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# Compostition I

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## Syllabus English 1301

Dr. Robert Pocklington

Email tba

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**Office Hours** T-Th 10:00-11:00 AM

### **Class Information**

English 1301-S36 Unique Number 10179

English 1301-S81 Unique Number 14285

N.B.” Boilerplate” is a term for texts created to be cut and pasted. Before current technology, people actually used scissors and paste to create particular and peculiar texts. Boilerplate is used in legal documents, policy manuals, syllabi, and other texts that require identical language. Normally, it is used without crediting the source. In fact, most people who use it do not even know who put the words together or who implemented the policies they signify. I don’t like that. So, I will identify the following several paragraphs as “unclaimed” but attributable to an administrator or administrators at Collin County Community College or, perhaps, bureaucrats from Austin. I have to say, the quality of the prose is better than most boilerplate, so I suspect the writers may be scholars, rather than lawyers. However, this information is important stuff. In spite of boilerplate’s mysterious origins exceptional disregard of norm that we expect you to follow, **pay attention**. The information is important.

### **Begin Boilerplate**

#### **2.2 Scholastic**

**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 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.

**End of Boilerplate**

**(On second thought, after reading the whole thing again, I suspect the latter part was probably written by a lawyer.)**

## Policies and Plans Particular to this Class: Here resume my own words.

### Course Resources:

N.B. Please purchase or rent Bullock wherever you can find it for the least money. Make sure it's 4<sup>th</sup> edition. You will find other materials on the Internet and/or I will post them on our classroom management system.

### Texts

Bullock, Richard; Maureen Daly Goggin; Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook, 4<sup>th</sup> Edition*. W. W. Norton and Company, 2016.

Didion, Joan. "On Keeping a Notebook."

Gilman, Charlotte Perkins. "The Yellow Wallpaper."

Plato. *The Allegory of the Cave*. (translation tba.)

Solon, Olivia. "Is Our World a Simulation?" *The Guardian*. October 11, 2016.

**Minimum Technology:** I require that every piece of writing for this course be computer processed, double-spaced in *Times New Roman 12*, and formatted according to MLA standards: one inch margins, header on every page, name, professor's name, and date stacked against the left margin, page numbers centered in the footer.

Each paper must have a well-considered title, centered below your heading and two spaces above the first line of the body of your text.

**Nettiquette:** Turn off your phones unless I request that you use them for some class-related purpose, e.g. photographing the stuff I write on the whiteboard. Laptops are welcome. When any member of the class—especially Professor Pocklington—is talking, however, please focus all eyes and ears on the speaker. After all, we're all human, and no one feels good when others ignore them.

### Evaluation—another word for grading

**Formal Papers: 60%** equally divided among three formally assigned papers of 3-5 pages. Note that the three major papers will become increasingly difficult.

**Group Reports: 12%** equally divided among two, three or four group assignments. I will give one of three grades to group members. A to the one or ones who obviously organized the group process and did most of the work. B to those who show some personal knowledge of the content and demonstrate that their words represent group effort. C to those who demonstrate some knowledge of the material on which the group reports but probably did not participate in a group discussion process.

**Class Participation: 8%** A (100) points to those who make positive contributions to the class; F (0 points in this case to those who either are absent or who are present, but asleep or texting, or doing math homework, or in some other way disengaged. C (75) to students who exhibit physical presence but do

not add to the class. Obviously, on days when I talk for a whole hour, I won't be able to grade you, but I will give myself an A. (N.B. These classes are early in the morning, and I do have a heart. However, I will call you out if you nod off. Don't be embarrassed. You may call me out if I fall asleep.)

**Reactions and other shorts papers: 20%** Think of these as homework, usually one page is enough, but some may be longer. They must be typed, double-spaced, and observe the same format as your major papers. I will probably assign ten such short papers during the semester. They will come due at the beginning of class on the specified day, **ONLY**. I will grade them on a scale of 0 -100. The papers that show thinking, organization, reasoning, and evidence, will earn 100; those that show a moderate attempt will earn 75, and others will earn 0 points. Included in your 20% will be 4 required "lab" visits outside of class. I will weigh them equally with your reaction papers and other homework. They are slightly different, though, in that each will earn 100 on a 100—point scale merely if you turn in a one paragraph report on the event you attended. No critical thinking required. One example of a lab might be a visit to the writing center for a class or workshop of your choice. Other examples might include attendance at such special events as plays, debates, lectures, or visiting exhibitions. The do not all have to take place on campus.

#### **Attendance:**

In my life-time of teaching, I have seen the effect of attendance on final grades move from "miss more than three and you fail" to "come to class or not as you please," and back again, and again, and again. It seems to depend on the whim of political authority. For my classes, here's a useful way to think about it. Recall that 20% of your final grade will depend on participation papers and on just plain being in class. If you do everything else perfectly but mess up on participation, your "perfect score" might be 72. That's a low C. Good? Not so much. If you are not in class, you will lose.

#### **Final Exam**

I have not allowed for a final exam in my class plans, but I may change my mind. I believe we are required to come to class on the scheduled final exam day. I have not yet decided what we will do.

#### **Absences**

Excused absences are reserved for those who participate in official College activities, for example, a sport, a musical ensemble, a debate team, or anything in which you represent Collin County Community College. Students with excused absences must notify me ahead of time, and I will expect them to complete all work for the missed class *before* the date of absence. How about the other absences, the unexcused?" Life happens. The unexpected may happen: a job conflict, a family emergency, child care crises, or illnesses. Illnesses are unless a doctor forbids you to come to class. Whatever the doctor may say, I say, **DO NOT COME TO CLASS IF YOU HAVE THE FLU OR ANY OTHER INFECTIOUS DISEASE**. If an illness last more than three class periods, you may need to consider dropping. At least, we will need to talk---after you are no longer infectious, that is. You can miss class three times without *seriously* damaging your grade-point average. If you miss more than three times, you will likely see your course grade drop by a full letter grade. If you miss more than five times, you might want to drop before you fail.

## Acceptance of Late Work

One time during the semester, I will accept *one* late assignment without penalty if the you arrange in advance an alternate submission date. For example, you say, or write in an email, "Hey Doc Pock, I have three calculus tests, bio lab quiz, and my sister's wedding on the day this paper is due. May I have another day or two? Would you consider accepting it on Thursday instead of Tuesday? One time, I might say, "Sure Penelope. No problem. But remember, this is a one-time opportunity."

## Plagiarism

Read the boilerplate message in the Boilerplate part of this syllabus. Then, consider this: plagiarism charges never go away. If you come before an honors panel and are found to have stolen someone else's idea or someone else's words, the records office will figuratively tattoo a red P on your forehead. In your scholastic record, though, it will not be figurative. It will be real, and it will be permanent. It can haunt you. It can cost you jobs. Plagiarism has even ruined political careers. Don't do it.

Every time you find something you want in your paper, put it in quotationmarks or paraphrase it and give its creator credit for the words or ideas. It's not difficult. If you say, "I think; therefore, I am," you had better say (Descartes) and note where you found the quotation. If you say that the energy of a particle is equal to its mass times the speed of light, squared, you had better credit\_(\_\_\_\_\_)\_.

## Course Calendar

Call it a dream sheet filled out by a clairvoyant. The State of Texas requires that I craft a class calendar that includes the general topics of major assignments, lecture plans, due dates, and other stuff. Here it is. Substantially, the course will probably unfold pretty much according to plan. I'm certain that my projections will be better than any politician's promise and way more better than any legislative body's budget planning. Still, you may expect changes from time to time. I will let you know in writing, probably through Canvas, when dates or ideas differ from this document.

### Pocklington's Probable Plan

**T 8/28 Polly, see me! Willy! Nilly!** Introduction to Communication. Maybe some syllabus review.

Assignment for Thursday: Purchase your books. Read Bullock 1-26.

**Th 8/30 Toward Command of Ideas Summary Analysis, Synthesis.**

Review 1-26. Group Work: Annotate Icarus.

Assignment for Tuesday, September 4: **Read** Bullock 26-52

**Write** one-page reaction paper to Icarus. What did you notice first, second, third?

**T 9/04 Group Work and Report on Icarus**

Read aloud one-page papers on Icarus. Review Bullock. Work in groups on analysis and command of Icarus. Begin reports

**Th 9/04 Group Reports on Icarus: Summary and Analysis**

Assignment for Th 9/11: Bullock 53-70.

**T 9/11 Rhetorical Situation, Aristotle, Auden, and Little Red Review Bullock.**

Read LRC in class. Assign Groups to analyze and report on given interpretations.

Assignment for Thursday. Write one-page reaction to your LRC given interpretation.

**Th 9/13 STAND AND DELIVER.** I will be gone but Professor Springate will listen to several of you read your reaction papers. Then, meet in your groups to plan and organize your argument.

Assignment for Tuesday, September 18: Prepare and practice your fifteen-minute audio-visual group presentation on LRC

**T 9/18 LRC Presentations**

**NB This is a good time to consider a trip to the Writing Center if you have not done so already.**

**FORMAL PAPER ASSIGNMENT:** In a thesis-driven paper of three or four pages, crafted for parents of elementary school-aged children, argue whichever of the several interpretations of LRC you choose. Your paper should include the following elements: So what? Who Cares? Dynamic Thesis. Summary of LRC. Your argument. A synopsis of others' arguments. A conclusion that answers the So What question and urges a reaction from your audience.

Assignment for Th 9/22 Write an opening paragraph that concludes with a thesis statement. See Bullock 345-57 and 357.

**TH 9/20 Thesis Workshop.** Selected students and/or volunteers will project their opening paragraphs on the screen for comments and suggestions.

**T 9/27 Draft Due of LRC Paper Writer's Workshop**

**Th 9/29 Second draft of LRC paper due. Writers' Workshop**

**T 10/02 Final Draft of LRC paper due at the beginning of class**

In class, I will read aloud Didion's "On Keeping a Notebook." No sleeping allowed.

Assignment for 10/04: read Didion and write a one-page synopsis of it to read aloud in class



**Th 10/04** Read reaction papers aloud in class.

Assignment for T 10/11: Read Bullock 380-87 and 419-429. Write a one-page

Reflection narrating your discovery of a memory keepsake. It could be a rock, a photograph, ticket stubs, a bouquet or a garter that you caught at a wedding, even broken bone, or a snakebite. Think in terms of Didion's words, "what it meant to be me."

**T 10/09 Narrative and Comparison.** Read aloud several reactions papers.

**Formal Assignment: In a thesis-directive narrative of three or four pages, written for the people in this class, write a synthetic narrative that draws on comparisons Didion's narrative of discovery in "On Keeping a Notebook." First paragraph due Thursday, counting as a reaction paper. Remember to address the Who Cares and So What questions as they apply to your audience, specifically, this class.**

**Th 10/11 Opening Paragraph and Thesis Workshop on your first draft of your paper.**

**T 10/16 First draft of Didion paper. Writers' Workshop.**

**Th 10/18 Second draft of Didion paper. Writers' Workshop.**

**T 10/23 Didion Paper Due. Relax. I will read to you a sort-of ghost story, *The Yellow Wallpaper*."**

Assignment for Thursday. Read "The Yellow Wallpaper" by Charlotte Perkins Gilman.

**Th 10/25 What is real? Discuss Gilman**

Assignment for Tuesday, 10/30. Write a one-page reaction paper to Gilman in which you characterize what you believe has happened to the character in her story. What's Real?

**T 10/30 FAKE NEWS!! Another Reality Check: Back to Willy-Nilly and Polly**

Selected students read reaction papers aloud in class.

Continue reading aloud in groups

Assignment for Thursday, November 1, 2018: Read Excerpt from Plato. Write a one-page summary.

**Th 11/01 And Yet Another 'Nother Reality Check: Protagoras and the Tuneful Anvil**

Selected students read their summaries. Group discussions.

**T 11/06 Film: *The Matrix***

**Th 11/08 Film: *The Matrix***

Assignment for 11/15: Write four informal paragraphs, what one might almost call discovery writing. This assignment will count TRIPLE in the

- 1.) A summary of Plato that includes at least two quotations in support of his claim about reality
- 2.) A summary of Gilman, including at least two quotations in support of what you claim to be her concept of reality.
- 3.) A Summary of *The Matrix*, including at least two pieces of support for what you claim to be the director's vision of reality.
- 4.) A summary of either *Little Red Cap* OR *Landscape with the Fall of Icarus*, selecting either a minimum of two quotations or three descriptions of detail to support a claim you are making about the creators' concepts of reality.

**T 11/13 Let's talk about reality. Discuss your paragraphs.**

Assignment for 11/15. Read Solon's, "Is Our World a Simulation?" in *The Guardian*.

**Th 11/15 Synthetic Awareness.** In class write a summary of Solon, and begin exploring ties among our texts.

**T 11/20 Manuscribble** Discovery writing work session in a classroom with computers.

**Formal Assignment: In a thesis-driven essay of about five pages, answer Solon's Question about reality. Craft your own reasonable claim (thesis). Support it with reasoning and evidence, that is quotations that support your position. Summarize three three of our texts in the "Who Cares" part. Then, on your own, find an article that argues in opposition. Summarize the opposing view(s) fairly, and, finally draw conclusions.**

**Thanksgiving Break**

**T 11/25 Work on final paper.**

**Th 11/27 Thesis workshop for opening paragraph**

**T 12/04 Writers' Workshop on best draft.**

**Th 12/06 Paper due.**