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Composition I

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Collin College

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**COLLIN COLLEGE
COURSE SYLLABUS**

Course Information

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: October 19th.

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 name: Kimberly Allison
Email: KAllison@collin.edu
Office hours: By appointment
Course Number: ENGL 1301.11325
Course Title: Composition I
Time/Location: MWF 7:25-8:15 at Prosper High School - RM 1203

Course Resource: *Norton Field Guide to Writing with Readings and Handbook*, 4th ed.
 ISBN# 978-0-393-61739-9

- **Major assignments (85% of course grade)**
 - **Narrative** (10% of course grade) 600-800 words. Write a narrative telling a story with a focused purpose. (*NFG* Chapter 10)
 - **Reporting Information** (15% of course grade) 700-900 words: Write a summary of information geared toward an audience of your choosing. (*NFG* Chapter 12).
 - **Writing Analytically** (25% of the course grade) 900-1,000 words: Take a text and write an analysis of what arguments are made. (*NFG* Chapter 11 and 17).
 - **Writing a Review** (25% of course grade) 900-1,100 words: Choose a piece of media and write a review of that media. (*NFG* Chapter 15).
 - **Remix/portfolio project** (10% of course grade): Take a paper from one of the above genres and remix it considering a new rhetorical situation. For example, you could take the source material for reporting information and complete an analysis on it. Or you could take a written assignment and turn it into a multimodal assignment. This is a remix of the work you did before. The remix will be part of a class portfolio that will include a cover page, invention materials, drafts, a revision plan, and the final revised draft.
- **Minor assignments** (10% of course grade)
 - Class participation
 - Other assignment include: Labs, Journals, Quizzes, Memoirs, Profiles

Grading

I will not discuss individual student grades in class or in email. A grading calculator will be provided on Canvas. For questions about grades, students will need to attend my office hours or make an appointment with me. The assignments breakdown is:

- **Literacy Narrative:** 10%
- **Reporting Information:** 15%
- **Writing Analytically:** 25%
- **Writing a Review:** 25%
- **Remix/portfolio project:** 15%
- **Minor assignments:** 10%

- Labs, Journals, Quizzes, Memoirs, Profiles

The grade scale for this class is:

A=90-100

B=80-89

C=70-79

D=60-69

Attendance

Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

Late assignments

As a rule, I *not* accept late assignments. Absence is not an excuse for late work. If you must miss class when an assignment is due, turn it in *prior* to the due date. I may accept a late assignment, but only in extremely extraordinary circumstances and with prior approval. However, even with approval, your grade on the work may be reduced half a letter-grade for each class day the assignment is late.

Sharing Writing/Ideas

Writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, either face-to-face and one-on-one or, at times, with the entire class at once. This sharing is intended to provide you with models of effective writing, feedback to improve your writing, and give you experience offering feedback. It is imperative we all respect this process and come to class prepared to share writing and comment constructively.

Intellectual Property

All course materials and course content are the intellectual property of me, your classmates, and/or their respective authors. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Canvas postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures/discussions, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all

relevant class members. Students may, however, request permission from the instructor to record course lectures/discussions for personal academic use.

Manuscript Preparation

Major writing assignments should be printed from a digital file (double-spaced) in black ink using a Times New Roman font (no larger or smaller than 12pt). Use MLA guidelines for spacing, margins, heading, and page numbering.

Email Correspondence

Emails are written communication, and you should be aware of your audience. Craft a subject line that reflects the main purpose of your message, use appropriate language, and sign your name (first and last) as well as indicate your class by section, day, and time. I will make every effort to reply to emails in a timely fashion during the week; however, I do not normally respond to student emails on weekends.

Professional Etiquette

You and your classmates are paying to be here and most of you are trying to get things right the first time, which can demand concentration. I am trying to help all of you. For these reasons, please be professional in all activities associated with this class. Often, the same rules you follow in a movie theater work for the classroom: Turning off or silencing cell phones, using the class printer *before* class begins (instead of while someone is talking!), putting away ear-buds, saving your text messaging until after class, and keeping your computer screen focused on class-related activities help everyone stay focused, too. If I see such activities, I will politely ask you to stop; if you continue, I may ask you to leave the classroom so that other students can focus on the lessons. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically.

Syllabus Changes

This document is subject to change. I may modify portions of this syllabus (particularly the calendar of assignments) to adjust to issues in the classroom, learning needs, availability of resources, changes in university or department policy, or other pedagogical reasons. When changes occur they will be announced on the class Canvas site and an amended version of the syllabus will be made available on Canvas for upload. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus.

***Student Handbook* for additional information.**

7-2.2 Scholastic Dishonesty

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the

student's own work. 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; and/or failing to secure test materials. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, 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 or patch writing, even when a source is cited. 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. In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until

the case is final. 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

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

SOBI: Collin College’s Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action. If you have any questions regarding disciplinary procedures, you can call 972-881-5604 or email dos@collin.edu. If you need to file an incident report with the Dean of Students, you can do so from this link, https://www.collin.edu/studentresources/deanofstudents/forms/student_incident_report.html

To submit a SOBI referral through CougarWeb, go to the “Student” tab, scroll down to the section entitled, “Safety and Wellness” and then click on “Refer information of concern (SOBI)”. Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

DATE	IN-CLASS ACTIVITIES	HOMEWORK (needs to be completed by the date indicated)
Week 1		
8/27	<ul style="list-style-type: none"> - Introductions - Icebreaker - Begin discussing rhetorically situated writing - Class discussion over <i>Developing Academic Habits of Mind</i> (45-52) 	
8/29	<ul style="list-style-type: none"> - Read <i>Mother Tongue</i> by Amy Tan in class 649-655 in class - Introduce Narrative Writing and assignment - Introduce Lab component – Quizlet (details will be given in class) 	
8/31	<ul style="list-style-type: none"> - In-class response over the readings (1) - Class discussion over Ch. 10 	<ul style="list-style-type: none"> - Read Ch. 10 <i>Writing a Literacy Narrative</i> (83-93) and Ch. 43 <i>Narrating</i> (419-427)
Week 2		
9/3	Labor Day – No classes	
9/5	<ul style="list-style-type: none"> - Begin drafting narratives - Discuss peer review and discuss revision vs. editing 	
9/7	<ul style="list-style-type: none"> - Peer Reviews - Create revision plans or reflections 	* Narrative due 9/10
Week 3		
9/10	<ul style="list-style-type: none"> - Read <i>Freemont High School</i> by Jonathan Kozol 716-724 in class - Introduce Reporting Information writing and assignment 	
9/12	<ul style="list-style-type: none"> - In-class response over the reading (2) - Class discussion over the reading 	- Read Ch. 12 <i>Reporting Information</i> (145-154)
9/14	<ul style="list-style-type: none"> - Select topics for reporting information assignment - Library workshop 	- Lab 1 due
Week 4		
9/17	<ul style="list-style-type: none"> - Quiz and class discussion over Parts 4 and 5 (3) - Discuss and collect research materials for report 	- Read Part 4 <i>Processes</i> (the writing process) (279-316) and Part 5 (329-349)
9/19	<ul style="list-style-type: none"> - Discuss rhetorical situations of reports - Begin drafting reports 	
9/21	<ul style="list-style-type: none"> - Peer Reviews - Create revision plans or reflections 	* Reporting Information due on 9/24
Week 5		

9/24	- Read <i>Well-Behaved Women Seldom Make History</i> by Laurel Thatcher Ulrich (664-674) in class - Introduce Writing Analytically and assignment	
9/26	- In-class journal over the reading (4) - Class discussion over the reading	- Read Ch. 11 <i>Analyzing Texts</i> (110-127)
9/28	- Select topics for writing analytically assignment - Allow time for research in library	- Lab 2 due
Week 6		
10/1	- In-class response over the reading (5) - Class discussion over the reading	- Read Part 1 – Academic Literacies (1-31)
10/3	- Allow time for research in library	
10/5	- Peer reviews - Create revision plans or reflections	* Writing Analytically due on 10/8
Week 7		
10/8	- Read Consumer Reports – <i>Fast Food: Four Big Names Lose</i> (772-782) and <i>Where Wordplay Trumps Swordplay</i> by Chris Suellentrop (787-789) - Introduce Writing a Review and assignment	
10/10	- Collaborative activity over reviewing media	
10/12	- In-class review over TED video – <i>The Danger of a Single Story</i> by Chimamanda Ngozi Adichie	- Lab 3 due
Week 8		
10/15	- Discuss rhetorical situations of analyses and choose topics to review	
10/17	- Discuss rhetorical situations of analyses and choose topics to review - Discuss rhetoric...what is its relevancy?	
10/19	- Peer reviews - Create revision plans or reflections	* Review due on 10/22 (Last day to withdraw)
Week 9		
10/22	- Read <i>The Myth of the Latin Woman</i> by Judith Ortiz Cofer (876-883) - Introduction to memoirs and assignment	
10/24	- In-class response over the reading - Class discussion over the reading	- Read Ch. 18 <i>Memoirs</i> (220-223) and Ch. 19 <i>Profiles</i> (224-233)
10/26	- Choose topic for memoirs or profiles	- Lab 4 due
Week 10		
10/29	- Collaborative activity over memoirs/profiles	
10/31	- Allow time for writing memoirs or profiles in library	
11/2	- Peer reviews - Create revision plans or reflections	* <i>Memoirs/Profiles</i> due on 11/5
Week 11		

11/5	- One-to-one conferences (details will be given in class) - In-class activity during conferences	
11/7	- One-to-one conferences (details will be given in class) - In-class activity during conferences	
11/9	- One-to-one conferences (details will be given in class) - In-class activity during conferences	- Lab 5 due
Week 12		
11/12	- Introduce Remix/Portfolio assignment - Decide which assignment to remix	
11/14	- Work on remixes	
11/16	- Work on remixes	
Week 13		
11/19 – 11/23	Thanksgiving – Online assignment for 11/21	
Week 14		
11/26	- In-class rhetorical analysis over an American short story	- Continue to work on Remix/Portfolio assignment
11/28	- In-class rhetorical analysis over an American short story	
11/30	- In class rhetorical analysis over TED video – <i>The Politics of Fiction</i> by Elif Shafak	
Week 15		
12/3	Remix Assignments	
12/5	Remix Assignments	
12/7	Remix Assignments – Celebration of Student Writing (more details will be given in class)	
Week 16 – Finals Week		
Week of 12/10	- Write cover letter and submit revision or remix project and portfolio	

I read and understand the syllabus for English 1301.P18/P19. I have asked any questions I had and feel that I received satisfactory answers. I will abide by the rules as set out in the syllabus.

Student's Name and Signature