

8-27-2018

Composition I

Natalie Malin
Collin College

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

Recommended Citation

Malin, Natalie, "Composition I" (2018). *Fall 2018*. 353.
https://digitalcommons.collin.edu/english_syllabifall2018/353

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.

COLLIN COLLEGE
COURSE SYLLABUS

| |
|--------------------|
| Course Information |
|--------------------|

Course Number: ENGL 1301.WK2

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. (Oct. 19)

Collin College Academic Policies: See the current [Collin Student Handbook](#)

Plagiarism Policy: It is important that you understand the severity of plagiarizing, including plagiarizing yourself by recycling essays you have written in the past, even if you change them up. Students who plagiarize may receive a failing grade for an assignment (including all rough drafts that were previously graded as passing or above), a failing grade for the class, and can be expelled from

college. Plagiarizing is serious and will be documented in your college file. You can also plagiarize by helping someone else cheat or by not citing your source(s) properly. Turnitin, an online global database that finds similarities between your writing and others, helps me make this decision, as does my speaking with your previous teachers.

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](#), F144C or 972.881.5950 to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

| |
|------------------------|
| INSTRUCTOR INFORMATION |
|------------------------|

Instructor's Name: Natalie Malin

Office Number: We can meet in a private area of your library if needed.

Office Hours: By appointment only, Mondays or Wednesdays immediately after class.

Phone Number: 972-377-1585 (*This is the Preston Ridge Campus Division Office, but they can get a message to me if needed*).

Email: nmalin@collin.edu (This is the *best* way to reach me.)

Class Information:

Section Number: WK2

Meeting Times: Mondays and Wednesdays from 7:15 – 8:30 a.m.

Meeting Location: E106

Netiquette Expectations: My classrooms are a place of mutual respect so we will speak to each other accordingly. Therefore, all communication, including email, must be collegial and professional. Always include a subject line in your email as well as your first and last name and course number somewhere in the body of your emails. No text talk, slang or foul language. My normal response time is 24-48 hours and I usually do not respond to student emails on weekends.

Course Resources: Bullock, Richard, Daly Goggin, Maureen and Francine Weinberg. *The Norton Field Guide to Writing with Reading and Handbook*.

4th ed. New York: W. W. Norton & Company, 2016. Print. Available at Collin College's Preston Ridge Campus Bookstore. (Referred to as *NFG* in syllabus.)

Other materials are posted in Canvas course shell. You must have access to your Cougarweb email account as well as Canvas.

Supplies: Required textbook, paper to take notes on, flashdrive for backing up work or access to internet cloud storage such as Dropbox.com, Google Docs, or iCloud.com, folder for handouts and to keep all copies of your drafts.

Attendance Policy: Regular attendance and participation is crucial to passing this class. While I realize emergencies happen, (and if they do please let me know ASAP, preferably by email), please know that if you miss four or more classes you may fail this class. Also, if you have to miss class, you are still responsible for any work due and making the due dates of any assignments. Therefore, if you know you must miss a class on a certain day, plan on turning your work in early. Additionally, just physically being present in class does not necessarily mean you will be counted on attendance, you must participate, be prepared and pay attention or you will be marked absent (For example, silence cell phones and do not even have them out). Finally, four tardies count as one absence and for any instruction time you miss *you are required to find out from a classmate what happened in class and what you will be held responsible for.*

Additional Instructor Student Learning Outcomes: To broaden understanding of and increase exposure to differing opinions while learning empathy, understanding, and acknowledgement, especially of other cultures.

Method of Evaluation: The grading scale is as follows: 90-100 = A, Excellent, 80-89 = B, Good, 70-79 = C, Average, and 60-69 = D, which is Below Average but passing. A score of 59 or below = F for failing. Please note that many students' final grades tend to fall on border grades, i.e., between an A and a B, a B and a C, etc. and I reserve the right to round up or down pending things such as your attendance, participation, and perceived effort. To receive credit for a completed paper, you must have completed and submitted it on time (including uploading it to Turnitin, posting it on Canvas, and bringing a stapled hardcopy to me in class) all the draft work and peer reviews associated with that assignment. I do not accept late assignments.

Your grade breakdown is as follows:

Major Assignments (75%): (All must have three scholarly sources and be in MLA format)

Writing a Profile (25%, 5% for each of three sets of peer reviews + 10% for final draft; 900 - 1,250 words, approximately 4 pages minimum.) Conduct field research in the form of interviews and observations of a chosen person, place or activity in the local community. Key chapter = *NFG* Ch. 19

Textual Analysis (25%, 5% for each of three sets of peer reviews + 10% for final draft; 900 - 1,250 words, approximately 4 pages minimum.) Write an essay evaluating a specific subject that is not well known. Examine the subject closely and justify your evaluation of it. Key chapter = *NFG* Ch.

Reflection (25%, 5% for each of three sets of peer reviews + 10% for final draft; 900 – 1,250 words, approximately 4 pages minimum.) Write an essay proposing a solution to a problem. Choose a problem faced by a community or group to which you belong, and address the proposal to members of the group or outsiders who can help solve the problem. Key chapter = *NFG* Ch. 21

Minor Assignments (25%):

Team Presentation (10%)

Lab Credits (10%) These are comprised of work you do outside of class, and should amount to about about an hour of work. There are 16 units you must complete before Final Exam week but you cannot turn all of them in at once. Feel free to make combinations any way you like but you cannot do only one kind. All require you to write a 1 – 1.5 page reflection, and should be turned in throughout the semester. Your choices thus far are:

Web Page Evaluation (Counts as 2 units)

Online Library Tutorials (Counts as 2 units for each of the following 9 approved): Using Academic Search Complete, Using the Library Catalog, Searching SAGE Knowledge, Using Opposing Viewpoints, Searching JSTOR, Finding Primary Source Articles, How to Search CQ Researcher, How to get a copy of an article, and/or Using PsycArticles. These are found at the PRC library; be sure to print out your certificate of completion.

Attend a Writing Center Workshop (Counts as 4 units each)

Participating in our Writing Center's Virtual Muse synchronous tutor session (Counts as 5 units each)

Attend a Writing Center face-to-face tutor session (Counts as 3 units)

Review of a Library Resource Center educational DVD related to composition (Counts as 2 units each) Suggestions are: A Brief History of Slang, Power of Speech, Sexism in Language, and/or Writing Effective Paragraphs.

Final Exam (5%)

Course Calendar

Note that this course syllabus is subject to change depending on things such as how quickly learning progresses in class or availability of resources. When changes occur they will be announced in class. It is recommended that you bring your syllabus with you to every class to mark changes as well. (Remember that group work is a privilege that can be replaced by quizzes if needed.)

Week 1: Aug. 27 – Aug. 31 Introductions and Resources

Session 1. Mon. Aug. 27

In Class (IC): Introductions, review syllabus, sign contract, discuss class expectations, netiquette, and deadlines. Review Collin website and course Canvas page, introduce textbook, and obtain two classmates' contact information. Put Cougarweb on smartphones and sign up for Cougaralert. Explain policy of no food allowed but drinks ok (with lid) and the importance of reading papers aloud as well as the revision process, usefulness of different types of comments and the Writing Center.

Homework (HWK): Purchase textbook and set up Cougarweb email (if you already haven't) and click around on class Canvas page. Read Ch. 1 "Writing in Academic Contexts" and Ch. 3 "Summarizing and Responding: Where Reading Meet Writing" in *NFG*. Be prepared to be called on in class to discuss the assigned readings.

Session 2. Wed. Aug. 29

IC: Discuss past writing experiences and how and why everything *is truly* an argument and uses rhetoric. Discuss ethos, pathos, logos and rhetorical situation if there is time. Look at the Rhetoric Course Pages folder in Canvas. Point out student Canvas Resources link in Pages.

HWK: Read "Rhetorical Situations" in *NFG* (p. 55 – 70). Post on Canvas an example of the last time you used rhetoric to make an argument. Be sure to use a specific title in your thread. Posts should be about one paragraph long.

Week 2: Sept. 3 - 7 Plagiarism; Peer Reviewing

Session 1. Mon. Sept. 3 (Labor Day, no class)

HWK: Read [Dean of Students Office Plagiarism and Citation Guide](#). Post on Canvas two things you did not know about plagiarism.

Session 2. Wed. Sept. 5

IC: Discuss Canvas posts. Lesson on plagiarism. **Watch clip on peer reviews**. Look at Peer Review Course Pages folder.

HWK: Read Ch. 19, "Profiles" in *NFG*. Start thinking of who/what place/what event you want to interview/research and why. Also be thinking about what kind of visual you could include with this. Suggestions could be a professional who is in the field you're interested in, service organizations, a veteran, a helpful campus resource, or an event on campus. Teach us something.

Week 3: Sept. 10 - 14 Profiles

Session 1. Mon. Sept. 10

IC: Discuss the last class' required readings and listen to the one sample I bring to class. In small groups, perform rhetorical analysis pointing out where ethos, pathos and logos are at play in this sample. Discuss paper topic choices and brainstorm as a class.

HWK: Write a 1.5 page minimum length rough draft of your Profile paper, post it on Canvas, and bring a hardcopy of it to the next class period. Note: You cannot give or receive peer reviews if you do not bring a fresh hardcopy of your paper to class.

Session 2. Wed. Sept. 13

IC: **Guest speaker from Writing Center.** **Oral peer reviews** in class (minimum of two) if time permits. Be sure to take notes on your rough draft of anything a peer says that you think will help improve your paper, including your classmates' name(s) that offered the constructive criticism.

HWK: Look over the examples of other profiles in the Course Module folder to see how they are organized, make their claims, and use evidence. Continue to work on revising your rough draft using the oral peer review feedback you found helpful. Be sure to bring a fresh (newer) draft to the next class period; if you don't bring a revised copy with your original rough draft so I can see the difference, you cannot give or receive peer reviews and upload this second draft to Canvas. I highly recommend labeling your drafts since some of you will write more than three. Always bring all drafts to class with you.

Week 4: Sept. 17 - 21 Profiles

Session 1. Mon. Sept. 17

IC: Overhead review of a few Canvas posts modeling peer review. **Global peer review workshop.** Be sure to take notes on your latest draft of anything *new peers* suggest that you think will help improve your paper, including your classmates' name(s) who offered the constructive criticism. Lesson on Common Errors and formatting; look at Helpful Course Pages PDF.

HWK: Post your thoughts on the peer review process with examples on the difference between oral and global peer reviews on Canvas. What did you learn, specifically, from each? Posts should be about two paragraphs long. Post your second draft of your essay on Canvas, bring a hardcopy of it to class and be sure that is at least ½ a page longer than your rough draft. Sign up for Virtual Muse and look at libguides.

Session 2. Wed. Sept. 19

IC: Look at Canvas posts and discuss what the claims, reasons and warrants might be for several posts. Discuss Toulmin method worksheet. Discuss possible claims, reasons and warrants for your own essays in small groups. **Watch Mike Rowe skull cleaner *Dirty Jobs* clip.** Written, specific peer reviews.

HWK: Read the four profiles in Ch. 66 of *NFG* (Dumpster, Poetry, Graffiti, Garbage). Be prepared to discuss what you read during the next class period. Upload second draft to Canvas.

Week 5: Sept. 24 – 28 Profiles

Session 1. Mon. Sept. 24

IC: **Guest speaker from Collin Library.** Learn about the 150+ databases we have and look at Issues and Controversies as an example. Be sure to take notes and ask questions. Look at Purdue OWL's website tips on essay writing.

HWK: Conduct source research and find a minimum of two scholarly resources to incorporate in your essay. Revise your second draft using these new sources and bring a hardcopy of it, as well as proof of your sources (saved on a flashdrive, emailed to yourself, printed out, etc.) to the next class. Be sure to record citation information, quotes, facts or statistics that will help you with your paper. Look at Profile PowerPoint in Course Module folder. Post on Canvas three ways you plan on improving your essay.

Session 2. Wed. Sept. 26

IC: Discuss sources and research process/problems. Review MLA style. I will read a few volunteers' second drafts aloud in class to demonstrate how you can usually hear things such as syntax (arrangement of words) and diction (choice of words) errors easier than when you read silently. **Written, specific, peer reviews** in class on each other's hardcopies of latest version of second drafts. Tally all peer reviews and numbers of drafts.

HWK: Revise your essay being sure to read it aloud (or have someone else read it aloud to you) and post your final Profile paper on Canvas and upload it to Turnitin by deadline. Do not wait until the last minute. Technical problems are not an excuse for missing deadline, and Turnitin closes at deadline. If you upload to Canvas but not to Turnitin, you will not receive credit. Also be sure to check your word count, I do. Post on Canvas specific patterns you noticed in your writing.

Week 6: Oct. 1 – 5 Textual Analysis

Session 1. Mon. Oct. 1

IC: Reflection and discussion on the process of writing Profile papers. What did you learn? How will you use these in your life? Discuss and model Close Reading. Look at Writing Center Workshops.

HWK: Read Ch. 11, "Analyzing Texts" and be prepared to discuss the Getting Response and Revising section questions on page 126 and Taking Stock of Your Work on page 127-8. Pick one of the four stories in Ch. 60 of *NFG* to do a textual analysis on and be prepared to discuss the reasons for selecting your choice during the next class period.

Session 2. Wed. Oct. 3

IC: Discuss the last class' required readings and listen to the one sample I bring to class. **Watch clip** and note Course Module examples. Break into small groups to discuss your topic and criteria. Take notes on helpful feedback from at least two other classmates and be sure to write their name next to their comment(s). These are not official peer reviews, they are part of collaboration. Remember that you do not have to accept and record all suggestions; this is your paper.

HWK: Post on Canvas two questions you have regarding writing your Textual Analysis paper. Respond to at least two classmates' posts.

Week 7: Oct. 8 – 12 Textual Analysis

Session 1. Mon. Oct. 8 (FISD closed; class moved to online).

IC: Pick one of your sources from your Profile to do a textual analysis on. Write your 1.5 page minimum rough draft and post it to Canvas by deadline. Be sure to bring a hardcopy of it to the next class period.

HWK: Look over the samples of other Textual Analysis in *NFG*, Spirit Reborn (pages 693-95). Post on Canvas two different techniques you noticed that you will incorporate into your own paper. Also begin to conduct source research and find a minimum of two scholarly resources to incorporate in your essay. Bring proof of your sources (saved on a flashdrive, emailed to yourself, printed out, etc.) to the Monday Oct. 15 class. Be sure to record citation information, quotes, facts or statistics that will help you with your paper.

Session 2. Wed. Oct. 10

IC: Conduct **oral peer reviews** with at least two new classmates on your rough draft making sure to write their names and helpful comments down. Brainstorm as a class on sources. Sign up for mini conferences.

HWK: Post on Canvas three different helpful comments you received during your oral peer reviews along with the classmate's name who made the suggestion to you. Explain why their feedback will be helpful for you. Be sure to bring your latest draft of your Textual Analysis paper with you to your conference, as well as any other drafts or questions you may have on anything else. Continue researching two scholarly sources if you do not have them yet. Bring proof of your sources (saved on a flashdrive, emailed to yourself, printed out, etc.) to the Monday Oct. 16 class. Be sure to record citation information, quotes, facts or statistics that will help you with your paper.

Week 8: Oct. 15 – 19 Mandatory one-on-one mini-conferences with me

Session 1. Mon. Oct. 15

IC: If you are not signed up for a conference today, you still must come to class. If not conferencing with me, continue working on your Textual Analysis paper in computer lab/on laptop.

HWK: Continue working on your Textual Analysis paper. Bring second draft to the next class period and upload changes to Canvas.

Session 2. Wed. Oct. 17

IC: If you are not signed up for a conference today, you still must come to class. If not conferencing with me, obtain two **written, specific peer reviews** on your second draft of your Textual Analysis paper with your classmates' signatures who gave you these peer reviews.

HWK: Revise your Textual Analysis paper and upload your second draft with sources incorporated in it to Canvas. This second draft must be at least ½ page longer than your rough draft for you to receive credit.

Week 9: Oct. 22 – 26 Textual Analysis

Session 1. Mon. Oct. 22

IC: Model global peer reviews for class on overhead. Obtain **global peer reviews** from two new classmates.

HWK: Incorporate your peer reviews into your paper, revise it, and post this latest draft on Canvas. Be sure to bring a hardcopy that is at least ½ page longer than your rough draft to the next class period too.

Session 2. Wed. Oct. 24

IC: Model oral peer reviews in class. Class workshop on who gives the best peer review, what is the easiest peer review to give, which kind is the most helpful, etc. Metareflection on peer reviews. Share your thesis for this next essay with the class.

HWK: Revise your essay being sure to read it aloud (or have someone else read it aloud to you) and post your final Textual Analysis paper on Canvas and upload it to Turnitin by deadline. Do not wait until the last minute. Technical problems are not an excuse for missing deadline, and Turnitin closes at deadline. Also be sure to check your word count. Be sure to bring a hardcopy that is at least ½ page longer than your rough draft to the next class period too. Read Ch. 21, "Reflections", in *NFG* and be prepared to discuss the story you read during the next class period. Also read Ch. 29, "Assessing Your Own Writing" and Ch. 31, "Editing and Proofreading" in *NFG*. Metareflection on what you learned from writing a TA.

Week 10: Oct. 29 – Nov. 2 Reflections

Session 1. Mon. Oct. 29

IC: Discuss the required readings. Mini digital literacy lesson (FTC.gov, Fraud.org, spam@uce.gov, reportphishing@antiphishing.org, consumerfraudreporting.org, National Do Not Call

1-888-382-1222; [https](https://www.mhhe.com/peereviews) and padlock) Learn how to give electronic peer reviews using MS Word. Demonstrate web page evaluation.

HWK: Read the four Reflection stories in Ch. 68 of *NFG*. Be prepared to discuss them during the next class period. Start to think about what you might write a Reflection on.

Session 2. Wed. Nov. 2

IC: Discuss assigned readings. Brainstorm as a class on possible Reflection topics. Brief lesson on in-text citations, Works Cited page, and integrating quotations.

HWK: Write a 1.5 page minimum length rough draft of your Reflection paper, post it on Canvas, and bring a hardcopy of it to the next class period.

Week 11: Nov. 5 - 9 Reflections

Session 1. Mon. Nov. 5

IC: Lesson on the Grademark feature in Turnitin. **Written, specific, peer reviews** from at least two new classmates.

HWK: Post what you are doing specifically to improve your paper on Canvas. Posts should be about two paragraphs long. Be sure to look over what your classmates posted to learn from them of things you had not thought of. Continue to revise your essay. Post on Canvas three ways you plan on improving your essay.

Session 2. Wed. Nov. 7

IC: Workshop to be determined by class.

HWK: Revise your rough draft incorporating your peer reviews. Upload this second draft to Canvas and bring a hardcopy of it to the next class period.

Week 12: Nov. 12 - 16 Reflections

Session 1. Mon. Nov. 12

IC: **Guest speaker.** **Oral peer reviews.** Make sure to write new classmates' names and helpful comments down.

HWK: Post your thoughts on the guest speaker on Canvas. What did you learn? Start to research two scholarly sources you can incorporate into your essay.

Session 2. Wed. Nov. 14

IC: **Guest speaker.** Class kvetch/catch up session.

HWK: Post your thoughts on the guest speaker on Canvas. What did you learn? Start to research two scholarly sources you can incorporate into your essay if you haven't already. Revise your latest draft by incorporating these sources before the next class period.

Week 13: Nov. 19 – 23 Thanksgiving Holiday (Campus closed Nov. 21 -25) Reflections

Session 1. Mon. Nov. 19

IC: **Global peer reviews** in class. Examine volunteers' drafts on overhead. Be sure to take notes on your own draft of similar things you want to change/add, etc. Lesson on three ways to respond to an argument: acknowledge, concede, and refute.

HWK: Revise your second draft, post a copy on Canvas, upload it to Turnitin by deadline, and bring a hardcopy of your final draft to the next class. Be sure that it is at least ½ a page longer than your second draft.

Session 2. Wed. Nov. 21 (NO CLASS)

HWK: Read Ch. 54, "Choosing Media" and 56, "Using Visuals, Incorporating Sound" in *NFG*. Work on lab credits and any revisions.

Week 14: Nov. 26 – Nov. 30 Beginning to Wrap Up

Session 1. Nov. 26

IC: Discussion on the difference between writing Profiles, conducting Textual Analysis, and writing Reflections. Break into groups to start working on presentation topics.

HWK: Post on Canvas three things you have learned in this class.

Session 2. Wed. Nov. 28

IC: Discuss readings and look at Course Module folder on presentation tools together and the multimedia team presentation rubric, how all team members must speak an equal amount, and how each team will rate their own team members' participation.

HWK: Work with your team members on your presentations.

Week 15: Dec. 3 - 7 Team Presentations

Session 1. Mon. Dec. 3

IC: Team presentations. Take notes so you can post your feedback on Canvas before next class period.

HWK: Post your review of presentations on Canvas.

Session 2. Wed. Dec. 5

IC: Team presentations.

HWK: Post your review of presentations on Canvas.

Week 16: Dec. 10 – 14 Final Exam (NO CLASS Wednesday!)

Session 1. Mon. Dec. 10

IC: Meet in computer lab. Contribute to Google Doc on Tips to Pass On. You will be writing the entire class period.

HWK: Post course evaluation (what was most helpful, what you wish we would have done more of, what was your least favorite, etc.) on Canvas.