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# Compostition I

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*Collin College*

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**Collin College – Central Park Campus/McKinney**  
**ENGL 1301 – Composition I**  
**Fall 2018**

**Course Number:** ENGL 1301

**Course Title:** Composition I

**Class Information:**

Section Number: CY2

Meeting Times: W, 1:00-2:20pm

Meeting Location: CPC, B202

**\*\*This is a HYBRID course, which means that there is an online component to the course in addition to the on-campus component. Online quizzes, assignments, and activities will be expected in addition to the regular class meetings.**

**Instructor's Information:**

Instructor's Name: Gina Perkins

Office Number: B305-A (McKinney/CPC)

Office Hours: Mondays, 8:30-11:00am (Online)

Tuesdays, 1:00-2:30pm

Wednesdays, 8:30-11:00am

By Appointment

Phone number: 972-548-6562

Email: gperkins@collin.edu

Emergency Contact: Office of Academic Affairs, B-217 G 214-491-6270

**Contacting Me:** Outside of office hours, the best way to reach me is by email, either at **gperkins@collin.edu** or through the Canvas mail tool. I check my email regularly every weekday and will do my best to respond to you within 24 hours. I may or may not check my email over the weekends.

**Email:** **ALL** email correspondence I send out to the class, including important documents and notices, will go to your **Cougarmail** account. (The Canvas mail tool will send copies of all messages to your Cougarmail account as well.) If you aren't familiar with how to access your Cougarmail, check with another student or contact tech support. You are responsible for any information I email to the class, as well as anything you miss if you do not check your Cougarmail. In addition, all e-mail correspondence from you must come from your Cougarmail account or through Canvas.

**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.

**Technology and Computer Skills Requirements:** Since this is a hybrid course, students must have the following technology, technological skills, and access information:

- Basic computer skills and knowledge of word processing
- Access to a computer with a reliable and stable internet connection
- Access to and knowledge of Microsoft Word or a comparable program capable of opening and saving .doc/.docx files
- Access to and knowledge of Canvas

**Placement Assessment(s)/Prerequisites:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

**Course Credit Hours: 3**

Lecture Hours: 3

Lab Hours: 1

**Required Textbook:**

*Food: A Reader for Writers*, ISBN 978-0-19-938568

*The Little Seagull Handbook*, ISBN 978-0-393-60263-0

**Supplies:**

Standard classroom materials (paper, pens/pencils, etc.)

USB drive (or an alternate, reliable way to store and transport your work)

Folder in which to keep your Service Learning paperwork

**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)

**Course Requirements and Method of Evaluation:** The following is a breakdown of the work you will do in this course and its relative weight in assessing your final grade:

Essay #1 **15%**

Essay #2 **20%**

Essay #3 **15%**

Service Learning Project **20%**

Resume **5%**

In-class Activities **15%**

Final Exam (or Service Learning Reflection Presentation) **10%**

Lab Requirement -- 16 units must be completed as a part of this course

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59-0	F

### **Overview of Major Assignments:**

**Essays** – Students will compose three (3) major essays this semester. Some essays will require outside research and documentation. Essays will generally range in length from 3-6 typed pages and must conform to current MLA guidelines. Essays will be submitted electronically via Turnitin.com and/or Canvas. (Print copies of essays may also be required and will be submitted in class.) In-class peer workshops will be required for each essay. Revisions of final drafts may be permitted on essays provided that students have completed all of the benchmark assignments for that essay.

**Collaborative Writing Project / Service Learning Project** – Students will work in small groups to complete and write about a service learning project connected to a local organization that focuses on food (food and nutrition, food distribution, etc.). The service learning project will be an ongoing, semester-long project, and groups will complete several writing assignments (10-15 pages total) in conjunction with the service learning experience.

**In-class Activities** – Quizzes and in-class writing assignments will be a regular part of this class. Quizzes will be given over assigned readings. Timed in-class writing assignments will be given frequently with subjects taken from readings and/or classroom discussions. Other in-class assignments and activities may be given as well.

**Final Exam** – The final exam for this course will cover the basic aspects of research and writing as well as MLA format. Students/Groups who elect to participate in the CPC Service Learning Reflections Event at the end of the semester (date TBA) may opt out of the final exam.

**Labs** – Students must complete 16 units/credits of lab work as a part of this class. Failure to complete lab credits will result in a lowering of the final course grade. (For each missing lab credit, 1 point will be deducted from the final course grade.) Various options for lab credits will be given. A list of options is given below. More options may be identified in class or posted on Canvas. Lab credits must be earned outside of class time. All lab credits must be recorded on the Lab Credit Reporting Form, which can be found on Canvas. Half (8) of your lab credits are due by midterms; the remaining lab credits are due on our last class period. (Lab credits may be submitted earlier.) Lab credits will be recorded in a grade book column in Canvas. Students are encouraged to suggest options for lab credit. (Any lab credit options suggested by students must be approved *prior* to the event.)

#### Lab Credit Options:

- \*Going to the Writing Center for help on a paper – 1 credits per visit (no limit)
- \*Visiting a professor during his/her office hours – 1 credit (limit 1)
- \*Attending a Writing Center Workshop – 1 credits each (no limit)
- \*Going to the Library for a RAP Session – 1 credit per visit (no limit)
- \*Working with your Community Partner Organization – 1 credit per hour (limit 12)

**Extra Credit:** Small extra credit assignments may be offered in class. Any extra credit assignments will be announced in classes and will be available to all class members. Extra credit assignments are meant to offer a slight bump in your grade, not to completely rebuild your grade. No last-minute extra credit assignments will be available at the end of the semester.

**Late Work:** All work should be submitted by the assigned date and time. Daily work and in-class assignments cannot be submitted late. Late essays will be accepted, but grades will be docked. No late paper can receive a grade higher than a C (70%). Essays that are submitted late will not receive feedback and cannot be revised.

**Attendance:** Regular attendance at class is expected and will be necessary to your success in this course. If you miss class, you will miss instruction and in-class assignments. In-class writing assignments and quizzes cannot be made up. If you are absent, it is your responsibility to make sure that you are caught up with assignments by the following class period. (If you are absent on a day an essay is due, you are expected to submit the essay via Canvas by the designated time. If you are absent on a day when essays are returned, it is your responsibility to come by during my office hours to retrieve your essay.)

**Tardiness:** Students who are not present at the beginning of the class period may forfeit the opportunity to take quizzes or complete in-class assignments. (In short, if you missed an activity because you were late to class, you cannot make up the assignment.)

**Etiquette, Behavior, and Technology:** Students should maintain an attitude that is classroom appropriate and respectful of others. Disruptive behavior will not be tolerated. Students are not to use cell phones, laptops, tablets, or other electronic devices in any way that distracts from learning and classroom activities. Headphones and ear buds are not permitted. For classes held in technology classrooms, students should refrain from using class time and technology for non-class-related tasks. (In other words, don't play on Facebook or go searching for a new apartment during class.)

#### **Netiquette:**

1. Standards of courtesy and respect must be maintained at all times in our online “classroom.” When joining in the class discussions, remember that this is still a “classroom” setting and that respect and consideration are crucial for intellectual discussion.
2. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted.
3. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

**Canvas:** We will be using the **Canvas** CMS (content management system) for most, if not all, of our online class interaction, including assignments, online quizzes, discussion boards, and submission of your major assignments via Turnitin.com (all within Canvas). If you are not familiar with Canvas, the eLC, which is located in the library, is an excellent resource.

**Religious Holy Days:** Please refer to the current Collin Student Handbook.

**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 2016 Registration guide or contact the admissions office for information on how to withdraw. The last date from this class is Friday, October 19, 2018.

**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.

**For this course, any cases of suspected scholastic dishonesty will be reported to the Dean of Students Development Office.** (Also, just to clarify, submitting work that was composed for a previous class constitutes academic dishonesty and will not be permitted. All assignments submitted in this course must be original work written specifically for this course during the current semester.) Any student found responsible for violating the code of conduct will receive a 0 on the given assignment and/or an F in the course.

**Elastic Clause:** I, the instructor, reserve the right to alter this document, as well as our class schedule, as needed in order to meet the evolving needs of our class. Students will be informed of any changes on Canvas and/or by e-mail.

	<p style="text-align: center;"><b>Tentative Course Schedule</b> Fall 2018 ENGL 1301.C20</p> <p>Notes:  **The readings listed on a given day should be read prior to class on the given day. Those are the pages/works that will be discussed in class on that given day.  **LSH indicates that the reading comes from the <i>Little Seagull Handbook</i>. All other readings come from <i>Food: A Reader for Writers</i>.</p> <p>For <b>Online</b> class days, reading quizzes and discussion board assignments should be expected.</p>
<b>Week 1</b>	
<b>Aug. 29</b>	Welcome to Comp I: Syllabus and Introductions Service Learning Preview
<b>Online</b>	Diagnostic Essay  “The Gastronomical Me” p. 2-5
<b>Week 2</b>	
<b>Sept. 5</b>	Service Learning – Our Projects, Etc.  Readings from Service Learning Module on Canvas
<b>Online</b>	Rhetorical Situations and Rhetorical Strategies  “Rhetorical Situations,” p. 2-37 (LSH) “Montgomery Officials Try Eating for \$5 a Day” p. 315-317 “Lawmakers’ Headline-Grabbing Food Stamp Diet” p. 317-319
<b>Week 3</b>	
<b>Sept. 12</b>	Personal Narratives  “Personal Narratives” p. 58-61 (LSH) “What Was Served” p. 9-16
<b>Online</b>	Analyzing Personal Narratives  “Home Run: My Journey Back to Korean Food” p. 22-29 “There’s No Such Thing as Too Much Barbecue” p. 312-314
<b>Week 4</b>	
<b>Sept. 19</b>	Service Learning Checkpoint Day SL – Paperwork (online and with community partners) due Begin Peer Review for Narratives (compete draft due)



	<p>“The Disappearance of Hunger in America” p. 223-230</p> <p>“Hungry Planet: What the World Eats” p. 353-372</p>
<b>Online</b>	<p>Peer Review for Narratives (complete draft due)</p> <p>“Don’t Blame the Eater” p. 206-208</p>
<b>Week 5</b>	
<b>Sept. 26</b>	<p>Essay #1 Due</p> <p>Profiles and Reports</p> <p>Service Learning Checkpoint Day</p> <p>SL – Journals/Logs Checked</p> <p>“Our National Eating Disorder” p. 209-215</p> <p>“The Food Desert” p. 215-222</p>
<b>Online</b>	<p>Profiles and Reports</p> <p>“Reports” p. 54-58 (LSH)</p>
<b>Week 6</b>	
<b>Oct. 3</b>	<p>Food and Writing</p> <p>“Researching and Writing About Food” p. 423-453</p>
<b>Online</b>	<p>The Internet and Research – Popular (Non-scholarly) Sources</p> <p>“Doing Research” and “Evaluating Sources” p. 90-104 (LSH)</p> <p>“The Meaning of Local” p. 63-82</p>
<b>Week 7</b>	
<b>Oct. 10</b>	<p>Service Learning Checkpoint Day</p> <p>SL – Profile and Local Research Drafts Due</p> <p>Writing Arguments</p> <p>“Arguments” p. 43-49 (LSH)</p> <p>“The Rise of Yuppie Coffees and the Reimagination of Class in the United States” p. 160-187</p>
<b>Online</b>	<p>Writing Arguments</p> <p>“Suckin’ the Chicken Bone Dry: African American Women, History, and Food Culture” p. 136-155</p>
<b>Week 8</b>	
<b>Oct. 17</b>	<p>Topic for Essay #2 Due</p> <p>Thesis Statements</p> <p>Research and Writing</p> <p>“2000+Reasons Why GMO’s Are Safe to Eat and Environmentally Sustainable” p. 82-86</p> <p>“The Threats from Genetically Modified Foods” p. 88-99</p>
<b>Online</b>	<p>Research – Finding Scholarly Sources</p>

	<p>Integrating and Citing Source Material – MLA format Annotated Bibliographies</p> <p>“Synthesizing Ideas” and “Integrating Sources, Avoiding Plagiarism” p. 105-118 (LSH) “Annotated Bibliographies” p. 74-79 (LSH) “Tasteless” and “The Pleasures of Eating” p. 30-42</p>
<b>Week 9</b>	
<b>Oct. 24</b>	<p>Outline for Essay #2 due Annotated Bibliographies</p> <p>Service Learning Checkpoint Day SL – Logs and Journals Checked</p> <p>“School Food, Public Policy, and Strategies for Change” p. 254-258</p>
<b>Online</b>	<p>Annotated Bibliography for Essay #2 Due</p> <p>Service Learning Checkpoint Day SL – Midterm Reflections Due</p>
<b>Week 10</b>	
<b>Oct. 31</b>	<p>Writing the Essay</p> <p>“Men Eat Meat, Women Eat Chocolate: How Foods Get Gendered” p. 190-194</p>
<b>Online</b>	<p>Peer Review for Essay #2 (complete draft due)</p> <p>“A Confederacy of Sauces” p. 303-311</p>
<b>Week 11</b>	
<b>Nov. 7</b>	<p>Essay #2 Due Summarizing and Responding</p> <p>“How to Address Obesity in a Fat-Phobic Society” p. 233-236</p>
<b>Online</b>	<p>Writing a Summary</p> <p>“Snacks for a Fat Planet” p. 236-254</p>
<b>Week 12</b>	
<b>Nov. 14</b>	<p>Response Writing</p> <p>“Let’s Eat Chinese! Reflections on Cultural Food Colonialism” p. 322-331</p>
<b>Online</b>	<p>Peer Review for Essay #3 (complete draft due)</p> <p>“The Last Days of the Czars” p. 389-408</p>
<b>Week 13</b>	
<b>Online</b>	<p>Essay #3 Due</p> <p>“Reflections” p. 70-74 (LSH)</p>

	"A Native American Thanksgiving" p. 265-274
	Thanksgiving Holiday
<b>Week 14</b>	
<b>Nov. 28</b>	Career Coach and Resumes
<b>Online</b>	Resume Workshop (complete drafts due)  "Giving Presentations" p. 37-42 (LSH)
<b>Week 15</b>	
<b>Dec. 5</b>	Service Learning Reflections – Class Presentations Service Learning Projects Due (Logs, Journals, Essays, and Reflections) Resumes Due
<b>Dec. 6</b>	Service Learning Reflections – CPC Campus Event (Tentative)
<b>Week 16</b>	
<b>Dec. 10-14</b>	Final Exam – Date & Time for Exam TBD (See Final Exam Schedule)