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# Compostition I

Christopher Foree  
*Collin College*

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# 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:** Placement in ENGL 1301; College-Level Reading

### **Student Learning Outcomes:**

- **State-mandated outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes.
  2. Develop ideas with appropriate support and attribution.
  3. Write in a style appropriate to audience and purpose.
  4. Read, reflect, and respond critically to a variety of texts.
  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.

**Withdrawal Policy:** See the current *Collin Registration Guide* for the last day to withdraw.

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

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of "F" on the assignment to a grade of "F" for the course**

**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 opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

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

**INSTRUCTOR INFORMATION**

**Instructor's Name: Christopher Foree**

**Office Number: B120**

**Office Hours: MW 12:00-1:00p and By appointment only**

**Phone Number: 972.881.5685**

**Email: cforee@collin.edu**

**Class Information:**

**Section Number: AY9**

**Meeting Times: MW 1:12-2:02p**

**Meeting Location: Allen Center 103**

**Course Resources:**

- ✓ Ballenger, Bruce. *Curious Writer: Concise Edition*—5<sup>th</sup> ed. Boston, MA: Pearson, 2017. Print. ISBN: 9780134120706
- ✓ Regular access to Blackboard for .pdf readings, Doc Sharing, and links on webliography
- ✓ Collin College email account (important class announcements will go here—you'll need to check it daily)

**Supplies:**

- ✓ \$\$ for copying drafts
- ✓ Four pocket folders for essay portfolios

**Attendance Policy:**

Students who miss more than the equivalent of two weeks of class will be ineligible to pass the course. Religious holidays will be excused according to the Collin College policy..

**Additional Student Learning Outcomes:**

1. Students should be able to demonstrate rhetorical knowledge in the following ways:
  - a. Read and interpret a prompt for a writing assignment.
  - b. Write essays that take a position and successfully defend that position.
  - c. Write essays with appropriate evidence, discussion, and organization for a specific audience.
  - d. Write essays with strong, sophisticated introductions and conclusions.
  - e. Write essays that use appropriate format, structure, tone, diction, and syntax.
2. Students should be able to demonstrate critical reading, thinking, and writing in the following ways:
  - a. Use reading and writing for inquiry, learning, thinking, and communicating.
  - b. Integrate their own ideas with those of others with clear distinction between the two.
3. Students should be able to demonstrate knowledge of the writing process in the following ways:
  - a. Be aware that it usually takes multiple drafts to create and complete a successful text.
  - b. Develop and demonstrate flexible strategies for generating ideas, revising, editing, and proofreading.
  - c. Understand and utilize the collaborative and social aspects of writing processes by learning to critique their own and others' work.
4. Students should be able to demonstrate knowledge of conventions in the following ways:

- a. Apply knowledge of writing conventions ranging from structure and paragraphing to tone and mechanics.
- b. Control such surface features as grammar, punctuation, and spelling.

### Method of Evaluation:

Simply fulfilling the minimum requirements of the course warrants an average grade (i.e., C). Coming to class every day and doing assignments is not something that earns “extra credit” or an automatic A; it’s an expectation for being in the course. A higher than average grade will be based on: 1) the distinctive quality and development of your work; 2) consistently demonstrating critical and creative thinking in your writing; 3) on your ability to guide a piece of writing through the various stages of revision; and 4) on a willingness to take risks by exploring new subjects, genres, and techniques. Below is a breakdown of how final grades are calculated; as we move into the semester you’ll receive more detailed descriptions and we’ll talk more about how your writing is evaluated.

### Major Assignments/Portfolios

We’ll be producing major assignments in the course totaling at least 20 pages of text or 6000 words. Most major assignments will consist of smaller, individual writing assignments that are compiled into a portfolio. Each piece will go through subsequent drafts and revisions. Before each assignment is due, you’ll receive a detailed assignment sheet.

<b>This I Believe:</b>	<p><i>This I Believe...</i> (750-900 words)</p> <p>It’s important to think about your beliefs and why you have them. This essay asks you to think about a belief you hold and discuss why it is important to you. Your belief should involve current events.</p>
<b>Personal Narrative:</b>	<p><i>What I Have Learned</i> (1200-1600 words)</p> <p>The ability to narrate often plays a role in how you are perceived by a reader. We will examine the importance of narration and the role it plays in your development as a writer. You will construct a piece of textual narration, but we will also examine how digital storytelling also functions in how we produce and consume narration. You will have the opportunity to receive feedback and refine the project before the final is due.</p>
<b>Reviews:</b>	<p><i>Writing About Experiences</i> (1200-1600 words)</p> <p>Effective writing often provides the audience with clarity and focus. Writing is about sharing your ideas with your reader. While much of your academic career will be spent researching and interpreting other people’s experiences, for this essay you will conduct primary research and write about a personal experience that shares your views and opinions with your readers.</p>
<b>Discovery Essay:</b>	<p>(1600-2400 words)</p> <p>We often write to make meaning of the world or understand <i>why</i>. To begin we need to ask questions and begin to formulate questions. Using your microthemes as a foundation, you will craft a research question and work to discover all the possible answers surrounding your chosen topic. You conduct research and prepare a report that provides your readers with an examination of the answers to your question.</p>
<b>Freire Analysis:</b>	<p>(2400-3000 words)</p> <p>The analysis of text is often how we make meaning of the world. This unit will explore the ways writing can function as a conduit for analysis. To prepare students for the next sequence of composition, the analysis assignment will include primary and secondary research and ask students to <b>create an annotated bibliography</b> that provides the blue print for a substantial research project. The goal of the assignment</p>

is to work through the topic and make progress towards a point of view that could be the basis for argumentative essay.

## Lab

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete the component of this course. This lab is not the same as regular daily course work that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

You will be placed in a Writing Group and this group will function as your peer review for all projects completed for class. While each group will meet with me to discuss their progress and share their work, much of the interaction should be occurring outside of class as you work to support each other and provide useful feedback on the writing process. You will be required to maintain a weekly journal documenting how the Writing Group is working for you, the impact these interactions have had on you as both a writer and a peer editor, and how the process is shaping your conception of yourself as a writer. Failure to maintain a complete and substantial journal may result in no points awarded for this lab. I will not monitor your progress and you will need to be solely accountable for your efforts.

Letter Grade	100 Point Scale	4.0 Scale	Quality of Work
<b>A</b>	100-90	4.00	Outstanding
<b>B</b>	89-80	3.00	Exceeds Expectations
<b>C</b>	79-70	2.00	Meets Expectations/Average
<b>D</b>	69-60	1.00	Below average/needs work
<b>F</b>	59 or below	0	Unacceptable/Incomplete

## Grade Breakdown

This I Believe	100	10%
Personal Narrative	100	10%
Review	100	10%
Discovery Essay	100	20%
Freire Analysis	100	20%
Annotated Bibliography	100	10%
Professionalism	100	5%
Writing Group LAB (50 each)	200	10%
FINAL: Presentation	100	5%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

## Repeating Courses

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned

used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

*Student Handbook, p. 69*

## Course Calendar:

### MW Schedule

(If necessary, this is subject to change.)

*ITALIC*=READ BEFORE CLASS    **BOLD**=PAPERS DUE    • REGULAR=IN CLASS WORK

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#### Week 1: **WHY WE WRITE**

M 8/27 Introduction and Review Syllabus

W 8/29 *Margaret Atwood Address (PDF on CANVAS)*  
*Curious Writer pp. 3-7*

F 8/31 *Online Journal: This I Believe (and This I Don't)*

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#### Week 2: **THIS I BELIEVE**

**M 9/3 NO SCHOOL**

W 9/5 *Curious Writer pp. 3-37*  
• Discussion  
ASSIGN: This I Believe and Writing Groups

F 9/7 *WRITING GROUPS—Lamott's "Shitty First Drafts" (PDF on CANVAS)*

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#### Week 3: **CRITICAL REFLECTION**

**M 9/10 THIS I BELIEVE DUE**

- Discussion
- ASSIGN: Personal Narrative

W 9/12 *Curious Writer pp. 69-101*

F 9/14 **WRITING GROUPS—DRAFT 1 DUE**

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#### Week 4: **REVISION STRATEGIES**

M 9/17 *Curious Writer pp. 371-88*

W 9/19 Peer Review

F 9/21 **WRITING GROUPS—DRAFT 2 DUE**

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#### Week 5: **INTERVIEWS & PROFILES**

**M 9/24 PERSONAL NARRATIVE DUE**

- Interviews (PDF on CANVAS)*
- Discussion
  - ASSIGN: Interviews & Profiles

W 9/26 *Curious Writer pp. 103-35*

F 9/28 *WRITING GROUP—Online Journal: Rhetorical Analysis of A Profile*

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**Week 6: RESEARCH**

M 10/1 *Curious Writer pp. 276-89*

- Discussion
- Reviewing Reviews

W 10/3 INTERVIEWS

F 10/5 **WRITING GROUP—DRAFT 1 DUE**

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**Week 7: WRITING CONFERENCES**

M 10/8 **ONLINE CONFERENCES**

W 10/10 **CONFERENCES**

F 10/12 **WRITING GROUP—DRAFT 2 DUE**

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**Week 8: DISCOVERY**

M 10/15 **INTERVIEW & PROFILE DUE**

*Gladwell's "The Art of Failure" (PDF on CANVAS)*

- Discussion

W 10/17 *Holmquist's "An Experience in Acronyms" (PDF on CANVAS)*

*Curious Writer pp. 39-67*

- Discussion
- ASSIGN Discovery Essay

F 10/19 **Last Day to Drop Course/Research Day**

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**Week 9: RESEARCH & REVISION**

M 10/22 Thesis Statement Workshop

W 10/24 *Curious Writer pp. 259-90*

- Discussion

F 10/26 **WRITING GROUP—DRAFT 1 DUE**

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**Week 10: WRITING CONFERENCES**

M 10/29 **CONFERENCES**

W 10/31 **CONFERENCES**

F 11/2 **WRITING GROUP—DRAFT 2 DUE**

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**Week 11: ANALYSIS**

M 11/5 *Curious Writer pp. 219-57*

**DISCOVERY ESSAY DUE**

- Discussion

R 11/7 *Freire's "The Banking Concept of Education" (PDF on CANVAS)*

- Discussion

ASSIGN Analysis Essay with Annotated Bibliography

F 11/9 *WRITING GROUP—Freire Discussion*

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**Week 12: APPLYING FREIRE**

M 11/12 *Freire's "The Banking Concept of Education" (PDF on CANVAS)*  
• Discussion

W 11/14 *Curious Writer pp. 293-368*

F 11/16 **WRITING GROUP—DRAFT 1 DUE**

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**Week 13: THANKSGIVING BREAK**

M 11/19 **NO CLASS**

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**Week 14: SYNTHESIZING FREIRE**

M 11/26 *Curious Writer pp. 389-399*  
• Discussion

W 11/28 **CONFERENCES/ANNOTATED BIBLIOGRAPHY DUE**

F 11/30 **WRITING GROUP—DRAFT 2 DUE**

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**Week 15: WHY WE WRITE IN COLLEGE**

M 12/3 **ASSIGN FINAL EXAM-WRITING GROUP PRESENTATION**  
• **FREIRE ANALYSIS ESSAY DUE**

W 12/5 *"What Corporate America Can't Build: A Sentence" (PDF on CANVAS)*  
• Discussion

F 12/7 **REVISION CONFERENCES**

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**Finals Week**

W 12/12 **FINAL EXAM-WRITING GROUP PRESENTATIONS**