



ENGL 1301– F2F – T/Th

Course Syllabus: Fall 2023

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

Instructor: Julie Ratliff

Office: Humanities 114 (L)

Phone: 903.434.8230

Email: jratliff@ntcc.edu (best contact)

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday
	7:30-8:00 a.m. & 3:00-4:00 p.m.	7:30-9:30 a.m. & 1:30-4:30 p.m.	7:30-8:00 a.m. & 3:00-4:00 p.m.	7:30-8:00 a.m.	By Appointment

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) 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.

Prerequisite(s): TSI compliance

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.

Evaluation/Grading Policy:

Participation (Includes Attendance, Quizzes, Conferences, and Peer Review)	300 pts.	900 and above	A
Five Papers (100 pts ea.)	500 pts.	800-899	B
Presentation	100 pts.	700-799	C
Journal	100 pts.	600-699	D
Total	1000 pts	Below	F

Grades will be returned to the student as follows:

- Blackboard assignments within twenty-four hours of the due date.
- Papers and Presentations within one week of due date.
- Quizzes and Participation grades will usually be updated within one week, but the final total with any extra credit will be entered by finals period.

Required Instructional Materials: *Everyone's An Author (inclusive)***Publisher:** Norton **ISBN Number:** 978-0-393-61746-7**Additional Readings (power points, etc. . .) online****Optional Instructional Materials:** A Flash Drive (USB) and WEPA Card are recommended.**Minimum Technology Requirements:**

This course requires you to access a computer that can run Blackboard and Word.

There are basically four options:

- 1) If you have your own computer and solid internet access at home, please use your own.
- 2) If you have your own computer, but less than optimal internet access, you can bring your laptop to campus and plan to access the campus' WiFi in one of the areas available on-campus.
- 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.
- 4) Additionally, there are computer kiosks available in the SUB and BT buildings from which you can check out one of a limited number of laptops for personal use for limited periods of time.

Required Computer Literacy Skills: Basic Word Processing and Email skills**Course Structure and Overview:**

This is a sixteen-week face-to-face ENGL 1301. 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. In class, students will learn to compose, research, draft, and revise five formal papers. Class meetings will be reserved for lecture, discussion, writing activities, and practice as well as presentations. In class participation is an essential element in this course. Each student will be expected to do their best to participate in all activities which occur in class. These activities are designed to sharpen skills and provide tools for use in this and other classes. Participation in these activities directly affects the student's grade at the end of the semester. Out of class, students are expected to complete all the readings (chapters, online readings, or handouts), finalize all papers, and complete all assignments by deadline.

Assignments:**Participation:**

This part of the course is primarily done through attendance, discussion, and completion of in-class activities, but it will also include your conferences/tutoring sessions and peer review.

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. **You will be expected to write at least three entries a week—one vocabulary and two reader responses.** Many journal entries will be completed 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.

Paper #1: Writing Sample Revision (100 pts)

After the discussion on the expectations of the essay and academic writing, you need to revise your Writing Sample answer into a complete essay. There is not a specific length, but you must follow proper MLA formatting and have at least an introduction, body, conclusion, and thesis in the revised edition.

Paper #2: Narrative (100 pts + Peer Review)

You need to write a personal narrative about a person, place, object, or event from which you learned a lesson. You will need to compose a draft for peer review, and the final paper must be a minimum of 1000 words in proper MLA formatting.

Paper #3: Informative (100 pts + Peer Review)

You need to write an informative essay in third person about a topic selected in class with documentation from at least one source from the library databases. You will need to compose a draft for peer review, and the final paper must be a minimum of 1200 words in proper MLA formatting.

Paper #4: Review (100 pts + Peer Review)

You need to write a review essay in third person over the film shown in class (or one you get approved in writing from the instructor) with proper documentation. You will need to compose a draft for peer review, and the final paper must be a minimum of 1500 words in proper MLA formatting.

Paper #5: Argumentative (100 pts + Peer Review)

You need to write an argumentative essay in third person over a topic of your choice with proper documentation of at least two sources from the library databases. You will need to compose a draft for peer review, and the final paper must be 1500-2000 words in proper MLA formatting.

Peer Review: To get points for Peer Review, you need to bring your own paper and evaluate at least two other people’s papers. ALL peer review sheets must be returned in order for points to be assessed.

Conferences/Tutoring: During the semester, you will be required to attend at least five conference/tutoring sessions. **Two** of those sessions **must be with me**; the remaining three may be with me or with one of the tutors.

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 50 points and the related In-Class Writing (during Finals) is also worth 50 points.

Communications:

EMAIL (preferred contact): Check your NTCC email EVERYDAY. Email is the official form of communication used here at NTCC, and if you do not check it regularly, you will miss important deadline information. Most emailed questions to the instructor will be responded to within 24 hours.

TEXT MESSAGING (903-220-3658): I respect your privacy. Please respect mine. If you must text me, identify yourself in the text and try to stay within normal business hours.

PHONE: The phone number at the top of the syllabus is to my campus office. I will only access and return messages to that number during my stated office hours.

Institutional/Course Policy:

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. That means for your days in class, make sure you have 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.

You should also have read the assignment BEFORE class; have your assignments finished and the textbook, blank paper for notes or activities, and a WORKING writing utensil available. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

Attendance:

I track attendance carefully. You are expected in class every day the class is scheduled to meet. I will occasionally use quizzes to keep track of attendance, and no attendance quiz can be made up.

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.

Video Recording of Course Activities

Certain portions of this course may be recorded via video conferencing software to assist students in course material review or later viewing by a student who was not able to attend the live session. The recordings will be made available only to students within the course and will cease to be available upon completion of the course. Students may not retain, reproduce, or share recordings.

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):

You should have read everything scheduled **before** class starts. Things in Bold are important "issues"—important assignment dates or class absences. Note the bold date in () is the beginning date of that week.

Week 1 (Jan 16): A) Introductions / B) Writing Sample Diagnostic

Week 2 (Jan 23): A) Revising the Diagnostic & Chapters 1-4 / B) Skill-building Exercise

Week 3 (Jan 30): A) Chapter 6-8 / B) Skill-building Exercise

Week 4 (Feb 6): A) Peer Review Training Session (Bb reading)
B) **Paper #1: Writing Sample Revision Due for Peer Review & Journal Check #1**

Week 5 (Feb 13): A) Chapter 12 (Writing a Narrative)
B) Chapter 12 (Writing a Narrative)—Sample Essays
Paper #1 Writing Sample Revision Due

Week 6 (Feb 20): A) Drafting the Narrative
B) Skill Building Exercise

Week 7 (Feb 27): A) **Paper #2 Narrative Due for Peer Review**
B) **Conferences**

Week 8 (March 6): A) Chapter 14 (Reporting Information), p. 252-294 & **Paper #2 Narrative Due**
B) Library (Chapters 19-22)

Week 9 (March 13): Spring Break

Week 10 (March 20): A) **Using Sources (Chapters 24-28) & Journal Check #2**
B) Skill-building Exercise, using Chapters 31 & 32

Week 11: (March 27): A) Paper #3: Informative Due for Peer Review

B) Chapter 15 (Writing a Review)

Week 12 (April 3): A) Film & **Paper #3 Informative Due**
B) Drafting the Review

Week 13 (April 10): **A) Paper #4 Review Due for Peer Review**
B) Chapter 13 (Writing Analytically) & **Journal Check #3**

Week 14 (April 17): **A) Gathering Sources for Analysis & Paper #4 Review Due**
B) Documentation Review: Chapters 19-28 (Chapters 25-26 in particular)

Week 15 (April 24): A) Drafting the Analysis, organizing the presentation
B) Thanksgiving—no class

Week 16 (May 1): A) **Presentations**
B) **Presentations & Last Chance to turn in any Revisions**

Finals (May 7): Presentation/Quiz & Journal Check #4

Vocabulary:

In order to learn a new word or “correct” a word meaning in our minds, it is necessary to use the word(s) a number of times. So, to help you with that process, you will be keeping one entry a week of vocabulary in your journal. In the Vocabulary Entry for the week, you should:

1. Write a brief definition of the word(s) and make note of where you found the definition. (As the semester continues, we will discuss how to formally credit sources, but to begin with, just make note of where you got the definition.)
2. Write a sentence for each word using it correctly.
3. After writing sentences for each word, compose a brief paragraph using all words appropriately and in relation to each other.

Words for Week

1:
There
Their
They're
Its
It's
Expository
Mode
Argument (literary)
Analysis
Proficiency

Words for Week

2:
Affect
Effect
Conscience
Conscious
Rhyme
Rhythm
Principle
Principal
Misspell
Judgment

Words for Week

3:
Good
Well
assume
presume
comprise
compose
Consist
Inherent
Inherit
Irony

Words for Week

4:
Lose
Loose
Lay
Lie
Reign
Rein
Rain
Cite
Site
Sight

After Week 4, we will be adding the idea of “frontiering” to your vocabulary.