



ENGL 1301.002 & 004 – F2F—T/Th

Course Syllabus: Spring 2022

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

Instructor: Julie Ratliff

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:00-9:30 a.m. 3:00-6:00 p.m.	1:30-4:00 p.m.	8:00-9:30 a.m. 3:00-4:30 p.m.	By Appointment	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)

Five Papers (100 pts ea.)

Presentation/In-Class Writing

Journal

Total

300 pts.

500 pts.

100 pts.

100 pts.

1000 pts

900 and above

800-899

700-799

600-699

Below

A

B

C

D

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 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. 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. You probably want to bring earbuds/headphones for privacy.
- 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.

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. To get credit for your conferences, you will have to return a completed copy of the form attached at the end of this syllabus.

(Obviously, I would prefer you to attend tutoring sessions on writing; however, I am willing to give you half-credit for attending tutoring for other issues. So, if you are going to attend tutoring for something like math or psychology for the extra sessions, you'd need to document six meetings with your tutor to make up the three needed in the grade book.)

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.

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.

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.

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.

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 17): A) Introductions / B) Writing Sample Diagnostic

Week 2 (Jan 24): Revising the Diagnostic and Academic Writing Basics: A) Chapters 1-4 / B) Chapters 9-10

Week 3 (Jan 31): A) Chapter 13 (Writing a Narrative) / B) Drafting/Redrafting the Narrative

Week 4 (Feb 7): A) Peer Review Training Session (Bb reading)

B) Paper #1: Writing Sample Revision Due for Peer Review & Journal Check #1

Week 5 (Feb 14): A) Chapter 13 (Arguing a Position) / B) Fact vs Opinion (Chapters 6-8)

Paper #1 Writing Sample Revision Due

Week 6 (Feb 21): A) Drafting the Position / B) **Paper #2 Position Due for Peer Review**

Week 7 (Feb 28): A) Chapter 15 (Reporting Information) / B) Chapters 21-23 (Finding and Evaluating Sources)

Paper #2 Position Due

Week 8 (March 7): A) Library Instruction/Sources /

B) Chapters 25-28 (Using Sources and Avoiding Plagiarism) & Journal Check #2

Week 9 (March 14): Spring Break

Week 10: (March 21): A) Paper #3: Informative Due for Peer Review / B) Chapter 16 (Writing a Review)

Week 11 (March 28): A) Film & **Paper #3 Informative Due**

Week 12 (April 4): A&B) Drafting the Review & Journal Check #3

Week 13 (April 11): A) Paper #4: Review Due for Peer Review /

B) Chapter 14 (Writing Analytically) Paper #4 Review Due

Week 14 (April 18): A) Gathering Sources for Analysis /

B) Review Chapters 25-28 (Using Sources and Avoiding Plagiarism)

Week 15 (April 25): A) Drafting the Analysis / B) **Paper #5: Analysis Due for Peer Review**

Week 16 (May 2): A) **Presentations** / B) Presentations

(May 9th) Finals In-Class Writing & 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.



Conference Confirmation

Date _____ **Time** _____

Name _____ **Tutor** _____

Discussion Issues (What did you get assistance with during the meeting?):

Plan for Improvement (Write at least one declarative goal statement.):