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# Compostition I

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*Collin College*

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# COLLIN COLLEGE COURSE SYLLABUS

Course Information
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**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:** 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:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** Students are advised to withdraw from the course if they have not completed the required work by the "Last Day to Withdraw." Students who do not complete all of the required work by the end of the course will receive a letter grade based on the work completed. There will be no grades of "incomplete" given. Note that the professor cannot withdraw you from class. You must complete a drop form with Admissions and Records to formally withdraw.

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

**Course Content Warning:** It should go without saying, but let me be clear: *All classroom discussions and the content of your papers should uphold the highest respect for individuals.* You can make a good argument without degrading or insulting. You **will** probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the “real world”; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

**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 the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations (<https://www.collin.edu/studentresources/disabilityservices/>).

### **Plagiarism Policy**

My plagiarism policy is in sync with the policy laid out in the *Collin Student Handbook* (<https://www.collin.edu/studentresources/personal/studenthandbook.aspx>). The last line of the policy states that "The faculty member will determine the appropriate academic penalty" for cases of scholastic dishonesty including plagiarism and cheating. To this end, all major papers in this course must be turned in through Canvas which is linked to Turnitin. If your paper comes up with an originality score over 15%, you can expect me to carefully review the paper and determine what has been plagiarized (if anything). There are certainly situations where papers may come back with a higher than usual score (i.e. papers that have been turned in for multiple drafts for the class), so we will determine grades case by case. That being said, papers which we determine to be plagiarized will receive a zero without the opportunity to resubmit. Of course, you are always welcome to contest our findings with the Dean of Students (<https://www.collin.edu/studentresources/deanofstudents/>).

**Repeat Policy:** Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Spring 2017 Registration Guide for more information.

### **MLA Format Expected for All Work**

We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get yourself to the interwebs ([Purdue OWL MLA](#) is a great place), YouTube, and/or the Collin College Writing Center for help. "I did not know" will not fly in this class.

**The basics:** One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

### **Extra Credit**

At my discretion, I may offer extra credit opportunities throughout the semester. Many of these include attendance at campus events or short write-ups. You should not *expect* to be offered extra credit opportunities, though they are likely.

### **Conferences**

We have one short one-on-one conference scheduled this semester. We do not meet for regular class time on these days. Instead, you must show up to your scheduled appointment at my office. If you miss the appointment, ***you are marked absent for the week***. Be sure to save your appointment time and date; I will not be available during that week to look up the time you signed up for.

**Instructor's Name:** Dr. J.D. Isip

**Office Number:** Plano Campus J229 – across from the Testing Center

**Office Hours:** If the hours listed below do not work for you, email me to arrange an appointment.

- MW – 12:00 PM – 1:00 PM (on campus), TR – 9:30 AM – 11:00 AM (Allen Center)

**Phone Number:** 972-578-5514 (*always* email me before or in addition to calling)

**Email:** jisip@collin.edu *through Canvas*

**Contacting Me:** I *really hate email*. Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about things I have already covered in class. So let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. Also, read *This is Writing!* If you cannot find the answer to your question after trying all of these means, then please feel free to email me. Here are some email questions I will absolutely ignore (as the answers are here/in *This is Writing!* on Canvas/in my announcements/in your notes):

- What were we supposed to read?
- When was this assignment due?
- What is my current grade?
- How many absences do I have?

**When you email me:** Send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 24 hours during weekdays; emails will rarely receive responses on weekends. I *will only respond to emails sent through Canvas*.

Please compose emails as follows:

*Subject* [State the specific reason for this email, e.g. "Grade on Essay 2"]

*Greeting:* Dear/Hello Dr. Isip:

*Content:* I wanted to ask/tell you... [Be specific and brief]

*Signature:* Sincerely/Thank you/All the best/ Etc. [Write your full name and class section]

## CLASS INFORMATION

**Section Number:** 1301.ALB

**Meeting Times:** TR 11:07 AM – 12:22 PM

**Meeting Location:** Allen Center – Room 103

**Minimum Technology Requirement:** Computer with internet access and ability to send emails and login to our class website (You *must* check your CougarMail – remember that you can forward it to your preferred email address. Here are instructions "how to do that":

<https://www.youtube.com/watch?v=-MyDJTLEv1s>).

**Document Uploads:** All papers turned in on Canvas in this class *must* be in a Word document (.doc, .docx) or a PDF (Adobe Acrobat) file *only*. I cannot open any other files including those from Macs or Google Docs. *If you turn in a document I cannot open, it will not be graded.*

**Minimum Student Tech Skills:** Students are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies.

## Course Resources

### Textbooks:

Collin College's book seller is **Barnes & Noble College**. You may order your books online or at your nearest campus bookstore. Many books assigned in my courses are available at the Spring Creek Campus Library and I encourage students to share costs by sharing books.

The following textbooks are *required* for this course:

- Isip. *This is Writing: A Conceptual Guide to College Composition* (4<sup>th</sup> Ed.). ISBN: 9781680367256.
- Rucka. *Wonder Woman, Volume 1*. ISBN: 9781401263324.
- Morrison. *All-Star Superman*. ISBN: 9781401232054.

You are *not* required to purchase anything listed under the "Optional Study Tools & Resources" which may appear on the Barnes & Noble page under your required textbooks.

*Any additional readings will be provided in class.*

## Supplies

- Loose, 8.5"x11" composition paper for quizzes and in-class writing assignments.

## Method of Evaluation

Grade Scale as it appears in Canvas	Grade Scale for Dual Credit Reporting
A= 900 to 1000* B= 800 to 890 C= 700 to 790 D= 600 to 690 F= 0 to 590	A= 90 to 100* B= 80 to 89 C= 70 to 79 D= 60 to 69 F= 0 to 59
* This scale applies no matter what the "total number of points possible" shows on Canvas. The total number of points may be higher due to extra credit opportunities. So, if you see that 1300 points are available and you have 900, you still have an A. <b>Please do not pay attention to the percentages shown in Canvas.</b>	

*Attendance/Journal – 30% (300 points, approx. 15 points per days counted)*

Though I take attendance every day of class, I "count" only twenty of our class meetings for your attendance grade. This allows for some flexibility and make-up time throughout the semester. You receive *up to* 15 points per day based on your participation in class. Remember that showing up late, being on your phone at inappropriate times, falling asleep, not turning in your journal, and/or being unprepared (i.e. not reading) could minus points from your daily score.

### Attendance Policy:

My attendance policy is pretty straight-forward: You have **FOUR** free absences (that's two weeks of class). **Every student with FIVE or more absences will receive an F in the course regardless of other grades.**

### *Lab Unit: Concept Reviews – 20% (200 points, 20 points each)*

Throughout the semester you will write longer “think pieces” considering various readings from *This is Writing*, *Wonder Woman*, and *All-Star Superman*. These should not summarize what you have read, rather offer an analysis – “what does this mean to you, right now?” Concept reviews are a minimum of 500 words (approx. 2 pages).

### *Essays 1-4 – 40% (400 points, each essay worth 100 points each)*

This semester you have four major essays to write. Each essay will have approximately a 1000 *original* word count which does not include Works Cited or citations (approx. 4 pages). You will be provided with a prompt and rubric for each essay well before you are expected to begin it. The topics for your essays this semester are:

Essay 1: My Point of View (E1)

Essay 2: My Values (E2)

Essay 3: My Literacy Community Research (E3)

Essay 4: My Rhetorical Advice (E4)

### *Final Exam – 10% (100 points, in-class and cannot be made up)*

## **Late Work Policy**

**I do not accept late work, period.** However, because I am a forgiving sort, I will offer opportunities for folks to make up some (if not all) points. Not accepting late work has more to do with *my* time than *your* punishment; late work requires professors to work outside of time he/she had set aside to grade that particular assignment.

## **Grading/Return Policy**

My policy is generally to return major grades no later than two weeks after the assignment has been submitted. On rare occasions, there may be an exception to this return policy, but I will alert you immediately if such an occasion occurs. If you have not received an assignment by the two-week deadline, please contact me. I want you to know how you are doing in the class at all times.

## **Grading Feedback**

You will receive grades based on a very clear numeric breakdown. I find that most students are primarily concerned with points/grades, so I stopped giving lengthy written feedback a long time ago. I have set aside our conference times during the semester for you to ask any questions you may have about your essays. Come to conferences with your questions prepared and with a copy of your essay in hand—it is impossible to remember every students’ essay two to three weeks after I have read them.

## **All or Nothing Grades**

Almost all grades in this course are “all or nothing” meaning that you will receive a grade based on whether or not you met the requirements for that assignment. For example, if your assignment has a minimum page count but you turn in less than the page count required, you will receive a zero. In the “real world” you would not get away with *almost* paying your rent or *almost* taking your kids to school or *almost* making a sale. You either do it or you don’t – same in this class. For this reason, major grades (such as Essays) are broken down into several pieces so that if you get a zero in one area you can pick up some points in another.

## A Note for Dual Credit Parents

Dear Parent –

You and your student have chosen to enroll her/him into a college-level course designed for adult learners. As such, I will treat your student as I treat all of my students which is to say I will treat your student as *an independent adult learner*. I believe this is exactly why you and the student have chosen a dual credit course – in order to be exposed to the adult learner experience in a college classroom.

I want to make a couple of things very clear from the outset of the semester—much of this was covered by the high school when you signed up for dual credit, but it bears repeating:

1. Your student is the only person I will make contact with about grades, assignments, attendance, etc. This is not only my choice as the instructor, but it is in line with Federal Law 99-380 (Family Educational Rights and Privacy Act or FERPA). All correspondence about the course should come from the student; I want to make it very clear that my obligation is to communicate with the student.
2. Your student will likely be exposed to content meant for adult learners. Many times this content is chosen specifically for its controversial nature—meant to elicit strong feelings and arguments from the student. In other words, I believe that students write about what they care about and often what we all care about are things we have very strong feelings about whether that be in a political, religious, social, intellectual, or emotional context. I *welcome* discussions about appropriateness and, if need be, alternatives to texts chosen for the class. However, these discussions *must* come from the student. I want them to practice advocating for themselves. “My mom/dad *told me* I couldn’t read/write this” is a childish statement and, as a teacher of adults, I do not find it to be a reasonable argument.
3. I am well aware of the extracurricular lives of high school students and I try to be as accommodating as possible. As with any of my students, however, I expect students to meet the requirements of the course which means meeting the attendance requirements. A “note from a parent” is not something we collect for college courses. That being said, the student should come and discuss with me *early in the semester* any travel associated with team sports or club events. Again, *the student* must discuss this with me prior to the absence(s).

I am so glad you and your student have chosen to enroll her/him into a Collin College course. It is my goal, to the best of my ability, to provide a genuine college experience for your student. I appreciate your assistance in allowing her/him to be treated as an adult learner.

### Lesson Plan

Your tentative lesson plan for the semester is on the following page. This Lesson Plan can and probably will change. I will provide you notice before any adjustments to the schedule through Canvas.

Canvas Modules	Schedule, Readings, FYI	Assignments Due
<b>Week 1</b> Aug. 27 <sup>th</sup> – Aug. 31 <sup>st</sup>	<i>This is Writing</i> – Ch. 1 (all), Ch. 2 (19-27)	J1, J2 CR1
<b>Week 2</b> Sept. 3 <sup>rd</sup> – Sept. 7 <sup>th</sup>	<b>No Class – Sept. 3<sup>rd</sup> Labor Day</b> <i>This is Writing</i> – Ch. 2 (28-45)	CR2, CR3
<b>Week 3</b> Sept. 10 <sup>th</sup> – Sept. 14 <sup>th</sup>	Peer Review Essay One	J3, J4 E1: P1, E1: P2
<b>Week 4</b> Sept. 17 <sup>th</sup> – Sept. 21 <sup>st</sup>	<b>No Class – Sept. 21<sup>st</sup> Balloon Fest</b> Peer Review Essay One	E1: P3, E1: P4
<b>Week 5</b> Sept. 24 <sup>th</sup> – Sept. 28 <sup>th</sup>	<i>This is Writing</i> – Ch. 3 (all)	J5, J6 CR4, CR5
<b>Week 6</b> Oct. 1 <sup>st</sup> – Oct. 5 <sup>th</sup>	<b>No Class – Oct. 5<sup>th</sup> Trends in Teaching</b> <i>Wonder Woman</i> (all)	CR6, CR7
<b>Week 7</b> Oct. 8 <sup>th</sup> – Oct. 12 <sup>th</sup>	<b>No Class – Oct. 8<sup>th</sup> &amp; 9<sup>th</sup> ISD Holidays</b> Peer Review Essay Two	J7, J8 E2: P1, E2: P2
<b>Week 8</b> Oct. 15 <sup>th</sup> – Oct. 19 <sup>th</sup>	Peer Review Essay Two	J9, J10 E2: P3, E2: P4
<b>Week 9</b> Oct. 22 <sup>nd</sup> – Oct. 26 <sup>th</sup>	Conferences <i>All-Star Superman</i> (all)	J11, J12 CR8, CR9
<b>Week 10</b> Oct. 29 <sup>th</sup> – Nov. 2 <sup>nd</sup>	<b>No Class – Oct. 31<sup>st</sup> – Nov. 2<sup>nd</sup> ALA</b> <i>This is Writing</i> – Ch. 5 (all)	CR10
<b>Week 11</b> Nov. 5 <sup>th</sup> – Nov. 9 <sup>th</sup>	Peer Review Essay Three	J13, J14 E3: P1, E3: P2
<b>Week 12</b> Nov. 12 <sup>th</sup> – Nov. 16 <sup>th</sup>	Peer Review Essay Three	J15, J16 E3: P3, E3: P4
<b>Week 13</b> Nov. 19 <sup>th</sup> – Nov. 23 <sup>rd</sup>	<b>No Class – Thanksgiving Holiday</b>	
<b>Week 14</b> Nov. 26 <sup>th</sup> – Nov. 30 <sup>th</sup>	Peer Review Essay Four	J17, J18 E4: P1, E4: P2
<b>Week 15</b> Dec. 3 <sup>rd</sup> – Dec. 7 <sup>th</sup>	Peer Review Essay Four	J19, J20 E4: P3, E4: P4
<b>Finals Week</b>	Course Evaluations/ Prep for ENGL 1302	Final Exam