



Semester and Year - Spring 2015
CRN (Course Reference Number), Course Prefix, Number and Title – 20226- English 1301 - Composition 1
Course Meeting Days, Times and Location (Campus, Building, and Room number) – 10:50 am – 12:05 am T Th WCJC/UH Sugar Land Complex room 277
Instructor's Name - David Glen Smith, M.A., M.F.A.
Instructor's Telephone number(s) – 281.243.8447 Instructor's email address – smithd@wcjc.edu Instructor's webpage – http://www.davidglensmith.com/wcjc
Instructor's Office Hours and Office Location – by appointment, Adjunct Offices: 12.15 pm - 01.00 pm
Course Catalog 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.
Instructor's Grading System – A: 90 -100 B: 80 – 89 C: 70 – 79 D: 60 – 69 F: 0 - 59
Instructor's Attendance Policy – Due to the nature of the course and the in-class exercises, missing 8 days, or 20% of the course, will result with the student failing the course. No exceptions. Emergency situations do happen, but keep in mind: an absence is an absence regardless if the situation is a medical or legal emergency. Budget your time accordingly. <ul style="list-style-type: none"> • Students are responsible for signing the daily roll sheet for each class. • If you forget to sign the form you are considered absent. • If you leave early, for any reason, you will be marked absent for the day. • Students are responsible for filling out paperwork to drop course in order to avoid failing grade. • Physician appointments, court dates, and job interviews should not be set during class time. • If you make an appointment within the time of course period, do not come to class for that day.
Last day to “Drop” course with grade of “W” – April 24, 2015

** Any student with a disability or other special circumstance requiring academic accommodations or other consideration in order to successfully complete the requirements of this course should identify himself or herself individually to the instructor to discuss the matter in a private and confidential manner.*

*** Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).*

(Syllabus subject to change with advance notice.)

RECOMMENDED BROWSERS:

We also have been told that Mozilla Firefox is better for Blackboard.
Mozilla Firefox: www.mozilla.com

TEXTBOOKS:

Hacker, Diana. *Rules for Writers*. (spiral bound)

Flachmann, Kim, and Michael Flachmann. *Nexus: A Rhetorical Reader for Writers*. A three-ring binder book with a code for My Comp Lab if you buy at the bookstore. Costs \$50 if you buy an online code and e-text at the Pearson site.

Recommended: College dictionary, flash drive, on-line storage account (Dropbox.com < free)

ASSIGNMENTS AND GRADE PERCENTAGES:

In Class Exercises/ Quizzes	15%
Group Work / Oral Presentation	25%
Essay Assignments (three: includes collaborative -group paper)	25%
Final Research Paper:	30%
• Thesis Statement/Introduction Paragraph	
• Preliminary Work Cited page	
• Full Document	
Departmental Grammar Final	5%

Students must keep copies of all returned work after grading in the unlikely event of data loss.

- There will be in-class assignments, quizzes, and intensified reading homework. Completion of in-class assignments earns you points. Since these are based on specific lectures or readings, you must be present on the day the in-class assignment is given and collected. *No late work will be accepted for this category.*
- All in-class exercises are due at the end of class.

STUDENT 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.

TOPICAL OUTLINE:

1. The writing process.
2. Basic essay organization
3. Rhetorical modes
 - a. Narration
 - b. Description
 - c. Exemplification
 - d. Process
 - e. Cause and Effect
 - f. Comparison and Contract
 - g. Classification and Division
 - h. Definition
4. Sentence structure
5. Analysis of writing

ESSAY FORMAT:

Essays should be typed and have a standard one-inch margin. All papers should be double-spaced. No title page is necessary. For all essays, on the first page, you should type your name, my name, English 1301, and the date in the left hand corner of the page. Return twice and center your title. Put your last name and the page number in the upper right hand corner of each page.

E-MAIL POLICY

- Neither homework nor formal papers are accepted as an e-mail attachment.
- Do not send e-mails requesting grades. Request a face-to-face appointment to discuss grades.
- Save all returned paperwork. Progressive grades will be shown to students throughout course.
- **All correspondence with instructor regarding school matters must be through the official student e-mail account provided by WCJC.edu.**

GRADING STANDARDS:

Essays will be graded based on a variety of skills. First, content and organization are most important. All written work should show evidence of significant thought and contain logically presented ideas. Second, sentences, word use and tone, and punctuation and mechanics are important. You should pay close attention to eliminating major sentence errors, such as comma splices, fragments, and fused sentences. Points will be deducted for errors on your essays.

LATE ESSAYS:

Since the progress of this class depends on essays turned in on time, late essays will be penalized ten points for each course day that they are late. If you miss class when an essay is due, your grade will show accordingly.

- *After two course days (one week), late papers will not be accepted.*
- *Likewise quizzes and in-class exercises cannot be made up.*

CELL PHONE / TEXT MESSENGER/ LAPTOP POLICY

No technology will be used by students in this class unless stated otherwise by instructor.

Only note-taking devices should be present on students' desks.

PLAGIARISM:

If clear evidence of academic dishonesty is found for any assignment, 0 points for the assignment will be recorded, and the English Department Chair will be notified of the incident and the grade. If a second incident of academic dishonesty occurs, an F for the course grade will be recorded and the English Department Chair notified of the incident and the grade.

REVISION POLICY:

Only one assignment is structured for a revision process: the generation of an introduction of the thesis for final research paper. Otherwise, no other assignment follows a revision policy.

SIX COURSE DROP LIMIT

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." A course that a student drops is counted toward the six-drop limit if:

- The student was able to drop the course without receiving a grade or incurring an academic penalty;
- The student's transcript indicates or will indicate that the student was enrolled in the course
- Once WCJC calculates that a student has a total of six affected drops from WCJC, he or she may not drop any additional courses at WCJC. The instructor will be required to award the grade of A, B, C, D, or F.
- Exceptions: Severe illness, care of a sick or injured person, death of a family member, active duty service, change in work schedule that is beyond the control of the student, other good cause as determined by the institution.

Keep in mind that it is the student's responsibility to withdraw from the course.

Faculty cannot withdraw students from the course.

SERVICES FOR STUDENTS WITH DISABILITIES

Wharton County Junior College is committed to providing a discrimination-free environment for its students with disabilities. Students with disabilities are encouraged to inform the college of any assistance they may need upon application. Early self-identification will allow the student to receive whatever accommodation he or she may need as quickly as possible.

Students with disabilities are encouraged to register with the ADA Coordinator, located in the Office of Student Services and to provide appropriate documentation. This action entitles qualified students with disabilities to their legal rights and assures them of receiving information on services and procedures available to them. Disability information is strictly confidential and is not released without consent of the student.

It is the responsibility of the student with a disability to voluntarily and confidentially disclose information regarding the nature and extent of the disability. Wharton County Junior College does not assume responsibility for providing special accommodations and services to students who have not identified themselves as having a qualifying disability and who have not made their need known.

Contact Patsy Freeman, Disability Services Coordinator, at freemanp@wcjc.edu or (979) 532-6384.

MAKE-UP EXAM POLICY:

Depending on circumstances, missed examinations will be given within a week of scheduled test during a scheduled appointment at the testing center. Students are required to make appointments for missed tests at their convenience.

However, according to school policies, no pre-determined dates may be changed for the Final Exam.

COLLABORATIVE ESSAY REQUIREMENT FOR ENGL 1301:

All students who take ENGL 1301 must write one collaborative essay per the Texas Coordinating Board's statewide requirements for the course. Each English instructor will determine which essay assignment will serve as the collaborative assignment, but all English instructors will have a collaborative essay assignment within their ENGL 1301 courses.

ORAL PRESENTATION REQUIREMENT FOR ENGL 1301:

All students who take ENGL 1301 must complete one oral assessment as a college-wide requirement. Each English instructor will determine the scope of the oral assessment, but all English instructors will have an oral assessment within their ENGL 1301 courses.

CLASSROOM DISCIPLINE:

All students should show proper discipline, conducting themselves as in a typical, formal academic situation. Whenever the instructor is speaking to a fellow student, even if others in the room may suspect they know the answer to a supplied inquiry, everyone should listen closely to see if the instructor carries through with expectations.

A portion of the basis of this class is to propose ideas and cultural concepts which may or may not follow the average thought process. Students should always be aware of differing opinions, if only as a manner of strengthening their own theories and approaches to their world and environments. Analysis and critical thinking are both strong venues for better understanding other perspectives; fiction often proposes scenes and situations which provoke further discussion. Such discussions promote further explanation of what it means to be human and why as individuals people often are violent towards others.

In addition:

- be curious
- arrive early
- ask questions
- read ahead
- study often
- ask more questions
- respect others

Week Number	Activities and Lectures: (all pages are <i>Bedford Guide for College Writers</i> , unless noted)
1	
TUES-JAN 20	Basic Introduction • Reading Guidelines • MLA papers • Pre-Writing Overview
TH-JAN 22	Writing Modes Introduced • Prewriting Techniques: Journal (p. 395), Zuihitsu, Listing, Mapping (p.373), Brainstorming (p. 386), Free-Writing (p. 387-391) Quiz 1: Syllabus and Essay Guidelines
2	
TUE-JAN 27	Tone • Audience • Formality: In-Class Exercise 1
TH-JAN 29	Narration Mode • Mortimer Adler, “How to Mark a Book”— <i>supplemental</i> • see <i>Rules for Writers</i> p. 14 “Reading and Annotating Texts” E. B. White “Once More to the Lake”— <i>supplemental</i>
3	
TUE-FEB 03	White “Once More to the Lake” • In-Class Exercise 2: Phillip Glass, <i>Koyaanisqatsi: Life out of balance (1983)</i> [http://www.philipglass.com/music/recordings/Koyaanisqatsi-09.php]
TH-FEB 05	Paragraph Construction • Thesis Statements (p. 398-403); (<i>Rules for Writers</i> pp. 18, 26-30) Assignment 1: Narration/Description Mode
4	
TUE-FEB 10	Description Mode • In-class Reading: Isabel Allende “The Amazon Queen” – <i>supplemental</i> • In-Class Exercise 3
TH-FEB 12	Allende “The Amazon Queen” • In-Class Exercise 3 continued Assignment 1: Narration/Description Mode due
5	
TUES-FEB 17	Comparison/Contrast Mode (pp. 116-117, 125-130) • In-Class Exercise 4 Assignment 2: Comparison/Contrast Mode
TUE-FEB 19	Comparison/Contrast Mode Deborah Tannen “Sex, Lies, and Conversation” – <i>supplemental</i> (in addition see p. 543) • In-Class Exercise 4 continued
6	
TUE-FEB 24	Comparison/Contrast Mode • John Berger, “Francis Bacon and Walt Disney” – <i>supplemental</i>
TH-FEB 26	Grammar Pretest • Assignment 2: Comparison/Contrast Mode due
7	
TUE-MAR 3	Cause/Effect Mode (pp. 136-7, 145-8, 455) Evidence (pp. 40-44) • Presentation of Evidence with MLA Guidelines Joan Didion “On Keeping a Notebook”— <i>supplemental</i> • In-Class Exercise 5
TH-MAR 5	Library Database Orientation
8	
TUE-MAR 10	Spring Break—no classes
TH-MAR 12	Spring Break—no classes

Week Number	Activities and Lectures: (all pages are <i>Bedford Guide for College Writers</i> , unless noted)
9	
TUE-MAR 17	Cause/Effect Mode • Assignment 3: Collaborative Cause/Effect Paper Group Project Overview • Gathering Evidence • Signal Phrases • In-text Notations
TH-MAR 19	Cause/Effect Mode • Group Project
10	
TUE-MAR 24	Cause/Effect Mode • Group Project
TH-MAR 26	Cause/Effect Mode • Group Project
11	
TUE-MAR 31	Group Ten Minute Presentations
TH-APR 2	<i>School Holiday—no classes</i>
12	
TUE-APR 7	Assignment 3: Collaborative Cause/Effect Paper Due Final Assignment Expectations Argumentative Papers Overview • “Taking a Stand” (pp. 156-7, 166-173) Suzan Shown Harjo, “Last Rites for Indian Dead” (pp. 158-161) • In-Class Exercise 6
TH-APR 9	Introductions • Thesis Statements • Definition Mode • Final Assignment Topic Selection
13	
TUE-APR 14	Definition Mode (pp. 441) • Lauren Slater, “On Love”— <i>supplemental</i> • In-Class Exercise 7 Final Assignment Thesis/Introduction due: 200-300 words
TH-APR 16	Exemplification (Illustration) Mode (pp. 436-8) Brent Staples “Black Men and Public Space” (pp. 520-2) • In-Class Exercise 8
14	
TUE-APR 21	Sandra Cisneros “Only Daughter” (pp. 496-500) • In-Class Exercise 9
TH-APR 23	Combining Modes • Virginia Woolf “The Death of the Moth” – <i>supplemental</i>
FRI-APR 24	The last day a student can “drop” a course and receive a “W” for the course.
15	
TUE-APR 28	Final Assignment due • “Writing in the Workplace” (pp. 352-355) • Resumes (356-359) • In-Class Exercise 10
TH-APR 30	Application Letters (pp. 356-364) • In-Class Exercise 10 continued
16	
TUE-MAY 5	In-Class Exercise 10 continued
FINAL EXAMS	TH-MAY 7 TO TH-MAY 14
	May 12: Exit-Post Exam Time: 10:15 am - 12:15 am