

McLennan
C O M M U N I T Y
COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

Composition I

ENGL 1301.232/233, TTH 9:35-10:55 am/ LA 206

Michael John Manzullo

NOTE: This is an 8-week Hybrid Course

AN EQUAL OPPORTUNITY INSTITUTION

FAL 2021

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website on any changes to these guidelines.

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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:

(NOTE: TO LOG ON TO AN MCC COMPUTER, USE YOUR **WebAdvisor** **user name** and **password**.)

- **Our class is meant to be an open forum for discussion and learning. Please treat it as such with proper respect for all attendees in our class.**
- **We will have critical readings with assigned critical writings from you, the student/critical writer. That means to analyze carefully, NOT to criticize.**
- **We will discuss, practice, edit, re-write, re-edit, and develop properly formatted documents with substance, not “fluff”. (Instructions will be clearly given.)**
- **Several short “musings”, several full length papers, and a longer, extended writing will be assigned to you throughout the term. (Instructions will be clearly given.)**
- **Lastly, we will have a Final essay to help you present a precise product from what you have gleaned from our class activities, assignments, and interactions with your peers.**

Instructor Information:

Instructor Name: Michael John Manzullo
MCC Email: mmanzullo@mclennan.edu

Office Phone Number: 254 -299-8801
Office Location: FOB 120 / On campus

Office/Teacher Conference Hours: TBD

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How to Do Well in and The Value of ... this course ---

- As a professional writer and an English Professor, I have had the opportunity to write in many situations and in several professional settings. One of the most “mind draining” experiences is to write well ...
 - how to focus your mind, *wanting* to write well, even after you are exhausted *trying* to write well.
- There are little “tricks” you can learn to enhance your writing, and learn to do it well, rather simply... like using a GPS instead of a paper map!
- You will be reading from various online selections and asked to respond to several questions. These responses will make up your “Musings”... a series of reflections on various topics.
 - This collection musings, together with writings, and papers, will constitute your **Portfolio**.
- We will discuss various styles of Writing and realize how these styles can be used by you to develop clear thoughts, on paper.
- Writing is not easy... but it is rewarding if you learn how to think this way:

“Good Writing is Clear Thinking Made Visible”

Required Text & Materials On Line :Text...

Title: Writing Is Easier Than You Think (Reference Text, On line)

https://drive.google.com/file/d/1eKoZF7bPnw9AUxYLU_WpAclZ2qxBAE9/view?ths=true

Author: Webb, Nicholas R.

Other online, public domain (free)Websites:

- 1) Intellectual “Musings” (Portfolio materials), and
- 2) Writing Topics from which you will choose to use for writing your papers.

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

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Minimum Technical Skills:

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*** Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace**

(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.)

(or **copy/paste this one**)

<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>

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Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

- 1) Please submit your communication to me through emails at my MCC email: mmanzullo@mclennan.edu
- 2) Standard student, McLennan email, should be used for Classroom use / electronic communications.
- 3) Students are GREATLY encouraged to check your MCC email on a **regular basis**.

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 an oral 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.

Our usual discussions/ activities will look something like this:

- | | |
|-------------------------------|-------------------------------|
| • Lecture, discussion groups, | • Portfolio, |
| • Group projects, | • Written reports/papers, and |
| • Student presentations, | • Exam |

1 **Course Objectives and/or Competencies:**

2
3 **Courses in this category a)** focus on developing ideas and expressing them clearly,
4 considering the effect of the message, fostering understanding, and building the skills needed
5 to communicate persuasively. **These courses also b)** involve the command of oral, aural,
6 written, and visual literacy skills that enable people to exchange messages appropriate to the
7 subject, occasion, and audience.

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

9 • **Communications Skill (COM)** -- to include effective development, interpretation and expression of
10 ideas through written, oral and visual communication

11 **Interpersonal Relationship** (See *Gardner* article)

- 12 • **Teamwork (TW)** --
13 • **Personal Responsibility (PR)** --

- 14 a) Includes the ability to *consider different points of view* and to work effectively with
15 others to support a shared purpose or goal
16 b) Includes the ability to *connect choices, actions and consequences* to ethical decision-
17 making.

18 **Learning Outcomes**

19 Students will

- 20 1. *Demonstrate* knowledge of individual and collaborative research processes.
21 2. *Develop* ideas and synthesize primary and secondary sources within focused academic
22 arguments, including one or more research-based essays.
23 3. *Analyze, interpret, and evaluate* a variety of texts for the ethical and logical uses of
24 evidence.
25 4. *Write* in a style that clearly communicates meaning, builds credibility, and inspires belief
26 or action.
27 5. *Apply* the conventions of style manuals for specific academic disciplines (e.g., APA,
28 CMS, MLA, etc.).
29

30 **Please read the following VERY carefully:**

31 **Course Grading Information:**

- 32 • Students must do all assignments to pass and do well in the course.
33 • Missing work becomes a failing mark for that assignment, which can lead to reduced
34 final, course grade.
35 • This is a skills development course; therefore, certain work in the course counts for less than
36 other, less intensive, work done.

- Points are assigned to each major paper assigned, and the % of **the points assigned** will be the grade for **that assignment**. (e.g., 85% of 150 points assignment = 128/150 points.
- Each of the assignments will be graded as followed and are **percentage of total**.
 - Total points** for all assignments = 1,050 total points (**see chart next page**)
 - Most important assignments = most points. For example:

• Class-assigned papers (1/ IC)	= (3 x 150)	= 450 point
• Proposal & Extended paper	= (75 + 150)	= 225 points
• Outline, Works Cited, rough draft)	= (3 x 25)	= 75 points
• Musings & class presentations	= (6 x 25)	= 150 points
• Portfolio	= 1	= 50 points
• Final Exam Paper	= 1	= 100 points
• Total points possible		1, 050 points
• (your grade = pure % out of 1,050 points, see chart next page)		

Write well, do well in everything ... leave nothing to chance.

NOTE:

- 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.**

- 1 Please **read** the following Grading Chart & information (2 pages) **carefully**.
- 2 It is your “blueprint” for a successful experience in your English 1301 class.
- 3 Paper and/or Presentation Scoring Guide:
- 4

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

Late Work, Attendance, and Make Up Work Policies:

- a. **Late work is not accepted. Sorry.**
- b. **You have ample time to plan because I present to you a complete schedule, including all dates and DUE DATES for the entire Semester/ Term.**
- a. **Emergencies do happen. We can talk.**

Plan ahead! People have to do it in the “real world!”



1
2 **Student Behavioral Expectations or Conduct Policy:**

3 *Students are expected to maintain classroom decorum that includes:*

- 4 a. respect for other students and the instructor,
5 b. prompt and regular attendance, and
6 c. an attitude that seeks to take full advantage of your education opportunity.

7 * **[Click Here for the MCC Academic Integrity Statement](#)**

8 (www.mclennan.edu/academic-integrity)

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

11
12 * **[Click Here for the MCC Attendance/Absences Policy](#)**

13 (<https://www.mclennan.edu/highlander-guide/policies.html>)

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

16
17 **Accommodations/ADA Statement**

18 Any student who is a qualified individual with a disability may request reasonable
19 accommodations to assist with providing equal access to educational opportunities. Students
20 should contact the Accommodations Coordinator as soon as possible to provide documentation
21 and make necessary arrangements. Once that process is completed, appropriate verification will
22 be provided to the student and instructor.

23 **Please note** that instructors are not required to provide classroom accommodations to students
24 until appropriate verification has been provided by the Accommodations Coordinator.

25 Instructors should not provide accommodations unless approved by the Accommodations
26 Coordinator. For additional information, please visit mclennan.edu/disability.

27
28 Students with questions or who require assistance with disabilities involving physical, classroom,
29 or testing accommodations should contact:

30 disabilities@mclennan.edu

31 254-299-8122

32 Room 319, Student Services Center

33
34 * **[Click Here for more information about Title IX](#)**

35 (www.mclennan.edu/titleix)

36 We care about your safety, and value an environment where students and instructors can
37 successfully teach and learn together. If you or someone you know experiences unwelcomed
38 behavior, we are here to help. Individuals who would like to report an incident of sexual
39 misconduct are encouraged to immediately contact the Title IX Coordinator at
40 titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at
41 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC
42 Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center

1 is a confidential resource for students. Any student or employee may report sexual harassment
2 anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.
3 McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information
4 about definitions, reporting, confidentiality, resources, and what to do if you or someone you
5 know is a victim of sexual misconduct, gender-based violence or the crimes of rape,
6 acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic
7 violence.

8
9 * *You will need to access each link separately through your Web browser (for example: Internet
10 Explorer, Mozilla, Chrome, or Safari) to print each link's information.*
11

12
13 **Please note the following important dates:**

14 **Oct 19 : First class meeting**
15 **Nov 25-26 : Thanksgiving Holidays**
16 **Dec 2 : Last Day of class (8 week courses)**
17 **Dec 7 : Final Exam Week**
18

Course Schedule:

Key dates to remember

10/19/2021

- INTRO & In class Sample Writing

NOTE:

Musings Due :

Weeks 1, 3, 5

Essays Due:

Weeks 2, 4, 6

Week 1

Oct 19 / 21

MUSINGS/ TOPIC 1: The Art of Invention

(Assigned Date: 10/19)

https://www.google.com/books/edition/_/OSUdtJlw48UC?hl=en&gbpv=1&pg=PA13&q=art+of+invention

Musing Writing:

(See Information attached sheet)

Due Dates: 10/21

Week 2

Oct 26 / 28

Essay #1: Focus : The Art of Invention (Chapter 3)

Assigned: 10/21

(See Information attached sheet)

Due Dates: 10/28

MUSINGS/ TOPIC 2: Gardner's Theory of Multiple Intelligences

<https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

(Assigned Dates: 10/28)

Week 3

Nov 2 / 4

Gardner Musing Writing:

(See Information attached sheet)

Due 11/02

Essay #2: Focus : Gardner's Theory of Multiple Intelligences

(See Information attached sheet)

Assigned Date: 11/04

Week 4

Nov 9 /11

Essay #2: Focus : Gardner's Theory of Multiple Intelligences
(See Information attached sheet)

Due Date: 11/11

MUSINGS/ TOPIC 3: 8 Steps to Building a Successful Team: How to be a Leader

<https://www.indeed.com/career-advice/career-development/steps-to-building-a-successful-team>

Due Date 11/16

Week 5

Nov 16 /18

Essay #3: Focus : 8 Steps to Building a Successful Team: How to be a Leader
(See Information attached sheet)

Due Dates: 11/18

Week 6

Nov 23 / Final Draft is Handed in.

Extended Paper-

Step 1: Topic is Due

Step 2: First Draft Outline is completed

Nov 25 Thanksgiving Holiday

Weeks 7 & 8

Nov 30 / Dec 2

Step 3: First Draft

Step 4: Selected Supporting Documentation Completed

Step 5: Completed Draft Peer-edited (time?)

Step 6: Final Draft Submitted

Instructions for:
Musings and Responses

For each of the READINGS, in 3 paragraphs:

- 1) What is the **central thought** of this writing?
- 2) What can you find in the article to validate your thought?
- 3) What is your opinion about the "central thought" of this writing?

Your essay & each paragraph response must be arranged in a basic essay format, that is, "classic"

- 1) beginning (Intro),
 - 2) middle (development), and
 - 3) end conclusion.
- 1) You must address the questions assigned, and
 - 2) **Email** (mmanzullo@mclennan.edu) both questions and related answers before our next week's 1st class.
 - a. The "hand-in-date" will be included in the actual "day-assigned-date"
 - 3) Each paragraph must focus on the "question"; that is, don't ramble or go off your topic ... focus on asking yourself:
 - a. "What does the question ask me?"
 - b. After you are clear what the "question" is, then focus on developing an answer using both the material as well as your well thought-out responses.

Then to write your paper:

- a) Develop an Outline (see handout)
- b) Develop a response: (~2 **pages**)
 - a) NO LESS THAN (1.5) PAGES, AND
 - b) NO MORE THAN (2) PAGES
 - c) TYPED, DOUBLE-SPACED, TIMES NEW ROMAN, 12 FONT SIZE, Default Word margins.

Your Writing must include:

- **Intro** should be thoughtful (we talked about that)
- **Middle** section: clear, logical **developed points should follow**; and
- Last section, a **conclusion**,
 - giving its overall application you'd like us to gain from your thoughts.

**This is a writing class, and I hope ...
to help you think more like a writer, not only like a student. Grow!**

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ACADEMIC RESOURCES/POLICIES

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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 their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

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254-299-8122

Room 319, Student Services Center

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Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.