

8-27-2018

# Composition I

Jeni McMillin  
*Collin College*

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## COLLIN COLLEGE

### COURSE SYLLABUS

Course Information
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**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:** The last day to withdraw is October 19, 2018.

**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, PRC-F144 or

972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations.  
See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION
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**Instructor's Name: Jeni McMillin**

**Office Number: N/A**

**Office Hours:** By Appointment Only (Before Class T/Th 8:00 am)

**Phone Number: (Department Office) 972-377-1006**

**Email: [JMcMillin@collin.edu](mailto:JMcMillin@collin.edu)**

**Class Information:** ENGL 1301 13567

**Section Number: HB1**

**Meeting Times: Tues/Thurs 8:20 – 9:35**

**Meeting Location: Hebron High School**

**Course Resources:**

**Bullock, Richard H. et al. *The Norton Field Guide to Writing, with Readings and Handbook*, 2016 MLA Updates. 4th ed. W.W. Norton.**

**ISBN: 978-0-393-61799**

**Attendance Policy:**

Student grades in my classes are directly proportional to the attendance record of the student. Generally, those students who miss class periods have lower grades than those that make every effort to attend. *While I am sympathetic to family emergencies, car troubles, illness and other difficulties, **I will not adjust due dates or assignment requirements for students.*** I treat all my students as responsible adults and expect them to act responsibly in return. As in any adult situation, unexpected life situations sometime result in unfortunate consequences (such as getting a late penalty or zero on an assignment).

**Cell Phone Usage in Class:**

Generally, using a cell phone while someone is talking to you is inappropriate and rude in a professional environment (such as a classroom). While I do not ban cell phones from my classroom, students who have not actively participated in classroom activities generally miss vital components of assignments which in turn impact their grade (due to not hearing the instructions given in class). I try my best not to waste your time in class, please do not waste my time by asking me to repeat information that you missed while you were busy on your phone.

### **Academic Dishonesty:**

All cases of academic dishonesty will be reported to the Dean of Students' office. Students found responsible for academic dishonesty will receive a penalty ranging from a zero on the essay to an F in the course, depending on the instructor's interpretation of the severity of the incident.

### **Minimum Technology Requirement:**

You will need access to a computer for writing papers, researching and communication with your classmates and the instructor. Most assignments will be turned in via CANVAS, many of them on the weekend, making access to the internet outside of school mandatory. Please plan ahead and make allowances for technological difficulties when setting up your time line for completing an assignment. (Plan to turn it in early to avoid any late consequences).

### **Netiquette Expectations:**

Please remember that I am your professor and would appreciate respectful and appropriate communication between us. I try my best to respect you and I would appreciate the same in return.

### **Standards for Instructor Response and Availability:**

As a general rule, I check email at least once a day Monday through Thursday. I will do my best to check email at least once a day Friday through Sunday, but it is not guaranteed. I highly recommend that you ask at least two fellow classmates for their contact information as a resource if you need clarification on any assignments. I will communicate with you via email, using the email address you have on record at Collin College. Please make it a habit to check that email address frequently.

Dual Credit Students: Please remember that you are in a college classroom and that you are responsible for communicating with me. Legally, I am not allowed to communicate with your parents. Communicating with your professor is essential to your college success, so please come to me (preferably in person) with any concerns. I will generally give feedback on assignments within a week of submission. I will generally give you a feedback timeline after an assignment has been turned in.

## Course Calendar:

Unit 1 (Weeks 1 -3.5) Profile – Angle Rhetorical Situation  10%	Profile Writing Assignments	5%
	Unit 1 – Lab	5%
Unit 2 (Weeks 3.5 - 7) Definition Paragraphs Summarizing Citations  10 %	Discourse Definition Paragraphs	5%
	Unit 2 – Lab	5%
MIDTERM (Week 7)  20%	In Class Writing Assignment - Discourse, MLA	20%
Unit 3 (Weeks 7-8) Plagiarism Definition Paper  10%	Discourse Definition Paper	10%
Unit 4 (Week 9 – 10.5)  Visual Analysis  10%	Visual Analysis Essay	5%
	Unit 3 & 4 – Lab	5%
Unit 5 (Weeks 10.5 – 14.5)  Research Annotated Bibliography Issue (Argument)  20%	Issue Essay	10%
	Unit 5 – Lab	10 %
Reflections  5%		5%
Final (Week 16)  15%	In Class Writing Assignment	15%

\*\* This is a tentative schedule. Assignments and due dates are may be adjusted as the semester progresses \*\*

<b><u>Course Calendar</u></b>	<b><u>Day A</u></b> (Mon or Tues)	<b><u>Day B</u></b> (Wed or Thurs)	<b><u>Weekend Work</u></b>
<b>Week 1</b> <b>Aug 27-Sep 2</b>  Unit 1	Course Introduction & Syllabus  Organization of LMS MLA Introduction  <b><u>Homework</u></b> MLA Header Syllabus Agreement	Syllabus cont.  Profile Assignment	<b><u>Purchase</u></b>  Norton Field Guide with 2016 MLA Update– Bring to class!  <b><u>Lab</u></b>
<b>Week 2</b> <b>Sept 3 – 9</b>  Unit 1	<u>Labor Day</u> – No Class for M/W classes  <u>Tues Class</u>  Profile Activity	Profile Activity	<b><u>Lab</u></b>  <b><u>Writing</u></b> Profile - Introduce your assigned classmate on Padlet (Link is on CANVAS) Due Sunday Sept 9 pm.
<b>Week 3</b> <b>Sept 10-16</b>  Unit 1	Student Introductions (Padlet)  Read an Angle  Reflection Process	Rhetorical Situation  Rhetorical Situation #2 Profile Assignment  Student Interviews	<b><u>Reflection #1</u></b>  <b><u>Writing</u></b> Profile - Rhet Situation #2 due Week 4 – Day 1 beginning of class – printed  <b><u>Lab</u></b>
<b>Week 4</b> <b>Sept 17-23</b>  Unit 1 – Day A  Unit 2 – Day B	MLA Formatting Peer Review – RS #2 Identify the Topic Sentence Practice. Thesis statement identification activity. <b><u>Homework</u></b> Modify RS #2 if needed Read “Gee and the Idea behind Discourse” Gee- Topic Sentence and Thesis Statement - due Day B – beginning of class	Try This Exercise  Summarizing  Start Research Notes Table	<b><u>Reflection #1 – Respond</u></b>  <b><u>Lab</u></b>

<b>Week 5</b> <b>Sept 24 – 30</b>  Unit 2	Discourse  Definition Paragraphs  <u><b>Homework</b></u>  Add information to Research Notes Table – 3 sources –  See CANVAS	Check in on Research Notes Table  MLA citations and in-text citations.  Defining Discourse	<u><b>Reflection #2</b></u>  <u><b>Lab</b></u>  <u><b>Writing -</b></u> RD Definition Paragraphs with Works Cited Page and 2 in-text citations due Sat pm via LMS.  <u><b>Bring Day A</b></u> Research Notes table printed out with 3 entries.  Copy of Discourse Definitions Paragraphs w/Works Cited
<b>Week 6</b> <b>Oct 1 – 7</b>  Unit 2	Small Group Conference	Small Group Conference	<u><b>Reflection #2 – Respond</b></u>  <u><b>Lab</b></u>  <u><b>Writing Due</b></u> FD Discourse Defin Paragraphs due Sunday  <u><b>Prepare for Midterm</b></u> Summaries of Articles with Works Cited Entries
<b>Week 7</b> <b>Oct 8 – 14</b>  Unit 3  MIDTERM	Discourse Definition Paper  Midterm Preparation  <u><b>Homework</b></u> Prepare for Midterm  <u><b>Bring Day B</b></u> Outlines of Videos for Midterm <b>Printed</b> copy of Discourse Research Notes Table	<div style="background-color: #cccccc; text-align: center; padding: 20px;"> <b>IN-CLASS MIDTERM</b>   <b>MUST BE PRESENT!</b> </div>	<u><b>Reflection #3</b></u>  <u><b>Lab</b></u>  <u><b>Writing Due</b></u> Outline of Discourse Definition Paper Due Day B in class
<b>Week 8</b> <b>Oct 15-21</b>  Unit 3	Plagiarism  Outline of Discourse Definition Paper  <u><b>Homework</b></u> Finish Outline due Day B	Check Outlines MLA Formatting  <b>Last Day to Withdraw is October 19</b>	<u><b>Reflection #3 – Respond</b></u>  <u><b>Lab</b></u>  <u><b>Writing Due</b></u> FD Discourse Definition Paper Due Sunday

<b>Week 9</b> <b>Oct 22-28</b>  Unit 4	Ethos/Pathos/ Logos  Rhetorical Triangle  Visual Mission Statement Assignment  <u><b>Homework</b></u> Personal Mission Statement  Hybrid – Look at Mission Statement Files.	Mission Statements  Visual Rhetoric	<b>Reflection #4</b> post due Sunday pm  <u><b>Lab</b></u>
<b>Week 10</b> <b>Oct 29-Nov 4</b>  Unit 4 Unit 5	Visual Analysis	Group Annotated Bibliography	<b>Reflection #4 Respond</b>  <u><b>Writing Due</b></u> Visual Analysis due Sunday, Nov 4
<b>Week 11</b> <b>Nov 5 - 11</b>  Unit 5	Group Annotated Bibliography	Group Annotated Bibliography	<b>Reflection #5</b>  <u><b>Lab</b></u>  <u><b>Writing Due</b></u> Printed draft of Annotated Bib Due Day A
<b>Week 12</b> <b>Nov 12-18</b>  Unit 5	Issue Assignment  Evaluating Sources  Thesis Statements  <u><b>Homework</b></u> Thesis Statement Due Day B  <u><b>Lab</b></u> Due Day B	“Let Them Read Books “Reverse Outline  Outline Guidelines for Issue Paper	<b>Reflection #5 Respond</b>  <u><b>Lab</b></u> Make Writing Center Appt.  <u><b>Writing Due</b></u> Final copy of Annotated Bib Paper Copy Due Week 14 Day A  Indiv. Detailed Outline due on Small Group Day
<b>Week 13</b> <b>Nov 19 – 25</b> Unit 5  NO HHS T/TH NO Collin Wed	Small Group Conference	Teacher Conference NL	<b>Reflection #6</b>  <u><b>Lab</b></u> RD Issue Paper Due Day A or B. Bring Printed copy to class



<b>Week 14</b> Nov 26 – Dec 2  Unit 5	Small Group Conference	Issue Paper	<b><u>Reflection #6 Respond</u></b>  <b><u>Writing Due</u></b> FD Issue Paper Due Sunday (FIRM)
<b>Week 15</b> Dec 3 – Dec 9  Final Prep	Final Prep	Final Prep	<b><u>Prepare for Final</u></b>  <b><u>Lab</u></b>
<b>Week 16</b> Dec 10  NL – TBD	<div> <b>FINALS WEEK – COME TO SCHEDULED FINAL CLASS TIME ONLY</b> </div> <div> <b>P17 – Mon</b>   <b>10:30-12:30 am</b> </div> <div> <b>HB1 – Thurs</b>   <b>8:20-10:20 am</b> </div> <div> <b>PY3 – Fri</b>   <b>12:00-2:00 pm</b> </div>		

### **Extra Credit**

A score of 85% or better on every Extra Credit Lab Quiz will add one point to the lowest grade (excluding midterm and final) for a maximum of 10 points. You will have two chances to take each extra credit quiz.