

8-27-2018

Compostition I

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Recommended Citation

Lopez, Jesus, "Compostition I" (2018). *Fall 2018*. 406.
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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 Name: Jesus Lopez

Email: jesus.lopez@collin.edu

Office Location: TBA

Office Phone Number: TBA (9564373563 is my personal number). Feel free to text or call starting with your name and course number.

Office Hours: TBA

Class Information:

Course & Section Number: Composition 1301

Meeting Days and Times: September 29, 2018 to December 9, 2018 from 09:00 a.m. to 1:00 p.m.

Meeting Location: L200

Course resources/materials:

The Norton Field Guide to Writing, with Readings and 2016 Handbook 4th Edition by Bullock, Goggin, & Weinberg

ISBN: 978-0393264388

The Best American Essays 2017 by Leslie Jamison

ISBN: 978-0544817333

The Best American Short Stories 2017 by Meg Wolitzer

ISBN: 978-0544582903

Recommended, but optional: MLA Handbook for Writers of Research Papers, 8th edition.

ISBN:978-1-60329-262-7

Supplies:

- 1 **flash drive** to keep track of your work (optional).
- A set of **dry-erase markers**.
- A cheapie **notebook** for in-class writing.
- A cheapie **folder** for handouts and graded assignments.
- Frequent access to **web** and **email**.

Netiquette: Please treat others with respect on and offline. We are here to encourage each other and improve our writing with constructive comments throughout the semester.

Grade Distribution:

Daily Grind-30%:

This part of the class will consist of what will go on throughout the semester. This section includes in and out of class responses to readings (5%), reflections (5%), early writing drafts (5%), group activities (5%), lab assignment(5%), and class participation(5%).

Final Portfolio-40%

This semester, you will be working towards one major writing project and you will do it through a set of distinct projects, revising (which means adapting, developing, adding, and adjusting your ideas) along the way. Your portfolio grade will consist of these three things: 1) A personal essay, 2) a memoir, and a 3) literary journalism piece. Your writing must have at least three different sources from your research, displayed with a reference page/bibliography at the end of your essay.

Teaching Presentation-20%

As we visit our class readings and discuss them, we will start to see a pattern of how we can approach essays and teach them to one another. At one point in the semester, you will be responsible for finding a reading from the course texts or an article that has to do with writing studies and present it to the class. This presentation can be done individually or as a group (maximum of three students) focusing on the following writing concepts: responding to reading, purpose and audience, feedback, revision, and reflection. You will plan the lesson and teach the class. You must choose the reading/article ahead of time for my approval. This serves as a lesson plan so that you and your fellow students can take and use the reading as a tool for your own writing.

Course Reflection Piece-10%

At the end of the course, you will write a reflective piece on how your writing progressed throughout the semester. This one to two-page reflection will be an informal conversational piece to reflect how your early writing drafts changed in the revision process. I want to know what direction you took with your writing and how you adjusted it to your audience and purpose with the craft you learned throughout the course.

Grading Rubric for Writing:

Grading rubric: Argumentative Academic Papers

Name _____

(I add the individual scores, then multiply by 5 to achieve a total possible score of 100. 60-69 = **D**; 70-79 = **C**; 80-89 = **B**; 90-100 = **A**)

	1	2	3	4	Score
Focus/Thesis	Thesis is neither established nor developed.	Weak thesis; Not worthy of reader's attention; lacks dev.	Strong thesis, but lacks full development.	The thesis is well established and developed. It is worthy of the reader's attention.	
Organization	Lacks workable organizational structure	Major block of the paper is out of place, or lacks coherence.	Globally , movement is strong, but, locally , part of the paper lacks coherence.	Globally , the movement from beginning to end is clear. Opening and close are effective. Locally , paragraphs are coherent	
Development	No development or support.	Consistent lack of support. Voice or title have serious weakness	Most paragraphs have adequate support, but some weakness is noticeable.	The main claim is fully supported. The voice is compelling. The title is effective. References are properly cited, following MLA format	

Sentence clarity & Diction	Sentence errors undermine author's credibility	Significant sentence errors and/or consistently poor word choice	Most sentences & terms are effective, but some errors distract reader.	Sentences are clear, rhythmical, and varied. Words convey meaning effectively.	
Mechanics	Mechanical errors undermine author's credibility.	Significant punctuation, spelling, or formatting errors.	Minor punctuation or spelling errors. Minor formatting problems.	Correct punctuation and spelling. Formatting (spelling, indentations, margins, and title) are clear. In-text citations are correctly punctuated. Bibliography or Works Cited follows MLA citation format.	

Lab Requirement: (Due Dates on Tentative Schedule)

The lab component of this course is a crucial part of your writing throughout the course. This requirement will only benefit your writing through the revision process. Over the course of the semester, you will have the option to complete this assignment with one of the following:

- Office visit with professor
- Writing Center Visit
- Writing Center Workshop
- Grammar and/or writing exercises/quizzes from the Testing Center
- Peer review of paper (outside of class)

Attendance/Late Work/Withdrawal:

I take attendance very seriously. This is an accelerated course because it starts later and ends earlier than the regular 16-week term. There will be quizzes and in-class assignments that will affect your grade if more than one class period is missed. There will no way you will be able to pull off a good grade if you miss two classes. You may not make-up quizzes and in-class assignments; therefore, missing more than two classes will jeopardize your final course grade due to missed instruction, quizzes, and in-class assignments.

I will not drop you from the course, so if you cannot or do not wish to complete the course, you must go online and withdraw yourself prior to the deadline. If you face absences but do not wish to withdraw from the class, please come talk to me or email me about your situation, as we might be able to work around your absence. If you are habitually late, it will affect your group's ability to do work, so be respectful of each other's time.

Tentative Schedule (Subject to Change):

Date	In-Class Tasks	Homework for Next Week
Sept. 29	Class Introductions Group conferences Syllabus overview In-Class Writing Assignment	Please post on the Blackboard "Introductions" Discussion Link after the first class meeting: a written paragraph with the following: (A) a short introduction about yourself, including your interests and investments in this course (B) a declaration that you

	Introduction to our first reading and discussion leaders	<p>have read and understand the course requirements for this class</p> <p>(C) any questions you have about the syllabus and/or the course requirements</p> <p>Get 3 required books</p> <p>Read “Indigent Disposition” and “Cost of Living” from Best American Essays 2017 for next week’s discussion.</p>
Oct. 6	<p>First Discussion Leader Group Presentation</p> <p>Discussion of reading</p> <p>Introduction to the Personal Essay and Topic Identification.</p> <p>Sign in-Sheet for Workshops</p>	All personal essays drafts due next week. Discussion leaders and reading for next week assigned.
Oct. 13	<p>1) Quiz on reading</p> <p>2) Second Discussion Leader Group Presentation</p> <p>3) All Personal Essay Drafts Due</p> <p>4) Workshop 3-4 student personal essays</p>	<p>Assigned reading chosen by student</p> <p>First Lab Assignment</p>
Oct. 19	Last Day to Withdraw	
Oct. 20	<p>1) Quiz on reading</p> <p>2) Third Discussion Leader Group Presentation</p> <p>3) Lab Assignment Proof Pickup</p> <p>4) Workshop 3-4 student memoir essays</p>	Homework: Memoir Drafts and Readings
Oct. 27	<p>1) Quiz on Reading</p> <p>2) Memoir Drafts Due</p> <p>3) Fourth Discussion Leader Group Presentation</p> <p>4) Workshop 3-4 student memoirs</p>	Literary Journalism or Short Fiction Draft and Readings
Nov. 3	<p>1) Quiz on reading</p> <p>2) Literary Journalism or Short Fiction Drafts Due</p> <p>3) Fifth Discussion Leader Group Presentation</p> <p>4) Workshop 3-4 student literary journalism or fiction pieces</p>	Second Lab Assignment and Readings
Nov. 10	Literary Journalism/Short Fiction Workshop	Second Lab Assignment

Nov. 17	1) Quiz on Reading 2) Pick up second Lab Assignment Proof 3) Sixth and Final Discussion Leader Group Presentation 4) Workshop 3-4 student literary journalism or short fiction pieces	Personal revisions and Conference Day
Nov. 19-21	Conference Day: Individual Meetings for Writing Progression	
Nov. 24	Thanksgiving Weekend: No Class	Continue Revise Writing Drafts
Dec. 1	1) Final Quiz on Reading 2) Final Reading Discussion 3) Final Workshop for student personal essay, memoir, literary journalism, or fiction	Third Lab Assignment
Dec. 8	Conclusion of Course, Final Thoughts on Publication, and Final term Portfolio Turn-in.	Enjoy your Christmas Vacation

2.2 Scholastic Dishonesty

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 patch writing. 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.

My take on Plagiarism:

I believe that covering plagiarism early in the semester is crucial. I intend on covering the different types of plagiarism and different citation methods in the first if not second class day. I feel that it is not covered enough in college level classrooms. Not a single one of my undergraduate/graduate professors elaborated on plagiarism because they assumed students already knew about it. Most students believe that direct plagiarism (word for word copying of someone else's work) is the only type. I personally didn't even know that self-plagiarism (students submitting/mixing their previous works from a difference course without permission from past or present professors) existed until graduate school. The type of plagiarism that I consider the most important to avoid is accidental plagiarism because unintentional copying of someone else's work can end your academic career. I will teach it early on in the semester to cover all bases together with references and bibliographies.

If you have questions about whether your use of other sources (such as books, websites, friends, Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about. If you have questions about how to use source material fairly and appropriately (documenting, paraphrasing, using direct quotations, etc.) from print or Internet sources, be sure to ask me or consult a reference book (such as the MLA Handbook).

Plagiarism will cause a reduction in grade depending on the depth and breadth of the plagiarism. If the plagiarism is significant enough to warrant a review by the Dean of Students Office, a grade of zero on that assignment will be assigned. A second incident of significant plagiarism will result in a failing grade in the course.

Cheating is the 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 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; 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. A student found responsible for a scholastic dishonesty offense(s) will receive an appropriate disciplinary penalty or penalties from the Dean of Students 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, which may range from a grade of zero (0) on the assignment to failing the course

3.1 Reports of Alleged Misconduct and Notifying the Student

To initiate disciplinary proceedings, alleged violations of the Student Code of Conduct shall be submitted in writing to the dean of students or designee by completing the Student Incident Report online at <https://k1.caspio.com/dp.asp?AppKey=eaab3000114b800ca9d8443991b1> within ten (10) College District business days of the alleged incident.

3.6 Classroom Dismissal by a Faculty Member

A faculty member shall have the authority to temporarily dismiss a student from class if the student engages in disruptive or inappropriate behavior in the classroom setting or interferes with the teaching and learning process. The temporary dismissal shall not exceed **one (1) class period**. If the student's behavior is so disruptive it is

believed he or she should be dismissed from more than one (1) class, the faculty member must submit an incident report to the Dean of Students Office and notify the appropriate academic associate dean.

6.23 Religious Holy Days

In accordance with Section 51.911 of the Texas Education Code, Collin College 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 15 days of the semester to qualify for an excused absence.