

McLennan

C O M M U N I T Y

COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

COMPOSITION I Plus

ENGL 1301.025

Dr. Jessica Zbeida

NOTE: This is a 16-week course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals 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 at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

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 and/or credit for ENGL 0301.

Course Notes and Instructor Recommendations:

Composition I introduces students to the conventions of academic writing. Students in this class write substantially, producing short and long essays, research-based writing, discussion posts, and revisions of their work. Students also read and discuss 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 it should feel prepared to write in academic and professional settings.

NOTE: This course is taught face-to-face and incorporates Supplemental Instruction (SI).

Instructor Information:

Instructor Name: Dr. Jessica Zbeida

MCC Email: jzbeida@mclennan.edu

Office Phone Number: (254)299-8949

Office Location: Faculty Office Building (FOB) 113

Office/Teacher Conference Hours: MW, 1:00 pm – 2:30 pm (via Zoom)

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: *Little Seagull Handbook*

Authors: Richard Bullock et al.

Edition: 4th ed. (with exercises) [students may choose print or ebook]

Publisher: Norton

ISBN: 978-0-393-53703-1

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

Methods of Teaching and Learning:

All English 1301 instructors will assign a research project with shared parameters that will be assessed by a common rubric. To meet core objectives, students will accurately evaluate, compare, and integrate at least 5 sources appropriate for academic argument; cite sources correctly using MLA documentation style; and, work together to improve the product through shared data collection, peer review, and self and team-member analysis.

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

- Assigned Reading, Class Discussion, and Lecture
- Reading Quizzes, Short Writing Exercises, & Essay Sketches
- Discussion Posts
- Review/feedback on draft assignments using SmarThinking
- 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 .rtf 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, which students can view in Brightspace.

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

Course Objectives and/or Competencies:

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.

Course Outline or Schedule:

The schedule below provides a general overview of the course. A complete course schedule with assigned readings appears in the “Start Here: Syllabus Unit” in Brightspace.

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Week 1 1/10 – 1/16	<p>Course Introduction: Understanding the Syllabus & Navigating the course.</p> <p><i>Work Due: Syllabus Quiz (1/12); “About Me” Discussion Post (1/16); Student Letter to Dr. Zbeida (1/16).</i></p>
<p style="text-align: center;">Martin Luther King, Jr. Day, Mon., Jan. 17th, 2022; MCC Campus Closed</p>	
Weeks 2-3 1/17 – 1/30	<p>Unit 1, Reading & Writing in College and the Workplace: Reading & Writing in College; Writing & Rhetoric in the Workplace; Intro. to the Rhetorical Situation & Academic Writing; Assign Job Application Packet; Parts of a Sentence: Subjects, Predicates, and Fragments; Revise & Submit Job Packet.</p> <p><i>Work Due: Reading Quiz #1 (1/19); Discussion Post #1 (1/23); Submit Draft of Job Application Packet to SmarThinking (1/28); Thesis Statement Exercise (in class); Fragments Exercise (in class); Submit Job Application Packet (1/30).</i></p>
Weeks 4 – 6 1/31 – 2/20	<p>Unit 2, Writing a Narrative: Reading Rhetorically and the Writing Process; Writing a Narrative – Telling a Story; Assign Essay #1: Narrative; Adding Detail & Developing Paragraphs; Parts of a Sentence: Run-on’s and Pronouns; Participate in Peer Review Workshop #1; Revise & Submit Essay #1.</p> <p><i>Work Due: Reading Quiz #2 (2/2); Discussion Post #2 (2/6); Run-On’s Exercise (in class); Essay Sketch #1 (2/9); Developing Paragraphs Exercise (in class); Using Pronouns Exercise (in class); Post draft of Essay #1 to PRW #1 discussion forum (2/14); Provide feedback on TWO peers’ drafts (2/18); Submit Essay #1 (2/20).</i></p>
Weeks 7 – 9 2/21 – 3/20	<p>Unit 3, Writing an Analysis: Rhetorical Analysis- Analyzing Text and Context; Assign Essay #2: Rhetorical Analysis; Discuss Integrating Evidence: Summary, Paraphrase, and Quotation; Editing Sentences: Using Verbs and Parallelism; Intro. to MLA Format; Participate in Peer Review Workshop #2; Revise & Submit Essay #2.</p> <p><i>Work Due: Reading Quiz #3 (2/23); Discussion Post #3 (2/27); Using Verbs Exercise (in class); Essay Sketch #2 (3/2); Integrating Sources Exercise (in class); MLA Format Quiz (3/6); Using Parallelism Exercise (in class); Post draft of Essay #2 to PRW #2 discussion forum (3/14); Provide feedback on TWO peers’ drafts (3/18); Submit Essay #2 (3/20).</i></p>
<p style="text-align: center;">SPRING BREAK, March 7th – 13th, 2022; MCC Campus Closed</p>	
Weeks 10 – 14 3/21 – 4/24	<p>Unit 4, Writing an Argument: What is Argument? Types of Argument; Logical Fallacies; Assign Essay #3: Argument; Using MCC’s Library to Find and Evaluate Sources; Revising Sentences: Exact and Inclusive Language; Synthesizing Ideas; Recognizing and Avoiding Plagiarism; Participate in Peer Review Workshop #3; Revise & Submit Essay #3.</p> <p><i>Work Due: Reading Quiz #4 (3/23); Discussion Post #4 (3/27); Logical Fallacies Quiz (3/27); Essay Sketch #3 (3/30); MLA Scavenger Hunt Exercise (4/3); Idioms Exercise (in class); Avoiding Plagiarism Exercise (in class); Exact & Appropriate Language Exercise (in class); Post draft of Essay #3 to PRW #3 discussion forum (4/15); Provide feedback on TWO peers’ drafts (4/22); Submit Essay #3 (4/24).</i></p>

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Weeks 15 - 16	Unit 5, Final Portfolio: What is a Final Portfolio? Assign Final Portfolio; Course Wrap Up & Reflection.
4/25 – 5/6	<i>Work Due: Discussion Post #5 (5/29); Final Portfolio due Tues., Dec. 3rd, by 5:00 pm.</i>

Course Grading Information:

Students' final grades are determined as follows:

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, discussion posts, and use of SmarThinking.	10%
Participation & Attendance	Includes student's engagement with the course in discussion posts, as well as 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 prepare four major assignments in 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 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 .rtf, .doc, or .docx format. I strive to provide feedback on major assignments quickly, usually within two to three weeks of submission. If you have any questions regarding feedback, 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. Submitting an essay for a grade that was previously submitted in another course is a form of plagiarism called "multiple submission." *If you submit another person's writing as if it is your own, or if you submit work that was graded in another course, you may receive a failing grade on the assignment or in the course.*

Homework

Students complete short writing exercises, reading quizzes, and discussion posts throughout the semester, which are part of the "homework" category. Reading Quizzes consist of ten multiple-

choice or true-false questions, and students have 15 minutes to complete them (*please notify Dr. Zbeida if you receive accommodations so she can adjust the assignment*). Students also prepare discussion posts by responding to a prompt and replying to a peer's posts. A grading rubric for discussion posts appears in Brightspace. 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. Last, students share drafts of their work and provide one another with constructive feedback in Peer Review Workshop. Students may submit essays to SmarThinking for extra credit. Directions on how to submit to SmarThinking are posted in the course online (see "Look → Important Student Resources" folder in the "Start Here: Syllabus Unit"). Most quizzes are graded automatically in Brightspace, and I try to provide feedback on short writing exercises within 1-2 weeks of submission.

Participation & Attendance

Participation and attendance are crucial for this class. I expect all students to engage with the course material and with one another. Our class is a community, and we are most successful when we work together toward a common goal. I take attendance each week, and to be considered "present" students must **attend class and participate**. *This does not mean you have to answer every question—you might take notes during lecture or listen and respond to your peers during a group exercise.* Weekly attendance grades appear in Brightspace, and the "Participation/Attendance AVG" averages these grades.

NOTE: This course uses **Supplemental Instruction (SI)**, a weekly group study session led by a fellow MCC student who has succeeded in the course. Students who attend SI each week can earn extra credit (maximum +5 points) toward a major assignment grade.

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

Final Portfolio

Rather than a final exam, students will prepare a Final Portfolio 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 Peer Review Workshop or SmarThinking, 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.

Late Work, Attendance, 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 immediately (either by e-mail or phone). **Make-up work is allowed solely at my discretion.** For 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. Revisions should be sent to me as an e-mail attachment. If time allows, students may revise more than once, but 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** until you receive a 90 or above; 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. If you earned a 90, you would no longer be able to revise for a higher grade.

Student Behavioral Expectations or Conduct Policy:

In Composition I, controversial subjects often arise. **It’s important for us to engage in vigorous debate, but we must do so respectfully.** This is essential for class discussion where our success depends listening to and to empathizing with others. Throughout this course, **AVOID** making comments that disparage individuals or groups of people, especially on the basis of race, ethnicity, religion, sexual orientation, etc.. You **DO NOT** have to change your views or beliefs to succeed in this class, but your expression of those views and beliefs ***cannot intimidate other students or limit their ability to participate***. Students who disrupt the learning environment (i.e., posting inappropriate material in a discussion board) will be marked absent for the week. Inappropriate content posted in the course will be removed. If you observe any inappropriate behavior, please contact Dr. Zbeida or another MCC campus official.

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

(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)

(<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 additional guidelines specific to this course.

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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. For additional information, please visit www.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

Title IX:

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 (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It 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.

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 or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry 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 at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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 notified via 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.

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 their 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. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

Forwarding Emails:

You may forward 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 be lost or placed in junk or spam filters.

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.