



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**COMPOSITION I
ENGL 1301.103**

NOTE: This is a blended/hybrid, 8-week course.

DR. JESSICA H. ZBEIDA

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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 Co-requisites:

Passing Score on writing portion of MCC placement test and/or credit for ENGL 0301.

Course Notes and Instructor Recommendations:

Composition I introduces students to the conventions of academic writing. In this class, you will write substantially, producing short and long essays, research-based writing, analysis, and revisions of your work. You will also analyze a variety of texts, including scholarly articles, and employ active reading strategies. This course emphasizes the writing process (prewriting, drafting, and revision), collaboration, and the fundamentals of research and citation. Students who complete this course should feel prepared to write in academic and professional settings.

Note: This course is in a blended, eight-week format, and students should expect to work independently and at an accelerated pace.

Instructor Information:

Instructor Name: Jessica H. Zbeida

MCC E-mail: jzbeida@mclennan.edu

Office Phone Number: (254)299-8949

Office Location: Faculty Office Building (FOB), 113

Office/Teacher Conference Hours: TTh 11:00 am – 12:45 pm (or by appointment).

Other Instruction Information: I respond most quickly to e-mail (within 24-48 hours). If you want to meet outside of office hours, please contact me at least 24-48 hours in advance.

Required Text & Materials:

Title: *Everyone's an Author*

Authors: Lunsford, Brody, Ede, Moss, Papper, & Walters

Edition: 2nd ed. (with 2016 MLA update)

Publisher: Norton

ISBN: 978-0-393-61745-0

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

Student Support/Resources:

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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).

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](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)**
(www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)

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.

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

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Course Learning Objectives:

Upon successful completion of this 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 English 1301 instructors will assign a research project with shared parameters that will be graded by a common rubric. To meet core objectives, students will accurately evaluate, compare, and integrate at least 5 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	-Demonstrates competent command of format & diction. May	-Shows mostly competent command of format and diction but has	-Fails to show competence in format, diction, mechanics,

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	shows few, if any, grammar, spelling, or diction errors	have minor mechanical, grammar, spelling, or diction errors.	some major mechanical, grammar, spelling, or diction errors.	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

This course uses a mix of assigned reading, lecture (including video lectures), short quizzes, class discussion, and short and long writing assignments to help students meet the learning objectives, including:

- Assigned Reading, Lecture/Video Lecture, and Class Discussion
- Reading Quizzes, Short Writing Exercises, Essay Sketches, & Peer Review Workshops
- Assignments (a Job Packet and Three Essay Assignments)
- A Final Portfolio (a collection of the student's work over the semester)

Students will submit their work online in Brightspace (**save your work in .pdf or .docx format**). *All essay assignments MUST be submitted online—hard copies are not accepted.*

Course Grading Rubrics

I use holistic grading rubrics for major writing assignments in this course. Each rubric is tailored to the assignment. You may view them in the course units in Brightspace.

Course Grading Information:

Students' final grades are determined as follows:

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Course Component	Description	Percentage
Assignments	A Job Application Packet and Three Essays (1000-1600 words in length; may or may not require use of scholarly sources).	60%
Homework	Includes short writing exercises, quizzes, peer review workshop, and use of SmarThinking.	10%
Participation & Attendance	Includes student's engagement with the course in peer review workshop, and weekly attendance.	10%
Final Portfolio	Final project that presents a collection of the student's work over the semester and a short reflection paper.	20%

Assignments

Students will prepare four major assignments for this course: a job application packet (consisting of a job advertisement, a letter of application, and a résumé), and three essay assignments of 1000-1600 words in length (a Narrative Essay, a Rhetorical or Visual Analysis Essay, and a Research-Based Argument with at least five sources appropriate for academic writing). **Detailed instructions for each assignment and a grading rubric appear in Brightspace/D2L.** All assignments are submitted online—upload your file as an attachment in .pdf, .doc, or .docx format. I try to provide feedback on major assignments as soon as possible, usually within 1-2 weeks of submission. If you have any questions regarding feedback on an assignment, please contact me.

NOTE: All assignments will be submitted to TurnItIn, a plagiarism detection tool in Brightspace. This software compares submissions to material in TurnItIn's database, which includes work submitted by other students and information available online. When an essay is uploaded, it becomes part of the database. **If you attempt to reuse an essay submitted to TurnItIn in another course or present someone else's work as if it's your own, you risk serious academic consequences, such as receiving a failing grade on the assignment or in the course and other disciplinary action.** Please refer to MCC's Academic Integrity Statement at the end of the syllabus for a full discussion of academic dishonesty, cheating, and plagiarism.

Homework

Students will complete a number of short writing exercises, reading quizzes, and peer review workshops throughout the semester. Reading Quizzes consist of ten multiple-choice or true-false questions, and students are allotted 15 minutes to complete them (*please notify Dr. Zbeida if you receive accommodations including extra time on quizzes and exams so she can adjust the assignment*). Students also complete peer review workshop for each essay assignment, which requires them to share a copy of their rough draft with their peer review group and to provide

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members of their peer group with feedback on their work. Short writing exercises on development, organization, and other topics occur throughout the course. For each essay assignment, students prepare an “Essay Sketch” that outlines a possible topic or direction for the paper. Most quizzes are graded automatically in Brightspace, and I strive to provide feedback on short writing exercises and essay sketches within 1-2 weeks of submission.

Participation & Attendance

Participation is a crucial part of this class. I expect all students to engage with the course material and with one another. Think of our class as a community—we are most successful when we all work together toward a common goal.

ATTENDANCE IS REQUIRED. I take attendance each week and record this information in Brightspace. Your “Participation/Attendance” average is the average of these weekly attendance grades. Since this course moves at an accelerated pace, students should strive to attend regularly.

Students are allowed to miss two class meetings without academic penalty. **Students who miss three class meetings will receive a lower Participation & Attendance Grade. Students who miss four class meetings or more may be dropped from the course.** *If you need to miss class for a school-sponsored event or religious observance, it is your responsibility to notify Dr. Zbeida beforehand. If you do not do so, you may not be allowed to make up your work.*

Final Portfolio

Rather than taking a final exam, students will prepare a Final Portfolio of their work that presents their growth and development as a writer. An assignment description and rubric for the Final Portfolio appears in Brightspace. In the portfolio, students will include:

- (1) A **Copy of a Letter Written to Dr. Zbeida** at the beginning of the semester.
- (2) A **Revision of the Job Packet** (including a copy of feedback from Smarthinking on the first draft and a revised job packet with a job description, résumé, and cover letter)
- (3) A **Revision of an Essay** (including a rough draft or essay sketch, a copy of feedback from SmarThinking or from Peer Review Workshop, and a copy of the revised essay)
- (4) A **Revision Reflection paper** (750+ words) that discusses the goals you set in revising your job packet and essay, how you tried to achieve those goals, and your own growth and development as a writer throughout the course.

Course Outline or Schedule:

The schedule below provides a general overview of the course. A detailed course schedule with weekly assignments is available in the “Start Here: Syllabus Unit” in Brightspace.

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Class 1 Jan 13th	Course Introduction: Understanding the Syllabus & Navigating the course.
	<i>Work Due: Syllabus Quiz (1/13); Student Letter to Dr. Zbeida (1/14).</i>
Class 2 Jan. 15th	Unit 1, Reading & Writing in College and the Workplace: Reading & Writing in College; Writing & Rhetoric in the Workplace; Intro. to the Rhetorical Situation; Writing Effective Thesis Statements; Assign Job Application Packet.
	<i>Work Due: Reading Quiz #1 (1/15); Thesis Statement Exercise (1/15); Submit Draft of Job Application Packet to SmarThinking (1/17); Submit Job Application Packet (1/17).</i>
No Class Mon., Jan. 20th, 2020 (MLK, Jr. Holiday) – MCC Campus Closed	
Classes 3-5 Jan. 22nd – Jan. 29th	Unit 2, Writing a Narrative: Intro. to the Writing Process; Writing a Narrative – Telling a Story; Assign Essay #1: Narrative; Adding Detail & Developing Paragraphs; Collaborative Writing & Peer Review; Revise & Submit Essay #1.
	<i>Work Due: Reading Quiz #2 (1/22); Essay Sketch #1 (1/24); Adding Detail & Developing Paragraphs Exercise (in class); Complete Peer Review Group Contract (in class); Peer Review Workshop #1 (in class, 1/29); Submit Essay #1 (2/2).</i>
Classes 6-8 Feb. 3rd – Feb. 10th	Unit 3, Writing an Analysis: Intro. to Rhetorical & Visual Analysis; Assign Essay #2: Rhetorical/Visual Analysis; Integrating Evidence; Intro. to MCC's Library Resources; Intro. to MLA Format; Revise & Submit Essay #2.
	<i>Work Due: Reading Quiz #3 (2/3); MLA Format Quiz (2/4); Essay Sketch #2 (2/5); Integrating Sources Exercise (in class); Peer Review Workshop #2 (in class, 2/10); Submit Essay #2 (2/11).</i>
Classes 9 – 13 Feb. 12th – Feb. 26th	Unit 4, Writing an Argument: What is Argument? Types of Argument; Logical Fallacies; Assign Essay #3: Argument; Finding and Organizing Source Material; Using MCC's Library; Synthesizing Ideas; Paraphrase and Patchwriting; Recognizing and Avoiding Plagiarism; Revise & Submit Essay #3.
	<i>Work Due: Reading Quiz #4 (2/12); Exploring Argument Exercise (in class); Essay Sketch #3 (2/16); Logical Fallacies Quiz (2/17); MLA Scavenger Hunt Exercise (2/19); Recognizing and Avoiding Plagiarism Exercise (in class); Peer Review Workshop #3 (in class, 2/26); Submit Essay #3 (2/29).</i>
Class 14 Mar. 2nd	Unit 5, Final Portfolio: What is a Final Portfolio? Assign Final Portfolio; Course Wrap Up & Reflection.
	<i>Work Due: Final Portfolio due Mar. 3rd, 2020 by 5:00 pm.</i>

Late Work and Make Up Work Policies:

As a rule, I do not accept late work. In rare cases (hospitalization, serious car accident, etc.), I will allow students to submit work late, but only if I feel the situation warrants it. If something unexpected happens that may affect your ability to submit an assignment, please contact me

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immediately (either by e-mail or phone). **Make-up work is allowed solely at my discretion.** For major assignments, I **deduct five points for each day late**—assignments that are not submitted **within ONE WEEK** of the original deadline receive a “0” grade.

Revision Policy: All students may revise graded assignments (excluding the third essay). After I return an assignment, students have **ONE WEEK** to revise. The revision should be sent to me as an e-mail attachment. If time allows, *students may revise more than once until they receive a grade of 90 or above.* Each revision should involve careful thought and reflection on higher-order concerns (like an essay’s thesis, development, and organization) and lower-order concerns (like grammar and mechanics). When you revise, **you may earn up to 50% of the points you missed back**; so, if you receive a 60 on an essay and submit a revision, the highest grade you could earn is an 80. If you get an 80 and revise again, you may earn up to a 90.

Student Behavioral Expectations or Conduct Policy:

In a course like Composition I, controversial subjects often arise. **It’s important for us to engage in vigorous debate on these topics and to treat one another with respect.** In all assignments and interactions with others in the course, you should **AVOID making comments that belittle or attack a person’s religion or beliefs, gender identity, sexual orientation, socioeconomic status, or citizenship/national origin.** This does not mean that you have to change your views, but your expression of those views *cannot intimidate other students or limit their ability to participate in the course.*

Students who disrupt the learning environment (using a smartphone in a distracting manner, for instance) will be marked absent for the class. Make up work in such cases is not allowed. If you experience any behavior that you find inappropriate, please contact Dr. Zbeida or another MCC campus official (See Title XI Statement below).

*** [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](#)**

(www.mclennan.edu/highlander-guide/policies)

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

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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.

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.*