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# Compostition I

Laura Clark  
*Collin College*

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**Collin College**  
**Composition I – English 1301**  
**Fall Semester – 2018**

**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: 2  
Online Component: 1  
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); and
  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.

**Course Repeat Policy:** Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Registration Guide for more information.

**Instructor's Name:** Laura Clark

**Location/Hours:** Spring Creek campus L-215  
Office Hours N/A

**Office Phone:** 972-881-5756

**Email:** LClark@collin.edu

## **CLASS INFORMATION**

**Section Numbers:** 1301.PW9, 1301.PWB, 1301.PWC

**Meeting Times:** MW 2:29-3:19 pm, TR 1:33-2:23 pm, TR 2:29-3:19 pm

**Meeting Location:**

**Minimum Technology Requirement:** Computer with internet access and ability to send emails and login to our class website. You must communicate with me only via CougarMail and check your Cougarmail often – remember that you can forward it to your preferred email address. Here are instructions on how to do that: <https://www.youtube.com/watch?v=-MyDJTLEv1s>.

**Netiquette Expectations:** You are expected to send emails with clear subject lines and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Since 1/3 of this course will be conducted online, you will also be expected to observe proper netiquette when posting on Discussion Boards and other online activities.

**Course Resources:** Collin College's book seller is Barnes & Noble College. You may order your books online or at your nearest campus bookstore.

**Attendance Policy:** The college stresses the importance of punctuality and regular attendance. All students are expected to attend every class. Attendance will be recorded each class day, and you must notify me of a legitimate absence BEFORE class time on that day. With appropriate proof of your excused absence (doctor's note, etc), you may make up missed work. Missing more than seven classes during the semester creates a risk of failing the course.

Absences are defined as: being more than 5 minutes late to class, leaving before the end of the class period, sleeping during class, and/or engaging in activities that do not pertain to this class during the allotted class time (ie, doing homework for another class, using cell phones, listening to headphones).

I do not accept handwritten work unless the related activity took place during class time. I will accept two (2) late work assignments over the course of the semester. Late penalties will apply: a 5 point deduction if the assignment is turned in within one (1) hour of the due time and 10 points per calendar day (including Saturdays and Sundays) after the due date. After you have used up your late work allowances, I will no longer accept late work from you, and you will receive a grade of 0 on late assignments.

**Method of Evaluation / Grade Scale:**

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F – 0 to 59

<b>Attendance, Participation, Daily Work, Online Writing Assignments</b>	<b>20%</b>
<b>Explanation Essay</b>	<b>10%</b>
<b>Summary and Response Essay</b>	<b>15%</b>
<b>Evaluation Essay</b>	<b>15%</b>
<b>Researched Argument Essay</b>	<b>20%</b>
<b>Lab Component</b>	<b>10%</b>
<b>Final Exam</b>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

**\*Please Note:** Because revision is a crucial part of the writing process, all essays will include a rough draft that counts toward your daily grade. The grade you receive on the rough draft is NOT the grade you may expect to receive on your final draft. If you choose not to revise your rough draft, your grade will go down a minimum of 10 points, and perhaps more.

**Plagiarism Policy:** Please refer to the *Collin Student Handbook* for a detailed explanation. This is a very serious offense and if you have any questions or are uncertain, please discuss with me any concerns you may have. If I suspect you have plagiarized, I will refer you and the paper to the Dean of Students. You will receive a grade on the paper after your situation is resolved with the Dean of Students' office. The depth and breadth of the plagiarism will determine the consequence, which ranges from receiving an F on the assignment to receiving an F in the course.

**MLA Format Expected for All Work:** We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting.

**Lab Component – 10% of Final Grade**

*English Department Statement Regarding Lab Unit:*

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 eight (8) selections from a list of activities provided by your professor. This lab is not the same as regular daily course work that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

You will find detailed information as well as a complete list of lab options in CANVAS under the Module titled "Labs."

**Online Writing Assignments:** Since this course is a "hybrid" course, it is composed of two classroom hours and one hour of online instruction. The online portion of the course comprises a series of weekly assignments which you will be required to post on Canvas, and which will be due by midnight on Friday every week.. See Canvas for specific assignment details.

**Essays, Analysis, Research Papers:** The bulk of your grade will come from your ability to create formal written papers. The formal writing assignments will include time spent in various stages of the writing processes. Essays will be drafted, will go through editing processes, and will be revised by the author before the final paper is collected for grading.

### **Classroom Rules of Conduct:**

- (1) Students will refrain from behavior in the classroom that intentionally disrupts the learning process and, thus, impedes the mission of Collin College.
- (2) Students are prohibited from using tobacco products or e-cigarettes, making offensive remarks, reading, sleeping, talking at inappropriate times, or engaging in other forms of distractions that cause a hindrance to their peers and classroom learning.
- (3) Students should bring appropriate materials to class every day and be prepared for active discussions.
- (4) Cell phone use during class is strictly prohibited.
- (5) Laptops are permissible if used for classroom purposes only.

### **CLASS SCHEDULE**

This lesson plan is subject to change with notice. Any changes will always be in an effort to better serve students and will be posted as addenda to the syllabus in Canvas.

## **UNIT ONE – EXPLANATION**

### **Monday, August 27/Tuesday, August 28**

- Introduction to Course / Syllabus / Canvas

### **Wednesday, August 29/Thursday, August 30**

- MLA Formatting and assign Explanation Essay

### **Week One Online Component – due Friday, August 31 by 11:59 pm**

Diagnostic Writing – see Canvas for writing prompt

### **Monday, September 3/Tuesday, September 4 – NO CLASS – LABOR DAY**

### **Wednesday, September 5/Thursday, September 6**

- Canvas – Read:  
Alexander, Kevin. "Why 'Authentic' Food is Bull." *thrillist.com*, 15 Jul 2016.
- Complete Study Questions
- Class Discussion

## **Week Two Online Component – due Friday, September 7 by 11:59 pm**

U. S. National Dish Proposal – see Canvas for writing prompt

### **Monday, September 10/Tuesday, September 11**

- Canvas – Read:  
Wong, Lily. “Eating the Hyphen.” *Gastronomica*, vol. 12, issue 3, 2012, pp. 18-20.  
DeVore, John. “Finding Home at Taco Bell.” *eater.com*, 5 Nov 2014.
- Complete Study Questions
- Class Discussion
- Go over Lab Options

### **Wednesday, September 12/Thursday, September 13**

- Explanation Skills and Thesis Statements
- **Lab #1 Due**

## **Week Three Online Component – due Friday, September 14 by 11:59 pm**

What and How to Eat – see Canvas for Writing Prompt

### **Monday, September 17/Tuesday, September 18**

- Canvas – Read:  
Terry, Bryant. “Reclaiming True Grits.” *theroot.com*, 29 Feb 2008.  
<https://www.theroot.com/reclaiming-true-grits-1790899630>  
Roach, Mary. “Liver and Opinions: Why We Eat What We Eat and Despise the Rest.” In *Gulp: Adventures on the Alimentary Canal*. W. W. Norton & Co., 2013.
- Complete Study Questions
- Class Discussion

### **Wednesday, September 19/Thursday, September 20**

- **First Draft of Explanation Essay Due 9/20 at 11:59 pm** – upload to Canvas for Peer Review
- Go over Peer Review requirements
- Constructive Criticism Practice

## **Week Four Online Component – First Draft of Explanation Essay due Thursday, Sept 20 by 11:59 pm; comments due by Sunday, Sept 23 at 11:59 pm**

Peer Review. Upload the first draft of your Explanation essay to Canvas. I will assign each student two essays to peer review. In order to complete the peer review, complete the Peer Review Guide I have posted on Canvas and upload the completed document to the “Comments” section of the corresponding assigned essay.

### **Monday, September 24/Tuesday, September 25**

- Return Explanation Essay First Drafts for Revisions
- Canvas – Read:  
Haglund, Jennifer Ditlevson. “Did You Ever Notice This About the Clothes You Grew Up Wearing?” *refinery29.com*, 16 Nov 2017.  
Shah, Riddhi. “Men Eat Meat, Women Eat Chocolate: How Food Gets Gendered,” *salon.com*, 2 Jul 2010.
- Complete Study Questions

- Class Discussion

### **Wednesday, September 26/Thursday, September 27**

- Canvas – Read:  
“Three Ways to Respond”
- How to Write a Summary
- Assign Summary and Response Essay
- **Lab #2 Due on Thursday, Sept 27 at 11:59 pm**

### **Week Five Online Component – due Friday, Sept 28 at 11:59 pm**

Summary Practice – see Canvas for detailed instructions

### **Monday, October 1/Tuesday, October 2**

- **Final Draft of Explanation Essay Due on Tuesday, Oct 2 by 11:59 pm** (uploaded to Canvas)
- Canvas – Read:  
Granger, David. “Introduction” from *Eat Like a Man: The Only Cookbook a Man Will Ever Need*, available for free if you click on book cover image on amazon.com  
Madden, Jim and Thomas Jacques. “Introduction” from *Man Meets Stove: A Cookbook for Men*, available for free if you click on book cover image on amazon.com  
“Steak” by Jim Gaffigan, excerpt from *Food: A Love Story* <https://www.esquire.com/food-drink/food/a30372/excerpt-food-a-love-story/>
- Complete Study Questions
- Class Discussion

### **Wednesday, October 3/Thursday, October 4**

- Introductions and Conclusions
- **Lab #3 Due**

### **Week Six Online Component – Rhetorical Analysis, due Friday, Oct 5 at 11:59 pm**

Vegan Food for Dudes – see Canvas for detailed instructions <https://eluxemagazine.com/magazine/vegan-food-for-dudes/>

### **Monday, October 8/Tuesday, October 9 – Parent/Teacher Conference Days – NO CLASS MEETING**

- Canvas – Read:  
Druckman, Charlotte. “Why Are There No Great Women Chefs?” *Gastronomica*, vol. 10, no. 1, 2010, pp. 24-31.  
Brones, Anna. “Cupcake Feminism: Is What We Bake a Matter of Gender?” *thekitchn.com*, 17 May 2015. <https://www.thekitchn.com/cupcakes-and-feminism-is-what-we-make-a-matter-of-gender-219424>
- Complete Study Questions

### **Wednesday, October 10/Thursday, October 11**

- Class Discussion
- Transitions

## **Week Seven Online Component – due Friday, October 12 at 11:59 pm**

Response Practice – see Canvas for detailed instructions

### **Monday, October 15/Tuesday, October 16**

- Canvas – Read:  
Lerner, Addie. “How Food Advertising Drives Gender Inequality.” <https://blogs.brown.edu/amst-0191z-s01-spring-2016/2016/05/04/how-food-advertising-drives-gender-inequality/>  
Sax, David. “How Years of Macho Food Marketing is Killing Men.” <http://nymag.com/betamale/2016/06/macho-food-marketing-is-killing-men.html>
- Complete Study Questions
- Class Discussion
- **Lab #4 Due**

### **Wednesday, October 17/Thursday, October 18**

**First Draft of the Summary and Response Essay Due on Thursday, Oct 18 at 11:59 pm –**  
upload to Canvas for Peer Review

- Introduction to Evaluation
- Assign Evaluation Essay

## **Week Eight Online Component – First Draft of the Summary and Response Essay Due Thurs, Oct 18; Comments due on Sunday, Oct 21 by 11:59 pm**

Peer Review. Upload the first draft of your Summary and Response essay to Canvas. I will assign each student two essays to peer review. In order to complete the peer review, complete the Peer Review Guide I have posted on Canvas and upload the completed Peer Review Guide as an attachment in the “Comments” section of the corresponding essay.

### **Monday, October 22/Tuesday, October 23**

- Canvas – Read:  
Udall-Weiner, Dana, “What We Eat: Morality and the Dinner Table,” *psychcentral.com*, 17 Jul 2016 <https://psychcentral.com/lib/what-we-eat-morality-and-the-dinner-table/>  
Ankeny, Rachel. “Tastes Like Moral Superiority: What Makes Food ‘Good’?” *theconversation.com*, 1 Jun 2016 <http://theconversation.com/tastes-like-moral-superiority-what-makes-food-good-59581>
- Complete Study Questions
- Class Discussion
- Return Rough Draft of Explanation Essay for Revisions
- **Lab #5 due**

### **Wednesday, October 24/Thursday, October 25**

- In-Class Evaluation Exercise

## **Week Nine Online Component – Online Evaluations – due Friday, Oct 26 by 11:59 pm**

Identifying Criteria – see Canvas for writing prompt

### **Monday, October 29/Tuesday, October 30**

- **Final Draft of Summary and Response Essay Due** on Tuesday, October 30 at 11:59 pm.
- Canvas – Read:



Monk, Roy. "Why I Became a Vegan – and why you should, too." *newstatesman.com*, 1 Nov 2017.

Harper, A. Breeze. "Introduction" from *Sistah Vegan*, Lantern Books, 2010.

Kingsolver, Barbara. "You Can't Run Away on Harvest Day" from *Animal, Vegetable, Miracle: A Year of Food Life*. HarperCollins, 2007.

- Complete Study Questions
- Class Discussion

### **Wednesday, October 31/Thursday, November 1**

- In-Class Evaluation exercise

### **Week Ten Online Component – Constructive Criticism – due Friday, Nov 2 by 11:59 pm**

Practice Criteria paragraph

### **Monday, November 5/Tuesday, November 6**

- Canvas – Read:  
Orenstein, Debra. "Why Keep Kosher?" *jewishjournal.com*, 27 Mar 2003.  
Minority Nurse Staff. "Hindu Dietary Practices: Feeding the Body, Mind, and Soul." *Minoritynurse.com*, 30 Mar 2013.  
Harmer, Jim. "Mormons Don't Drink Coffee. Here's Why." *mormonmessenger.com*, 31 Jul 2016.
- Complete Study Questions
- Class Discussion
- **Lab #6 Due**

### **Wednesday, November 7/Thursday, November 8 – NO CLASS – ONLINE ASSIGNMENT**

- **First Draft Evaluation Essay Due** on Thursday, November 8 at 11:59 pm
- Finding Reliable Sources Online Assignment – see Canvas

### **Week Eleven Online Component – Peer Review – First Drafts Due Thursday, Nov 8 by 11:59 pm; Comments due Sun, Nov 11 at 11:59 pm.**

Peer Review. Upload the first draft of your Summary Response essay to Canvas. I will assign each student two essays to peer review. In order to complete the peer review, consult the Peer Review Guide I have posted on Canvas and make comments and suggestions directly in Canvas.

### **Monday, November 12/Tuesday, November 13**

- Canvas – Read:  
Pollan, Michael. "Eat Food: Food Defined" from *In Defense of Food*. Penguin, 2008.  
Berry, Wendell. "The Pleasures of Eating" *ecoliteracy.com*  
Hurst, Blake. "The Omnivore's Delusion"
- Return Evaluation Essay First Drafts for Revisions
- Complete Study Questions
- Class Discussion

### **Wednesday, November 14/Thursday, November 15**

- MLA Review
- Incorporating Sources

- Lab #7 Due

**Week Twelve Online Component – Documenting Sources – due Friday, Nov 16 by 11:59 pm**

See Canvas for instructions

**Monday, November 19–Friday, November 23 – THANKSGIVING BREAK – NO CLASS**

**Monday, November 26/Tuesday, November 27**

- Final Evaluation Essay Due at the Beginning of Class
- Canvas – Read:
  - Bruni, Frank. “Unsavory Culinary Elitism.” *nytimes.com*, 24 Aug 2011. <https://www.nytimes.com/2011/08/25/opinion/bruni-unsavory-culinary-elitism.html>
  - The Rhetoric of American Restaurant Menus and the Use of French” by Paul Freedman in *Food and Language*, ed. By Richard Hosking, 2005. (available for free on Google Books), pp. 129-136
  - Severson, Kim. “What’s Cooking in That Egg Spoon? A Bite-Size Culture War.” *nytimes.com*, 21 Mar 2018.
- Complete Study Questions
- Class Discussion

**Wednesday, November 28/Thursday, November 29**

- First Drafts of Argumentative Research Papers Due
- Quoting, Paraphrasing, and Summarizing

**Week Thirteen Online Component – TBA – due Friday, November 30 by 11:59 pm**

See Canvas for instructions

**Monday, December 3/Tuesday, December 4**

- Return Rough Drafts of Argumentative Research Papers for Revisions
- In-Class Extra Credit Writing Assignment
- Lab #8 Due

**Wednesday, December 5/Thursday, December 6**

- Final Argumentative Research Paper Due
- Final Exam Review

**Final Exams – Monday, December 11 – Thursday, December 14, at regular class time in regular classroom**