McLennan
COMMUNITY
COLLEGE
WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

COMPOSITION I
ENGL_1301_280, _282, and _283

PRESTON LYNN WALLER

NOTE: This is an 8-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 Corequisites:

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

Course Notes and Instructor Recommendations:

Writers learn to write better as they get responses from readers, as they work in groups to solve problems, as they address real-world situations, and as they view writing as a process of prewriting, writing, and rewriting. As a student in this class, you will write extensively and will review the conventions within which writers work. This course concentrates on collaboration, task-oriented writing, and the writing process. Upon completion of this class, you should feel more confident in meeting personal and professional writing demands.

Instructor Information:

Instructor Name: Preston Lynn Waller
MCC E-mail: pwaller@mclennan.edu
Office Phone Number: 254-299-8950
Office Location: FOB 108
Office/Teacher Conference Hours: 10:00-11:00 MTWTH online

Required Text & Materials:

All required texts and materials for this course will be accessed online.

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.

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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 3 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.

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 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	-Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability.	-Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility.	-Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making

	choices, actions, and consequences to ethical decision-making.	-Usually shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Often shows 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
- **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:

All weekly class work is due on Sunday of the specified week by 11:59 p.m. Central time.

- October 19-25--Read materials on Brightspace (especially the syllabus) and submit discussion entry introducing yourself to your instructor and classmates
- October 26-November 1--Read Chapters 1 through 6 and submit quiz over Chapters 1 through 6
- November 2-8--Submit Assignment #1
- November 9-15--Submit Assignment #2

- November 16-22--Read Chapters 7 through 12 and submit quiz over Chapters 7 through 12
- November 23-29--Submit Assignment #3
- November 30-December 6--Submit Assignment #4

Each assignment will be evaluated and graded during the week following the due date. **LATE CLASS WORK WILL NOT BE ACCEPTED.** The course will close on Sunday, December 6, at 11:59 p.m.

Course Grading Information:

Your grade for the course will be based on the following percentages:

- Quiz over Chapters 1 through 6--20%
- Assignment #1--10%
- Assignment #2--20%
- Quiz over Chapters 7 through 12--20%
- Assignment #3--10%
- Assignment #4--20%

Quizzes over Workbook Chapters:

Quizzes over workbook chapters will be submitted through Brightspace and will include multiple choice and true/false questions. Pay particular attention for definitions of terms and any concepts that are classified into parts (such as "There are four aspects to . . . ."). Many questions cover terminology and concepts presented in the workbook. Students will adhere to time limits on quizzes. Each quiz contains fifty questions. Students are given one minute per question. Students will not receive credit on exams that exceed time limits.

Grading Scheme:

100-90 = A
89-80 = B
79-70 = C
69-60 = D
59-0 = F

Grading Standards:

THE "A" PAPER

A paper that receives an A is an outstanding paper that makes a perceptive and thoughtful response to the assignment. Perhaps the principle characteristic of the A paper is its rich content. The information is such that one feels significantly taught by the author. The A paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the A paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. It is not marred by major errors in grammar, spelling, punctuation, or sentence structure. The writing is smooth, vigorous, and fresh.

THE "B" PAPER

A B paper fulfills the assignment but goes beyond a routine response and shows evidence of thought and planning that makes it significantly better than competent. The B paper delivers substantial information; its specific points are logically ordered, well-developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in, the supporting paragraphs are convincing, and the sentence structure is correct, if not original. Finally, the paper contains no major, distracting grammatical errors.

THE "C" PAPER

A C paper carries out the assignment in a routine way and makes a commitment and at least a minimum response to it. The actual information, though, seems thin and commonplace. One reason for that impression is that ideas are typically cast in the form of vague generalities. The C paper often fails to demonstrate maturity of thought, depth of development, or sufficient attention to organization. The transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object pattern, and the diction is occasionally marred by unconscious repetition, redundancy, or imprecision.

THE "D" PAPER

A D paper is weak but relates to the assignment even though it doesn't state a purpose or support a commitment to the topic. Its treatment and development of the subject are only rudimentary, and, while organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious grammatical errors. Evidence of careful proofreading is scanty, and the phrasing makes it difficult for the reader to understand the content. Words are often misused, and sentences fail to conform to conventions of standard, written English.

THE "F" PAPER

An F paper is poorly constructed, carelessly written, and marred by grammatical errors so that the reader cannot follow the ideas. Some errors indicate a failure to understand the basic grammar of the sentence. In short, the ideas, organization, style, and presentation fall far below what is acceptable college writing.

Major Grammatical Errors:

Students will be expected to submit work that is free of major errors in usage, punctuation, and spelling. The following errors have been deemed serious enough to merit special attention:

1. **Fragment** (e.g., "Since this is so." "Having a strong nylon rope between us." "Thus having no evaporation to make new clouds for rain.")
2. **Subject-verb agreement; pronoun-antecedent agreement** (e.g., "He wear the same jeans every day." "Ordinarily a purse is an accessory in which one keep her valuables." "His hypocrisy show through the false exterior.")
3. **Errors in verb form** (e.g., "If he would of done that, I had been alright." "I would have liked to lived in Shakespeare's time.")
4. **Comma splices** (e.g., "I arrived in class 10 minutes late, Larry came five minutes after I did." "This is the way in, that is the way out.")
5. **Fused sentences** (e.g., "But water had different meanings for different people for instance to the Texas farmer it's his bread and butter." "The literary techniques used are precipitative devices this is where one event triggers another.")
6. **Faulty or unclear reference** (e.g., "This story referred to James, but Henry misapplied it to himself. This is true in real life." "The car apparently needed a gasket; it leaked all over the garage floor.")
7. **Faulty diction or word choice** (e.g., "In this case apostrophe is death and no one can kill death." "She is a biggatrist and she hates Jews." "His death is an escape goat for his fears." "He was much to heavy.")
8. **Sentences in which introductory phrases and clauses have no logical connection with the main clause** (e.g., "After staying up most of Friday night talking and making preparations for the big climb, the sun finally rose." "As one travels through Vermont, the poem perplexes the reader." "At seventeen, her class graduated.")
9. **Sentences containing unwarranted shifts in tense, mood, or voice** (e.g., "She strolled up to me in study-hall and tries to start an argument." "If one wants to win, you must try very hard.")

Criteria for Evaluation of Written Documents:

Content

1. The document must clearly respond to the assignment and demonstrate the features of the type of paper assigned.
2. The main idea must be clearly stated, sharply focused, and the central theme of the entire paper.

3. The vocabulary, style, and tone of the document must be appropriate for the intended audience, purpose, and occasion.
4. The paper should contain an interesting approach to the subject and should demonstrate some degree of original thinking.
5. The paper's ideas should be logical, and the author should avoid logical fallacies and should use logical appeals appropriately.

Structure

6. The document must be organized around specific details.
7. The document should be written in a clear multi-paragraph introduction-body-conclusion organization and should be the specified length.
8. The paragraphs should be coherent and developed around a central idea, which usually should appear in the topic sentence, and the author should use appropriate transitions between paragraphs.
9. The introduction should engage the reader's interest, should be relevant to the main idea, and should lead smoothly into the rest of the document.
10. The paragraphs in the body of the document should be clearly related to the paper's main idea, should give specific supporting details, and should be appropriately structured.
11. The conclusion should obviously and satisfactorily draw the document to a close.
12. All sentences within the document should be clear and should demonstrate effective sentence emphasis, variety, and structure.

Conventions

13. The paper must follow the conventions of grammar (such as parallelism), punctuation (such as commas following introductory phrases and clauses), and spelling.
14. The paper must be free of an excessive number of "major errors" such as sentence fragments; comma splices; fused sentences; subject-verb disagreement; pronoun-antecedent disagreement; errors in verb form; faulty diction or word choice; dangling phrases and clauses; and unwarranted shifts in person, tense, mood, or voice.
15. If the document uses quotations, paraphrases, and/or summaries, conventions for citing sources must be followed exactly.
16. If the document uses sources, the internal parenthetical documentation and the bibliography must follow the specified style sheet correctly.
17. If the document is a technical report, the format should be correct and a heading system should be used.

Late Work, Attendance, and Make Up Work Policies:

All class work is due by 11:59 p.m. Central time on the date specified in the course schedule. LATE CLASS WORK WILL NOT BE ACCEPTED. The course will close to students at 11:59 p.m. Central time on the last due date.

Students may be withdrawn from the class when they have missed 25% of the classwork before the last day for student-initiated withdrawals. Students who reach the 25% limit after the last day for student-initiated withdrawals may receive a grade of F.

Extra credit work is not offered in the class.

THE FINAL DRAFT IS THE FINAL DRAFT. No re-writes will be accepted after the date on which the final draft is due.

Student Behavioral Expectations or Conduct Policy:

Only one submission is allowed for each assignment in Brightspace. Therefore, the draft of the assignment being posted in Brightspace must be the final draft. The final draft will be a text submission.

For classes which meet on campus, the use of cell phones to send or receive messages within the classroom will not be tolerated except in extreme emergencies.

MCC's eSafe system filters e-mail messages that are received from off-campus addresses. Therefore, the student must send all e-mail messages from the student's MCC e-mail address. The instructor will return all e-mail to the student's MCC e-mail address. The student may access his or her student e-mail link from http://www.mclennan.edu/students/. Login information is also located there.

Students having technical support problems with this course should call Information Systems at 299-8077 from 8:00 a.m.-5:00 p.m. Monday-Friday or at 717-6349 after 5:00 p.m. Monday-Friday and on weekends. Technical support will be provided 24 hours a day, 7 days a week, at these numbers.

The Writing Center (located on the first floor of the Student Services Center) exists to help students develop stronger writing skills. The Center provides assistance with specific writing assignments and reviews student documents either on a walk-in or appointment basis. The Writing Center may be reached by calling 299-8356.

Academic Integrity Statement:

Students must do their own work (except, of course, when they are working on collaborative assignments; then the group must do its own work). PLAGIARIZED DOCUMENTS--INDIVIDUAL OR COLLABORATIVE--WILL RECEIVE A GRADE OF ZERO. In accordance with MCC policy, students submitting plagiarized documents will be reported to Diane Russo, Counseling Specialist.

McLennan Community College Guidelines for Avoiding Plagiarism

Plagiarism is the intentional or unintentional use of someone else's work without adequate documentation. Whenever writers want to include another's ideas, key terms, or copied text into their own papers, they must always use that borrowed information accurately and ethically.

Documentation, an agreed upon style of providing credit to others' work, is necessary in order to avoid plagiarism. Plagiarism is a serious offense in college-level writing for it is intellectually dishonest, robbing authors of their property.

All documentation styles include internal citations, a works cited list, and quotation marks around copied terms and information.

To consider: As we would never borrow one of our neighbor's possessions without asking permission, we should never use someone's words or ideas without permission. Correctly documenting someone else's material permits us legal use of words and ideas not belonging to us.

It should be obvious that buying papers, using someone else's papers, and similar activities are plagiarism at its worst.

Document when

- you use someone's ideas from any traditional or Web source
- you copy sentences and phrases from a source
- you copy a key term from a source
- you use information from an interview or survey
- you copy pictures, charts, and diagrams from sources
- you use information you did not originate

* **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.*