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# Composition I

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*Collin College*

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

1301 Comp I S 74

**Course Number:** ENGL 1301

CRN 12758

**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. **Withdrawal Policy:** March 9: Last Day to Withdrawal. Please refer to the current *Collin Registration Guide*.

## 6.24 Repeating Courses

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course. Registration holds will be placed on courses that have been attempted twice. When a course is repeated: 1. Only one (1) course/grade will be counted in a student's GPA.

2. The highest grade will be used in GPA calculations. Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements. Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Religious Holy Days: Please refer to the current *Collin Student Handbook*.

Collin College will adhere to all applicable federal, state, and local laws, regulations, and with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor's Name: Billy Hill, Ph.D.

Office Number: L 215

Office Hours: By appointment only

Office Phone Number 972 881 5756

Email: [bhill@collin.edu](mailto:bhill@collin.edu) [Preferred method of contact]

### Class Information

Meeting Days: TTh

Meeting Time: 7 p.m to 8:15 p.m

Meeting Location: BB131 Spring Creek Campus, Room

Minimum Student Skills: Keyboarding for class work

Required textbook: The Norton Reader, 4<sup>th</sup> edition. It must be the 4<sup>th</sup> edition.  
ISBN: 978-0-393-61739-9.

Supplies: Pen and paper

Class Calendar. Fall 2018. Drop date: Friday, October 19. Thanksgiving: November 22.

## *Absences*

Good attendance is a necessity. If you miss too many classes (whether the absences are your fault or not), you should take a W. Taking a W is not a reflection upon your personality or abilities; it simply means that this time you fell too far behind your class.

I do not have a tardiness policy, yet students who habitually come in late never quite understand assignments. I often use the first part of class to explain procedure. Also, leaving a message with the Communication and Humanities Division or emailing or phoning me does not excuse students from assignments.

### *Student Code of Conduct:*

I always welcome a question or a request for clarification. However, students do not have the right to disturb classmates. I reserve the right to report any student to Administration who is disruptive, who repeatedly use an electronic device unrelated to class work, or creates a negative classroom environment. (See Student Handbook).

## Attendance Policy

If a student misses more than twelve classes (no matter what the reason), a letter grade will be deducted from their final grade. If a student misses more than fifteen classes, two letter grades will be deducted from their final grade.

### Method of Evaluation

#### Grade range

A+ = 100   A = 95   A- = 90   B+ = 89   B = 85   B- = 80

C+ = 79   C = 75   C- = 70   D+ = 69   D = 65   D- = 60

F+ = 59   F = 55   F- = 50

Final course averages are calculated to the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

### Grade Components

5% First major Essay. (A report)

10% Second major Essay (An argument essay with a minimum of two outside sources.)

15% Third major Essay. (An argument essay with a minimum of three outside sources.)

20% Fourth major out of class writing assignment (An argument essay with a minimum of five outside sources, due on the exam date.)

15% Pop quizzes over assigned readings (One percent for each quiz if I give fifteen pop quizzes).

5% Individual student class presentation over assigned material

5% Lab Requirement Grade

5% Logical Fallacies Quiz

5% Grammar Quiz

5% Punctuation Quiz

5% Quiz over active and passive voice

5% Vocabulary Quiz

Absenteeism can directly cause students to fail because of the policy on attendance and because of make-ups for in-class assignments. Any assignment for a grade, including pop quizzes, upon becoming two weeks late, is recorded as a 0.

A student's final course grade may be lowered up to two letter grades for creating a negative class environment—such as causing classroom disruptions. A student's course grade will also be lower two letter grades for repeated use of mobile devices for purposes other than classwork.

## MAJOR WRITING ASSIGNMENTS

During the semester, four major out of class writing assignments are required. All four essays must be wordprocessed. All four essays must be double-spaced without justified margins on the right. All informational sources must be documented using the current rules of the *MLA Handbook*

The first writing assignment is a report, not an argument essay. Essay 1 is a brief (two pages minimum, not counting the heading and header and works cited) report over five different English language/ composition / grammar websites. The assignment should be double-spaced.

I suggest that students google “English grammar.” Thousands of entries will pop up. Pick any five of the many websites and write a report over them.

Students should organize the report into a minimum of seven paragraphs. Students should include at least two sentences for an introduction and at least two sentences for a conclusion.

The body of the report should be a minimum of five paragraphs with each paragraph giving the title and URL of one website. Also in each of the five paragraphs students should describe the main focus of that website (research documentation or grammar workshop, etc.). In each of the five paragraphs, student should write sentences about what he or she liked and disliked about each site, giving his or her comments about the effectiveness of that website: for example, was the site hard to navigate? Was the site well organized? Was it difficult to read?

If the writing assignment is not long enough (if text does not go onto a third page), I can't give the assignment a passing grade.

The report should contain a works cited page with the five sites listed using MLA documentation. It should have in-text citations. It should also have an MLA heading and MLA headers.

To receive an A, students should use no more than three of the same form of “to be” on a page or all forms of “to be” no more than five times per page.

To receive an A, students should start at least one sentence with a dependent clause. Also, for an A, the first project cannot contain a comma splice, fragment, or run-on sentence.

Essays 2, 3, and 4 are argument essays over current topics. These argument essays require outside sources (outside yourself and outside the textbook). These essays must have headings and headers along with in-text citations and works cited pages. I do not accept information from blogs or Wikipedia. They must be in print and cannot be information from interviews. Also, students must learn how to narrow topics, that is find a topic that has a small enough focus for a brief essay. Students cannot write about the huge topics like abortion, legalization of marijuana, the nature of war, birth control, gun control, or capital punishment. It may be possible to write on a smaller topic within these big topics. If you are not sure if your topic (your thesis statement) is small enough for this assignment, talk to me before you have written a complete draft.

Essay 2 must have a minimum of three separate outside sources. (Text must go on to a fourth page.)

Essay 3 must have four pages with a minimum of four outside sources. (Text must go on to a fifth page.)

Essay 4 must have five pages with a minimum of five outside sources. (Text must go on to a sixth page.)

### Checklist for 1301 Writing Assignments

1. Does your writing assignment have a heading and header as well as MLA in-text citations and works cited.
2. Is your writing assignment double-spaced with no additional spaces between paragraphs?
3. Does at least one sentence start with a dependent clause? (Try starting sentences with “If,” “Because,” “When,” and “Although.”)
4. Does at least one sentence start with a prepositional phrases?
5. Do you have variety in choice of verbs, not using “get, got, gotten” and forms of “to be” (“is,” “are” “was,” “were,” “be,” “been,” “being” and “am”) sparingly. (Use no more than one form of “to be” three times a page and no more than all forms of “to be” six times a page.)
6. Have you avoided passive voice, including starting no more than one sentence an assignment with “It is” or “It was” or “There is” or “There was”?
7. Do not make comma splices, run-ons, and sentence fragments in your writing. I do not give A’s to essays that contain comma splices, run-ons, or fragments.
8. Pick a title for the assignments that you thought of, not a generic title. For example, the title for the report over websites should not be “Writing Assignment One” or “Websites.” A title like “Five Useful Websites” or “Five Websites I Can Recommend” is more like a title for a college paper.

### The Final Exam

In place of a final exam, I take up Essay 4 on the exam date.

## Required Lab Component

1. Student may complete this requirement by doing the Website OWL listed below or visit the Writing Center one. A numerical grade will be given the ten OWL English language exercises. Lab exercise 1 (OWL: Identifying Independent and Dependent Clauses). Lab Exercise 2 (OWL Punctuation Exercise). Lab exercise 3 (OWL Eliminating Wordiness) Lab exercise 4 (OWL Eliminating Wordiness Exercise 3). Lab Exercise 5 (OWL Comma Exercise 1). Lab exercise 6 (OWL Comma Exercise 2). Lab exercise 7 (OWL Comma Exercise 3). Lab exercise 8 (Comma after Introduction). Lab exercise 9 (Comma Exercise 5) Lab exercise 10 (OWL Writing Numbers Exercise).

2. A student will receive an A in place of the OWL exercises if he or she takes a draft of one of the major writing assignments to the Writing Center, once. After the visit, be sure to document your visit by having a Lab instructor sign or initial the Lab Sheet for our class.

## Individual Student Presentations over Writing Concepts

Students must make a Powerpoint presentation to the class over assigned sections from our textbooks. A grade will be given for this presentation. I shall give the assignments in September.

## MAKE-UP FOR QUIZZES

If you are absent on the day of pop quiz, do a make-up summary of the assignment over the missed quiz. Students can make up six quizzes without a penalty. However, the seventh missed in-class quiz would be penalized one letter grade, a eighth missed in-class quiz would be penalized two letter grades, and a ninth, would be recorded as an F. A ten missed pop quiz will be recorded as a 0. In this way, excessive absences are directly connected to the grade over pop quizzes and the final course grade. It is not the instructor's responsibility to take care of makeup work. Ask upon return what you have missed.

Students may turn in a major out of class writing assignment one class period late without a late penalty and with no questions asked. However, if the major writing assignment is more than one class period past the due date, the grade will be lowered one letter grade per class, no matter what the reason. A margin of a class period without a late penalty is to deal with emergencies. I do not recommend taking the extra time as repeated behavior. Students who turn in their major essays on time are the first to receive feedback, becoming the first on to the next assignment. Besides the late penalty, students inherently handicap themselves with late major essays.

Students are required to keep all returned graded essays until the end of the course. Also, make a xerox copy of your essays before turning them in if you do not have them on disk or your hard drive. I do not have a tardiness policy, yet students who habitually come in late never quite understand assignments. I often use the first part of class to explain procedure. Also, leaving a message with the Communication and Humanities Division or sending me e-mail does not excuse students from assignments.

## Course Calendar

August 28: Syllabus covered in class. For homework, rent or purchase the textbook.

August 30: Bring textbook to class. For homework, read "Love is a Fallacy" by Max Shulman. This reading assignment is not in the textbook. Go online and find "Love is a Fallacy" by Max Shulman.

September 4: Possible pop quiz over "Love is a Fallacy." For homework, read "All Over But the Shoutin'," starting on page 216 in our textbook,

:September 6: Possible pop quiz over "All Over But the Shoutin,'" For homework, read "Is Google Making Us Stupid?" on page 735 in our textbook.

September 11: Possible pop quiz over "Is Google Making Us Stupid?" For homework, study for the Quiz over Active and Passive Voice.

September 13: Quiz over Active and Passive Voice. For homework, read “Sonny’s Blues,” starting on page 813 in our textbook,

September 18: Possible pop quiz over “Sonny’s Blues. For homework, read “Mother Tongue” on page 649 in our textbook.

September 20: Possible pop quiz over “Mother Tongue.” For homework, read “Homeless on Campus,” on page 710 in our textbook.

September 25: Possible pop quiz over “Homeless on Campus,” For homework, study for the Logical Fallacy Quiz.

September 27: Logical Fallacy Quiz. For homework, read “Us and Them.” on page 849 in our textbook.

October 2: Possible pop quiz over “US and Them.” For homework, read “Literary Behind Bars” by Malcolm X. This reading assignment is not in the textbook. Go online and find “Literary Behind Bars” by Malcolm X.

October 4: Possible pop quiz over “Literacy Behind Bars.” For homework, read “Workshop” by Billy Collins. This reading assignment is not in the textbook. Go online and find “the poem “Workshop” by Billy Collins.

October 9: Possible pop quiz over “Workshop.” For homework, work on Essay II.

October 11: Essay II is due. For homework, read the short story “The Lottery” by Shirley Jackson. This reading assignment is not in the textbook. Go online and find “The Lottery” by Shirley Jackson.

October 16: Possible pop quiz over “The Lottery.” For homework, study for Punctuation Quiz.

October 18: Punctuation Quiz. For homework, read “A Rose for Emily” on page 803 in our textbook.

October 23: Possible pop quiz over “A Rose for Emily.” For homework, read “Hills like White Elephants” by Ernest Hemingway. This reading assignment is not in the textbook. Go online and find “Hills Like White Elephants” by Ernest Hemingway.

October 25: Possible pop quiz over “Hills Like White Elephants.” For homework, read “#1187—424” on page 866.

October 30: Possible pop quiz over “#1187—424.” For homework, read “Jimmy Santiago Baca: Poetry as Lifesaver” on page 893.

November 1: Possible pop quiz over “Jimmy Santiago Baca: Poetry as Lifesaver.” For homework, study for the Grammar Quiz.

November 6: Grammar Quiz. For homework, read “Where Are You Going, Where Have You Been?” by Joyce Carol Oates. This reading assignment is not in the textbook. Go online and find “Where Are You Going, Where Have You Been?” by Joyce Carol Oates.”

November 8: Possible pop quiz over “Where Are You Going, Where Have You Been?” For homework, read “My Father Was A Writer,” on page 857 in the textbook.

November 13: Possible pop quiz over “My Father Was A Writer.” For homework, work on Essay III.

November 15: Essay III is due. For homework, read “Guys Vs Men” on page 940 in the textbook.

November 20: Possible pop quiz over “Gus Vs Men.” For homework, read “For homework, read “The Man in the Well” by Ira Sher. This reading assignment is not in the textbook. Go online and find “The Man in the Well.”

November 22: No class. Thanksgiving.

November 27: Possible pop quiz over “The Man in the Well.” For homework study for Vocabulary Quiz.

November 29: Vocabulary Quiz. For homework, read “Young Goodman Brown” by Nathaniel Hawthorne. This reading assignment is not in the textbook. Go online and find “Young Goodman Brown” by Nathaniel Hawthorne.

December 4: For homework, read “Rebel Music” on page 640.



December 6: Possible pop quiz over "Rebel Music." For homework, work on Essay IV

December 11: Exam period, 7-9 p.m. There is no final exam; however, I take up Essay IV at this time.

### **Plagiarism and other Forms of Intellectual Dishonesty**

Of course, you can include information in essays that comes from outside yourself such as quotes from books or the Internet. However, trying to pass off another's thoughts or writing as your own is academic fraud.

Scholastic dishonesty and plagiarism are briefly defined in the "Student Code of Conduct" in the Collin College Student Handbook. Every student should read that information, but the English faculty would like for you to know more about plagiarism whether you are beginning the study of the research process and the pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. **PLAGIARISM IS A SERIOUS MORAL OFFENSE.**

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. **MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING.** Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. **IN EITHER CASE, YOU MUST DOCUMENT.** Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For a more complete explanation of proper paraphrasing, see your textbook.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin College English Department's policy is that an assignment containing plagiarized material receives an "F."