COURSE SYLLABUS

Composition I

ENGL 1301

FALL 2016

3 – 0 – 3
Lecture – Lab – Credit

NONE
Prerequisites

This syllabus has been reviewed & is current on the date indicated below.

Prepared By
Susan Cowart
Course Instructor
Date
July 22, 2016

Reviewed By
Troy Williamson
Department Chair
Date
July 25, 2016
I. Instructor Information
Name: Susan Cowart
Yahoo IM: scowart00
Office Phone: 325-738-3359
Office: Abilene Campus, Room 405
Office Hours: Monday – Thursday, 9:45 – 11:00 a.m. (or by appointment)
Open Lab: Friday, 9 a.m. – noon (Library – 17G)
Department Chair: Troy Williamson, troy.williamson@tstc.edu

Email or Google Chat: susan.cowart@tstc.edu
Cell Phone (text only): 740–720–ENGL (3645)

II. Class Time & Location
This course is 100% online. The course’s Moodle website can be accessed through https://portal.tstc.edu/ or https://mycourses.tstc.edu/. If you have difficulty with this site, technical support is available by phone at 800-592-8784, by email at tstchelpdesk@tstc.edu, or via Yahoo Messenger at tstchelpdesk.

All assignments must be completed & submitted via the course Moodle webpage in order to receive full credit. However, an additional course website that contains links for writing resources & tutorial videos can be found at http://engl1301.webs.com/. Assignments for the course will be submitted on varying due dates throughout the 15-week semester & students are responsible for keeping up with the course calendar as well as the assignment due dates/times (see section VI – Assessment Methods & Grading Policy for further information). Late work will not be accepted.

A proctored final examination is required for this class. Students may take the final examination at no cost in one of the TSTC testing centers. The final exam must be completed by the end of the business day on Thursday, December 8, 2016. If students do not live locally & have to test at another institution’s testing center, students will be responsible for paying any testing fees required.

III. Core Curriculum Objectives
The Texas Higher Education Coordinating Board has established six Core Curriculum Objectives which apply to general academic courses. These objectives are:
1. Critical Thinking Skills (including creative thinking, innovation, inquiry, & the analysis, evaluation, & synthesis of information);
2. Communication Skills (including the effective development, interpretation, & expression of ideas through written, oral, & visual communication);
3. Empirical & Quantitative Skills (including the manipulation & analysis of numerical data or observable facts, resulting in informed conclusions);
4. Teamwork (including the ability to consider different points of view & to work effectively with others to support a shared purpose or goal);
5. Social Responsibility (including intercultural competency, a knowledge of civic responsibility, & the ability to engage effectively in regional, national, & global communities);
6. Personal Responsibility (including the ability to connect choices, actions, & consequences to ethical decision-making).
In keeping with the guidelines established by the Texas Higher Education Coordinating Board, this course (ENGL 1301) will address the following Core Curriculum Objectives: Critical Thinking Skills, Communication Skills, Teamwork, & Personal Responsibility.

IV. **Course Description & Introduction**

Intensive study of & practice in writing processes, from invention & researching to drafting, revising, & editing, both individually & collaboratively. Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, & style. Focus is also on writing the academic essay as a vehicle for learning, communicating, & critical analysis.

V. **Learning Outcomes**

The following learning outcomes are found in the *Lower-Division Academic Course Guide Manual*, published by the Texas Higher Education Coordinating Board:

- A. Demonstrate knowledge of individual & collaborative writing processes.
- B. Develop ideas with appropriate support & attribution.
- C. Write in a style appropriate to audience & purpose.
- D. Read, reflect, & respond critically to a variety of texts.
- E. Use Edited American English in academic essays.

VI. **Assessment Methods & Grading Policy**

This course will focus on examining writing as a process & will be divided into 4 instructional units with each unit focusing on a specific theme & writing assignment. Within each unit, students will be required to complete a variety of activities & assignments in order to achieve the learning objectives of the course; these include discussion posts, reading & grammar quizzes, short writing exercises & assignments, formal essays, an oral video essay, reflective writing, & a final exam. The final exam must be completed in a proctored testing center.

Students are encouraged to **sign-in to the course’s Moodle website at least once a week** in order to actively participate in the learning activities & class discussions of the reading assignments. **Due dates for assignments will differ based on the category of the assignment (weekly participation activity vs. unit assignments).**

In order to evaluate active participation & attendance within this online course, participation activities will be given in the form of discussion forums, guided reflection journals, reading quizzes, grammar quizzes, short writing exercises, etc. Students will need to **complete at least one participation activity before 11:59 p.m. on Sunday** of each week in order to receive full credit for that week’s participation activity.

All assignments must be submitted on time by the **unit due date** (review the due dates for each unit in the assignment chart below carefully) & **late work will not be accepted after an instructional unit has closed**. **This means that no formal essays may be submitted as late assignments.** A lack of internet access, computer malfunctions or other technical problems are not valid excuses for missing assignments. Time management is an important part of every college program. Familiarize yourself with the due dates in advance.

The writing assignments within each instructional unit will be available to students on the course’s Moodle webpage until **11:59 p.m. on Sunday of the week that the instructional unit closes.** The chart on the following page outlines the four instructional units (Composing
Process, Summary/ Analysis, Critical Argument, & Justification–Portfolio), the closing due date for each unit, *suggested submission dates* for assignments, & the breakdown of points for each unit (as well as each assignment within a given unit).

All assignments within an instructional unit are required to be submitted via the course’s Moodle webpage before 11:59 p.m. on Sunday of the listed unit due date. **Late assignments are not accepted & extra credit is not offered.** Turning in work early or before the stated deadline is encouraged. Communicate any problems regarding assignment due dates as early as possible, so that alternative arrangements (if warranted) can be made.

**Assignment Format:** should follow MLA guidelines: Typed, Times New Roman font, 12 point type, double-spaced, with 1” margins. Assignments should always contain a title & should be proofread before being submitted for grading. The student’s last name followed by a page number should be the recurring header (with text aligned to the top right corner of the page).

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>UNIT DUE</th>
<th>GRADE%</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION</td>
<td>WEEKLY</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>UNIT ONE: COMPOSING PROCESS</td>
<td>WEEK 4</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>1. Introduction Paragraph</td>
<td><em>week 1</em></td>
<td>(15)</td>
<td></td>
</tr>
<tr>
<td>2. 3+ Body Paragraphs</td>
<td><em>week 2</em></td>
<td>(45)</td>
<td></td>
</tr>
<tr>
<td>3. Conclusion Paragraph</td>
<td><em>week 3</em></td>
<td>(15)</td>
<td></td>
</tr>
<tr>
<td>4. Compiled/Revised CP Essay (2-3 pgs.)</td>
<td><em>week 3-4</em></td>
<td>(75)</td>
<td></td>
</tr>
<tr>
<td>UNIT TWO: SUMMARY/ANALYSIS</td>
<td>WEEK 8</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>1. Source &amp; Citation</td>
<td><em>week 5</em></td>
<td>(15)</td>
<td></td>
</tr>
<tr>
<td>2. Introduction to General Topic &amp; Article</td>
<td><em>week 5</em></td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>3. Summary of Article</td>
<td><em>week 5</em></td>
<td>(15)</td>
<td></td>
</tr>
<tr>
<td>4. Analysis Worksheet</td>
<td><em>week 6</em></td>
<td>(25)</td>
<td></td>
</tr>
<tr>
<td>5. 3+ Analysis Paragraphs</td>
<td><em>week 6</em></td>
<td>(45)</td>
<td></td>
</tr>
<tr>
<td>6. Conclusion Paragraph</td>
<td><em>week 7</em></td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>7. Compiled/Revised S/A Essay (3+ pgs.)</td>
<td><em>week 7-8</em></td>
<td>(80)</td>
<td></td>
</tr>
<tr>
<td>UNIT THREE: CRITICAL ESSAY</td>
<td>WEEK 11</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>1. Debate Flow Chart</td>
<td><em>week 9</em></td>
<td>(30)</td>
<td></td>
</tr>
<tr>
<td>2. 2 Sources &amp; MLA Citations</td>
<td><em>week 9</em></td>
<td>(20)</td>
<td></td>
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<tr>
<td>3. Topic Outline with Thesis</td>
<td><em>week 10</em></td>
<td>(30)</td>
<td></td>
</tr>
<tr>
<td>4. Critical Essay (4+ pgs.)</td>
<td><em>week 10-11</em></td>
<td>(120)</td>
<td></td>
</tr>
<tr>
<td>UNIT FOUR: JUSTIFICATION–PORTFOLIO</td>
<td>WEEK 14</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>1. Revised Writing Portfolio</td>
<td><em>week 12-13</em></td>
<td>(120)</td>
<td></td>
</tr>
<tr>
<td>2. Outline of Justification</td>
<td><em>week 13</em></td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>3. Video/Oral Justification Essay: 3-5 mins</td>
<td><em>week 14</em></td>
<td>(60)</td>
<td></td>
</tr>
<tr>
<td>FINAL EXAM (PROCORED ESSAY)</td>
<td>WEEK 15</td>
<td>10%</td>
<td>100</td>
</tr>
</tbody>
</table>

At week 15, a student’s average is rounded to the nearest whole number & a final letter grade is assigned from the chart below; a minimum of “C” is needed to transfer credit to another college.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
</tbody>
</table>
70-79          C
60-69          D
Less than 60   F

Plagiarism is the act of claiming another’s work (or words) as one’s own without giving credit through accurate citations & is a serious academic offense. Collusion is working with someone else without permission to construct virtually the same work & is another form of academic dishonesty. A first occurrence of academic dishonesty will result in a 0 on the assignment & a submission of the TSTC “Scholastic Dishonesty Reporting Form.” & a second offense will result in a failing grade for the course & an additional submission of the TSTC “Scholastic Dishonesty Reporting Form.” This form is part of the statewide procedure for violating academic dishonesty or integrity & can result in serious consequences such as a student conduct hearing, academic probation, etc. & will remain on the student’s official academic record, which is transferable to other institutions.

The “Grading Standards,” published on page 26 of the TSTC College Catalog & Student Handbook 2015-2016, apply to this course. These standards can be found on the TSTC website at http://www.tstc.edu/student_life/catalog

VII. Textbooks & Reference Materials
This course will use the following textbook to provide information on style, formatting, & writing elements that will be used to discuss methods for developing a personal composing process. There are also many supplemental online resources that we will utilize throughout this course. The links to these resources will be posted on Moodle each week in the form of videos, PDFs, hyperlinks, etc. Required Textbook:

VIII. Additional Resources & Supplies
The following resources/supplies are required:
- Access to the internet. Course content will be delivered through the Moodle learning management system & is needed by week 1.
- Access to Microsoft Word is also needed by week 1. Written assignments must be prepared in Microsoft Word. This is available to all students on the computers at TSTC campus libraries. Students need to be prepared to submit Microsoft Word documents for all writing assignments. If you need assistance with this, please contact the instructor.
- Access to a phone with video recording capabilities or a laptop with a webcam in order to complete the video essay (due week 14) & should be acquired no later than week 11.

IX. Class Participation Policy & Student Conduct
Students are expected to “attend” class by participating online & completing all assignments as requested in order to learn the course material. Students in this course are expected to read
the assigned materials so that they can succeed in the activities. A failure to do so is a failure to participate in the class in an appropriate manner.

While collective studying/practicing is appropriate & encouraged, this is not meant to replace individual effort. While brainstorming with peers is appropriate, all assignments must be written by the student individually. Additionally, collusion is not permitted in this course & students who attempt to take credit for someone else’s work commit a serious offense. Review the procedures outlined in section VI of this syllabus regarding scholastic dishonesty.

Students are expected to act in a way that maintains the standards of an academic environment. To facilitate the learning process for all students, individuals should make respectful & responsible choices. Proper online etiquette or “netiquette” is required & includes appropriate tone & vocabulary for a college level course. Vulgarity, discrimination, & harassment will not be tolerated.

Communicate any problems regarding Moodle to the instructor as early as possible. You can contact the Help Desk at 800-592-8784, through email at tstchelpdesk@tstc.edu, or through Yahoo IM at tstchelpdesk. A lack of internet access, etc. is not an accepted excuse for late assignments; therefore, each student should have an alternative method or plan for accessing Moodle to submit an assignment in case of technical difficulties (such as going to campus, a relative or friend’s house, a local 24-hour business with free Wi-Fi, etc).

X. Safety
There are no safety concerns which are specific to this course. Students are expected to comply with all of the safety requirements & guidelines published in the TSTC West Texas Student Handbook (which can be found online through the college website, or accessed directly at http://www.tstc.edu/student_life/catalog).

XI. Special Needs
If you have a documented disability that will impact your work in this class, please contact the ADA Coordinator so that appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the federal law, a student requesting accommodations must provide documentation of his/her disability to the ADA Coordinator. For more information, call (325) 236-8292 or send an email to amy.freeman@tstc.edu.

XII. Course Schedule
This 15-week semester course is divided into 4 instructional units, with each lasting either 3 or 4 weeks. No assignments within an instructional unit will be accepted after the close date.

<table>
<thead>
<tr>
<th>INSTRUCTIONAL UNIT</th>
<th>OPEN DATE</th>
<th>NUMBER OF ASSIGNMENTS</th>
<th>GRADE%</th>
<th>CLOSE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One: Composing Process</td>
<td>Week 1: Mon. 8-29</td>
<td>3 short writings; 1 essay (2-3 pgs.)</td>
<td>15%</td>
<td>Week 4: Sun. 9-25</td>
</tr>
<tr>
<td>Unit Two: Summary/Analysis</td>
<td>Week 5: Mon. 9-26</td>
<td>3 brainstorming; 4 short writings;</td>
<td>20%</td>
<td>Week 8: Sun. 10-23</td>
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</tbody>
</table>
Instructional units will always close at 11:59 p.m. on Sunday & the following unit will then become available. Please note that participation activities are weekly assignments within each instructional unit with fluctuating due dates based on the activity type (see section VI). Any reading quizzes administered in Moodle for this course have the goal is to provide students with an opportunity to demonstrate their understanding of the reading material & are therefore open-book, but may require applications of critical thinking & reading comprehension skills.

The schedule below lists the concepts, reading topics, & assignments covered this semester. Each module section on Moodle contains detailed instructions for each unit & the learning activities & writing assignments within that unit. Each unit will include reading assignments from the textbook along with additional multimedia resources such as PDFs, hyperlinks, video lectures, etc. which all students are required to review throughout the period of time for that given unit.

Midterm grades for this course will be submitted after the “Unit Two: Summary/Analysis” assignments have been completed & graded (after week 8). The final examination (week 15) will be comprehensive, covering all of the course material & must be completed in a proctored testing center. Instructions for scheduling the final will be posted on Moodle during the second half of the semester & any testing fees will be the responsibility of the student. The final exam must be completed by the end of the business day on Thursday, December 8, 2016.

Note that adjustments may be made to this calendar as required by unforeseen circumstances, & students will be given ample notice of any modifications to the course calendar and/or assignment due dates if such adjustments are needed. Students are always welcome to e-mail the instructor in order to ask other questions that will help them to succeed in the course or to elaborate on any of the concepts being studied.

ENGL 1301: Composition I – Course Outline Fall 2016

| UNIT ONE: COMPOSING PROCESS | WEEK 4 | 15% | 150 |

Concepts: Introduction to course & classmates, defining composition, developing composing processes, genres, writing styles, components of the essay, essay organization, proofreading

UNIT ONE: READINGS (with suggested reading weeks)

1. Part 1–section 1: Writing in Academic Contexts (week 1)
2. Part 2–section 7: Genre (week 2)
3. Part 3–section 24: Choosing Genres (week 2)
4. Part 3–section 10: Narrative (week 3)
5. Part 4–section 29: Assessing Your Writing (week 4)

UNIT ONE: WRITING ASSIGNMENTS

| Suggested Submission Dates | (points) |

| 5. Introduction Paragraph | *week 1* | (15) |
| 6. 3+ Body Paragraphs | *week 2* | (45) |
| 7. Conclusion Paragraph | *week 3* | (15) |
| 8. Compiled/Revised CP Essay (2-3 pgs.) | *week 3-4* | (75) |

**UNIT TWO: SUMMARY/ANALYSIS**  
WEEK 8  
20%  
200

Concepts: Introduction to research, MLA citations, rhetorical analysis, peer review, scholarly composition, incorporating research, rhetorical situations, rhetorical reading, connecting reading & writing

**UNIT TWO: READINGS (with suggested reading weeks)**
1. Part 6 – section 51: Documentation (week 5)
2. Part 1 – section 3: Summarizing & Responding (week 5)
3. Part 3 – section 11: Analyzing (week 6)
4. Part 4 – section 25: Writing as Inquiry (week 7)
5. Part 4 – section 31: Editing & Proofreading (week 7)

**UNIT TWO: WRITING ASSIGNMENTS**  
Suggested Submission Dates  
(points)
8. Source & Citation  
9. Introduction to General Topic & Article  
10. Summary of Article  
11. Analysis Worksheet  
12. 3+ Analysis Paragraphs  
13. Conclusion Paragraph  
14. Compiled/Revised S/A Essay (3+ pgs.)  

**UNIT THREE: CRITICAL ESSAY**  
WEEK 11  
20%  
200

Concepts: Finding topics, research methods, argumentative writing, counter-argument, developing critical thinking skills & arguments, rhetorical questions & inquiry thinking

**UNIT THREE: READINGS (with suggested reading weeks)**
1. Part 6 – section 45: Developing a Research Plan (week 9)
2. Part 3 – section 13: Arguing (week 10)
3. Additional readings will be required & posted to Moodle (week 9-11)

**UNIT THREE: WRITING ASSIGNMENTS**  
Suggested Submission Dates  
(points)
5. Debate Flow Chart  
6. 2 Sources & MLA Citations  
7. Topic Outline with Thesis  
8. Critical Essay (4+ pgs.)

**UNIT FOUR: JUSTIFICATION–PORTFOLIO**  
WEEK 14  
20%  
200

Concepts: Strategies for daily writing, professional writing, compiling multiple drafts, writing portfolios, virtual collaboration, anthologizing, revising strategies, reflection process

**UNIT FOUR: READINGS (with suggested reading weeks)**
1. Part 4 – section 30: Getting Response & Revising (week 12)
2. Part 4 – section 32: Portfolio (week 12)
3. Part 7 – sections 54-57: Media/Design - pages 591-624 (week 12)
4. Part 3 – section 21: Reflection (week 13)
5. Part 7 – section 58: Giving Presentations - pages 625-635 (week 14)

**UNIT FOUR: WRITING ASSIGNMENTS**  
Suggested Submission Dates  
(points)
<p>| | | | |</p>
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<tbody>
<tr>
<td>4. Revised Writing Portfolio</td>
<td><em>week 12-13</em></td>
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<td>(120)</td>
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<td></td>
<td>(60)</td>
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<tr>
<td><strong>FINAL EXAM (PROCORED ESSAY)</strong></td>
<td>WEEK 15</td>
<td>10%</td>
<td>100</td>
</tr>
</tbody>
</table>

Final Exam Reading: Part 5 – section 44: Taking Essay Exams (week 15)

**XIII. Instructor Credentials (CV) – Susan Cowart**

<table>
<thead>
<tr>
<th>Education</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Name of Institution</strong></td>
<td><strong>Degree Earned</strong></td>
<td><strong>Major Field of Study</strong></td>
<td><strong>Date Earned</strong></td>
</tr>
<tr>
<td>DePaul University</td>
<td>Master of Arts</td>
<td>English</td>
<td>June 2014</td>
</tr>
<tr>
<td>Louisiana State University, Alexandria</td>
<td>Bachelor of Arts</td>
<td>English</td>
<td>May 2012</td>
</tr>
</tbody>
</table>

| Industry, Teaching or Training, & Other (examples: publications & memberships) |   |   |
| Experience Relevant to the Course | Date Ended | Date Began |
| Texas State Technical College West Texas, Abilene, TX | Present | August 2015 |
| Instructor for English courses |   |   |
| Wilbur Wright College, Chicago, IL | July 2015 |   |
| English Instructor | August 2014 |   |
| Oakton Community College, Des Plaines, IL | July 2015 |   |
| English, Writing, & Multidisciplinary Studies Tutor | August 2014 |   |
| Wilbur Wright College, Chicago, IL | May 2014 |   |
| English Composition Teaching Assistant & Intern | January 2014 |   |