



ENGL 1301 English Composition I

Course Syllabus: Fall 2019

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

Shelly Brown – Instructor

Office Hours: 12:52 P.M. to 1:39 P.M. M-F

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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.

Supplies Needed:

Leave in class – markers, two boxes of Kleenex, antibacterial wipes.

Keep or leave in class – black ink pens, highlighters, loose leaf notebook paper.

Keep – folder with pockets, Chromebook or a laptop (device with a keyboard).

Learning Outcomes:

Students will:

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.

Course Goal:

The goal of this class is to help students grow as thinkers and writers. Higher order skills acquired in thinking and writing help students process information in a rapidly changing world and reflect on the deeper meanings of print and visual media. Students who utilize the rhetorical tools and strategies achieve a level of sophistication in writing that invites audiences to join them in examining issues from multiple layers of meaning. In the process, students begin to take a more disciplined approach to writing and develop their voices through everyday and argumentative writing.

Course Objectives:

Working in a spirit of inquiry and dialogue, upon successful completion of this course, you will:

1. Apply a variety of invention strategies that generate topics and ideas suitable for writing at an analytical level.
2. Apply a variety of organizational strategies that use critical thinking skills to develop a logical progression of ideas and supporting evidence.
3. Apply a variety of revision strategies that clarify and enhance the writer's approach to the topic.

Assignments:

Conscientious and timely completion of reading and writing assignments is essential for success in this English course. All final copy essays must be typed in MLA or APA format, saved as a word document or Google Doc and submitted on the due date.

Assignments include:

- a. Class bell ringer work.
- b. Handwritten rough drafts.
- c. Typed essays – Five in all, including a research paper.
- d. Reading quizzes and tests.
- e. Peer editing.
- f. Grammar practice.
- g. Journal writing.

Writing Assignments:

This applies to all final draft essays, including the research paper.

Please follow these instructions when writing your papers:

- Writing assignments must be typed in MLA or APA format.
- Use Times New Roman 12 pt. font.
- Double-space.
- Essay writing assignments are usually three-to-five pages in length (750-1500 words) with the exception of the research paper, which is between four to eight pages including a work cited page.
- Pay close attention to spelling, grammar, and punctuation.

- Due dates for all reading and writing assignments will be assigned during class and will also be noted in the class calendar.
- Submit your rough draft through the Blackboard Turnitin assignments.
- Submit your final draft in class on the due date.
- Your assignments will be graded holistically based on the writing rubric in the syllabus.
- **Late papers are only accepted at the instructor's discretion and will not receive full credit. Emergency situations will be handled on an individual basis.**

Late Work:

Late work is defined as work turned in after the specified due date. Late work will be accepted **ONE** day late for a maximum grade of **80**. Students who fail to turn in late work after **ONE** day may receive additional academic penalties to be determined by the teacher. **Students can be limited to two (2) late homework/daily assignments per semester. Saturday School -** When a student does not turn in his or her assignment on time, the teacher should assign that student to a Saturday detention.

Makeup Work:

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students. If a student is absent on the due date, the long-term project will be due when they return to school.

Students absent on the day of a test must take the test **THE DAY** they return to school. Students will not be allowed to make up tests during another teacher's class times. It is the teacher's discretion when the student makes up the test.

Grading:

Daily work, including bell ringers, journals, quizzes, and rough drafts will be 30% of your grade. Tests and formal essays, including your research paper will be 70% of your grade.

Rubric for Writing Assignments:

Rubric for Writing Assignments:

Grade	Criteria
90-100	The essay provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct.
80-89	The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation, and spelling are correct.
70-79	The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled.
60-69	The essay provides a response to the topic but generally has no overall pattern of organization OR begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs. The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The essay has recurrent grammatical problems or has occasional problems <i>only</i> because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often.
Below 50	The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonably accurate judgment of the writer's competence is impossible.

Student Responsibilities and Expectations:

This is an English composition course; therefore, we will be reading the text and writing in class. You will not be successful in this class without the appropriate materials: pen and paper. Please don't engage in casual conversations during our lecture, discussion and group times or while we're working on other assignments. I reserve the right to act as necessary to maintain a productive class environment, including sending disruptive students to the office, and in extreme circumstances, dropping chronic disruptors from my course. I will not tolerate uncivil behavior toward other class members during class discussions. Uncivil behavior includes interrupting others while they have the floor, rude responses to the ideas expressed by others, and the use of racial, ethnic, sexual, gender, or religious slurs. If you have an issue, please see me before or after class. I have an open door policy and am confident that we can solve any issue that may arise. **I will not allow any cell phones on during class**, which includes texting as well. If you are expecting an emergency call during class time, please let me know before class.

Withdrawal Policy:

It is your responsibility to drop a course or withdraw from the college. You must see the high school counselor if you wish to drop the course.

Diversity:

The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, age, disability, socioeconomic background, et cetera, will not be tolerated.

NTCC ACADEMIC HONESTY STATEMENT:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Plagiarism:

In any written paper, you are guilty of the academic offense known as plagiarism if you half-copy or copy the author's sentences, words. Usually this results in an automatic grade of "F" for the course. You cannot mix the author's words with your own or "plug" your synonyms into the author's sentence structure. If you use another author's words, phrases, sentences, even if you are paraphrasing, you must cite the source.

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This 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 request accommodations. An appointment can be made with Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

AUGUST

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12	13	14	15	16
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26	27	28	29	30

2019-2020
Year at a Glance
Content: English IV DC
Grade: 12th

Mo n	Tu e	We d	Th u	Fr i
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6	[7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	* 28	29	30	31

1st Six Wks: (29)
 Unit 01: Exploring British Literature (20 days) * 9/10 DC
 Essay One Due 9/17
 Assessment
 Unit 02A: Evaluating Poetry Across Time (12 days)
2nd Six Wks: (23)

SEPTEMBER

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JANUARY
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 APRIL
 MAY
 JUNE
 JULY
 AUGUST
 SEPTEMBER
 OCTOBER
 NOVEMBER
 DECEMBER

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Unit 02A: Evaluating Poetry Across Time (Finish) * 10/1 DC Essay Two Due 10/4 Assessment

Unit 02B: Evaluating Drama Across Time (12 days) * 10/22 DC Essay Three Due 10/23 Assessment

Unit 03: Analyzing Techniques in Literary Nonfiction (21 days)

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3rd Six Wks: (28)

Unit 03: Analyzing Techniques in Literary Nonfiction (Finish) * 11/12 DC Essay Four Due * 11/22 Assessment

Unit 04: Synthesizing Informational Text (23 days) * 12/10 DC Essay Five Due * 12/16 - 12/18 SEMESTER TEST

4th Six Wks: (28)

Unit 04: Synthesizing Informational Text (Finish) *1/28 DC Essay One Due * 2/3 Assessment

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Unit 05: Inquiry and Synthesis Through Research (20 days)

5th Six Wks: (28)

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Unit 05: Inquiry and Synthesis Through Research (Finish)
2/18 DC Essay Two Due * 3/2 Assessment

Unit 06: Evaluating Merits of Argument (20 days) * 3/10 DC Essay Three Due

6th Six Wks: (33)

Unit 06: Evaluating Merits of Argument (Finish) * 4/7 DC Essay Four Due * 4/8 Assessment * 4/28 DC Essay Five Due

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Early Release

STAAR Testing

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11	12	13	14	15
18	19	20	21	22
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No School

[Six Weeks Period]

Staff Development

Common Unit Assessments Administered on the last day of each unit