

Updated 07/18/2023



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Composition I

ENGL 1301.L081

Dr. Jessica Zbeida

NOTE: This is a 16-week online course.

Composition I
ENGL 1301.L081

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 INRW 0302.

Course Notes and Instructor Recommendations:

Composition I introduces students to the conventions of academic writing. Students in this class write substantially, producing essays, research-based writing, online discussion posts, and a portfolio including revisions and a reflection on their writing process. 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 online, and students must work independently to manage their time and complete the course successfully.*

Instructor Information:

Instructor Name: Dr. Jessica Zbeida

MCC Email: jzbeida@mclennan.edu

Office Phone Number: (254) 299-8949

Office Location: FOB 113

Office/Teacher Conference Hours: TTH, 8:30 am – 10:30 am

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:

This course uses Open Educational Resources (OER), which students access online via Brightspace. Students may also purchase a print copy from Amazon (new ~\$30; used ~\$15).

Title: *Writing Guide with Handbook*

Author(s): Maria Jerskey, Michelle Bachelor Robinson, and Toby Fulwiler

Publisher: Rice University, OpenStax College (License: CC-BY)

ISBN-13: 978-1711494869 (Paperback); ISBN-13: 978-1-951693-473 (Digital)

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

Methods of Teaching and Learning:

This course uses a variety of methods to meet the learning objectives, including:

- Assigned reading and lectures
- In class and online writing discussion and exercises
- Peer review workshop (share draft & provide feedback) for writing projects
- Writing Projects (three assignments of at least 1000 words in length; includes self-evaluation assessment and reflection for each project)
- A Final Portfolio (a collection of the student's work that includes revision and reflection)

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 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 Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Before the 60% point of the semester, a student who is absent for 25% or more of a face-to-face or blended course or who misses 25% or more of assigned work for an online course will be withdrawn from the course with a grade of W. A student may also request to be withdrawn with a grade of W before the 60% point of the semester. After the 60% point of the semester, the student may request to be withdrawn if the student is passing, or be assigned the final grade earned at the end of the semester after grades have been updated to reflect missing work.

PLEASE NOTE:

- If you do not attend class before Jan. 24th (census date), you will be dropped. This may impact your ability to get future financial aid.
- If you want to drop the class before Jan. 24th, you may do so. The course won't appear on your transcript. Please speak with me first. If I can help in any way, I will. Please also check with your advisor and with the Office of Financial Aid to understand how dropping this class might affect your academic progress.
- If you withdraw from the class between Jan. 24th (census date) and Mar. 21st (the 60% point in the semester), you will receive a "W" on your transcript. Consult with me, your advisor, and Financial Aid before you make your final decision.
- **IMPORTANT:** Students are limited to **6 TOTAL** withdrawals over their undergraduate education at ALL Texas public colleges and universities they attend.
- If you miss more than four weeks of class before Mar. 21st, you may be withdrawn and receive a "W" grade on your transcript.

Course Outline or Schedule:

Download course schedule file in the "Start Here" Unit in Brightspace.

Week 1 (1/8 – 1/14)

Course Introduction: Understanding the Syllabus & Navigating the course.

- Review Syllabus Walkthrough videos on course policies, grading, expectations for attendance, participation, academic integrity, and student conduct/behavior.
- Prepare Letter to Dr. Zbeida about your writing experience and goals for the course.
- Overview of Brightspace and OER textbook (*Writing Guide with Handbook, WGH*).

Work Due: Writing Circle: Week 1 (1/12); Writing Practice: Complete Sentences (1/14); Letter to Dr. Zbeida (1/14); Read *WGH*, Ch. 3, p. 63 - 95 (1/15).

Weeks 2 – 4 (1/15 – 2/4)

Unit 1: Language, Literacy, and Identity.

- What is a Literacy Narrative? Elements of the genre (p. 69 - 71). Assign Writing Project #1: Literacy Narrative. Watch walkthrough video and review examples (p.76 - 89).
- Review Tara Westover reading/video (p. 67) and Douglass' *Narrative* (p. 71 - 76).
- Writing Practice: Run-On Sentences and Parts of a Thesis.
- Why Peer Review Matters: Overview of Peer Review Workshop process and goals. Participate in Peer Review Workshop #1 (share draft and give feedback).
- Complete Self-Evaluation for WP #1. Revise & submit Writing Project #1.

Work Due: Writing Circle: Week 2 (1/19); Writing Practice: Run-On Sentences (1/21); Writing Circle: Week 3 (1/26); Writing Practice: Parts of a Thesis (1/28); Writing Circle: Week 4, Peer Review Workshop #1 (post draft Mon., 1/29; post feedback Fri., 2/2); Submit WP #1 Self-Evaluation (2/4); Submit Writing Project #1 (2/4); Read *WGH*, Ch. 7, p.205 - 232 (2/5).

Weeks 5 – 8 (2/5 – 3/3)

Unit 2: Evaluation (Writing a Review).

- What is an evaluation? Writing a review or recommendation. Elements of the genre (p.205 - 211). Assign Writing Project #2: a Review. Watch walkthrough video and review examples (p. 216 - 223).
- Discuss Kakutani (p. 207 - 208) and Marshall (p.211 - 216).
- Writing Practice: Verb Tense; Subject-Verb Agreement; and Pronoun Agreement & Reference.
- Participate in Peer Review Workshop #2 (share draft and give feedback).
- Complete Self-Evaluation Form. Revise & submit Writing Project #2.

Work Due: Writing Circle: Week 5 (2/9); Writing Practice: Verb Tense (2/11); Writing Circle: Week 6 (2/16); Writing Practice: Subject-Verb Agreement (2/18); Writing Circle: Week 7 (2/23), Writing Practice: Pronoun Agreement & Reference (2/25); Writing Circle: Week 8, Peer Review Workshop #2 (post draft Mon., 2/26; post feedback Fri., 3/1); Submit WP #2 Self-Evaluation (3/3); Submit Writing Project #2 (3/3); Read *WGH*, Ch. 6, p. 167 - 231, and Ch. 12, p. 377 - 408 (3/11).

Weeks 9 – 13 (3/11 – 4/14)

Unit 3: Proposal (Writing about Problems and Solutions)

- What is a Proposal? Writing about problems and solutions. Elements of the genre (p.168 - 174). Assign Writing Project #3: Proposal. Watch walkthrough video and review examples (p. 182 - 194).
- Discuss Gawande & Pronovost (p. 171 - 172) and Shawn Krukowski (p.174 - 182) proposals.
- Research-Based Writing: Using MCC's library.
- Writing Practice: Using MLA Format; Paraphrase Exercise; Signal Phrases Exercise; and, Avoiding Plagiarism exercise.
- Participate in Peer Review Workshop #3 (share draft and give feedback using form).
- Complete Self-Evaluation Form. Revise & submit Writing Project #3.

Work Due: Writing Circle, Week 9 (3/15); Writing Practice: MLA Format (3/17); Writing Circle, Week 10 (3/22); Writing Practice: Paraphrase Exercise (3/24); Writing Circle, Week 11 (3/29), Writing Practice: Signal Phrases (3/31); Writing Circle, Week 12 (4/5); Writing Practice: Avoiding Plagiarism (4/7); Writing Circle, Week 13, Peer Review Workshop #3 (post draft

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Mon., 4/8; post feedback Fri., 4/12); Submit WP #3 Self-Evaluation (4/14); Submit Writing Project #3 (4/14); Read *WGH*, Ch. 20, p. 651 – 674 (4/15).

Weeks 14 – 16 (11/27 – 12/7)

Unit 5: Final Portfolio (Revision and Reflection)

- What is a Final Portfolio? Elements of the genre (p. 651 - 656). Assign Final Portfolio: Portfolio Reflection and Self-Evaluation. Watch walkthrough video and writing process (p. 661 - 666).
- Discuss Sandra Cisneros (p. 652 - 654) and Dale Trumbore sample (p. 656 - 661).
- Complete Self-Evaluation Form. Revise & submit Final Portfolio.

Work Due: Writing Circle, Week 14 (4/19); Writing Practice: Commas (4/ 21); Writing Circle, Week 15 (4/26); Final Portfolio due **Tues., Apr. 30th, by 10:00 pm.**

Course Grading Information:

Students' final grades are determined as follows:

Course Component	Description	Percentage
Writing Projects	Three writing projects, each focused on a different writing genre (1000-1400 words in length; two projects involve research).	60%
Homework	Includes weekly Writing Circle and Writing Practice exercises; exercises focus on developing writing projects and strengthening skills.	10%
Participation & Attendance	Includes student's engagement with the course online, as well as communication with peers in workshop and with the instructor.	10%
Final Portfolio	Final project that presents a collection of the student's work over the semester; includes self-reflection feedback form.	20%

Writing Projects

Students prepare four writing projects in this course: a Literacy Narrative, a Review, and a Proposal (with five or more academic sources). Projects range between 1000-1400 words in length. Most students prepare essays, but projects are flexible. If you want to use another medium for your project (such as creating a podcast, video, or website), please contact me. I am happy to discuss alternatives, so long as they satisfy the genre and project requirements. **Detailed instructions for each project and an assessment rubric appear in Brightspace/D2L.**

All projects are submitted online—for essays, upload your files in **Rich Text (.rtf)** or **MS Word (.docx)** format. Contact me if your work is in an alternative format. I strive to provide feedback quickly, usually within two to three weeks of submission. If you have questions regarding feedback, please contact me.

Each writing project includes Peer Review Workshop, an activity in which you share your draft and give (and receive) specific, constructive feedback. This is an opportunity to practice the same interpersonal and communication skills you need in your professional life (and to improve your writing projects). Instructions for Peer Review Workshop appear in Brightspace. Before submitting your project, you also complete a Self-Evaluation Feedback Form that assesses what you did and learned. In this form, you suggest a grade for your work. **Both Peer Review Workshop and the Self-Evaluation Feedback Form appear in the project assessment rubrics—they matter. Don't forget about them 😊**

NOTE: All assignments are scanned by TurnItIn, a plagiarism detection software tool in Brightspace. TurnItIn compares submissions to material in their database, which includes work submitted by students at colleges and universities across the country and information available online. TurnItIn also scans text to determine if it was created with AI tools, such as ChatGPT. *If you submit text that is not your own or that was (or is) being submitted for a grade in another course, you risk serious academic consequences, such as receiving a failing grade on the assignment, in the course, and/or a disciplinary referral. Please don't do it.*

Homework

Each week of the course includes short writing exercises in Writing Circle and Writing Practice, which make up the “homework” category. I drop the three lowest grades in this category. Homework grades primarily depend on your participation and engagement. To receive credit for Writing Circle, for instance, students must **prepare a post (including an attached exercise file or draft) AND respond to at least TWO classmates' posts**. Learning requires participation (or I think it does). As you share your work and reflect on your learning and growth, Writing Circle promotes mindfulness toward your writing process.

For Writing Practice, you may watch a video or review a presentation (most often from Excelsior OWL) on an important skill in grammar, mechanics, and/or citation. Then, you complete a short exercise to practice the material. You may do the exercise as many times as you like until you get the correct answers. **To receive credit, save a copy of the last slide of each activity (which includes a summary of the questions and your answers).** Excelsior OWL has posted instructions below each presentation exercise to guide you through this process. Then, **upload your file to the Writing Practice assignment submission folder in Brightspace.** If you have any problems saving your work, please contact me.

Participation & Attendance

Participation and attendance are essential. 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 record attendance each week. To be “present,” you must **attempt at least one assignment due that week** (such as Writing Circle, Writing Practice, or a Writing Project submission). Weekly attendance grades appear in Brightspace, and the “Participation/Attendance AVG” is the number of weeks you attended divided by the total number of weeks.

You may miss two weeks of class without any academic penalty. **If you miss three weeks of class, you may receive a lower Participation & Attendance Grade. If you miss four weeks or more, you may be withdrawn from the course or receive a failing grade.** *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, you will prepare a digital Final Portfolio that demonstrates your learning and growth as a writer this semester. An assignment description and rubric for the Final Portfolio appears in Brightspace. To prepare your portfolio, you may use Wix or GoogleSites to build a website with your content, along with video and audio descriptions of your learning and growth. The portfolio should have a homepage and three “child” pages that present your work. Your portfolio may include additional material, but it must have:

- A **Copy of a Letter Written to Dr. Zbeida** at the beginning of the semester
- A **Revision of one Writing Project** (this page/section should include an outline or first draft; a list of three revision goals based on feedback from peer review workshop and/or tutoring; and, a copy of the revision file)
- A **Growth Mindset Form/Quiz** (posted in Brightspace) with several questions to prompt reflection, along with a paragraph (or video) that reflects on how your attitudes about learning, ability, and intelligence have changed this semester
- A **Course Reflection video, podcast, or paper** (750+ words) that describes and reflects upon on your experience in the course, including the goals you set for your learning, what you achieved (and what may not have been achieved), and what you hope to do next with the knowledge, skills, and experience you acquired in this class

Late Work and Revision Policies:

In this course, you may submit one Writing Project up to 72 hours late without penalty. In rare cases (hospitalization, serious car accident, etc.), I will allow students to submit additional work late on a case-by-case basis. **If something happens that may affect your ability to submit your work, please contact me immediately (either by e-mail or phone).** Make-up work is allowed solely at my

discretion. **Writing Projects that are not submitted within ONE WEEK of the original deadline receive a “0” grade.**

Revision Policy: You may revise writing projects that receive a grade below an “A.” When I return a project with feedback, you have **ONE WEEK** to revise. You can send your revision file as an e-mail attachment or submit it in Brightspace. You may revise more than once, and 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. If you receive a 60 on an essay and submit a revision, you could get up to 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:

It’s important for us to engage in vigorous debate and to do so respectfully. This is essential for class discussion and workshop. Success depends on listening to and to empathizing with others. In this course, **strive to keep an open mind**, particularly toward your peers. We all have our own identity and experience—this is a strength ☺

You **DO NOT** have to change your views or beliefs to do well in this class, but your expression of those beliefs ***cannot intimidate other students or limit their ability to participate***. If you disrupt the learning environment (i.e., posting inappropriate material in a discussion board), I will mark you “absent” for the week and remove the content. As a student, if you observe or experience inappropriate behavior, contact me and/or the MCC Campus Police.

Note on Academic Integrity & Plagiarism: Work submitted in Brightspace is reviewed by TurnItIn, a plagiarism detection software. TurnItIn compares submissions to material in its database, and it scans texts for markers that the work was AI-generated (ChatGPT, etc.). Review MCC’s Academic Integrity policies carefully. *If you submit another person’s writing as if it is your own, or if you submit work (your own or someone else’s) that was graded in another course, you may receive a failing grade on the assignment or in the course.*

[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.

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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. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>

Additionally, Title IX provides rights and protections for pregnant and newly parenting students. 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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>)

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing success@mclennan.edu.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to <https://calendly.com/paulannespantry-mcc/15min>.

The CREW, Success Coaches, and Paulanne's Pantry are all located on the second floor of the Student Services building in Success Coaching Services.

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:

Please view our [Academic integrity statement](#) for more information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

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. For more information about your student email account, go to www.mclennan.edu/studentemail.

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.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

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.

For more helpful information about technology at MCC, go to [MCC's Tech Support](#) or email helpdesk@mclennan.edu.

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.