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Composition I

Charles Stephens Jr.
Collin College

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**Central Park Campus
Fall 2018 Semester**

Course Number: ENGL 1301

Course Title: Composition I

Instructor's Information:

Instructor's Name: Mr. Charles A. Stephens Jr.

Office Number: B342

Office Hours: By appointment only, TR

Phone number: 972-548-6830

Email: castephens@collin.edu

Department office contact in case of emergencies: Office of Academic Affairs, B-122 G,
214-491-6270

Class Information:

Section Number: C70

Meeting Times: TR 5:30-6:45 pm

Meeting Location: B116

Minimum Technology:

You must have access to a computer and the internet, as all handouts and notes are available online in Canvas, and all assignments will be submitted in Canvas.

Netiquette:

This is a classroom, so please be polite and courteous in any online discussions and/or conversations. All online interactions between students and the instructor must utilize Canvas and/or Collin email. Check Canvas for everything class related, including grades, calendar, readings, assignment handouts, and anything else related to our shared classroom environment.

Document Uploads:

All papers turned in on Canvas in this class *must* be in a Word document (.doc, .docx) or a PDF (Adobe Acrobat) file *only*. I cannot open any other files including those from Macs or Google Docs. **If you turn in a document I cannot open, it will not be graded.**

Course Content Warning:

It should go without saying, but let me be clear: *All classroom discussions and the content of your papers should uphold the highest respect for individuals*. You can make a good argument without degrading or insulting. You **will** probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the “real world”; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

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

Prerequisite:

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

Course Resources:

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*, 4th ed. ISBN: 978-0-393-264388.

Supplies: Notebook, pens, pencils, highlighters, USB “flash” drive (in order to save work), and access to an internet ready PC

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:

6. Demonstrate personal responsibility through the ethical use of intellectual property.
(Personal Responsibility)

Attendance Policy:

Missing class is bad. Please try not to do it. If you miss class for a legitimate reason, upon request I will try to make arrangements for you to make up important graded work you missed. But be aware there is no guarantee you will be allowed to make up all types of missed work; group work, for instance, is impossible to make up, as are quizzes. Students should check with fellow students for any notes or commentary regarding class discussions, and check Canvas for any powerpoints or handouts. I cannot and will not attempt to summarize everything we discussed while you were gone. If you have 7 or more absences, you will fail the course, regardless of your numerical grade.

Contacting Me:

I really hate email. Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about things I have already covered in class. So let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. Also, read your textbook. If you cannot find the answer to your question after trying all of these means, then please feel free to message me in Canvas (if for some reason you are having trouble accessing Canvas, then email me, but my preference is Canvas messaging, as it automatically organizes student emails by class). Here are some Canvas message/email questions I will absolutely ignore (as the answers are here/in your textbook/on Canvas/in my announcements/in your notes):

- What were we supposed to read?
- When was this assignment due?
- What is my current grade?
- How many absences do I have?

When you message/email me:

Send messages/emails with clear subjects and appropriate signatures for identification purposes; responses to messages/emails should be expected within 24 hours during weekdays; messages/emails will rarely receive responses on weekends. I will only respond to messages/emails sent *through Canvas*.

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. “Grade on Essay 2”]

Greeting: Dear/Hello Professor Stephens:

Content: I wanted to ask/tell you.... [Be specific and brief]

Signature: Sincerely/Thank you/All the best/ Etc. [Write your full name and class section]

Plagiarism Policy:

Don't cheat. Don't plagiarize. Don't collude. All work you turn in should be your own work. Any sources quoted, referenced, or utilized in any manner should be properly cited. If you cheat, plagiarize, or collude in this class, you will receive a zero for the assignment, with no chance to make up the work, and the infraction will be reported to the Dean of Students' office for further investigation and possible penalization.

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 Tuesday, September 6, 2016.

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 2016 Registration guide or contact the admissions office for information on how to withdraw. The last date from this class is Friday, October 14, 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.

Collin College Academic Policies:

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 patchwriting. 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.

Method of Evaluation:

There will be a total of 1000 points in the class. At the end of the semester, your grade will break down in the following way: 1000-900 points = A; 899-800 points = B; 799-700 = C; 699-600 = D; 599 or less = F. Late work, if allowed (see quizzes and in-class work below), will be accepted up to one week after the due date at a penalty of 5 points off for each day the work is late.

Course Requirements:

Quizzes and In-Class Work will be worth 10 points each, and the 20 highest scores (out of approximately 30) will count toward your final grade. Collectively, the quizzes and in class work will be worth 200 points. You should expect a quiz or in-class activity each day, sometimes more than one, for a total of approximately 30 over the course of the semester. These activities will not be announced ahead of time, so make sure you have done the reading for the day so that you will be prepared.

Quizzes and In-Class Work cannot be made up if missed. They are basically participation grades, and if you are not present, you cannot participate. You must be present for the entire class to get credit for a quiz or in-class activity.

Total point value for all quizzes and in-class work: 200 points.

Rhetorical Précis: You will complete 5 rhetorical précis, worth 20 points each, over the course of the semester; a list of readings to utilize will be provided during week 2. A rhetorical précis is a highly specialized, specific type of summary. It differs from the more general summary in that emphasis is placed upon providing the *rhetorical* aspects of the work under consideration. Like the summary, the goal is to provide in clear, Précise language, the main points of a piece. Essential information within the rhetorical précis includes the writer's name, the genre and name of the piece, the way in which this information is delivered, the main point, how the point is developed, and the relationship between the writer and audience. This information is presented in four very specific sentences as outlined below.

1. Sentence one provides the name of the author, the genre (essay, novel, etc.) and title of the work with the date (in parentheses), a concise appropriate verb (claims, posits, argues) followed by a "that" phrase in which the thesis of the work is stated (either paraphrased or quoted).
2. Sentence two provides an explanation of how the author goes about supporting his/her thesis. (Remember that brevity is important—you will not restate the details from the work, but explain the rhetorical method used by the writer to develop these supports.
3. Sentence three states the purpose of the piece (which may reflect the thesis, but should also include the writer's motive—why is she/he writing this piece?) This is accomplished with an "in order to" phrase.
4. Sentence four explains the author's intended audience and how the author positions his or herself with that audience.

For our class' purposes, you are to follow this four-sentence paragraph with a response paragraph. In this, discuss how successful you found this piece to be based upon the writer's use of language, style, and rhetorical appeals. You should also provide a full bibliographic citation of the piece at the top of your paper, and follow MLA formatting rules.

Total point value for all rhetorical préci: 150 points.

Essays: Students will write four essays that respond to assigned topics that will be given to you in class. Each essay will require that you provide support for the claims you make about the topic. All evidence must be clearly attributed to sources and when specified, documented correctly using MLA format, including in-text citations and a works cited page. Essays must have a clear thesis, clear supporting evidence, and logical analysis and evaluation of evidence. Essays should be well organized and free of errors of grammar, punctuation, and mechanics. Essays must follow guidelines of standard MLA page layout. All essays must be typed and double-spaced with one inch margins, using Times New Roman 12 point font. The values of essays are as follows:

Essay #1 (3-5 pages):	100 points
Essay #2 (3-5 pages):	100 points
Essay #3 (5-7 pages):	200 points
Essay #4 (3-5 pages):	150 points

Total point value for all essays: 550 points.

Lab: In our course you are expected to fulfill a lab requirement. Labs are worth a total of 100 points toward your final grade. There will be a handout during week 2 of class that covers the lab requirement. Labs are typically short, basic writing assignments involving grammar, citation, brainstorming, and summary.

Total point value for all labs: 100 points.

MLA Format Expected for All Work:

We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get yourself to the interwebs ([Purdue OWL MLA](#) is a great place), YouTube, and/or the Collin College Writing Center for help. "I did not know" will not fly in this class.

The basics: One-inch margins, 12 point Times New Roman font, double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts. No title pages. No extra spacing after/before paragraphs or sentences.

Extra Credit:

At my discretion, I may offer extra credit opportunities throughout the semester. Many of these include attendance at campus events or short write-ups. You should not *expect* to be offered extra credit opportunities, though they are likely.

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Course Calendar: This course calendar is for proposed due dates of major assignments, exam dates, projects, etc. Note that this syllabus and course schedule may change to meet the needs of the class. When changes occur, I will let you know in class and via Canvas.

Calendar	Schedule, Readings, FYI	Assignments Due
Week 1 Aug. 27 th – Aug. 31 st	Chapters 51-51—"Documentation" and "MLA Style" (pp. 496-548)	
Week 2 Sept. 3 rd – Sept. 7 th	Chapters 1-4 (pp. 3-52) --Handouts: Lab, Rhetorical Précis	
Week 3 Sept. 10 th – Sept. 14 th	Chapters 5-9 (pp. 53-70) Chapters 25, 27-28 (pp. 281-284, 289-300)	Rhetorical Précis #1 Lab #1
Week 4 Sept. 17 th – Sept. 21 st	Chapter 11 (pp. 94-129)	Lab #2
Week 5 Sept. 24 th – Sept. 28 th	Chapters 33-34 (pp. 331-349) Chapter 60 (pp. 663-696) Peer Review Essay #1	Rhetorical Précis #2 Lab #3
Week 6 Oct. 1 st – Oct. 5 th	Chapters 29-31 (pp. 301-317)	Essay #1
Week 7 Oct. 8 th – Oct. 12 th	Chapter 16 (pp. 197-205) Chapter 63 (pp. 764-789)	Rhetorical Précis #3 Lab #4
Week 8 Oct. 15 th – Oct. 19 th	Chapters 49-50 (pp. 478-495) Peer Review Essay #2	Lab #5
Week 9 Oct. 22 nd – Oct. 26 th	Chapter 17 (pp. 206-215) Chapter 64 (pp. 790-848)	Essay #2
Week 10 Oct. 29 th – Nov. 2 nd	Chapters 13 & 36 (pp. 156-182, 355-373) Chapter 62 (pp. 730-763)	Lab #6
Week 11 Nov. 5 th – Nov. 9 th	Chapter 46-48 (pp. 445-477)	Rhetorical Précis #4 Lab #7
Week 12 Nov. 12 th – Nov. 16 th	Peer Review Essay #3	Essay #3
Week 13 Nov. 19 th – Nov. 23 rd	Essay Discussion	Rhetorical Précis #5 Lab #8
Week 14 Nov. 26 th – Nov. 30 th	Chapter 21 (pp. 245-252) Peer Review Essay #4	Lab #9
Week 15 Dec. 3 rd – Dec. 7 th	Essay Discussion	Essay #4
Finals Week	Course Evaluations/ Prep for ENGL 1302	Lab #10

