McLennan

C O M M U N I T Y

C O L L E G E

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

FRESHMAN COMPOSITION I

ENGL 1301.C27

Dr. ANNA IUSHCHENKO

NOTE: This is a 16-week course.
NOTE: This is an Online 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.

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:
TSI complete in Reading and Writing or the equivalent

Course Notes and Instructor Recommendations:
The best way to communicate with me is by e-mail. I usually respond to e-mails within 24 hours. Please feel comfortable to contact me if you have any questions or concerns about the course. When you send an e-mail, you should use your MCC e-mail account and include your name, last name, and section number.

The online format of instruction, in which 85-100% of content is delivered online, requires a great deal of personal responsibility and self-discipline. Students are expected to maintain a regular and reliable access to the Internet, check Brightspace and MCC e-mail frequently, and complete all course work on time.

Instructor Information:
Instructor Name: Anna Iushchenko
MCC E-mail: aiushchenko@mclennan.edu
Office Phone Number: 254-299-8927
Office Location: FOB 109
Office/Teacher Conference Hours: M-W 12:00-1:00; T-TH 12:30-1:30; T 3:30-4:30 (via Zoom).
Zoom Personal Meeting ID: 555 930 4588
Other Instruction Information: Please send me an e-mail to schedule a Zoom meeting.

Required Text & Materials:
Title: *The St. Martin's Guide to Writing*
Author: Rise B. Axelrod and Charles R. Cooper
Edition: Twelfth Edition
Publisher: Bedford / St. Martin's
ISBN: 978-1-319-10437-5

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).

Writing Help: Academic Support and Tutoring provides students with numerous services and resources, including free tutoring and essay help. You are strongly encouraged to use this free service whenever you feel you need help with your writing. Academic Support and Tutoring is located on the First Floor of 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.

Course Objectives and/or Competencies:
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:

By the end of the course students will be able to:

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.

Methods of Teaching and Learning:

All course materials are posted in Brightspace: the course syllabus, lecture slides, writing assignments, quizzes, discussion boards, and other instructional resources. In addition, I will post class announcements, course grades, and other helpful tips. Since most of the course content is delivered online asynchronously, it is students' responsibility to organize their own work, check Brightspace regularly, and complete all course assignments on time.

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 primary and/or 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 Research Project 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	-Clear main idea but may have minor	-Shows competency but has weak or	-Inconsistent competence in

	organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer.	lapses in organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements.	unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need.	thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation.
Mechanics	-Demonstrates complete command of format with mature diction and shows few, if any, grammar, spelling, or diction errors	-Demonstrates competent command of format & diction. May have minor mechanical, grammar, spelling, or diction errors.	-Shows mostly competent command of format and diction but has some major mechanical, grammar, spelling, or diction errors.	-Fails to show competence in format, diction, mechanics, grammar, and/or spelling.
Teamwork	-Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and/or encouragement to all team members.	-Contributes to meeting group goals. -Treats others respectfully. -Assists and/or encourages other team members.	-Participates with teamwork requirements but does not actively work beyond the minimum required. -Treats group members respectfully but does not interact fully.	-Does not assist the group and/or fails to treat group members respectfully.
Personal Responsibility	-Completes all assigned tasks by deadlines; work is thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making

ENGL 1302 Essay Guidelines:

By the end of the semester, students will have written at least 5 research-based essays totaling approximately 4000 words and/or 20 pages. Essay assignments should demonstrate a student's ability to analyze argumentative rhetoric and to construct an argumentative essay with research documented in MLA format. The following guidelines serve as the ratio for determining final grades:

- 40-50% of the grade will come from 3 essays (that may include preparatory drafts), at least one of which will be written in class with little or no preparation, prior to and in addition to the in-class essay required as part of the final exam
- 20-30% of the grade will come from another essay, one that is research-based (and may include preparatory drafts), of between 5 and 10 pages, utilizing at least 5 sources
- 10-20% of the grade will come from the final exam, of which at least one-half will be an in-class essay written at final exam time
- 10-20% of the grade will come from daily work, such as homework, quizzes, tests, journals, and participation

Course Outline or Schedule:

Week	Readings	Assignments	Due dates
Week 1 08/24-08/30	*The St. Martin's Guide to Writing*, Chapter 2, pp. 12-18, 37-40.	Discussion: Introductions Discussion: The Power of Personal Story Assignment: **Dramatic Arc** **Quiz 1:** Syllabus	11:59 pm Sunday 08/30
Week 2 08/31-09/06	*The St. Martin's Guide to Writing*, Chapter 2, pp. 18-26, 40-44; Chapter 14, pp. 470-489.	Discussion: Calling Home Assignment: **Rough Draft 1** **Quiz 2:** Homophones	11:59 pm Sunday 09/06
Week 3 09/07-09/13	*The St. Martin's Guide to Writing*, Chapter 2, pp. 44-48.	Discussion: Peer Reviews 1 Assignment: **Personal Essay** **Quiz 3:** Commas	11:59 pm Sunday 09/13
Week 4 09/14-09/20	*The St. Martin's Guide to Writing*, Chapter 4, pp. 106-111, 136-138.	Discussion: How to Understand Power Assignment: **Concept Proposal** **Quiz 4:** Subject-Verb Agreement	11:59 pm Sunday 09/20
Week 5 09/21-09/27	*The St. Martin's Guide to Writing*, Chapter 4, pp. 111-121, 139-141; Chapter 13, pp. 456-469.	Discussion: The Meme-ing of Trigger Warnings Assignment: **Rough Draft 2**	11:59 pm Sunday 09/27
Week 6 09/28-10/04	*The St. Martin's Guide to Writing*, Chapter 4, pp. 145-149.	Discussion: Peer Reviews 2 Assignment: **Explanatory Essay** **Quiz 5**: Run-Ons and Comma Splices	11:59 pm Sunday 10/04

Week 7 10/05-10/11	*The St. Martin's Guide to Writing*, Chapter 8, pp. 286-297, 314-315.	Discussion: Restaurant Review Discussion: Scott Pilgrim vs. the World Assignment: **Outline**	11:59 pm Sunday 10/11
Week 8 10/12-10/18	*The St. Martin's Guide to Writing*, Chapter 8, pp. 302-306, 316-320.	Discussion: Pokemon Go Assignment: **Rough Draft 3** **Quiz 6:** Pronoun Agreement	11:59 pm Sunday 10/18
Week 9 10/19-10/25	*The St. Martin's Guide to Writing*, Chapter 8, pp. 322-326.	Discussion: Peer Reviews 3 Assignment: **Evaluation Essay** **Quiz 7:** Relative Pronouns. Pronoun Case	11:59 pm Sunday 10/25
Week 10 10/26-11/01	*The St. Martin's Guide to Writing*, Chapter 11, pp. 420-431; Chapter 17, pp. 520-534.	Discussion: Home Schooling Assignment: **Issue Proposal** **Quiz 8:** Parallelism	11:59 pm Sunday 11/01
Week 11 11/02-11/08	*The St. Martin's Guide to Writing*, Chapter 5, pp. 174-176; Chapter 18, pp. 535-541.	Discussion: TED Arguments Assignment: **Annotated Bibliography** **Quiz 9:** Quotation Marks vs. Italics	11:59 pm Sunday 11/08
Week 12 11/09-11/15	*The St. Martin's Guide to Writing*, Chapter 19, pp. 542-553.	Assignment: **Rough Draft 4**	11:59 pm Sunday 11/15
Week 13 11/16-11/22	*The St. Martin's Guide to Writing*, Chapter 20, pp. 554-574.	Discussion: Peer Reviews 4 Assignment: **Research Paper** **Quiz 10:** MLA Style. Plagiarism	11:59 pm Sunday 11/22
Week 14 11/23-11/29	*The St. Martin's Guide to Writing*, Chapters 2, 4, 8 (review)	Final Quiz Assignment: **Reflection Paper**	11:59 pm Sunday 11/29
Week 15 11/30-12/06		Make Up Work	

*Revision to course outline may be made at the discretion of the instructor. Students will be notified in advance about any changes made (in class and in Brightspace).

Course Grading Information:
Course grades will be posted in Brightspace regularly and will be calculated based on the weighted / percentage grade method as follows. Keep in mind that the class average / final calculated grade is the weighted grade based on item or category weighting; it will not be final until the last grade is entered. Grades A-C receive credit; there is no multiplier with dual credit

courses. Parents can discuss grades only if FERPA consent has been given by a student in WebAdvisor.

#	Category / Assignment	Weighted / Percentage Grade
1	Daily Work	10 %
2	Grammar Quizzes	10 %
3	Major Essays: Personal Essay, Explanatory Essay, Evaluation Essay	45 %
4	Research Paper	30 %
5	Final Exam	5 %
	Total	100 %

Daily work category includes evaluation of various writing assignments (exercises, outlines, rough drafts) and online discussion posts. Weekly **writing assignments** will receive completion grades based on the accuracy of their completion. Grading of **discussion boards** will be based on quality and quantity of posts: the initial discussion post will be worth 80 points (6-7 sent.), 70 points (4-5 sent.), 60 points (2-3 sent.), or 50 points (1 sent.); two replies to your group mates will be worth 20 points (10 points each). Discussion boards have availability dates and will NOT be available after availability ends.

Grammar Quizzes consist of ten true-or-false or multiple-choice questions (10 points each), which cover materials in Grammar Handbook at the end of the textbook *St. Martin's Guide to Writing* (pp. H1-H110). All quizzes are timed (10 minutes each) and allow TWO attempts with the highest score recorded. Each quiz has availability dates and after the due date, will no longer be available for the users. Students with registered accommodations will be granted additional time as required by their accommodations.

Students will prepare **three major essays** (3-4 pages) and **one research-based essay** (5-6 pages) during the course. Detailed instructions for each essay assignments and a corresponding evaluation rubric are posted in Brightspace. Students are expected to participate in *Peer Review Discussion Boards*, where they will have an opportunity to swap their papers and receive feedback from their peers. Students who do not participate in peer reviews may expect to have FIVE points deducted off the essay grade.

Final exam assignment will include **a final quiz**, ten multiple-choice questions that cover the basic concepts of the course, and a three-paragraph **reflection paper** that is aimed to discuss initial course goals, accomplishments, and challenges.

<u>**Assignment Guidelines:**</u>

Please refer to the following guidelines to complete ALL course assignments:

- All course assignments should be submitted electronically in Brightspace BEFORE the due date.

- All weekly assignments (quizzes, discussion boards, writing assignments) are due on **Sunday 11:59 pm**.

- **All assignments have availability dates.** After availability ends, the assignments will NOT be available for the users. Writing assignments, including major essays, will be available for THREE more days after the due date; however, late work policy will be applied on all late submissions.

- All writing assignments should be submitted as attached files (preferably a Word or PDF document).

- All writing assignments should follow MLA (8th edition) formatting standard (see *Formatting Guidelines* in Brightspace).

- All page limits refer ONLY to pages of written text and do not include Works Cited page. TEN points per page will be deducted for not meeting the essay length requirement.

- **Turnitin**, plagiarism detection software, will be enabled on all essay submissions. This software will show similarities to online sources and work submitted by other students. If you attempt to resubmit an essay you were writing for another class or submit somebody's paper, Turnitin will be able to detect that, and you will suffer serious academic consequences (see *Academic Integrity Statement* below).

- For each essay assignment, you are expected to select a brand new topic and develop it in accordance with assignment guidelines. You CANNOT write an essay on the same topic you were writing before for this class or any other classes. Failure to meet this requirement will result in having a zero.

- You may receive FIVE **bonus points** on an essay if you submit your rough draft to Smarthinking and write a paragraph (6-7 complete sentences), explaining the tutor's three main recommendations and reflecting on how they helped you improve your paper. You should turn in your writing and your Smarthinking draft (with tutor's comments) with the final draft in the same submission folder (see *Smarthinking Guidelines* in Brightspace).

- You may receive FIVE **points back** on the first two graded essay assignments if you identify five writing errors, write them out, and explain them. This assignment should be sent to me as an e-mail attachment and should be completed no later than TWO WEEKS after an essay grade was published (see *Error Analysis Guidelines* in Brightspace).

Late Work, Attendance, and Make-Up Work Policies:
In an online course, tracking attendance includes completion of online assignments. No online participation during a week or not a single submission of weekly assignments will equal TWO class absences. According to MCC attendance policy, 25% of absences (eight class sessions or four weeks of no online participation) may result in being withdrawn from the course with the grade of W or F, depending on whether a student is passing.

Each student should complete ALL weekly assignments in Brightspace BEFORE the due date. Patterns of late work will be reflected in lower grade for the course in fairness to others who have done their work on time and sometimes at a great sacrifice. If you need help in getting your course work done, please let me know as soon as possible.

All assignments have availability dates. After availability ends, the assignments will NOT be available for the users. Writing assignments, including major essays, will be available for THREE more days after the due date; however, late work policy will be applied on all late submissions.

Late writing assignments will receive only HALF credit (50 points). **Major essays** submitted after the due date will be marked down as follows: FIVE points will be deducted off submissions up to 12 hours late (TEN points off submissions up to 24 hours late or per one calendar day). If an essay is late beyond three days, it will NOT be accepted and receive a zero. **Reading quizzes** and **discussion boards** will NOT be available for the users after availability ends. Incomplete quizzes and discussion boards will receive a zero.

Student Behavioral Expectations or Conduct Policy:
Students are expected to:
- complete course assignments BEFORE the due date
- be open and ask questions
- communicate sufficiently with the instructor and peers
- be courteous and respectful
- respect differences of culture, nationality, values, opinions, styles

Academic Integrity Statement:

I take all cases of academic dishonesty seriously. I believe academic integrity is the fundamental virtue of any professional community. It is important that students adhere to high standards of professionalism and display academic integrity in their behavior. **No cases of plagiarism or other forms of dishonest conduct will be tolerated.** Anyone caught committing plagiarism on any assignment will be given a failing grade automatically without permission to make it up.

For further clarification, students will be given a zero for the assignment: 1) if they try to submit somebody else's paper; 2) if they try to submit a paper that was written for another course; 3) if they submit a paper written by a tutor; 4) if they copy and paste from online sources with obvious intentions to deceive; 5) if they fail to paraphrase research sources properly and do not use quotation marks to indicate borrowed text ("patchwriting"); 6) if they fail to provide proper documentation for the sources they use; 7) if a paper is written on unassigned or inappropriate topic.

* **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.*