



ENGL. 1301.002-English Composition I (HYFL)

Course Syllabus: Fall 2020

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

Instructor: Mandy Smith

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	3:00-5:00	1:30-5:30		1:30-5:30		Email anytime

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

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.

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.

Evaluation/Grading Policy:

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 a work cited page	200
Writing journal 10 @ 20 points each	200
Total	1000

Assignments will be graded within two weeks of receipt or before your next assignment is due. Your essays will be graded holistically based on the scoring rubric. (See the evaluation criteria (rubric) for

writing assignments in Appendix A at the end of the syllabus.)

Required Instructional Materials:

Everyone's An Author With Readings (3rd Edition)

Publisher: New York: W. W. Norton and Company Inc., 2020 **ISBN Number:** 978-0-393-68086 (pbk)

The textbook is required and provides essential information for successful completion of this course. The textbook is an online eBook that is accessible through Inclusive Access. If you would also like a hardcopy of the textbook, check with the staff at the NTCC College Store about purchasing a copy.

Optional Instructional Materials:

None

Minimum Technology Requirements:

You will need access to a computer to complete the writing assignments for this class. You will be typing your essays and submitting the final draft assignments through Blackboard.

If you have trouble accessing Blackboard and Word, there are basically three options:

- 1) If you have your own computer and solid internet access at home, please use your own equipment there.
- 2) If you have your own computer, but less than optimal internet access, bring your laptop to campus and plan to access the campus' WiFi in one of the socially distanced areas available on-campus. Weather permitting, the best option for that is to remain outside away from others. If weather conditions are less than optimal, the campus is arranging socially distanced rooms you can use. You probably want to bring earbuds/headphones for privacy.
- 3) If you do not have your own computer, all computers available in the LRC and other campus computer labs are sufficiently equipped to complete class assignments and have been arranged for social distancing. You probably want to bring earbuds/headphones for privacy.

Additionally, there are computer kiosks available in the SUB and BT from which you can check out one of a limited number of laptops for personal use.

Required Computer Literacy Skills:

Blackboard Learning Management System, Microsoft Word processing, average email usage

Course Structure and Overview:

This English composition course is designed to help students develop their critical thinking, research and writing skills. The class will also include reading assignments that challenge students to think and effectively respond both in writing and orally to a variety of reading and visual material. Overall, the goal of this course 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 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.

Writing Assignments:

Please follow these instructions when writing your papers:

- Writing assignments, including a work cited page, must be typed in MLA format (see chapter 13)
- Use Times New Roman 12 pt. font
- Double-space
- Essay writing assignments are usually two to three pages in length with the exception of the research paper, which is 7 to 10 pages in length.

- 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.
- Both rough and final drafts of essays will be submitted through a Blackboard Turninit assignment on the due date.
- **Late papers are only accepted at the instructor's discretion. Emergency situations will be handled on an individual basis.**

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.

Reading Assignments:

Students are expected to read all assigned material before coming to class. You will be required to respond in writing to readings in your writing journal and orally during class discussions. Failure to read and respond effectively to the reading assignments will affect your grade in the course.

Communications: Office hours are listed on the top of the front page of this syllabus. I have also listed my cell phone. I do accept calls and text messages on my cell. Emails will be answered within 24 hours. **Please note that NTCC email is the official form of communication used by the college.**

Institutional/Course Policy:

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

Always remember to bring your textbook, paper and writing utensil to each class. You will be reading material from the textbook and writing in class and in a writing journal. 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 are 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. Please do not use cell phones, tablets or computers during class unless the device is being used as a part of the classwork. Please inform me at the beginning of the semester if you plan to use a digital copy of the textbook. See the evaluation criteria (rubric) for writing assignments at the end of the syllabus.

Attendance policy:

Attendance will be taken either orally or by an attendance 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.**

Zoom Virtual Classroom:

As part of class attendance in this Hy-Flex course format, you are required to attend your Zoom class time on the scheduled day each week (check your class schedule). Please conduct yourself during Zoom time as you would in a regular face-to-face classroom setting on campus. You need to have your video turned on and be attentive during the Zoom sessions. Once you log into the virtual classroom, please mute your microphone located in the lower left-hand corner of the screen.

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 online 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.

Withdrawal policy:

It is your responsibility to drop or withdraw from a course. Failure to do so could result in receiving a failing grade for the course.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements:

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

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 the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

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.

Tentative Course Timeline (*note* Instructor reserves the right to make adjustments to this timeline at any point in the term):

ENGL. 1301
Assignment Calendar Fall 2020

- Week 1 Welcome to the class
Review of course and syllabus
Read chapter 1 “Thinking Rhetorically”
Complete in-class Writing Journal assignments
Begin reading pages 186-201 in Chapter 13 “Here’s What Happened: Writing a Narrative”
- Week 2. Read and review the section on thesis writing (pages 85-86)
Read the essay “The Sanctuary of School” pages 853-857
Complete in-class Writing Journal assignments
Begin writing narrative essay
- Week 3 Choose an essay to read from the narrative essays listed in the back on the book
In-class **peer review of essay #1 rough draft**
Review MLA format for writing papers (chapter 28)
In-class discussion of narrative essays
Complete in-class Writing Journal assignments
Submit rough draft of narrative essay #1 to Turnitin assignment in Blackboard
- Week 4 Begin reading Chapter 16 “Two Thumbs Up: Writing a Review”
Choose an essay to read from the review essays listed in the back on the book
Discuss writing reviews, observations and explaining relationships in class
Review MLA format for writing papers (chapter 28)
Choose review, observation or relationship essay assignment and begin writing essay #2
Submit final draft of narrative essay #1 to Turnitin assignment in Blackboard
- Week 5 Continue discussion in class on writing reviews, observations and explaining relationships
Begin reading Chapter 14 “Let’s Take a Closer Look: Writing Analytically”
Choose an essay to read from the analysis essays listed in the back on the book
Complete in-class Writing Journal assignments
- Week 6 Continue reading Chapter 14 “Let’s Take a Closer Look: Writing Analytically”
Watch advertisements in class and discuss analytical writing
In-class **peer review of essay #2 rough draft**
Review and discuss thesis writing for persuasive writing
Submit rough draft of essay #2 to Turnitin assignment in Blackboard
Complete in-class Writing Journal assignments
- Week 7 Research tools/databases review (in class)
Continue in-class discussion on analytical writing
Choose an advertisement and begin writing analysis essay
Submit final draft of essay #2 to Turnitin assignment in Blackboard

- Week 8 Begin reading Chapter 12 “This is Where I Stand: Arguing a Position”
Read and discuss in class the essay “Work is a Blessing” page 162-163
Complete in-class Writing Journal assignments
- Week 9 Begin in-class discussion on argument writing
In-class **peer review of analysis essay #3 rough draft**
Choose an essay to read from the argument essays in the back of the book
Complete in-class Writing Journal assignments
Submit rough draft of analysis essay #3 to Turnitin assignment in Blackboard
- Week 10 Continue reading Chapter 12 “This is Where I Stand: Arguing a Position”
Choose topic and begin writing argument research essay
Thesis writing workshop for argument essay
Submit final draft of analysis essay #3 to Turnitin assignment in Blackboard
- Week 11 Continue discussing argument writing in class
MLA Style in class review and assignment
- Week 12 Continue discussing argument writing in class
In-class peer review of argument research essay #4 rough draft
- Week 13 **Submit rough draft of argument essay #4 to Turnitin assignment in Blackboard**
- Week 14 Continue working on argument research essay
- Week 15 **Submit final draft of argument essay #4 to Turnitin assignment in Blackboard**
- Week 16 Final in-class journal writing assignment

Appendix A

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.