McLennan
COMMUNITY
COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

COMPOSITION I

ENGLISH 1301.010

LESLIE MICHAELS

NOTE: This is a 16-week course.
NOTE: This is Blended/Hybrid course.

Composition I
ENGL 1301.010

Course Description:

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively.

Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus is on writing the academic essay as a vehicle for learning, communication, and critical analysis.

Prerequisites and/or Corequisites:

Passing Score on writing portion of MCC placement test or credit for ENGL 0301 or INRW 0402. Semester Hours 3 (3 lecture).

Course Notes and Instructor Recommendations:

This course will require commitment on the student's part. How well a student does and how much she/he/they learn is dependent on the student's engagement with the material and ability to complete activities online and in person. Students must be willing and able to devote time to reading and writing nearly every day. There will be multiple hours of study per week. In this course, students may encounter topics that are controversial and uncomfortable. This course will challenge students, helping students develop critical thinking and writing skills.

Instructor Information:

Instructor Name:	Leslie Michaels
MCC E-mail:	lmichaels@mclennan.edu
Office Location:	Faculty Office Building, #119
Office/Teacher Conference Hours:	Mon. & Wed. 11:00 am-12:00 pm
	Remote via Zoom or phone. Email for an appointment.

Language, Literature, & Communication Division

Division Chair:	Dr. Matta
MCC E-mail:	wmatta@mclennan.edu
English Coordinator:	Dr. Waller
MCC E-mail:	pwaller@mclennan.edu

Required Text & Materials:

Title: *Writing Is Easier Than You Think*
Author: Nicholas Webb
(This textbook is free and online. I've provided links in Brightspace.)

Title: *Never Let Me Go*
Author: Kazuo Ishiguro
Publisher: Vintage
ISBN: 9781400078776

MCC Library Website: https://www.mclennan.edu/library/

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/

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).

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**)
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.

Instructional Uses of Email:
Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

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:

This class is a hybrid course. This means that students will come to class one day a week and complete other lessons, assignments, and foundational learning on Brightspace for the remainder of the week. **The class will be split into cohorts in order to adhere to COVID-19 safety guidelines.** Cohort A will meet on campus on Mondays, and Cohort B will meet on campus on Wednesdays. Cohorts will be announced before class begins.

Students need to be vigilant about their work and consistently check Brightspace and email. Writing and reading assignments are the core of the curriculum, so it is expected that all assignments are completed satisfactorily. Throughout the semester, students will write essays and improve upon those essays through the editing process, culminating in a final essay and portfolio. It is expected that written assignments are free of grammatical and spelling errors. All essays should be submitted in MLA format: typed, double-spaced, 12 point Times New Roman font with 1 inch margins. All assignments that require a file submission (exceptions include discussion boards, quizzes, surveys, etc.) should be uploaded to Brightspace in PDF or .doc(x) format.

Lectures will be given in person and posted on Brightspace in video format. Students are expected to review all foundational learning and complete all assignments in the allotted weeks; students can work at their own pace during the week as long as they meet all deadlines. **All assignments are due before students come to class for the next week.** For Cohort A, assignments are due before 9:35 am on Mondays; Cohort B's assignments are due before 9:35 am on Wednesdays. See the course outline below and Brightspace for specific due dates.

In addition to face-to-face meetings, discussion boards will be assigned for every week and will be the means of counting attendance for the online portion of the week. Failure to post or reply will result in an absence on the attendance register. When students post to the discussion forum, they must first post their thoughts, which should be 150 words. After the original post, students are required to respond to two classmates' posts in 75 words each.

If students have trouble with technology, please contact the professor and IT sooner rather than later. Contact IT at (254) 299-8077 and helpdesk@mclennan.edu. Blended classes can be difficult to keep up with, especially when a student has technical difficulties. Students must make sure to organize and allocate enough time for these activities and, most importantly, their writing. Extra credit will be available during the course of the semester.

Course Objectives and/or Competencies:
Upon successful completion of this course, students will:

1. Demonstrate knowledge of writing processes through daily grades and essays.
2. Develop ideas and use appropriate support, organization, and citation.
3. Develop writing styles based on audience and purpose.
4. Improve upon both written and spoken communication skills.
5. Read and analyze a variety of texts and apply lessons learned to daily grades, essays, and the portfolio.

Course Outline or Schedule:

Unit 1:	*Course Orientation*

Week 1: August 24 – 30 / Ausust 26 – September 1

Focus:	Syllabus, class schedule, and expectations
	Ways to be successful in the course
Tasks:	Review foundational learning in Brightspace
	Introduction discussion board
	Diagnostic check
	Course agreement

Assignments are due before class (9:35 am) on Monday, August 31 for Cohort A and Wednesday, September 2 for Cohort B.

Unit 2:	*MLA Format*

Week 2: August 31 – September 6 / September 2 – 8

Focus:	MLA format
	Avoiding plagiarism
Tasks:	Review foundational learning in Brightspace
	MLA format and plagiarism discussion board
	Direct quote, summary, and paraphrase exercise
	Plagiarism quiz

Assignments are due before class (9:35 am) on Monday, September 7 for Cohort A and Wednesday, September 9 for Cohort B.

Unit 3: **_The Personal Essay_**

Week 3: _September 7* – 13_ / _September 9 – 15_

Focus:	Introduction to the personal essay
	Key components of the personal essay
	Story arc
Tasks:	Review foundational learning in Brightspace
	Outline for your personal essay
	Intro to the personal essay/story arc discussion board

*September 7 is Labor Day and there will be no on-campus class. Cohort A will have an online lecture to review instead of class.

Assignments are due before class (9:35 am) on Monday, September 14 for Cohort A and Wednesday, September 16 for Cohort B.

Week 4: _September 14 – 20_ / _September 16 – 22_

Focus:	Narrating
	Describing
Tasks:	Review foundational learning in Brightspace
	Personal essay draft
	Narration and Description discussion board

Assignments are due before class (9:35 am) on Monday, September 21 for Cohort A and Wednesday, September 23 for Cohort B.

Week 5: _September 21 – 27_ / _September 23 – 29_

Focus:	Significance
	Active voice vs. passive voice
	Explaining a concept
Tasks:	Review foundational learning in Brightspace
	Freewriting in active voice exercise
	Final personal essay

Assignments are due before class (9:35 am) on Monday, September 28 for Cohort A and Wednesday, September 30 for Cohort B.

Unit 4: **_The Persuasive Essay_**

Week 6: _September 28 – October 4_ / _September 30 – October 6_

Focus: Making an argument

The five paragraph format and beyond

Counterarguments and responses

Tasks: Review foundational learning in Brightspace

Persuasive essay outline

Were you convinced? discussion board

Assignments are due before class (9:35 am) on Monday, October 5 for Cohort A and Wednesday, October 7 for Cohort B.

***Week 7:** October 5 – 11 / October 7 – 13*

Focus: Selecting and evaluating sources

Evidence and examples

Integrating sources

Tasks: Review foundational learning in Brightspace

Persuasive essay draft

Peer review

Sources discussion board

Assignments are due before class (9:35 am) on Monday, October 12 for Cohort A and Wednesday, October 14 for Cohort B.

***Week 8:** October 12 – 18 / October 14 - 20*

Focus: Inquiry strategies

Mapping

Making connections

Tasks: Review foundational learning in Brightspace

Begin *Never Let Me Go*

Work on persuasive essay

Freewrite and/or cluster map exercise

Inquiry strategies discussion board

Assignments are due before class (9:35 am) on Monday, October 19 for Cohort A and Wednesday, October 21 for Cohort B.

***Week 9:** October 19 – 25 / October 21 - 27*

Focus: Speaking to the reader

Strengthening your thesis

Cueing through transitions and other devices

Tasks: Review foundational learning in Brightspace

Continue reading *Never Let Me Go*

Thesis self-assessment

Final persuasive essay

Assignments are due before class (9:35 am) on Monday, October 26 for Cohort A and Wednesday, October 28 for Cohort B.

Unit 5:	*The Research Paper*

Week 10: October 26 – November 1 / October 28 – November 3

Focus:	Planning and conducting research
	Choosing a research topic
	Honing your topic
Tasks:	Review foundational learning in Brightspace
	Continue reading *Never Let Me Go*
	Why and how we hone our research discussion board
	Research paper proposal

Assignments are due before class (9:35 am) on Monday, November 2 for Cohort A and Wednesday, November 4 for Cohort B.

Week 11: November 2 – 8 / November 4 – 10

Focus:	Organizing your research
	Bibliographies
	Notetaking strategies
Tasks:	Review foundational learning in Brightspace
	Continue reading *Never Let Me Go*
	Annotated bibliography
	Organizing your research discussion board

Assignments are due before class (9:35 am) on Monday, November 9 for Cohort A and Wednesday, November 11 for Cohort B.

Week 12: November 9 – 15 / November 11 – 17

Focus:	Reading between the lines
	Analysis
Tasks:	Review foundational learning in Brightspace
	Finish reading *Never Let Me Go*
	Research paper draft
	Peer review
	Reading between the lines discussion board

Assignments are due before class (9:35 am) on Monday, November 16 for Cohort A and Wednesday, November 18 for Cohort B.

Week 13: November 16 – 22 / November 18 – 24

Focus:	*Never Let Me Go* discussion
	On writing well
	What works and what doesn't
Tasks:	Review foundational learning in Brightspace
	Work on research paper
	Perfect sentence assignment
	What works discussion board

Assignments are due before class (9:35 am) on Monday, November 23 for Cohort A and *Wednesday, November 25 for Cohort B.

Week 14: November 23 – 29 / November 25 – December 1*

Focus:	Wrapping up your research
Tasks:	Review foundational learning in Brightspace
	Final research paper
	Research paper discussion board

*Thanksgiving Break is November 25 – 27 and there will be no on-campus class. Cohort B will have an online lecture to review instead of class.

Assignments are due before class (9:35 am) on Monday, November 30 for Cohort A and Wednesday, December 2 for Cohort B.

Unit 4: **The Portfolio**

Week 15: November 30 – December 7 / December 2 – 9

Focus:	How to set up your portfolio
	The reflection essay
Tasks:	Review foundational learning in Brightspace
	Final portfolio

The final portfolio is due at the end of week 15. Here are the specific dates:

- **Before 9:35 am on Monday, December 7, 2020 for Cohort A**
- **Before 9:35 am on Wednesday, December 9, 2020 for Cohort B**

This schedule is subject to change. All changes will be announced in class and adjusted on Brightspace.

Course Grading Information:

- 30%   Daily grades (e.g. discussion boards, quizzes, exercises, peer review, etc.)
- 15%   Personal essay (including outline and draft)
- 15%   Persuasive essay (including outline and draft)
- 15%   Research paper (including outline, drafts, and bibliography)
- 25%   Portfolio

Students will be graded on a point system for every assignment. Essays will be graded on use of language, style, organization, sources, argumentation, and MLA style. All essays should meet the minimum word count assigned. Throughout the semester, it is expected that students' writing shall improve, which should be reflected in each subsequent draft and essay. For any questions on grading policies, please contact the professor.

MCC Grading System
A (90-100)   EXCELLENT
B (80-89)   GOOD
C (70-79)   FAIR
D (60-69)   POOR
F (Below 60)   FAILING
You must earn a C or better in order to take English 1302.

Throughout the course, you will develop skills in the areas of communication, composition, mechanics, personal responsibility, and critical thinking. Here is how your progress in each of these areas will be evaluated with each paper, the portfolio, and your resulting final grade:

Criteria	Outstanding	Proficient	Basic	Below Expectations
Communication and Composition	-Clear main idea with supporting organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective	-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	-Shows competency but has weak or unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but	-Inconsistent competence in thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation.

	as speaker/writer.	requirements.	work does not meet the need.	
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.
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
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.

Essay Related Guidelines:

All graded work done outside of class must be typed, double-spaced in 12 pt Times New Roman. Papers not meeting specified length may receive a reduced grade. Keep a back-up copy of each essay.

Out-of-class essays may be rewritten and regraded. To earn a higher grade on a rewrite, your paper must:

- Have been <u>originally submitted on time</u>;
- Contain <u>revised or reorganized content</u> (grammar must be corrected, but grammar itself is not content);
- Be <u>resubmitted no later than one week from the day returned</u>; and
- Be <u>accompanied by the previously graded paper</u> upon which the rewrite is based.

<u>Portfolio Related Guidelines:</u>

Your final will be a portfolio of your best work this semester. It must be in MLA format. It should include:

- Your two best papers, edited and revised according to feedback.
- A 500 word reflection essay on what you learned in the class.
- A title page and table of contents.

More details, including an example, on the portfolio are on Brightspace.

CHEATING

Plagiarism or collusion could lead to an "F" for the course, so please read the next two paragraphs carefully and ask questions when needed.

<u>PLAGIARISM</u>

Plagiarism is the use of someone else's—and in cases your own—work without crediting or properly adapting materials from that work. If students use quotes, ideas, opinions, arguments, examples, summaries, paraphrases, statistics, outlines, graphs, etc. from sources, they must cite their sources. Information not cited is considered plagiarized unless it is common knowledge or a student's original personal observation or idea. Students may not reuse papers written for other classes; this is called "recycling" a paper and is a form of self-plagiarism. If a student "recycles" a paper, that student will receive a failing grade on that paper. Students should contact the professor if there is a question about plagiarism. Plagiarism is easy to detect and almost as easy to prove. Please cite sources and ask the professor if questions arise.

<u>COLLUSION</u>

Collusion is getting another person to do the student's work. Students may get help outside of class (visit the Writing Center), but if students let others actually do their work, the professor will probably notice. As a result, the student may fail the course.

Late Work, Attendance, and Make Up Work Policies:
Homework assignments will always be graded. All assignments must be turned in on time, excepting special circumstances with proper documentation. Contact the professor via email if problems arise. Because this course is partly online, it is vital that students keep up with schedules and due dates. Attendance will be taken during weekly face-to-face meetings. Discussion boards will serve as attendance for the online portion of the week; if a student fails to post or reply on the discussion board, an absence will be recorded in the attendance register. No late work will be accepted; the only exception is if the student communicates with the professor and the professor grants an extension on the assignment. There will be opportunities for extra credit throughout the semester.

Student Behavioral Expectations or Conduct Policy:
Students are expected to behave with decorum and respect their classmates and professor, in person and in the digital world. Students must be punctual and regularly attend face-to-face class, coming to class ready to learn and engage. Participation is a must. Students are also required to participate in online discussions, engaging and learning as if they were in a fully face-to-face class. The dress policy for this course is as follows: come to class fully dressed (no pajamas!) and do not wear anything that may hinder others' ability to learn in the classroom. **Per [MCC policy](), face coverings are required on campus and will be required until the school issues new guidelines (see [Wear and Care for Your Face Coverings]() on the MCC website). If you have a medical exemption for a mask, make sure to contact Accommodations and/or Human Resources so your exemption is noted on your ADA and you can acquire a face shield to wear in lieu of a mask.** No food or gum is allowed in the classroom, although beverages are allowed. If a student needs to eat during class for medical reasons, the student should contact the professor. Disrespect of these rules may result a failing grade and/or dismissal from the class.

* [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.

* [Click Here for the MCC Attendance/Absences Policy]()
(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 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.*