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Composition I

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Collin College

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COLLIN COLLEGE
ENGLISH 1301 COURSE SYLLABUS
Fall 2018

Course Number: *English 1301.WSB*
Course Title: *Composition I*

Instructor's Name: Marta Moore, PhD
Office Number: Spring Creek Campus BB-214
Office Hours: (also online) **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 **Preferred:** Use Mail in Canvas
Email: mmoore@collin.edu Use Canvas or Cougar mail for all correspondence
Website: <http://iws.collin.edu/mmoore>

Class Information:

Section Number: WSB
Meeting Times: Online

Important Note:

A student may repeat this course only once after receiving a grade, including W. **If you find that the course is not right for you, please drop before the census date.** Doing so will ensure that you are not penalized in regard to the repeat policy or the State mandate that denies your attendance at a state university after six W's on your transcript. If you withdraw from the course after the census date, a grade of W will be posted to your transcript and count as one attempt toward the repeat policy. Final drop date is October 19.

Course Resources:

REQUIRED TEXT:

Johnson-Sheehan, Richard and Charles Paine's *Writing Today, Fourth Edition*. New York: Longman. ISBN:13-9780134808048 (Note: You are welcome to purchase a used copy.)

You should plan to purchase your textbook online or in the new **Barnes and Noble Bookstore** on campus right away because I make reading assignments at the beginning of the semester. Barnes and Noble will match some prices. (I have also reserved a copy at the Spring Creek library.)

Materials: Electronic dictionary/thesaurus. Electronic folder for keeping papers, a device to back up files.

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. Students will be able to navigate the Internet to research topics, to navigate **Canvas**, and to use the Electronic Forum to participate in class discussions. Lab required.

Course Credit Hours: 3

Lecture Hours: 3 Lab Hours: 16 (Mandatory!)

Placement Assessment(s): 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. (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 Outcomes: Upon successful completion of this course, students be will:

1. Be able to demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility).
2. Be able to demonstrate rhetorical knowledge in the following ways:
 - Read and interpret a prompt for a writing assignment.
 - Write essays that take a position and successfully defend that position.
 - Write essays with appropriate evidence, discussion, and organization for a specific audience.
 - Write essays with strong, sophisticated introductions and conclusions.
 - Write essays that use appropriate format, structure, tone, diction, and syntax.
3. Be able to demonstrate critical reading, thinking, and writing in the following ways:
 - Use reading and writing for inquiry, learning, thinking, and communicating.
 - Integrate a student's own ideas with the ideas of others with clear distinction between the two.
4. Be able to demonstrate knowledge of the writing process in the following ways:
 - Be aware that it usually takes multiple drafts to create and complete a successful text.
 - Develop and demonstrate flexible strategies for generating ideas, revising, editing, and proofreading.
 - Understand and utilize the collaborative and social aspects of writing processes by learning to critique their own and others' work.
5. Be able to demonstrate knowledge of conventions in the following ways:
 - Apply knowledge of writing conventions ranging from structure and paragraphing to tone and mechanics.
 - Control such surface features as grammar, punctuation, and spelling.

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, or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

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

Course Requirements:

1. Lab assignments: (a MANDATORY English department requirement).
2. Individual conferences through e-mail and feedback on your papers.
3. Reading essays and discussing them using the prompts I will post using the Discussions tool.
4. Writing and researching.
5. Writing **four** essays and one midterm essay exam.
6. Writing an introduction and a concluding reflection.

Minimum Technology Requirement:

1. Keyboard skills, Cougar mail address, Internet Explorer (version 6.0 or higher).
2. Word processing: Microsoft Word for writing assignments.

For technical support:

If you need assistance 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 during regular office hours 8 AM to 5 PM (Monday through Thursday; 8 AM – 5 PM (Friday), and 9 AM to 1 PM (Saturday). See the Help folder for additional information.

Attendance Policy:

This is **not a self-paced course**. You must meet all deadlines for completing assignments or suffer reductions in your grade.

LATE AND MAKE-UP WORK: I accept late essays up to a week after its due date. AFTER ONE WEEK, FORGET IT! If you know in advance that you will be unable to hand in a paper on time, make special arrangements with me prior to the due date; otherwise, your paper will be considered late. Remember, this course is not a self-paced course. **You cannot turn in missed assignments at the end of the semester or when convenient for you. You MUST turn in assignments in a timely manner on the due dates.** Having computer problems is no excuse for failing to submit essays on their due date. In a valid emergency (if Canvas is down when you try to submit your paper no later than 11:30 on the night it is due) you can e-mail an attachment of your paper to me (but you must resubmit on **Canvas** the following day), or you can go to the library at any of the campuses to use the on-campus computers. **A word of advice: submit no later than 11:00 pm on the due date to take care of any submission problems you may encounter.**

Withdrawal Policy:

See the current *Collin Registration Guide* for the last day to withdraw. If you are unable to complete this course, you should withdraw from it **by the census date in order to avoid a penalty. The final drop date is listed in the course catalog, but you will receive a W if you wait until that date to decide that you cannot continue in the course.** Withdrawing from a course is a formal procedure that you must initiate. You may do so in the Admissions Office or in the Counseling Center. If you stop submitting work and do not withdraw, you will receive a performance grade, usually an "F."

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. 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.

See "Lab Assignments" in Module One for a list of activities that constitute the "lab." (**the introduction and conclusion reflections, peer editing, the discussions, Canvas quiz, and grammar and style online quizzes**) **Keep in mind that the lab component is designed to help you eliminate your problems in writing.** By doing these assignments, you will

strengthen your writing and thinking skills, improve essay grades, and better understand Canvas. **IMPORTANT NOTE: Lab assignment completions are an important part of your final grade. If you do not complete the lab work on the assigned dates, you will lose points for any missed lab completions. The lab credits are counted as 200 points of your final grade.**

All LAB CREDIT assignments will receive a maximum of 10 points toward completion of your required total of 200 points (you may not choose to stop once you have achieved what you consider a passing grade--the English department requires that you submit all of your assignment).

Discussion Posts:

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. **[Each assigned essay (not the midterm) will have a thread--or question—that I will post. The threads will be listed by the writers' names.]**

NOTE: IN ORDER TO RECEIVE LAB CREDIT FOR DISCUSSION RESPONSES, YOU MUST COMPLETE THEM BEFORE THE DUE DATE OF THE CONCURRENT ASSIGNED ESSAY.

You must respond to **ALL FOUR 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 lab credit for discussions. 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.**

When responding to a thread, respond in the message box, and click on "post." Your name and the current date will appear next to the subject. Please remember rules of "netiquette" when posting discussion responses. Think before posting. **Avoid inflammatory rhetoric.** Remember, there's a human on the receiving end of your communication.

Netiquette Expectations:

1. **Please use the Mail tool available on Canvas for all correspondence with me for the duration of the course. I will respond to your e-mail within 48 hours** (usually, I respond the same day) on weekdays. **I do not hold online office hours on the weekends and holidays**, so you should plan to ask questions during the week.
2. Standards of courtesy and respect must be maintained at all times in our online "classroom" discussion, but remember that this is still a "classroom" setting and that respect and consideration are crucial for any intellectual discussion.
3. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and attacks are not permitted.
4. Since this is an English class, and you will be practicing good writing throughout the semester, **all responses should consist of standard grammar and punctuation rules. Do not use texting abbreviations or careless grammar/punctuation.**
5. Appropriate behavior as set out in the **Collin Student Handbook** applies to online classes, and abuses will be reported to the Dean of Students, and appropriate disciplinary action will be taken by the college.

Method of Evaluation:

Final grades for the semester are calculated as follows:

1.	Three essays	300 points (100 each)
2.	Final Argument Essay	200 points
3.	Midterm essay exam (online)	100 points
3.	Canvas Exam (under Final Exam) on Mechanics, Grammar, and Punctuation	100 points
4.	Discussion posts	Lab points (40 points)
5.	Assigned Introduction	Lab points (10 points)
6.	Assigned Conclusion Reflection	Lab points (10 points)
7.	Peer Reviews	Lab points (30 points)
8.	Submission of pre-writing and drafts	100 points
9.	Canvas Quiz	Lab points (10)
10	Quizzes	Lab points (100)
	Possible Points	1000 point

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

*****IMPORTANT:** The Canvas grade book shows only your total points, not your letter grade (see above for the way to determine the letter grade that goes with your total score). I do not average your grades, so the grade that the grade-book shows is not your grade; see my scale above.

Reminder: A late paper carries a penalty of 10 points off up to a week after its due date.
After one week, don't bother to turn one in!

Canvas/Turnitin: We will be using Canvas (which has replaced Blackboard) in this course to organize course materials, provide class announcements, and submit writing assignments. 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 Canvas.

Type the essay on your computer as a Microsoft Word document. When saving your essay, use your last name and the type of essay (e.g., Memoir) as the document name. Send in your essay to Canvas. **I use turnitin through Canvas only--you do not need to sign in outside of Canvas.**

If you are experiencing computer problems, you are responsible for making every effort to get to a computer that works. The college library is open until 10:00 pm each night and on Saturdays and Sundays until 5:00 pm.

Allow **two weeks** for me to return your graded essays.

Notes:

Syllabus may be altered but changes will be communicated in a timely manner in Canvas.

The new location of the ACCESS office is in D-140.

Make sure you register with CougarAlert.

- **Grades are due: Mon, Dec 18**
- **September 22-24: The campus will be closed at 3pm on the 22nd and remain closed throughout the weekend for the Balloon Festival.**
- **Last day to withdraw: October 20**

IF YOU ARE TO UNDERSTAND THE GRADING FOR THE COURSE, YOU NEED TO READ THE FOLLOWING GRADING STANDARDS THAT HAVE BEEN PREPARED BY THE COLLIN COLLEGE ENGLISH DEPARTMENT:

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RUBRIC FOR COURSES IN RHETORIC

To unify grading and to conform to nationally accepted standards, the faculty subscribes to the following guidelines for letter grades.

I. 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.

A. Preparation: Students adapt their thinking to the form and requirements of the assignments and develop their paper through preliminary outlines and drafts.

B. 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 an inevitability organic to its central idea.

C. Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the bulk of the essay without being repetitive. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.

D. Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and
Diction: The language is distinctive, fresh, economical, and precise.

E. Grammar and Punctuation: (See Grammar links online or consult the grammar section in the handbook) Correct grammar, punctuation, spelling, and mechanics reflect clear and effective writing.

F. Appearance: The superior paper is carefully proofread and correctly documented. It is written or typed clearly, using MLA style.

II. Average (C)

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

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

B. Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail may be occasionally repetitious, irrelevant, or sketchy.

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

D. Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.

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

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

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

III. Unsatisfactory (D-F)

Though "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.

A. Preparation: The students' ideas do not relate to the specific assignment, and there is little evidence of a preliminary draft.

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

C. Development: The essay has no clear and orderly stages and fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

D. Sentence Structure: Meaning is thwarted by sentences that are incoherent, incomplete, fused, monotonous, rudimentary, or redundant.

E. Diction: The level of language is inappropriate to the subject.

F. Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the ideas.

G. Appearance: An illegible presentation is always a liability.

H. Plagiarism cannot be tolerated. A paper containing plagiarism will receive a zero.

I. Any paper that deviates substantially from the MLA style format for documentation of research will receive a "D" or "F."

The essays will be evaluated according to the following guidelines that are based on the previous sheet, "Grading Standards for Courses in Rhetoric."

G. interesting rhythm.

ESSAY EVALUATION SHEET

(GUIDELINE ONLY—I WILL GIVE YOU COMMENTS AND A HOLISTIC GRADE THAT REFLECTS THE FOLLOWING PERCENTAGES ON TURNITIN.COM IN THE ASSIGNMENT SUBMISSIONS FOLDER)

1. Introduction that follows rules introduced in your text. (10 points)

Excellent	Good	Average	Poor	Unacceptable
9-10	8	7	6	0-5

2. Main idea of the paper (thesis statement) stated early in the paper (10 Points)

Excellent	Good	Average	Poor	Unacceptable
9-10	8	7	6	0-5

3. Structured essay with sufficient evidence (specific details in examples--using the senses). (possible 35 points)

Excellent	Good	Average	Poor	Unacceptable
30-35	25-29	20-24	15-19	0-14

4. Directing the essay to a specific audience (15 points)

Excellent	Good	Average	Poor	Unacceptable
13-15	10-12	7-9	4-6	0-3

5. Conclusion that follows set out in the text (10 points)

Excellent	Good	Average	Poor	Unacceptable
9-10	7-8	5-6	3-4	0-2

6. Editing--the essay should have no mistakes and follow standard grammar and punctuation rules. (20 points)

Excellent	Good	Average	Poor	Unacceptable
15-20	10-14	7-9	4-6	0-3

SUBTOTAL: _____

Points deducted for late paper: _____

TOTAL: _____

READ!!!

SCHOLASTIC DISHONESTY STATEMENT

The College may initiate disciplinary proceedings against a student accused of scholastic dishonesty.

Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, and/or falsifying academic records.

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.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty including but not limited to providing a paper or project to another student, providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

Plagiarism

Scholastic dishonesty and plagiarism are briefly defined in the “Student Code of Conduct” in the Collin Student Handbook. 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 NOTE TAKING.** Unfortunately, the reader who finds the error, not knowing the writer’s intent, can only assume the plagiarism intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you cut and paste or use the exact words of a source without quotation marks, you are plagiarizing; when you paraphrase, use only your own words. IN EITHER CASE, YOU MUST DOCUMENT with the site in parentheses following the borrowed information. 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 the 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 any 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.

