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Composition I

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Collin College

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ENGL 1301 Syllabus Frisco High School Campus – Dual Credit Instructor: Mrs. Lesli Jones

Course/Section Number: ENGL 1301.FR1
Course Title: Composition I (13069)
Meeting Times: MW 7:15-8:30 A.M.
Room Number: Frisco High School, Room W114
Instructor Email: lajones@collin.edu

Course Number: ENGL 1301

Course Title: Composition I (13069)

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: 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.

Minimum Technology Requirement: As this course relies heavily on Canvas, students must have access to the internet and the ability to function within the Canvas server as linked on the Collin College website or at <https://collin.instructure.com>. Further, students must be able to use word processing software (MS Word) or be able to convert documents into MS Word files with the proper MS Word format as specified in each assignment—All files must be in doc, docx, or pdf.

*If you do not have a current copy of MS Word and would like one, Microsoft offers a FREE version of MS Office (including Word) for download (just enter your Collin email address) at <https://products.office.com/en-us/student/office-in-education> !!

Contacting Me: Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about things I have already covered in class. So let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. Also, read *The Norton Field Guide*! If you cannot find the answer to your question after trying all of these means, then please feel free to email me. Here are some email questions I will absolutely ignore (as the answers are here/in *The Norton Field Guide*/on Canvas/in my announcements/in your notes):

- What were we supposed to read?
- When was this assignment due?
- What is my current grade?
- How many absences do I have?

When you email me: Send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 24 hours during weekdays; emails will rarely receive responses on weekends. **I will only respond to emails sent through Canvas.**

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. “Grade on Essay 2”]

Greeting: Dear/Hello Mrs. Jones:

Content: I wanted to ask/tell you... [Be specific and brief]

Signature: Sincerely/Thank you/All the best/ Etc. [Write your full name and class section]

Minimum Student Skills:

Netiquette Expectations: Students will maintain proper decorum in electronic communication—email, discussion boards, Canvas chats—and will not use “text” abbreviations in such interaction. Further, any and all electronic communication utilizing Collin College resources will be pertinent to classroom or course activities—no spam, chain emails, forwarded jokes, etc.

Supplies: USB Memory Stick (i.e. “Thumb Drive”), highlighters, and blue or black ink pens, paper

Course Resources:

Textbook: *The Norton Field Guide to Writing with 2016 MLA Update: with Readings and Handbook* (Fourth Edition). The textbook is available in the Collin bookstore.

Collin College Writing Center: An appointment with the Writing Center is required before submitting each final paper, so familiarize yourself with their policies and hours. These appointments will count toward your mandatory lab hours.

Attendance Policy: Attendance in this class benefits you as all assignments and major concepts will be explained in class. **After more than four absences, you should consider withdrawing from the course or risk receiving an “F.”** You are encouraged to discuss, with me, any problems which may prevent you from attending regularly.

Method of Evaluation:

Your final semester grade will be determined by the following:

Essays 1-4	50%
Lab Work	15%
Daily Work/Discussion Boards/Quizzes	25%
Final Exam (NO Make-Up)	10%

*Students will be informed electronically in writing (through the course site in Canvas Announcements and to their CougarMail accounts) if any necessary modifications are made to the course syllabus or accompanying schedule.

Late Work Policy: I do not accept late work. All work is due **on or before the assigned due dates.**

Submitting Assignments: All outside of class, typed assignments are due by 11:59 PM on assigned due date. The assignment will deactivate in Canvas at the due date/time. You must have your printed drafts for in-class workshop at the **beginning** of the class period in which the workshop will occur.

Please Note: Writing Assignments/Essays **must** be turned in online through the specific ASSIGNMENT link in Canvas as a Word document (.doc or .docx) or a PDF (Adobe Acrobat). I cannot open any other files including those from Macs or Google Docs. **If you turn in a document I cannot open, it will not be graded.**

Quizzes and Exams **can only be taken on the scheduled date as indicated on the Syllabus** as, once they deactivate (i.e. “time out”) in Canvas, they will NOT be re-activated (the only considered exception to this being proper medical, legal, or institutional documentation requiring such and being properly presented PRIOR TO THE quiz/exam date).

“Technical Difficulties” of any sort are NOT acceptable reasons for missing or late assignments. If you have issues with your personal technology, avail yourself of the Collin computer labs, the resources at your community public library, or the like. Plan ahead so that you have an alternate solution available in case of technical difficulties, and do not wait until the last minute to complete your assignments.

Assignments are still due on the due date even if you are absent from class. Manage your time well and plan accordingly.

LAB COMPONENT:

The lab component is an integral (and required) part of this composition course. Over the course of the semester, the student will be required to complete a minimum 16 units of lab work. The lab work is NOT the same as the weekly coursework as noted in the schedule below. It is, instead, designed as additional writing-focused activities which will further improve the student’s writing and analytical skills. The student is required to track and provide evidence (email from Writing Center, certificate, etc.) of every lab—due in full the week prior to Final Exams as directed by the professor.

Composition Course Lab Selections—

- Writing Center session - Minimum of 4 visits required (3 units per session)
- On campus events (films, art shows, speakers, etc.) with a 1-page, double spaced paper about the event (see schedule at <http://calendar.collin.edu>). Event program required. (2 units per event)
- Writing Center Workshop with a 1-page, double spaced paper about the event. Most of these are at the Plano Campus (SCC) (see schedule at <http://calendar.collin.edu>). Workshop agenda/handout required. (3 units per workshop)
- Completing library online tutorials. Certificate required. (1 unit)

CRITICAL THINKING DISCUSSION BOARD:

Students will participate in exploration of written works (as assigned) in the Discussion Board. After reading these articles, you will follow the instructions to discuss them using the Discussion board. (Each article you read will have a “thread” - or questions - that will be posted by the professor. Responses to the threads will be listed by the individual student’s name.)

1. Initial discussions on the posts are due by 11:59 p.m., CT, two calendar days after the reading is assigned.
2. Peer response discussion posts (discussions on each OTHER’s responses to the initial post) are due by 11:59 p.m., CT, the Sunday of the week they are assigned.
3. Please see Canvas for specific due dates. No late posts will be accepted, so plan ahead to make sure that you get your posts in on time.

You must complete each Discussion Board assignment (your response to each original article as posted by the professor AND your response to at least one other student’s original thread to that article) in order to have a chance at getting full credit.

CELL PHONE / PERSONAL TECHNOLOGY POLICY:

The use of cell phones is not allowed in class (this includes texting). Please put all phones and devices on silent and put them away, during class time. There is no reason to use your phone, during class time. Computers are to be used in class for specific assignments only. Computers are not to be used to check e-mail, surf the internet, work on non-related papers; etc., unless permission is given. Consistent disregard of this rule will result in computer privileges being removed or a possible lowering of grades.

DISRUPTIVE BEHAVIOR:

Behavior that detracts from the positive learning environment of the classroom will not be tolerated (Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current Collin College Student Handbook). If the student is found in violation and will not terminate the behavior upon verbal/electronic request of the instructor, the instructor reserves the right to remove the student from the classroom for a 24-hr. period. If the behavior continues in following class meetings/web sessions, the instructor reserves the right to notify the Dean of Students. The College may impart stricter penalties as per the decision of the Dean of Students.

SOBI (a.k.a. “Strategies of Behavior Intervention Committee”)

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; 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 through CougarWeb, go to the “Student” tab, scroll down to the section entitled, “Safety and Wellness” and then click on “Refer information of concern (SOBI)”. Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

RELIGIOUS HOLIDAYS: Please reference Section 2 Policies and Procedures, Sub-section 2.23 Religious Holidays in the current Collin College Student Handbook.

Scholastic Dishonesty 7-2.2: 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 misrepresentations, distortions, or omissions in data or reports on research.

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 presentation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "source" includes not only published primary and secondary materials, but all 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; 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 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, the 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.

It is most likely that you will receive a zero for any assignment in which you exercise any act of Scholastic Dishonesty. See the current Collin Student Handbook for additional information.

Drop Procedures

To withdraw from this class, you must obtain a drop form and follow the prescribed procedure. It is the student's responsibility to drop (I cannot do it for you), and failure to do so will result in you receiving a performance grade (usually an F). **The last date to drop this course is October 19.** Students who drop by that date will receive a W (withdraw).

STOP BEFORE YOU DROP

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

GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES

I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

Grammar and Punctuation: Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the paper. The student will type out-of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The student as clearly and competently adapted the topic and content to the assignment.

Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

Diction: The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

Appearance: The C paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (D-F)

Although D and F papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the F paper exhibits an obvious breakdown in style and structure.

Preparation: The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

Diction: The level of language is inappropriate to the subject; errors in usage are frequent.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer’s ideas.

Appearance: An illegible presentation is always a liability.

Course Calendar: Your tentative course schedule for the semester is listed below. This Course Calendar can and probably will change. I will provide you notice (in class and through Canvas) of any adjustments to the schedule.

Course Schedule:

Week #	Monday	Wednesday
1	Aug 27 – Course Introduction/Syllabus Notes: Voice and Narrative Essay HW: ALL Due next class - Obtain textbook and Read Chapter 1, pages 3-9; Study syllabus, Sign acknowledgements to return next class.	Aug 29 – Canvas; Narrative Essay, <i>Norton</i> chapter 10; Generating Ideas & Outlines, <i>Norton</i> chapter 27 Introduce Essay #1: Narrative HW: Due next class – Read <i>Norton</i> chapter 43, Complete prewriting and informal outline for Essay #1
2	Sept 3 Labor Day Holiday – No Class	Sept 5 – Bring to class: prewriting and informal outline for Essay #1 and laptop Class time to work on essay and conference with professor; HW: Complete first draft of essay, Read <i>Norton</i> chapter 30, Getting Response
3	Sept 10 – Peer Editing: Bring TWO printed copies of your essay. HW: Read Writing Conferences, <i>Norton</i> pp. 287-288; Rewrite Narrative Essay (Draft #2) AND complete session with Writing Center	Sept 12 – Academic Habits of Mind, <i>Norton</i> chapter 4; and Collaboration, chapter 26; Dialogue, chapter 41 – in class discussion
4	Sept 17 - Essay #1 Due by 11:59 PM – Must submit draft used at Writing Center and Final Draft. Reading & Rhetoric: <i>Norton</i> Chapters 2, 5-9 Group Collaboration; Rhetorical Appeals HW: Read Martin Luther King’s “I have a Dream” speech (on Canvas) and participate in Discussion Board	Sept 19 - Arguing a Position, <i>Norton</i> chapter 13, class discussion; Notes on Satire HW: Read Jonathan Swift’s “A Modest Proposal” (on Canvas) and be prepared to discuss next class (rhetoric, satire, audience & purpose)
5	Sept 24 – Discuss Swift’s “Proposal” (rhetoric, satire, audience & purpose); Introduce Essay #2: Argument HW: Due next class: Read 1 of the arguments in <i>Norton</i> chapter 62, annotate for rhetorical strategies, audience, and purpose, and respond to the questions (typed or handwritten).	Sept 26 – Submit questions from HW Class time to work on Essay #2 and conference with professor. BRING YOUR LAPTOPS TO CLASS. HW: Due beginning of next class: Formal Sentence Outline
6	Oct 1 – Formal Sentence Outline must be submitted BEFORE class today. Class time to work on Essay #2 and conference with professor. BRING YOUR LAPTOPS TO CLASS. HW: First complete draft of essay #2 due next class	Oct 3 – Editing and Proofreading, <i>Norton</i> chapter 31; Peer review of essay: Bring TWO printed copies of your essay HW: Complete Essay Draft #2 AND session with Writing Center
7	Oct 8 - Writing Strategies: Beginning/Ending, Arguing, Describing	Oct 10 - Essay #2 Due by 11:59 PM – Must submit draft used at Writing Center and Final Draft. Reading Strategically and Critically, <i>Norton</i> chapter 2

8	Oct 15 – Notes: MLA formatting, text evidence, embedding quotes HW: Read <i>Norton</i> chapter 17 Literary Analysis	Oct 17 – Discuss <i>Norton</i> chapter 17 and theme, read and analyze a poem
	Last day to drop is October 19	
9	Oct 22 – Introductions for Literary Analysis HW: Due next class: Practice Introduction with song lyrics	Oct 24 – Introduction due by 11:59 PM Introduce Essay #3: Literary Analysis Read and analyze short story, brainstorm ideas for essay HW: Formal outline for Essay #3
10	Oct 29 - Formal Sentence Outline must be submitted BEFORE class today. Class time to work on Essay #3 and conference with professor. BRING YOUR LAPTOPS TO CLASS. HW: First draft of Essay #3	Oct 31 - Peer review of essay: Bring ONE printed copy of your essay HW: Complete Essay Draft #2 AND session with Writing Center
11	Nov 5 – Revising and editing: Fine tuning the essay - Class time to work on Essay #3 and conference with professor. You should be working on draft #2. BRING YOUR LAPTOPS TO CLASS.	Nov 7 - Essay #3 Due by 11:59 PM – Must submit draft used at Writing Center and Final Draft. Evaluations, <i>Norton</i> chapter 16 Introduce Essay #4: Evaluation & Research HW: Read <i>Norton</i> chapter 46 Finding Sources and Choose the film you will evaluate
12	Nov 12 – Recap <i>Norton</i> chapter 46, Using databases, quotes (p 480) HW: Watch the film and find at least one database source	Nov 13 - Class time to work on Essay #4 and conference with professor. BRING YOUR LAPTOPS TO CLASS. HW: Find second credible source
13	Nov 19 TBD (FISD closed) DUE by 11:59 PM – Formal Sentence Outline for Essay #4 HW: Find third credible source	Nov 21 Thanksgiving Holiday – No Class
14	Nov 26 - Class time to work on Essay #4 and conference with professor. BRING YOUR LAPTOPS TO CLASS. HW: Complete first draft of essay	Nov 28 - Peer review of essay: Bring TWO printed copies of your essay HW: Complete Essay Draft #2 AND session with Writing Center
15	Dec 3 – DUE at the beginning of class: ALL documentation for Lab work MLA reminders, MLA Style Guide, Synthesizing ideas	Dec 5 - Essay #4 Due by 11:59 PM – Must submit draft used at Writing Center and Final Draft. Review for final exam
16 Finals	Finals Week	

NOTE:

***** PLEASE PRINT AND SIGN THE STATEMENTS ON THE FOLLOWING PAGE**

AND TURN IN TO INSTRUCTOR. DUE AUGUST 29, 2018 ***

ENGL 1301.FR1
Composition I (13069)

SYLLABUS CONTRACT:

I have read the above syllabus. I understand the policies and procedures of the class as well as the penalties incurred should I violate the terms of the syllabus.

DATE

SIGNATURE

ENGLISH Course/Section

NAME (PRINT)

ACADEMIC HONESTY COMPLIANCE CONTRACT:

I have read and understand both the Collin College policy on plagiarism, collusion, and all other forms of scholastic dishonesty as described in 7-2.2 of the Collin Student Handbook and the professor's policy stated above. **I am aware of the consequences if it should be determined that I am guilty of any form of academic dishonesty, whether intentional or unintentional.**

DATE

SIGNATURE

ENGLISH Course/Section

NAME (PRINT)