

8-27-2018

# Compostition I

William Baker Dr.  
*Collin College*

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## **COURSE INFORMATION**

**Course Number:** ENGL 1301

**Course Title:** Composition I

**Course Description:** Intensive study 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:
  - a. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** October 19, 2018 is the last day to withdraw for the Fall 2018 semester

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Compliance:** 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 INFORMATION**

**Instructor:** Dr. William Baker

**Email:** wbaker@collin.edu

**Office Hours:** None. Meetings are by appointment only.

**Class Meeting Times:** 7:15 – 8:30 TH

**Course Text:** Bullock, Goggin, and Weinburg. *The Norton Field Guide to Writing with Readings and Handbook, 4<sup>th</sup> Edition*.

### **Required Supplies:**

A loose leaf notebook or similar is required as an in-class writing journal. Print notebooks or tablets will also be required for note taking and other in-class assignments.

### **Technology:**

Internet access is required so that both CougarWeb and Canvas can be utilized.

### **Cell Phones:**

Please have cell phones turned off and put away during class. There may be a time when you are expecting an important call. Check with the instructor prior to class for permission to keep the phone on vibrate.

### **Laptops and Tablets:**

Laptops, tablets, and similar electronic devices are also are to be keep turned off unless needed for a specific assignment or class project.

### **Attendance:**

Attendance is important since in-class discussions and activities are an important class component and therefore are an important part of your overall grade. Some material will be covered in class that will be required in your papers and essays but will not be in the outside reading material or the text. Tardiness is disruptive to both students and instructor, so please try and be on time and prepared for each class.

### **Grading:**

In-Class Daily Assignments 10%

In-Class Writing Assignments 10%

Paper 1: Report 20%

Paper 2: Argument 20%

Paper 3: Pro/Con 20%

Labs: 10%

Final 10%

## **ADDITIONAL GUIDELINES AND INFORMATION**

### **Papers:**

Since this is a writing class, the majority of the grading will be based on writing assignments, particularly the three major papers that will be assigned during the semester. Papers are expected to be turned in on the due date. Late papers will be accepted but will be assessed one letter grade lower for each class day that they are late. As in-class writing assignments and in-class daily work are also an important component of the class, students who are absent will be expected to make up these assignments.

### **Plagiarism/Academic Dishonesty:**

Taking someone else's work and turning that work in as if it were your own is a form of theft and is a serious academic offense. Whether an entire paper is copied or just a sentence or two, it is still academic dishonesty. Any instance of academic dishonesty will be reported to the Dean of Students. Penalties can range from a zero on the essay to an F in the course, depending on the severity of the incident.

### **SOBI (Strategies of Behavior Intervention Committee):**

Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI. Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action. To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)." Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

## **TENTATIVE COURSE SCHEDULE**

### **Week 1**

- 8/28** Course Introduction and Guidelines  
Syllabus Review  
Discussion: The Importance of Writing
- 8/30** NFGTW: Chapter 1, Writing in Academic Contexts, pp. 3-9  
**In-class writing assignment**

### **Week 2**

- 9/4** NFGTW: Chapter 2, Reading in Academic Contexts, pp 10-33  
Grammar: Sentences and Fragments
- 9/6** NFGTW: Chapter 3, Summarizing and Responding: Where Reading Meets Writing, pp. 33-44  
NFGTW: What Wounds Deserve the Purple Heart? pp. 17-18  
NFGTW: Changing the Face of Poverty, pp. 675-684

### **Week 3**

- 9/11** NFGTW: Chapter 4, Developing Academic Habits of Mind, pp. 45-52  
NFGTW: Chapter 5, Purpose; Chapter 6, Audience; Chapter 7, Genre; Chapter 8, Stance, pp. 55-67  
Article: Who Should Get in?
- 9/13** NFGTW: Chapter 11, Analyzing Texts, pp. 94-99, 105-117  
NFGTW: The Fashion Industry: Free to be an Individual, pp. 95-99  
NFGTW: Just One More Game . . . Angry Birds, Farmville, and other Hyperaddictive Stupid Games, pp. 105-110  
Grammar: Parts of Speech

### **Week 4**

- 9/18** NFGTW: Chapter 12, Reporting Information, pp. 129, 146-155  
NFGTW: The Reason College Costs More than You Think, pp. 142-144  
Article: My Generation was Supposed to Level the Playing Field
- 9/20** NFGTW: Chapter 13, Arguing a Position, pp. 156, 169-170  
NFGTW: Organ Sales Will Save Lives, pp. 156-160  
Article: A Legal Market in Organs: the Problem of Exploitation  
Grammar: Subject/Verb Agreement  
**PAPER ONE DUE**

## **Week 5**

- 9/25** NFGTW: Chapter 13, Arguing a Position, pp. 171-177  
NFGTW: Anti-intellectualism: Why We Hate the Smart Kids, pp. 759-763  
Article: Villain or Savior? The American Discourse on Homework
- 9/27** NFGTW: Chapter 13, Arguing a Position, pp. 177-182  
Article: Tools of the Mind  
Grammar: Misplaced Modifiers  
Topics for Argumentative paper

## **Week 6**

- 10/2** NFGTW: Chapter 25, Writing as Inquiry, pp. 281-284  
NFGTW: Chapter 27, Generating Ideas and Text, pp. 289-297  
Article: Superintelligence: Paths, Dangers, and Strategies
- 10/4** NFGTW: Chapter 28, Drafting, pp. 298-300  
NFGTW: Chapter 29, Assessing Your Own Writing, pp. 301-305  
**In-class writing assignment**

## **Week 7**

- 10/9** NFGTW: Chapter 30, Getting Response and Revising, pp. 306-312  
NFGTW: Chapter 31, Editing and Proofreading, pp. 313-317  
Basic Structures: The Paragraph  
Article: Release Leslie Van Houten
- 10/11** NFGTW: Chapter 33, Beginning and Ending, pp. 331-343  
NFGTW: Chapter 34, Guiding Your Reader, pp. 344-349  
Article: Our Friends Did Not Die in Vain: Voices of Parkland Survivors  
Grammar: Dependent and Independent Clauses

## **Week 8**

- 10/16** NFGTW: Chapter 36, Arguing, 355-363  
NFGTW: Anecdotes: The Temptation to use Performance-enhancing Drugs, pp. 361-363  
Article: Homework on Homework: Involving Students with a controversial Issue  
Grammar: Dangling Modifiers
- 10/18** NFGTW: Chapter 36, Arguing, 364-371  
NFGTW: Lost and Found, pp. 656-662  
Article: Purchasing a Pet: What That Doggie in the Window Really Costs  
Grammar: Adjectives and Adverbs  
**PAPER TWO DUE**

## **Week 9**

- 10/23** NFGTW: Chapter 45, Developing a Research Plan, pp. 435-444  
NFGTW: Chapter 46, Finding Sources, pp. 445-450  
Article: Why Grandmother, What a Cool Robot You Have
- 10/25** NFGTW: Chapter 46, Finding Sources, pp. 450-468  
Article: Global Warming: Scam, Fraud, or Hoax  
Grammar: Pronouns/Antecedents

## **Week 10**

- 10/30** NFGTW: Chapter 47, Evaluating Sources, pp. 469-472  
NFGTW: Chapter 48, Synthesizing Ideas, pp. 473-477  
Article: Protest Song
- 11/1** NFGTW: Chapter 49, Quoting, Paraphrasing, and Summarizing, pp. 478-490  
Article: Rise of Concerns about AI: Reflections and Directions  
Grammar: Parallel Structures

## **Week 11**

- 11/6** NFGTW: Chapter 50, Acknowledging Sources, Avoiding Plagiarism, pp. 491-495  
Article: Sometime in the Next Forty years, Robots Are Going to Take Your Job  
Article: Toward a New Economic Paradigm
- 11/8** NFGTW: NFGTW: Chapter 51, Documentation, pp. 496-499  
NFGTW: Chapter 52, MLA Style, pp. 500-523  
Grammar: Fragments  
Article: Walmart Tests Self-Scanning Robots in Fifty Stores

## **Week 12**

- 11/13** NFGTW: Chapter 52, MLA Style, pp. 523-548  
NFGTW: The Singer Solution to World Poverty, pp. 931-938  
NFGTW: Living in a Dumpster, pp. 885-892  
**LABS DUE**
- 11/15** NFGTW: Chapter 37, Classifying and Dividing, pp. 374-379  
NFGTW: Chapter 38, Comparing and Contrasting, pp. 380- 387  
Article: Reducing Income and Wealth Inequality: Real Utopian Proposals  
**PAPER THREE DUE**

### **Week 13**

**11/20** NFGTW: Chapter 39, Defining, pp. 388-398  
Article: Combating the Illegal Trade in African Elephant Ivory with DNA Forensics  
Grammar: Parallel Structures

**11/22** Thanksgiving Holiday – Class Does Not Meet

### **Week 14**

**11/27** NFGTW: Chapter 40, Describing, pp. 399-407  
Article: Sweatshop Labour Practices  
Grammar: Review Exercises

**11/29** NFGTW: Chapter 41, Dialogue, pp. 408-413  
NFGTW: At this Academy, the Curriculum is Garbage, pp. 905-910  
Article: Transitioning to Driverless Cars

### **Week 15**

**12/4** NFGTW: Explaining Processes, pp. 414-418  
NFGTW: Narrating, pp. 419-427  
Article: Thinking Outside the Bots

**12/6** Course Review

**Week 16 - Finals Week** – December 10-15



I, \_\_\_\_\_, have read my English 1302 syllabus and understand the course rules, regulations, and policies of the course, and I acknowledge that my instructor has answered all my questions and concerns relating to the information contained in this syllabus.

I also acknowledge that I understand the severe consequences that can result from plagiarism and/or scholastic dishonesty even if these violations are unintentional.

Printed Name: \_\_\_\_\_

Signed Name: \_\_\_\_\_

Date: \_\_\_\_\_