



1301 English Composition I

Course Syllabus: Fall 2019

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

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| Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Online |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 1:30-5:30 p.m. | By Appointment | 1:30-5:30 p.m. | 1:30-3:00 p.m. | By Appointment | By Appointment |

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: This course is designed to improve academic writing skills. Students will read and write expository prose with an emphasis on the writing process and mastery of good writing skills. Course assignments may incorporate summary, analysis, and criticism of texts; exercises in effective argument and analysis; and the study and application of rhetorical approaches. Students will write essays throughout the semester and may also keep a journal or participate in group writing projects.

Required Textbook(s):

Everyone’s An Author

Publisher: Norton

ISBN Number: ISBN 978-0-393-91201-2

Student Learning Outcomes:

- Upon successful completion of this course, students will be able to
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:

This course is designed to provide 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.

Lectures & Discussions:

The class is focused on hands-on writing activities and the process that it takes to achieve them. Formal hour long lectures are rare; hour long writing sessions and discussions are not. During the semester, the course will cover invention processes, basic mechanical skill building, and the revision process. In particular this semester we will be focusing on the narrative, description, observation, concept analysis, argumentation, and documentation.

Evaluation/Grading Policy:

| | | | |
|---|-----------------|---------------|----------|
| Participation (includes Quizzes and Weekly assignments) | 300 pts. | 900 and above | A |
| Five Papers (100 pts each) | 500 pts. | 800-899 | B |
| Presentation (100 pts) | 100 pts. | 700-799 | C |
| Journal (collected 4 times/25 pts. ea.) | <u>100 pts.</u> | 600-699 | D |
| Total | 1000 pts | Below | F |

Tests/Exams:

This class has two in-class “tests”—the Diagnostic Essay the second day of class and the final exam at the end; both are part of the class participation grade. The rest of the class is done through writing essays.

Assignments:

Participation: This part of the course is primarily done through discussion and completion of in-class activities.

Quizzes: I give two types of quizzes: reading quizzes and attendance quizzes with the opportunity for extra credit connected to them. Regardless of the type of quiz, it will never be more than five questions, and it will be completed within ten minutes, but may come at the beginning, middle or end of class.

Weekly Assignments: The primary “weekly assignment” will be steps to generating the essay in progress at the time, but they may also include short writings over the readings for the class or practice over specific skills necessary for good writing like comma reviews or thesis development. More than half of them will be written in-class.

Papers: In class, we will be following the writing process from brainstorming to drafting to peer to reviewing to revision for five papers. Four of those papers will be turned in (with all drafts included) for 100 points each. The final paper will be a limited “research” project, which will also be created through the writing process, but in addition to the paper and its drafts, you will also be required to make a formal in-class presentation of results you discovered during the process. That paper, like the others, will be worth 100 points.

Presentation: As a result of the research project connected to the final paper of the semester, you will be expected to give the class a presentation of your findings. This is NOT reading the paper that you composed; it is highlighting the aspects of the research from which you believe your audience will learn the most. It is worth 100 points.

Journal: You will be required to keep a journal for the duration of the class. A journal is a place for you to explore ideas and experiment with concepts. In addition to a number of in-class activities that we will place in the journal, **you will be expected to write at least three entries a week.**

Student Responsibilities/Expectations:

Preparation: While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. Read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

Attendance: Attendance is mandatory. We meet only twice a week, and everything we do builds upon the days or weeks before, so it is very easy to fall behind if you miss. It is English department policy that if you acquire five unexcused absences for whatever reason you receive them, you will receive a failing grade for the course. You cannot miss one-third of the course and expect to have truly mastered the subject matter.

Keep in mind, even if an absence is excused, your class participation grade will suffer, especially as no work missed may be made up. The class will be moving forward with the syllabus, and it is your responsibility to ask classmates for notes and follow the exercises in the book to keep up with the class.

In a related matter: as a **safety** precaution, the door to the classroom will close and lock precisely at the beginning of class. It is in your best interest to already be in the class.

T/Th Schedule: You should have read everything scheduled **before** you get to class.

Week 1 (Aug 26): A) Introductions / B) Diagnostic Writing Sample

Week 2 (Sept 2): A) Chapters 1-3, p. 5-40
B) Chapter 4, p. 40-52 & Chapter 7, p. 79-89

Week 3 (Sept 9): A) Skill Building Chapters 29 & 30 p. 641-667
B) Skill Building Chapters 31 & 32, p. 668-738

Week 4 (Sept 16): A) Peer Review Training Session
B) **Paper #1: Writing Sample Revision Due for Peer Review & Journal Check #1**

Week 5 (Sept 23): A) Chapter 12 (Writing a Narrative), p. 159-200
B) Drafting the Narrative & **Paper #1 Writing Sample Revision Due**

Week 6 (Sept 30): A) **Paper #2 Narrative Due for Peer Review**
B) Chapter 14 (Reporting Information), p. 252-294

Week 7 (Oct 7): A) Library (Chapters 19-22)
B) Using Sources (Chapters 24-28) & **Paper #2 Narrative Due**

Week 8 (Oct 14): A) **Mid-Term Conferences & Journal Check #2**
B) **Paper #3: Informative Due for Peer Review**

Week 9 (Oct 21): A) Chapter 15 (Writing a Review) p. 297-340
B) Readings & **Paper #3 Informative Due**

Week 10 (Oct 28): A) Film / B) Film

Week 11 (Nov 4): A) Drafting Review / B) **Paper #4 Review Due for Peer Review**

Week 12 (Nov 11): A) Chapter 13 (Writing Analytically) p. 201-251
B) Readings & **Paper #4 Review Due & Journal Check #3**

Week 13 (Nov 18): A) Chapters 19-28 p. 445-636 (Chapters 25-26 in particular) / B) Library Work

Week 14 (Nov 25): A) **Paper #5 Analysis for Peer Review / B) Thanksgiving Break—No Class**

Week 15 (Dec 2): A) **Presentations B) Last Chance to turn in any Revisions**

Week 16 (Dec 9): **Finals Presentation Quiz/Journal Check #4**

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 arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

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.