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# Compostition I

Marc Azard Dr.  
*Collin College*

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**Central Park Campus  
Fall 2018**

**Course Number:** ENGL 1301-C08

**Course Title:** Composition I

**Instructor:** Dr. Marc Azard

**Office Location:** B-229

**Office Hours:** Mondays & Wednesday 11-12:45 pm; Tuesday 11:30-12:30 pm; Friday 11-11:30;  
Online (by appointment via Zoom!) 1-2 pm

**Phone#:** 214.491.6247

**Email Address:** [mazard@collin.edu](mailto:mazard@collin.edu)

**Zoom! Conference #:** 998-092-8170

**Emergency Contact:** Office of Academic Affairs, B-122/Ph# 214.491.6270

**Meeting Times and Location:** Mondays, Wednesdays, and Fridays 10-10:50 am in RM# B118

### **Email Policy**

Please use your official Collin email when contacting me. I will not discuss grades or other academic records via non-official email accounts (i.e., Gmail, Yahoo, Hotmail, etc). I will try to answer all emails within 24 hours during the work week. On weekends, I will respond to emails no later than Monday afternoon.

However, situations arise (just like in life) that may delay my response. Sometimes an email can become lost, overlooked, or simply missed. If that is the case and you do not receive a response from your initial email, please email me again with your inquiry or comment.

### **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.

### **Required Texts and Materials**

- Active CougarWeb email account
- Access to a word processing program
- Access to personal digital storage (ex. usb drive, *Dropbox*, *Google Drive*)
- Internet access outside of class
- Access to Canvas (for supplemental handouts and materials)

**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 research processes. (Teamwork)
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)

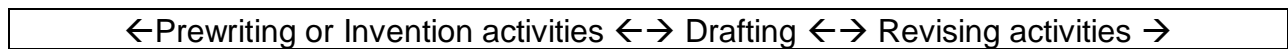
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
  5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **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)

## Course Overview

Among writing teachers in the last twenty years, it has become a cliché to say “writing is a process” and teachers should concentrate on the *process more than on the product*. You have probably already studied under teachers who were influenced by this view. One sign of such teachers is the use of the term “prewriting” and emphasis on both prewriting and revising activities.

I take seriously the idea that writing is a “process” not an “act,” which fits with my idea that as a teacher, I am **coaching** you. I will try to get you to see writing as a “process” also. To me that viewpoint is enabling. When I write, knowing writing is a process helps me realize it’s okay that I can’t just dash off an effective piece. Such a “failure” shouldn’t worry me because I know ways to improve that weak prose through *extended processing*. As Peter Elbow states in *Writing Without Teachers*, “Effective writing is not what you start out with but what you end up with.”

In order to make this idea real to you, I will first, emphasize the need for *prewriting*, material actually written down but not read as a sequential text: freewrites, lists, maps, pro/con diagrams, etc. **When you turn in projects, I want all your prewriting and early drafts turned in as well.**



This diagram makes writing look like a nice, neat linear activity in which you proceed by stages from left to “write.” But writing is rarely like that. It’s a messy activity in which new invention takes place while you draft and revise, and some drafting goes on during “invention.” Curiously, some major revising is done (in your head) before any drafting, etc. **BUT** the arrows on both ends are what I want to emphasize. One of my goals this semester is to get you to extend your writing process in both directions.

## Assignments and Grade Distribution

### Major Assignments (60% of total grade)

- Educational Narrative (1,500+ words, 20%) Write a “Personal Narrative” that explores cultural definitions of education.
- Media Analysis (2,500+ words, 30%). Write an essay exploring educational topics covered in popular culture.
- In-class Essay (1000+ words, 10%). Write an argumentative, researched essay over an education-related topic.
- Portfolio Project (1000+ words, 10%). Write an essay examining your growth as a writer. Project must include lab activities.

## Minor Assignments

- Lab Activities (100-250+ words, 15%). Students complete weekly writing assignments
- Discussion Board Posting (50+ words, 10%). Write online responses to class lectures.
- Quizzes (5%). Students complete week quizzes.

## Assignments and Grade Distribution

Your essays will be graded on an A-F scale, and later essays generally count more of your overall grade than earlier ones. (See next section.)

### Here is how to calculate your grade:

WA #1  
WA #2  
WA #3  
WA#4  
Labs  
DB Posts  
Quizzes

Once I have assessed your final grade in this way, it may be reduced for absences (see below). It may be raised on the basis of effective logs done regularly (or lowered for the opposite).

**NOTE: All WAs must be turned in to earn credit for the course.** Failure to turn in a WA will result in an F for a final grade. *Handouts detailing individual assignments are also considered part of this syllabus.*

## Manuscript Preparation

Major WAs must be typed (double-spaced) in black ink using a 12pt. serif font. Use MLA guidelines for spacing, margins, heading, and page numbering. Print a hard copy of your work before closing the program you're using. ALWAYS save your work on your hard drive AND a jump drive or disk.

## Late Assignments

As a rule, I do **not** accept late assignments. Absence is not an excuse for late work. If you must miss class when a WA is due, turn it in *prior* to the due date. I may accept a late assignment ONLY in extremely extraordinary circumstances and with prior approval.

## Evaluation of Major Writing Assignments

For you to get anything at all out of this course, you will have to apply to your own writing the principles and strategies we work on in class. Therefore, when I read your papers in this class, I will evaluate them in light of a clearly laid out set of "evaluation criteria," which I will put on every assignment sheet. Take note of these criteria because they are what I am looking for when I grade your writing. I will make comments about what I see as the strengths and weaknesses of the paper. The evaluation of students and the awarding of credit will be based on academic performance, rather than on personality, gender, race, religion, degree of political activism, or personal beliefs.

My grade scale for the course is the same one used throughout the freshman writing program and most departments in the University: A = superior; B = above average; C = average; D = below average; F = unacceptable.

“A” Writing Assignment: This is an **Excellent** Writing Assignment that demonstrates excellence in development, organization, style and tone, and mechanics. The “A” Writing Assignment is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific. There is clear evidence of the writing process (invention, drafting, revision, editing, and proofreading).

- A = 95%
- A- = 92%
- A-/B+ = 90%

“B” Writing Assignment: This is a **Good** Writing Assignment. The “B” Writing Assignment delivers substantial information—that is, substantial in both quantity and interest-value. It is well-developed and unified around a clear organizing principle that is apparent early in the Writing Assignment. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. Transitions between paragraphs are for the most part smooth; sentence structure is pleasingly varied. There is evidence of the writing process.

- B+ = 87%
- B = 85%
- B- = 82%
- B-/C+ = 80%

“C” Writing Assignment: This is an **Average** Writing Assignment that is generally competent in its development, organization, style and tone, and mechanics. It meets the needs for the assignment, has few mechanical errors, and is reasonably organized and developed. The actual information it delivers, however, seems thin and commonplace. The transitions between the paragraphs are often choppy; the sentences tend to follow a predictable subject-verb-object pattern; diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. This Writing Assignment also shows some evidence of the writing process.

- C+ = 77%
- C = 75%
- C- = 72%
- C-/D+ = 70%

“D” Writing Assignment: This is a **Below-Average** Writing Assignment that lacks develop and/or is not effectively organized to facilitate reader’s understanding. The introduction may not have a clearly defined thesis statement and the discussion sections may not clearly identify and develop its point. The discussion sections might also fail to provide adequate specificity. The style may be choppy and too informal for the genre of the academic Writing Assignment. The sentence structure may have numerous and distracting usage problems that impair the Writing Assignment’s purpose and coherency. The Writing Assignment also shows little or no evidence of the writing process.

- D+ = 68%
- D = 65%
- D- = 62%

“F” Writing Assignment: This Writing Assignment **fails** in all aspects of the evaluation criteria. It may not answer the assigned topic, may not develop its introduction, discussion sections, or

may not be effectively organized. The style is inappropriate for the genre of the academic Writing Assignment, and the grammatical usage is overwhelmingly distracting and prevents the Writing Assignment's comprehension. There is no evidence of the writing process and the Writing Assignment fails in all aspects of development, organization, style, and mechanics.

- F (work submitted and attempted) = 55%
- F (no work submitted or attempted) = 0%

**Withdrawal Policy:** See the current *Collin Registration Guide* for last day to withdraw. Last day to withdrawn for the Fall 2018 semester is October 9th.

**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.

### **Accommodations at Collin College for Equal Support Services (ACCESS)**

Specialized services and academic accommodations are available for students with a documented disability. The law requires that students must self identify to the ACCESS Office and provide required current documentation to that department. Only documentation from a licensed professional (psychologist, diagnostician, or physician) is acceptable. The report must be current; on official letterhead; include the name and title of the person completing the report; their telephone number, address, and signature; the specific diagnosis; current functional limitations related to the educational setting; and the projected duration of the condition. Students seeking accommodations should contact the ACCESS Office at least one (1) month before the services are needed. Services are available for students at all campus locations.

It is the student's responsibility to pick up their accommodations letter each semester to receive requested accommodations. Students should contact their ACCESS advisor immediately if they are having difficulty in their classes or having problems with their requested accommodations. Students must schedule special testing arrangements with ACCESS at least 2-5 days in advance, due to limited space. Students must take exams on campus for which they are enrolled. Assistive technology and software are available on each campus for students with disabilities. Please contact the ACCESS Office for more information.

### **Scholastic Dishonesty**

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations:

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 or prospective 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 misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

**Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

**General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

**Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

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

### **Attendance Policy**

Collin believes that consistent attendance and regular participation are essential components in composition courses. I strongly recommend, therefore, that students attend each scheduled class session. Failure to attend class regularly will negatively impact student success in this class.

### **Legal and Behavioral Considerations**

#### **Classroom Civility**

This is a college class for college credit. Therefore, I will expect your behavior to be reflective of that of college students. It is extremely important for respect to exist in college classes—respect for the course content, respect for other students, and respect for faculty. If such respect is disrupted, I am granted the right by Collin to remove students from the classroom.

#### **Behaviors I Don't Like**

Since you are considered college freshmen and may not be aware of the expectations that your college instructor may have, you should be aware that I will expect you **NOT** to do the following:

- Sleep during class.
- Not take notes or participate in class discussions. (Again, seen by your instructors as

disrespect.)

- Miss class and, upon returning the next class period, say, “Did I miss anything important?” (Hint—*Everything* is important. If you want to get the material you missed, check Canvas or ask your classmates for copies of the notes and handouts.)
- Miss class and, upon returning the next class period, say, “I didn’t get the assignment read because I wasn’t here last time.” (Hint—Check your assignment sheet or talk to your neighbor. Assignments are due whether you are present or not.)
- **Surf the Internet during class.** (Don’t do it. It is distracting and rude.)
- Headphones: Do not wear ear buds or headphones during class (whether or not the machine is on). If you do so, you will be asked to leave the room and will be counted absent.
- Cell Phones: Respect your classmates and me. Silence your phone before coming into class to avoid disruptions.

### **Tentative Schedule**

What follows is a skeletal outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we” think and write about writing: it’s simply a guide. This calendar is subject to change.

#### **Week 1: August 27<sup>th</sup>—31<sup>st</sup>**

- Complete final exam
- Discuss syllabus and structure support services
- Introduce WA#1 (Overview Paper)
- Complete personal narrative freewrite

#### **Week 2: September 3<sup>rd</sup>—7<sup>th</sup>**

- Labor day
- Discuss readings
- Class activity
- Lecture on writing process
- Lecture over the academic paper
- Draft WA#1

#### **Week 3: September 10<sup>th</sup>—14<sup>th</sup>**

- Discuss introduction
- Lecture on academic audience
- Class activity (evaluate model papers)
- Discuss paper organization
- Begin drafting introduction

#### **Week 4: September 17<sup>th</sup>—21<sup>st</sup>**

- Discuss MLA citations
- Draft paper in class
- Group conferences over paper

#### **Week 5: September 24<sup>th</sup>—28<sup>th</sup>**



- Class activity (peer review)
- Lecture over conclusions
- Lecture over revision
- Draft in class
- Turn in WA#1

**Week 6: October 1<sup>st</sup>—5<sup>th</sup>**

- Discuss WA#2 (Argumentative Paper)
- Discuss “Analyzing a Text”
- Discuss readings for WA#2
- Watch chocolate documentary
- Watch commercials

**Week 7: October 8<sup>th</sup>—12<sup>th</sup>**

- Discuss intro
- Discuss readings
- Class activity (evaluate model papers)
- Begin drafting intro in class

**Week 8: October 15<sup>th</sup>—19<sup>th</sup>**

- Discuss discussion sections
- Class activity (draft rhetorical precis)
- Draft discussion section in class
- Group conference

**Week 9: October 22<sup>nd</sup>—26<sup>th</sup>**

- Continue discussion section lecture
- Work on paper

**Week 10: October 29<sup>th</sup>—November 2<sup>nd</sup>**

- Turn in WA#2
- Group conferences

**Week 11: November 5<sup>th</sup>—9<sup>th</sup>**

- Introduce WA#3 (Major Research Paper)
- Discuss the importance of researching
- Discuss *They Say, I Say*
- Begin researching topics

**Week 12: November 12<sup>th</sup>—16<sup>th</sup>**

- Draft WA#3
- Evaluate Rhetorical Arguments
- Research paper

**Week 13: November 19<sup>th</sup>—23<sup>rd</sup>**

- Thanksgiving Break

**Week 14: November 26<sup>th</sup>—30<sup>th</sup>**

- Work on WA#3

**Week 15: December 3<sup>rd</sup>—7<sup>th</sup>**

- Turn in WA#3
- Prepare for Final Exam

**Week 16: December 10<sup>th</sup>—14<sup>th</sup>**

- Turn in WA#4
- **Final Exam**