



NORTHEAST TEXAS
COMMUNITY COLLEGE

ENGL 1301: Composition I

Course Syllabus: Fall 2018

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

Mandy Smith

Office: Humanities Building - Office 116

Phone: (Office) 903-434-8254 (Cell) 903-466-6377

Email: msmith@ntcc.edu

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

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.

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.

REQUIRED TEXTBOOK:

Everyone’s An Author With Readings (Second Edition) by Andrea Lunsford, et al.

The textbook is required and provides essential information for successful completion of this course.

You can purchase your textbook at the NTCC College Store.

PUBLISHER: New York: W. W. Norton and Company Inc., 2016 **ISBN(13) NUMBER:** 978-0393938951.

RECOMMENDED READING(S):

N/A

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 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.

LECTURES & DISCUSSIONS:

Lectures are supplemented by the reading assignments and videos watched in class and in-class writing assignments. You are required to read assignments and participate in classroom discussions and writing.

EVALUATION CRITERIA 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.
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COURSE/ASSIGNMENTS GRADES:

Your assignments will be evaluated using the following point values:

Three essay assignments @ 100 points each	300
Four peer review assignments @ 25 points each	100
Four Turnitin Rough draft assignments @ 50 points each	200
One research essay with work cited page	200
Reading and Writing journal	200
<u>Total</u>	<u>1000</u>

COURSE EVALUATIONS:

Toward the end of the course you will be asked to complete an online course evaluation. Students are encouraged to fill out an evaluation for each of their courses. This will be your opportunity to share important feedback on each of the courses you take at NTCC and the faculty member who teaches the class. Please watch for info about the evaluation on your NTCC email account and make sure you participate in evaluating your experiences in the classroom.

ASSIGNMENTS:

Conscientious and timely completion of reading and writing assignments is essential for success in this English course. All papers must be typed in MLA format, saved as a word document or as rich text format (rtf.) and submitted on the due dates.

WRITING ASSIGNMENTS:

Please follow these instructions when writing your papers:

- Writing assignments must be typed in MLA format.
- Use Times New Roman 12 pt. font.
- Double-space.
- Essay writing assignments are usually two-to-three pages in length (500-750 words) with the exception of the research paper, which is between four and five pages including a work cited page.
- Pay close attention to spelling, grammar and punctuation.
- Due dates for all reading and writing assignment will be assigned during class and will also be noted in the class calendar.
- Submit your papers through the Blackboard Turnitin assignments.
- 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.**

READING ASSIGNMENTS:

Students are expected to read all reading assignments before coming to class. Students may be asked to respond to readings in their writing journal or during class discussions. Failure to read and respond effectively to the reading assignments will affect your grade in the course.

IN-CLASS WRITING ASSIGNMENTS:

Students will be expected to write on a variety of topics during class time. The work will be generated throughout the semester and submitted through the student's writing journal.

STUDENT RESPONSIBILITIES AND EXPECTATIONS:

COURSE EXPECTATIONS:

To complete this course successfully, you should do the following:

- Read all of the textbook assignments.
- Participate actively and meaningfully in all group discussions.
- Prepare and submit all writing assignments on time.
- Attend class regularly.

STUDENT RESPONSIBILITIES:

Please try to make it to class on time. 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. You **MUST** bring your textbook, paper and writing utensil to class. 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 students during class discussions. Please silence your cell phones when you enter the class. Please do not use cell phones, tablets or computers during class unless the device is being used as a part of the classwork.

ATTENDANCE/PARTICIPATION POLICY:

Attendance will be taken daily either orally or by a sign-in sheet. If you come to class late, it is **YOUR** responsibility to make sure that the instructor counts you in attendance for that day. Students who miss more than five class periods will be subject to failure in this course.

WITHDRAWAL POLICY/DATE:

IT IS YOUR RESPONSIBILITY TO DROP A COURSE OR WITHDRAW FROM THE COLLEGE. FAILURE TO DO SO WILL RESULT IN RECEIVING A PERFORMANCE GRADE, USUALLY A GRADE OF "F."

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 their academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic course work. 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 Katherine Belew, Academic Advisor/Coordinator of Special Populations located in Student Services. She can be reached at 903-434-8264. 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.

STUDENT STATEMENT OF UNDERSTANDING:

I have read the above information and the statement provided in the syllabus. I understand that if I am discovered to be cheating or colluding on work assigned in this class I could receive a zero for the assignment. I understand that if I am found to have submitted a paper for credit that contains any amount of plagiarized material I could receive a grade of “F” for the assignment or for the entire course.

NAME: _____

DATE: _____