



COURSE SYLLABUS
AND
INSTRUCTOR PLAN

COMPOSITION I

ENGL 1301.002

Dr. Katelyn Jaynes

NOTE: This is a 16-week course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

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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 Co-requisites:

Passing score on writing portion of MCC placement test or credit for ENGL 0301 or INRW 0402

Course Notes and Instructor Recommendations:

Flexibility will be key this semester as we respond to the ongoing COVID-19 outbreak. I will upload course materials and announcements to Brightspace in a timely manner; check there every day. I do still expect you to come to class (in person or online) prepared for the session outlined in the unit schedule I'll give you when we begin a new assignment. That is, reading should be completed for the day it is listed on the syllabus, and all writing should be submitted by the indicated deadline.

Instructor Information:

Instructor Name: Dr. Katelyn Jaynes

MCC E-mail: kjaynes@mclennan.edu

Office Phone Number: (254) 299-8801

Office Location: FOB #120

Office/Teacher Conference Hours: in person AT MCC 1:30-3 pm M/W, remotely 9-10 am T/Th/Fri or by appointment. Office hours are an opportunity to talk about your ideas for the class assignments or any questions that you have about the material or about college. Please feel free to sign up for a time or send me an email during that time. I would love to talk to you!

Required Text & Materials:

Title: *[Writing is Easier Than You Think](#)*

Author: Nicolas R. Webb

(I have linked to the Front Matter only; you can navigate to the assigned sections from there.)

Any resources linked in Power Points or assigned to read in the course schedule.

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, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

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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).

MCC Foundation Emergency Grant Fund

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found [here](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf) (https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

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:

In the event 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](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html) (<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)**

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.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

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Instructional Uses of Email:

Please check your college email every day; this is especially important since we will need to be flexible this semester and be ready to go fully online at a moment's notice. My practice is to check my email three times a day between 9-5: first thing in the morning, sometime in the afternoon around 2, and around 4:45. I encourage you to set up a schedule for daily email checks, too!

If you need to get ahold of me more immediately to notify me of an unforeseen circumstance requiring your absence from class (as noted in my [Student Behavioral Expectations or Conduct Policy](#)), please get in touch at (254) 307-2519. I prefer texts to calls because then we have the communication in writing, but you can call if you prefer that.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Methods of Teaching and Learning:

All English 1301 instructors will assign a research project with shared parameters that will be graded by a common rubric. The project will include both a written product and a presentation. To meet core objectives, students will accurately evaluate, compare, and integrate at least 5 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. This project accounts for 15% of your grade.

Basic Paper and/or Presentation Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	-Shows originality of thought and logical connections -Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Shows less originality and may have minor flaws in logic. -Demonstrates good descriptive, analytic, interpretative, 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	-Clear main idea but may have minor lapses in	-Shows competency but has weak or unfocused main	-Inconsistent competence in thesis, organization,

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	developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer.	organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements.	ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need.	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

Course Objectives and/or Competencies for Communication:

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking (CT)** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

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- **Communications Skill (COM)** -- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork (TW)** -- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes:

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.

Course Outline or Schedule:

This outline is only a sketch of our class and provides major topics and deadlines. Specific readings and more detailed information will be provided in Unit Plans I will distribute at the beginning of each assignment. This schedule is subject to change; I will notify you of any changes in the course portal on Brightspace.

Readings listed are due by class time on the day we meet in person. Writing assignments are due by midnight on Wednesday unless otherwise noted. This schedule is subject to change as necessary.

Date:	Reading and Writing to Complete:	Learning Objectives:
Week One 8/24-8/28	Intro Week Academic Honesty: Citing Sources	Class Goals for Week: Intro Week and Ethical Scholarship ("Whose Dog is this?")
Week Two 8/30-9/4	<u>Read:</u> Intro, Ch. 6: Film Analysis Intro and Thesis <u>Write:</u> Study Questions 1-6	Introduce Assignment 1: Film Analysis--Main Arguments
Week Three 9/7-9/11	<u>Read:</u> Ch. 5: Thesis, Audience, Purpose, and Tone ; Ch. 6: Three Rep Scenes and Tri-Focal Vision <u>Write:</u> Study Questions 7-13, Rough Draft	Rough Draft Assignment 1: Goal in class-draft at least one para of analysis
Week Four 9/14-9/18	<u>Read:</u> How to Format Your Document, Ch. 5: Strategies, and Evidence <u>Write:</u> Final Draft	Final Draft Assignment 1

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Week Five 9/21-9/25	<u>Read</u> : Ch. 7: Personal-Descriptive Essay, Ch. 5: Strategies, and Evidence <u>Write</u> : Strategy for drafting	Intro Assignment 2: Personal-Descriptive
Week Six 9/28-10/2	<u>Read</u> : Sample work for Essay 2 <u>Write</u> : Rough Draft	Rough Draft Assignment 2
Week Seven 10/5-10/9	<u>Read</u> : Revision Strategies Slides <u>Write</u> : Final Draft	Final Draft Assignment 2
Week Eight 10/12-10/16	<u>Read</u> : Ch. 8: Responding to Critics, Ch.4 Citing Sources <u>Write</u> : Rough Draft Response to Critics	Intro Assignment 3: Responding to Critics, Rough Draft of Response to Critics
Week Nine 10/19-10/23	<u>Read</u> : Re-Read Academic Honesty, Look at Library Resource for Citations <u>Write</u> : Final Draft	Introduction to Research, Ethical Scholarship, Final Draft Assignment 3
Week Ten 10/26-10/30	<u>Read</u> : Ch. 9: Argument Essay <u>Write</u> : Research Plan	Intro Assignment 4: Argument Essay
Week Eleven 11/2-11/6	<u>Read</u> : Library Guides for Research <u>Write</u> : Rough Draft	In depth research week: library resources and research; Rough Draft Essay 4
Week Twelve 11/9-11/13	<u>Read</u> : Sample work in Argument Chapter <u>Write</u> : Revision Plan for Essay	Revision Week
Week Thirteen 11/16-11/20	<u>Read</u> : Ch.10: Compilation Essay <u>Write</u> : Final Draft Argument Essay	Final Draft Assignment 4. Note overlap in units.
Week Fourteen 11/23-11/27	Thanksgiving Week	Intro Assignment 5: Compilation Essay.
Week Fifteen 11/30-12/4	<u>Read</u> : Vocab Review <u>Write</u> : Rough Draft	Rough Draft Assignment 5
Week Sixteen 12/7-12/11	Finals Week	Final Exams: Monday 8-10 Final Exam-Vocab and Final Draft Assignment 5

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Course Grading Information:

I will give y'all a handout describing what kind of grade goes with what kind of paper early in the semester, but a basic outline is given here. A “C” means fine, adequate work; a “B” means strong, quality work that achieves more than merely meeting the expectations of the assignments; and an “A” means consistently excellent work that has a discernible impact on our ongoing exploration of these questions and topics.

It is a minimum expectation that your essays will be carefully written and revised. Your readers should have a sense of what you are trying to say, and why what you have to say needs to be said. Try not to worry about your grades at the beginning of the semester; focus instead on making each piece of writing better than the last. Drafts are not graded. If, at any point in the semester, you have questions about where you stand, come to my office hours and I will tell you. I will also share your grades with you at mid-point of the semester. There should be no mysteries or surprises about your grades. Rewrites of graded essays are at my discretion. If you are offered a rewrite for an essay, the procedure for that rewrite will be explained at an in-person meeting with me.

I also have an email policy for questions about grades: I will not answer emails about graded essays sent before 24 hours have passed after the grade has been given back. If you email me about your grade before that time has passed, I will not read the email. In my own experience, emails sent quickly (and with a lot of emotion behind them) aren't terribly clear; I've had to clarify myself on more than one occasion. So, better to wait 24 hours and send me an email with a clearer head than send one quickly and have to backtrack later.

ENGL 1301 Essay Guidelines:

By the end of the semester, students will have written at least 5 essays totaling approximately 4000 words and/or 20 pages. The following guidelines serve as the ratio for determining final grades:

- 50% of the grade will come from 3 essays, at least one of which will be written in class with little or no preparation
- 20% of the grade will come from a research-based essay (described briefly above and in more detail later) of between 5 and 10 pages long, utilizing at least 5 sources
- 15% of the grade will come from the final exam, of which at least one-half will be an essay written in class
- 15% of the grade will come from daily work, such as homework, quizzes, tests, journals, and participation

Late Work, Attendance, and Make Up Work Policies:

I know that sometimes, in spite of our carefully laid plans, life happens. If something happens that is outside of your control and would affect your work in this class (make an assignment late or prevent your attendance), then you should feel free to communicate that situation to me, preferably no later than 24 hours before a deadline or class session. I encourage you to meet me as early as possible; the earlier you can meet with me the easier it will be to keep you on track to complete

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the course. You could drop by office hours or send me an email to meet if those hours don't work for you, and we would meet to discuss how we think you could best complete the course. Please make sure to come with a plan.

This policy doesn't work retroactively. If you have something that you know in advance will conflict with a paper deadline, like an athletic event or a religious observance, then you should let me know at least 24 hours before the work is due on Brightspace. If an unexpected family emergency arises that conflicts with a paper deadline, let me know as soon as possible—flexibility on my part is something you can take for granted in those circumstances. In case of something unexpected, please email or text/call at (254)307-2519 me as soon as possible.

Attendance is expected within the guidelines MCC has set for blended courses for Fall 2020. Often, in-class activities cannot be made up; tests are the exception. I would strongly encourage you to coordinate with a classmate to arrange for any missed notes for in-class days. I would also encourage you to check Brightspace every day to keep up to date with any work you might miss.

Student Behavioral Expectations or Conduct Policy:

In this class, you may come into contact, and perhaps conflict, with communities whose ideals and perspectives may differ radically from your own. This will be a topic of discussion and interest, but it may also be uncomfortable, and we will seek to find meaning in those uncomfortable moments. As a class, we will maintain a sympathetic and compassionate outlook and keep an open mind throughout the course. Additionally, in accordance with MCC policies and [Title IX](#), this course will be a designated safe space for all students, regardless of background, ability, sexual orientation, gender identity, religion, socioeconomic status, race, or ethnicity. Please note that I am a mandatory reporter if I become aware of issues that may pose a danger to a student's health or safety.

* [Click Here for the MCC Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)
(www.mclennan.edu/academic-integrity)

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

* [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)
(<https://www.mclennan.edu/highlander-guide/policies.html>)

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

Accommodations/ADA Statement

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

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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. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

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.*