**English 1301--English Composition**

Course Syllabus: Fall 2020

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

**LORI SHAW--Instructor**

**Office Hours: 5th period and online**

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**Prerequisite: English Composition I is the prerequisite for all 2000 level literature courses.**

This syllabus contains important information to orient you to the course. Please review the information carefully.

**COURSE DESCRIPTION**

Lecture/Lab/Clinical

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.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate for audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

**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 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.

**Course Expectations**

To complete this course successfully, you will:

* Participate in the course activities.
* Apply a variety of invention strategies that generate topics and ideas suitable for writing at the analytic level.
* Apply a variety of organizational strategies that use critical thinking skills to develop a logical progression of ideas and supporting evidence.
* Participate actively and meaningfully in all discussions.
* Apply a variety of revision strategies that clarify and enhance the writer’s approach to the topic.

**Assignment Information**

Conscientious and timely completion of assignments is essential for success in this English course. All final copy essays must be typed in MLA format, 12 font, Times New Roman or Courier New, saved as a word document or a Google Doc and submitted on or before the due date. Essays should be double spaced. Essays will be 750-1500 words in length. Pay close attention to spelling, grammar and punctuation.

Assignments include:

 Class bell ringers

 Rough drafts

 Typed essays (5-6 in all)

 Reading quizzes

 Vocabulary

 Peer editing

 Grammar practice

 **ALL DUE DATES ARE POSTED ON COURSE CALENDAR.**

**Grading Policy**

Your assignments will be evaluated using the following point values:

 Classwork 40%

 6 essays (10% each) 60%

 Total 100%

**Attendance and Participation Policy**

Attendance and participation is expected for this course.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. Plan ahead. Absences on due dates does not constitute an excuse for being late with an assignment. Since assignments will be submitted electronically, onach day the assignment is late. No assignments are accepted more than one day late and one does not have to be present to submit work. Come to class prepared, having read the assignment, with computer in hand. There will be no make up tests. If a test is missed, then the other tests will weigh more. Late assignments will be penalized by 20 points. Only one late assignment, one day late for the semester will be accepted.

**Withdrawal Policy/Date**

Once a student attends class, s/he is considered in attendance. The instructor will certify each student is a part of the class. If a student decides s/he cannot complete the course, it is the student’s responsibility to drop or withdraw with the registrar’s office at the college. Failure to do so will result in receiving a poor grade, usually an “F”.

A student may DROP the class prior to the official reporting day (12th class day). In this case, the class will not appear anywhere on the student’s transcript. After the reporting date but before the last posted date of withdrawal, a student may withdraw from the course, but a “W” will appear on the transcript. The instructor will not withdraw a student from the course, even if the student is not actively participating or completing assignments.

**Diversity**

The course content and course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others’ ethnic or racial background, sex, sexual orientation, age, disability, religion, socioeconomic background, et cetera, will not be tolerated.

**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 the College Connection. The office number is 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website--Special Populations.

**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.”

**Plagiarism**

In any written paper, you are guilty of the academic offense known as plagiarism if you half-copy or copy the author’s sentences or words. On a final draft, this will result in an F for the assignment and possibly for the course. You cannot mix the author’s words with your own or “plug in” your synonyms into the author’s sentence structure. If you use another author’s words, phrases, sentences, even in paraphrasing, you must cite the source.

**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.

**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 s/he 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 received, and participation in officially recognized activities/sports.

**Student Responsibilities and Expectations**

This is an English composition course; therefore, we will be reading text and writing in class. You will not be successful in this class without appropriate materials: pen/pencil, paper, laptop. Please don’t engage in casual conversations during our lecture, discussion, and group times or while we are working on other assignments. Uncivil behavior will not be tolerated. Uncivil behavior includes interrupting others while they have the floor, rude responses to the ideas expressed by others, and the use of racial, ethnic, sexual, gender, political or religious slurs. If you have an issue, please see me before or after class.Cell phones should not be on during class.

**Syllabus**

**August 24th first day for N.T.C.C.**

 **Course introduction and citing sources**

 **Write to Express and Reflect**

**September 9 Last day for Drop without W**

**September 10 #1 Reflective Essay**

 **Write to Inform and Explain**

**October 1 2nd Informative Essay Due**

 **Write to Evaluate and Judge**

**October 22 3rd Evaluation Essay Due**

 **Write to Inquire and Explore**

**November 12 4th Inquiry Essay Due**

**Write to take a stand/propose a solution**

**November 17 Last Day for withdrawal with W**

**November 19 5th Stance Essay Due**

 **Write to analyze and interpret**

**December 3 6th Analysis Essay Due**

**December 10 End of Semester**

Rubric for Writing Assignments

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| --- | --- |
| 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 phrases 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 or 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 only because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation and spelling errors occur often. |
| 50-59 | The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of errors 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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