



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**Freshman Composition I
English 1301.052-053**

William Matta, Ph.D.

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, communicating, and critical analysis.

Prerequisites and/or Co-requisites:

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

Course Notes and Instructor Recommendations:

To log on to an MCC computer: use your WebAdvisor user name, for example, ms0123456@students.mclennan.edu, with your WebAdvisor password. Call the MCC Helpdesk at 299-8077 if you have problems.

Save your work: If you have a laptop and prefer to use it in class, that's fine. Otherwise, bring a flash drive and save your daily work. An alternative is to email files to yourself before logging off. When you log off an MCC computer, your work is automatically deleted!

Instructor Information:

Instructor: William Matta, Ph.D.

MCC email: wmatta@mclennan.edu

Office phone: (254) 299-8903

Office location: Faculty Offices, Rm 122

Office/conference hours: drop in MW 8:00-5:30 or by appointment

Required:

Webb, Nicholas. *Writing Is Easier Than You Think*. Free e-textbook, at this link:

https://drive.google.com/open?id=1eKoZFn7bPnw9AUxYLU_WpAclZ2qxBAE9

Two books from the **Reading Choice** list, depending on what you think you'll enjoy. Fiction, non-fiction, and memoirs are all on this list. The bookstore may carry the editions listed, but **any edition you can find is okay**. There are no tests or quizzes on these books—the main purpose is to get you to read something you like. However, I will ask you to write a one- or two-page response to the books you've chosen to read. Assignment guides will have details.

Reading Choice Books:

1. Bulgakov, *The Master and Margarita*, ISBN 978-0143108276
2. Noah, *Born a Crime*, ISBN 978-0399588174
3. Newstok, *How to Think Like Shakespeare*, ISBN 978-0691177083
4. Westover, *Educated: A Memoir*, ISBN 978-0399590504 (paperback okay)_

Read what interests you and to discover new interests. Write to explore those interests.

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

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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) (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:

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:

All English 1301 students must complete a short research project that includes both a written paper and a presentation. To meet MCC 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 written drafts through peer review and self/team analysis.

Core Objectives 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
- **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

Basic Competencies

ENGL 1301 is a foundation general education course that introduces students to the conventions of academic writing as a means of developing and expressing ideas. Factors include the audience, rhetorical situation, and ongoing discussions. Successful completion of ENGL 1301 prepares students for most types of writing required at the college level and in many personal and professional contexts.

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Learning 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.

Class Format: Most class periods will consist of a short talk about current projects and writing issues, followed by workshop drafting and revising of out-of-class assignments. You may talk to other students in the class, but please keep the atmosphere semi-quiet so others can concentrate on their writing.

Planned out-of-class assignments:

Assignment 1 = paraphrase/summary (short, a paragraph or two)

Assignment 2 = personal essay/story (~2 pp.)

Assignment 3 = describing a person (~2 pp.)

Assignment 4 = movie review (~2 pp.)

Assignment 5 = Works Cited exercise; not a paper, but graded (~1 p.)

Assignment 6 = response to a book on the list (1-2 pp.)

Assignment 7 = revised Assign. 4, with material from 5 sources (~4-5 pp.) + Works Cited page

Assignment 8 = your education and job, with info from 3 sources (~2-3 pp.) + Works Cited page

Assignment 9 = a second book response (~2 pp), using some/most of Assign. 6 as a draft

Graded in-class work: Three to five graded in-class writing assignments of about 2 pages each are planned. Students must do all assignments, both in-class and out-of-class, to pass the course.

Assignments done outside of class may be revised for regrading, with these conditions:

1. **Papers should be turned in on time.**
2. **Revisions should be returned within a week of being returned.**
3. **The last graded version must be returned with your revised paper.**

All graded work done outside of class should be typed, double-spaced, and in a standard font size (i.e., 12 point Times New Roman). Papers that are too short may earn lower grades.

To Finish, You Must Start

You probably know some of your strengths and weaknesses when it comes to writing. Many find procrastination the #1 enemy. Basically, we wait too long for inspiration to find us when we should instead be putting our ideas down, drafting, and writing.

Sometimes the best cure for procrastination is to admit you don't know what you're writing about and just start writing anyway. This allows you to learn as you go and revise later. Besides, the faster you write that first draft, the lower the expectation that it must be perfect.

All other problems related to writing are easier to fix than procrastination, whether the comma splice (CS) and its evil twin, the run-on sentence (RO); poor organizing skills; weak intros or endings, dyslexia; unfamiliarity with written language; or something else entirely.

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Perfectionism can be a major problem because it's often just another way to procrastinate. To write anything well, you must be willing to write badly. You can fix problems later, after you have something to fix. So write right now!

LLC Division Paper and/or Presentation Scoring Guide

Criteria	A= Outstanding 90-100	B = Proficient 80-89	C = Basic 70-79	D= Needs Work 60-69
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 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 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 others with respect 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

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Daily Schedule for Fall 2020 (subject to change)

Week of Aug 24: review syllabus & & short *Atlantic* essay; review the very short Assignment 1 (paraphrase/summary), due next week & semi-short Assign. 5 (book response), due Sep 28; write a practice/diagnostic essay—grades not recorded; use all remaining class time to write

Week of Aug. 31: Assignment 1 due for grade (can re-do multiple times); distribute and start Assignment 2 (personal essay/story); review LaMott & Sagan essays; work on Assignment 2; review sentence structures & proofreading/editing; put Assign. 2 into standard MLA format, using sample paper on *LSH* 161-69 as a guide; discuss practice/diag. essay

Week of Sep 7: Monday is Labor Day—no classes at MCC; no classroom meeting this week, but work on Assign. 2 drafts; email questions or talk online about Assign. 5

Week of Sep. 14: Assignment 2 due this week; Assignment 1 rewrites due (if needed); read “Uncle Willie” handout (Angelou) & review figurative language (metaphors and similes); Assign. 3 guide (describe a person) & drafting process

Week of Sep. 21: Assignment 3 due for a grade after peer review workshop; discuss/review Assign. 6 (book response); draft a few lines of dialogue; work on rewrites of Assignment 2; Assign. 9 handout (2nd book response, comparing the two books read)

Week of Sep. 28: Assignment 5 due today; make a list of 5-10 movies you liked and bring to class for discussion; work on rewrites and start on Assignment 4 (movie review); list 5 things you liked about 3 different movies & work on criteria; sample reviews; review in-class essay strategies

Week of Oct. 5: work on Assignment 4 and on rewrites; discuss Assign. 5 papers; Assignment 6 guide (graded Works Cited page); talk about evaluating and using sources; works cited samples; 1st graded in-class essay

Week of Oct 12: Assignments 6 due Monday); expand on what you liked for your favorite movie or top two and note one thing you didn’t like; keep up with rewrites for re-grading; more sample reviews?; review in-class essay strategies

Week of Oct 19: **Assign. 4 due Monday**; Assignment 7 guide (expanded movie review, with ideas and information from sources used and cited as in research writing); 2nd graded in-class essay

Week of Oct 26: review citing sources for Assignment 7 and other types of writing; workshop as needed for ongoing projects and rewrites

Week of Nov. 2: Assignment 7 due Monday; Assignment 8 guide (saving the world and yourself) & E. Gibbons essays; 3rd graded in-class essay

Week of Nov 9: work on Assignment 8 and rewrites in workshop; **check with me to make sure you have no missing assignments**

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Week of Nov 16: 4th graded in-class essay; **check with me to make sure you have no missing assignments**

Week of Nov. 23: no class this Monday (Thanksgiving holidays this week)

Week of Nov. 30: work on ongoing rewrites and other projects; **Check with me to make sure you have no missing assignments**

Monday, Dec 9: final exam time for this class: write your 4th graded in-class essay.

***Okay to turn in one late paper OR one revised paper at final exam time.**

Course Grading Information:

- Students must do all assignments to pass and do well in the course. Missing work = failing or reduced course grade.
- This is a skills development course; therefore, work done later in the course counts for more than work done earlier in the course.
- Students must earn at least a C in 1301 to take ENGL 1302.
- The W is given for course withdrawal and may be initiated by students during the first 60% of the course calendar or by the instructor at any time for excessive absences, as per MCC policy. Withdrawals may affect financial aid or scholarship status.

Late Work, Attendance, and Make-Up Policies

Any paper submitted late, without prior approval, may be reduced 5 points in grade for each class day it is late. Late work must be turned in before the next paper will be accepted. Graded in-class essays must be written when scheduled, **in class**. More than three unexcused absences may result in the final course grade being lowered by one or more letter grades. MCC policy states that students who have 8 or more unexcused absences should be dropped from the class. If you can't meet a deadline or must miss class, please let your instructor know.

Workshops: Bring drafts to workshops; if you don't, you may earn a lower final course grade.

Missing work: Keep a back-up copy of each graded essay turned in—for any major assignment in any class. If a paper is lost and no back-up copy exists, you will have to rewrite it. Keep all returned graded materials until the semester is over and final grades are posted. Why? If you have questions about your course grade, you may need to show that you did the work.

Student Behavioral Expectations or Conduct Policy:

Show respect for others, attend class regularly, and be serious about learning. Please treat others as you would like to be treated. For safety concerns or to aid the academic progress of others, disruptive students may be removed from class.

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

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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 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](http://www.mclennan.edu/titleix)**

(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.*