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Compostition I

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Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

Course Title: Composition I

Instructor:	Yubraj Aryal	Course:	ENG 1301
Office:	Faculty Office	Section:	14685
Hours:	By appointment	Days/Times:	TR 07: 15 am-08: 30 am
Phone:		Room:	Frisco High School
Email:	YAryal@collin.edu	Term:	Fall 2018

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

The last date to withdraw from the class: October 19th, 2018

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 response
 2. ability 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 SCC-D140 or PRC-F144 to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Required Texts

The Norton Field Guide to Writing with Readings and Handbook 4th Edition by Richard Bullock

Additional readings will be provided.

Course Materials

Text and standard classroom materials, including paper, pen, pencil and jump drive. Canvas will be used within the class to post syllabus, class schedule, discussion boards and grades.

Assignments

➤ Essay writing (4 short essays: each with 5 paragraphs)	30%
➤ Reading Skill Test (1 critical reading test)	10%
➤ Essay Review (You should review your friend's four essays and give feedback)	20%
➤ Research Proposal 1-2 pages double space	10%
➤ Annotated Bibliography (minimum 5 annotations)	10%
➤ Research Paper (7 to 10 pages double space)	20%
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Total	100%

Grading

Percent of final points

90 to 100% = A	80 to 89% = B	
70 to 79% = C	60 to 69% = D	Below 60% = F

Participation

This is an interactive class. Students are therefore expected to be ready to discuss the readings on the day for which they are assigned.

Attendance

It is expected that you attend every class. Historically, students who attend class are successful; but please recognize that just coming to class is not enough. Thoughtful participation means that you prepare as required, arrive on time, engage critically in our discussions, focus & ask questions about the material, doing so will help you to receive the best learning. Be willing to engage in this class.

Late Policy

Late papers will be penalized 15 percentage points per day unless you provide a reasonable cause of being late.

Course Outline

In consistent to the course objective laid out above, the course contains three sections and each of them try to develop student's writing skills, reading skills, and research skills subsequently.

Section I: Writing Processes and Strategies

Writing Skills

In this section, students learn how to write various forms of essays mainly Argumentative, Narrative, Descriptive and Expository. They can analyze the characteristics of each form of writing and evaluate the rhetorical situations of assigned essay readings. Students will be required to write argumentative, narrative, descriptive and expository (report writing) essays. For the course purpose, each essay should have five paragraphs, and each paragraph five sentences. Instead of directly starting to write those essays, you will be required to work on prewriting worksheets (provided in the class) for the essays. Prewriting is one of the best practices in learning composition writing. Once you have your worksheets for all four essays, you will start writing the first draft of the essay strictly based on the ideas and format you have laid out in the prewriting drafts. It may be harder to work on prewriting worksheets, but it guarantees coherent, clear and concise forms of essay if you work hard on it to ensure you have the best essay written. You can revise your worksheets at any stage of your writing. But, your essay and worksheet **MUST** match. You are required to submit the worksheets with the final version of your essays.

Week 1: Course Introduction:

Day 1 Course Introduction: Academic writing in context.

Wikipedia defines academic writing as a form of writing “conducted in several sets of forms and genres, normally in an impersonal and dispassionate tone, targeted for a critical and informed audience, based on closely investigated knowledge, and intended to reinforce or challenge concepts or arguments.”

Key terms for a discussion: academic literacies, rhetorical situations, genres, processes, strategies, research, and readings

Assignment: read “Writing in Academic Contexts” pp. 1-9

Secondary Reading: https://en.wikipedia.org/wiki/Academic_writing

Watch this video: <https://www.youtube.com/watch?v=s9rL5WetfX4>

Day 2 Rhetorical Situations pp. 53-67

Rhetorical Situation is "a natural context of persons, events, objects, relations, and an exigence [issue] which strongly invites utterance" (Lloyd Bitzer, *Philosophy and Rhetoric*, 1968)

Elements of a Rhetorical Situation: purpose, audience, point of view or stance, genre, and medium

Assignment: read “Rhetorical Situations” pp. 53-67

Secondary Reading: <https://www.thoughtco.com/rhetorical-situation-1692061> and <https://www.pwr.psu.edu/about/the-rhetorical-situation/>

Watch this video: <https://www.youtube.com/watch?v=z8LATT9woCE>

Week 2: Writing Processes and Strategies

Argumentative essay is a genre of writing that requires the students to critically argue for or against a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner. You have a claim, and you argue to convince readers of your claim. You discuss your agreement or disagreement with someone or something with reason or evidence. Students will learn how to make a claim, support the claim with reasons and critique their opponent’s view. Elements of an argumentative essay: a) claim or thesis statement b) supporting ideas or statements c) counter argument.

Pick one of the topics from the following or choose your own topic of interest (instructor’s approval required) and fill in the prewriting worksheet: Free access to the internet is one of the biggest threats to education; Men should have a right to make decisions on their own whether to join the war or not; Are non-alcoholic energy drinks dangerous?; The strong aspects of Roosevelt’s reign; Same-sex marriages should be legalized; Is technology restricting human imagination?; Threats of having accounts in social networks like Facebook.

Activities: Narrowing Down the Topic, Brainstorming, Free Writing, Questioning and Clustering or Mapping (for more information about these activities, read this article: <http://writing.ku.edu/prewriting-strategies> and watch this video: <https://www.youtube.com/watch?v=Nq2sF4GTQgM&t=149s>)

Assignment: read “Arguing” pp. 355-373

Secondary reading: Purdue OWL: <https://owl.english.purdue.edu/owl/resource/724/01/>

Watch this video: <https://www.youtube.com/watch?v=oAUKxr946SI>

Week 3: Writing Processes and Strategies

Day 1 Preparing prewriting worksheet (2) for narrative essay

Narrative essay: This form of writing unfolds a story to illustrate some truth or insight, and the story teller’s ability depends on how compelling the story is. A good story is not simply a sequence of events but also can engagingly take the reader on a journey. The readers get a new insight from your. “Show, don’t tell” (use dialogue and descriptive details rather than telling it straight) is a mantra in a narrative writing because it lets the readers make the meaning of the text by themselves without the author’s judgment. Students will learn how to write a story about themselves or relate to their lives observing the elements of narrative essay such as setting, plot, conflict, climax etc.

Pick one of the topics from the following or choose your own topic of interest (instructor's approval required): First Day at College; The *Moment* of Success; The Biggest Misunderstanding; The Difficult Decision; The Trip of My Dreams; The Day I Decided to Change My Life; My Dad's Influence on Me; My First Day at Work.

Activities: Brainstorming, Free Writing, Questioning and Clustering or Mapping

Assignment: read "Narrating" pp. 419-427

Secondary reading: Purdue OWL: <https://owl.english.purdue.edu/owl/resource/685/04/>

Watch this video: <https://www.youtube.com/watch?v=kR4aW3YZEZE>

Day 2 Preparing prewriting worksheet (3) for Descriptive Essay

Descriptive Essay: this form of writing is to create a picture in the reading audience's mind by engaging all five of their senses – smell, sight, touch, taste and sound through the use of a vivid and artistic language. Success of your essay depends on the vividness and liveliness of the descriptive details. Students will learn how to describe things or experiences in a way that appeals to five senses such as eyes (see: color, shape and size), ears (hear: sound, noise, music)), nose (smell: fragrance or odor) skin (touch: heat, cold, humidity), tongue (taste: sweet, bitter, sour, hot).

Pick one of the topics from the following or choose your own topic of interest (instructor's approval required) and fill in the prewriting worksheet: A favorite place; Your favorite vacation; Your best actor; Your room; Your favorite hangout spot, A road trip; A Halloween costume.

Activities: Brainstorming, Free Writing, Questioning and Clustering or Mapping

Assignment: read "Describing" pp. 399-407

Secondary reading: Purdue OWL: <https://owl.english.purdue.edu/owl/resource/685/03/>

Watch this video: <https://www.youtube.com/watch?v=JS6c7UuKnQ4>

Week 4 Writing Processes and Strategies

Day 1 Preparing prewriting worksheet (3) for Expository Essay:

Expository Essay: Expository writing explains, interprets, defines, classifies or shows the process or how a thing works. This form of writing includes report, compare and contrast, cause and effect, explanation, literature or movie review, and it is a factual writing (no emotion based writing). Student will learn how to put interesting facts, quotations, and bold statements in the writing.

Pick one of the topics from the following or choose your own topic of interest (instructor's approval required) and fill in the prewriting worksheet: Why do couples break up?; Why is there an increase in depression in the United States?; How do video games affect children?; How to make a pumpkin pie?; What are the positive and negative aspects of materialism?; What is the history of your college mascot?

Activities: Brainstorming, Free Writing, Questioning and Clustering or Mapping

Assignment: read “Comparing and Contrasting” pp. 374-379 or “Classing and Dividing” pp. 380-387

Secondary reading: Purdue OWL: <https://owl.english.purdue.edu/owl/resource/685/02/>

Watch this video: https://www.youtube.com/watch?v=bzrpi93Rq_M

Day 2 Paragraphs: What is a paragraph and what does it consist of?

An essay consists of paragraphs. There are mainly three types of paragraph in an essay, and each has its own rules of writing. For examples, the introductory paragraph consists of a thesis statement and general statements. Each of the body paragraphs includes a topic sentence, supporting details, and a concluding sentence. And the last paragraph in an essay is called a concluding paragraph, which consists of concluding sentences. Each type of essay has its own transition words, for example, an argumentative essay has different transition words than a narrative, descriptive or expository essay. Students learn various elements of the essay including transition words and how to write each of them.

Assignment: read this:

https://awc.ashford.edu/PDFHandouts%5CHow%20to%20Write%20a%20Good%20Paragraph_final.pdf

Watch this video: <https://www.youtube.com/watch?v=zeCv0ifsURA> and

<https://www.youtube.com/watch?v=p44F3lbO7oA>

Week 5

In-class drafting essays out of the prewriting worksheets you developed in the past two weeks

Day 1 Drafting Argumentative essay based on the prewriting worksheet you prepared

Day 2 Drafting Narrative essay on the prewriting worksheet you prepared

Week 6

Day 1 Drafting Descriptive essay on the prewriting worksheet you prepared

Day 2 Drafting Expository essay on the prewriting worksheet you prepared

You will turn in drafts of your essays as well as prewriting worksheets for these essays in a folder to me (**First Draft of your Essays Due**). You will take home one of your friends' folders, read it and give comments on the essay or in a separate sheet according to the guidelines listed here:

- 1) See if the essay has a clear thesis statement and give your reflection on it
- 2) See if the topic sentence and concluding sentence reinforce the same idea or not and give advice, if any
- 3) Look at the conceptual map in the prewriting worksheet and see if the ideas laid out for each paragraph match the ideas in each paragraph of the essay. Tell your friend if not.
- 4) Look for any typos or grammatical errors

I will give back your folder to you once I get it from your friend. Once you get feedback from your friends, you will revise your essays in a group in class and submit the final version to me for the grade.

Week 7 revising, and editing

Day 1 revising, and editing in group in class

Your Review of Your Friend's Papers Due

Assignment: Look back at the elements of argumentative, descriptive, narrative and expository forms of writing and reflect on how each of them has not only strategies but also purpose. For example, the argumentative essays argue against something and demand that you support your argument or claim. The narrative essay is basically story telling and demands actions unfolded in a certain order (Rising action, Climax, and Falling action). Descriptive forms of writing pay attention to details based on our senses whereas expository forms of writing compare and contrast, classify and divide, state the process etc. The purpose of this section is to make you aware of these different conventions of writing. Also, learn the difference between revising (considering strengths and weaknesses, arguments, focus and organization, support, and voice) and editing (spelling, grammar, punctuation, or word choice) and revise and edit the first drafts of your essays

Day 2 revising, and editing in a group in class

Assignment: revise and edit your papers both in class and at home

Secondary reading: <https://slc.berkeley.edu/editing-vs-revision>

Watch this video: https://www.youtube.com/watch?v=z_x8ZbsCU4c

Your Four Essays (Final Version) are Due

Week 8: Fall Break

Section II: Reading Processes and Strategies

Reading Skills

Writing and reading complement each other. Effective writing depends on a critical reading skill and vice versa. In this section, students learn how to read a text using critical reading strategies and infer the meaning or main idea of a text effectively. Critical reading is a process rather than simply grabbing a text and starting to read. The processes involve “before reading”, “during reading”, and “after reading” and each process involves strategies mentioned below. Students learn the processes and strategies of a critical reading, which is a part of the effort to enhance their critical thinking. Remember: critical reading is also vital to write a successful research paper, which you need to write for the next section.

Week 9: why do we read? pp. 10-32

Day 1 Reading Processes and Strategies:

Reading Processes: before reading, during reading, and after reading

Process 1: before reading

Reading strategies:

- * establish your purpose for reading
- * Speculate about the author's purpose for writing
- * Review what you already know and want to learn
- * Preview the text to get an overview of its structure, looking at headings, figures, tables, glossary, etc.
- * Predict the contents of the text and pose questions about it

Process 2: during reading

Reading strategies:

- * Annotate, highlight or mark sections of the text to easily recall important ideas
- * Check your predictions and find answers to posed questions you developed in the "during reading" activity
- * Use headings and transition words to identify relationships between ideas in the text
- * Create a list of unfamiliar words to define later, but try first to infer unfamiliar words' meanings by identifying their relationship to the main idea
- * Relate the text to what you already know about the topic
- * Split the text into segments if necessary

Process 3: after reading

Reading strategies:

- * Summarize the text in your own words (note what you learned, indicate your impressions and reactions) in an outline or concept map
- * Talk to someone about the author's ideas to check your comprehension
- * Identify and reread difficult parts of the text
- * Define words on your vocabulary list (and practice using them)

Assignment: read Jeremy Adam Smith “ Our Fear of Immigrants?”

Secondary reading: <https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-to-do-it>

Watch this video: <https://www.youtube.com/watch?v=jJPea7Ogy6w&t=284s>

Day 2 Reading practice: Jeremy Adam Smith “ Our Fear of Immigrants?” pp. 750-758

Assignment: read William Faulkner’s “A Rose for Emily” pp. 803-812

Week 10: Reading Processes and Strategies in practice

Day 1 Reading practice: William Faulkner’s “A Rose for Emily” pp. 803-812.

Assignment: Be prepared for a reading test. Review on your own the reading processes and strategies we discussed in the class

Day 2 Reading Test Due: Analyze the rhetorical situation: purpose, audience, and employ critical writing strategies in the text (handout will be given in the class)

Section III: Research Processes and Strategies

Research Skills

In this section, you will learn research skills such as developing a research plan, finding sources, evaluating sources, synthesizing ideas, quoting, paraphrasing, and summarizing and write a 7-10 double space research paper.

Week 11: Research Writing Workshop I

Before Writing a Research Paper

Day 1 Planning a Research project

Assignment: read “Doing Research” pp. 435-490

Secondary reading: <https://owl.english.purdue.edu/owl/owlprint/658/>

Watch this video: https://www.youtube.com/watch?v=gPkwnf_PheM

Day 2 Preparing Annotated Bibliography

Choose at least five sources, which should include books and articles. You have to write a short description of 3-4 sentences of each book that should mainly state two things (not all of the components of the annotated bibliography required for your purpose): 1) what is the main idea of the book, and 2) how you find the specific source useful for your research. The bibliography should be documented in APA style.

Assignment: read “Annotated Bibliographies” pp. 188-196

Secondary reading: <http://guides.library.cornell.edu/annotatedbibliography>

Watch this:

One-page Research Proposal Due

Week 12: Research Writing Workshop I

Day 1 Documenting in APA style

Assignment: read “APA Style” pp. 549-575

Secondary reading: <https://owl.english.purdue.edu/owl/resource/560/01/>

Watch this video: https://www.youtube.com/playlist?list=PL8F43A67F38DE3D5D&feature=edit_ok

Annotated Bibliography Due

Day 2 Documenting in APA style

Assignment: read “Formatting a Paper” pp. 576-589.

Week 13: Research Writing Workshop II

Day 1 Library Workshop (Lab Hrs): the class meets at the library for a lecture on doing library research (finding sources on library data bases and physical copies of the sources in the library shelves).

Assignment: read your source books and articles you are using to write the research paper.

During Writing a Research Paper

Day 2 in-class research paper writing (individually or in a group)

Assignment: read your sources (books and articles) you are using to write the research paper.

Week 14: in-class research paper writing (individually or in a group)

Day 1 continued

Assignment: read your sources (books and articles) you are using to write the research paper.

Day 2 continued (first draft of research due)

Assignment: read your sources (books and articles) you are reading to write the research paper.

After Writing a Research Paper

Week 15: Research Writing Workshop III

Day 1 revising and editing the research paper

Assignment: revise and edit your paper using the skills you learned above in the “writing skills” section as well as make sure your APA format is correct.

Day 2 revising the research paper

Assignment: take time to revise and edit your research paper

Week 16: Final version of your Research Paper Due this week

Classroom Etiquette

Please put phones away!!! Cell phones and other electronic devices (laptops, music devices, etc.) should be used only as allowed by the instructor. If in doubt, ask the instructor before class begins if your planned usage is appropriate.

Any use of cell phones during a quiz or test is strictly prohibited. Any student who violates this policy will earn a zero on the quiz or test.

Disclaimer

The instructor reserves the right to amend this syllabus as necessary.