



English Composition 1301

Course Syllabus: Fall 2018

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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:30-4:30 p.m.	1:30-4:30 p.m.	1:30-4:30 p.m.	1:30-3 p.m.	NA	NA

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.

Catalog Course Description - ENGL 1301 Composition I

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. (3 semester hours)

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

Required Textbook: *They Say, I Say* (3rd Edition - With Readings)- Author: Graff, et al.

Publisher: W.W. Norton and Company - ISBN: 9780393937510

Available at the NTCC College Bookstore.

1.0 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.

2.0 Lectures & Discussions: The process of developing and writing academic argument.

3.0 Recommended Reading: Chapters and readings from text as assigned, plus any outside readings assigned.

4.0 Challenges to Current Thinking

This course is not designed to change your value system or ideology, only to help you learn how to check your current thinking in order to make sure your ideology "belongs to you." Why do you think what you think? How much of your current thinking is influenced by your background (parents, friends, religion, school, teachers, relatives, social situations, etc.)? We are all influenced by our pasts, but have we learned from our experiences? It is okay to have the same, or similar, beliefs as someone else (a parent, a spouse, a friend, a minister, etc.), as long as you have made those beliefs "yours." Ownership of our ideology helps us know and understand who we are. Your decisions and opinions are then based on you - no one else -- and those opinions are important to you, to me, and to this class. The more we know about each other, and the more we understand why others think the way they do, the more valid are our contributions to better personal evaluation and understanding. Expect many questions soon!

5.0 Evaluation/Grading Policy: Temporary Grades Posed on Blackboard

In this course, your final course grade will be based primarily on the quality of work you include and submit in your weekly essays, on your participation in the class, and a final writing assignment that will serve as an evaluation of your ability to read articles, analyze what the author is saying, and communicate your analysis and opinion in writing. As you complete assignments you will receive a "first" grade, which you can either keep or revise for a higher grade. The point of writing exercises is to improve your ability to communicate clearly and effectively. Revision is absolutely necessary for improving the quality of effective writing and communication.

5.1 Weekly Essays

The ultimate writing goals of English 1301 are to:

- 5.1.1 Demonstrate knowledge of individual and collaborative writing processes;
- 5.1.2 Develop ideas with appropriate support and attribution.
- 5.1.3 Write in a style appropriate to audience and purpose.
- 5.1.4 Read, reflect, and respond critically to a variety of texts.
- 5.1.5 Use Edited American English in academic essays.

Because of these goals, I will respond extensively to each weekly writing assignment you hand in with an eye to what you may do to strengthen it in your final revision. You will have one week after your paper is returned to revise these essays to earn a higher grade. Keep a file that includes everything you produce during this semester in order to see evidence of deep, effective revision on all major writing assignments. If you have any questions about your grades at any point in the term, you can schedule an appointment with me, bring in all your work, and we can talk about it. You will complete five (5) Weekly Research Journal Review essays at 100 points each, and three (3) additional "Final Project" essays, also at 100 points each, for a total of 800 points (*See Rubric for Evaluation of Essays*)

5.2 Weekly Essay Assignment Format

- 5.2.1 Each out-of-class major essay must be typed in Microsoft Word format and turned in through Blackboard by on the date and time the essay is due.
- 5.2.2 I do not accept late assignments, or assignments sent in through email.
- 5.2.3 Revisions are due no more than one week (7 days) following the day original essays are returned to you.
- 5.2.4 Essays must be double-spaced using 12-point type in an easily readable font.
- 5.2.5 Make sure your heading is in the top left corner of your first page, also double-spaced, and includes your name, my name, the class (English 1301.??), and the date. (MLA Style)
- 5.2.5 Your paper must be in Microsoft Word format. Any other formats will not be accepted.
- 5.2.6 Please see the rubric for Evaluation of Essays, and the essay formatting examples, on the class Blackboard page and use it for self-evaluation before you submit your essay.

5.3 Participation

Participation should be a rather self-explanatory concept. You should expect to contribute as enthusiastically, knowledgeably, diplomatically, and productively as possible to any and all class discussions. In order to do so, you must also be prepared for each and every class meeting. In short, all interactive activities assigned and carried out in and out of class will be considered "participation." Please do not be fooled into thinking that this is a "gimme" grade. Although Participation does include attendance, it is possible for a student to be in class every day and still do poorly in this category. A writing class requires consistent engagement. Failure to participate in course activities, complete required readings, and turn in work will lower your course grade. If you regularly fail to meet deadlines you may not be able to receive credit for this course. (*See Rubric for Participation*)

5.4 In-Class Writing

Writing is something that begins the first day of class, is on-going, and builds personal skills that will help you throughout your college and future career. This project is designed to not only develop your writing skills, but also your reading and thinking skills. As daily assignments build into larger assignments your mechanics and writing skills will take shape. You will use many of the reading assignments as you would typical research, but this time, as you read, analyze, and reflect, you will become aware that you are researching yourself, your thoughts, your background, and your "baggage". Each topic assigned will be viewed with a different perspective by each person, and interpreted and responded to differently. During the course you will begin to understand more about who you are, why you are here, where you are going, and where you want to go.

Much of the daily in-class writing consists of responses to discussions of the weekly reading assignments, as well as rough draft writing for the Weekly Research Essays, which will also be done in class.

5.5 Final Project Essay

This final project essay will be completed during the final five weeks of the semester and will comprise a scholarly argumentative research essay on a topic related to one of the five major topics in the reader section of our text. It will consist of a minimum of three weekly research essays, which will be combined into body paragraphs, along with the addition of an introduction, a comprehensive thesis statement, and a conclusion, followed by a works cited page. There is no set page limit for this essay, but an average of 7-10 pages (not counting the works cited page) is expected in order to cover the topic well.

5.6 Grade Breakdown

	Points Available
5.1 Weekly Research Essays – 8@100	800
5.3 Participation	200
5.4 In-class Writing Portfolio	200
<u>5.5 Final Project Essay</u>	<u>300</u>
Total	1500

6.0 English 1301 - Tentative Course Schedule - Fall 2018

WA = Writing Assignment – RJ = Research Journal

Week 1 - 8/27-9/2

Introduction to course and Assign **Chapter 1**. Discuss the thinking process and perspectives.
Introduce collaboration; Topics in text, choose groups.

Week 2 - 9/3-9

Continue discussion - **Chapter 1**, Discuss in-class assignment from Beginning Questions.
Assign Outside Reading/WA 1 – Due 9/13, 11:59 p.m.

Week 3 – 9/10-16

Discuss Outside WA 1 - Due 9/15; Continue discussion of Chapter; **WA 1 – Due 9/13, 11:59 p.m.**
Assign for next week. Outside WA 2 – Due 9/20, 11:59 p.m.

Week 4 - 9/17-23

Discussion of 1st assignment; Writing Reflection on reading discussion; **WA 2 – Due 9/20, 11:59 p.m.**
Assign outside article. Outside WA 3 – Due 9/27, 11:59 p.m.

Week 5 - 9/24-30

Continue discussion of chapters 10 & 12; Discussion of article; **WA 3 – Due 9/27, 11:59 p.m.**
Assign for next week, Outside WA 4 - Due 10/4, 11:59 p.m.

Week 6 – 10/1-7: Discussion of Readings; In-class WA. **WA 4 - Due 10/4, 11:59 p.m.**

Assign for next week, Outside WA 5 - Due 10/11

Week 7 – 10/8-14

Discussion of Chapter, Final Project, **Outside WA 5 - Due 10/11.**

Week 8 - 10/15-21

Continue discussion of Final Project, Choosing topics, etc. - Research handouts, past 5 articles
Assign Chapter and research handouts online, and RJ 1 – Due 10/25

Week 9 - 10/22-28

Discussion of; In-class **WA; RJ 1 Due – 10/25 - 11:59 p.m.**
Assign outside article – RJ 2 – Due 11/1, 11:59 p.m.

Week 10 - 10/29-11/4

Discussion of writing assignment; **RJ 2 Due 11/1.**
Assign reading of Research handouts on home page; RJ 3 – Due 11/8

Week 11 - 11/5-11

Discussion of Research handouts, **RJ 3 Due – 11/8– 11:59 p.m.**

Week 12 - 11/12-18

Work on Introduction and Thesis – Transition & clean up mechanics/grammar/punctuation.

Week 13 - 11/19-25

Monday & Tuesday – Work on Final Essay. **Thanksgiving Break** – 11/22-24 – No classes Wed. – Fri.

Week 14 - 11/26-12/2

Work on final essay in class. Transition, Thesis, Conclusion – Check citations

Week 15 - 12/3-7

Work on Final Essay in Class; Final check for the small stuff.
Final Writing Assignment Due Thursday, 12/6, 11:59 p.m. - Last Class Day

Week 16 - 12/7-13 Final Exams Graduation 12/14

7.0 Computer Requirements

You must have access to a computer access to take this course. Your grades, class email, the course syllabus, and any other information I distribute to the class will be done through Blackboard. If you do not have a computer, or Internet capabilities, at home there are computers in the Learning Resource Center (Library or LRC), and various computer labs around campus. Most of the city libraries in the area also allow computer access. If your computer does not have word processing software use Google Documents, which is free software built into the Google site. If you need help with this I can give you instructions and walk you through the process.

8.0 Class Disruptions

All students enrolled at the college shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Your attendance in this class requires that you participate as an adult. On that basis, there will be no talking while I am lecturing, or while another classmate is talking or presenting. Disregard for this rule will result in you being asked to leave the class until further notice.

9.0 Student Responsibilities/Expectations

- 9.1 Students are expected to come to class with the text, their journal, and something to write with.
- 9.2 There will be no texting or reading of texts during class. If you are expecting an emergency call please notify me in advance and put your phone on vibrate. Leave the room if you need to answer with text or talk. Students who do not follow this rule will be asked to leave class and will be counted absent that day.
- 9.3 If you are having trouble with your writing, please talk to me. I will be glad to help you, or, you can visit writing tutors Monday - Thursday who are there to help you succeed -- please use their help.

10.0 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."

11.0 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. ***Students found guilty of plagiarism or collusion will receive an F for the class.***

12.0 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](#).

13.0 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.