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 Hours: 1

Placement Assessment(s): Placement in ENGL1301; College-Level Reading

Student Learning Outcomes:
- State-Mandated Outcomes: Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate knowledge of individual and collaborative writing processes.
  2. Develop ideas with appropriate support and attribution.
  3. Write in a style appropriate to audience and purpose.
  4. Read, reflect, and respond critically to a variety of texts.
  5. Use Edited American English in academic essays.
- Additional Collin Outcome:
  6. Demonstrate personal responsibility through the ethical use of intellectual property.

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

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

Americans with Disabilities Act: 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 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 INFORMATION

Instructor’s Name: Dr. Jules Sears
Office Number: A261e
Office Hours: MWF 9:00-9:30am; MW 2:30-3:30pm; T/Th 1:00-2:15pm
Phone Number: 972-881-5852
Email: jsears@collin.edu; course website: http://iws2.collin.edu/jsears
Class Information:
Section Number: S41
Meeting Times: T/Th 8:30-9:15am
Meeting Location: B126

Course Resources:
Readings on Collin Library EReserves (see page 8 of syllabus)

Attendance Policy: Students are expected to attend as many classes as possible; consequently, attendance will be taken at the beginning of every class period. Your attendance will be reflected in your participation grade. IF YOU HAVE 6 ABSENCES OR MORE, YOU AUTOMATICALLY FAIL THE COURSE. Tardy students or those who leave class early/frequently may be counted as absent. Those who are asked to leave the classroom will be counted as absent.

Method of Evaluation:
COURSE EVALUATION: The final course grade will be based on the following:
Essay #1 15%
Essay #2 15%
Essay #3 15%
Essay #4 15%
Essay #5 (Final Exam)—In-Class Essay 15%
Lab Assignments 15%
Participation 10%

GRADING SCALE:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

GRADING STANDARDS: Assignments will be evaluated using the grading standards for composition courses described under “Grading Standards for Courses in Rhetoric.”

TURNITIN.COM
All essays must be turned in to Turnitin.com to ensure they are plagiarism free. You also must turn in a hard copy. I will not grade essays that have not been submitted to Turnitin.com, nor will I grade essays without a hard copy.
I will post grades on Turnitin.com.
Turnitin.com accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats.
To access Turnitin.com, go to www.turnitin.com
You must create your own user profile
Class Name = ENGL 1301.S41 Class ID = 5374035 Password = composition [lowercase]
LAB ASSIGNMENTS: The lab component develops and reinforces reading, writing, and thinking skills. Lab assignments are turned in throughout the semester.

PARTICIPATION GRADE: You will be graded on your degree of engagement in the classroom. If the instructor sees you sleeping, working on homework for another class, text-messaging, talking to your friend(s), reading a book, doing a crossword, working on your laptop, or excessively leaving the classroom, you will be given a failing participation grade. Failure to participate in peer review workshops will significantly affect your Participation Grade and your essay grade.

LATE WORK: All assignments are due on the day specified in the syllabus. Late essays will be penalized. For every class day an essay is late, ten points will be taken off the essay’s grade. NO LATE ESSAYS WILL BE TAKEN A WEEK AFTER THE DUE DATE. All essays must be turned in by the last regular class day of the semester.

ACADEMIC ETHICS: Plagiarism is a serious academic offense that can result in severe consequences! The Dean of Students advises instructors to report to them suspected cases of plagiarism; therefore, a case of plagiarism can negatively impact your academic career. I will give any work that is deemed plagiarized a zero. Egregious examples of plagiarism will result in a failing grade in the class. See “Scholastic Dishonesty and Plagiarism” below for further information on plagiarism.

CLASSROOM CIVILITY: Students are expected to behave in a civil manner in class. This means there shall be no talking while the instructor is lecturing. Students must turn off all cell phones, lap tops, and pagers before entering the classroom. Students who talk on their cell phones, work on their computers (unless a computer classroom), or text message may be asked to leave the classroom and will receive an absence for the day.

COURSE CALENDAR: Any changes in the following schedule will be announced in class. All readings should be completed by the dates on which they are listed.

Week 1  Tuesday, August 28: Introduction to Course; go over syllabus; assign first lab (quiz over syllabus); Assign Essay 1: Personal Narrative  
Thurday, August 30: Diagnostic Essay (whole class period); Lab 1 Due—Syllabus Quiz

Week 2  Tuesday, September 4: Writing Process—Invention; Class Discussion of Reading; Lab 3 Due—Carlotta Walls LaNier “The Blessing of Walls”  
Thursday, September 6: Introduction to Rhetoric and Visual Rhetoric; Class Discussion of Reading; Lab 2 Due—Lynda Barry “Two Questions”

CENSUS DATE, Monday, September 10

Week 3  Tuesday, September 11: Writing Process—Revision and Sentences; Lab 3 Due—Carlotta Walls LaNier “The Blessing of Walls”  
Thursday, September 13: Writing Process—Organization and Paragraphs

Week 4  Tuesday, September 18: Writing Process—Revision and Sentences; Lab 4 Due—Rough Draft Essay 1  
Thursday, September 20: Writing Process—Revision and Diction/Tone/Style; Class Discussion of Reading; Lab 5 Due—Frank McCourt Teacher Man
Week 5  Tuesday, September 25: Workshop/Peer Review Essay 1 (PART OF ESSAY GRADE IS HAVING A PEER REVIEW DRAFT)  
Thursday, September 27: ESSAY 1 DUE; Assign Essay 2: Informative Essay

Week 6  Tuesday, October 2: Doing Field Research; Class Discussion of Reading; Lab 6 Due—Earl Shorris “Education as a Weapon”  
Thursday, October 4: Thesis Statement; Class Discussion of Reading; Lab 7 Due—William Deresiewicz “The Disadvantage of an Elite Education”

Week 7  Tuesday, October 9: Comparison; Class Discussion of Reading; Lab 8 Due—Jean Anyon “Social Class”  
Thursday, October 11: Understanding Grammar—Bring Penguin

Week 8  Tuesday, October 16: Understanding Punctuation and Mechanics—Bring Penguin; Lab 9 Due—Rough Draft Essay 2  
Thursday, October 18: Cause and Effect; Class Discussion of Reading; Lab 10 Due—Deborah Tannen “The Roots of Debate”

LAST DAY TO WITHDRAW: Friday, October 19

Week 9  Tuesday, October 23: Workshop/Peer Review Essay 2  
Thursday, October 25: ESSAY 2 DUE; Assign Essay 3: Rhetorical Analysis

Week 10  Tuesday, October 30: Argument; Class Discussion of Readings; Lab 11 Due—John Taylor Gatto “How Public Education” and Ron Miller “Review of Dumbing”  
Thursday, November 1: Argument; Class Discussion of Readings; Lab 12 Due—Gerry Garibaldi “How Schools Short Change” and Michael Kimmel “A War”

Week 11  Tuesday, November 6: Argument; Lab 13 Due—Rough Draft Essay 3  
Thursday, November 8: Argument; Class Discussion of Reading: My Dyslexia Chapters 1-4

Week 12  Tuesday, November 13: Workshop/Peer Review Essay 3  
Thursday, November 15: ESSAY 3 DUE; Assign Essay 4: Research Paper; Writing a Research Paper

Week 13  Tuesday, November 20: Writing a Research Paper; Class Discussion of Reading: My Dyslexia Chapters 5-8

No Classes November 21-23—Thanksgiving Holiday

Week 14  Tuesday, November 27: Documenting Sources; Class Discussion of Reading: ; My Dyslexia Chapters 9-12  
Thursday, November 29: Workshop/Peer Review Essay 4

Week 15  Tuesday, December 4: ESSAY 4 DUE; Film  
Thursday, December 6: ALL WORK DUE; Reflection and Final Review; Class Discussion of Reading; Lab 14 Due—P.M. Forni “Reflection: The Art”

Week 16  Thursday, December 13, 8:30-10:30am: ESSAY 5—IN-CLASS ESSAY
LAB ASSIGNMENTS

You must complete 16 units from these activities in order to satisfy this lab requirement (15%) 

READING RESPONSES

Readings, except for My Dyslexia, are available on EReserves—see next page. To receive full credit (2 units), you must write at least a full one-page, typed, and double spaced response. No extra spacing!

Before writing your reading response, you must read the work(s) closely and actively. When writing the response, first briefly summarize the main ideas of the reading (NO EXTENDED SUMMARIES). Second, explain how the reading conveys its main ideas. To do so, you might consider the question: What elements of the reading lead you to believe these are the main ideas? Third, respond to the reading based on your prior knowledge and experience. To do so, you might consider the questions: How does this relate to my own experience? Or, what might I learn about my life/surroundings by considering it in light of this reading? Finally, you may evaluate the reading and explain your reasons for evaluating it thus (this is effective because, but this is not effective because, or this is true because . . .). Evaluating the reading is NOT an opportunity to complain or whine about the reading—doing so will result in 0 points. For these responses, do not worry about grammar, spelling, etc. Focus on ideas about the entire reading, not just a segment of it.

NOTE: For My Dyslexia I may give you specific questions to address.

These responses must be turned in on the DAY THE READING IS DUE at the BEGINNING OF CLASS to receive any credit.

ROUGH DRAFTS

To receive full credit (2 units), you must write at least a full one-page, typed, and double spaced draft. These must be turned in on the DAY THE DRAFT IS DUE at the BEGINNING OF CLASS to receive any credit.

LATE LAB WORK WILL NOT BE ACCEPTED

Lab 1: Out-of-Class Quiz over Syllabus 2.0 Units
Lab 2: Response to Barry 2.0 Units
Lab 3: Response to LaNier 2.0 Units
Lab 4: Rough Draft Essay 1 2.0 Units
Lab 5: Response to McCourt 2.0 Units
Lab 6: Response to Shorris 2.0 Units
Lab 7: Response to Desesiewicz 2.0 Units
Lab 8: Response to Anyon 2.0 Units
Lab 9: Rough Draft Essay 2 2.0 Units
Lab 10: Response to Tannen 2.0 Units
Lab 11: Response to Gatto and Miller 2.0 Units
Lab 12: Response to Garibaldi and Kimmel 2.0 Units
Lab 13: Rough Draft Essay 3 2.0 Units
Lab 14: Response to Forni 2.0 Units

Lab Grade
0-15 units = 0
16 units = 60
17 units = 70
18 units = 80
19 units = 90
20 units = 100

If more than 20 units, +1 per unit will be added to 100
Reading Responses/Labs
Available on EReserves: http://ccccd.docutek.com (EReserves are also linked to my website at http://iws2.collin.edu/jsears)

Lab 2/Reading Response

• “Two Questions” by Lynda Barry from Everything’s a Text: Readings for Composition (93-105).

Lab 3/Reading Response

• “The Blessing of Walls,” Chapter 6 from A Mighty Long Way: The Journey to Justice at Little Rock Central High School by Carlotta Walls LaNier (99-123).

Lab 5/Reading Response

• Chapter 1 from Teacher Man by Frank McCourt (11-24).

Lab 6/Reading Response

• “Education as a Weapon in the Hands of the Restless Poor” by Earl Shorris from The Conscious Reader (290-305).

Lab 7/Reading Response

• “The Disadvantage of an Elite Education” by William Deresiewicz from The Contemporary Reader (427-437).

Lab 8/Reading Response

• “Social Class and the Hidden Curriculum of Work” by Jean Anyon from ReReading America (194-204).

Lab 10/Reading Response

• “The Roots of Debate . . . The Hope of Dialogue” by Deborah Tannen from ReReading America (253-271).

Lab 11/Reading Response

• How Public Education Cripples Kids and Why” by John Taylor Gatto from Conversations: Reading for Writing (41-49) and “Review of Dumbing Us Down” by Ron Miller from Conversations: Readings for Writing (49-55).

Lab 12/Reading Response

• “How Schools Short Change Boys” by Gerry Garibaldi from The Longman Reader (536-540) and from “A War Against Boys?” by Michael Kimmel from The Longman Reader (543-548).

Lab 14/Reading Response

• Chapter 4, “Reflection: The Art of Going Over Your Life” by P.M. Forni from The Thinking Life: How to Thrive in the Age of Distraction (41-47).
GRADING STANDARDS FOR PAPERS

I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

Grammar and Punctuation: correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the paper. The student will type out-of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.

Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

Diction: The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

Appearance: The C paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (D-F)

Although D and F papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the F paper exhibits an obvious breakdown in style and structure.
Preparation: The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

Diction: The level of language is inappropriate to the subject; errors in usage are frequent.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer’s ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: Collin College faculty does not tolerate plagiarism. A paper containing plagiarism will earn a zero.

SCHOLASTIC DISHONESTY AND PLAGIARISM

Academic Ethics: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one’s own work material that is not one’s own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else’s work for assignments as if it were one’s own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

See the current Collin Student Handbook for additional information.

Every student should read that information, but the Collin 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.

**Instructors are advised to report suspected cases of plagiarism to the Dean of Students.**