com/ my Collin email/my Gmail 9/23 @ 11:59 pm</b> |
| <b>Week 5<br/>Sept 24 – Sept 30</b> | Introduce the Textual Analysis; <b>sign up for Revision Consultations</b> ; discuss pp. 10-20 in NFG<br>HW: Read and write DENs on Danielle Allen's "Our Declaration" pp. 99-104 in NFG; read pp.  | Bring DENs and discuss Danielle Allen's "Our Declaration" pp. 99-104 in NFG; discuss pp. 20-32 in NFG<br>HW: Read pp. 110-128   |  | Discuss pp. 110-128; Textual Analysis Work Minutes   |  |

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|  | 20-32 in NFG   |  |   |  |   |
| <b>Week 6<br/>Oct 1 – 7</b>  | <p align="center"><b>Narrative Essay Revision Consultation Week</b></p> <p><i>HW: Regardless of whether or not you have a Consultation this week, everyone is required to submit exactly one and a half (rough draft) pages of your Textual Analysis to the Google Drive folder by <b>Friday, 10/5, 11:59 pm.</b></i></p>  |  |   |  |   |
| <b>Week 7<br/>Oct 8 – 14</b>   | <p align="center"><b>Narrative Essay Revision Consultations</b></p> <p><i>HW: Regardless of whether or not you have a Consultation this week, everyone is required to submit exactly one full (rough draft) page of your Textual Analysis to the Google Drive folder by <b>Thursday, 10/11, 11:59 pm.</b></i></p> <p><i>Friday's HW: Read pp. 478-490 in NFG; read and write DENs on William Safire's "A Spirit Reborn" pp. 693-695 in NFG</i></p> |  |   | <p>Brief MLA Workshop; Discuss pp. 478-490 in NFG; bring DENs and discuss William Safire's "A Spirit Reborn" pp. 693-695 in NFG</p> <p><i>HW: Read and write DENs on Laurel Thatcher Ulrich's "Well-Behaved Women Seldom Make History" pp. 664-673 in NFG; read pp. 388-398 in NFG</i></p> | <b>Round #1 of (at least) 8 lab units due by 10/14 @ 11:59 pm</b>                     |
| <b>Week 8<br/>Oct 15 – 21<br/>Last Day to Withdraw:<br/>10/19 @ 5 pm</b> | <p>Bring DENs and discuss Laurel Thatcher Ulrich's "Well-Behaved Women Seldom Make History" pp. 664-673 in NFG; read pp. 388-398 in NFG</p> <p><i>HW: Read and write DENs on <a href="#">David A. Graham's "America First": Donald Trump's Populist Inaugural Address</a></i></p>  | <p>Bring DENs and group/overall class discuss <a href="#">David A. Graham's "America First": Donald Trump's Populist Inaugural Address</a></p> <p><i>HW: Read and write DENs on <a href="#">Maria Konnikova's "Being a Better Online Reader"</a></i></p> | <b>Textual Analysis Rough Draft due to Turnitin.com/my Collin email/my Gmail 10/18 @ 11:59 pm</b> | <p>Textual Analysis Work Minutes; Bring DENs and discuss <a href="#">Maria Konnikova's "Being a Better Online Reader"</a></p>  | <b>Textual Analysis due to Turnitin.com/my Collin email/my Gmail 10/21 @ 11:59 pm</b> |

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|   |  | <a href="#"><u>Reader</u></a>   |  |   |  |
| <b>Week 9</b><br><b>Oct 22 – 28</b>     | Introduce Research Essay; College-Level Research Workshop/ Using Peer-Reviewed Articles<br><i>HW: Read pp. 435-444 in NFG</i>  | Discuss pp. 435-444 in <i>NFG</i> ; watch and write DENs on <a href="#"><u>Adam de la Zerda's "We can start winning the war on cancer"</u></a><br><i>HW: Read pp. 145-155 in NFG; watch and write DENs on <a href="#"><u>David Camarillo's "Why helmets don't prevent concussions – and what might"</u></a></i> |  | Discuss pp. 145-155 in <i>NFG</i> ; bring DENs and discuss <a href="#"><u>David Camarillo's "Why helmets don't prevent concussions – and what might"</u></a>  |  |
| <b>Week 10</b><br><b>Oct 29 – Nov 4</b> | Textual Analysis Revision Consultation Week<br><i>HW: Regardless of whether or not you have a Consultation this week, everyone is required to submit two full (rough draft) pages of your Research Essay to the Google Drive folder by <b>Friday, 11/2, 11:59 pm.</b></i>  |   |  |   |  |
| <b>Week 11</b><br><b>Nov 5 – 11</b>     | Textual Analysis Revision Consultations<br><i>HW: Regardless of whether or not you have a Consultation this week, everyone is required to submit one and a half (rough draft) pages of your Textual Analysis to the Google Drive folder by <b>Thursday, 11/8, 11:59 pm.</b></i><br><i>HW: Read and write DENs on Adam Piore's "Why We Keep Playing the Lottery" pp. 698-708 in NFG</i> |   |  | Bring DENs and group/ overall class discuss Adam Piore's "Why We Keep Playing the Lottery" pp. 698-708 in NFG<br><i>HW: Read and write DENs on <a href="#"><u>Victor Tan Chen's "America, Home of the Transactional Marriage"</u></a></i> |  |
| <b>Week 12</b><br><b>Nov 12 – 18</b>    | Bring DENs and group/overall class discuss <a href="#"><u>Victor Tan</u></a>   | Bring DENs and group/overall class discuss  | <b>Research Essay Rough Draft due to Turnitin.com/my</b> | Bring DENs and group/overall class discuss  | <b>Research Essay due to Turnitin.com/my Collin email/my</b> |

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|                                   | <a href="#">Chen's "America, Home of the Transactional Marriage"</a><br><i>HW: Read and write DENs on <a href="#">John Seward's "The Circus Always Sucked and Now It's Dead"</a></i> | <a href="#">John Seward's "The Circus Always Sucked and Now It's Dead"</a><br><i>HW: Read and write DENs on <a href="#">Charles Scudder's "Texas rattlesnake battle pits small-town economics against ecological activists"</a></i> | <b>Collin email/my Gmail 11/16 @ 11:59 pm</b>                | <a href="#">Charles Scudder's "Texas rattlesnake battle pits small-town economics against ecological activists"</a> | <b>Gmail 11/18 @ 11:59 pm</b>                      |
| <b>Week 13<br/>Nov 19 – 25</b>    | Introduce Final Exam (Argument Proposal);<br>Research Essay Reflections due to the Google Folder no later than <b>Monday, November 19<sup>th</sup>, 11:59 pm</b>                     | Thanksgiving Week @ Collin College – <b>November 21 – 25</b> – Have a good and safe break!  |  |   |  |
| <b>Week 14<br/>Nov 26 – Dec 2</b> | Research Essay Revision Consultation Week  |   |  |   | <b>Round #2 of 8 lab units due 12/2 @ 11:59 pm</b> |
| <b>Week 15<br/>Dec 3 – 9</b>      | Research Essay Revision Consultations  |   | Revision Work Minutes/Final Exam<br>Q&A/Wrap-up the semester | <b>All Revisions due to my Collin email/ my Gmail/ Turnitin.com 12/9 @ 11:59 pm</b>                                 |  |
| <b>Week 16<br/>Dec 10 – 16</b>    | <b>Finals Week!<br/>Dates/Times/Details TBA!</b>   |   |  |   |  |

| English 1301 Essay Grading Criteria (Rubric) |          |              |          |             |
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| Excellent (A)                                | Good (B) | Adequate (C) | Poor (D) | Failing (F) |

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| <ul style="list-style-type: none"> <li>Controlling idea/thesis is significant, important, logical, and solidly supported.</li> <li>Evidence is relevant, concrete, clear, and substantial.</li> <li>Paper shows originality, creativity, and excellent critical thinking skills.</li> </ul>  | <ul style="list-style-type: none"> <li>Controlling idea/thesis is logical and important.</li> <li>Evidence is relevant, concrete, and substantial.</li> <li>The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper.</li> </ul>  | <ul style="list-style-type: none"> <li>Controlling idea/thesis is, for the most part, logical.</li> <li>Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>   | <ul style="list-style-type: none"> <li>Controlling idea/thesis is largely illogical, fallacious and/or superficial.</li> <li>Evidence is insufficient, obvious, contradictory, or aimless.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>  | <ul style="list-style-type: none"> <li>Lack of controlling idea/ thesis.</li> <li>Evidence and discussion provided may be random and/or without explanation.</li> <li>Relatively few complete ideas expressed in the paper.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Essay establishes a logical order and emphasis, creating a sense of "flow."</li> <li>Paragraphs are focused, idea-centered, and transition smoothly.</li> <li>Introduction pulls the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating.</li> </ul> | <ul style="list-style-type: none"> <li>Essay establishes a logical order, indicating emphasis.</li> <li>Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction.</li> <li>Introduction engages the reader, and the conclusion supports without mere repetition of ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Essay does not follow a consistent, logical order, though some order may be apparent through the discussion.</li> <li>Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull.</li> <li>Introduction and conclusion are formulaic and uninteresting, offering little insight.</li> </ul> | <ul style="list-style-type: none"> <li>Essay is inappropriately ordered or random, failing to emphasize and advance any central idea.</li> <li>Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate, misleading, or missing.</li> <li>Introduction merely states what will follow; conclusion repeats what has already been stated.</li> </ul> | <ul style="list-style-type: none"> <li>Essay seems to lack order and/or emphasis.</li> <li>Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing.</li> <li>Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Sentences are unified, coherent, varied, and emphatic.</li> <li>• Word choice is fresh, precise, economical, and distinctive.</li> <li>• Tone enhances the subject, conveys the writer's persona, and suits the audience.</li> </ul> | <ul style="list-style-type: none"> <li>• Sentences are purposeful, varied, and emphatic.</li> <li>• Word choice is precise and distinctive.</li> <li>• Tone fits the subject, persona, and audience.</li> </ul> | <ul style="list-style-type: none"> <li>• Sentences are competent but lacking emphasis and variety.</li> <li>• Word choice is generally correct and distinctive.</li> <li>• Tone is acceptable for the subject.</li> </ul> | <ul style="list-style-type: none"> <li>• Sentences lack necessary emphasis, variety, and purpose.</li> <li>• Word choice is vague or inappropriate.</li> <li>• Tone is inconsistent with the subject.</li> </ul>      | <ul style="list-style-type: none"> <li>• Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning.</li> <li>• Tone is unclear or inappropriate to the subject.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Student has clearly met and followed requirements and criteria of the writing prompt.</li> <li>• Obvious use of preliminary explorative writing/planning, rough drafts, and revisions.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Student has met and followed the requirements of the writing prompt.</li> <li>• Apparent use of preliminary writing/planning, rough drafts, and revision.</li> </ul>   | <ul style="list-style-type: none"> <li>• Student has met and followed the basic requirements of the assignment.</li> <li>• Paper contains evidence of at least some preliminary writing/planning.</li> </ul>              | <ul style="list-style-type: none"> <li>• Little to no evidence of preliminary writing/planning presents itself.</li> <li>• Student has not fully met or followed the basic requirements of the assignment.</li> </ul> | <ul style="list-style-type: none"> <li>• No evidence of preliminary writing/planning.</li> <li>• Student has not met or followed the basic requirements of the assignment.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Proper format is clearly illustrated.</li> </ul>   | <ul style="list-style-type: none"> <li>• Paper is largely formatted correctly, though the text may contain a few minor formatting issues.</li> </ul>  | <ul style="list-style-type: none"> <li>• Text may contain minor formatting errors.</li> </ul>   | <ul style="list-style-type: none"> <li>• Formatting is problematic.</li> </ul>  | <ul style="list-style-type: none"> <li>• Formatting does not follow course requirements.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions</li> </ul>  | <ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard</li> </ul>  | <ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard</li> </ul>  | <ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently</li> </ul>   | <ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and</li> </ul>  |



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| <p>of Standard American English, thereby contributing to the essay's overall clarity and effectiveness</p> <ul style="list-style-type: none"> <li>• Paper has been carefully edited.</li> </ul> | <p>American English only slightly, and insufficiently enough to distract from the essay's overall clarity and effectiveness</p> <ul style="list-style-type: none"> <li>• Paper has been edited.</li> </ul> | <p>American English sufficiently enough to distract from the essay's overall clarity and effectiveness</p> <ul style="list-style-type: none"> <li>• Careless proofreading is evident.</li> </ul> | <p>from Standard American English so as to damage the content sufficiently enough to interfere with the essay's overall clarity and effectiveness.</p> <ul style="list-style-type: none"> <li>• Little evidence of proofreading</li> </ul> | <p>seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall.</p> <ul style="list-style-type: none"> <li>• No evidence of proofreading.</li> </ul> |
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