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Compostition I

Barbara Morgan Dr.
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COLLIN COLLEGE
COURSE SYLLABUS

Course Information

Course Number: ENGL 1301

Course Title: Composition I

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

Course Credit Hours:	3
Lecture Hours:	3
Lab Hour:	1

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

Student Learning Outcomes:

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

- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

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.



Collin College
Communication and Humanities Division
Spring Creek Campus, B189, (972) 881-5810

COURSE TITLE: English Composition I
COURSE NUMBER: ENGL-1301-AY7-15101
M/W: 9:23 AM - 10:13 AM
INSTRUCTOR’S NAME: Dr. B. Morgan
OFFICE LOCATION(S): A-213A (Plano Spring Creek);
Dual Credit Area (Allen Center)
EMAIL ADDRESS: BMorgan@collin.edu

Department Supervisor:
Dr. Kelly Andrews, Associate Dean of Academic Affairs
Office: Spring Creek Campus (SCC), B-189
Phone: (972) 881-5640

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Please see the last page of this Course Syllabus for detailed office hours and schedule.</i>				

NOTE: The instructor reserves the right to change any information contained in this document, when necessary, and with adequate notice given to the student. The student is responsible for obtaining any information missed due to absence, late arrival, emergency, or other situations.

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 Texas Success Initiative (TSI) college-readiness standard for Reading and Writing; or equivalent

ENGL 1301 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)

Additional Student Learning Outcomes: The following Objectives and Guidelines apply to this English 1301 course:

Objectives:

Upon completing English 1301, students should demonstrate the ability to

1. Write with voice, detail, and clarity to communicate effectively to a chosen audience;
2. Write for a variety of purposes, including to express, to inform, and to convince;
3. Write for a variety of audiences, each chosen with a purpose in mind;
4. Write within different time constraints, such as a single class period or over the course of several days or weeks;
5. Read and critically respond to the writing of others, including professional writers and/or students;
6. Paraphrase, summarize, and quote, using source material.

Guidelines:

This English 1301 class will require the following:

1. Four (4) to Six (6), closely graded, multi-draft* essays (or 15-20 minimum polished pages) including but not limited to the following purposes:
 - a. To express (e.g., narration, description, etc.)
 - b. To inform (e.g., explanation, process analysis, cause and effect, etc.)
 - c. To convince (e.g., persuasion, evaluation, problem solution, etc.) – Introductory Level

*Papers will include writing from sources, such as writing from the course textbook and scholarly journal articles, using formal documentation methods;

2. A minimum of two (2) in-class papers in which students are taught to go through the writing process within time constraints. One, in-class writing will occur during the first week of class for benchmarking purposes;
3. A variety of writing assignments (e.g. free-writes, journal entries, summary-response papers, etc.) which will include self-reflection about the student's own reading and writing processes;
4. A variety of reading assignments to help students understand the connections between reading, writing, and critical thinking;
5. Peer and teacher review of a draft of all out-of-class papers;
6. Group activities, such as cooperative learning exercises or other collaborative activities;
7. Mechanics and grammar taught only as needed as a part of the editing skills in the process of writing;
8. The use of technology as appropriate.

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw. It is the student's responsibility to formally withdraw from a course. The instructor cannot initiate the process on behalf of the student.

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, Spring Creek Campus (SCC), Room D-140, 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*.

Help with Writing

- The Writing Center is located in Room D-203 where students can receive free tutoring by appointment or on a walk-in basis. The phone number is 972-881-5843. Students may schedule 2 appointments per week or take advantage of unlimited, walk-in visits. The walk-in visits are subject to staff availability. Please contact the Writing Center for summer hours of operation.
- The Online Writing Lab (OWL) is also available for Collin College students. More information is available at <http://www.collin.edu/studentresources/writingcenter/onlinetutor.html>.
 - Students may submit their work online and use the “3 Day Turnaround” feature by accessing <https://www.collin.edu/writingcenter/online.htm>.
- Additional help is available online at <http://www.owl.english.purdue.edu>.

Collin College ENGL 1301: English Composition I

Required Textbooks:

Bullock, Richard, et al. *The Norton Field Guide to Writing with Readings and Handbook*. Fourth Ed. New York: W. W. Norton & Co., 2016. ISBN: 978-0-393-26438-8

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 2010. <https://www.iss.k12.nc.us/cms/lib/NC01000579/Centricity/Domain/2741/They%20Say%20I%20Say%20Full%20Text.pdf>

In addition to the required text, students will need access to a college-level dictionary; likewise, students will also need a portable, storage device—a USB drive or “thumb” drive—to save and upload papers and assignments onto Canvas. An online, storage system is also sufficient.

Prerequisite: Meet Texas Success Initiative (TSI) college-readiness standard for Reading and Writing, or equivalent

Course Evaluation:

- Four Major Essay Projects; Research Methods Assignments=31%
- Unit Tests, Quizzes, and Assessments=15%
- Summary-Response Essays and the Writing Journal/Portfolio=19%
- In-Class Assignments, Homework Assignments, and Labs=15%
- Self-Assessment/Reflection/Reading Matrix=10%
- Final Exam=10%

Grading Scale: The following grading scale will be applied precisely and without exception to every student in the class:

If your final overall course average is between **89.5 and 100**, you will receive an **A** for this class.

If your final overall course average is between **79.5 and 89.4**, you will receive a **B** for this class.

If your final overall course average is between **69.5 and 79.4**, you will receive a **C** for this class.

If your final overall course average is between **59.5 and 69.4**, you will receive a **D** for this class.

If your final overall course average is **below 59.5**, you will receive an **F** for this class.

Please note that your Course Grade will be based entirely on assignments outlined in the above Course Evaluation. There will be no extra credit assignments. Please note also that there will be no additional “rounding up” whatsoever of final course averages.

Class Citizenship: Students are expected to operate in the classroom in a civil and professional way. Similarly, when working with classmates on projects outside the classroom, students are expected to work with each other in a cooperative manner.

Attendance: You are expected to attend class regularly and to arrive on time. If you do not plan to attend regularly and arrive on time, then it is possible that you may not do well in this course.

If you must miss a quiz or other in-class work as a result of an absence or late arrival, no credit (0) will be given for the missed assignment.

Late Work: It will be in your best interest to be in class when in-class assignments are done and to submit out-of-class assignments when they are due. Missed, short quizzes or assignments at the beginning or end of class cannot be made up.

An assignment is late if it is not turned in by its assigned, due date and time and in its correct location. With the exception of in-class work, assignments will be submitted through the Canvas environment and will no longer be accessible once the deadline has passed. Assignments may be turned in early but never late. No late assignments will be accepted. It is suggested that assignments be submitted through the Canvas environment a minimum of two hours before the final deadline to avoid technical difficulties. Any assignment that is submitted in an incorrect location in Canvas will receive no credit (0) irrespective of whether or not the assignment were submitted by the due date and time. Canvas provides a confirmation for every submission. Ensure that special attention is paid to the submission location and submission confirmation. Communicate with the instructor in advance regarding extenuating circumstances. Please do not send assignments or Canvas submissions by email. This information will be deleted, and no credit (0) will be assigned. *Consult due dates on the syllabus and also on Canvas to ensure prompt submission of assignments.*

A score of zero (0) will be assigned to any work that is not submitted by the deadline.

Presentations: For any assignment which includes a required, presentation element, all students must be present and prepared to deliver information on the presentation, due date. Students are encouraged to save digital information and documents in more than one location and to have the ability to access such information using more than one method. Technical difficulties, lost files, and/or corrupt documents are not viable reasons for not presenting on the specified, due date. If students are absent, irrespective of the reason, or unprepared to present on the due date or initial, presentation date, those individuals may potentially present on the next class date immediately following the initial, due date—only if regular presentations overflow to the next class period. Please be advised that this is a courtesy extended to students—not a right—and should be treated as such since each class is designed for covering precise information during a definitive time frame. Students who fall into this category will receive an automatic, score reduction of 25% of the full assignment. This reduction will be subsequently taken after the final scores for the assignment are available. Students who are absent again on the potential, “make up” class date or who are still not prepared to present will receive a score of zero (0) for the assignment. If all presentations are completed on the due date, this “make-up” option will not be available, and no credit (0) will be assigned. This information only applies to the presentation portion of an assignment.

Social Media: Presentations and other academic performances will be video recorded for assessment purposes only. Posting course videos or other course-related information on the internet is prohibited. This includes but is not limited to all forms of social media. Some students have confidentiality requests with the institution, and it is important to avoid any potential confidentiality breaches.

- Course Handouts:** I distribute course handouts of any type one time only. I do not bring to class handouts from previous classes. If you are absent and do not receive the handouts and/or assignment sheets for that class period, it is your responsibility to obtain the handouts/assignment sheets you missed by copying a colleague's handouts or by accessing available information from the Canvas environment. The majority of course documents and handouts will be available on Canvas.
- Email and FERPA:** Email is not the environment for specific concerns. Email should be used as a brief form of communication to request a conference, for example, or to send general information. Again, please do not send assignments or Canvas submissions by email. Such information will be deleted, and no credit (0) will be assigned. Email messages must include the course and section number, last and first name, and topic in the subject line. Messages missing the aforementioned subject line information will receive no response. Please allow 48 hours response time for any message sent during regular business hours. If your message is sent outside of business hours or during the weekend, it will be read on the next available business day. Again, please allow 48 hours response time beginning on the next available business day. Likewise, avoid sending any inquiries about specific grades or scores by email. FERPA guidelines disallow this practice. Please make an appointment or visit during office hours if you wish to discuss scores, grades, or any other concerns. Email messages containing grades or scores will also be deleted without a response. Be advised that although "FERPA waivers" are available, Dr. Morgan does not honor such waivers and will only communicate with students enrolled in the course. Feel free to review information on FERPA guidelines using the following link: <http://www.collin.edu/hr/profdev/ferpa.html>
- Plagiarism:** Students are responsible for consulting the *Collin Student Handbook* as well as the MLA website and other necessary resources for proper documentation. Ignorance of documentation formats is not accepted as an excuse for plagiarism. Assignments containing plagiarized work will not be graded and will receive no credit (0). Avoid "recycling" any previously submitted information or assignments. Students who incorporate plagiarized work into an assignment may fail the course for the semester irrespective of the previous grade/average prior to submission of the alleged, inauthentic work.
- Intellectual Property:** Please be advised that intellectual property is a major concern in academics, business, and research. All assignments for this class are processed through Turn It In. This software allows both students and faculty members to review document authentication as well as discrepancies in citations. Keen knowledge and awareness regarding plagiarism and intellectual property are standard expectations for this course. As a rule of thumb, any document that returns more than a 10% similarity index or match from Turn It In is a red flag and should immediately be reviewed and revised. The similarity index is visible to students and should be thoroughly reviewed after each submission. Students will receive no credit (0) for similarity indexes above the threshold and will not have the option to resubmit. This includes reference lists, works cited, and bibliography pages. Subsequently, students are encouraged to self-generate reference lists and avoid copying and

pastoring any information as doing so raises the similarity index. Please visit the Writing Center for more assistance regarding intellectual property, correct citations, quantity of others' work utilized in your work, and acceptable forms of usage.

Labs:

The lab component is an integral part of the course and is designed to support writing improvement. Labs cannot be completed during regular class; instead, they must be completed outside of class. The requirements for written lab entries are as follows: 1.5 pages minimum in length, typed, double-spaced, MLA format, Times New Roman, 1” margins, size 12. The following are acceptable, lab activities:

Written Response - Collin-sponsored Event	Writing Center Tutoring Sessions
Writing Center Workshops	Library Workshops
Online Grammar and Writing Exercises	ACCESS Tutoring
Online Student Tutorials/Library Tutorials	Study Skills Seminars
Article Annotation or Exposition	Journal Writing (Additional)
Formal Conferences with Professor	Grammar Quizzes

Journaling:

Students are responsible for maintaining a Writing Journal/Portfolio which corresponds to the writing prompts, reading assignments, and additional course readings. The requirements for journal entries are as follows: 1 (full) page minimum in length, typed, double-spaced, MLA format, Times New Roman, 1” margins, size 12.

Two-error Rule:

In the classroom and in career environments, written information that is submitted for review must be correct, error-free, and must communicate the author’s intended purpose. The professor is not your editor. The supervisor is not your editor. It is imperative to practice submission of error-free documents and information. For this course, a rubric is associated with each assignment. A certain percentage of the score is designated for error-free writing which includes but is not limited to mechanics, usage, grammar, spelling, and structure. Any submitted document that contains two or more errors will receive no credit (0) for that portion of the rubric. Subsequently, students are encouraged to obtain assistance with their writing before submission of assignments and documents using resources as outlined below.

Writing Assistance:

Students have the opportunity to increase their essay and assignment scores by taking advantage of writing assistance offered through the Writing Center. The Writing Center is located in Room D-203 where students can receive free tutoring by appointment or on a walk-in basis. The phone number is 972-881-5843. Students may schedule appointments using the online system or take advantage of walk-in visits. The walk-in visits are subject to staff availability. Appointments are highly recommended and may be scheduled by accessing the following link: <https://collin.mywconline.com/>

Please note that students may also utilize any of Collin College’s writing centers, irrespective of the location.

Students may submit their work online and use the “3 Day Turnaround” feature by accessing <https://www.collin.edu/writingcenter/online.htm>.

VirtualTutor is also available for students: It is our new online, real-time tutoring session. More information is available about VirtualTutor on the Writing Center website.

Please make note of the following:

- 1) The Writing Center at Spring Creek offers a maximum of two (2), face-to-face visits per student each week. A "face-to-face visit" is defined as a scheduled appointment, a walk-in visit, or a combination of the two types. (For "Writing Incentives" regarding this class, it would be beneficial for students to work and plan in advance to attend the face-to-face visits.)
- 2) The Writing Center at Spring Creek also offers a maximum of two (2), virtual tutoring appointments through VirtualMuse which is similar to tutoring in a "Skype" environment. (For "Writing Incentives" regarding this class, one (1) VirtualMuse session is equivalent to one (1) face-to-face, Writing Center visit. VirtualMuse sessions are one hour in length. Students must obtain confirmation of completion of the VirtualMuse session to receive credit. The length of the session must also be included.
- 3) The Online Writing Lab (OWL) service may only be used one time per assignment and must be accompanied by two additional, "face-to-face" visits to be eligible for quality points. This service may never be utilized for the Grade-saver Option. Access: <https://www.collin.edu/writingcenter/online.htm>. (See Course Syllabus for details regarding the Grade-saver Option.)
- 4) As previously stated, students may also utilize any of Collin College's writing centers, irrespective of the location:

Spring Creek Writing Center, 972.881.5843
Preston Ridge Writing Center, 972.377.1576
Central Park Writing Center, 972.548.6857

Please note that the appointment systems are not "linked" among the campus locations. As a result, a student could potentially have two (2), face-to-face visits per week at each campus for a total of six (6) visits each week. Students are encouraged to visit the additional campus websites to schedule Writing Center visits for those specific locations.

Additional help is available online at <http://www.owl.english.purdue.edu>.

Writing Incentives: Students may earn quality points toward essays and assignments by utilizing the following guidelines:

- A) Students must arrive with a full draft, the assignment guidelines, and substantial evidence of having followed the guidelines. The requirements for all drafts and subsequent submissions are as follows: At least the minimum

number of pages for the assignment, typed, double-spaced, MLA format, Times New Roman, 1” margins, size 12.

- B) Students must demonstrate substantial adherence to suggestions and must incorporate significant improvements from one draft to the next. Making “minor” revisions will not result in obtaining quality points.
- C) All drafts, revisions, notes, and proof of assistance received must be submitted before the assignment’s due date to receive the quality points.
- D) Quality points may be assigned per essay or assignment as follows:
 - a. First visit to the Writing Center with full draft and considerable evidence of following all guidelines: +10
 - b. Second visit to the Writing Center with substantial incorporation of suggestions and additions: +10
 - c. Third visit to the Writing Center with significant improvements and personal enhancements: +10
 - d. Fourth visit to the Writing Center with considerable development, correction, and revision: +15
- E) Students must bring previously reviewed drafts to each visit in order to obtain subsequent quality points. “Brainstorming” sessions or sessions without a pre-written draft are not eligible for quality points.
- F) The instructor reserves the right to assign or to decline the assignment of quality points.
- G) The Online Writing Lab (OWL) service may only be used one time per assignment and must be accompanied by two, additional visits to be eligible for quality points.

Grade-saver Option: I do not accept late work. Since unforeseen circumstances do emerge, students will have a one-time, opportunity to exercise the Grade-saver Option. In essence, a student will have the opportunity to rescue or “save” a grade from a Major Essay Project, Summary-Response Essay, or Journal Entry. If the student misses the deadline or window to turn in the assignment, that individual will have an opportunity to submit the assignment at a future, designated date. The student, however, must receive and submit confirmation of having visited the Writing Center four times for the assignment. The four, Writing Center visits are required in order to exercise this option. None of the visits may occur within the same, 24-hour period. The Online Writing Lab (OWL) does not count as a “visit” for this option. The guidelines listed above for obtaining “quality points” are in effect for the Grade-saver option. The student, however, will not receive the corresponding, quality points. Instead, that student receives the opportunity to rescue a grade.

Similarly, if a student has submitted all assignments but wishes to increase a score on a previous, Major Essay Project, Summary-Response Essay, or Journal Entry, that individual will also have a one-time, opportunity to exercise the Grade-saver Option. This student is required to Visit the Writing Center three times for the assignment. Again, none of the visits may occur within the same, 24-hour period, and the Online Writing Lab (OWL) does not count as a “visit.”

More information about the Grade-saver Option will be disseminated during class.

Classroom Etiquette: Please show the necessary maturity and respect for your colleagues, your instructor, and yourselves by always adhering to the following Classroom Environment Guidelines:

1. Class will begin promptly at the scheduled time.

2. Please be courteous and pay attention when another student is speaking or when I am speaking to the class. Please refrain from carrying on outside conversations—spoken, written, or by text—during class.
3. Please focus on the task at hand during in-class assignments and activities. Please avoid working on assignments for other classes during this class.
4. Please do not bring any food or drink into the classroom—except for water in a sealed container—if you cannot clean up after yourself. Food or drink in the computer lab is not permitted.
5. Please **silence and put away** your phones. Please do not leave class to make or receive calls and/or texts during exams. Texting is not acceptable during class.
6. Please **turn off and put away** electronic devices, including walkman-type devices. Laptop computers, iPads, tablets, and internet-accessible devices for research and course work are permissible.
7. Please do not sleep during class. If you are unable to keep your head up and eyes open during class, then please feel free to quietly excuse yourself for a stretch break.
8. Please do not anticipate the end of class by prematurely packing up books or by starting conversations. Such behavior is discourteous and may cause you or your colleagues to miss important assignments or information addressed at the end of class.
9. In general, please avoid any behaviors in class that will be distracting to your colleagues or to your instructor.

Special Notes:

1. You will need access to word processing software for assignments for this class. I do not accept handwritten papers, assignments, or Major Essay Projects. (There are places on campus where you can access computers with word processing capabilities.) The only exception is for in-class, writing assignments or in-class essays.
2. When you submit a Major Essay, you will be required to submit accompanying documents such as peer critiques and drafts. *Unless otherwise instructed, all final assignments will be submitted in Canvas by the appropriate due dates and times.*
3. Summary-Response papers for the assigned readings will also be submitted in the Canvas environment. Assignments that are not submitted by the due date and time are considered late. All papers, including Major Essays, must be: typed, double-spaced, MLA format, Times New Roman, 1” margins, size 12.
4. Students are encouraged to access the Writing Center (D-203) and the Online Writing Lab (OWL) for assistance with all assignments.

5. All assignments, including reading assignments, are due on the date under which they are written on the Schedule of Assignments. Students must come to class already prepared for and already having read the assignment listed for that day.
6. Students working in partnerships, groups, and/or teams are responsible for individually submitting all assignments or work despite working in collaboration with others. Assignments requiring submission in Canvas must also be submitted individually. Students must demonstrate individual agency and must not assume that another member's submission will also be counted toward their own grade as such will never be the case. Any student who does not make an individual submission will receive no credit (0) for that assignment or work.
7. Please arrive for scheduled office hours on time. Students attending walk-in office hours must arrive a minimum of 15 minutes prior to the end of the walk-in segment to allow time for discussion and review. Students who do not arrive 15 minutes before the end time will be asked to schedule an appointment for another time or to visit during the next available walk-in period.
8. Unless otherwise noted, Self-Assessments are due the very next class period after the presentation or assignment takes place to allow students the opportunity to review their video recordings and render a timely and detailed rating.
9. Unless otherwise noted, Self-Assessments are due the very next class period after the presentation or assignment takes place to allow students the opportunity to review their video recordings and render a timely and detailed rating.
10. ***Note: The instructor reserves the right to change any information contained in this document, when necessary, and with adequate notice given to the student.**
11. Additional Note: Please access information regarding Collin College's campus carry policies at <https://www.collin.edu/aboutus/concealedcarry.htm>

"English Outlaws" - Additional Guidelines for Written Assignments:

- 1) Avoid first (1st) person - (such as I, we, me, myself...);
- 2) Avoid second (2nd) person - (such as you, yours, yourself...);
- 3) Avoid short, choppy sentences; instead, use compound, complex, and compound-complex sentences. Embed simple sentence among the higher level sentences;
- 4) Avoid the phrase, "a lot," to denote a plethora or an abundance of an item or element. For this class, "a lot" is a location for parking a vehicle;
- 5) Avoid "in conclusion" and its derivatives;
- 6) Avoid simple words and colloquial expressions; incorporate higher level vocabulary. (Utilize those \$100 words); and
- 7) Avoid contractions - (such as can't, don't, won't...); spell out the words (such as cannot, do not, will not, and so on).

Schedule of Assignments

Unless otherwise noted, all assignment submissions are due in the Canvas environment by 11:59 PM on the due date. Exceptions include assignments which are due before the beginning of class. Those assignments will have a designated time deadline of 7:00 AM on the due date. All Essay Projects and Reading Matrices are due before the beginning of class. Students are encouraged to work ahead and to submit assignments early into the Canvas environment. This course incorporates principles and practices from the flipped classroom and the blended classroom. To reiterate, all assignments, including reading assignments, are due on the date under which they are written on the Schedule of Assignments. Students must come to class already prepared for and already having read the assignment listed for that day. On a daily basis, students are also expected to watch tutorial videos, complete reference assignments, and read handouts and other reference materials in the Canvas file folders prior to the beginning of class.

Monday, 8/27

(Week 1)

Overview of Course - Course Introduction; Review of Course Syllabus; Bloom's Questions; Overview of Critical Thinking and Critical Analysis; Trial Submission for Canvas Overview. Diagnostic Writing Sample; Introduction to Academic Discourse, Argumentation, and Rhetoric.

Canvas Trial Submission due.

Wednesday, 8/29

Clarification and Review of Course Resources and Handouts; In-class Activity; Bloom's Questions; Overview of Critical Thinking and Critical Analysis; How to Conduct Textual Analysis (Preliminary).

Reading Matrix A due.

Reading assignments:

“Why I Want a Wife” (Judy Brady, Handout)

“The Death of the Author” – Roland Barthes

http://www.tbook.constantvzw.org/wp-content/death_authorbarthes.pdf

“The Intentional Fallacy” - Authors: W. K. Wimsatt Jr. and M. C. Beardsley

<https://faculty.smu.edu/nschwartz/seminar/fallacy.htm>

“What is an Author?” – Michel Foucault

http://www.english.upenn.edu/~cavitch/pdf-library/Foucault_Author.pdf

They Say/I Say – Chapter 1

The Norton Field Guide to Writing (NFGW)

Part 1: Academic Literacies, Sections 1-4

Part 9: HB-3 – HB-19

Monday, 9/3 - Campus Holiday

(Week 2)

Writing and Grammar Review I due.

***They Say/I Say* – Chapter 1 – Lab 1 due.**

Conduct Research on Cornell Notetaking; Adopt Process

Review Videos; Conduct Research on Bloom's Taxonomy

Wednesday, 9/5

Clarification and Review of Course Handouts; “Why I Want a Wife;” In-class Activity; Bloom’s Questions; Overview of Critical Thinking and Critical Analysis; Grammar Review; (Preview for Summary-Response #1).

Reading Matrix B due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

- “Guys vs. Men” (Dave Barry), 940
- “The Myth of the Latin Woman” (Judith Ortiz Cofer), 876
- “A Man and his Cat” (Tim Kreider), 957
- “My Life as a Dog” (Johathan Safran Foer), 245
- “Kids’ Stuff” (Michael Chabon), 912
- “Rebel Music” (Daniel Felsenfeld), 640

Monday, 9/10

(Week 3)

Summary-Response #1 due. Introduction to Persuasive Appeals (Aristotelian Argument); Team/Group Review and Analysis of Assigned Readings; Review Discussion of the Process of Writing; Writing Practice; In-Class Essay Activity; Review of Essay Project #1 guidelines.

Reading Matrix C due.

Writing and Grammar Review II due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

- “Is Google Making Us Stupid?” (Nicholas Carr), 735
- “Does Texting Affect Writing?” (Michaela Cullington), 129
- “Fremont High School” (Jonathan Kozol), 716
- “Finland’s School Success...” (Anu Partanen), 976
- “Anti-Intellectualism: Why We Hate the Smart Kids” (Grant Penrod), 759
- “Course Requirement: Extortion” (Michael Granof), 235

They Say/I Say – Chapter 2

Wednesday, 9/12

In-Class Workshop Summary-Response #1. Review of Guidelines and Rubric for Writing Journal Entries; In-Class Activity; Journal Composition.

Lab #1 due.

***They Say/I Say* – Chapter 2 – Lab 2 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

- Part 2: Rhetorical Situations, Sections 5-9
- Part 9: HB-67 – HB-78

Monday, 9/17

(Week 4)

Essay Project #1 due (#1w). Introduction to Argumentation (Toulmin Model); Team/Group Review and Analysis of Assigned Readings; Follow submission guidelines. Project Presentations.

Reading Matrix D due.

Writing and Grammar Review III due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

- “Women Don’t Ask” (Linda Babcock; Sara Laschever), Handout
- “Well-Behaved Women Seldom Make History” (Laurel T. Ulrich), 664
- “Ain’t I a Woman?” (Sojourner Truth), Handout
- “Throwing Like a Girl” (James Fallows), 137
- “F-16 Pilot Was Ready to Give Her Life on Sept. 11” (Steve Hendrix), 224
- “Juno: Not Just Another Teen Movie” (Ali Heinekamp), 198

They Say/I Say – Chapter 3

Wednesday, 9/19

Continue Essay Project #1 Presentations and Review. Overview of Journal Entries; In-Class Activity; Team/Group Review.

***They Say/I Say* – Chapter 3 – Lab 3 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

- Part 3: Genres, Sections 10-24
- Part 9: HB-77 – HB-93

Monday, 9/24

(Week 5)

Summary-Response #2 due. Preliminary Overview of Essay Project #2 due; Submit online through Canvas; In-Class editing and review. Peer Critiques.

Reading Matrix E due.

Writing and Grammar Review IV due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

- “We Are the 99%...” (Brian Stelter), Handout
- “Of the 1%, by the 1%, for the 1%” (Joseph Stiglitz), Handout
- “Homeless on Campus” (Eleanor J. Bader), 710
- “Changing the Face of Poverty...” (Diana George), 675
- “Living Simply in a Dumpster” (James Hamblin), 885
- “Why We Keep Playing the Lottery” (Adam Piore), 698

They Say/I Say – Chapter 4

Wednesday, 9/26

In-Class Workshop Summary-Response #2. Wrap-up of Peer Critiques; Team/Group Review of Assigned Readings; Analysis and Discussion of Essays.

***They Say/I Say* – Chapter 4 – Lab 4 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

- Part 4: Processes, Sections 25-32
- Part 9: HB-20 – HB-40

Monday, 10/1

(Week 6)

Introduction to Toulmin Argumentation. Library Visitation; Research Overview

Journal Entry A due.

Writing and Grammar Review V due.

Reading assignments:

They Say/I Say – Chapter 5

Wednesday, 10/3

In-Class Workshop Journal Entry A.

***They Say/I Say* – Chapter 5 – Lab 5 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

Part 1: Academic Literacies, Sections 1, 2

Monday, 10/8

(Week 7)

Essay Project #2 due. Project excerpts; Remember to bring a printout of your essay (excerpt); Team/Group Review and Analysis of Assigned Readings.

Reading Matrix F due.

Writing and Grammar Review IV due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

“Should Gamers Be Prosecuted...” (Alex Weiss), 731

“Just One More Game...: Angry Birds, Farmville...” (Sam Anderson), 105

“Multitasking Can Make You Lose...Um...Focus” (Alina Tugend), 725

“Organ Sales Will Save Lives” (Joanna MacKay), 156

“Biodiversity Loss and Its Effect on Medicine” (Jennifer Church), 242

“Global Warming” (Jessica Ann Olson), 190

They Say/I Say – Chapter 6

Wednesday, 10/10 – ISD Assessment

Journal Entry B due.

***They Say/I Say* – Chapter 6 – Lab 6 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

Part 1: Academic Literacies, Sections 3, 4

Monday, 10/15

(Week 8)

Mid-Term Assessment

Writing and Grammar Review VII due.

Reading assignments:

They Say/I Say – Chapter 7

Wednesday, 10/17

Introduction to Common Ground (Rogerian Argument); In-Class Activity.

Lab #2 due.

***They Say/I Say* – Chapter 7 – Lab 7 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

Part 5: Strategies, Sections 33-41

Part 9: HB-41 – HB-56

Monday, 10/22

(Week 9)

Summary-Response #3 due. In-Class Review and Practice – Common Ground; Team/Group Review and Analysis of Assigned Readings; Review of Essay Project #3 guidelines.

Reading Matrix G due.

Writing and Grammar Review VIII due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

“Mother Tongue” (Amy Tan), 649

“Se Habla Español” (Tanya Maria Barrientos), 645

“Our Fear of Immigrants” (Jeremy Adam Smith), 750

“If You Are What You Eat, Then What Am I?” (Geeta Kothari), 947

“Don’t Make English Official—Ban It Instead” (Dennis Baron), 922

“Us and Them” (David Sedaris), 849

They Say/I Say – Chapter 8

Wednesday, 10/24

In-Class Workshop Summary-Response #3. Unit Test; Inquiries and Clarification for Essay Project #3.

***They Say/I Say* – Chapter 8 – Lab 8 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

Part 6: Doing Research, Sections 45-52

Part 9: HB-56 – HB-75

Monday, 10/29

(Week 10)

Essay Project #3 due. Project presentations; Team Analysis of Information.

Reading Matrix H due.

Writing and Grammar Review IX due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

“Fast Food: Four Big Names Lose” (Consumer Reports), 772

“Black Friday: Consumerism Minus Civilization” (Andrew Leonard), 164

“The Reason College Costs More than You Think” (Jon Marcus), 142

“At This Academy, the Curriculum is Garbage” (Tatiana Schlossberg), 905

“The Case for Kill Switches in Military Weaponry” (Jonathan Zittrain), 926

“Our Blind Spot about Guns” (Nicholas Kristof), 161

They Say/I Say – Chapter 9

Wednesday, 10/31

Essay Project #3 Continued. Project presentations continued; Assessment.

***They Say/I Say* – Chapter 9 – Lab 9 due.**

Monday, 11/5

(Week 11)

Writing Arguments; Argumentation Analysis Review.

Journal Entry C due.

Reading Matrix I due.

Writing and Grammar Review X due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

“The Fashion Industry...” (Hannah Berry), 95

“Weirdly Popular” (Sasha Frere-Jones), 687

“The Singer Solution to World Poverty” (Peter Singer), 931

“Always Living in Spanish” (Marjorie Agosín), 79

“Proficiency” (Shannon Nichols), 82

“Lost and Found” (Lynda Barry), 656

They Say/I Say – Chapter 10

Wednesday, 11/7

In-Class Workshop Journal Entry C.

Lab #3 due.

***They Say/I Say* – Chapter 10 – Lab 10 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)

Part 7: Media Design, Sections 54, 55

Monday, 11/12

(Week 12)

Summary-Response #4 due. Project presentations; Team Analysis of Information;

Reading Matrix J due.

Writing and Grammar Review XI due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)

“Wikipedia as a Site of Knowledge Production” (danah boyd), 765

“I Will Forever Remain Faithful...” (David Ramsey), 965

“We Are All Quants Now” (Paula Marantz-Cohen), 953

“Write for Your Life” (Anna Quindlen), 265

“Write or Wrong Identity” (Emily Vallowe), 73

“Where Wordplay Trumps Swordplay” (Chris Suellentrop), 787

They Say/I Say – Chapter 11

Wednesday, 11/14

In-Class Workshop Summary-Response #4.

***They Say/I Say* – Chapter 11 – Lab 11 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)
Part 7: Media Design, Sections 56, 57

Monday, 11/19 (Week 13)

Online Writing Lab (OWL) Submission due.
Reading Matrix K due.
Writing and Grammar Review XII due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)
“What My Bike Has Taught Me About White Privilege” (Jeremy Dowsett), 984
“#11187-424” (Piper Kerman), 866
“Our Declaration” (Danielle Allen), 99
“A Spirit Reborn” (William Safire), 693
“Maine’s First Graffiti Artist” (Marcia F. Brown), 898
“They’ll See How Beautiful I Am...” (Irene Morstan), 796
They Say/I Say – Chapter 12

Wednesday, 11/21 – Campus Holiday
***They Say/I Say* – Chapter 12 – Lab 12 due.**

Reading resources:

The Norton Field Guide to Writing (NFGW)
Part 7: Media Design, Section 58

Monday, 11/26 (Week 14)

Essay Project #4 due (#4p). Project presentations; Team Analysis of Information.
Reading Matrix L due.
Writing and Grammar Review XIII due.

Reading assignments:

The Norton Field Guide to Writing (NFGW)
“Fun Home” (Alison Bechdel), 990
“Jimmy Santiago Baca...” (Rob Baker), 893
“The Tenacity of Hope” (Natalie Standiford), 783
“All Over but the Shoutin’” (Rick Bragg), 216
“My Father Was a Writer” (Andre Dubus III), 857
“Metaphor and Society in Shelley’s ‘Sonnet’” (Stephanie Huff), 207
They Say/I Say – Chapter 13

Wednesday, 11/28
Essay Project #4 Continued. Project presentations continue; Team Analysis of Information
***They Say/I Say* – Chapter 13 – Lab 13 due.**

Monday, 12/3 (Week 15)
Essay Project #4 Continued. Project presentations continue; Team Analysis of Information.
Writing and Grammar Review XIV due.

Reading assignments:

They Say/I Say – Chapter 14

Wednesday, 12/5

Essay Project #4c due.

***They Say/I Say* – Chapter 14 – Lab 14 due.**

Grade-saver Option due. (Participating Students Only)

Reading resources:

The Norton Field Guide to Writing (NFGW)

Part 7: Media and Design, Sections 54-58 and Part 9: HB-94 – HB-107

12/10 – 12/16

(Week 16)

Essay Project #4w due. Project/Research Excerpts.

Final Examination Week

Summary-Response Essay Guidelines

Summary

Summarizing requires judgment; one must decide what is essential and what is not essential to include in a summary. The tone of the summary should be neutral and should not be confused with critique or criticism. It is integral to be concise and to accurately represent the author.

Sample Checklist for Summaries:

1. What major issue is being addressed by this author?
2. What are the main points made by the author?
3. What does the author feel is the real problem or nature of the problem?
4. Which beliefs did the author emphasize?

To summarize is to express another's ideas in your own words and in fewer words than the original; citing sources and giving the author full credit for his/her ideas are essential.

Response

Responding to texts consists of critically analyzing the content of the author's words. The tone of the response may be shaped by the writer and may represent the writer's ideas in examination of the work. The response represents higher level thinking and synthesis. Utilizing Bloom's Taxonomy—the Analyzing, Evaluating, and Creating levels—is a method of accomplishing in-depth critical response.

Sample Checklist for Responses:

1. Which solutions to the problem are recommended? Are they plausible?
2. Examine how viable the solutions to the problem or difficulty are.
3. Incorporate the author's underlying message or meaning from the text.
4. Infuse personal experience to support or refute the author's position.
5. Dissect which issues are problematic from the author's or writer's perspective.

Guidelines for the Summary-Response Essay

The summary-response is designed to assist students in formulating and constructing ideas regarding information presented within the assigned reading. Students are expected to incorporate higher level, critical thinking skills and the nuances of argument theory when writing the summary-response. Quantitatively, the summary-response essay should be a minimum of 1.5 pages and should consist of no more than $\frac{1}{4}$ summary and $\frac{3}{4}$ response.

Rubric for Summary-Response Papers:

- _____ Error-Free Writing (20%)
- _____ Summary (5%)
- _____ Response with evidence from the text and evidence of critical thinking and critical analysis (40%)
- _____ Use of well-developed sentences (20%)
- _____ Use of higher level vocabulary in context (10%)
- _____ Analyzing/Evaluating/Creating level question (from Bloom's Taxonomy) attached (5%)

- _____ **Total (100% possible)**

Summary-Response papers must be: typed, double spaced, Times New Roman Font, 1" margins, size 12.

Dr. B. Morgan – Schedule and Office Hours – Fall 2018

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
8:00 AM – 10:30 AM	<p>Office Hours Walk In: 8:10 AM – 8:25 AM (Allen Center)</p> <p>ENGL 1301 8:25 AM – 9:15 AM (Allen Center)</p> <p>ENGL 1301 9:23 AM – 10:13 AM (Allen Center)</p>	<p>ENGL 1302 8:30 AM – 9:45 AM (Plano SCC)</p> <p>Office Hours Walk In: 9:45 AM – 10:30 AM (Plano SCC)</p>	<p>Office Hours Walk In: 8:10 AM – 8:25 AM (Allen Center)</p> <p>ENGL 1301 8:25 AM – 9:15 AM (Allen Center)</p> <p>ENGL 1301 9:23 AM – 10:13 AM (Allen Center)</p>	<p>ENGL 1302 8:30 AM – 9:45 AM (Plano SCC)</p> <p>Office Hours Walk In: 9:45 AM – 10:30 AM (Plano SCC)</p>	<p>Professional Development, Assessment, Library, and Research</p> <p>Office Hours By Appointment Only</p>	N/A
10:30 AM – 12:00 PM	<p>Office Hours Walk In: 10:13 AM – 10:28 AM (Allen Center)</p> <p>Office Hours By Appointment Only: 10:30 AM – 12:00 PM (Allen Center)</p>	<p>Office Hours Walk In: 10:13 AM – 10:28 AM (Allen Center)</p> <p>Office Hours By Appointment Only: 10:30 AM – 11:30 AM (Plano SCC)</p>	<p>Office Hours Walk In: 10:13 AM – 10:28 AM (Allen Center)</p> <p>Office Hours By Appointment Only: 10:30 AM – 12:00 PM (Allen Center)</p>	<p>Office Hours Walk In: 10:13 AM – 10:28 AM (Allen Center)</p> <p>Office Hours By Appointment Only: 10:30 AM – 11:30 AM (Plano SCC)</p>		
12:00 PM – 2:00 PM	<p>Office Hours By Appointment Only: 12:00 PM – 2:00 PM (Allen Center)</p>	<p>ENGL 1301 12:00 PM – 1:50 PM (Plano SCC)</p>	<p>Office Hours By Appointment Only: 12:00 PM – 2:00 PM (Allen Center)</p>	<p>ENGL 1301 12:00 PM – 1:50 PM (Plano SCC)</p>		
2:00 PM – 4:00 PM	<p>Office Hours Walk In: 2:00 PM – 2:45 PM (Allen Center)</p> <p>By Appointment Only: After 4:00 PM</p> <p>ENGL 1301 2:47 PM – 4:02 PM (Allen Center)</p>	<p>Office Hours Walk In: 1:50 PM – 2:50 PM (Plano SCC)</p> <p>By Appointment Only: After 2:50 PM</p>	<p>Office Hours Walk In: 2:00 PM – 2:45 PM (Allen Center)</p> <p>By Appointment Only: After 4:00 PM</p> <p>ENGL 1301 2:47 PM – 4:02 PM (Allen Center)</p>	<p>Office Hours Walk In: 1:50 PM – 2:50 PM (Plano SCC)</p> <p>By Appointment Only: After 2:50 PM</p>		