



Syllabus

Course Name: Composition I

Course Number: ENGL 1301

Semester & Year: Fall 2021

Instructor Information

Name: Tamara Richert
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Office Hours: daily 7:30-8:00 and 3:30-3:50

Textbook Information: *Steps to Writing Well: With Additional Readings*

Additional Resources: Purdue online writing lab (the owl)
<https://owl.english.purdue.edu/owl/>

Materials needed: writing tools and paper

Course Description: An 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.

Prerequisite: Completion of English 0032 with a C or better, a satisfactory score on ACT, SAT, or Writing Section of the Accuplacer, THEA, or Compass

Student Learning Outcomes for the Course: Upon completion of this course, students will:

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

Basic Intellectual Competencies: (The following reflect the state-mandated perspectives taught in this course) Reading and Writing, Listening and Speaking, Critical Thinking and Problem Solving, and Computer Literacy

Student Requirements for Completion of the Course:

Students will write five essays over the course of the semester that will include a research essay of 4-6 pages in length, use Modern Language Association (MLA) documentation and format, and require a minimum of five sources. Essay topics will be based on the following strategies/modes: exposition (process analysis, comparison/contrast, definition, classification, cause and effect), argumentation/persuasive, description, narration, and/or evaluation. At least one essay will be written in class under supervision. Instructors will use the Texarkana College Grading Rubric for English 1301 Composition I and English 1302 Composition II. Students will take the English 1301 Departmental Pre-test and Post-test. Daily assignments will consist of quizzes based on reading of the text, grammar assignments, peer-editing, as well as draft deadlines. **Failure to turn in any one of the essays will result in a failing grade for the course.**

Student Assessment:

Essays: 50%

All essays will receive a grammar and composition grade. The research paper will receive a grammar, composition, and citing grade.

Post-test: 30%

Daily Assignments: 20%

Drafts, group work, computer lab work, peer-editing, grammar and skill quizzes, and reading assignments.

Grading Scale:

Grade	
A	90-100
B	80-89
C	70-79
D	60-69
F	59-below

Note: for high school credit, you may not receive lower than a C. Also, a semester of college credit does not average with a regular credit class—they are separate.

Attendance Policy: Follow LEISD attendance policies.

Make-up Policy: Late work will be accepted late with the maximum of a 70 unless otherwise determined.

Academic Dishonesty Policy: Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F". This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If a student has an accommodation letter from the Recruitment, Advisement, and Retention Department indicating that he or she has a disability that requires academic accommodations, the student should present the letter to the instructor so accommodations can be made. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Class Policies: Follow all LEISD rules and guidelines

Major Essays: All major essays must have two rough drafts. Rough drafts must be completed the class day before the final paper is due. On this day, each student will edit and revise essays. Each student must bring a copy of his/her rough draft in order to receive daily work points for that day.

NOTE: The above guidelines are subject to amendment by the instructor at any point during the semester.

Turning in a paper: All papers should be turned in the following order from top to bottom: 1. Final, printed paper with all pages including works cited page if applicable. 2. Outline (may be typed or handwritten). 3. At least two rough drafts (may be typed or handwritten, but must have handwritten corrections).

All papers must be turned into Google with no more than 8% plagiarism rate

Guidelines for all papers:

- a. Typed: 12 point font, Times New Roman, double spaced, with 1-inch margins
- b. Well developed thesis
- c. Paragraphs with topic sentences, examples, and conclusion sentences
- d. Title—must meet title requirements
- e. Heading: Example

John Smith (your name)
Ms. Richert
English: Composition I
12 May 2011 (due date)

- f. Works Cited page with a hanging indent. All citations in alphabetical order and no URLs.
- g. Proper in-text citations for all quotes or paraphrased information
- h. Last name and page numbers at the top, right corner of each page.
- i. Original: 92% of your paper must contain your thoughts and words. Only 8% can be quoted or paraphrased information.

TC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle injuries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robinson Road, Texarkana, TX 75599, (903) 823-3017, human.resources@texarkanacollege.edu

COVID Statement – Alternate Operations during Campus Closure:

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include but are not limited to: online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website, (www.texarkanacollege.edu) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

- **Alternate Operations during Campus Closure**

The ongoing Covid-19 situation will require that some course materials and instruction are provided through an online and/or virtual format. Even if all or a portion of a class was originally scheduled to meet face to face, social distancing guidelines associated with Covid-19 will limit the number of students who are able to attend face to face classes in person simultaneously. Further, circumstances associated with Covid-19 could cause the college to be forced to shift completely to an online and/or virtual delivery at any time during the semester. While TC faculty members are committed to providing students the option of face to face instruction if possible, students should be prepared to continue their classes in an online and/or virtual environment if necessary. Texarkana College is committed to maintaining engaging, high quality instruction regardless of the delivery format.

- **Protocols for Exposure**

COVID -19 Protocols for Exposure

At Texarkana College, our mission is to advance our community through attainable higher education and lifelong learning. We cannot fulfill our mission without our most important resource: people. Our top priority is to provide a working and learning environment that is safe and reassuring to those who are the most vulnerable among us. This plan represents a gradual, phased approach to return to work or class on the TC campus as safely as possible.

I was around someone who tested positive to COVID-19. Now what?

Some very important questions need to be asked if you were around someone who tested positive for COVID-19...

- Were you within 6 feet of someone who has COVID-19 for at least 15 minutes?
- Have you provided care at home to someone who is sick with COVID-19?
- Did you have direct physical contact with the person (touched, hugged, etc.)?
- Did you share eating or drinking utensils?
- Did they sneeze, cough, or somehow get respiratory droplets on you?
- Are you feeling symptomatic?

Remember, the wearing of face masks, frequent hand sanitization, and social distancing has proven to significantly decrease the likelihood of transferring COVID-19.



If you answered YES to any or all the questions above, it is recommended that you...

- Stay home for 14 days after your last contact with a person who has COVID-19
- Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19
- If possible, stay away from others, especially people who are at higher risk for getting very sick from COVID-19

Special note for Healthcare Workers and Emergency Responders

*In your workplace setting, you may have been exposed to someone who has tested positive. You may continue to come to campus IF you maintained all protocols required by your employer so long as those protocols include the mandatory wearing of PPE.

Class Schedule:

Date:	Activity:	Due:
Week 1: Aug. 11-13 3	Wednesday/Thursday: <ul style="list-style-type: none"> ● Review school expectations and syllabus. ● Take pre-test ● Register for Moodle and Google Classroom. ● Review pre-test Friday/Monday: <ul style="list-style-type: none"> ● Update resumes/peer edit/finalize resumes ● Grammar 1-2 	
Week 2: August 16-20 5	Tuesday/Wednesday: <ul style="list-style-type: none"> ● Chapter One—Prewriting—notes and activities ● Practice Prewriting ● Grammar 3-4 Thursday/Friday: <ul style="list-style-type: none"> ● Chapter Two—Thesis—notes and activities ● Practice thesis ● Grammar 5-6 	<u>Wednesday: Final Resumes due</u>
Week 3: Aug. 23-27 5	Monday/Tuesday: <ul style="list-style-type: none"> ● Chapter Three—body paragraphs—notes and activities ● Practice Body Paragraphs ● Grammar 7-8 Wednesday/Thursday: <ul style="list-style-type: none"> ● Chapter Four—beginnings and endings—notes and activities ● Practice Beginnings and endings ● Grammar 9-10 Friday/Monday: <ul style="list-style-type: none"> ● Expository essay activities/prewrite/outline ● Grammar 11-12 	
Week 4: Aug. 30 Sept. 3 5	Tuesday/Wednesday: <ul style="list-style-type: none"> ● Expository body I/edit/revise ● Grammar 13-14 Thursday/Friday: <ul style="list-style-type: none"> ● Expository body II/edit/revise ● Grammar 15-16 	Monday: expository outline due Wednesday: body I due Friday: body II due

<p>Week 5: Sept. 7-10 4</p>	<p>Monday: holiday Tuesday/Wednesday: <ul style="list-style-type: none"> Expository introduction and conclusion/edit/revise Grammar 19-20 Thursday/Friday: <ul style="list-style-type: none"> Moodle lessons/practice/quizzes/revise essay along the way Commas Grammar 21-22 </p>	<p><u>Wednesday: final essay due</u></p> <p><u>All Moodle quizzes will be taken in class</u></p>
<p>Week 6: Sept. 13-17 5 End of grading period</p>	<p>Monday/Tuesday: <ul style="list-style-type: none"> Semicolon/colon Grammar 25-26 Wednesday/Thursday: <ul style="list-style-type: none"> Apostrophes Grammar 27-28 Friday/Monday: <ul style="list-style-type: none"> Subject/Verb Grammar 29-30 </p>	<p>All Moodle quizzes will be taken in classes</p>
<p>Week 7: Sept. 20-24 5</p>	<p>Tuesday/Wednesday: <ul style="list-style-type: none"> Chapter 10—persuasion—notes/activities/articles highlighted and cited Grammar 31-32 Thursday/Friday: <ul style="list-style-type: none"> Persuasive outline Grammar 33-34 </p>	<p><u>Wednesday: articles due</u></p> <p><u>Friday: outline due</u></p>
<p>Week 8: Sept. 27- Oct. 1 5</p>	<p>Monday/Tuesday: <ul style="list-style-type: none"> Persuasive Body I/edit/revise Grammar 35-36 Wednesday/Thursday: <ul style="list-style-type: none"> Persuasive body II/edit/revise Grammar 37-38 </p>	<p><u>Tuesday: body I due</u></p> <p><u>Thursday: body II due</u></p>
<p>Week 9: Oct. 5-8 4</p>	<p>Monday: Holiday Friday/Tuesday: <ul style="list-style-type: none"> Persuasive refute/edit/revise Grammar 39-40 Wednesday/Thursday: <ul style="list-style-type: none"> Persuasive introduction Grammar 41-42 Friday/Tuesday: <ul style="list-style-type: none"> and conclusion/edit/revise </p>	<p><u>Tuesday: refute due</u></p> <p><u>Thursday: introduction due</u></p>

	<ul style="list-style-type: none"> ● Grammar 43-44 	
<p>Week 10: Oct. 11-15 4</p>	<p>Monday: holiday Wednesday/Thursday:</p> <ul style="list-style-type: none"> ● Chapter Fifteen—Response—notes and activities ● Response article highlighted and outline ● Grammar 45-46 <p>Friday/Monday:</p> <ul style="list-style-type: none"> ● Response introduction/edit/revise ● Grammar 47-48 	<p><u>Tuesday: final essay due</u></p> <p><u>Thursday: outline due</u></p>
<p>Week 11: Oct. 18-22 5</p>	<p>Tuesday/Wednesday:</p> <ul style="list-style-type: none"> ● Response body I/edit/revise ● Grammar 49-50 <p>Thursday/Friday:</p> <ul style="list-style-type: none"> ● Response body II/edit/revise ● Grammar 51-52 	<p><u>Monday: introduction due</u></p> <p><u>Wednesday: Body I due</u></p> <p><u>Friday: body II due</u></p>
<p>Week 12: Oct. 25-29 5 End of grading period</p>	<p>Monday/Tuesday:</p> <ul style="list-style-type: none"> ● Response conclusion/edit/revise ● Grammar 53-54 <p>Wednesday/Thursday:</p> <ul style="list-style-type: none"> ● Moodle lessons and quizzes ● Comma splice ● Grammar 55-56 <p>Friday/Tuesday:</p> <ul style="list-style-type: none"> ● Pronouns ● Grammar 57-58 	<p><u>Tuesday: final essay due</u></p> <p><u>All Moodle quizzes will be taken in class</u></p>
<p>Week 13: Nov. 2-5 4</p>	<p>Monday: holiday Wednesday/Thursday:</p> <ul style="list-style-type: none"> ● parallelism <p>Friday/Monday:</p> <ul style="list-style-type: none"> ● MLA 	<p><u>All quizzes will be taken in class</u></p>
<p>Week 14: Nov. 8-12 5</p>	<p>Tuesday/Wednesday:</p> <ul style="list-style-type: none"> ● Chapter 14—Research—notes and activities/sources highlighted and cited <p>Thursday/Friday:</p> <ul style="list-style-type: none"> ● Research sources highlighted and cited 	<p><u>Friday: all sources due</u></p>
<p>Week 15: Nov. 15-19</p>	<p>Monday/Tuesday:</p> <ul style="list-style-type: none"> ● outline <p>Wednesday/Thursday:</p> <ul style="list-style-type: none"> ● Research body I/edit/revise 	<p><u>Tuesday: outline due</u></p> <p><u>Thursday: body I due</u></p>

5	Friday/Monday: <ul style="list-style-type: none"> Research body II/edit/revise 	
Week 16: Nov. 22-26	Thanksgiving	
Week 17: Nov. 29-Dec. 3 5	Tuesday/Wednesday: <ul style="list-style-type: none"> Research body III/edit/revise Thursday/Friday: <ul style="list-style-type: none"> Research body IV/edit/revise 	<u>Monday: body II due</u> <u>Wednesday: body III due</u> <u>Friday: body IV due</u>

Week 18: Dec. 6-10 5	Monday/Tuesday: <ul style="list-style-type: none"> Research body V/edit/revise Wednesday/Thursday: <ul style="list-style-type: none"> Research body VI/edit/revise Friday/Monday: <ul style="list-style-type: none"> Research body VII/edit/revise 	<u>Tuesday: body V due</u> <u>Thursday: body VI due</u>
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Week 19: Dec. 13-15 3	Tuesday/Wednesday: <ul style="list-style-type: none"> Research body VIII/edit/revise Thursday/Friday: <ul style="list-style-type: none"> Research introduction and conclusion/edit/revise 	<u>Monday: body VII due</u> <u>Wednesday: body VIII due</u> <u>Friday: final essay due</u>
	<u>Final will be whenever is agreed upon</u>	

Please note that I may make changes to the syllabus at any time!