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Composition I

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Collin College

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McKinney Campus

Collin College Syllabi

Fall 2018

Course Number: ENGL 1301

Course Title: Composition I

Instructor's Information:

Instructor's Name: Toni L. McMillen

Office Number: C201A McKinney Campus

Office Hours: MWF 10:00-11:00; Tuesday 11:30-12:30

Also, other times available by appointment.

Phone number: 972.548.6790 Ext. 6513

Email: tmcmillen@collin.edu

Department office contact in case of emergencies: Office of Academic Affairs, B-122 Ph. 214.491.6270

Class Information: ENGL 1301

Section: C05

Meeting Times: 9:00-9:50, MWF

Location: B202

Although this is not an online course, students need basic typing skills for in class writing. Students will need computer and Internet access.

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 Hours: 1

Placement Assessment(s): Placement in ENGL 1301

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

Corequisite: None

Course Resources: Access to computers, and online access, and a willingness to work with online materials. The students will be required to purchase a textbook titled *Everyone is an Author* By Andrea Lunsford, etc. al.

Supplies: Two pocket folder; jump drive for saving work

Student Learning Outcomes: This section will outline the measurable student learning outcomes of the course as agreed upon and submitted by faculty in the discipline. If this is an academic course with state-mandated outcomes, insert the list of state-mandated outcomes published in the ACGM (Academic Course Guide Manual) and follow with any Collin outcomes agreed upon by the faculty in the discipline that are not explicitly covered in the state SLOs.

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)

Methods of Evaluation:

The course will have four major essay assignments equal to 20% total each. In addition, one homework grade (10%) and one lab grade (10%) will be assigned. In-class work can be considered as any in-class activity or work completed for the next class to be discussed in class. One essay will be created as group project and will contain a presentation portion (20%). Labs will be graded at the end of the semester. However, there may be a mandatory conference for discussing lab progress. If the labs or homework assignments are not completed, students may not pass the course. The lab assignments will be assigned and may vary in length, time, and effort. Labs can range from assignments to visit events, working on

MLA Style, to attending a Writing Center session to producing up grammar labs. Labs can be completed early, but they will not be accepted in past the set due date.

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

Participation:

Participation is a required act in my course. You are expected to participate both in written and verbal methods. Keeping an open mind about course work and discussions is important to making a successful learning environment.

Assignments:

Daily reading assignments are due on the day they appear on the calendar. Essays are primarily works in progress and will have varying draft due dates. Students must attend class regularly to stay in the drafting process. Students are required to have a rough-draft, a workshop review, a revised draft, and a final edited copy to submit all together. Final draft due dates are listed below. If a student knows that he or she needs an extension, one can be requested two days before the due date. **Major essays (20% Per Essay)** must be submitted electronically to turnitin.com and as a hard copy on time in order to be considered complete and on time. **Rough Drafts:** Drafts are due at the beginning of class the day they are due. **Final Drafts:** Final Drafts are due at the beginning of class the day they are due. **Submissions of Essays:** Works should be submitted in a hard copy form and online to turnitin.com (in CANVAS). Failure to submit work in either format may result in a zero.

Late Work: Late work will receive a 30 point deduction if turned in within the first 24 hours of being late (if the paper earns a 70 the 30 points will be deducted from that total). After this time frame, late work can receive no higher than a **zero**. If extenuating circumstances arise such as a verifiable medical issue, please consult your instructor. An ANY ONE revision opportunity will not include an essay that has never been graded.

Labs (10% of the Final Grade): Labs must be completed or the student **may fail** the course due to a lack of points. Labs can be presented in a variety of assignments. Labs can range from assignments to visit events, working on MLA Style, attending a Writing Center sessions. Labs can be produced throughout the semester. Keep up with assigned labs.

Homework: Group Work, Presentations, In-Class Activities, and take Home Work

The course may have several opportunities for group work. We will work in groups for feedback and revising essays, research projects, and students may be asked to produce presentations or papers as a group member. Peer reviews and group presentations will be included as part of the 10% homework and lab grade. However, the quality of work done in groups could influence the quality of any paper for which the materials are found. Presentations and In-Class activities will also receive points under this category. If a student does not attend group work sessions or fails to provide significant contributions, the student may receive a zero or up to a significant reduction on the project grade.

If a Web, Blended, or Hybrid course, inform students of the following points:

This is not a web-based class. However, students will use online technology, Canvas, Turnitin.com, and other online resources in and outside of class.

Attendance Policy: Students who miss more than three days may place their grade in danger. When a student is absent, the student is responsible for contacting the instructor to see what work can be done and for meeting deadlines assigned during his or her absence from class. Students may work ahead by contacting the instructor. Repeated tardiness (more than two) will be counted as an absence.

Withdrawal Policy: Last day to Last day to October 19, 2018 is the last date to withdraw from class with a "W" grade. A student must withdraw him or herself from the course to avoid an F.

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. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

Collin College Academic Policies: Also in Current Collin Handbook

7-2.2 Scholastic Dishonesty (from the 2016-2017 Student Handbook)

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 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 other electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. 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 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 or patch-writing. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also 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 or to complete an assignment; 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 of 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 (i.e. recycling an assignment) for more than one (1) class or institution without permission from each of the professors; 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 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.

Please state whether or not you will allow a student to submit or re-submit an assignment (in whole or in part) for more than one (1) class or institution.
In addition, please include a statement in regards to your academic penalty.

Use of Third Party Links:

This course may include distance learning components which may contain links to web sites operated and maintained by other public or private entities. While Collin College instructors provide link information to these sites, the College assumes no responsibility for the privacy practices or the content of such web sites. It is recommended that users consider the individual privacy policy statements of each web site they visit.

Classroom Behavior:

Any student who disrupts the learning process in the classroom may be asked to leave, to take an absence, and to return upon the next class meeting. Students are expected to present themselves in a professional manner as a respectful community member. Disruptive behavior can range from excessive talking to texting and will be discussed more in class. Please see the college handbook regarding cellular phone use. As the instructor, I am responsible for maintaining a learning environment that accommodates the group as a whole. The instructor may request a conference regarding on-going

behavior issues. If you have any questions or concerns, please ask the instructor as soon as possible. Please keep an open mind and realize that I am here to enhance your learning process.

Syllabus or Calendar Changes:

Changes to the syllabus or calendar may be made to meet the needs of the students or the course. Please let the instructor know if you have any questions. **Readings** are done in preparation for class and may or may not be discussed directly. Readings are from our course textbook unless noted otherwise.

McMillen ENGLISH 1301

Course Calendar

Week 1 Unit I: Memoir

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| Aug. 27 | In-Class Writing: "Is Everyone an Author?" |
| Aug. 29 | Course Overview; Part 1 (1-24) Discussion "Thinking Rhetorically"; Part 2 (18-24); Introductions Begin |
| Aug. 31 | Readings: Part 3 (25-39); Part 4 (42-52); Introductions Continue |

Week 2

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|---------|--|
| Sept. 3 | Readings Ch. 7 "Writing Processes" 79-89; Ch. 8 "The Need for Collaboration" 90-97 |
| Sept. 5 | Begin by Reading Ch. 12 Writing a Narrative 159-189; "Bidding a Farewell to Arms" Internet Article |
| Sept. 7 | Essay 1 Writing Process Begins; Review pages (79-89); Writing Center Reminder; Genres of Writing (106-115); Ch. 12 Writing a Narrative (159-174); "Lydia's Story" (175-78) |

Week 3

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| Sept. 10 | "The Look" by Larry Lehna (196-200) |
| Sept. 12 | "How in the World Do You Get a Skunk Out of a Bottle" Bob Connors (the Internet); Drafting in-class |
| Sept. 14 | Rough Draft Due Beginning of Class; Final Drafting and Polishing Session |

Week 4**Unit 2: Genre Analysis (Music or Film)**

- Sept. 17 Final Draft Essay 1 Due; Essay 2 Genre and Media Analysis Paper Begins
Discussion Sample Genre Analysis; Make Writing Center Lab Appointments
- Sept. 19 Ch. 13 Writing Analytically (201-227); Sample Essay Analysis of “Happy” Eamnon Forde (221-224) Music Genre Analysis

“Walking Dead Opens Its Fifth Season in Lively Fashion” Mark Dawidziak (908-911) Film Analysis; Essay 2 Assigned; Genre Analysis Discussion Continues; Drafting Begins; Optional read: “The Rise of Female Heroes in Shoujo Manga” (782-787)
- Sept. 21 Group Work; Essay 2 Drafting

Week 5

- Sept. 24 **Rough Draft Essay 2 Due**
- Sept. 26 **Final Draft Essay 2 Due**; Fallacies 400-402; Study Words

Logos, Pathos, Ethos Review
- Sept. 28 Fallacies Discussion Continues

Week 6**Unit 3: Visual Analysis with Research (Advertising or Cartoons)**

- Oct. 1 The Centrality of Argument (374-378); Strategies for Arguing 305; Ch. 17 “Analyzing and Constructing Arguments” (379-418)
- Oct. 3 Visual Analysis Discussed; “Advertisements R Us” Melissa Rubin (246-251 Discussed; Camels Ad. (403); Frozen, Brand Images at work (407); Spoof Ad. Prozac, “Wash Your Blues Away” (417); “Enjoy Capitalism” (429);
- Oct. 5 Essay 3 Draft Due; Peer Review REQUIRED

Week 7**Unit 4: How to Conduct Research and Write Argumentative Essays**

- Oct. 8 Introduction to Essay 4; Types of Arguments Discussed: Toulmin Structure (410-412), Rogerian (412-414), and Invitational Arguments (414-415)
- Oct. 10 “Starting Your Research/ Joining the Conversation” Ch. 19 (445-454); Discussion Understanding Research; Exploring Topics for Essay 4
- Oct. 12 **Essay 3 Final Draft Due**; Reading and Discovering; Developing Research Topics

Week 8

- Oct. 15 Examining Narrowed Topics as Arguments; “Finding Sources” 455-484); Ch. 22 Evaluating Sources (510-511)
- Oct. 17 Discussing Annotated Bibliography (500-501); Sample Annotation (502-504) to be used as a template; Annotating Activity In-Class

Last day to Withdraw October 19, 2018

- Oct. 19 “Quoting, Paraphrasing, and Summarizing” (512-526)

Week 9 Unit 5: Drafting Essay 4 Research Essay and Project

- Oct. 22 Project Overview and Group Assignments (Film Clips)
- Oct. 24 Topics of Research Discussed
- Oct. 26 Writing Center Presentation—Selecting Real Research and/or Creating Annotated Bibliographies

Week 10 Drafting Using Scholarly Resources

- Oct. 29 Discussions: Guided by Readings Selected by Student projects; Annotated Bibliography Drafts; “Giving Credit, Avoiding Plagiarism” (530-534)
- Oct. 31 “Writing in Multiple Modes” (762-779)—excellent information for creating visual presentations alongside verbal presentations; “Making a Presentation” (788-792)
- Nov. 2 Group Work Day (Individual Portion Writing); Progress Report Due

Week 11

- Nov. 5 Discussions: Guided by Readings Selected by Student projects
- Nov. 7 Generating Solid Arguments
- Nov. 9 Group Work Progress Report Due

Week 12 Proof Reading and Editing Sessions; MLA Review Date

Nov. 12 Group Presentation Meetings

Nov. 14 Group Presentation Meetings

Nov. 16 Group Presentation Meetings; **Hard Deadline Rough Draft Essay 4 to Instructor**

Week 13 Presentation Week

Nov. 19 Essay 4 Polishing Discussed Essay 4: Polished Paper Due

Nov. 21 Visual Presentation Preparation; Practice Presentation Date/Final Editing

Nov. 23 ***Thanksgiving Holiday***

Week 14 Presentations from Essay 4 Work Continue

Nov. 26 Presentations Begin

Nov. 28 Presentations Continue

Nov. 30 Presentations Continue

Week 15 Unit 6 Writing Self-Reflections with Analysis

Dec. 3 Self-Reflection Assigned

Dec. 5 Writing Self-Reflection in Progress; Conferences in Progress

Dec. 7 Student Teacher Conferences

Week 16 Final Exam (TBA)-Students Must Attend