

McLennan
C O M M U N I T Y
COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

COMPOSITION I
ENGLISH - 1301 - C10 & C12

DANIELLE FERRERA

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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, communication, and critical analysis.

Prerequisites and/or Corequisites:

Passing score on the writing portion the TSI.

Course Notes and Instructor Recommendations:

You should plan to spend 3-4 hours a week outside of class time on work for this class. Take notes in a way that makes learning easier for you. Conferencing and class participation will greatly aid in you this class.

Instructor Information:

Instructor Name: Danielle Ferrera

MCC Email: dmacdonald@mclennan.edu

Office Phone Number: 254.296.6730 1

Office Location: 200 Cadet Way Lacy Lakeview room E33

Office/Teacher Conference Hours: Available Friday in class for individual conferences. Daily from 7:30 - 7:50 am. Tu, Wed, Thurs 3:50-4:15pm.

Other Instruction Information: If you send me an email after 4pm, I will be unable to respond to it until the next day.

Required Text & Materials:

Title: The St. Martin's Guide to Writing

Author: Axelrod and Cooper

Edition: 11th

Publisher: Bedford/St. Martin's

ISBN-13: 978-1319016036

ISBN-10: 1319016030

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid,

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etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>. College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

TUTORING

Tutors are now monitoring Zoom meetings and Live Chat. If you have a question but are not on campus, video call a tutor using the Zoom link on our web-page or call (254) 299-8500 for assistance: <http://www.mclennan.edu/center-for-academic-excellence>

Zoom hours are seven days-a-week:

Mon-Thurs: 8:00 a.m. to 9:00 p.m.

Friday: 8:00 a.m. to 5:00 p.m.

Saturday: 9:00 a.m. to 3:00 p.m.

Sunday: 3:00 p.m. to 9:00 p.m.

Additionally, you can find these academic support services on campus both in the Center for Academic Excellence (Student Services Center 105) and in the Learning Commons (Learning Technology Center):

- Live Tutoring in All Subjects
- Writing Support
- Technology Help
- Open Computers and Recording Equipment
- Group and Individual Study Spaces in the Commons and Multipurpose Rooms

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

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In the event that MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements) (www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Methods of Teaching and Learning:

Class consists of reading, writing, grammar quizzes, discussions (group and online) and writing groups (peer revision). While whole class instruction led by the teacher will occur, the majority of it is to clarify the writing process and misunderstandings about the readings. Students will be required to participate in whole class discussions weekly and to express their thoughts in the form of several written (3-5 page) papers throughout the semester in addition to shorter practice pieces of writing, all graded on a common rubric. This includes a research project that will include both a written product and a presentation. To meet core objectives, students will accurately evaluate, compare, and integrate at least FIVE secondary sources; cite sources correctly and appropriately using MLA documentation style; and work together to improve the product through shared data collection, peer review, and self and team-member analysis.

Course Objectives and/or Competencies:

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.

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Course Outline or Schedule:

Schedule is subject to change, if an assignment changes you will be notified via online classroom. If we do not have school on a Monday, we will move the schedule up a day.

| DATES | ASSIGNMENTS | Weekly schedule |
|---|---|--|
| WEEK 1 8/26 - 8/30 | COURSE INTRODUCTION <ul style="list-style-type: none"> • Navigating the Course & Understanding the Syllabus READING Borderlands/La Frontera - Gloria Anzaldua | M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Peer editing groups & Conferences F: Peer editing groups & Conferences |
| WEEK 2 9/3- 9/6 9/2 Labor day NO class | Theme: EDUCATION <ul style="list-style-type: none"> • The Cave - Plato | T: Introduction of text write on theme W: Socratic Seminar on text R: Peer editing groups & Conferences F: Peer editing groups & Conferences |
| WEEK 3 9/9 - 9/13 | Theme: GENDER <ul style="list-style-type: none"> • Baby X- Lois Gould | M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences |
| WEEK 4 9/16- 9/20 | Theme: RITE OF PASSAGE <ul style="list-style-type: none"> • Through the Tunnel - Doris Lessing | M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences |
| WEEK 5 9/23 -9/27 | Theme: GOOD, EVIL and the Human Condition <ul style="list-style-type: none"> • The Man in the Well - Text • Audio - Ira Sher | M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences |
| WEEK 6 9/30 -10/4 | Theme: TRADITION <ul style="list-style-type: none"> • The Lottery - Shirley Jackson | M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences |

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| <p>WEEK 7 10/7-10/11</p> <p>MIDTERM</p> | <p>Theme: STRUGGLE</p> <ul style="list-style-type: none"> • I Know Why the caged bird sings- Maya Angelou | <p>M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences</p> |
| <p>WEEK 8 10/15-10/18 Monday 10/14 NO class</p> | <p>Theme: RELATIONSHIPS</p> <ul style="list-style-type: none"> • Hills like White Elephants - Ernest Hemingway | <p>T: Introduction of text Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences</p> |
| <p>WEEK 9 10/21-10/25</p> | <p>Theme: FAMILY</p> <ul style="list-style-type: none"> • Everyday Use - Alice Walker | <p>M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences</p> |
| <p>WEEK 10 10/28 - 11/1</p> | <p>Theme: MENTAL HEALTH</p> <ul style="list-style-type: none"> • The Yellow Wallpaper - Charlotte Perkins Stetson | <p>M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences</p> |
| <p>WEEK 11 11/4-11/8</p> | <p>Theme: DEATH & GRIEF</p> <ul style="list-style-type: none"> • The Story of an Hour - Kate Chopin | <p>M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences</p> |
| <p>WEEK 12 11/11-11/15</p> | <p>Theme: FAITH</p> <ul style="list-style-type: none"> • My son the Fanatic - Hanif Kureishi | <p>M: Introduction of text T: Quick write on theme W: Socratic Seminar on text R: Quiz, Peer editing groups & Conferences F: Peer editing groups & Conferences</p> |
| <p>WEEK 13 11/18-11/22</p> | <p>RESEARCH PAPER WORK WEEK</p> | |
| <p style="text-align: center;">THANKSGIVING BREAK 11/25-11/29 - Class does not meet</p> | | |

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| WEEK 15 12/2-12/6 | RESEARCH PAPER | |
| WEEK 16 12/9 & 12/10 | FINALS WEEK | RESEARCH PAPER PRESENTATIONS |

Course Grading Information: This course is made up of 1,000 points as outlined below.

| ASSIGNMENTS | POINTS ASSIGNED | DUE DATE |
|--|-----------------|---|
| WEEKLY QUIZZES | | |
| Lit terms & Rhetorical Précis Quizzes 10 points each | 100 points | Weekly Thursday or Friday |
| ESSAYS: Persuasive, Narrative, Expository | | |
| BASE ESSAY: <i>Privilege Walk Reflection</i> [1-2 pages] MLA format | 100 points | Friday 8/30 @ 11:59 pm |
| ESSAY # 1 [3-5 pages] MLA format | 100 points | Friday 9/13 @ 11:59 pm |
| ESSAY # 2 [3-5 pages] MLA format | 100 points | Friday 11/1 @ 11:59 pm |
| ESSAY # 3 [3-5 pages] MLA format | 100 points | Friday 11/15 @ 11:59 pm |
| MIDTERM - ANALYTICAL ESSAY | 100 points | Week of 10/7 -10/11 |
| COLLEGE & CAREER RESEARCH PAPER <ul style="list-style-type: none"> • 10 page paper - 100 • Annotated Bibliography - 50 • Presentation - 30 | 180 points | Friday 9/27 @ 11:59 pm Annotated Bibliography Monday 12/2 @11:59pm Research paper Presentation in class 12/9 or 12/10 |
| PARTICIPATION | | |

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| Socratic Seminars • Participation grade | 100 points | Weekly - day set in class |
| Writing groups & reflections | 100 points | Weekly |
| Rhetorical Précis Conference 2 conferences worth 10 points each | 20 points | Your choice on two Thursdays or Fridays by [10/4] |

GENERAL WRITING RUBRIC

Writing rubrics are often provided for individual assignments depending on the assignment.

| | Outstanding 4 | Proficient 3 | Developing 2 | Missing/unclear 1 |
|--|--|---|--|--|
| Correct understanding of course material | Shows mastery of unit topic and deep understanding. | Shows some understanding of unit topic. | Shows a developing understanding, possibly false or incomplete in nature. | Touches on topic but does not do the tough work of developing concrete thought or opinion. Missing course material knowledge in its entirety. |
| Good ideas, interesting thinking, critical thinking | Consistently shows original thought throughout. | Some ideas or interpretations are unique, others are common or were discussed in class. | Ideas are interesting but are not developed or are not unique. | Interpretations are not unique nor developed. |
| Clarity | Shows mastery of thought and expresses it clearly throughout. | Shows some mastery of thought and is mostly clear in expression. | Shows developing clarity, but still has murky or undeveloped thoughts, examples, or areas. | Some parts are clear. Most parts are not clear or not developed. |
| Mechanics | Shows mastery of grammar, usage, mechanics and organization. | Usually shows mastery of grammar, mechanics and organization. | Developing understanding of grammar, mechanics and organization. | Some or limited understanding of grammar, mechanics and organization. |
| Overall Technique | Solid writing that shows clear evidence of completing the writing process. | Good writing that shows evidence of completing the writing process. | Acceptable writing that shows some evidence of completing the writing process. | Improvement needed, incomplete use of the writing process. |

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PARTICIPATION RUBRIC

| Criteria | Outstanding 4 | Proficient 3 | Basic 2 | Below Expectations 1 |
|--------------------------------|--|--|---|---|
| Critical Thinking | -Shows originality of thought and logical connections -Demonstrates excellent descriptive, analytical, interpretive, evaluative, and engaged intellectual inquiry. | -Shows less originality and may have minor flaws in logic. -Demonstrates good descriptive, analytical, interpretive, evaluative, and engaged intellectual inquiry. | -Expression mostly limited to ideas from class or readings. -Inconsistent description, analysis, interpretation, evaluation, and engagement in intellectual inquiry. | -Does not comprehend course concepts. -Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry. |
| Communication | -Clear main idea with supporting organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer. | -Clear main idea but may have minor lapses in organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements. | -Shows competency but has weak or unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need. | -Inconsistent competence in thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation. |
| Mechanics | -Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors | -Demonstrates competent command of format & diction. May have minor mechanical, grammar, spelling, or diction errors. | -Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors. | -Fails to show competence in format, diction, mechanics, grammar, and/or spelling. |
| Teamwork | -Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and/or encouragement to all team members. | -Contributes to meeting group goals. -Treats others respectfully. -Assists and/or encourages other team members. | -Participates with teamwork requirements but does not actively work beyond the minimum required. -Treats group members respectfully but does not interact fully. | -Does not assist the group and/or fails to treat group members respectfully. |
| Personal Responsibility | -Completes all assigned tasks by deadlines; work is thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making. | -Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making. | -Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making. | -Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making |

Late Work, Attendance, and Make Up Work Policies:

Late work will not be accepted. Students are expected to hand their work in by the due date given. There are weekly deadlines for weekly work, which is 11:59 PM CST on Fridays via online platform.

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Other deadlines will be explained when the assignment is given, and will be reflected in the online classroom.

If you are going to be absent on the due date of an assignment due to illness or planned (even educational related absences), you are still responsible for handing in work for that assignment on the due date. It is your responsibility to make plans we me about said assignment before your absence, if foreseeable. If there is an emergency and you will be unable to turn your work in on time you should email me as soon as possible at dmacdonald@mclennan.edu .

Student Behavioral Expectations or Conduct Policy:

Students will be expected to maintain classroom decorum that includes respect for other students and the instructor, especially when it comes to views that differ from their own, and an attitude that seeks to take full advantage of the education opportunities offered to them.

Attendance:

Students should have prompt and regular attendance. **More than eight absences - regardless of the reason for absence, and the student will be dropped from the course.** Tardies count as absences. * [Click Here for the MCC Attendance/Absences Policy](#)
(www.mclennan.edu/highlander-guide/policies)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Students should participate in daily class discussions and Socratic Seminars to the best of their ability.

Academic Integrity Students will be evaluated only on original academic work. Plagiarism is defined as using the intellectual or actual work of another person without properly giving credit to that individual.* [Click Here for the MCC Academic Integrity Statement](#)
(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

Accommodations/ADA Statement

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Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* [**Click Here for more information about Title IX**](#)

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

* *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*