



Semester and Year - Summer-II 2016
CRN (Course Reference Number), Course Prefix, Number and Title – 40219- English 1301 - Composition 1
Course Meeting Days, Times and Location (Campus, Building, and Room number) – 08:00 am – 10:10 am M T W Th WCJC/UH Sugar Land Complex room 269
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 – <u>by appointment</u> , Adjunct Offices: 10:30 am – 11:30 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 4 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 will sign roll sheets on daily basis. • 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" – August 02, 2016

** 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:

Kennedy, X.J. *Bedford Guide for College Writers with Reader, Research Manual, and Handbook.*
Recommended: College dictionary, flash drive, on-line storage account (*for instance: Dropbox.com*)

ADDITIONAL EQUIPMENT:

Composition Notebook—College Ruled
Twitter Account and access to other Social Media: Blogger, WordPress, Tumblr, Flickr, Pinterest, Instagram, etc.

ASSIGNMENTS AND GRADE PERCENTAGES:

Grade Categories	Assignment Details	Possible Points	Points Earned
Daily Activities	In-Class Participation: Exit Tickets	20	
	1. Exit Ticket (a): Demonstrate Freewrite / Blogger.com Exit Ticket (b): Introduce Self / #NobodyKnows	2	
	2. Exit Ticket: Stream of Consciousness / Post Experience	2	
	3. Exit Ticket: Describing Yourself & Goals / Post Sample	2	
	4. Exit Ticket: Describing Music / Post Sample	2	
	5. Exit Ticket: Visual Analysis / Venn Diagrams / Post Experience	2	
	6. Exit Ticket: Construct a Syllogism / Post Experience	2	
	7. Exit Ticket: Draft Introduction Paragraph with Thesis	2	
	8. Exit Ticket: Draft Body Paragraph	2	
	9. Exit Ticket: Draft Conclusion Paragraph	2	
	10. Exit Ticket: Defining the Ideal / Post Experience	2	
	• 11. Bonus Exit Ticket: Social Memes / Post Experience	2	
Group Activities		15	
	Group Discussions / Group Exit Tickets	5	
	Individual Oral Presentation	5	
	Group Paper Presentation & Cohesiveness	5	
Essay 1	Narration / Description	5	
Essay 2	Comparison / Contrast	10	
Essay 3	Collaborative Group Paper (Contribution Graded Individually)	10	
Essay 4	Argumentative / Persuasion (Full Paper)	10	
Departmental Exam	Grammar Test: Completed by August 8 in LaunchPad	10	
Final Exam	Wednesday, Aug. 10— regular class time	10	
Composition Notebook/Reading Journal Submissions / Post Reading Experience Reading Journal Blog (see attached rubric)		10	
	1. E. B. White's Narration		
	2. Russell Baker's Tone		
	3. Eric Liu's Descriptions		
	4. Sandra Cisneros' Contrasts & Comparisons		
	5. Joan Didion's Cause & Effect Strategy		
	6. Suzan Shown Harjo's Argument Style		
	7. Lauren Slater's Purpose (in class exercise)		
	8. Virginia Woolf's Combination of Modes		
Total:		100	

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

- There will be in-class assignments, pop quizzes, and intensified reading homework. Completion of in-class assignments earns you points (*for example:* Reading Journal assignments and Exit Tickets). 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.*

Grading Rubric for Reading Journal Blog and Weekly Reflections

	10 A	9-8 B
Design	Student goes beyond expectations for providing visual interest to page: <ul style="list-style-type: none"> • interesting color scheme • original graphics (3+) • 5 or more photographs • experiments with template possibilities 	Student provides visual interest to page: <ul style="list-style-type: none"> • color scheme • 4 photographs • 1-2 graphics • copies template exactly
Presentation/ Grammar	<ul style="list-style-type: none"> • Proper punctuation is used for titles • Author names are spelled correctly • Strong academic tone • Skilled written communication shown; diverse, analytical thoughts presented • Obvious redrafting and proofing of material shown 	<ul style="list-style-type: none"> • Proper punctuation is used for titles • Author names are spelled correctly • Informal academic tone • Strong written communication shown • analysis of subject shown • Proofing of material evident
Content	Student supplies: <ul style="list-style-type: none"> • All 8 RJ entries • All 4 WRs • All specified ETs <ul style="list-style-type: none"> • Student provides items of interest in addition to required entries 	Student supplies: <ul style="list-style-type: none"> • All 8 RJ entries • All 4 WRs • All specified ETs
Word Count	Exceeds specified expectations (325 +)	Meets specified expectations (300-325)
7 C		
	7 C	6-0 D-F
Design	Student provides some visual interest to page: <ul style="list-style-type: none"> • color scheme attempted • 1-4 photographs • 1-2 graphics • copies template exactly with minimal changes 	Student provides no visual interest: <ul style="list-style-type: none"> • no color scheme • no additional photographs • no graphics • copies template exactly
Presentation/ Grammar	<ul style="list-style-type: none"> • Occasional proper punctuation is used for titles • Author names are spelled correctly • Informal tone; colloquial phrases • Proper written communication attempted; in depth analysis explored • Proofing or redrafting of material is needed 	<ul style="list-style-type: none"> • Proper punctuation is not used for titles • Author names are not spelled correctly • Too colloquial in tone • Improper written communication; no in depth analysis explored • Proofing or redrafting of material is not attempted; rushed documentation
Content	Student supplies: <ul style="list-style-type: none"> • 7 or less RJ entries • 3 or less Weekly Reflections • 1 or 2 Exit Tickets 	Student supplies: <ul style="list-style-type: none"> • 5 or less RJ entries • 2 or less Weekly Reflections • 1 or less Exit Ticket
Word Count	Little less than specified expectations (200-299 words)	Way Less than expected (200 or less)

- Journals must be posted in digital format at blogger.com, or a comparable site.
- After each posted entry for Reading Journals or Weekly Reflections, post tweet to [@BrokenHaiku1301](https://twitter.com/BrokenHaiku1301).

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 (MLA style):

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 in the left hand corner, you should type your name, instructor's name, course name: English 1301, and the date. Center your title on the available next line. Put your last name and the page number in the upper right hand corner of each page.

E-MAIL POLICY / GRADING CONFERENCES

- Neither homework nor formal papers are accepted as an e-mail attachment. Digital folders are set-up according to each individual assignment's deadline in Turnitin.com.
- Save all returned paperwork. Progressive grades will be shown to students throughout course.
- **Students should not send e-mails requesting grades. Request a face-to-face appointment to discuss grades. E-mails requesting grades and grade determination will be ignored.**
- All correspondence with instructor regarding school matters must be through the official student e-mail account provided by WCJC.edu. However, again, grades and determination of scores cannot be discussed with students through an exchange of emails. Only through face-to-face discussions at an appointed time can the instructor discuss determination of a paper's grade or a course grade.
- When sending an e-mail, the student should be sure to identify which class and time he/she is enrolled.
- Mr. Smith is only available to discuss grades by appointment during office hours.

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. Aim to produce college-level, academic papers.

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 under strict direction 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 portions of assignments are structured for a revision process: the generation of an introduction of the thesis for final research paper and building of drafts before final submission. Otherwise, no 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
- ask questions
- study often
- respect others
- arrive early
- ask more questions
- read ahead

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MON- JULY 18	<p>Comparison/Contrast Mode Overview • Exit Ticket-part 1: Comparison/Contrast as Visual Analysis Chapter 7: "Comparing and Contrasting" pp. 116-117, 125-130</p> <p>Reality Television versus Reality Exit Ticket-part 2: <i>Using a Venn diagram, map how your life compares with the average celebrity.</i> Assignment 2: Comparison/Contrast Paper • Library Database Orientation-part 1</p> <p>Sandra Cisneros, "Only Daughter," pp 496-499 Reading Journal: <i>Compare how Cisneros's father acts near the end of the story, versus how he is described at the beginning of the story. What strong personality details are revealed about Cisneros herself? Consider how similar she is to her father. Notice how she portrays her mother in paragraph 16— what does this scene reveal to you about Cisneros?</i></p>
TUE- JULY 19	<p>Writing Workshop: <i>Bring articles & drafts of papers for conversations with instructor.</i></p> <p>Assignment 2: Comparison/Contrast Paper due before midnight.</p> <p>Grammar Pretest should be completed by this date.</p>
WED JULY 20	<p>Cause/Effect Mode overview Chapter 8: "Explaining Causes and Effects," pp. 136-7, 145-8, 455 Chapter 3: "Critical Thinking Processes," pp. 40-44</p> <p>Joan Didion "On Keeping a Notebook"—<i>supplemental</i> Reading Journal: <i>Notice the cause and effect strategies Didion utilizes in her personal essay; likewise, notice the type of evidence she shows based off her own recollections.</i></p> <p>• Library Database Orientation-part 2 Academic Paragraphs with Citations: Presentation of Evidence with MLA Guidelines, Signal Phrases & In-text notations</p> <p>Assignment 3: Collaborative Cause/Effect Paper</p>
TH- JULY 21	<p>Cause/Effect Mode • Group Project—In Class Work • Group Exit Ticket</p> <p>Weekly Reflection: <i>What was the most important item learned this week in class? Be sure to Tweet update status on your blog.</i></p>
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MON- JULY 25	Cause/Effect Mode • Group Project—In Class Work • Group Exit Ticket
TUE- JULY 26	Cause/Effect Mode • Group Project wrap-up of assignment 3—In Class Work • Group Exit Ticket
WED- JULY 27	<p>Group Fifteen Minute PowerPoint Presentations Assignment 3: Collaborative Cause/Effect Paper due before midnight.</p> <p>Assignment 4: Argumentative Paper Overview Aristotelian Argument Model • Building a formal outline Chapter 9: "Taking a Stand," pp. 156-7</p>
TH- JULY 28	<p>Syllogisms & Construction of Arguments • Chapter 9: "Taking a Stand," pp. 166-173 Exit Ticket: <i>Construct a syllogism regarding your topic and basic common truths.</i></p> <p>Suzan Shown Harjo, "Last Rites for Indian Dead," pp. 158-161 Reading Journal: <i>Considering the last few lectures on cause/effect methods, what is Harjo's position in her discussion? How is she constructing her argument?</i></p> <p>Writing Workshop: <i>Bring articles for conversations with instructor.</i></p> <p>Weekly Reflection: <i>What was the most important item learned this week in class? Be sure to Tweet update status on your blog.</i></p>

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MON- AUG 1	<p>Writing Workshop: Formal <u>Outline of Argumentative Paper due</u> beginning of class; <i>bring articles and drafts of paper for discussions with instructor.</i></p> <p>Exit Ticket: <i>Construct intro paragraph with syllogism, thesis statement, & three divisions of proof.</i></p>
TUE- AUG 2	<p>Writing Workshop: <i>Bring articles & further drafts of papers for conversations with instructor.</i></p> <p>Exit Ticket: <i>Construct body paragraph with cited evidence and analysis.</i></p> <p>The last day a student can “drop” a course and receive a “W” for the course. After this date, all courses will receive a letter grade.</p>
WED- AUG 3	<p>Writing Workshop: Formal draft of Argumentative paper due for discussions with instructor.</p> <p>Exit Ticket: <i>Construct conclusion paragraph with major deductive point.</i></p>
TH- AUG 4	<p>Assignment 4: Argumentative Paper due before midnight.</p> <p>Definition Mode, pp. 441-442 • Lauren Slater, “Love”—<i>supplemental</i></p> <p>Exit Ticket: <i>Who is your ideal partner? Define your expectations of “true love.”</i></p> <p>Weekly Reflection: <i>What was the most important item learned this week in class? Be sure to Tweet update status on your blog.</i></p>
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MON- AUG 8	<p>Successful Communications in the Work Environment Chapter 17: “Writing in the Workplace,” pp. 352-355, 364-366</p> <p>Social Media and Modes of Writing Social Memes as means of communication <i>and</i> social protest</p> <p>Exit Ticket: Construct a Social Protest Meme / Post</p>
TUES- AUG 9	<p>Literary Analysis and Criticism: Billy Bragg, “New England” versus Kristy McColl</p> <p>Combining Modes</p> <p>Virginia Woolf “The Death of the Moth” –<i>supplemental</i></p> <p>Reading Journal: <i>Based on today’s lecture, in your opinion, which mode used by Woolf is strongest in this essay?</i></p>
WED- AUG 10	FINAL

Dear Students,

The online portion of our course is open for student registration.

To register for the course go to:

<http://www.macmillanhighered.com/launchpad/bedguide10e/3668694>

PLEASE bookmark the page to make it easy to return to.

You have three options to enroll in the course: you can purchase direct access, you can buy an access code, or you can get free 21 day access while deciding. Registration options are available.

To navigate and start using **LaunchPad** please consult the [Get Started guide](#) at:

http://cmg.screenstepslive.com/s/MacmillanMedia_StudentHelp/m/LaunchPadSM.

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative 24 hours a day, 7 days a week:

- through the [online form](#) (have Smith e-mail it to you if necessary)
- by [chat](https://macmillan.desk.com/customer/widget/chats/new) (<https://macmillan.desk.com/customer/widget/chats/new>)

Or by phone at (800) 936-6899:

- Monday through Thursday 7:00 a.m. to 3:00 a.m.
- Friday 7:00 a.m. to 11:00 p.m.
- Saturday 11:30 a.m. to 8:00 p.m.
- Sunday 11:30 a.m. to 11:00 p.m.

Looking forward to seeing you in class!

David Glen Smith

smithd@wcjc.edu

Statement on Academic Integrity:

Wharton County Junior College requires that students submit their own work, whether they are writing papers, taking exams, or making oral presentations. Plagiarism, taking someone else's words or ideas and representing them as your own, is expressly prohibited by college. Good academic work must be based on honesty. Submitting someone else's work as one's own is considered a serious offense by the college. Student academic dishonesty includes but is not limited to the following:

- copying the work of another during an examination or turning in a paper or an assignment written, in whole or in part, by someone else;
- copying from books, magazines, or other sources, including Internet or electronic databases like Academic Search Complete and Elibrary, or paraphrasing ideas from such sources without acknowledging them;
- submitting an essay for one course to a second course without having sought prior permission from your instructor;
- giving a speech and using information from books, magazines, or other sources or paraphrasing ideas from such sources without acknowledging them;

NOTE on Team or Group Assignments: When you have an assignment that requires collaboration, it is expected that the work that results will be credited to the team unless individual parts have been assigned. However, the academic integrity policy applies to the team as well as to its members. All outside sources must be credited at outlined above.

Instructors may require students to submit all written work electronically for submission to Safe Assignment and/or TurnIn.com, which are services that compare student papers with all Internet sources and a student-essay database to verify that the student has properly credited all sources downloaded and not copied or paraphrased from another writer's work.

CONSEQUENCES for Academic Dishonesty:

Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. In the case of suspected wrongdoing, the faculty member may file charges with the Vice President of Student Services, inform his or her department head, and follow the process specified by the college.

Disciplinary action may include but is not limited to the following:

- Assignment of a failing grade for a test, examination, or assignment;
- Assignment of a failing grade in the course;
- Assignment of a student disciplinary sanction from the college;
- Suspension or expulsion from the college.

When a student plagiarizes, the student will not be eligible to revise the plagiarized paper, write a new paper to make up for the plagiarized paper, or receive any other special consideration.

I acknowledge that I have read this Academic Integrity Policy and the consequences for violating it.

Print Name _____ Date _____

Signature _____ Student ID Number _____

*adapted from Robert Morris University's Academic Integrity Policy