COLLIN COLLEGE
COURSE SYLLABUS

Course Number: ENGL 1301
Course Title: Composition I

Course 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. Lab required.

Course Credit Hours: 3  Lecture Hours: 3  Lab Hour: 1

Placement Assessments: Placement in ENGL 1301; College-Level Reading

Student Learning Outcomes:

- **State-mandated 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.

- **Additional Collin Outcome:** Upon successful completion of this course, students will:
  1. Demonstrate personal responsibility through the ethical use of intellectual property.

Withdrawal Policy: See the current Collin Registration Guide for last day to withdraw. Withdrawal date for this semester is ____________________________.

Collin College Academic Policies: See the current Collin Student Handbook. As your instructor, I am asked to report suspected cases of plagiarism, collusion, and/or any scholastic dishonesty to the Dean of Students at Collin College. I will withhold a grade until your case is reviewed.

Americans with Disabilities Act Statement: Collin 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 contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.
Instructor’s Name: Shirley McBride  
Office Number: B-108 at Spring Creek Campus (inside B-104 suite)  
Office Hours:  
Mondays 1:45 – 2:30 p.m.; 5:15 – 7:00 p.m. (on-site)  
Wednesdays 1:45 – 2:30 p.m.; 5:15 – 5:45 p.m. (on-site)  
Online Hours Tuesday 8:00 – 10:00 p.m. Email me and I will respond immediately by email or phone.  
Other days/times by appointment  
Phone Number: 972-881-5675 [Calls taken during on-site office hours]  
Email: smcbride@collin.edu [Preferred method of contact]  
You may email me anytime, but on Tuesdays 8:00 - 10:00 p.m., I will respond immediately.  
Class Information:  
Meeting Location: B-111 / Lab days: BB-131 Spring Creek Campus  
Minimum Technology Requirement: Lab classroom has computers with appropriate technology. Minimum Student Skills: Keyboarding and Microsoft Word  
Bring a thumb drive on lab days to save work for the class.  
Classroom Expectations: Respect for instructor and classmates in all classroom activities. Students are asked to respect the learning environment by being on time, turning off all electronic devices, and participating in class. See the Collin College Student Handbook for more information about behavior in college classrooms. Please finish all food and drinks (except water) before entering the classroom.  
Students are REQUIRED to bring the textbook to every class session beginning the SECOND WEEK of class to be able to participate in class activities and to avoid penalties.  
Only the third edition may be used because publishers change the readings from one edition to another.  
Attendance Policy: Most in-class work cannot be made up and thus absence will affect a student’s grades. Students are expected to arrive on time and participate until class is dismissed. Perfect attendance = 20 bonus points; only one absence = 10 bonus points. Stay well so that you can be in class regularly. [Bring documentation for special absences (school trips, illness, emergencies, etc.) Students are responsible for keeping up with assignments.]
Method of Evaluation: Final grades for the semester are based on the following point system. You may record your scores as you receive graded work.

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<thead>
<tr>
<th>ENGL 1301-S21 McBride</th>
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<tr>
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<tr>
<td>Points</td>
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<td>Essay 1</td>
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<td>Essay 2</td>
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<td>Essay 3</td>
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<td>Essay 4</td>
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<td>Revisions/Quizzes, Self-</td>
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<tr>
<td>Evals, Conferences</td>
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Attendance pts. +20 (0 abs) +10 (1 ab) +_____

Penalty points (no book, absences > 2, tardies, etc.) -- ______

TOTAL POINTS EARNED: ________ Possible 1000 points + M = work missing

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Note: Hard copies of work must be submitted in class on the due date so that students can participate in related activities. Like most Collin instructors, I accept late papers only in cases of documented emergencies.

All writing assignments have in-class instruction and activities that require attendance both before and after the paper is due. These activities (reports, etc.) carry points that become part of the final course grade.

Grading Scale:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>900 – 1000 points</td>
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<tr>
<td>B</td>
<td>800 – 899 points</td>
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<tr>
<td>C</td>
<td>700 – 799 points</td>
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<tr>
<td>D</td>
<td>600 - 699 points</td>
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<td>F</td>
<td>Below 600</td>
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Note: Turn-around time for Grading and Instructor Response:

- Writing assignments will be graded within one week after the due date.
- Instructor response to e-mail messages: Usually within 48 hours; immediately during online office hours.

Description of Major Course Requirements:

1. Reading and Thinking Assignments. This course is built around reading and thinking assignments from the textbook that will help students prepare and do well on the writing assignments. These assignments are listed and discussed in class.

2. Writing Assignments will include four essays (minimum of three to four pages each.) and four reading journals (two to three pages each). Writing topics and due dates are specified in the Course Calendar. Any changes to the calendar are announced in class.

How to Submit Essay Assignments. Essays must be submitted in standard MLA format and documentation and submitted in hard copy to the instructor at class time on the due date/time announced by the Course Calendar.

Instructor may also ask that essays be submitted in Turnitin.
Instruction on MLA format and documentation will be presented in class, and thus essays submitted in the wrong format with incorrect documentation may lose up to 20% credit.

3. **Comments on Graded Writing Assignments:** Writing assignments receive a grade as well as comments from the instructor.

The student should observe the comments about the graded writing assignments and then study and work to improve subsequent writings in those areas. If there are questions, the student should contact the instructor immediately, either after class or during office hours.

4. **Additional Instruction:** Students who wish individual tutoring are encouraged to make an appointment with one of the Collin Writing Centers.

Writing Center conferences with a writing professional may be held at a campus in Frisco (Preston Ridge Campus), McKinney (Central Park Campus), or Plano (Spring Creek Campus). Locations and phone numbers of the various Writing Centers can be found online at [www.collin.edu/writingcenter/](http://www.collin.edu/writingcenter/). The Writing Center will send me a report of your visits at your request. See opportunity for Bonus Points below.

**Instructor Conferences:** If you wish to conference with me your instructor about a writing assignment or your progress in the course or any related issue, you may contact me by e-mail to set up an appointment or visit me during office hours or sometimes immediately after class.

4. **Grammar Study.** A portion of class time, as needed, will cover common errors in sentence structure, grammar, and punctuation. As a result of this instruction and exercises, students will be expected to recognize and correct sentence errors in their writing assignments.

5. **Reading Journals.** Students will write Reading Journals based on responses to class readings from the textbook. The Journal should list the bibliographic entry for the article, briefly summarize the article, and then write ideas in response to the reading, ideas related to the student’s personal knowledge, experiences, and/or other reading.

This journal earns points toward the student’s final grade and also helps fulfill the lab requirement for the course. Details about the journal’s format and content (and an example) will be presented in class. Due dates for each journal are listed on the Course Calendar. Some journals may be written during lab time so that the instructor is available to answer questions.

**Bonus Points:**

1. **Writing Workshops:** You may earn up to 20 bonus points for attending a Writing Workshop on one of the Collin campuses and writing a report about the Workshop. Most workshops last about an hour. Workshop schedules are posted on the Writing Center web page ([www.collin.edu/writingcenter](http://www.collin.edu/writingcenter)).

   - **Attend a Writing Workshop.** All workshops are designed to strengthen a student’s writing skills by providing important information about some aspect of college writing.

   - **Write a two-page report** about what was covered in the Workshop, what you learned, and whether the material was helpful.

   - **Submit your report** as “Bonus Writing Assignment 1” within one week following the Workshop. The report will be graded as usual for writing skills, proper formatting, and thoughtful content.

   - Bonus is limited to one workshop, but other workshops can be extremely helpful.

2. **Writing Center:** You may earn up to 20 points for attending a 30-minute tutoring session at one of
the campus Writing Centers for individual tutoring on a grammar issue or for individual help with a specific writing assignment and then writing a report about the visit.

- Make an appointment in the Writing Center during the semester.

- Write a two-page report about what was covered in the tutoring session, what you learned, and whether the session was helpful.

- Submit your report as “Bonus Writing Assignment 2” within one week following the Writing Center appointment. The report will be graded as usual for good writing skills, etc.

- Information about hours and locations and making an appointment at a Writing Center is on the Writing Center website, which you may access at www.collin.edu/writingcenter.

- The Writing Center tutor will send me a report of each student’s visit if the student requests it.

- Essay scores usually improve as a result. Note: The Writing Centers get busy so it is best to participate EARLY in the semester. Students are allowed only one bonus report, but the value of going to the Writing Center is usually evident in a student’s essay grades.

Grades on Writing Assignments:

Student writing is graded based on the Collin English Department Essay Grading Criteria, which are based on nationally accepted grading standards for written compositions. These criteria are reflected on the “Essay Evaluation Form” that will be distributed and reviewed in class.

Students can improve their writing and thus their grades by studying the course assignments, the textbook, class notes, and by using the comments and suggestions of the instructor. The student can also seek extra instruction via Writing Center visits, workshops, and individual conferences.

Notes: Selected essays from the textbook will be used as examples of the kinds of writings studied in class. A list of selected readings is attached to this syllabus. The Part 8 Handbook will be used to review grammar, punctuation, and sentence issues.

Essays and Reading Journals are due at the beginning of class on the dates noted above. Pages should be stapled in the upper left-hand corner per MLA style.

Reminder: Students are required to bring their textbooks every class day.

Welcome to English 1301 at Collin College. English 1301 is required for all degrees and certificates, so you will want to devote the time and study necessary to do well in the course. In many areas of your life, you will find that improving your writing skills can be one of the best things you do for yourself.

Let’s plan to have a successful semester! -- Professor McBride
<table>
<thead>
<tr>
<th>Week</th>
<th>M</th>
<th>Topic/Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Syllabus / essay grading rubric</td>
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<td>2</td>
<td>8/31</td>
<td>Literacy Narrative Ch. 7</td>
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<td>Rhetorical Situations, Ch. 1-6.</td>
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<td>3</td>
<td>9/7</td>
<td>Labor Day Holiday</td>
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<td>4</td>
<td>9/14</td>
<td>“Fremont High School” p.705</td>
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<tr>
<td></td>
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<td>Compare with your high school.</td>
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<td>5</td>
<td>9/21</td>
<td>Reading Journal 1 Due</td>
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<td>Essay 2 Reflections Ch. 18</td>
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<td>6</td>
<td>9/28</td>
<td>Readings for Essay 2</td>
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<td>7</td>
<td>10/5</td>
<td>Lab – BB131 Conferences</td>
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<td>Bring Draft of Essay 2 Reflections</td>
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<td>8</td>
<td>10/12</td>
<td>Introducing the OOH</td>
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<td>Choose a career to research</td>
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<td>Friday, October 16 Last day to withdraw.</td>
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<td>9</td>
<td>10/19</td>
<td>Career Reports</td>
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<td>Essay 2 Revisions Due</td>
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<td>10</td>
<td>10/26</td>
<td>Essay 3- Ch 10 Arguing a Position</td>
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<td>“Organ Sales Will Save Lives” p.119</td>
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<td>What makes a good argument?</td>
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<td>11</td>
<td>11/2</td>
<td>Audience and purpose</td>
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<td>12</td>
<td>11/9</td>
<td>Essay 4: Multitasking</td>
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<td></td>
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<td>Read “Multitasking…” p.714</td>
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<td>13</td>
<td>11/16</td>
<td>Using interviews as research</td>
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<td>14</td>
<td>11/23</td>
<td>Essay 4 - Readings on use of electronic media</td>
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<tr>
<td>15</td>
<td>11/30</td>
<td>Share an idea from readings</td>
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<tr>
<td>16</td>
<td>12/7 (S45) or 12/9 (S35)</td>
<td>Essay 4 Due (Last day of class)</td>
</tr>
</tbody>
</table>
QUICK REFERENCE TO READINGS FOR ENGL 1301

ESSAY 1  Writing about experiences with reading/writing (see topics page 43):

"Mother Goose in Monterrey” page 37    “Proficiency” page 26
“Write or Wrong Identity” page 27    “All Over But the Shoutin’” page 183
“Does Texting Affect Writing?” page 87

ESSAY 2  Reflections: Reflecting on our experiences and observations

"My Life as a Dog” page 214    “First Job” page 814    “Grief” page 932
“Finding My Cancer Style” page 831    "Facebook in a Crowd” (online)
“If You Are What You Eat, Then What Am I?” page 922
“The Unexpected Lessons of Mexican Food” page 936
Articles on topics of choice (a sport, a hobby, an event, an issue, etc.)
Articles about challenging situations.

READING  "Freemont High School” page 705    “Finland’s School Success” page 969
JOURNALS    “Rebel Music” page 624

Profiling a career:  The Occupational Outlook Handbook (online)
Resumes and Job Letters page 188    Interviews with professionals
Researching a career of your choice.    Online interviews with professionals

Investigating an issue and reporting information
“Multitasking...” page 714    Online articles on Multitasking
Using interviews and illustrations to enhance writing.

ESSAY 3  Analyzing arguments    “Organ Sales Will Save Lives” page 119
Online articles opposing the sale of human organs
“The Singer Solution to World Poverty” page 902

ESSAY 4  Harmful Effects of using electronic media
“Facebook in a Crowd” (online)
“Rural > City > Cyberspace” page 95    "Does Texting Affect Writing?”
“Is Google Making Us Stupid?” page 731    Driving and Texting (multitasking essay)

MLA Style for Academic Papers  Chapters 48, 49 (blue-tabbed pages)

Example of essay format in MLA style: Pages  524 - 532
Example of a Works Cited page in MLA style: Pages  531 - 532
Example of a personal interview citation: Page  517
Example of citing an essay printed in your textbook (anthology): Page  498
Example of citing an article on a web page: Page  509
Example of citing an article from a library data base: Page  512
Examples of internal (within an essay) documentation: Pages  488 - 494
Examples of citing articles in print magazines: Pages 504 - 505