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# Composition I

Charlene Green  
*Collin College*

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**COLLIN COLLEGE**  
**COURSE SYLLABUS**

Course Information
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**Course Number:** ENGL 1301

**Course Title:** Composition I

**Course Description:** Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

<b>Course Credit Hours:</b>	3
Lecture Hours:	3
Lab Hour:	1

**Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

**Student Learning Outcomes:**

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  5. Use Edited American English in academic essays.
- **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:** The last day to withdraw for the fall semester is October 19, 2018.

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

**Americans with Disabilities Act Statement:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

## INSTRUCTOR INFORMATION

**Instructor's Name:** Charlene Green  
**Office Number:** University Hall 113  
**Office Hours:** Monday & Wednesday – 10:00 a.m. – 1:00 p.m.  
**Phone Number:** 972-377-1558  
**Email:** CMGreen@collin.edu

### **Class Information:**

**Section Number:** P31 – CRN 13492  
**Meeting Times:** TR – 10:00-11:15 a.m.  
**Meeting Location:** U131

**Course Resources:** *The Allyn & Bacon Guide to Writing, 8<sup>th</sup> Edition*  
*Essays & Other Materials Provided in Class*

**Supplies:** USB Portable Storage Drive (flash drive, thumb drive, etc.); paper and pen

**Attendance Policy:** Regular attendance is required for successful completion of this class. All assignments and major concepts necessary for completing the course will be explained in class. In addition, we will be working on drafts of papers in workshops and conferences, for which attendance is necessary. You will be responsible for all deadlines and for assignments and announcements missed due to absence.

### **Late Work:**

All work is due in Canvas at the time and date specified in each assignment. As a rule, I do not accept assignments that are more than twelve (12) hours late. If you miss a submission deadline, for any reason at all, you must speak with me face-to-face and get permission to submit the assignment late. This policy does not apply to work submitted within twelve hours of the appropriate due date and time.

***PLEASE NOTE: I do not accept assignments via email. It is your responsibility to submit your work in Canvas or it will not be graded. Graded in-class activities and quizzes may not be made up and earn zero points.***

**Method of Evaluation:** Your grade for this course will be based on the following:

- **Major Writing Assignments (60%)** - You will complete four major writing projects, each of which will be worth 15% of your total grade. The four major writing projects are: an exploratory essay, an informative essay with a surprising twist, an argument essay, and an analytical essay.
- **Lab Grade (15%)** - The lab component of this course is fulfilled through the completion of informal journal writing in response to assigned readings and or class discussions (“reading response journal”). Completion of the electronic reading response journal is not optional. See the section labeled “Lab Work” under “Additional Course Policies” for additional information.
- **Service Learning (15%)** - The Service Learning component of this course will be fulfilled through a variety of activities, including research, writing, and volunteer work. See the section labeled “Service Learning” in “Additional Course Policies” for additional information.
- **Final Exam (10%)** - The final exam will be an in-class essay; it must be taken during the final exam period designated for this class.

**Schedule of Due Dates for Major Assignments**  
**Students are responsible for changes announced in class.**

August 27, 2018	Fall 2018 Semester Begins
<b>September 3, 2018</b>	<b>Labor Day Holiday – All Campuses Closed</b>
September 28, 2018	Due – Writing Project 1 – Exploratory Essay
<b>October 19, 2018</b>	<b>Last Day to Withdraw from Class for Fall Semester</b>
October 26, 2018	Due – Writing Project 2 – Informative Essay with Twist
November 21, 2018	Due – Writing Project 3 – Classical Argument Essay
<b>November 21-25, 2018</b>	<b>Thanksgiving Holidays – All Campuses Closed</b>
December 6, 2018	Due – Writing Project 4 – Rhetorical Analysis of Poem
December 6, 2018	Due – Service Learning Logs
<b>December 11, 2018</b>	<b>Final Exam</b>

**Course Outline and Weekly Schedule**  
**Students are responsible for changes announced in class.**

**Thematic Focus:** In Ancient Athens and Rome, people used *rhetoric* to make decisions, resolve disputes, and to mediate public discussion of important social, environmental, and political issues. Students in this course will select a current social or environmental issue of interest to them and explore that issue by completing a variety of writing projects. Further, students will become fully engaged with their selected issue by completing a service learning project related in some way to the social or environmental problem selected for study.

**Week 1 – Introductions**

**August 28 & 30** – We will spend the first class period on introductory activities, such as learning more about other class members, completing writing diagnostic activities, and becoming familiar with the goals and expectations for college writing in general and this course in particular.

**Reading & Discussion:** *Allyn & Bacon* – Chapter 1: “Posing Problems: The Demands of College Writing”

**Weeks 2, 3, 4 & 5 – Open Form Writing & Writing to Learn**

**September 4, 6, 11, 13, 18, 20, 25, & 27** – This unit will focus on open form writing and the exploratory essay as a means of creating knowledge through writing. Students will be focusing on writing to learn rather than learning to write.

**Reading:** *Allyn & Bacon* – Chapter 2: Exploring Problems, Making Claims; Chapter 7: Writing an Exploratory Essay or Annotated Bibliography; Chapter 18: Strategies for Writing Open-form Prose”

**Film:** *Freedom Writers*

**Major Writing Project #1 – Exploratory Essay:** The unit will conclude with the submission of a 4-6 page exploratory essay on a social or environmental issue selected for study by the student.

**Due: Draft for Peer Review – September 27; Revised & Polished Essay – September 28**

**Weeks 6, 7, 8, & 9 – Informative, Descriptive, & Surprising Writing**

**October 2, 4, 9, 11, 16, 18, 23, & 25** – This unit will focus on the informative and descriptive essay models as methods for transmitting knowledge (writing to inform) and will examine the surprising twist as a way to interest readers who might not otherwise have an interest in reading a piece of writing.

**Reading:** *Allyn & Bacon* – Chapter 8: Writing an Informative (and Surprising) Essay or Report; Chapter 17: Strategies for Writing Closed-form Prose”

**Film:** *Murderball*

**Major Writing Project #2 – Narrative and Informative Essay with Surprising Twist**

The unit will conclude with the submission of a 3-5 page narrative and informative essay, with a surprising twist, on the social or environmental issue you have been reading and writing about.

**Due: Draft for Peer Review – October 25; Revised & Polished Essay – October 26**

### **Weeks 10, 11, 12, & 13 – Closed Form Writing & Argument Essay**

**October 30, November 6, 8, 13, 15, & 20** – This unit of study will focus on persuasion and the classical argument essay as a means of writing to persuade. This unit will provide an opportunity for you to synthesize many of the concepts and elements you have explored in the study of your selected topic and your first two essays. We will study the classical argument structure as practiced by the Ancient Greeks and Romans and continue our exploration of the persuasive power of language.

**Reading:** *Allyn & Bacon* – Chapter 3: How Messages Persuade; Chapter 13: Writing a Classical Argument

#### **Other Reading Materials (to be provided in class):**

“No Heart for the Homeless” – Stuart Bykofsky

“Slut-o-ween” – Liz Emrich

#### **Major Writing Project #3 – Classical Argument Essay**

The unit will conclude with the submission of a 4-5 page classical argument essay on the social or environmental issue you have been reading and writing about through the semester.

**Due: Draft for Peer Review – November 20; Revised & Polished Essay – November 21**

### **Weeks 14, & 15 – Rhetorical Analysis Essay**

**November 27, 29, December 4, & 6** – This unit will provide an opportunity to re-read and reflect on the issue you have been reading and writing about as well as the opportunity to revisit the rhetorical strategies and concepts discussed in *Allyn & Bacon*. The focus of this unit will be to study the various ways language can be used to communicate effectively. The unit will conclude with the submission of an original poem accompanied by a 2-3 page essay analyzing the rhetorical choices you made in creating the poem.

**Reading:** *Allyn & Bacon* – Chapter 5: Reading Rhetorically; Chapter 12: Analyzing & Synthesizing Ideas

#### **Other Reading Materials (to be provided in class):**

“Notes on the Craft of Poetry” (essay) – Mark Strand

Thinking Rhetorically – Translating from Prose to Verse

**Additional Materials:** *Def Poetry Jam* – selections provided in class

**Writing Project #4** – One original poem derived – or “translated” – from one of your earlier essays accompanied by an analytical essay discussing the rhetorical process of “converting” the essay to a poem as well as examining the rhetorical strategies and language choices made in creating the poem. (Note: Only your essay will be graded, but you must turn in both pieces of writing.)

**Note:** You are free to choose the essay you “translate” into verse form. You will not be graded or evaluated on the structure or style of your poem as an individual product; rather, you will be evaluated on the analytical essay discussing your “translation” of prose to verse form.

**Due: Polished Essay & Poem – December 6 – NOTE: No Peer Review for this Project**

### **Week 16 – FINAL EXAMS WEEK**

**December 10 – 15, 2018 – All classes meet only ONCE during final exams week.**

***The final exam schedule is set by the College, not by the instructor.***

**The final exam for this course is scheduled for 10:00 a.m. Tuesday, December 11, 2018.**

### **Additional Course Policies:**

**Lab Work:** The lab component of this course is fulfilled through the completion of individual journal writings and assigned writers' workshops. These assignments will be completed using Blackboard; prompts and other needed handouts will be provided throughout the semester. Each lab assignment will have its own individual due date and word-length requirements which will be noted in the journal prompt or on the workshop handout. Your lab grade will be determined by averaging all individual lab grades.

**Service Learning:** The Service Learning component of this course will be fulfilled through a variety of activities, including research, writing, and volunteer work. Students will select a community partner that serves the community in a way that is connected to the social or environmental problem the student has chosen to write about during the course of the semester. For example, a student who chooses to write about an environmental issue might choose to serve through volunteering at one of the animal

sanctuaries in Collin County, such as Throw Away Ponies, In-Sync Exotics, or through the Army Corps of Engineers. Likewise, a student who chooses to write about homelessness or poverty might choose to volunteer with Frisco Family Services. Students will receive guidance in selecting a suitable community partner and provided necessary contact information to complete the volunteer hours. Students will be required to complete 10 hours of work on this project, which will include necessary research into community needs as well as 5 hours of volunteer work for the selected agency. Your grade for the project will be based on the timely and thorough completion of all components of the project (required forms, volunteer logs, and a short reflective essay).

**Class Discussion and Personal Conduct:** In this class, we will be discussing a variety of topics – some of which you and or others might feel strongly about. Please demonstrate **a civil regard for all present in class each day** by acknowledging respectfully their opinions and values. **Listen attentively** when others are speaking; and, **avoid undue distraction** such as tardy arrivals, early departures, etc. Please respect the differences of others, including mine, and we will respect yours.

**Cell Phones:**

Please turn all cell phones off before entering the classroom. All cell phones must be off and out of sight during tests. No phone calls, text messaging, or picture taking is allowed in class at any time.

**Email Policy:**

Please use Cougar Web email to contact me. I will not respond to any email that is sent from any other email services as they are not secure, and sending information through other email services could violate federal privacy regulations.

**Scholastic Dishonesty – See Section 7-2.2 of the Collin College Student Handbook**

**PLEASE NOTE:** *If a student is found responsible for academic dishonesty, a penalty ranging from a 0 on an assignment to an F in the course will be assigned based on the instructor's interpretation of the severity of the situation.*

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.

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/) (<https://www.collin.edu/studentresources/SOBI/>).