

8-27-2018

Composition I

Brian Kamsoke
Collin College

Follow this and additional works at: https://digitalcommons.collin.edu/english_syllabifall2018

Recommended Citation

Kamsoke, Brian, "Composition I" (2018). *Fall 2018*. 328.
https://digitalcommons.collin.edu/english_syllabifall2018/328

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact mtomlin@collin.edu.

Course Syllabus and Calendar

SYLLABUS: This document has a lot of important information including my contact information, course policies, assignment instructions, and grading policy. Refer to the dates under **Modules** for deadlines for all your work.

The deadline for all submission are listed as Central Time (CST).

=====

COLLIN COLLEGE

Fall 2018

ENGLISH 1301 - WC4

COMPOSITION I

Instructor: Brian Kamsoke

Office Hours: I do not hold office hours, but I am available for consultations via email.

E-mail: BKamsoke@collin.edu

I generally respond to emails within 24 hours, though response time might lag during weekends and holidays.

Department office contact in case of emergencies: The department office contact in case of emergencies is Office of Academic Affairs, B-122 G 214.491.6270

Meeting Times: This is a completely online class; there are no in-class meeting time.

Minimum Technical Requirements:

[Canvas System Requirements \(Links to an external site.\)](#)[Links to an external site.](#) Find the basic computer system requirements needed to use Canvas.

[Canvas Browser Support \(Links to an external site.\)](#)[Links to an external site.](#) Learn about the browsers, settings and other web components necessary to use various tools and functions in Canvas.

****Students needing technical help with software, attachments, e-mail should contact any of the following:** Helpdesk 972-377-1777 or eCollin Learning Center (eLC) 972-881-5870 elc@collin.edu or visit the Web site <http://online.collin.edu>.

POLICIES & PROCEDURES:

Attendance Policy: Although this is an online course, your attendance remains important and will be gauged by your participation in completing assigned tasks.

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

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

Essay Submission Policy: All essays must be submitted through Turnitin. I do not allow students to resubmit work from another class or institution for work assigned in this class. Failure to comply with the essay submission policy can result in zero credit for the assignment.

Late Work Policy: I do not accept assignments after the due date. Assignments are due on or before the due date.

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.

Scholastic Dishonesty

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective 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 misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; 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; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

See the current *Collin Student Handbook*.

Note: I do not allow students to resubmit work done for another class or institution for assignments in this class. Failure to comply with any of the above Academic Policies may result in expulsion from this class.

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.

English 1301 is designed to help the student focus on the process of writing, to practice both personal and expository writing, to review standard grammatical usage, and to analyze prose critically. The course emphasizes theme revision, class discussion through the Discussions Tool, peer critiques through e-mail, and individual conferences through e-mail. Students must have access to the Internet. A lab component is required to build skill in grammar, syntax, and style.

Upon successful completion of this course, students will be able to write well organized, coherent, and syntactically correct themes on the college level for a specified audience. Students will be able to state a thesis, provide sufficient support for that thesis, and form an effective conclusion in an essay free of mechanical errors. Students will be able to navigate Internet to research topics, to use e-mail, and to use the Discussions Tool to participate in class discussions.

Course Credit Hours: 3

Lecture Hours: 3

Lab Hours: 1

Placement Assessments: Placement in ENGL 1301; College Level Reading

Prerequisite: Assessment Required

Important Note: A student may repeat this course only once after receiving a grade, including W. If you drop the course before the census date, you will not be penalized in regard to the repeat policy. If you withdraw from the course after the census date, a grade of W will be posted to your transcript and count as one attempt toward the repeat policy.

Course Resources:

All content is provided online through the course modules and found in the required textbook for this class. The textbook is available at the Central Park Campus College Book Store.

Required Textbook:

Bullock, Richard H. *The Norton Field Guide to Writing*, 4th ed.

ISBN: 978-0-393-61739-9

Supplies: Computer, Dictionary/thesaurus, Pocket folder for keeping papers, a device to back up your files

Student Learning Outcomes:

State-mandated Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
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.

METHOD OF EVALUATION:

Final grades for the semester are based on the following points formula:

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
Below 600 = F

Total possible points = 1000 points

Discussion Posts: When responding to a thread, all you need to do in Discussions is click on the posted subject, respond in the message box, and click on "post." Your name and the current date will appear next to the subject. Please remember rules of "netiquette" when posting Discussion responses. Think before posting. Avoid inflammatory rhetoric. Remember the human. See Discussion Post Rubric in the first module for how I will evaluate your discussion post.

Reading Responses: Reading responses are graded based on clarity of thought, development through use of examples from the text, and use of proper grammar.

Essays: Essays are graded based on ideas, development, organization, grammar and MLA documentation. Please see the rubric included in the first module for specific details.

Quizzes: Quizzes are graded based on answers to multiple choice and true/false questions. Two of the three quizzes are open book.

All other assignments: All other assignments are evaluated based on presentation, thoroughness of response to questions, organization, and adherence to the assignment's guidelines.

Labs: The purpose of English 1301 (Composition I) is to improve each student's reading, writing, and thinking skills. To help students pursue these goals, the course has a required lab component, which students may accomplish by a variety of assignments. See the Lab Module for a variety of options for completing lab credit. **Note:** *lab credit accounts for 100 possible points; you can combine as many different lab options as you would like, but you can only receive a maximum of 100 total points.*

Assignments and corresponding points total:

Labs (100)

Discussions (100)

Quizzes (40)

Reading Responses (60)

Narrative Essay (100); Rough Draft (10); Edit Sheet (20)

Compare/Contrast Essay (100); Rough Draft (10); Edit Sheet (20)

Casual Analysis Essay (100); Rough Draft (10); Edit Sheet (20); Source Critique (30)

Research Practicum (30)

Works Cited (40)

Monster Citings (10)

Annotated Bibliography (50)

Final Argument Essay (150)

WEEKLY COURSE CALENDAR:

Note: *All assignments are due each week by Friday at 11:59 p.m.*

WEEK ONE

For this week:

- Read material included in this week's module;
- In *The Norton Field Guide to Writing (4th edition)* begin reading "Part One: Academic Literacies"

1.) Writing in Academic Contexts, pages 3-9

2.) Reading in Academic Contexts, pages 10-32

3.) Summarizing and Responding: Where reading meets writing, pages 33-44

4.) Developing Academic Habits of the Mind, pages 45-52

Assignments due:

- Discussion Post #1

WEEK TWO

For this week:

- Read material included in this week's module;
- Continue with previous week's reading assignments.

Assignments due:

- Quiz #1
- Discussion Post #2

WEEK THREE

For this week:

- Read material included in this week's module;
- In your *Norton* text, read the chapter "Narrating" beginning on page 419;
- And read the two stories found in this module with online links "Shooting an Elephant" and "Coming into Language"

Assignments due this week:

- Submit short-answer response to "Shooting an Elephant"
- Submit short-answer response to "Coming into Language"

WEEK FOUR

For this week:

- In your *Norton* text, peruse chapters 29-31 "Assessing Your Own Writing," "Getting Response and Revising," and "Editing and Proofreading" (pages 301-317); these chapters complement the material in both last week's and this week's module and will guide you through the revision process.
- Review the various editing and peer-editing resources provided in this week's module.

Assignments due this week:

- Narrative Essay Rough Draft
- Edit Sheet
- Submit through Turnitin your Narrative Essay Final Draft

WEEK FIVE

For this week:

- Read material included in this week's module, including links to two essays;
- In your *Norton* text, read "Part 2: Rhetorical Situations" (pages 53-70)
- In your *Norton* text, familiarize yourself with various genres found in Part 3. Note: I don't expect you to read this entire section, just make yourself familiar with all the possible genres in which you might write.
- Also in your *Norton* text, read "Comparing and Contrasting" (pages 380-387). This chapter complements the material found in this week's module about how to write a comparison/contrasting essay.

Assignments due this week:

- Submit short-answer responses to essay "Grant versus Lee"
- Submit short-answer responses to essay "Euromail versus Amerimail"
- Submit Discussion Post 3

WEEK SIX

Assignments due this week:

- Submit Comparison/Contrast Rough Draft
- Submit Comparison/Contrast Edit Sheet
- Submit through Turnitin Final Compare/Contrast Essay

WEEK SEVEN

For this week:

- Begin by reading "How to Protect Yourself from Fake News, Propaganda, and Conspiracy Theories," including the embedded links to three articles, found in this week's module;
- In the subsequent pages of this module, read "How to Find and Evaluate Sources," "How to Identify Fallacies" (watch the videos), and read "Civil and Uncivil Discourse" (watch the video).
- In your *Norton* text, read the chapter "Finding Sources" (pages 445-468) and the chapter "Evaluating Sources" (pages 469-472).

Assignments due this week:

- Discussion Post 4: Fake news, fallacies, and uncivil discourse
- Quiz #2: Finding and Evaluating Sources

WEEK EIGHT

For this week:

- Read the material presented in this week's module, including web links and videos;
- In your *Norton* text, read/skim Chapter 49 "Quoting, Paraphrasing, and Summarizing" (pages 478-490), Chapter 50 "Acknowledging Sources, Avoiding Plagiarism" (pages 491-495) and Chapter 52 "MLA Style" (pages 500-548)

Assignments due this week:

- Research Practicum;
- Monster Citings;
- MLA Works Cited
- Quiz #3: MLA

WEEK NINE

For this week:

- Read all material in this week's module, including the essays "Innocents Afield" and "War of the Worlds";
- In your *Norton* text, read Chapter 33 "Beginning and Ending" (pages 331-343), Chapter 34 "Guiding Your Reader" (pages 344-349), and Chapter 35 "Analyzing Causes and Effects."

Assignments due this week:

- Respond to questions for the essay "Innocents Afield;"
- Respond to the questions for the essay "War of the Worlds."

WEEK TEN

Assignments due this week:

- Cause/Effect Final Essay with properly formatted MLA Works Cited Page;
- Cause/Effect Edit Sheet
- Cause/Effect Rough Draft
- Cause/Effect Source Critique

WEEK ELEVEN

For this week:

- Read content and watch videos included in this week's module.

Assignments due this week:

- Discussion Post 5

WEEK TWELVE

For this week:

- Read content and watch videos included in this week's module;
- In your *Norton* text, read/skim Chapter 15 "Annotated Bibliographies" (pages 188-196).

Assignments due this week:

- Discussion Post 6

WEEK THIRTEEN

For this week:

- In your *Norton* text, read/skim Chapter 25 "Writing as Inquiry" (pages 281-284), Chapter 26 "Collaborating" (pages 285-288), Chapter 27 "Generating Ideas and Text" (pages 289-297), and Chapter 45 "Developing a Research Plan" (pages 435-444).

Assignments due this week:

- Annotated Bibliography.

WEEK FOURTEEN

For this week:

- Read and view all content provided in this week's module;

- In your *Norton* text, read the essays "Our Fear of Immigrants" (page 750) and "Anti-Intellectualism: Why We Hate the Smart Kids" (page 759).

Assignments due this week:

- Discussion Post 7
- Labs

WEEK FIFTEEN

Assignments due this week:

- Upload through Turnitin your final Argument Essay

Final Note: *This syllabus is subject to change; any changes will be outlined under Announcements. Check the Announcements section frequently for class announcements.*