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Composition I

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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

Placement Assessments: 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 will:

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*.

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.

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Marta Moore

Office Number: BB-214, SCC

Office Hours: M, W, 1:30 p.m.-3:45 p.m., T,R, 3:45 p.m.-4:15 p.m.

Phone Number: 972-881-5821

Email: mmoore@collin.edu;
course website: <http://iws.collin.edu/mmoore>

Class Information:

Section Number: SY2

Meeting Times: MW 10-10:50 a.m.

Meeting Location: D-112

Course Resources:

Johnson-Sheehan, Richard and Charles Paine's *Writing Today* 4th ed. New York: Longman 2016. ISBN-13:9780134808048

Please purchase your textbook in the new **Barnes and Noble Bookstore** on Campus. Barnes and Noble will match some prices.

Optional: Book-in-Common: *Death in the Air: The True Story of a Serial Killer, the Great London Smog, and the Strangling of a City* by Kate Winkler Dawson

Optional: Hult, Christin and Tomas Huckin, *The New Century Handbook*

Attendance Policy: Class attendance and punctuality are crucial for success in this course. You may miss **two** classes before absences affect your final grade, but absence does not "excuse" you from turning in any assignment on time.

Hybrid Course: As I hope you know, this section of ENGL 1301 is a hybrid course. That means it combines **meeting on campus and online**. Throughout the course of the semester, we will meet in class on Mondays and Wednesdays from 10-10:50 am. **On Fridays, we will not meet in person; however, there will be a variety of online assignments and independent research for you to complete.** This does not mean that you have to be online from 10-10:50 am on Fridays. You will, however, need to submit all assignments by the required due dates and times.

LATE AND MAKE-UP WORK: Being absent does not excuse you from turning in any assignment on time, and **more than two absences** will jeopardize your grade for daily work. Assignments and papers are due at the beginning of class on the specified day, and late work will be accepted only with the prior permission of the instructor and only for partial credit. In general, homework, class work, and quizzes may not be submitted late. Therefore, failure to turn in assignments on the due dates or to take quizzes will lower your daily grade. Quizzes are usually given during the first ten minutes of class. **A late essay will lose one letter grade. No late work will be taken a week after the due date.**

Course Assignments:

Reading Assignments: The reading assignments for this course are integral to your understanding of this class, and it is not possible to “get by” in this class without doing the reading. You should read with a pen or pencil, marking the text in a way that will help you when you go back to it (particularly when you go back to it as a writer). If you can’t bring yourself to write in the book, you should begin to develop a system using note cards or Post-it notes. The key is to be familiar with the reading and prepared to discuss it in class and apply it to writing assignments. Also, be aware that, unless specifically assigned, readings do not include completing exercises or activities in the textbook.

Writing Today is the primary textbook that we will be using this semester, and you should plan to bring it to class every day.

Class Participation: Class participation will take several forms in this course, including students sharing their writing, providing feedback to their peers, and participating in class discussion. Most of our class time will be spent discussing drafts of students’ writing and the assigned readings. Few writers work alone; they rely on friends and colleagues to listen to ideas, to read drafts, and to help with revision.

It is your responsibility to arrive in class prepared to discuss that day’s reading and writing assignments and participate in class discussion. I urge you to attend class regularly and take good notes throughout the semester. These will help you with the essay assignments. While from time to time I may volunteer them for certain questions, I rely on students to voice their own opinions and participate in class discussion. Portions of students’ grades (15%) are based on class participation. If you attend class regularly, participate in class discussion, and are an engaged and good citizen of the classroom, you can expect to receive these points in full.

Writing Projects: Whether they take the form of in-class or out-of-class writings, I expect students to put forth effort and take each writing assignment seriously. **We will be using the writing process in this class, which means that each essay will be taken through the prewriting, drafting, revising, and editing stages.** You should keep all stages of your writing in case I need to review them. To stay organized, you should purchase a folder or binder for course materials.

Since we are using the writing process in this class, there will be a great deal of emphasis on revision. I urge you to get feedback on your writing prior to submitting it. You are welcome to come meet with me to review their drafts (I do not review them via e-mail) or go to the Writing Center. Since writers have so much time to work on their assignments prior to the due date, all revision should take place before submitting the final draft. No revision or rewriting will be allowed once the final draft has been submitted for a grade.

There will be four major writing projects for this class, which will ask you to think critically and respond to assigned prompts, and will count for 40% of the final grade. In addition to the feedback I provide about your writing, you will also receive assistance from your peers; as such, emphasis will be placed on the **revision process**. Students will be given several weeks to complete each essay, and emphasis will be placed on the revision process. I am also available to provide feedback on these writings prior to students turning in their final drafts. All essays should be typed, double spaced, in 12 pt. font, and with proper MLA formatting.

Peer Review: An important part of any writer's process is receiving feedback. For Peer Review, on an assigned date specified in the syllabus, students must bring in copies of their drafts to receive feedback from their peers. Students will exchange drafts, follow specific guidelines, and provide feedback on the drafts. Students who have their drafts on peer review day and complete thorough and thoughtful peer review will receive credit. More specific guidelines will be provided about what to review and evaluate.

Discussion Board: During most weeks during the semester, students will be asked to respond to a **prompt in Canvas** related to reading assignments and class discussion. The dates for these postings are listed in the course calendar; they must be completed by 11:30 pm on the due date. This is an opportunity for students to respond informally to issues raised in class, as well as continue our discussions beyond the classroom. These writings will count for 10% of the final grade, and students will receive credit by responding fully to the assigned prompt and reading and commenting on at least one posting from a peer. I will also be reading and commenting on some of these postings, as well as using them as starting points for class discussion.

Notes: Students should buy a spiral bound notebook or composition book and bring it to class with them every day. This is a space where students will respond to assigned readings, record ideas, do writing exercises and activities, complete revision activities, and take notes on class discussions. While this will not count for a grade, the writing we do will be helpful for the essays and class discussion.

IMPORTANT: *A good attendance record is required for success in this class. If you are unable to complete this course, you must formally withdraw by Friday October 19. This is the last day to withdraw with a grade of "W." IF YOU STOP ATTENDING AND DO NOT WITHDRAW, YOU WILL RECEIVE A PERFORMANCE GRADE, USUALLY AN "F."*

Method of Evaluation:

GRADES:

Four essays	40%
Daily work (homework, quizzes, in-class activities, presentation, participation and attendance)	15%
Final examination	20%
Lab assignments (journals; events)	15%
Discussion (Lab)	10 %

The essays and final exam will receive letter grades. Daily work will receive checkmarks for passing, and the total checkmarks will determine your overall daily work grade. Lab assignments/journals will receive checkmarks. Letter grades may be converted numerically as follows: Excellent scholarship: A+/98; A/95; A-/90. Good scholarship: B+/88; B/85; B-/80. Average scholarship: C+/78; C/75; C-/70. Minimal scholarship: D+/68; D/65; D-/60. Unacceptable scholarship: F/40.

Memoir	100 points
Review	100 points
Rhetorical analysis	100 points

Argumentative research essay + individual presentation	100 points
Group Presentation	100 points
Attendance, participation+online quizzes	100 points
Final Exam	200 points
Lab assignments (journals; events)	100 points
Discussion in Canvas(Lab)	100 points

Possible Points	1000 point
Grading Scale: 900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

Format for Papers:

- In the upper left-hand corner of the first page of ALL papers (homework, essays, etc.), put this information, double spaced:
Your name
Dr. Moore
English 1301-(section number)
Date
- Double space after typing the date and type the title of your paper, centered. Then double space and begin your text. Double space throughout.
- Put page numbers in the upper right corner of each page. Page numbers should consist of your last name, one space, and the page number itself.

Keep all graded and/or check marked assignments until the end of the semester.

Requirements:

FINAL EXAM: This exam cannot be made up. If you do not take it at the appointed time, you forfeit 20% of your course grade.

LAB ASSIGNMENTS: The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of assignments from the list below. This lab work is not the same as regular coursework that you must complete to stay on track in the class; these are, instead, designed to be additional writing-focused activities which will help improve your writing throughout the term. You will need to provide evidence of completing these lab requirements in order to receive credit for completing them.

You must complete 16 units to receive a grade in this course. Do not wait until the last part of the semester to do lab work; lab work should be done throughout the semester if you are to improve your writing skills. All lab work must be completed by **Wednesday, December 5**.

Remember that the lab work is designed to help you work out your individual problems in writing. By doing assignments that you need to do, you will strengthen your writing skills and acquire credit for your lab work at the same time. So, find out early in the semester the areas of writing in which you are weakest; then begin to eliminate these problems by doing some of the following:

- 6 Journal entries:** These will be your personal responses to the readings and/or to the Book-in-Common. No research is necessary –and there are no “right” or “wrong” responses. Each journal entry must be at least a paragraph long (**150 words**) in length and typed (double spaced). **I will collect the journals from time to time to check on your progress; so be prepared to hand them in.** Bring your journal to class each day; you will be writing in it during class. You must turn in hard copies of your typed journal entries by the end of the semester. **You do not turn in journals to Canvas.**
- 3 Writing Center visits prior to major writing assignments (due dates in Canvas)**
- 1 Writing Center Workshop**
By doing these assignments, you will strengthen your writing skills, improve essay grades, and prepare for the final grammar exam.
The lab component develops and reinforces reading, writing, and thinking skills. Lab assignments/journals are turned in throughout the semester.
- Discussion Posts in Canvas:**
Students will participate in exploration of topics posted in **Discussions**. You will need to consult the **Course Calendar** to find the **reading assignments** that will be

related to the questions posted for discussion

NOTE: IN ORDER TO RECEIVE CREDIT FOR DISCUSSION RESPONSES, YOU MUST COMPLETE THEM BEFORE THE DUE DATE

You must respond to **ALL five ASSIGNMENTS POSTED FOR DISCUSSION** and respond to at least one student post per assignment (that means you will have at least two entries per assignment) to earn full credit for discussions. You do not need to respond to the introduction, but you must type a concluding statement at the end of the semester. The length of each discussion post may vary, and you should be attentive to instructions for each discussion. Unless otherwise instructed, **each post should be presented in a paragraph of at least 100 words.**

Discussion 1: Introduce Yourself -	1 unit
Discussion 2: Memoir-	1 unit
Discussion 3: Review-	1 unit
Discussion 4: Rhetorical Analysis-	1 unit
Discussion 5: Argument-	1 unit
Concluding Reflection-	1 unit

You must complete ten online grammar quizzes as part of a hybrid course. (See due dates in course calendar.)

To prepare for the quizzes you must do Grammar Exercises: NCH -You must read the chapters assigned in the Course Schedule

For exercises that will help you learn grammar and punctuation, visit the following Web link:

<http://owl.english.purdue.edu/owl/>

- Once there, click on “General Writing.”
- In that category, you will find “Mechanics,” “Grammar,” and “Punctuation.”
- Review areas of difficulty for you. Explore that site.
- You must refine your mechanics, grammar and punctuation skills for your papers.
- Each essay assignment will test your growing knowledge of grammar and punctuation,
- For more information on grammar assignments, consult the **Course Schedule** grammar Web links. **You do not have to submit the exercises to me, but you will have to take the FINAL EXAM and apply the concepts assigned in the lab component throughout the semester.**

In-class Group Research Presentation

A group presentation will also count as part of your final grade. During the first week of class, I will give you a list of topics, and you and your classmate will sign up for the date and topic that you want to present. The requirements for these presentations are as follows:

1. It must be obvious that you and all of your group members have done an equal share of the work, and everyone must talk at some point during the presentation;

EACH PRESENTER MUST

2. Provide a handout to the class highlighting the main points of his/her presentation;

3. Use his or her article for the presentation

5. Be 5 minutes long

6. Each student must submit his/her essay portion of the presentation to Canvas to “In-Class Group Research Presentation.”

See Canvas for additional information.

For extra credit you can:

- Attend Raps session with a reference librarian (by appointment only and only ONE per semester)
 - Do outlines, multiple drafts, research activities, reading responses, summaries of key concepts, revisions
 - Attend study skills seminars (search “study skills seminar” on Collin.edu for seminars and dates).
 - Participate in Book-in-Common events
 - Attend Collin plays or special events and writing critiques
 - Analyze arguments in essays, newspapers, magazines
- ☐ **As an alternative to labs, or for extra credit you can engage in Service-Learning:**
Define the learning outcome
Define the problem/need
Research the problem/need
Identify main issues
Establish Community Partner
Establish Goals for the Project
Design a Solution-Through-Action Plan
Turn in activities/thoughts/feelings/observations of the experience. This can be a collection of pictures, thoughts, prose or poems

Extra Conferences with Writing Center (optional): Students who wish individual tutoring are encouraged to make an appointment with one of the Collin Writing Centers.

Writing Center conferences with a writing professional may be held at a campus close to you in Frisco (Preston Ridge Campus), McKinney (Central Park Campus), or Plano (Spring Creek Campus). Locations and phone numbers of the various Writing Centers can be found online at www.collin.edu/writingcenter/.
The Writing Center will send me a report of your visits

OWL: Online Writing Lab. A Writing Center professional will also review and offer helpful comments on drafts of essays in progress for students who click “Online Review” on the Writing Center web cite. Your grade on the writing assignment will likely improve because of the comments and suggestions that you receive.

PARTICIPATION GRADE: You will be graded on your degree of participation in the classroom discussions. If the instructor sees you sleeping, working on homework for another class, text-messaging, talking to your friend(s), reading a book, doing a crossword, working on your laptop, or excessively leaving the classroom, you will be given a **failing participation grade**. *Failure to participate in peer review workshops will significantly affect your Participation Grade.*

ACADEMIC ETHICS: Plagiarism is a serious academic offense that can result in severe consequences! The English Department’s policy on plagiarism as detailed in the sheet “Scholastic Dishonesty and Plagiarism” is strictly enforced in this course. The Dean of Students also advises instructors to report to them cases of plagiarism; therefore, a case of plagiarism can negatively impact your academic career. I will give any work that is clearly plagiarized a **zero**. **Egregious examples of plagiarism** will result in a **failing grade** in the class.

GRADING STANDARDS: Assignments will be evaluated using the grading standards for composition courses described under “Grading Standards for Courses in Rhetoric.”

Canvas/Turnitin: We will be using Canvas in this course to organize course materials, provide class announcements, and submit writing assignments. Should we be forced to miss class due to unforeseen circumstances, such as weather, Canvas will be the space where students can look for announcements and updates. When an assignment is due via Canvas, it must be submitted on a specific date and time. While I will always notify students when something is due on Canvas, it is students’ responsibility to access Canvas often. We will use Canvas for discussion boards, as well as to submit the major essays. **All major essays will be submitted through Turnitin in Canvas. Students do not need a separate log in for Turnitin. Please note that, along with the grade, extensive comments are provided on all essays and can be viewed through Turnitin.**

All essays **must** be turned in to **Canvas** to ensure they are plagiarism free. You also **must** turn in a **hard copy and a receipt**. Assignments are due to me. Please do not drop off assignments in the Division Office.

I will not grade essays that have not been submitted to **Canvas**, nor will I grade essays without a hard copy.

I will post grades on Canvas

Canvas accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats.

For technical support with computer problems, ask for help through the Help Desk at 972-377-1777.

If you need assistance with Canvas, contact the **Distance Learning Hotline** at 972-881-5870.

You must create your own user profile

Class Name = ENGL 1301.SY2

English 1301: Course schedule

Average reading for class will be approximately 15 pages. You are responsible for coming to class prepared to discuss the readings and to ask questions about the readings. You must read the assigned chapters prior to coming to class, not during or after class. Unless otherwise indicated, all reading assignments are for *Writing Today*.

(Subject to change at the discretion of the professor.)

UNIT ONE: Foundations of Effective Writing

Week One:

Monday, 8/27: Course introduction. Syllabus. Discussion of lab component. Review of attendance policies.

Wednesday, 8/29: Writing and Genres

Read: WT. Ch 1. *Writing and Genres*. 1-8 and **Ch. 2. *Topic, Angle, Purpose***, 10-19 and **Ch 3. *Readers, Contexts, and Rhetorical Situations***, 20-29

Due: Write Five Key Points in Each Chapter

Friday, 8/31: Diagnostic Essay is due by 11:30 to Canvas

Discussion 1: Introduce Yourself –due by 11:30 pm to Canvas

UNIT TWO: Memoir: My Identity

Week Two:

Monday, 9/3: Labor Day

Wednesday, 9/5: Tell a Personal Story

Read: Ch 6. *Memoirs*. 61-77. Focus on One Student's Work and Douglass.

In class: Brainstorm various possibilities for a memoir. Then select a topic and develop and organize the material for it in writing.

Skim: Ch 4. *Reading Critically, Thinking Analytically*, 30-40 and **Ch.5. *Reflecting Critically, Starting Your Portfolio***, 43-58 in WT.

Due: Write Five Key Points in Each Chapter

Friday, 9/7: "Response to Writing a Memoir with Marion Roach" is due to Canvas

Read NCH Part 7, "Sentence Fragments," 664-649.

Quiz 1: "Fragments" is due to Canvas by 11:30 pm.

Week Three:

Monday, 9/10: Continue Ch 6. Bring first draft of your memoir to class.

Read: Kennedy, "When an Open Relationship Comes with a Price" and Gunn, "Slapstick," 72-77.

Skim: Ch. 16. *Inventing Ideas and Prewriting*, 297-308, and Ch17. *Organizing and Drafting*, 310-320.

Due: Write Five Key Points in Each Chapter. From now on always write five key points of each assigned chapter in your notebook.

Wednesday, 9/12 Insider or Outsider?

Read: Chiu, "Heirloom," 519-22

In class: Analyze essay's diction, tone, and style.

Read: Handout Canvas: Atwood, "Happy Endings."

Skim: Ch 18. *Choosing a Style* 322-332

Due: Group presentation: Story on Teen Pregnancy

Due: Journal 1: Response to Chiu

Friday, 9/14: "Scenario for Happy Endings" is due to Canvas

Read NCH Part 7, "Comma Splices and Run-on Sentences," 651-655.

Quiz 2: "Run-ons" is due to Canvas by 11:30 pm.

Week Four:

Monday, 9/17: Library Orientation: how to search online card catalog and periodical databases.

Class meets in L-110

Wednesday, 9/19: Peer editing of second rough draft of memoir essay. By the end of the class you must have read and commented on three essays

Skim: Ch. 20. *Revising and Editing*, 346-359 and Ch. 24. *Collaborating and Peer Response*, 397-407.

Friday, 9/21: Memoir essay is due to Canvas by 11: 30 pm. Print receipt.

Discussion 2: "Memoir" is due to Canvas by 11:30 pm.

Read NCH Part 6, "Subject Verb Agreement," 627-644.

Quiz 3: "Subject-Verb Agreement" is due to Canvas by 11:30 pm.

September 21-23: The campus will be closed at 3pm on the 22nd and remain closed throughout the weekend for the Balloon Festival.

UNIT THREE: Reviews: At the Movies

Week Five:

Monday, 9/24: Turn in receipt and hard copy of memoir with paper trail to me.

Read: Ch. 8. *Reviews*, 99-115. Focus on One Student's Work and *La La Land* Review

In class: Brainstorm to list common expectations. What are the features of a good action movie?

Begin Rant and Rave exercise

Wednesday, 9/26: Continue Ch. 8. Bring the first draft of your review essay to class.

Read: Harris, "We've Been Waiting for *Hidden Figures*: The Importance of Representation in Media," 628-630.

Due: Journal 2: Response to Hidden Figures

Friday, 9/28: "Rant and Rave" Exercise is due to Canvas

Lab: Read NCH Part 7, "Pronoun Reference and Agreement," 655-665.

Quiz 4: "Pronouns" is due to Canvas by 11:30 pm.

"Canvas Orientation Quiz" is due to Canvas by 11:30 pm.

Week Six:

Monday, 10/1 Read: King, *Why We Crave Horror Movies*, 556-558

In class: Analyze essay's diction, tone, and style.

Skim: Ch. 28. *Using MLA Style* 446-460

Read: Burton, "Moonlight Chronicles discovering One's Sexual Identity in the Worst of Circumstances," 540-42

Due: Group presentation: Classification Article: Television Shows

Wednesday, 10/3: Student conferences. Bring journals and second draft of your reviews essay for peer review.

Read Ch. 21. *Developing Paragraphs and Sections*, 361-368.

Due: Find and bring to class two reviews with effective introductions. Be sure to explain in your own paragraph why each impresses you. Identify the topic sentence. Review how the author develops paragraphs. Identify the pattern of organization.

Friday, 10/5: Turn in Reviews Essay to Canvas by 11:30 pm. Print receipt. Turn in hard copy to me on Monday.

Discussion 3: "Review" – due by 11:30 pm to Canvas

Read NCH Part 7, "Faulty Shifts," 670-680.

Quiz 5: "Parallelism and Shifts" is due to Canvas by 11:30 pm.

UNIT FOUR: Rhetorical Analyses: Why is it Effective?

Week Seven:

Monday, 10/8: Read: Ch. 10. *Rhetorical Analyses*, 141-162. Focus on One Student's Work.

In class: Analyze rhetorical elements of a text. Highlight uses of reasoning, credibility and emotion in texts. Ad critique

Wednesday, 10/10: Due: Bring an ad to class that seems different. Write a critique in which you explain why it was or was not effective. Don't forget to scan, or download your ad.

Read: Giorgis, "Beyonce Brought the Feminine Divine to the Grammys," 87-88; and Anthony, "Ellen DeGeneres: Darling of Both Middle America and the Coasts," 89-92.

Due: Group Presentation: Processes: How to Prevent Bullying

Due: Journal 3: Response to Ellen DeGeneres

Friday, 10/12: Turn in "Ad Critique" to Canvas

Quiz 6: "Apostrophes" is due to Canvas by 11:30 pm.

Week Eight:

Monday, 10/15: Critique Rhetorical Strategies

Read: Sedivy, "Donald Trump Talks Like a Woman," 632-636.

Read: Handout in Canvas: Shafer, "How Obama Does That Thing He Does"

In class: Examine Sedivy and newspaper articles for elements of rhetorical analysis.

Wednesday, 10/17: Read Ch. 9. *Literary Analyses*, 118-138.

In class: Discuss the Reading Response to Dunbar's "We Wear the Mask," 128-130.

Read: Ch. 26. *Finding Sources and Collecting Evidence* 418-430.

Friday, 10/19: Response to “Library Tutorials” is due to Canvas
Read NCH Part 10, “The Comma,” 782-797.
Quiz 7: “Commas” is due to Canvas by 11:30 pm.

Week Nine:

Monday, 10/22: Finish *Ch. 9. Literary Analyses*
Bring first draft of rhetorical/literary analysis to class.
Read: Chopin, “The Story of an Hour,” 120-122
Skim: Ch. 27. *Citing, Quoting, Paraphrasing, and Summarizing Sources*, 432-444.
Group Presentation: How Has the Institution of Marriage Changed Since Chopin’s Time?
Due: Journal 4: Response to Chopin

Wednesday, 10/24: Peer editing of second rough draft rhetorical/literary analysis essay.
Bring four copies of your draft to class for peer review.
In class: In small groups, read aloud portions of student drafts for feedback. Focus on adequate development and use of illustration. Review techniques of correct usage, grammar, and punctuation.

Friday, 10/26: Turn in Rhetorical Analysis to Canvas by 11:30 pm. Print a receipt. Bring it to class on Monday.
Discussion 4: “Rhetorical Analysis” –due by 11:30 pm to Canvas

UNIT FIVE: Argument Essay with Individual Presentation: My Side of the Story

Week Ten:

Monday, 10/29: Introduction to Argument.
Read: Ch. 12 *Arguments*, 184-206. Focus on One Student’s Work and Waslin, “Robots, Not Immigrants, Are Replacing U.S. Manufacturing Workers,” 196-197
Argument as a writing strategy; the rational appeal. Discuss the emotional appeal, the ethical appeal, and fallacies in argument.
In class: Brainstorm potential topics for essay. Pick three potential topics for an argument essay and free write for 5 minutes on each.
Due: Find an example of an argument essay in a magazine or newspaper and bring to class, along with your analysis that identifies the article’s purpose, thesis, audience, tone, diction, and pattern of organization.

Wednesday, 10/31: Read: Anderson, “The Social Costs of Abandoning the Meaning of Marriage,” and McElwee, “The Case for Censoring Hate Speech,” 202-205
In class: Identify its purpose, thesis, tone, diction, and pattern of organization.
Due: Group presentation: Comparison Article: Online Friends Vs Real Life Friends
Due: Journal 5: Response to Anderson

Friday, 11/2: Read NCH Part 7, “Misplaced and Dangling Modifiers,” 665-670.
Quiz 8: “Word Usage” is due to Canvas by 11:30 pm

Week Eleven:

Monday, 11/5: Read: Handout in Canvas: Barack Obama, “A More Perfect Union.”
Identify its purpose, thesis, tone, diction, and pattern of organization
Skim: Ch 23. *Using Argumentative Strategies* 382-395.
Bring first draft of your argumentative essay to class.

Wednesday, 11/7: Women in the World

Read: Clinton, “Women’s Rights Are Human Rights,” 608-612
Read NCH Part 1, “Formulating Arguments” 74-112
Due: Group Presentation: Causes and Effects of Divorce

Friday, 11/9: Quiz 9: “Word Usage” is due to Canvas by 11:30 pm.

Week Twelve:

Monday, 11/12: Library - How to do research online

Class meets in L-110

Read: Ch. 15 *Research Papers*, 270-290

Focus on Turnbow, “Lives not Worth the Money?”, 272-275

Wednesday, 11/14: Continue reading Ch. 15. Focus on Stoica, “How Video Games Unwittingly Train the Brain to Justify Killing,” 286-289

Read: Freudenberg at al. “Food Insecurity at CUNY...,” 262-267

Skim: Ch. 25. *Doing Research*, 409-416

Begin organizing and drafting your research essay.

Due: Group Presentation: Definition Article: Success

Due: Journal 6: Response to Food Insecurity

Friday, 11/16: “This I Believe--How to Be a Successful Student” is due to Canvas

Quiz 10: “Word Usage” is due to Canvas by 11:30 pm.

Week Thirteen:

Monday, 11/19: Workshop: Peer review of argumentative research essay.

By the end of the class, you should have read and responded to three essays by classmates.

Wednesday, 11/21: Thanksgiving Holiday

Friday, 11/23: Thanksgiving Holiday

UNIT SIX: Individual Presentations of Argumentative Research essays

Week Fourteen:

Monday, 11/26: Argumentative Research Essay due. Turn in Argumentative Research Essay to Canvas. Print a receipt. Present your Argumentative Research Essay to class.

Wednesday, 11/28: Presentations of Argumentative Research essays

Friday, 11/30: Discussion 5: “Argument”–due by 11:30 pm to Canvas.

Week Fifteen:

Monday, 12/3: Presentations

Wednesday, 12/5: Presentations

Labs are due.

Friday, 12/7: Concluding Reflection is due to Canvas by 11:30 pm. Evaluate your progress over the term.

Week Sixteen:

Final Exam Week

The online portion (grammar quiz) of the final exam is due 12/13, 11:30 pm to Canvas.

English 1301.SY2 Monday, 12/10, 10 a.m.

English 1301.SY1 Friday, 12/14, 9 a.m.

Grades due: Mon, Dec. 17.

IMPORTANT: The following grammar and punctuation assignments give you a large number of sites that will help you prepare for your essays. Learn as you go by visiting them daily (if possible). Egregious punctuation and grammar errors can lower your paper grades by as much as a full letter grade (see your Syllabus for the Grading Standards and the example of my essay evaluation process). Do not be discouraged by the number of sites, however. You can work on the issues shown on the sites throughout the semester. Return as often as necessary to learn the information. **WORK ON YOUR LABS THROUGHOUT THE SEMESTER.**

Grammar and Punctuation Assignment: (use the sites throughout the semester):

- Review **comma usage**. Check out the following web link to study **end punctuation, the semicolon, colon, apostrophe, quotation marks, and italics/underlining** : http://grammar.ccc.commnet.edu/grammar/quiz_list.htm (excellent illustrated guide and quizzes that you should use throughout the semester). Each section offers excellent web links for exercises and quizzes.
- Review **"Clarity & Conciseness."** Click on <http://writing.wisc.edu/Handbook/ClearConciseSentences.html> for a helpful guide to

concise writing. ONE OF THE BEST SITES FOR IMPROVING YOUR WRITING.

- Look at p. 792 of WT for a list of all English grammar and usage inclusions in the text. Work on any area of weakness that you have noticed in your writing--of course the information repeats that which you will find on the web sites.
- For **non-sexist language**, study this site: <http://owl.english.purdue.edu/owl/resource/608/05/>
- Review "**Misplaced Modifiers**" and "**Faulty Shifts**." Check out the Web link and <http://grammar.ccc.commnet.edu/grammar/quizzes/niu/niu9.htm> for information on misplaced and dangling modifiers. And for "Faulty Shifts" click here: <http://www.towson.edu/ows/shifts.htm> **Learn the information on faulty shifts well!**
- **Review** subject/verb agreement and pronoun usage and agreement on the Purdue OWL site <http://owl.english.purdue.edu/owl/resource/599/01/>
- Cut and paste if unable to open the link.
- **The following site will offer explanations for all sentence issues--cut and paste into your browser:** http://grammar.ccc.commnet.edu/grammar/quiz_list.htm Go to Web Link <http://owl.english.purdue.edu/owl/> and click on General Writing. There you will find General Writing and Owl Exercises. Under General Writing, you will find Subtitles of Mechanics, Grammar, and Punctuation. Practice the exercises found at the bottom of the left column. They can help you correct mistakes in your writing.
- **Assignment:** Review **Passive Voice** <https://owl.english.purdue.edu/owl/resource/539/03/>
- **Parallelism.** Check out the following Web Link: http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/parallelism_quiz.htm for full coverage of parallelism, with good examples and quizzes.
- Also click on <https://owl.english.purdue.edu/owl/resource/601/04/> Learn how to avoid **inappropriate shifts of verb tense. To get to the exercises, scroll down to the bottom of the index at the left of your screen. You'll find the OWL exercises there. Select the category you need.**
- **I REPEAT:** Study all assignments to learn punctuation and grammar rules for writing your essays. It will also prepare you for the final exam. **IN PARTICULAR, SPEND TIME ON THE NOTORIOUS CONFUSABLES BY CLICKING ON ALL CHOICES OF WORDS.** Here is quick access to that site: <http://grammar.ccc.commet.edu/grammar/notorious.htm>
- You are responsible for all information in all of these assignments by the end of the semester. **MAKE A HABIT OF STUDYING THE SITES DAILY, IF POSSIBLE. Your papers will reflect your understanding gained in these assignments.**

GRADING STANDARDS FOR PAPERS

I. EXCELLENT/SUPERIOR (A/B)

Note: 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: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea 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 student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

The *C* paper is clear, competent, 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.

Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

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: The sentences are competent, but many lack force, variation in structure, and/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 the superior paper.

III. UNSATISFACTORY (D-F)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and

structure.

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

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

Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

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 obscure the writer's ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: Collin College faculty does not tolerate plagiarism. A paper containing plagiarism will earn a *zero*.

Other Course Policies:

Office Hours and Communication: My scheduled office hours (listed on page 2) are intended as times when students can drop in to discuss their writing or other class issues. These office hours are intended as first come, first served, and no appointments will be made. Should you need to meet with me at another time, you must schedule an appointment with me. I highly recommend students take advantage of office hours and appointments to ask questions and even have me review drafts of essays.

Outside of office hours, the best way to contact me is through e-mail (also listed on page 2). I generally respond to e-mails within 48 hours and often sooner.

Scholastic Dishonesty:

According to the Collin College Student Handbook, "every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentation, distortions, or omissions in data or reports on research.

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. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly

from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty" (7.2.2).

See the current *Collin Student Handbook* for additional information.

Every student should read that information, but the Collin English faculty would like for you to know more about plagiarism whether you are beginning the study of the research process and the pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. **PLAGIARISM IS A SERIOUS MORAL OFFENSE.**

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. **MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING.** Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. **IN EITHER CASE, YOU MUST DOCUMENT.** Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For a more complete explanation of proper paraphrasing, see your textbook.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin English Department's policy is that an assignment containing plagiarized material receives an automatic "F." Your instructor may have other penalties in the course syllabus and may choose to initiate disciplinary proceedings against any student guilty of plagiarism.

Instructors are advised to report cases of plagiarism to the Dean of Students.

******* PLEASE SIGN BELOW, DETACH, AND TURN IN TO INSTRUCTOR *******

**I have carefully read through the course syllabus and understand what is required of me.
I have also read the above brief explanation of plagiarism. I understand what it is and I am aware
of the consequences if I should be guilty of it either intentionally or unintentionally.**

DATE SIGNATURE

ENGLISH Course/Section NAME (PRINT)