



English 1301 Composition

Course Syllabus: Fall 2025

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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday
	1:30 p.m. – 2 p.m.	1:30 p.m. – 2 p.m.	1:30 p.m. – 2 p.m.	1:30 p.m. – 2 p.m.	1:30 p.m. – 2 p.m.

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: 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. The learning outcomes for English are:

Prerequisite(s): none.

Student 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 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:

Syllabus Acknowledgement, Topic Approval, and Course Evaluation	5%
Discussion & Quizzes	15%
Rough Drafts & Peer Reviews	15%
Assignments	15%
Final Drafts	50%
<u>TOTAL</u>	<u>100%</u>

Your weighted average will appear in the Weighted Average column in Blackboard at all times. The percentage that appears in the Weighted Average column depicts your grade.

90-100: A
80-89: B
70-79: C
69-60: D
59 & Below: F

Required Instructional Materials: *The Crucible* – Arthur Miller, 5-subject spiral, pocket folder, sticky notes (any size), pencils

Minimum Technology Requirements: laptop or Chromebook

Required Computer Literacy Skills:

In order to be successful in this course, students should minimally possess the following technical skills:

1. The ability to properly use email, attach documents to email, and open, download, and save attachments.
2. The ability to properly update personal computer settings.
3. The ability to properly use a word processing application.
4. The ability to properly print an electronic file to a printer.
5. The ability to properly submit assignments to Blackboard.
6. The ability to properly save documents in a .doc or .docx format and to save in multiple places, e.g. hard drive, Google Drive, flash drive, etc.
7. The ability to properly connect to a broadband internet system.
8. The ability to properly search for and locate information on the internet.

Course Structure and Overview:

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 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.

Communications: Please allow 24 hours for email responses during the week, 72 hours on weekends. If it is urgent, please feel free to text. I will respond to texts as quickly as I am able.

Cell Phone Policy: Per campus policy, the use of cell phones, smart watches, and bluetooth headphones is prohibited in class. Any device that is seen or heard will be picked up and turned in to the high school office. Keep them off and out of sight.

Classroom Expectations:

- **Be Prompt:** You should be in your seat and getting started on the bell work when the tardy bell rings. Bell work slides will be posted under Course Materials in Google Classroom. If you are late to school, you are required to check into the office before coming to class.
- **Follow All Instructions immediately, properly, and quietly.** Complaints, talking back, and other disrespectful behaviors will not be tolerated.
- **Be Kind:** Be respectful to everyone in this classroom, not just me. Do not mock or criticize your peers. Listen attentively when they speak or present. Be patient and understanding with all of your classmates.
- **Be Honest:** Do not lie. Do not steal. Do not cheat. The consequence for plagiarism in this course is an automatic zero, parent contact, and discipline referral. Cite your sources. Do not share your assignments with friends. Do not submit AI-generated content (this is synonymous with plagiarism).
- **Do Your Best:** Give 100% effort and a positive attitude in whatever it is you're doing, not just the things you love. Whether you are entering the work force, heading to college, or joining the armed forces, I can assure you that there will be days that you are assigned a task that you would rather not do, but you will still have to complete it on time, and you will still have to give it your best effort. Your attitude and work ethic reflect your character.

Attendance Policy: Once you complete the Syllabus Acknowledgement, you are considered in attendance, and the instructor will certify that you are part of the class. If you decide that you cannot complete the course, it is your responsibility to drop or withdraw through the registrar's office. Failure to do so will result in receiving a poor performance grade, usually a grade of F. Since this is a dual-credit course, withdrawing or failing the course results in not receiving your required high-school English credit. You may drop the class prior to the official reporting day (12th day). In this case, the class will not appear anywhere on your college transcript. You can withdraw from the class after the official reporting date and before the last posted date of withdrawal, and a W will be recorded on your transcript. The instructor will not drop or withdraw you from this course, even if you are not actively participating. It is your responsibility to drop a course or withdraw from the college.

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade.

Late Work: All assignments and projects are collected at the beginning of class on the due date or are due by the specified time on Blackboard. Late work will not be accepted. **Please be sure to keep up with your grades in the Grade Center on Blackboard.**

It is the student's responsibility to make up all missed work. You are responsible for getting any missed notes or assignments that were given during an absence. You have one day for every day you were absent to turn in any work that was missed. Extra days do not apply to assignments or projects that were assigned prior to your absence. If you suffer an extended illness, contact me to discuss a schedule for you to turn in your work. If you are involved in extracurricular activities, **you are responsible for getting your assignments before you miss class.** If not submitted during the allotted extended time period, work will be considered late.

In certain circumstances, students can ask for an extension for an assignment. All requests must be made **in writing (email)** before the due date. **Except in emergency situations, extensions will not be granted on or past the due date.**

Make up tests must be scheduled within 3 school days from returning to class after absence. It is the student's responsibility to come in and make arrangements to make up tests. If tests are not scheduled within 3 school days, a zero will be placed in the grade center.

Statement Regarding the Use of Artificial Intelligence (AI) Technology:

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person (collusion). Generative AI is a subset of AI that utilizes machine learning models to create new, original content, such as images, text, or music, based on patterns and structures learned from existing data (Cornell, Center for Teaching Innovation). Unauthorized use of generative AI tools to complete an assignment or exam is not permitted. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. Individual course instructors may set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification. (Adapted from the Stanford University Office of Community Standards-- accessed August 31, 2023)

NTCC Academic Dishonesty, Plagiarism, & AI-Generated Content: 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.

Intellectual development requires honesty, responsibility, and doing your own work. Taking ideas or words from others—plagiarism—is dishonest and will result in a zero for the paper or assignment and possibly other disciplinary actions. I treat AI-based assistance, such as ChatGPT, the same way I treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. If your paper is flagged to include any amount of AI-generated content, or content from another source, it will result in a grade penalty. For each percentage point flagged, I will deduct one point from your grade. For example, if your rubric score was a 95 but your paper included 30% AI-generated text, your final grade would be a 65. If you are caught plagiarizing another student, you will receive an automatic zero for the assignment with no option to correct or redo, in addition to other disciplinary actions. If you have any questions about allowable resources, you should always contact the teacher.

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 Outline: *(the instructor reserves the right to adjust this timeline at any point in the term):*

Week(s)	Focus	Assignments/Activities
1	Course Introduction & Diagnostic Writing	Review syllabus, objectives, writing process overview, diagnostic essay.
2	Rhetorical Foundations / Narrative Writing	Rhetorical situation, audience/purpose. Write a personal narrative essay. Incorporate peer review and drafting.
3-6	Literary Analysis: <i>The Crucible</i>	Begin reading; focus on context, themes, characters. Critical reading strategies. Write analytical essay on themes of hysteria, authority, or rhetoric in <i>The Crucible</i> . Emphasize thesis, support, and MLA documentation.
7	Reflection & Revision	Peer workshops, revisions of literary analysis, grammar/mechanics review.
8-9	Literary Analysis II: The Legend of Sleepy Hollow	Teach comparison/contrast, narration, description. Begin <i>The Legend of Sleepy Hollow</i> . Essay comparing Ichabod vs. Brom—or “legend vs. reality.” Focus on audience, tone, style.
10-11	Research Skills & Paraphrasing	Introduce research skills, paraphrase/quote ethics, CRAAP evaluation, using a short source on folklore or adaptation.
12-13	Literary Analysis III: A Christmas Carol	Read selected scenes. Consider context: redemption, social justice, rhetorical appeals (pathos, ethos). Analytical essay on transformation themes, rhetorical persuasion. Incorporate secondary source with proper attribution.
14	Synthesis Project	Guide students to synthesize themes across the three texts (e.g., moral responsibility, societal fears) into a synthesis essay.
15	Drafting & Peer Review	First draft of synthesis essay; peer feedback; revise.
16	Final Revisions & Portfolio	Final edits; compile a writing portfolio (narrative, two literary analyses, synthesis essay). Reflective cover letter on growth and objectives met.