



## ENGL 1301: Composition I (F2F)

Course Syllabus: Fall 2020

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

### Elizabeth Joslin

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:00-8:40	8:00-8:40	8:00-8:40	8:00-8:40	8:00-8:40	NA

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

### 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.

### REQUIRED TEXTBOOK:

*Intro Literature (HMH) Grade 12.*

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

Classroom textbook

### COURSE ASSIGNMENTS and GRADING POLICY:

Your assignments will be evaluated using the following point values:

Four essay assignments @ 100 points each

400

Four peer review assignments @ 25 points each	100
Annotated Bibliography @ 200 points	200
One research essay with a work cited page	200
Class participation and bell ringers	100
<u>Total</u>	<u>1000</u>

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.)

### **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.

### **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 every day and argumentative writing.

### **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 both class and in a writing/reading 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 a sign-in sheet. **Students who miss more than five class periods will be subject to failure in this course.**

**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.

**ESSAY 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 in class on the due dates. Your rough drafts must be submitted through a Turnitin assignment in Blackboard.

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 800-1000 words with the exception of the research paper, which is between 1200-1500 words including a work cited page.
- Due dates for all reading and writing assignment will be assigned during class and will also be noted in the class calendar.
- 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.

**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.

**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.

**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 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.

## Appendix A

### EVALUATION CRITERIA (RUBRIC) 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.

## Course Calendar

- Week 1: Narrative Reading
- Week 2: Narrative Evaluation and Workshop
- Week 3: Essay 1: Narrative Essay
- Week 4: Poetry Selections
- Week 5: Poetry Selections and Evaluation
- Week 6: Essay 2: Explication Essay
- Week 7: Drama Selections
- Week 8: Drama Selections and Evaluation
- Week 9: Essay 3: Persuasive Essay
- Week 10: Literary Non-Fiction Selections
- Week 11: Literary Non-Fiction Selections and Evaluation
- Week 12: Essay 4: Expository Essay
- Week 13: Research and Annotated Bibliography
- Week 14: Research Paper Work
- Week 15: Research Paper Due
- Week 16: Exam Week