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Composition I

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ENGL 1301 (Composition)

Fall 2018

Central Park Campus

Instructor's Information:

Instructor's Name: Ms. Beth McKinney

Office Hours: By appointment

Email: bmckinney@collin.edu

Department contact in case of emergencies: Office of Academic Affairs, B217, 214-491-6270

Class Information:

Section Number: C19

Meeting Times: TR 8:30-9:45 a.m.

Meeting Location: B118

Course Description: In this course, students will learn how to use the writing process to generate ideas, draft, revise and edit effective works. Students will make style choices based on the audience and purpose of each piece. This course should help students create academic essays that include critical thinking and communicate authentic ideas. Lab required.

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

Textbooks: Bullock, Richard, et. al. *The Norton Field Guide to Writing with Readings and Handbook*. 4th ed., 2016 MLA update. W. W. Norton & Company, 2016. ISBN: 9780393617399

State Mandated Student Learning 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)

Method of Evaluation: The following is a breakdown of the required work and the relative weight in assessing your final grade:

Essays (5) 50%

Exams (Final and mid-term) 30%

Lab Component 10%

Participation 10%

Grading Scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 50-59 = F

Attendance Policy: I hope you will be able to attend every class, because you have something to offer, and something to learn. Please attend and participate as much as possible, because some assignments cannot be made up. Please communicate with me if you cannot attend.

Withdrawal Policy: See the current Collin Registration Guide for the last day to withdraw. Last day to withdraw with a “W” is **October 19, 2018**. Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official transcript. You may now drop online up to the census date. The census date is **September 10, 2018**. Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Withdrawals are not permitted online. Please read the Fall 2018 Registration Guide or contact the Admissions Office for information on how to withdraw.

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

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>)

Collin College Academic Policies:

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 or more of the following acts.

- **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.
- **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.
- **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.
- **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.

Academic dishonesty is unacceptable in this course.

About Assignments:

Submitting/Resubmitting Assignments: Students will be allowed to submit revised assignments.

Lab Component: The lab component is an integral part of this writing course. Over the course of the semester, students will need to complete 10 assigned Reading Response assignments. 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 to be additional writing-focused activities, which will help improve your writing and critical thinking throughout the term.

Essays: Students will write five essays in response to assigned topics. Directions and a rubric will be provided for each essay. In general, I am looking for a clear thesis statement or guiding idea, as well as relevant support of that idea. The content should be organized in a way that makes sense and contain few errors that make the essay hard to read. Students may be required to turn in pre-writing, peer reviews, and rough drafts for each essay as appropriate.

Format for Assignments: Unless otherwise noted should be formatted according to MLA conventions. In general, this means using a readable 12-point font, such as Times New Roman, with standard margins.

Daily Work/Participation: Throughout the semester you will participate in activities including peer reviews, quizzes, group projects, and individual writings as part of the preparation for final drafts of your essays. Therefore, please be on time to class as often as possible.

Rough Drafts and Peer Reviews: Essays that have been peer-reviewed are usually more effective than those that aren't, so please submit rough drafts on time through Canvas, even if you can't be in class.

E-mails, Canvas, and Submitting Assignments Electronically: One of the advantages of Canvas is that students can submit assignments, keep up with classwork and learn about changes in curriculum or scheduling from other locations. Therefore, please check your email and Canvas account regularly.

Late Assignments Policy: I expect assignments to be submitted to Canvas before class starts the day that they are due. I do accept late assignments. However, I will assess a 10% penalty on assignments submitted within a week of the due date. Assignments submitted after that will earn no higher than a 70. Please communicate with me about late assignments.

Cell Phone Policy: Please do not allow cell phones to disrupt others or prevent opportunities from collaborating successfully. Of course, cell phones can be useful in emergencies. Please feel free to respond to emergencies, but avoid disrupting class as much as possible. Please be aware that it is a FERPA violation to record and/or take pictures in the classroom.

Cougarmail: All e-mail communication with me must be through your Cougarmail account and/or Canvas. I cannot respond to any e-mails that come from outside e-mail addresses.

Class Cancellation: In case of class cancellation (due to weather, illness, or any other reason) keep up with the assigned reading and check Canvas and your Cougarmail e-mail for assignments so that you do not fall behind. You are responsible for keeping up with the required work regardless of class cancellation.

In-class Behavior: I expect students to treat everyone in the room respectfully, using a reasonably quiet tone and appropriate vocabulary. This makes class more comfortable for everyone.

Writing Center: 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. The Writing Center is located in Room A-104; the Writing Center phone number is 972-548-6857.

FINAL NOTE: Save all of your work.

ENGLISH 1301.C19 Composition I
Reading and Assignment Schedule TR 8:30-9:45 a.m., B118
Fall 2018

Note: This schedule/calendar is subject to change; students are responsible for changes announced in class/posted on Canvas. All assignments reflect the day on which work is due and/or reading is required for discussion. The majority of daily work will be announced in class. Skip over the exercises in the text unless specifically instructed to complete them. Be prepared for quizzes & in-class assignments based on the assigned readings.

- 8/28** Introduction and syllabus
- 8/30** In-class writing assignment #1
- 9/4** Peer Review Practice
- 9/6** Editing workshop and practice.
- 9/11** Discussion of *Norton* Rhetorical Situations 55-63.
Reading Response Lab #1 due.
- 9/13** Discussion of *Norton* Comparing and Contrasting 380-387
Norton "Guys vs. Men" 940-945
Discussion of Essay #1: Comparison and Contrast;
Reading Response Lab Component #2 on "Guys vs. Men" due
- 9/18** Drafting workshop on Essay #2: Comparison and Contrast
- 9/20** **Rough draft due** for Essay #2: peer reviews
- 9/25** *Norton* Generating Ideas and Text 289-297; discussion of invention techniques;
Final draft: Comparison and Contrast due.
- 9/27** Discussion of *Norton* Key Features/Memoirs 220-223;
Norton Describing 399-407
Discussion of Essay #3: Personal Narrative;
- 10/2** *Norton* "All Over but the Shoutin'" 216-220;
discussion of description techniques;
Reading Response Lab Component #3 on "All Over but the Shoutin'" due
- 10/4** *Norton* "#11187-424" 866-875; workshop on grammar;
Reading Response Lab Component #4 on "#11187-424" due
- 10/9** *Norton* "Fun Home" 990-1002;
Final draft Personal Narrative due
- 10/11** Review for mid-term exam
Reading Response Lab Component #5 on "Fun Home" due
- 10/16** *Norton* Explaining Processes 414-417; discussion of Essay #3: discussion of topic for Essay #4: Informative Process;
- 10/18** **Mid-term exam** (bring Scantron and #2 pencil to class)
- 10/23** *Norton* Quoting, Paraphrasing, and Summarizing 480-490;
Topic due for Essay 4: Informative Process;

- 10/25** Discussion of library databases
Norton “Fremont High School” 716-724;
 Workshop on finding sources for Essay #4: Informative process;
Reading Response Lab Component #6 on “Fremont High School” due
- 10/30** **List of sources** for Essay #4: Informative Process;
 Workshop on documentation
- 11/1** *Norton* “Living Simply in a Dumpster” 885-891
Reading Response Lab Component #7 on “Living Simply in a Dumpster”
- 11/6** *Norton* Acknowledging Sources, Avoiding Plagiarism” 491-495;
Norton In-Text Documentation 504-509
- 11/8** Peer reviews
Rough draft with Works Cited page due for Essay #4: Informative Process;
- 11/13** Discussion of Norton “F-16 Pilot Was Ready to Give Her Life on Sept. 11” 224-228;
Final draft Essay #4: Informative Process Surprise due
Reading Response Lab Component #8 on “F-16 Pilot Was Ready to Give Her Life on Sept. 11” due
- 11/15** Norton “At This Academy, the Curriculum is Garbage” 905-909;
 Discussion of Norton Abstracts 183-187;
 Discussion of Essay #5: Abstract;
Reading Response Lab Component #9 on “At This Academy, the Curriculum is Garbage” due
- 11/20** Workshop on Essay #5: Abstract
- 11/22** **Thanksgiving holiday**
- 11/27** Norton “Homeless on Campus” 710-714;
 Workshop on Essay #5: Abstract;
Reading Response Lab Component #10 on “Homeless on Campus” due
- 11/29** Peer Review
Rough draft due through Canvas for Essay #5: Abstract
- 12/4** **Final Draft: Informative Process Surprise;**
last day to submit all eligible revisions and make-up Reading Responses
- 12/6** Study session for Final
- 12/13** Final exam Thursday, December 13, 2018, 8:30-10:30 a.m.

