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Compostition I

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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.

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: See the current *Collin Registration Guide* for last day to withdraw. **Last day to withdraw is 19 October.**

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 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

Samantha Shub

SShub@collin.edu

Office Location: 4-225

Office Phone Number: 469-752-9290

Office Hours: By Appointment

A Note on E-Messages: I will respond to e-messages within 24-72 hours. Because we see each other daily, I expect most communication to be in class. **I will only respond to email from CougarMail** addresses or our Canvas class messaging system.

Class Information:

Course & section Number: ENG 1301 SECTION NUMBERS TBA Per.4_____ Per.6_____

Meeting Day(s) and Times: M-F, assigned periods

Meeting Location: 4-225

Course Resources: Bullock, Richard. *The Norton Field Guide to Writing, 4E*;
Foer, Jonathan Safran. *Extremely Loud and Incredibly Close* * OR
Haddon, Mark. *The Curious Incident of the Dog in the Night-time*
PURCHASING YOUR OWN COPY OF THE TEXTS IS HIGHLY RECOMMENDED.

If you use a school-issued text, you need to bring small sticky notes to class daily; a writer's notebook; pens and highlighters. All of these are required and should be with you in class each day. Chromebooks will be available for in-class use. Earbuds may occasionally be required.

Outside of class time, you will need laptop or desktop computer access, a flash drive, and Turnitin access (provided by instructor).

Minimum Technology: As this course relies on Canvas, students must have access to the internet and the ability to function within the Canvas servers as linked on the Collin College website or at <https://collin.instructure.com>. Further, students must be able to use word processing software (MS Word) or be able to convert documents into MS Word with the proper MS Word format as specified with each assignment. **NO STYLES OF FILE OTHER THAN ".doc" OR ".docx" WILL BE ACCEPTED IN THIS COURSE.** (*If you are using a program OTHER THAN Word and you are converting TO Word, THE FILE YOU UPLOAD MUST MEET THE ASSIGNMENT REQUIREMENTS (pages, borders, documentation, etc.) IN THE CONVERTED WORD FORMAT. Remember, when you convert between programs, things can get weird. To make sure you are doing it right, just work in Word.

If you do not have a current copy of MS Word and would like one, Microsoft offers a FREE version of MS office (including Word) for download. Just enter your Collin email address at <https://products.office.com/en-us/student/office-in-education>

Students needing technical help with software, attachments, and/or email should contact the Help Desk at 972-548-6555 or email helpdesk@collin.edu or contact Technical Support at 972-377-1777 or sts@collin.edu

Netiquette/Electronic devices: Chromebooks will be available for net access in class. Phones and headphones/earbuds are prohibited in class unless specifically allowed by the instructor. If you cannot remain off your phone in class, consider a more appropriate class placement. Recording, capture, or screen shots are prohibited unless ACCESS grants an accommodation. What is allowed to be captured will be determined by the professor. Violation of this policy may result in a 24 hour suspension from Canvas. You will not be able to submit any daily work during the suspension, so failure to comply with policy may have a negative impact on

your grade. Repeated violations may result in referral to the Academic Dean and Dean of Students of Collin College. If there is any urgent matter that requires you to monitor your phone, you must see me before class begins that day. In any online community discussion, practice the writing skills we are working on in class: clarity, concision, and attributed source-based evidence when appropriate. Remain clean and classy. Failure to do so may result in grade penalties and referral to the Academic Dean and Dean of Students of Collin College. Make sure that your technology is in working order. Technical difficulties are not acceptable reasons for missing or late assignments. Use the resources available to you via the Collin, PISD, and public libraries. **DO NOT WAIT UNTIL THE LAST MINUTE** to edit, format, and submit your work.

Method of Evaluation:

Evaluation / Report Essay 20%

Memoir / Reflection Essay 20%

Lab Requirement (Writing Workshop participation, quizzes, in-class assignments, book club) 10%

Writer's Notebook 10%

Literary Analysis Essay 20%

Poetry Timed Writing 10%

Novel Study Presentation 10%

Grading Standards: The Collin College faculty subscribes to the guidelines below in evaluating papers:

I. EXCEPTIONAL/ GOOD (A/B)

Although A and B papers possess many of the same features, the style, originality, and level of excellence of the A paper are *exceptional*.

Preparation: Students adapt their thinking to the form and requirements of the assignment, developing the paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea which is clearly defined and supported with concrete, substantial and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well-proportioned, and emphatic; paragraphs are coherent, unified and properly developed; and transitional expressions are both logical and effectively placed.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise. Usage is rarely incorrect.

Grammar and Punctuation: Correct grammar, punctuation, spelling and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the paper. The paper is typed according to MLA format requirements.

II. AVERAGE (C)

The C paper is competent, clear, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.

Contents: The central idea is apparent but too general, familiar, or limited. Although supported with concreted detail, such detail may be repetitions, irrelevant, and/or too thin.

Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well-

developed.

Sentence Structure: Sentences are competent, but may lack impact, variation, or effective rhythm.

Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

Grammar and Punctuation: Deviations from standard, grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

Appearance: The C paper conforms to the guidelines established for a superior paper.

III. **UNSATISFACTORY (D-F) *Collin awards credit for a D (60s). PISD does not.**

Although D and F papers may share the same faults (such as inadequate development or absence of a clear thesis), the F paper exhibits an obvious break down of style and structure.

Preparation: The student's ideas do not relate to the specific assignment, and the paper suggests little evidence of a preliminary draft.

Contents: The central idea is missing, confused, superficial or unsupported by concrete and relevant detail. Content is obvious, contradictory, and or aimless.

Development: The essay is disorganized and further fails to emphasize and support the central idea. Transitions within and between paragraphs are missing, unclear, and/or ineffective.

Sentence Structure: Sentences interfere with the intended meaning because they are incoherent, incomplete, fused, monotonous, and/or redundant.

Diction: The level of language is inappropriate to the subject; errors in usage are frequent.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation interfere with meaning.

Appearance: The paper is not formatted correctly and may be illegible due to poor handwriting or poor font choice.

Attendance Policy: You are expected to be in attendance for every class meeting, on time, prepared to participate with text and materials. Workshops and discussions form the basis for most class sessions; therefore, everyone's presence is always required. Excessive absences (Collin does not distinguish between excused and unexcused absences) or tardies may result in a low participation grade. Frequent tardiness will also result in detention as per East policy.

Make-up or Late Work: College courses generally do not allow late work from students. You **must** turn in assignments on time or ahead of time if you know you will be absent for any reason whatsoever. **Minor grades such as, but not limited to, quizzes, Writer's Notebook entries, and drafts will not be accepted late** under any circumstances. You may submit **ONE** major grade up to two days late without penalty. No other late work will be accepted. Technical difficulties are not acceptable reasons for missing or late assignments. Use the resources available to you via the Collin, PISD, and public libraries. **DO NOT WAIT UNTIL THE LAST MINUTE** to edit, format, and submit your work.

Plagiarism and Scholastic Dishonesty Policy:

This class will follow the Collin College Student Handbook's definitions and policies concerning plagiarism and academic dishonesty. Review carefully section 2.2 in the handbook. A link follows:

http://www.collin.edu/studentresources/deanofstudents/pdf_documents/20172018studentHandbook.pdf

Plagiarism and scholastic dishonesty will not be tolerated. Severe cases may be referred to the Dean of Students of Collin College. The first incident of plagiarism, cheating, or collusion will result in a grade of 0 unless the assignment is rewritten and resubmitted within three calendar days. The highest grade the resubmission may receive is a 60. Any further incidents may result in a failing grade in the course.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation, failure to acknowledge a summarized or

paraphrased idea, or [patchwriting](#). In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources.

Classroom Dismissal by a Faculty Member

Faculty members have the authority to temporarily dismiss a student from class if the student engages in disruptive or inappropriate behavior in the classroom setting or interferes with the teaching and learning process. The temporary dismissal will not exceed one (1) class period. If the student's behavior is so disruptive it is believed he or she should be dismissed from more than one (1) class, the faculty member must submit an incident report to the Dean of Students Office and notify the appropriate academic associate dean.

Course Calendar:

Aug. 13-17

- Introductions, course requirements and expectations - Academic Literacies pp. 3-9, 11-22
- Rhetorical Situations pp. 55-67
- Diagnostic essay - Literacy Narrative. Tell me something about yourself as a writer, reader, or learner. pp. 83-90 (scan for clarification)
- Introduce Evaluation Essays pp. 197-205

Aug. 20-24

- Generating Ideas and Text pp. 289-297
- Continue reading and discussing Evaluation Essays pp. 197-205
- Writing as Inquiry pp. 281-284
- Small group deconstruction; Collaborating pp. 285-288
- Start drafting Evaluation Essay - Writer's Notebook
- Teacher conference and revisions; Read Getting Response and Revising pp. 306-312
- Begin discussing and reading Reporting Information p. 129-145 (Will be assigned in class).

Aug. 27-31

- Key features and guide for Reporting Information pp. 145-155
- Small group deconstruction of a report
- Draft a Report - Writer's Notebook
- Teacher conferencing and revisions; Assessing Your Own Writing pp. 301-305; Getting Response and Revising pp. 306-312

Sept. 3-7 Labor Day

- Select Evaluation or Report to revise; Editing and Proofreading pp. 313-317
- **Final Essay due Friday (20%)**
- Writer's Notebook check

Sept. 10-14 Fall Census Date

- Introduce Book Club
- Introduce Memoir Essays pp. 216-223
- Small Group Deconstruction of a Memoir
- Book Club Meeting #1

Sept. 17-21

- Drafting a memoir - Writer's Notebook Entry
- Conferencing and revisions

- Model Reflections Essay pp. 245-252
- Book Club Meeting #2

Sept. 24-28

- Small Group Deconstruction of a Reflection Essay
- Draft a Reflection
- Book Club Meeting #3

Oct. 1-5

- Conferencing and revisions
- Select Memoir or Reflection to revise
- **Final essay due Friday Oct. 5 (20%)**

Oct. 8-9 - NO CLASSES

Oct. 10-PSAT

Oct. 12-End of 1st Quarter

Oct. 11-12

- Introduction to Analyzing Texts pp. 94-99, 110-111
- Analysis of a visual text

Oct. 15-19 **LAST DAY TO WITHDRAW OCT. 19**

- Literary Analysis pp. 206-215
- Read “A Rose for Emily” pp. 803-812
- Small group analysis
- Writer’s Notebook Response

Oct. 22-26

- Read “Sonny’s Blues” pp. 813-844
- Small group analysis
- Writer’s Notebook response
- Look at model literary analysis pp. 791-795
- Select short story to analyze over weekend

Oct. 29- Nov. 2

- Analyze chosen short story
- Draft a response for Writer’s Notebook
- Conferencing and revisions
- **Final Short Story Literary Analysis due Friday Nov. 2 (20%)**
- Start Poetry Literary Analysis pp. 206-215, 796-802

Nov. 5- Nov. 9

- Continue Poetry Literary Analysis
- Writer’s Notebook entry
- Small group poetry analysis
- Write elements of a poetry analysis as practice for Timed Writing

Nov. 12- Nov. 16

- **Timed Writing (10%)**
- Start Novel Study - *Extremely Loud and Incredibly Close* OR *The Curious Incident of the Dog in the Night-time*
- Introduce Critical Lenses

Nov. 19- 23 Thanksgiving Break

Nov. 26- Nov. 30

- Continue novel study

Dec. 3- Dec. 7

- Continue Novel Study
- Work on Presentations

Dec. 10- Dec. 14 (Collin Finals Week)

- Work on Presentations
- Present for Final Exam grade (10%)

Dec. 17- Dec. 21 East Finals Week. Collin Grades Due

Disclaimer: The instructor reserves the right to amend this syllabus as necessary. Any changes will be communicated during class meetings and posted to Canvas.

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

In accordance with Section 51.911 of the Texas Education Code, Collin College will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first 15 days of the semester** to qualify for an excused absence. A copy of the state rules and procedures regarding holy days and the form of notification of absence from each class under this provision are available from the Student and Enrollment Services Offices.

https://www.collin.edu/studentresources/deanofstudents/pdf_documents/20172018studentHandbook.pdf