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Composition I

Jennifer Kraemer Dr.
Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

Course Information

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.

SYLLABUS: ENGL 1301.CM2

Dr. Jennifer Kraemer
Email: jkraemer@collin.edu
M/W 1:45-3 PM

Fall, 2018
Course #: 13431
Class location: A 111

“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 Student Handbook, p. 96

Required Text: *The Norton Field Guide to Writing with Readings and Handouts*, Fourth Edition, by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg. ISBN: 978-0-393-61739-9. *Please note: You must get this exact version. It’s red!*

Required Supplies: In addition to your textbook and any homework due for that particular day, please bring paper and writing utensils. On peer review/workshop days, please bring your laptops.

Note: The instructor reserves the right to amend the syllabus as necessary. All changes will be communicated via Canvas and orally in class. Please check your Collin College email regularly.

Expectations:

- In class, we will explore selected topics from *The Norton Field Guide*. I will not “teach the textbook” paragraph by paragraph but will expect you to have prepared material in advance of class. There are some chapters and sections of the textbook which we will not cover during this course, but you may cover them in later courses.
- Check Canvas frequently. I will publish Modules related to our class topics on Sunday evenings for that week. You can find links to quizzes, copies of class handouts, course readings, discussion preparation sheets, etc. in these modules.
- Due dates on the calendar are firm. There is no late work. You have the dates in advance. Please use your time wisely and plan ahead if you have scheduling challenges that coincide with assignment due dates.
- You must communicate with me via your Collin College email. I am not able to respond to emails from personal addresses, or even your Community High School email account.

Academic Calendar

Week # and dates	Readings to prepare-- <i>Do these before the beginning of class!</i>	Writing assignments-- <i>To be turned in at the beginning of class unless otherwise indicated.</i>	Class topics— <i>Subject to change at instructor's discretion</i>
Week 1 August 27 & 29	M: None! W: Chapters 5-8: “Purpose”, “Audience”, “Genre”, “Stance” (pp. 55-67)	M: Diagnostic Essay (in class) W: Online Syllabus Quiz due at beginning of class	M: Intro to course W: Aristotelian appeals
Week 2 September 3 & 5	M: Labor Day W: Watch Eduardo Briceño’s TED Talk (linked on Canvas)	NO CLASS!!!! W: Discussion Prep Sheet for Briceño’s TED Talk. (See Canvas)	Rest and relax W: Class discussion of Briceño; Small group work: ETHOS
Week 3 September 10 & 12	M: Chapter 3 “Summarizing and Responding” (pp. 33-44) <i>and</i> “Should Gamers Be Prosecuted for Virtual Stealing” by Weiss (pp. 731-733) W: “Is Google Making Us Stupid?” by Nicholas Carr (pp. 735-746)	M: Discussion Prep Sheet for Weiss essay W: Discussion Prep Sheet for Carr essay	M: Class discussion, Introduce Paper #1 W: Class discussion, Workshop on Summary/Response
Week 4 September 17 & 19	M: Chapter 36 “Arguing” (pp. 355-373) W: Chapter 34 “Guiding Your Reader” (pp. 344-349)	M: Reverse outline for Essay #1 due W: LAB ONE DUE	M: Inductive, deductive, and analogical reasoning W: Logical fallacies, Thesis writing workshop
Week 5 September 24 & 26	M: Chapter 52 “Formatting a Research Paper” (pp. 538-548)—scan W: L-10 (back of <i>Norton</i>): “Englishes” (HB pp. 68-75)	M: First Draft Paper 1 Due (post on Canvas and bring 3 hard copies) W: 3 Peer Reviews due by end of class (3 PM). Return them to original writer.	<u>M and W</u> : Peer editing/individual conferences/ writing lab

Week # and dates	Readings to prepare	Writing assignments	Class topics
Week 6 October 1 & 3	M: “The Reason College Costs More Than You Think” by Jon Marcus (pp. 142-144) W: Chapter 11 “Analyzing Texts” –only pp. 105-111	M: Final Draft Paper 1 Due (turn in via Canvas—no hard copy) W: Discussion Prep for “Just One More Game...”	M: Discussion of reading; analyzing visuals; introduce Paper 2 W: Discussion of reading; Rhetorical strategies
Week 7 October 8 & 10	M: Chapter 50 “Acknowledging Sources, Avoiding Plagiarism” (pp. 491-495) + Chapter 52 “MLA Style” (scan pp. 503-513; study carefully p. 525) W: Remainder of Chapter 11 “Analyzing Texts” (pp. 111-128)	M: Plagiarism tutorial on Canvas due by 3 PM. W: Citation for chosen essay due on Canvas	M: NO CLASS. Community ISD holiday W: Rhetorical analysis practice
Week 8 October 15 & 17	M: Chapter 33 “Beginning and Ending” (pp. 331-343) W: Read Student Examples “The Veil in <i>Persepolis</i> ” and “Stay Sweet as You Are” (both in Canvas)	M: LAB TWO DUE W: Thesis for Paper 2 due—bring hard copy and submit on Canvas; Discussion Prep for student essays	M: Intro and Conclusion workshop W: Thesis and structuring workshop
Fri., Oct. 19	LAST DAY TO WITHDRAW!		
Week 9 October 22 & 24	M: Word Usage (HB pp. 43-51); scan “Words Often Confused” (HB pp. 51-56) W: HB pp. 58-68	M: First Draft Paper 2 Due Bring 3 hard copies to class and submit via Canvas W: Complete 3 peer reviews by end of class (3 PM) and return to original writers	<u>M and W</u> : Peer editing/individual conferences/ writing lab
Week 10 October 29 & 31	M: from Chapter 13, read “Organ Sales Will Save Lives” by Joanna MacKay, pp. 156-161 W: From Chapter 13 “Arguing”, read pp. 169-182	M: Final Draft Paper 2 Due W: Discussion Prep for Chapter 13 readings	M: Community ISD holiday. Complete Reading Quiz over MacKay by 3 PM W: Introduce Paper 3; topic generation

Week and dates	Readings to prepare	Writing assignments due	Class topics
Week 11 November 5 & 7	M: Chapter 46 “Finding sources” (pp. 445-468) W: “Anti-Intellectualism: Why We Hate the Smart Kids” (pp. 759-763) and Chapter 27 “Generating Ideas” (pp. 289-297)	M: LAB THREE DUE Bring research question for Paper 3 W: Discussion Prep for “Anti-Intellectualism”	M: Using Collin College Library resources W: Class discussion; Annotated bibliography & proposals
Week 12 November 12 & 14	M: Chapter 48 “Synthesizing Ideas” (pp. 473-477) W: Chapter 49 “Quoting, Paraphrasing, and Summarizing” (pp. 478-490), and “We Are All Quants” by Paula Martinez Cohen (pp. 953-955)	M: Annotated Bibliography and Proposal Due W: Discussion Prep for Cohen essay	M: Academic conversations; rhetorical appeals review W: Using quotations with integrity and effectiveness
Week 13 November 19 & 21	M: Read secondary sources in preparation for paper 3 HAPPY THANKSGIVING!	M: LAB FOUR DUE @ 3 PM	M and W: <u>Class does not meet this week</u> due to Community ISD holiday. Complete Citation Quiz by 3 PM on Nov. 19
Week 14 November 26 & 28	M: HB p. 34 (begin with “Parallelism”) through HB p. 40 (“Shifts”) W: Chapter 51 “Documentation” (pp. 496-499)	M: Submit thesis and outline to Canvas W: First Draft Paper 3 Due (Bring 3 hard copies and submit to Canvas)	M: Thesis and intro workshop W: Peer editing/individual conferences/ writing lab
Week 15 December 3 & 5	M: Chapter 29 “Assessing Your Own Writing” (pp. 301-317) W: “A Rose for Emily” by William Faulkner (pp. 803-812)	M: Complete 3 peer reviews by end of class (3 PM) and return to original writers W: Final Draft Paper 3 Due Discussion Prep for Faulkner story	M: Peer editing/individual conferences/ writing lab W: class discussion. literary analysis, how to write an in-class essay
Week 16 December 10	M: Chapter 17 “Literary Analysis” (pp. 206-215)		M: Final Exam—in-class essay over “A Rose for Emily”

Grading

Final Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60

Category	Percentage of Total Grade
Paper #1—Summary Analysis Includes all prewriting, peer reviews, and drafts associated with this essay.	15 %
Paper #2—Rhetorical Analysis Includes all prewriting, peer reviews, and drafts associated with this essay.	20%
Paper #3—Position Paper Includes all prewriting, peer reviews, bibliographies, and drafts associated with this essay.	25%
Lab Work Four lab grades taken at intervals throughout the semester. See calendar for due dates.	10%
Discussion Preparation and Participation Discussion preparation sheets and participation during class discussion. See Canvas for assignment sheets.	10%
Quizzes and Activities Will include both in-class and Canvas quizzes and activities. In class activities may not be made up if absent, but I will drop the lowest grade in this category	10%
Final Exam In-class literary analysis essay.	10%

Course Policies

Attendance and Participation: Your participation is crucial for achieving the learning objectives for this course, and your success in this course is a function of your level of engagement. As such, you are allowed two excused absences without penalty. There is no penalty for school-related absences, but you must alert the instructor via email BEFORE the absence will occur. You are responsible for any material covered during your absence. Do not email me asking, “Did we do anything important today?” Check the syllabus and ask classmates to catch you up on what you missed.

If you are not present for activities such as lectures and discussions, you will miss critical information. Your absence on days of peer evaluations affects not only you but other students as well. Sleeping, talking, texting, surfing, or other disrespectful behavior will result in being counted absent for that class day. See Electronic Devices section below for my policy on the use of these devices in class.

It is your responsibility to alert me of any circumstances affecting your attendance that warrant special consideration (i.e. school-related absences for extra-curricular activities, serious illness, etc.). This should be done in advance whenever possible (especially for school-related absences). Documentation may be required in order for these absences not to count against your final grade.

Above all, **signing the attendance roll every day is your personal responsibility.** Signing in other people or having a friend sign you present is an act of academic dishonesty and will result in referral to the Collin College Dean’s Office.

Bad weather: In the event of bad weather and/or school closings, refer to Canvas for assignments and announcements.

Calendar: There are several days throughout the semester where Community High School is closed for a student holiday but Collin College is in session. We will not physically meet together on those days, but you will be responsible for any assignments and/or readings as indicated in the syllabus. You are welcome to work ahead, of course, if you wish to “take the day off” from your dual credit class when your other classes are cancelled.

Electronic Devices: Electronic devices may be used only at the discretion and direction of the instructor. *Please keep your phones silent and out of sight! Laptops may be used at times deemed appropriate by the instructor.*

Late Work: Late work is NOT accepted. If you cannot make it to class on a particular day, please make sure your work is able to make it if you want it to receive a grade other than zero.

Religious Holidays: In accordance with Section 51.911 of the Texas Education Code, Collin College will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence.** Students who plan on observing religious holidays that require absences from class should consult the current Collin College Student Handbook section on Religious Holidays for the correct process to follow.

Major Assignments

General Guidelines: Essays should be typed using 12-point, Times New Roman font, double-spaced, and should follow the MLA conventions for formatting. On Peer Review days, students should post their drafts on Canvas AND bring in 3 hard copies. Final drafts require no hard copies and may simply be posted to Canvas.

Essay #1: Summary Analysis (15% of final grade) A summary analysis involves breaking a text into its parts, considering how they work together, and analyzing the author's purposes. For this essay, you will write a 1000-1250 word (approximately 3-4 pages) summary analysis of one of the suggested essays in the *Norton Field Guide*. See assignment sheet (handed out in class and also posted on Canvas under the Essay #1 Module).

Essay #2: Rhetorical Analysis (20% of final grade) For this assignment, you will analyze the rhetorical strategies and techniques used by a writer in constructing a short essay. The purpose of this assignment is to think and write critically about a text. Your essay will be 1000-1250 words (around 3-4 pages) and analyze one of the suggested essays in the *Norton Field Guide*. See assignment sheet (handed out in class and also posted on Canvas under the Essay #2 Module).

Essay #3: Position Paper (25% of final grade) You will argue a position in this essay and support your contentions with scholarly sources. The purpose of this assignment is to employ the rhetorical strategies analyzed in the second essay in your own argument. This paper will include a few extra assignments (annotated bibliography and proposal) not required by the earlier essays. Research skills and correct citation of sources will be required. This essay should be around 1500 words (~5 pages). See assignment sheet (handed out in class and also posted on Canvas under the Essay #3 Module).

Lab Work: (10% of final grade) There are four Lab Grades taken throughout the semester, each on comprised of several assignments. These assignments may include grammar and usage quizzes, short writing assignments, or informational reading with comprehension checks. Each lab may have multiple parts, all of which must be completed to get full credit for the Lab. Please access these Labs in their Canvas Modules. As soon as one Lab is due, the next Lab Module will become available.

Discussion Preparation Sheets and Participation: (10% of final grade) Throughout the semester, you will be asked to prepare for class discussion on readings from the *Norton Handbook* or from other readings and videos posted to Canvas. These "DPS"es will be found on Canvas in the "DPS" module and will be published in advance of the reading assignment. Please print off a hard copy of the DPS including your responses. These may be typed into the Word document or neatly handwritten.

Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make. While disagreement with either the writer or fellow students is encouraged, all exchanges should be made with respect for the dignity and value of others. One of the purposes of this class is to practice how to argue effectively without demeaning others.

Quizzes and Class Activities: (10% of final grade) Quizzes may be announced ahead of time or given spontaneously ("pop quizzes"). Some will be on Canvas while others will be on paper. Class activities are graded for participation and thoroughness but not necessarily accuracy. Quizzes and class activities may

NOT be made up if you are absent, but I will drop your lowest grade in this category. This is one reason it is important to let me know ahead of time if you have a school-related absence. For example, if half the class is absent for a Band UIL event, I will not give a pop quiz!

Final Exam: (10%) The final exam will be an in-class essay over “A Rose for Emily” by William Faulkner. You will have the choice of several different questions to answer. I will share further details about the Final Exam at the end of the semester. Be sure to bring a blue book or notebook paper and a pen to the final exam.