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Composition I

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COURSE SYLLABUS

Fall 2018

Course Number: ENGL 1301.XXX

Course Title: Composition I

Professor: Steven Watkins

Office Hours: (By appointment)

Department Office Number: B342

Phone number: 972-548-6830

Email: SWatkins@collin.edu

Department in case of emergencies: Office of Academic Affairs, B122F, 214-491-6270

Class Information:

Section Number: 1301-06

Meeting Times: TBD

Meeting Location: TBD

Course Description: Intensive study 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.

Course Credit Hours:

Lecture Hours: 3 hours per week

Lab Hours: 1 hour per week

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Course Resources: **Textbook:** Bullock, Goggin, and Weinberg, *The Norton Field Guide to Writing (with Readings and Handbook)* 3rd or 4th ed., ISBN: 978-0-393-91959-2 (REQUIRED)

Supplies: One gig (or larger) flash drive (RECOMMENDED), college ruled notebook, index cards, post-it-notes, colored reference tabs, pencils, pens and highlighters.

State Mandated Student Learning Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of the 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.
4. Read, reflect and respond critically to a variety of texts. (Critical Thinking)
5. Use edited American English in academic essays.

Additional Outcome: Students should demonstrate *personal responsibility* through the ethical use of intellectual property.

Method of Evaluation: There will be a total of 1000 points available in this class. Your final grade will be determined using the following scale: 1000-900 points = A; 899-800 points = B; 799-700 points = C; 699-600 points = D; 599 and less = F. In terms of percentages, essays will equal 70%; lab work (in-class exercises, homework, grammar exercises, etc.) will equal 20% and the final essay/assignment will equal 10%.

Course Requirements:

1. **Diagnostic Writing Sample:** In this in-class essay, you will demonstrate your best response to a topic that is given to you. This assignment is given in order to help you understand the importance and direction of the writing cycle you are engaged in. Failure to do such exercises will harm your grade.
2. **Essays:** Students will write four essays that respond to assigned topics that will be given to you in class. Each essay will require that you provide support for the claims you make about the topic. All evidence must be clearly attributed to sources and when specified, documented correctly using MLA format, including in-text citations and a works cited page. Essays must have a clear thesis, clear supporting evidence, and logical analysis and evaluation of evidence. Essays should be well organized and free of errors of grammar, punctuation, and mechanics. Essays must follow guidelines of standard MLA page layout. All essays must be typed and double-spaced with one inch margins, using a standard 12 point font. Topics are TBA. The values of essays are as follows:

Essay #1 (Narrative— 4 pages pages):	100 points
Essay #2 (Evaluation or Analysis—5 pages):	200 points
Essay #3 (Argument—5-6 pages):	200 points
Essay #4 (Reflection—3-4 pages):	100 points

All essays will be submitted via CANVAS. Essays must be attached in a doc, docs, txt, or pdf format; NO OTHER EXCEPTIONS WILL BE ACCEPTED. *Work that has been submitted to another class previously is not acceptable.*

GRADING RUBRIC ENGLISH 1301

(See the English Department rubric for details.)

INTRODUCTION AND THESIS STATEMENT (Presenting an Argument) 10%

SUFFICIENT EVIDENCE (Research) 25%

WELL DEVELOPED WRITING/CRITICAL THINKING 30%

EDITING/TECHNICAL ASPECTS 25%

CONCLUSION (Call to action) 10%

- 3. Workshop/Participation:** Throughout the semester you will participate in activities including peer reviews, discussions, group projects, and individual writings as part of the preparation for final drafts of your essays. It is important to be consistent on such exercises in order to develop competent essays. Failure to participate in such efforts will harm your grade at the end of the term.
- 4. Lab Assignments:** The lab component, designed to support writing as a process and writing improvement, is an integral, required part of the course. Students will complete “lab assignments” throughout the semester. These assignments will be part of the daily grade component of your overall grade. These type of assignments will be assigned in class, THEREFORE IT IS important that you participate actively in class each week. **Attendance Policy:** Your prompt and regular attendance and a strong work ethic is crucial to your success in this class. If you miss class, you are missing material that you will be responsible for in your essays. It is your responsibility to be in class, and on those rare occasions when you are legitimately unable to attend, it is in your best interest to make a friend in class, someone you know you can trust, who will share their notes with you. Please contact me via email regarding legitimate absences and make sure to catch up. I do understand illness and unavoidable issues. ***Please stay home if you have a contagious illness like the flu.***

Make-Up or Late Work: Workshop and lab assignments can be turned in up to a week after the due date, BUT YOU LEAVE IT TO THE INSTRUCTOR'S DISCRETION TO ACCEPT/NOT ACCEPT THE ASSIGNMENT AND GIVE/NOT GIVE IT A GRADE!! Essays will not be accepted late WITHOUT POINTS TAKEN OFF, except in extreme circumstances such as hospitalization of the student or a death in the student's immediate family (parent, child, sibling, significant other or grandparent) with proper documentation. Excused or unexcused absences will be determined at the discretion of the instructor. Other late work may be considered at the discretion of your instructor, and will receive minimal—if any—commentary, and discretionary points will be deducted for it being late if accepted. It is your responsibility to check for assignments and deadline dates on CANVAS. (*One of the honors of earning a college degree is having the ability to meet deadlines.*)

Revisions: I rarely accept revisions for assignments and essays after the due date in this class, Exceptions for true emergency situations with proper documentation would be discussed on a case by case basis. Revisions should happen before the due date, during the peer editing and workshop sessions or when you attend required labs. Revising an essay is no guarantee of an improved grade.

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

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 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*.

Accommodations at Collin College for Equal Support Services (ACCESS) 5.2:

Specialized services and academic accommodations are available for students with a documented disability. The law requires that students must self-identify to the ACCESS Office and provide required current documentation to that department. Only documentation from a licensed professional (psychologist, diagnostician, or physician) is acceptable. The report must be current; on official letterhead; include the name and title of the person completing the report; their telephone number, address, and signature; the specific diagnosis; current functional limitations related to the educational setting; and the projected duration of the condition. Students seeking accommodations should contact the ACCESS Office at least one (1) month before the services are needed. Services are available for students at all campus locations.

It is the student's responsibility to pick up their accommodations letter each semester to receive requested accommodations. Students should contact their ACCESS advisor immediately if they are having difficulty in their classes or having problems with their requested accommodations. Students must schedule special testing arrangements with ACCESS at least 2-5 days in advance, due to limited space. Students must take exams

on campus for which they are enrolled. Assistive technology and software are available on each campus for students with disabilities. Please contact the ACCESS Office for more information.

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. ***(A plagiarized essay could result in a failing grade, or a zero for the assignment.)***

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. **See the current *Collin Student Handbook* for additional information on these topics.**

In this class, ignorance of what constitutes academic dishonesty is not an acceptable excuse. Regardless of intent and depending on the severity of the incident, a student who is found responsible for scholastic dishonesty (at any stage of the writing process, including writing, drafting, in-class activities, peer review, conferences, etc.) by the Dean of Student's Office may be required to revise an individual paper, or the student may receive a failing grade (of zero to 50 percent) on the individual assignment, or the student may also earn a failing grade in the course. The penalty for academic dishonesty will be assessed on a case-by-case basis by the professor, depending on the severity of the issue and the findings of the Dean.

Cougar mail: All email communication with your instructor must be through your Cougar mail account. Your instructor will not respond to any emails that come from outside e-mail addresses due to FERPA Laws. Please allow approximately 24 hours for email replies Monday through Thursday and if your email is sent over the weekend, it will receive a reply by Monday.

Class Cancellation: In case of class cancellation (due to weather, illness, or any other reason) keep up with the assigned reading and check CANVAS page for class updates and announcements so that you don't get behind. You will be responsible for keeping up with the required work regardless of class cancellation. _

Cell Phone Policy and Disruptive Behavior: Certain behaviors disrupt the educational process of the class and will not be tolerated. These include verbal outbursts, talking during class, text-messaging, arriving after class has begun, leaving before class is dismissed, getting up in the middle of a lecture or discussion to use the restroom, tossing something in the trash can or to sharpen a pencil, etc. When a student engages in disruptive behavior, he/she should expect the instructor to 1) make a note of it, 2) pull him or her aside to discuss the disruptive behavior, 3) ask the student to leave the class, and/or 4) report the disruptive behavior to the Dean of Students who will evaluate the situation and take appropriate disciplinary action. I EXPECT STUDENTS TO USE COMMON COURTESY AND SENSE IN USING CELL PHONE AND OTHER ELECTRONIC DEVICES. AS LONG AS THEY DO NOT BECOME A DISTRACTION TO THE INSTRUCTOR, THEY WILL BE TOLERATED. IF THEY BECOME A DISTRACTION, THEN ACTION WILL BE TAKEN. Water bottles are allowed with screw tops, and must be kept on the floor; NO FOOD is allowed in the computer rooms.

Writing Center: Remember that as a part of the Lab portion of this class, you may choose to visit the Writing Center or participate in a Writing Center Workshop. You are

encouraged to make use of the services, which is located in Room A-104, and the phone number is 972-548-6857. All students are encouraged to visit the Writing Center on campus for assistance with writing assignments. In addition, the Writing Center will periodically offer Writing Workshops that will address various areas of the writing and research process.

Tutoring: Group or online tutoring is available for ENGL 1301. To participate in group tutoring, fill out a Tutor Request Form which is available in Room D-117 or online at <http://www.collin.edu/studentresources/tutoring/index.html> (Links to an external site.)Links to an external site.. Tutoring is free of charge to all Collin College students, and you may begin attending group tutoring at any point in the semester.

COURSE CALENDAR: This course calendar is for proposed due dates of major assignments. Note that this syllabus and course schedule may change to meet the needs of the class. When changes occur, I will let you know in class or via e-mail. **Other assignments, essay topics and announcements will be posted on CANVAS, please check it regularly for updates.** It will generally take me about a week to grade essays once they have been submitted. I will let you know if there is a delay. Please allow extra time for grading during the finals grading period. **Please read the book chapters prior to class, and take notes of your thoughts and connections.**

WEEK ONE:

Look at Ch1, 2 and Ch.10 in Field Notes Norton Handbook; Reading and Writing Exercises; Writing sample

WEEK TWO:

Narrative Essay assigned; In the textbook, read Amy Tan's essay "Mother Tongue" on page 649 and answer questions assigned to you. Be prepared to discuss them in class.

WEEK THREE:

Continue work on rough drafts; work on peer reviews this week; read Linda Barry's essay "Lost and Found" on pg. 656. Be prepared to answer assigned questions.

WEEK FOUR:

Rough drafts need to be fully developed at the beginning of the week.

A second peer review will be done on the essays at the beginning of the week.

ESSAY # 1 DUE AT THE END OF THE WEEK

WEEK FIVE:

Read Chapter 11 in Norton Field Guide, Fourth Edition. This chapter will serve as the guide to writing this essay. Read Diane George's essay "Changing the Face of Poverty," p.675. Answer # 1-4. Write three sentences per question in each numbered section.

Write an analytical response paper on Diane George's essay. Make it about 200 words. Use information from Chapter Eleven and responses to questions on her paper.

WEEK SIX

Read Ulrich's essay "Well-Behaved Women Seldom Make History." Answer No. 1-4; write a three sentence response to each question.

Begin work on Evaluative/Analytical essay rough draft. The student will develop a working rough draft that will be 50% done by the end of the week. This will be accomplished through lecture, reading and writing exercises and peer review work.

WEEK SEVEN:

Work on evaluative essays

Develop and refine rough drafts through lab work, peer review exercises and group work.

Please follow directions listed for Essay # 2 development; ALSO, follow directions for the peer review assignment for this week.

WEEK EIGHT:

Work on final draft of Essay Two. Use the information from Chapter Eleven, the two essays discussed, the information from Peer Review Exercise 3 to shape the final draft.

ESSAY # 2 due at the end of the week

WEEK NINE

This week you will begin working on argumentative essay development. You will need to look at Chapter 13 (the chapter on argumentation) as the foundational discussion for this next assignment. Please begin reading Chapter 13.

WEEK TEN:

Read Nicholas Carr's essay "Is Google Making Us Stupid." Be sure to understand Chapter 13 content and this essay's argument. Questions on the essay will be assigned at the beginning of this week. Answer Nos. 1-4 at the end of Carr's chapter; write a three sentence response per question in each number.

Begin work on ESSAY # 3—Argumentative Essay

WEEK ELEVEN:

Read Grant Penrod's essay "Anti-Intellectualism: Why We Hate The Smart Kids,"p. 759. Do Nos. 1-4, answering each question with a three sentence response. Due at the end of Week Ten. Annotated bibliography assignment

WEEK TWELVE:

Learn research skills

Introduction to MLA process- in-text citations and references

Develop research skills

Peer review on assignment

WEEK THIRTEEN:

Peer Review exercises on argumentative essay; final draft due at the end of the week. Read Chapter 17 on literary analysis. We will study this chapter and two short stories in preparation for the class final. The instructor will be discussing this chapter over the next two weeks.

WEEK FOURTEEN:

Continue discussion of Chapter 17; read William Faulkner's short story "A Rose For Emily."

Prepare for the final exam. THE FINAL EXAM will be a group powerpoint presentation on some aspect of the short stories selected for discussion. Groups will have a week to get ready for their presentation.

WEEK FIFTEEN:

Literary analysis roundup; prepare for the final exam. Final exam will be given the last day of class and students will have until the end of the scheduled final exam time to complete it.

WEEK SIXTEEN:

FINAL EXAM PRESENTATIONS

PLEASE NOTE THAT THE PROFESSOR RESERVES THE RIGHT TO CHANGE, ELIMINATE OR ADJUST THE ASSIGNMENTS LISTED ABOVE IN ORDER TO ACHIEVE SUCCESSFUL ACADEMIC ACHIEVEMENT .

Note: Inclement Weather Plan or Professor out sick: *Please read the upcoming textbook chapters, work on your major essays, and/or labs.* Be sure to check for weather alerts and Collin College closures on the local news, radio and Cougar Web. Make sure your active phone number is connected to Cougar Web for updates from Tech Services.

Please follow Collin College's Core Values: Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity, Respect and Integrity.