



ENGL. 1301.005-English Composition I (F2F)

Course Syllabus: Spring 2023

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

Instructor: Athena Hayes

Office: Humanities 117

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:00-3:00		1:00-3:00			Email anytime

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.

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.

Class meeting time: MW 11:00-12:20 PM

Room: Humanities Building, 106

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:

Participation—15%: In this course, there will be weekly lecture and in-class writing. All work done in class both as a group and individually is meant to prepare you for your major assignments, as well as teach you the SLO skills listed earlier.

- **Attendance:** You are allowed three unexcused absences, for which there are no penalties. After this, any unexcused absence will count against your grade. An excused absence denotes a university sponsored event or a health related appointment and will not count toward this allowed total—however, any excused absence should be addressed with me in advance. As attendance is worth one-third of your participation grade and in-class writing assignments cannot be made up, **students who miss more than five class periods will be subject to failure in this course.** Any major assignments must be turned in on their regular due dates regardless of attendance—skipping

class will not earn you an extension (please also reference the “Late Work” section of this syllabus in regards to this).

- **Peer Reviews:** For each of the four major writing assignments we will do a peer review. You will bring in either a digital or physical copy of your paper and trade it with your partner. You will write comments on your partner’s paper and then discuss your critiques together. Partners will be randomly assigned.
- **Conference:** Near the end of the semester you will meet with me for an individual conference to discuss your final paper in which I will provide you with feedback.

Four rough drafts—20% (5% each): On peer review day at the beginning of class you will submit your rough draft electronically to Blackboard. Papers are submitted electronically not only so you receive credit, but so you receive written feedback from me. This feedback will consist of constructive criticism meant to help you make the best possible grade that you can on your final draft. Rough drafts are not weighted the same as final drafts of course, so it is okay if there are some mistakes—however, rough drafts still must meet the page and content requirements. A partial rough draft will not receive full credit.

Four major writing assignments—60% (15% each): You will be required to write four major essays in this course. You will turn in these in electronically by 11:59 PM (one minute before midnight) on their respective due dates. These essays are as follows (more detailed information can be found on their assignment sheets on Blackboard):

- Writing Assignment 1) Literacy Narrative
- Writing Assignment 2) Song Analysis
- Writing Assignment 3) Video Essay Critique
- Writing Assignment 4) Critical Media Essay

Final—5%: On the final class day you will write a one page, self-evaluation of your time in this course. You will have the entire class period to work. If you do not attend the final, you will receive a zero on the assignment.

Grading:

A Paper (90-100): A paper of this level meets all of the assignment’s requirements and denotes key understanding of its genre and content. The writing is professional and extremely effective, with very little grammatical and formatting errors (if any at all).

B Paper (80-89): A paper of this level meets the assignment’s requirements and denotes an understanding of its genre and content. The writing is good, but may contain some minor issues in style, grammar, or formatting.

C Paper (70-79): A paper of this level meets the basic requirements of the assignment. There may be a slight misunderstanding of its genre and content. The writing is average and may contain frequent errors.

D Paper (60-69): A paper of this level barely meets the requirements of the assignment and denotes little to no understanding of its genre and content. The writing is slightly below average has frequent errors.

F Paper (0-59): A paper of this level does not meet any of the assignment’s requirements and denotes no understanding of its genre and content. The writing is below average, unprofessional, and contains frequent errors or is completely illegible.

Required Instructional Materials:

Everyone’s An Author With Readings (Third Edition)

Publisher: New York: W. W. Norton and Company Inc., 2020. ISBN Number: 978-0-393-68086-7

Additional readings posted on Blackboard

These readings and textbook are both required and provides essential information for successful completion of this course.

Optional Instructional Materials:

Rhetoric and Composition Wikibook (Free-to-use resource. Link on Blackboard).

Minimum Technology Requirements:

You will need access to a computer with Microsoft Word and an internet connection to complete the writing assignments for this class. You will be typing your essays and submitting the final drafts through Turnitin assignments in 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 everyday and argumentative writing.

Writing Assignments:

All of your writing assignments will have these basic requirements:

- Writing assignments, including a work cited page, must be typed in MLA format
- Use Times New Roman 12 pt. font
- Double-space
- Minimal errors in spelling, grammar, and punctuation.

Extra credit opportunities may sometimes be available during the semester, but not upon request. If you wish you increase your grade, you may go back and make further edits to a final draft of a major assignment. This can be done up to three times—either multiple times to one or two assignments, or once on three different assignments. Because it will be submitted on the final class day, this option will not be available for Writing Assignment 4.

Late Work:

I accept late work, but five points are removed for each day late. For example, if you turned in an assignment five days late, you would receive 25 points off and begin the paper at 75%. A late assignment is graded with the same scrutiny as an on-time assignment, so keep this in mind. Still, I encourage turning in assignments for partial credit—anything is better than a zero!

Extensions can be negotiated for reasons such as health or family related emergencies. Sometimes things happen that are completely out of our control. I understand that. Please be sure to email me promptly if an extension is ever needed. Extensions cannot be provided for Writing Assignment 4 nor the final exam.

Reading Assignments:

Students are expected to read all assigned material before coming to class. You will be required to respond in writing to readings both in writing and orally during class discussions.

In-Class Policies:

- Remember: manners matter! A large portion of our class is discussion based, so please be kind to your fellow classmates. No interrupting or shouting. We are in this class to learn how to express our opinions in a constructive, professional way.
- Bring something to write on and with *every* class period.

- Food and drinks are fine, but please clean up after yourself if you are in the classroom.
- No phones during lecture or discussion unless I explicitly state otherwise (for example, I ask you to look something up as part of a research activity or reference something in your eBook).
- No headphones during lecture or discussion.
- Do not sleep in class.

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.

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.

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.

Eagle Assist

At Northeast Texas Community College, we understand that students often need support that extends beyond the classroom. "Eagle Assist" is the place to start when looking for that type of assistance. Our support system is here to help you succeed in both your academic and personal growth. www.ntcc.edu/eagleassist

Services provided:

- [Mental Health Counseling](#)
- [Classroom Accommodations](#)
- [NTCC Care Center Food Pantry](#)
- [NTCC Care Center Hygiene Closet](#)

- [NTCC Care Center Cook Nook](#)
- [Financial Literacy](#)
- [Child Care Assistance](#)
- [Emergency Aid](#)

Can't find what you are looking for? Send us a message at eagleassist@ntcc.edu
[Mental Health Counseling Services](#) are available to all NTCC students.

- Visit the following page to get your account activated:
www.thevirtualcaregroup.com/ntcc

*Dual credit students please email jstewart@ntcc.edu if interested.

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.

1301 Tentative Course Calendar

(*note* instructor reserves the right to make adjustments to this timeline at any point in the term)

Week 1 (Jan. 18)

Monday:

- Introduce ourselves/attendance
- Go over syllabus, how to access Blackboard, etc.
- In-class writing and discussion: What's composition? What's rhetoric?
- Homework: Read the two chapters of *Narrative of the Life of Frederick Douglass, an American Slave* posted on Blackboard **for Monday**

Week 2 (Jan. 23, 25)

Monday:

- In-class writing and discussion on the reading and writing narratives
- Go over requirements for Writing Assignment 1: Literacy Narrative
- Look at "Literacy Narratives" section in your textbook as a class
- Brainstorming activity

Wednesday:

- Grammar lecture and group activity
- Homework: Read "Hidden Intellectualism" by Gerald Graff in the "Readings" section of your textbook **for Monday** and work on Writing Assignment 1. **Rough draft due Feb. 1**

Week 3 (Jan. 30, Feb. 1)

Monday:

- In-class writing activity based on the reading
- Look at the other narrative examples in your textbook and practice critique together as a class

Wednesday:

- Peer Review Day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: work on your edits. **Final draft due Feb. 8.**

Week 4 (Feb. 6, 8)

Monday:

- In-class writing—questions about your papers?
- Go over common mistakes found in the rough drafts

Wednesday:

- In-class writing reflection: your first assignment and peer review
- Final drafts due—**turn in online no later than midnight**
- Homework: Read "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis" by Laura Bolin Carroll on Blackboard **for Monday**

Week 5 (Feb. 13, 15)

Monday:

- In-class writing and discussion on the reading
- Lecture: How do we analyze a text? How do we use rhetorical devices?
- Go over requirements for writing assignment 2: Song Analysis
- Brainstorming activity

Wednesday:

- Practice analyzing a song together as a class and then individually
- Homework: Read the following sections of chapter 14: "Writing Analytically / 'Let's Take a Closer Look,'" "Characteristic Features," and "Writing Analytically / A Roadmap" **for Monday.** Work on Writing Assignment 2. **Rough draft due Feb. 22**

Week 6 (Feb. 16, 18)

Monday:

- In-class writing and discussion on the reading
- Lecture: thesis statements

Wednesday:

- Analyze interview and song together as a class. Form an introductory paragraph together.
- Homework: work on writing assignment 2. **Rough draft due Feb. 22**

Week 7 (Feb. 20, 22)

Monday:

- In-class writing activity based on example song analysis video
- Check in—questions on your assignment?

Wednesday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: Read chapter 34: “Designing What You Write” **for Monday** and work on your edits

Week 8 (Feb. 27, Mar. 1)

Monday:

- In-class writing: questions and reactions to the reading
- Discussion: How does media influence us? How do we form opinions on the media we consume?
- Go over requirements for writing assignment 3: Video Essay Critique

Wednesday:

- Lecture: logical fallacies and acknowledging bias
- In-class writing activity—let’s look at some bad arguments
- Homework: work on your edits for writing assignment 2. **Final draft due Mar. 8**

Week 9 (Mar. 6, 8)

Monday:

- MLA lecture and activity

Wednesday:

- Free work period
- Final drafts due—**turn in online no later than midnight.**
- Homework: work on writing assignment 3. **Rough draft due Mar. 22**

SPRING BREAK—NO CLASSES (Mar. 13, 15)

Week 10 (Mar. 20, 22)

Monday:

- In class writing—questions on your assignment?
- MLA review and more practice
- Time to work on your papers

Wednesday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: Read “Arguing a Position / ‘This is Where I Stand’” from chapter 12 **for Monday** and work on your edits. **Final draft due Apr. 5**

Week 11 (Mar. 27, 29)

Monday:

- In-class writing and discussion on the reading
- Lecture: why are arguments important? How do we make them constructively?
- Go over requirements for writing assignment 4: Problem and Solution Research Paper

Wednesday:

- Thesis formula exercise
- Homework: Read “*Coco*, A Story about Borders and Love” from your textbook **for Monday**. Continue working on your edits. **Final draft due Apr. 5**

Week 12 (Apr. 3, 5)

Monday:

- In-class writing and discussion on the reading
- Let's analyze a film together as a class

Wednesday:

- Lecture: finding sources
- Final drafts due—**turn in online no later than midnight.**
- No homework. Have a good Easter! ☺

Week 13 (Apr. 10, 12)

Monday:

- Practice research and build example works cited as a class

Wednesday:

- Lecture: how do we use quotes and research in our writing?
- Homework: work on writing assignment 4. **Rough draft due Apr. 19**

Week 14 (Apr. 17, 19)

Monday:

- In-class work day

Wednesday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Remember to sign up for a conference period!

Week 15 (Apr. 25, 27)

Monday:

- Individual conferences: no class

Wednesday:

- Individual conferences: no class

Week 16 (Apr. 2, 4)

Dead week—work on your papers! I will still have my office hours if you need help.

You will take your final exam on May 8 during the final exam period at 12:00 PM.

All final papers must be submitted by midnight on May 8. After that, you may enjoy your summer break! ☺