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# Composition I

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*Collin College*

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**Central Park Campus  
Fall 2018**

**Course Number:** ENGL 1301

**Course Title:** Composition I

**Instructor's Information:**

Instructor's Name: Heidi Yates

Office Number: B-342

Office Hours: Mondays/Wednesdays, after class

Phone number: 972.548.6830

Email: hyates@collin.edu

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

**Class Information:**

Section Number: XZ2

Meeting Times: Mondays/Wednesdays, 8:15-9:30

Meeting Location: C112

**Minimum Technology Requirement:** Access to Canvas via Collin College, access to your Collin email, access to a word processor to complete and submit papers in a typed format on Canvas, access to the internet to view videos and labs.

**Minimum Student Skills:** Ability to type, edit, and submit a word document. Understanding of Canvas in terms of locating assignments, posting assignments, posting to the discussion board, and accessing the grade book is vital to success.

**Criteria Used to Evaluate Participation in Such Activities:** Evidence of critical thinking as applied to the topic, responses of the minimum word length established for each posting, on time posting, and knowledge of the subject matter.

**Delivery Method of Feedback and/or Graded Material:** I will give you feedback through Canvas, and I will post grades in Canvas. Comments will be available through e-mail as well.

**Standards for Instructor Response and Availability:** Projects will be graded within one week of submission (if I need more time, I will send an email). I will respond to e-mails within 24 hours during the work week and by Monday afternoon if sent during the weekend.

**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.

English 1301 is designed to help the student focus on the process of writing, to practice both personal and expository writing, to review standard grammatical usage, and to analyze prose critically. The course emphasizes theme revision, class discussion, and peer critiques. Students must have access to the Internet. A lab component is required to build skill in grammar, syntax, and style. You will take a final based on these style skills.

**Course Credit Hours:**

Lecture Hours: 3

Lab Hours: 1

**Placement Assessment:** Meet TSI college-readiness standard for reading and writing, or equivalent

**Course Resources:**

*The Norton Field Guide to Writing, 4th ed.*

Cougarmail address, Internet

Microsoft Word for writing assignments

Lab assignments: there will be a final based on the style sentences

**Supplies:** None

**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).

**Method of Evaluation:**

- (1) Four major papers: Literary Narrative (75 points), Opinion Editorial (100 points), Negotiation (125 points), and Research Report (150 points)—each assignment will include a grading rubric

- (2) Five response papers (each worth 20 points)
- (3) Style final (50 points)
- (4) Daily freewrites (each worth 5 points)

Total = 660 points

**Lab Assignments:** Your lab work will consist of grammar—or what I like to call *style*—sentences. Each Monday, you will need to come prepared with **five** incorrect sentences that relate to the style point(s) of the day (e.g., commas, semicolons, colons, etc.). Please also provide—on the same sheet of paper—the same **five** sentences, corrected and with a brief explanation of the rule you’ve used to correct each sentence. From those sentences, I will pick and choose some that day to work on in class. I will also pick and choose some for the final. (And there’s nothing to keep you from having a bit of fun with this.) The sentences are graded on completion only, but if you do not turn them in on the day they’re due, your style test grade will be lowered 3 points for every incomplete.

**Daily Freewrites:** We will begin each Wednesday with a freewriting assignment, either about that day’s reading or in preparation for a major writing assignment. Each freewrite will be worth 5 points. If you are late to class and aren’t able to complete the freewrite, you will not be able to make it up (unless there is a **real** emergency—and sleeping in is **not** an emergency!). You are big kids now, and being on time at 8:15 a.m. is not asking too much. ☺

**Final:** Your final will be based on the style sentences—your notes and mine. It is worth 50 points and will be given during our allotted final time: **Wednesday, 12 December, from 8:15-10:15.**

### Grading Scale

90–100 = A  
80–89 = B  
70–79 = C  
60–69 = D  
Below 60 = F

**Attendance Policy:** I will take roll every day. Because we only meet twice a week, it is in your best interest to attend and participate in class. I will allow you two free absences—no questions asked—but thereafter your final grade will be lowered 15 points for each unexcused absence. If you are absent on a day a draft is due and are not able to peer review, your final draft will be lowered one full grade (from a B to a C, for example). If there is a real emergency, please let me know ASAP.

**Late Work:** I will accept each major writing assignment up to one week late, but that assignment will be lowered one full grade. After that, I will not accept that assignment. If a real emergency arises, contact me immediately; I realize things happen—and I promise I don't bite.

**Withdrawal Policy:** See the current Collin Registration Guide for the last day to withdraw.

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 last date to drop this class is Monday, 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. The last date from this class is Friday, October 19, 2016.

**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.

### **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 (1) or more of the following acts.

1. **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.

2. **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.

3. **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.

4. **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.

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. **(Depending on the severity of the offense and the report from the dean's office, you will receive a lower grade or possibly a zero on the assignment. If the offense happens again, you will fail the course. Furthermore, if you are working on a similar writing assignment for another class, you may submit the paper to this class AS LONG AS the assignment meets the requirements of the class, and you must okay it with me BEFOREHAND. You MAY NOT submit a paper you've written in a previous semester; that's a big no-no.)**

**As instructor of this class, I reserve the right to change the syllabus should the need arise.**

## **COURSE OUTLINE**

DATE	TOPIC	READING	ASSIGNMENT DUE
9/10	Intro to class, syllabus stuff, Canvas		<b>Response #1 (in class)</b>
9/12	Writing process, purpose, audience, stance, genre, medium	Norton 55-70, 289-317	
9/17	Cohesion, amplification, coherence		<b>Style: Commas</b>
9/19	Begin narrative unit	Norton 73-93, 419-427	<b>Response #2</b>
9/24	More narrative		<b>Style: Colons and semicolons</b>
9/26	Peer review		<b>Rough draft: Narrative</b>
10/1	Begin argument unit	Norton 156-182, 355-373	<b>Style: Apostrophes</b>
10/3	Ethos pathos and logos		<b>Final draft: Narrative</b>
10/8	STAR criteria		<b>Response #3</b>  <b>Style: Quotation marks, hyphens, and dashes</b>
10/10	Peer review		<b>Rough draft: Opinion editorial</b>
10/15	Begin negotiation unit		<b>Style: Commonly misused words (<i>affect/effect, imply/infer</i>)</b>
10/17	Communities		<b>Final draft: Opinion editorial</b>
10/22	Finding common ground		<b>Response #4</b>  <b>Style: Parentheses and brackets</b>
10/24	Peer review		<b>Rough draft: Negotiation</b>

10/29	Begin research unit	Norton 433-463	<b>Style: Capitalization</b>
10/31	<b>Meet in CPC library</b>		<b>Final draft: negotiation</b>
11/5	Evaluating sources		<b>Style: Subject-verb agreement</b>
11/7	Plagiarism	Norton 478-490, 491-495	<b>Response #5</b>
11/12	TBA		<b>Style: Commonly misused words</b> <i>(affect/effect, imply/infer)</i>
11/14	MLA		
11/19	TBA		<b>Style: Commonly misused words</b> <i>(principle/principal, allusion, illusion)</i>
11/21	<b>Thanksgiving Break—no class</b>		
11/26	Student Conferences		
11/28	Student Conferences		
12/3	Peer review		<b>Rough draft: Research report</b>
12/5	Review for final		<b>Final draft: Research report</b>
12/12	Final		