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# Compostition I

Barbara Hanson Dr.  
*Collin College*

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## COLLIN COLLEGE

### 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.

<b>Course Credit Hours:</b>	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.

#### Collin College Outcome

Upon successful completion of this course, students should be able to do the following:

- Demonstrate personal responsibility through the ethical use of intellectual property (Personal Responsibility)

#### Withdrawal Policy

October 19, 2018 is the last day to withdraw for Fall 2018.

#### Collin College Academic Policies

See the current *Collin Student Handbook*

#### Americans with Disabilities Act Statement

In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability.

If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

**Note:** Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

# INSTRUCTOR INFORMATION

**Instructor's Name:** Dr. Barbara M. Hanson

**Email:** [bhanson@collin.edu](mailto:bhanson@collin.edu)

Email is my preferred method of contact. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses.

**Office Location:** L-240A (Preston Ridge/Frisco Campus)

**Office Phone Number:** TBD

## Office Hours

T/TH: 11:45 to 12:30 (Hebron High School)

M/W: 1300 to 1530

By Appointment

# CLASS INFORMATION

## Fall 2018

Section	Time/Days	Location
ENG 1301-LJ0	0845-0935/MWF	Love Joy HS
ENG 1301-LJ7	0945-1035/MWF	Love Joy HS
ENG 1301-TC1	0820-0935/TTH	The Colony HS
ENG 1301-HB4	1232-1347/TTH	Hebron HS
ENG 1301-HB5	1407-1522/TTH	Hebron HS

## Technology

- **Regular Internet and email access are necessary and required elements of this course.**
- Computer/Internet access is available on campus for registered Collin College students with College ID. Students will be required to use Canvas (via Cougar Web) and to check Canvas announcements and their CougarMail (Collin email) daily, *always in advance of each class meeting*.
- **Cougar Web is accessible as a link from the Collin College Homepage, or directly:**  
<https://cougarweb.collin.edu/cp/home/displaylogin>
- Should you ever have difficulty accessing Canvas, the eLC can help: Canvas Help (there's also a Canvas app!)
- **CougarMail:** <http://cougarmail.collin.edu>. You may also access CougarMail via Gmail—simply use your full email address as your username (e.g. [student@cougarmail.collin.edu](mailto:student@cougarmail.collin.edu)); the password is the same.
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). If you use another word processor such as Pages, Google Docs, or Open Office, you must download/save your files as .doc or docx files before you submit them
- Students need to know how to upload and download files and attachments

## Required Course Resources

- **TextBook:** *The Norton Field Guide to Writing with Readings and Handbook*, 4<sup>th</sup> Edition by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg (ISBN: 9780393617399)
- **Supplies:** notebook, writing utensils, **flash drive** or other means for storing and saving digital documents (Google docs, dropbox, for example), access to Internet and a word processing program.

## Method of Evaluation

The class is graded on a point scale, with a total of 1000 points for the semester. The breakdown of individual point values is as follows:

Essays	Points
Personal Narrative (3 - 4 pgs.)	50
Literacy Narrative (5-7 pgs.)	100
Analyzing a Text (5-7 pgs.)	100
Argument (8-10 pgs.)	150
to include Annotated Bibliography	50
<b>Other</b>	
Grammar Work	50
Other Assigned	50
Teamwork/Collaboration/Participation (in class)	100
Daily Journal	100
Labs	100
Final Reflection and Portfolio	100
Final Exam	50

## Correct Formatting for Essays/Papers

- All essays need to follow the MLA formatting guidelines. ☐
- Times New Roman, 12 pt. font double-spaced
- Do not add space between paragraphs of the same style
- 1-inch margins
- Black ink
- Heading to be in the upper left hand corner of the first page only (your name, prof's name, class, date).
- All pages will be numbered (Lastname #) in the upper right hand corner of the page

## Essays: Grading Methodology

Grading Standards Letter grades (A, B, C, D, F) are assigned to essays on the basis of what is said and how well the essay is developed.

A: The A paper displays the writer's imagination and curiosity about the subject, so the reader is engaged. Clear, insightful, original, and mature thinking by the writer provokes/teaches the reader. The essay treats the subject thoroughly. It has been written (and rewritten) with an awareness of style; neither over-written nor under-written, it is graceful. In choices of words, phrases, and sentence-form and in organization of ideas from clearly focused and supported thesis to ending, the excellent essay shows signs of careful revision and editing. It has been worked on to remove the "worked on" quality; the A essay is pleasurable readable.

B: The level of writing is good, above average. It reveals the writer's having explored the subject carefully and completely. The writer has conformed to the cardinal principles of subject/thesis development: focus on subject, unity, coherence and support. The language used is clear, and its level of usage is appropriate for the assignment. The B essay shows some originality of thought and expression since it has been revised and edited and is easily read. A and B work will be basically error free, particularly in terms of serious problems in diction, sentence construction, grammar and usage. There will be virtually no careless errors in spelling, punctuation mechanics, and typing.

C: Satisfactory writing performance is indicated by the C. The writer of such an essay conducts the reader through a satisfactory exploration of the subject matter but only minimally engages the project. Minor problems in the writing (which could have been avoided by more careful revising and editing) do not obstruct the reading of the paper, but the reader has only slight interest because the writer has achieved little originality of expression or depth of thought. If one only writes to the criteria for the minimum standards for passing a writing assignment for English 1301, the C grade is assigned.

D: The D indicates below-average achievement. (D's on the transcript are not transferable as passing grades.) Thorough development of the subject, organization of ideas, and clarity of language are missing from most D papers; these attempts reveal little effective revision and proofreading although they may be "long enough." The level of language is generally unacceptable in academic writing.

F: F's are given to essays failing to state and develop a thesis. These essays may also reflect serious problems with grammar, among which are usually these kinds of errors: many comma splices or fused sentences, sentence fragments, and verb form errors including the lack of subject-verb agreement. Generally, three or more of these errors will result in an F. The F essay is unreadable. NOTE: There are other ways to earn an F, including plagiarism and turning in an essay that does not fit the assignment criteria (for example, turning in a personal experience essay as a research paper).

Grades will be posted in Canvas. Please allow up to two weeks for essay grades/comments.

### **Course Grading Scale (out of 1000 points)**

- 900-1000 = A (excellent)
- 800-890 = B (good)
- 700-799 = C (meets minimum standards)
- 600-690 = D (needs improvement)
- 0-599 and below (fails to meet basic standards)

### **Attendance Policy**

Students are expected to attend all class sessions arriving on time and remaining until the class time is completed. Class participation points may be reduced if this expectation is not met.

### **Classroom Behavior/Expectations**

This is a college course. Collin College values include: learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity. Students are expected to demonstrate these values in all activities and classrooms interactions.

### **Plagiarism Policy**

Academic dishonesty (forged or fabricated excuses, plagiarism, lying, cheating, etc.) will be treated as a very serious departure from the value of integrity. Students may wish to review the consequences of engaging in academic dishonesty as outlined in the Student Handbook/Code of Conduct.

### **General Technology**

- **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don't lose it if anything happens to the computer or internet connection.
- **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/academics/ecollin/technicalsupport.html>
- **Submission errors:** If you ever have problems submitting work on Canvas, please immediately email me a copy of the completed work to show me that it was finished by the due date. An email without the completed work attached as a .doc or .docx file will not demonstrate that the work was completed on time. You must still submit it on Canvas as soon as possible in order to receive credit.
- **Cell phones:** Cell phones/ smart devices are encouraged, as we will use them for various class activities. When electronic devices are not in use for learning activities, please silence them on vibrate. If you are expecting an

emergency call, please step outside the classroom to take your call. During quizzes, the phone must be inside a pocket or bag/purse under the desk; you may not touch the phone at all until the quiz is handed in.

- **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points for the day.

### Course Lab Component

The lab component is an integral part of this composition course. Over the course of the term, the student will be required to complete a minimum combination of eight (8) selections from the list that immediately follows in this section; each lab is worth 2 units, for a total of 16 required units of labwork. The lab work is NOT the same as the weekly coursework. It is, instead, designed as additional writing-focused activities that will further improve the student's writing, analytical, and critical thinking skills.

**Students may complete any combination of the options listed below;** they will then write a Lab Completion Sheet in correct 2016 MLA formatting, containing either a 150-word Detailed Reflection or a 150-word Detailed Reflection with Rhetorical Analysis, as noted below, for each completed lab activity. Instructions for the Detailed Reflection or Detailed Reflection and Rhetorical Analysis are contained in the Canvas module for Labs.

#### Composition Course Lab Options:

- **Conference with professor** – must be of substance (assistance with an assignment, topic selection, or research). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Writing Center session** with a tutor. Turn in a physical, stamped copy of your paper, as well as an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Writing Center Workshop** (see schedule at <http://www.collin.edu/studentresources/writingcenter/index.html>). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Two library tutorials** – these are available as links on the desktop of the computers in the library; options include Citation Styles; Using Current Event Databases; Using Keywords; Using College Databases for Research; Using Literature Databases; the White House Plagiarism Game; Library Catalog Lab; and Peer Reviewed Journals. **Important note:** To receive credit for one lab activity, you need to complete **two** of these tutorials. You will turn in both physical printed certificates with your name, your score, and a librarian's signature, as well as the electronic Lab Completion Sheet containing a Detailed Reflection that covers both tutorials.
- **Campus Speaker/Campus Event** (see schedule at <http://calendar.collin.edu> ). Any event designed with an educational purpose will work for this (such as a lecture, workshop, roundtable, art exhibit, film screening, theater/dance/music performance, etc). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Civic/cultural event in the community** (pre-approved by professor). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Pre-approved video or podcast** (contained in the folder under the 'Labs' section of Canvas). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.

**Completed lab sheets will be collected on the following two dates for grading:**

Deadline #1—October 12th: 8 lab units (min.)\*

Deadline #2—November 30th: 16 lab units (min.)\*

## Course Calendar-TTh

This schedule may be subject to change; if I make any adjustments, I will announce them in class and through Canvas beforehand. Be aware that all assigned readings may be tested through unannounced quizzes in class. Homework is always due at 11:59pm the day before class.

Dates	Week 1 Meeting Details
Tuesday August 28	Introduction to English Composition Syllabus overview Introduction to canvas <b>Homework: Read the entire course syllabus; print and sign the syllabus agreement by Thursday August 30<sup>th</sup></b>
Thursday August 30	Turn in signed syllabus agreement forms Syllabus review MLA formatting General Grammar Review <b>Homework: Read chapters 1, 2, and 3</b>
	Week 2 Meeting Details
Tuesday September 4	Review Chapters 1 and 2. Discuss the importance of critical thinking as it relates to reading and writing. Grammar do's and don'ts Avoiding writer's block <b>Homework: Fragments; read <i>Guns and Cars are Different</i> (page 40)</b>
Thursday September 6	Review chapter 3: Discuss the importance of summarizing and responding to texts. Summary/response paragraph Fragments due by 11:59pm tonight Writing Center Orientation <b>Homework: Read Chapters 5-9 Rhetorical Situations; Fragments due Friday September 7</b>
	Week 3 Meeting Details
Tuesday September 11	Review Chapters 5-9 Rhetorical situations Thesis statements and topic sentences Chapters 33-34 <b>Homework: Read chapter 18 Memoirs; work on commas due Friday; read "All Over but the Shoutin" page 216</b>
Thursday September 13	Genres (Memoir) Chapter 18 Thesis statements and topic sentences continued Chapters 33-34 Review "All Over but the Shoutin" Memoir essay outlines due in class <b>Homework: Commas due by Friday September 14</b>
	Week 4 Meeting Details
Tuesday September 18	Memoir Essay peer sharing. Bring printed rough draft to class. <b>Homework: work on run on sentences due Friday September 21; finish up memoir essay</b>

Thursday September 20	Memoir Essay due by 11:59pm in Canvas <b>Homework: Run on sentences due Friday September 21</b>
	<b>Week 5 Meeting Details</b>
Tuesday September 25	Genres (Writing a literacy narrative) Chapter 10 <b>Homework: work on pronouns due Friday September 28</b>
Thursday September 27	Genres (Writing a literacy narrative) Chapter 10 <b>Homework: work on pronouns due Friday September 28; read the “Mother Tongue” by Amy Tan page 649</b>
	<b>Week 6 Meeting Details</b>
Tuesday October 2	Compiling a portfolio chapter 318
Thursday October 4	Compiling a portfolio continued <b>Homework: work on subject/verb agreement due Friday October 5</b>
	<b>Week 7 Meeting Details</b>
Tuesday October 9	Literacy essay <b>Homework: work on misplaced dangling modifiers due by Friday October 12</b>
Thursday October 11	Literacy narrative essay outline due in class <b>Homework: Misplaced Dangling Modifiers due by Friday October 12</b>
	<b>Week 8 Meeting Details</b>
Tuesday October 16	Literacy narrative essay peer sharing (bring rough-drafts to class) <b>Homework: work on words often misused due Friday October 19</b>
Thursday October 18	Literacy Narrative Essay due by 11:59pm in Canvas <b>Homework: Words often misused due by Friday October 19</b>
	<b>Week 9 Meeting Details</b>
Tuesday October 23	Genre (Arguing a position) Chapter 13
Thursday October 25	Genre (Arguing a position) Chapter 13 Punctuating Quotations due by 11:59pm <b>Homework: read chapter 45 doing research</b> <b>Homework: work on punctuation quotations due Friday October 26</b>
	<b>Week 10 Details</b>
Tuesday October 30	Doing Research Chapter 45 Finding sources chapter 46 <b>Homework: read “Is google making us stupid; narrow down an argument topic</b> <b>Homework: read “Should gamers be prosecuted for virtual stealing?” page 731; narrow down an argument topic</b>
Thursday November 1	Library instruction Genre (Arguing a position) Chapter 13 Argument topic due in class in canvas
	<b>Week 11 Details</b>
Tuesday November 6	Citing sources in MLA Reference page Research Avoiding plagiarism



	Quoting, paraphrasing, and summarizing
Thursday November 8	Research in class Annotated bibliography review Argument essay outline due in class <b>Homework: continue researching argument topics and work on annotated bibliography and essay</b>
	<b>Week 12 Details</b>
Tuesday November 13	Annotated Bibliography due in class Argument essay peer sharing (bring rough-drafts to class)
Thursday November 15	Genre Evaluations chapter 16 Argument Essay due by 11:59pm in Canvas
	<b>Week 13 Details</b>
Tuesday November 20	Genre Evaluations chapter 16 Evaluation essay topic due in class
Wednesday November 21	<b>Thanksgiving Holiday</b>
Thursday November 22	<b>Thanksgiving Holiday</b>
Friday November 23	<b>Thanksgiving Holiday</b>
	<b>Week 14 Details</b>
Tuesday November 27	Portfolio <b>Homework: work on evaluation outlines</b>
Thursday November 29	Portfolio Evaluation essay outlines due in class <b>Homework: work on evaluation roughdraft</b>
	<b>Week 15 Details</b>
Tuesday December 4	Evaluation Essay peer sharing (bring rough-drafts to class)
Thursday December 6	Evaluation Essay due by 11:59pm in Canvas
December 6	Lab Assignments due by 11:59 on Canvas
	<b>Week 16 (Finals Week)</b>
Tuesday December 11	Final Exam 10am-12pm

### Document Changes

This document is subject to change at my discretion. I reserve the right to make any modifications or additions to course assignments, point values, and due dates which are necessary for the success of the class. Students will be notified of changes in writing through Canvas and/or email.