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# Composition I

Caitlin Waits  
*Collin College*

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## COLLIN COLLEGE COURSE SYLLABUS

### COURSE INFORMATION

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

**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, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Instructor's Name:** Caitlin Waits

**Office Number:** Room 131, Wylie High School

**Office Hours:** M-Fri 8:30-9:00, room 241, TTH 1:40-2:30 in 212

**Phone Number:** 1131

**Email:** cwaits@collin.edu

**Section Number:** ENGL1301.WY6

**Meeting Times:** 1:40-2:30, MWF

**Meeting Location:** 212, Wylie High School

**Netiquette Expectations:** Students will communicate in a professional and respectful manner online. All communication for this course will be conducted through CougarMail using the email provided above. Do not email me at my Wylie ISD address; it goes to Spam, and I never check that. Do not email me using your Wylie ISD email address; it goes to Spam in my CougarMail, which I also don't check.

You *must* check your CougarMail daily – it is recommend that you forward it to your preferred email address. You may view instructions at <https://www.youtube.com/watch?v=-MyDJTLEv1s>, or you can look for “85 Seconds CougarMail” on YouTube.

Please send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Wylie has provided Chromebooks for us to use in this class. You must treat the computers with respect and adhere to the Wylie ISD Student Technology rules. Should you be found to be on a website not pertaining to your work during class time, you will lose Chromebook privileges and continue work via hard copies for as long as needed. Cell phones are helpful tools that allow us quick access to information; however, they distract us just as much as pets in class could. Phones will be turned off during class unless students are asked to get phones out for class purposes.

**Course Resources:** Textbook, *The Essentials of Writing: 10 Core Concepts 2<sup>nd</sup> ed.* 2017 by Robert P. Yagelski, ISBN: 978-1-337-09173-2

Supplemental (Optional) Book: *They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein

**Supplies:**

- Please make sure to bring standard school supplies, including pens, pencils, highlighters, and paper. You should have a composition book or spiral for in-class writing exercises and notes and loose paper for quizzes and in-class writing assignments.
- Regular and reliable computer access. **All essays (5% of grade or more) must be submitted to Canvas by midnight of the due date AND handed to me in print at the beginning of class on the due date.**

**Attendance Policy:** Students who attend and participate regularly and actively have the best chance of doing well in this class. You are responsible for all material covered on any missed class days. If you know you will be out, you must turn in any work due during that period BEFORE you leave. You will need to let me know as soon as possible if you are sick or an emergency occurs. I understand that Dual Credit students sometimes have campus obligations, and I am willing to work with you. You must notify me ahead of time about any scheduling conflicts. **Dealing with it after the fact is not an option.** Any work turned in late from a scheduled absence will not be graded.

In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence.** Students who plan to observe religious holidays that require absences from class should consult the current Collin College Student Handbook section on Religious Holidays for the correct process to follow.

#### **Method of Evaluation:**

**To pass this course, students must meet ALL course requirements.**

Your final semester grade will be determined by the following grading system:

- Reflective Essay: Favorite mistake (5%)
- Labs (10%)
- Analyze movie/TV show/novel/play Essay (10%)
- Who is to blame? Analysis Essay (10%)
- Song Lyrics Analysis Essay (10%)
- “Take a Stand” Research Paper (25%)
- Presentation of “Take a Stand” Paper (5%)
- Final (5%)

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Essay final drafts are scored holistically; the rubric will always include the following elements:

- Content (clearly stated main idea and thorough, logical support)
- Organization (clear introduction, orderly development, smooth transitions, sense of conclusion)
- Style (correct and varied sentence structure, exact and appropriate words)
- Audience (clear to and appropriate for intended audience)
- Mechanics (usage, punctuation, spelling)

All assigned essays in this class must follow MLA formatting guidelines. All sources must be cited correctly using MLA guidelines for citations. Your textbook addresses MLA formatting beginning on page 572. The internet provides MLA formatting information on multiple sites.

**Please note that in this class Times New Roman is the only acceptable font.**

All essay assignments must be submitted through Canvas as well as a printed copy at the beginning of class on the due date. An absence on the due date does not absolve you of responsibility for your work. For scheduled absences, you need to either send a paper copy with a peer (or have someone print it out and bring it to me), and it must be submitted **online ON TIME**. For unscheduled absences, you still must submit online, and then bring said paper to me when you next come to class. The online-submitted and printed copies of your work should be identical.

The **Lab** component is an integral part of this writing course. The lab work is not the same as regular daily coursework that you must complete to stay on track in the class; it is designed to provide additional activities to help improve your writing. The lab component of this course weighs as 10% of your total course grade. Exemplary performance on these labs can enhance your final course grade; non-performance can substantially reduce your course grade.

#### **504 and Accommodations:**

In the college classroom, teachers are not allowed to point out or ask a student about an accommodation. Consider this your general announcement that any student who would like to seek accommodations in the college class needs to contact the college's ACCESS office and follow their process. They must then present their accommodation letter to me and point out which of the accommodations they wish to invoke in the class.

- Students must go through Collin College's ACCESS office to have their accommodations verified.

- Students must self-identify that they wish to invoke an accommodation (present the letter to me).
- Students may then select which of the accommodations they want to invoke in the class.

Students may decide during the course of the semester to invoke an accommodation they didn't invoke at the start of the semester. That's OK.. Teachers are liable to follow it from that date forward.

Students may not invoke accommodations retroactively. In other words, they cannot come to at mid-term and say they want to invoke their accommodation of having a reader for a test, and they want to re-take a previous test with a reader. **PLEASE GO GET YOUR ACCOMMODATIONS IF YOU USUALLY HAVE A 504 or other accommodations.**

### **Plagiarism Policy:**

Please review the plagiarism policy laid out in the *Collin Student Handbook*. If you turn in work that suspected to reflect academic dishonesty such as cheating or collusion, or plagiarism, you and the work in question will be referred to the Dean of Students. You will not receive a grade on the work until your situation is resolved with the Dean of Students' office. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student will also receive an academic penalty determined by your professor, depending on the severity of the offense. Typically the penalty for plagiarism is an F on the assignment.

The burden is on you to avoid plagiarized content. Ignorance is not an excuse. **If you have a question about citation or you just want to make sure you are on the right track, please discuss your concerns with me BEFORE the paper is due.**

### **Late Work Policy:**

**I do not accept late work.** If you are absent on a due date, your work is still due; please submit it through Canvas. If a hard copy is required, you may either send it with a friend or bring it yourself later ONLY IF YOU HAVE SUBMITTED IT THROUGH CANVAS NO LATER THAN THE START OF CLASS ON THE DUE DATE. Otherwise, it will be viewed as late work and not accepted. Please understand that missing class does not entitle you to extra time to turn in work. This is not a high school course, and your high school makeup work policy does not apply.

**In the event of bad weather and/or school closings, refer to Canvas for assignments and announcements.**

# Course Calendar: Fall 2018

This plan is subject to change with notice. Any changes will always be in an effort to better serve students. To this end, changes will only include moving or eliminating readings/assignments as necessary. **If there is bad weather or a school closing, please look online for alternative assignments.** *TSIS= They Say, I Say*

Black – In-class work/reading

Green – Readings at home, DUE on the date they show up

Red – Writing, upload to Canvas and bring printed copy to class, DUE on the date they show up

Purple – Labs, DUE on the date they show up

Blue-- Class is not meeting in person, independent and online work

	Monday	Wednesday	Friday
<b>Week 1</b> Aug 27- Aug 31	Why Write? How to be successful in this class. Writing Resources	What is Academic writing? How to email a teacher  Syllabus quiz  Preface, Ch. 1: Why we Write	Email to teacher  Teacher Email due online, by midnight  No Red Ink Diagnostic
<b>Week 2</b> Sept 3-7	<b>Labor Day, No Class</b>	Favorite mistake essay  Ch. 2: Ten Core Concepts for Effective Writing	Favorite Mistake Essay  MLA quiz  No Red Ink  Ch. 3: Ten Core Concepts in Action
<b>Week 3</b> Sept 10-14	Basis of revision Revise reflective writing.  Ch. 4: A student applies the 10 core concepts.  Reflective Writing ROUGH DRAFT due	Analytical Writing  Ch. 5: Understanding Analytical Writing  Reflective Writing Due	Discuss reviews brought to class.  No Red Ink  Bring a review of a book, movie, or product to class.
<b>Week 4</b>		Revise Analysis Essay.	Revise Analysis Essay.

Sept 17-21	<p>Introduce Peer Review, review Analysis Essay.</p> <p><i>TSIS</i> “Introduction”</p> <p>Analysis <b>COMPLETE</b> rough draft due.</p>	<i>TSIS</i> Ch. 1: “They Say”	No Red Ink
<b>Week 5</b> Sept 24-28	<p>Start “Song Lyrics Analysis”</p> <p>Ch. 7: Working with Ideas and Information</p> <p>Analysis essay due.</p>	<p>“Song Lyrics Analysis” essay</p> <p><i>TSIS</i> Ch. 2: “Her Point Is”</p>	<p>“Song Lyrics Analysis” essay</p> <p>No Red Ink</p> <p><i>TSIS</i> Ch. 3: “As He Himself Puts It</p>
<b>Week 6</b> Oct 1-5	<p>Peer Review “Song Lyrics Analysis”</p> <p>Ch. 11: Using Source Material</p> <p>“Song Lyrics Analysis” <b>COMPLETE</b> Rough Draft Due</p>	<p>Revise “Song Lyrics Analysis”</p> <p>Check transitions</p>	<p>Using library resources for research</p> <p>No Red Ink</p> <p>“Song Lyrics Analysis” Essay Due</p>
<b>Week 7</b> Oct 8-12	<p><b>Fair Day: Class today will be online.</b></p> <p>Fake News Lesson</p> <p>Ch. 9: Finding Source Material</p>	<p><b>PSAT today; class will be online.</b></p> <p>Evaluate a Website</p> <p>Ch. 10: Evaluating Sources</p> <p>Fake News Lesson due online, midnight</p>	<p>Media Bias Essay: read articles, make notes regarding bias, write a rough draft.</p> <p>Media Evaluation Essay due midnight tonight, online. No paper copy needed.</p>
<b>Week 8</b> Oct 15-19	<p>Thesis</p> <p>Ch. 6: Understanding Argument</p>	<p>TSIS, So What Structure</p> <p><i>TSIS</i> Ch. 4: “Yes/No/Okay/But”</p>	No Red Ink
<b>Week 9</b> Oct 22-26	<p>Start “Who is to Blame” essay</p> <p><i>TSIS</i> Ch. 5: “And Yet”</p>	<p>Work on “Who is to Blame”</p> <p>Including the Naysayer</p>	No Red Ink



		<i>TSIS Ch. 6: "Skeptics May Object"</i>	
<b>Week 10</b> Oct 29- Nov 2	"Who is to Blame" Peer Review <i>TSIS Ch. 7: "So What, Who Cares?"</i>  "Who is to Blame" Rough Draft Due	"Who is to Blame" Revision  <i>TSIS Ch. 8: "As a Result"</i>	No Red Ink  "Who is to Blame" Essay Due
<b>Week 11</b> Nov 5-9	Introduce "Take a Stand" Paper	Brainstorm "Take a Stand" paper	Brainstorm "Take a Stand" paper  No Red Ink
<b>Week 12</b> Nov 12-16	"Take a Stand" Research  "Take a Stand" OUTLINE Due	"Take a Stand" Research  Ch. 12: Citing Sources in MLA	"Take a Stand" Research  No Red Ink  "Take a Stand" ANNOTATED BIBLIOGRAPHY Due
<b>Week 13</b> Nov 19-23	Thanksgiving Holiday  Work on "Take a Stand" Paper	Thanksgiving Holiday	Thanksgiving Holiday
<b>Week 14</b> Nov 26-30	Peer Review  Take a Stand COMPLETE rough draft Due	Revise	Peer Review
<b>Week 15</b> Dec 3-7	Class Conference: dress up, prepare speech, bring food. Take a Stand Final Paper Due	Class Conference	Class Conference
<b>Week 16</b> Dec 10-14	Finals Week		

Final will be Monday, December 10th, in class.

**Student Conduct:**

All students are expected to participate in class and in small group discussions, and all students are expected to **behave in a mature and respectful manner**. Disruptive behavior will not be tolerated. Any student who disrupts the class or who interferes with classroom instruction or discussion will be asked to leave the class and will not receive credit for attendance. It is very important that you bring your supplies to class each time we meet. The textbook is a requirement for this course. **Bring the textbook and writing materials each time we meet.**