



ENGL 1301: English Composition I

Course Syllabus: Fall 2017

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

Randy Brock

Office:

Phone: 903-563-5906

Email: rbrock@ntcc.edu

Office	Monday	Tuesday	Wednesday	Thursday	Friday	Online
Hours	15 minutes before and after class.					

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-level literature courses.

Required Textbook(s):

Everyone's An Author with Readings, Lunsford, Andrea; Brody, Michal; Ede, Lisa; Moss, Beverly J.; Papper, Carole Clark; Walters, Keith

Publisher: W.W. Norton & Company, Inc.

ISBN Number: 978-0-393-9120-2

Optional: College-level dictionary and/or Thesaurus

Recommended Reading(s): NA

Student Learning Outcomes:

Upon successful completion of this course, students will:

- 1.1 Demonstrate knowledge of individual and collaborative writing processes.
- 1.2 Develop ideas with appropriate support and attribution.
- 1.3 Write in a style appropriate to audience and purpose.
- 1.4 Read, reflect, and respond critically to a variety of texts.
- 1.5 Use Edited American English in academic essays.

Course Objectives:

1. The student will be able to submit a readable paper that conforms to the requirement of the instructor.
2. The student will be able to use a dictionary and/or other scholarly aids as the instructor may require.
3. The student will be able to demonstrate critical thinking skills in reading and writing.
4. The student will be able to write a logically developed paper which expresses a central idea.

5. The student will be able to select and limit a topic that is appropriate to the assignment and understand the value of some type of pre-writing.
6. The student will improve the style of his/her writing by using appropriate diction with attention to specialized devices and skills.
7. The student will be able to write complete, well-constructed sentences with few errors in grammar, spelling, and mechanics.

Lectures & Discussions:

NA

Evaluation/Grading Policy:

You will be assigned 10-15 essays of various lengths and modes. All of these essays **MUST** be done in class. Some essays will be of a diagnostic nature and will not be assigned grade points. Eighty percent (80%) of your grade will be determined from you the major essays.

Each non-diagnostic essay along with its assigned essay analysis will receive a letter grade for F(X) - A(+). Failure to turn in the essay analysis or one that is incorrect will result in your grade being lowered two (2) points. The following number-to-letter grade format is given for clarification.

- 90 - 100+ - A
- 80 - 89 - B
- 70 - 79 - C
- 60 - 69 - D
- 00 - 59 - F

Evaluation Criteria for Essays:

Grade	Criteria
A	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.
B	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.
C	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 over simplified. 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.

- D 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 or 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 only because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation and spelling errors occur often.
- F 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.

Procedures for writing all essays:

On days when you come to class to complete gates 1, 2, and 3, one of the required stories will be chosen by your instructor as the model for your essay. With this in mind, you must have read each story by the assigned date.

Each essay will contain the following:

1. On a sheet of paper, you will be required to discuss in essay format the assigned story's plot and your response to the plot.
2. After completing the response paper and turning it in to your instructor, you will be assigned a topic and begin your assigned essay by writing a thesis statement and having it approved. Following this you will write the introductions to your essay based on your thesis statement and having it approved.
3. The following paragraphs will be the body of the essay containing both major and minor support of your thesis statement. The final paragraph will be the conclusion.
4. Each essay will utilize one (1) of the writing modes that the assigned story is based on in your textbook---descriptive, narrative, cause and effect, argument, etc.---and will assigned on the day that the essay is started.

An example of an acceptable essay:

Paragraph I. The introduction containing your thesis statement.

Paragraph II. III. IV. The introduction and body of the essay – thesis statement plus major and minor support.

Paragraph V. Your conclusion---summation.

Tests/Exams:

Each major essay is a test and must be written during the class period that it is assigned. No essay done outside of the class will be accepted. If you are absent and miss a regularly scheduled essay, either the rough draft or the final draft, the essay will be returned to as incomplete with no grade. This essay cannot be completed; however, you may write a make-up essay (only one) by attending the make-up session

scheduled during the last week of instruction near the end of this semester. Only one essay can be made up during this session. There are no exceptions to this rule. Should you want to write a make-up essay, you need to advise your instructor of your intent at least seven (7) days before the final exam. At that time you will be advised of the time and place of the session.

Course Evaluation:

You will be assigned 10 – 15 essays of various lengths and modes. All of these essays **MUST** be done in class. Some essays will be of a diagnostic nature and will not be assigned grade points. Eighty percent (80%) of your grade will be determined from the major essays.

Assignments:

All work must be done in ink - either blue or black. Always remember that a teacher's first impression of an essay is one of neatness.

Writing is a process. By process I mean that each step in writing an essay is done in order-- sequential. From choosing a topic, to selecting an audience and tone, to completion of the thesis statement and formulating an introductory paragraph, to writing a rough draft and having your paper peer read, to the completion of the final draft, each step or gate must be completed before beginning the next step. This procedure must be fully understood if you are to successfully complete this course with a passing grade.

ALL ESSAYS MUST BE COMPLETED ACCORDING TO THE FOLLOWING PROCESS:

- Gate 1: Approval of thesis statement.
- Gate 2: Completion and approval of introduction.
- Gate 3: Completion of rough draft.
- Gate 4: Peer evaluation of rough draft.
- Gate 5: Completion of final draft.

Student Responsibilities/Expectations:

Attendance:

Northeast Texas Community College is committed to the policy that regular and punctual attendance is essential to successful scholastic achievement and that class attendance is an obligation implicit in the agreement between the student who applies for admission and the college which admits him or her. Attendance at all meetings of the course for which the student is registered is expected. Excessive absences will ultimately result in failure of the course because of missed assignments. You are allowed to make up only one (1) essay during the semester; any absence beyond two (2) will affect your grade. Roll will be taken during each class, you are expected to be in attendance, and you will be given a grade on attendance.

Classroom Conduct:

So that we will understand each other early in the course, you need to know that I do not tolerate classroom disruptions. This includes talking to other students while the class is involved in the writing process. I owe it to the more serious student to maintain order and provide a proper learning environment in the classroom. If you can't abide by this rule you will be asked to leave.

Drop Procedure:

If you are unable to complete this course, you must withdraw. You must initiate the procedure; I cannot do it for you. If you simply stop attending class, you receive a performance grade which will, in most cases, be an "F." The final date for formally withdrawing is listed in your schedule of classes for the current semester or the current online college catalog.

Pagers/CELL PHONES in class:

You are asked NOT to bring any communication devices to class that are in the "on" mode. They are very disruptive to the other students.

Learning Assistance:

You are entitled to free drop-in tutorial services in the Academic Skills Center located in the Humanities Building on the main college campus. I strongly encourage you to take advantage of this service.

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.