



Engl 1301 – Composition I

Course Syllabus: Fall 2022

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

Instructor: Ms. Casey Woods

Phone: 903-537-3700

Office Hours: Tue & Thur 3:30-4:00

Office: Rm 402 MVHS

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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.

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.

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.

Supplies

- | | |
|-------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Spiral Notebook | <input type="checkbox"/> Folder with pockets |
| <input type="checkbox"/> Composition Book | <input type="checkbox"/> Writing utensils & highlighters |
| <input type="checkbox"/> Sticky notes | <input type="checkbox"/> Kleenex |

Course Assignments & Grading Policy

30% Daily Includes journals, quizzes, & daily assignments

70% Tests Includes exams, projects, & essays

Daily assignments WILL NOT be accepted late. Late essays will be accepted ONE day late for a maximum grade of 80.

Absences

The student will be responsible for obtaining and completing the makeup work missed during absences. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. The amount of time to complete the work will be three school days from

returning to class. This does not include essays and projects. Teachers may assign a late penalty to any long-term project or essay in accordance with timelines previously communicated to students.

Instructional Materials: textbooks and various novels provided by Winnsboro High School

Technology Requirements & Computer Literacy Skills: all essays will be typed and submitted through Blackboard.

Course Structure and Overview: Daily class will involve lecture, reading, discussion, writing, tests, and quizzes, both announced and unannounced.

Writing Assignments: Please follow these instructions when writing your papers:

- Writing assignments must be typed in MLA or APA format.
- Use Times New Roman 12 pt. font
- Double-space.
- Essay writing assignments are usually three-to-five pages in length (750-1500 words) with the exception of the research paper, which is between four to eight pages including a work cited page.
- Pay close attention to spelling, grammar, and punctuation.
- Due dates for all reading and writing assignments will be assigned during class and will also be noted in the class calendar.
- Essay rough drafts should be printed and brought to class for a peer review session on the due date.
- Submit your final draft through Blackboard TurnItIn on the due date.

In-Class Writing Assignments: Students will be expected to write on a variety of topics during class time. The work will be generated through the semester and submitted through the students' journal.

Reading Assignments: You will be required to respond in writing to readings in your journal and orally during class discussions. Failure to read and respond effectively to the reading assignments will affect your grade in the course.

Institutional/Course Policy: To complete this course successfully, you should do the following:

- Show up on time and be kind and respectful to all.
- Come to class prepared to learn, with materials and assignments prepared.
- Participate actively and meaningfully in all group discussions
- Prepare and submit all writing assignments on time
- Stay present and keep phones off and put away.

Honor Code:

- I will pursue excellence and act with integrity by submitting only my own original work.
- I will encourage and uplift my classmates by listening with empathy and using my voice for the true and the good.
- I will engage in my classroom and community with intention, generosity, and resilience.
- I will lead by example and my actions will work toward the common good.

Communications: Email is the preferred method of communication. Messages will be returned within 24 hours, Monday through Friday.

Attendance policy: 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.

Alternative 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.

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.

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.

Tentative Course Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term; this will be updated in Blackboard):

First Six Weeks:

Unit 01: Exploring World Literature (29 days)

9/1 Seminar

9/15 Essay 1 due

Second Six Weeks

Unit 2: Analyzing Rhetorical Techniques (28 days)

10/17 Peer Review

10/28 Essay 2 due

Third Six Weeks

Unit 03: Analyzing Images (26 Days)

11/14 Essay 3 Due

12/9 Essay 4 due



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Please detach and return by Wednesday, August 17th.

By signing, I acknowledge that I have read the Engl 1301 syllabus and agree to abide by the expectations outlined.

Print student name _____

Student signature _____

Guardian signature _____