



ENGL 1301 – English Composition I

Course Syllabus: Fall 2018

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

Dr. Melinda Bobbitt, PhD

Office: Humanities 121

Phone: 903-434-8249

Email: mbobbitt@ntcc.edu

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	4:00-5:00	8:00-9:20 11:-12-20 4:00-5:00	8:00-9:20 4:00-5:00	8:00-9:20 11:-12-20 4:00-5:00	4:00-5:00	

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description: 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

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.

Note: English Composition I is a prerequisite for all 2000 courses.

Required Textbook(s):

Andrea Lunsford, *Everyone’s An Author with Reading*, 2nd Edition.

Publisher: W.W. Norton and Company Inc.

ISBN-13: 978-0393265293

ISBN-10: 0393265293

Textbooks may be purchased at the [NTCC College Store](#).

Recommended Reading(s): Chapters as assigned and outside readings as needed

Student Learning Outcomes:

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 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 support 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.

Lectures & Discussions:

Face to Face lecture is the main component to this class. However, there will also be an online component through blackboard that will be utilized as well. You will be expected to use both aspects to obtain a satisfactory outcome in this class. Taking part in both the lecture and online lessons is not optional.

Evaluation/Grading Policy:

All essays will be turned in through blackboard and turnitin.com. There is no exception to this policy; I will not accept formal writing assignments in any other manner. Essays will be graded per a rubric and handed back to you through the blackboard with comments attached. If I see the need for revision it will be noted there on your paper and include a deadline for the revisions. This is an English class, therefore it includes a great deal of writing and to be a successful writer, you must write often.

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.

COURSE/ASSIGNMENTS GRADES

Your assignments will be evaluated using the following point values:

Writing Assignments	50%
In Class Discussion/or Online	20%
Group Project/Assignments	20%
Research Journals	10%
Total	100%

Assignments:

See schedule on Blackboard.

Student Responsibilities/Expectations:

Attendance will be taken daily. If you come to class late, it is **YOUR** responsibility to make sure that the instructor counts you in attendance that day. If you are 15 minutes late or more, you will be counted absent for the class. However, you may still come and participate. If you miss 5 classes, you will receive an F for the course regardless of your grade. Participation in class will also be included in your grade, so become involved. We will do many cooperative learning assignments and in class projects that involve all students involvement to be a success. Each day you come to class you **MUST** bring your textbook even if we don't need it that day, something to write with and paper to write on. Many times we begin writing and reading assignments at the start of class; if you're late you **will not** be able to make up those assignments. 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.

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 asking disruptive students to leave, 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. There may be some activities that involve cell phone usage for assignments. I will let you know when it is okay to have your devices out.

ENGLISH ATTENDANCE DEPARTMENTAL POLICY

In keeping with the English department's belief that students who attend and participate will better succeed in class and life, the department has decided upon the following mandatory attendance policy: If a student accumulates five absences in a face-to-face class or three absences from a hybrid class, the student will fail 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."

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.