



## Syllabus

**Course Name: Composition I**

**Course Number:** ENGL 1301

**Semester & Year:** Summer I 2016

### **Instructor Information**

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Office Hours:

### **Textbook Information:**

*Comp 3* by Van Rys/Meyer/Vandermeij/Sebranek ISBN: 978-1-305-11271-0

### **Materials needed:**

Black pens, white, lined notebook paper, notebook/folder, writing journal, packet of highlighters (yellow, pink, orange & blue/green)

**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. **Note:** ENGL 1301 is now a pre-requisite for all 2000-level literature courses. This change was a result of recommendations by the English faculty group for 2011 Learning Objectives project.

Students enrolled in ENG 1301 who are not taking it for college credit must meet one of the following requirements: a satisfactory score on ACT, SAT, or Writing Section of the Accuplacer, THEA, or Compass; or have an 85 overall average of the previous year's English grade AND make a passing score on the Summer Reading Test.

### **Exemplary Objectives: (The following reflect the state-mandated perspectives taught in this course.):**

**Communication:** (composition, speech, modern language) The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. To understand and demonstrate writing and speaking processes thought invention, organization, drafting, revision, editing, and presentation
2. To understand the importance of specifying audience and purpose and to select appropriately communication choices

3. To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument
6. To develop the ability to research and write a documented paper and/or to give an oral presentation

**Student Learning Outcomes:** Upon completion of this course, the student will be able to demonstrate the following learning outcomes:

1. Ability to analyze and discuss a reading assignment in terms of its rhetorical strategies or modes: narration, description, definition, illustration or exemplification, classification, process, analysis, comparison and contrast, cause and effect, and analogy
2. Ability to analyze and discuss a reading assignment in terms of its central idea, thesis, author's purpose and intended audience
3. Ability to write unified, coherent paragraphs by making each sentence contribute to the topic idea, arranging sentences of a paragraph in a clear logical order, linking sentences in a paragraph by means of using pronouns referring to antecedents in the preceding sentences, linking sentences in a paragraph by using transitional words and parallel sentence structure
4. Ability to arrange sentences in paragraph to emphasize the most important point of the paragraph, to select words and arrange them in the sentence to emphasize the most important part of the paragraph, and to vary the structure and length of sentences to make a composition more pleasing and effective
5. Ability to use subordination in a sentence to relate ideas more concisely and effectively
6. Ability to avoid needless shifts in tense, mood, voice, persons, number, tone, and style
7. Ability to recognize sentence fragments and to judge when and when not to use them
8. Ability to recognize and correct ineffective comma splices and/or fused sentences
9. Ability to correctly use and correct errors in pronouns, adverbs, adjectives, modifiers, verbs, italics, and capitalization
10. Ability to correctly use and correct errors in semicolons, commas, and other forms of punctuation
11. Ability to use words that are exact, idiomatic, and fresh
12. Ability to avoid both wordiness and omitting a word or phrase necessary to the meaning of a sentence
13. Ability to outline according to the standard principles of outlining
14. Ability to use a standard college English handbook to correct errors in writing
15. Ability to use metaphors, personifications, and similes effectively
16. Ability to locate and document sources in a research paper from primary and

secondary sources using the library, including the Internet and other electronic information sources.

17. Demonstrate knowledge of individual and collaborative writing processes
18. Develop ideas with appropriate support and attribution
19. Write in a style appropriate to audience and purpose
20. Read, reflect, and respond critically to a variety of texts
21. 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 Reference: [ccrs@theccb.state.tx.us](mailto:ccrs@theccb.state.tx.us)

**Student Requirements for Completion of the Course:**

Students will write five to eight essays (ten to sixteen for dual credit students) 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.

**Student Requirements for Completion of the Course:**

Four major essays (ten to fifteen major essays for dual credit students) will be assigned including a research paper. These essays will utilize time in and out of class. Each of these essays will be valued at 100 points with the exception of the research paper which will be valued at 600 points for a total of 50% of the overall grade. Tests will account for the remaining 50% of the grade as per Linden-Kildare CISD School Board policy. LK students will also take weekly vocabulary quizzes as well as quizzes over assigned reading/grammar topics. **Failure to turn in any one of the essays will result in a failing grade for the course.**

**Points for each essay**

Comparison-Contrast Essay-Content	50
Comparison-Contrast Essay – Grammar	50
Persuasive Essay-Content	50
Persuasive – Grammar	50
Research Essay – Content	100
Research Essay – Grammar	200
Research Essay – MLA Citations & Sources	100
Research content	100
Collaborative Project/Presentation	100

Narrative Essay – Content	100
Narrative Essay – Grammar	100

**Points for each daily Assignment**

Grammar Assignments	100
Grammar Quizzes	100
Journal	100

**Student Assessment:**

Assignments and Assessments	Percentage of overall grade	# of Activities	Total Percentage of Final Grade
Essays/Daily Assignments/Quizzes	50%	10 – 16 + research assignment	50 %
Major Tests	50%	4 + tests	50
Total Points/Percentage Possible			100 %

**Grading Scale :**

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

**Class Schedule:**

Week	Date	Material to be covered
Week	1	Introduction; Course Requirements; how to write an analysis essay, audience, purpose, grammar and vocabulary inclusion, short stories, epics, etc.
Week	2	Have student sign syllabus sheet to keep on file; Pre-test; Grammar Review, Compare/contrast essay, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	3	Planning & Drafting ; Description - In-Class Essay –Descriptive Essay; style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	4	Revising & Editing, Essay ,Comparison-Contrast essay, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	5	Comparison-Contrast, classification and cause and effect essay, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	6	Comparison-Contrast Essay Due; Persuasive Writing , style, audience, purpose,

		grammar and vocabulary inclusion, short stories, epics and poetry
Week	7	Persuasive Writing – Peer-editing ; Research strategies, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	8	Persuasive Essay Due; “Research” 363-409 Library Tour & Research, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	9	Research, MLA Documentation, Annotated Bibliography Due, Discuss Plagiarism, Paraphrasing, Summarizing 363-409, MYCOMPLAB
Week	10	Research, MLA Documentation, Annotated Bibliography Due, Discuss Plagiarism, Paraphrasing, Summarizing , style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	11	Research Essay Due, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	12	Narration 9OR Cause-Effect, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	13	Peer-editing, Narrative Essay Due, OR Cause-Effect Essay Due, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	14	Argumentative essay, style, audience, purpose, grammar and vocabulary inclusion, short stories, epics and poetry
Week	15	Style, audience, purpose, grammar review and vocabulary inclusion, short stories, epics and poetry
Week	16	Final Exam Week – Post Test

Please Note: Grammar, mechanics, and usage will be reviewed throughout the semester. Journal assignments will also be posted.

### **Attendance Policy:**

Students need to attend class and participate in important class discussions, instructions, and information. If a student misses more than four days for TTH/MW classes or two days for night or summer classes, he/she will be dropped from the class. If a student is dropped from class, the last date of attendance will be recorded and sent to the Admissions Office. If a student is dropped, he/she may be responsible for paying back money received from grants or scholarships. Students also need to arrive to class on time. Students entering class ten minutes after the class has begun will be counted tardy. Three tardies will count as one absence.

Dual Credit students will adhere to the attendance policy as set forth by Linden-Kildare CISD AND Texarkana College.

### **Drop Date:**

The official drop date for the course is **Friday, July 1, 2016**, which is the last date for the student to drop this course with a W and/or the last date for the instructor to drop a student with a W.

**Make-up Policy:**

If the student is absent, it is the student's responsibility to make arrangements to complete the assignments within one week of the absence; however, if a student misses on a day that an essay is due, the student is still responsible for turning the essay in on time. No late work will be accepted after one day. Thirty points will be deducted for the one day late work. If a student is excused for a Linden-Kildare or Texarkana College extra-curricular activity, religious holiday, or military service, the student must receive prior approval from the Linden-Kildare High School principal, the Texarkana College Dean of Students and the instructor. Assignments must be completed prior to the excused absence.

**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 Linden-Kildare High School Principal or the Texarkana College 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. For Texarkana College Students, 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. Linden-Kildare High School students are to contact the counselor's office at the high school.

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.

**Major Essays:** All major essays must have a rough draft. 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.

Additional requirements for these papers are listed below:

1. All papers must be typed and double-spaced using 14 point Times New Roman in black ink. The Linden-Kildare High School Library has computers available for LK students. For Texarkana College students, the second floor of the Humanities Building has a Macintosh Writing Lab available. **Be sure to save all work!**
2. Plan ahead! Computer emergencies can and do happen, but they will not be an excuse for a late paper.
3. Rough drafts and final papers must be turned in together the day they are due. No folders, please. Remember to always retain copies of the essays.
4. Unless otherwise instructed, students will type the following information on the right hand corner of the first page of each essay and type in a Header with their full name and page number on remaining pages:  
Title of Paper  
Student's Name  
English 1301. Section Number  
Ms. Gail Dorgan  
Date
5. Any paper turned in after class on the day the paper is due will be considered late. No work will be accepted.

**Daily Work:** Daily work may include quizzes, in-class essay questions, reading response journal, collaborative work, and peer editing.

### **Assignment Headings**

The following information should be placed in the right corner of each assignment to be turned in: Name (First and last)  
1301. (Class & Section)  
Date

Also, write the name of the chapter, assignment title, and page number on the page at the top.

### **Viewing Grades:**

Grades are available via an online grade book- Engrade ([www.engage.com/students](http://www.engage.com/students)) - Student grades are posted throughout the semester; Students will receive information about accessing grades by the third week of class.

### **TC Email:**

Students should check their TC Email account on a regular basis to check for general information sent from campus or instructors. Also, when emailing the instructor, the students should use the TC Email account. Linden-Kildare students will receive information on email at a to-be-determined by the administration of LKCISD office.

**Class Policies:** Cell phones and beepers must be turned off and not visible in the class unless an emergency situation exists. This situation must be discussed with the instructor prior to class. If a student is caught text-messaging in class, the student will be dropped from the class. If a student's cell phone rings in class, the student will receive a warning and will be dropped from class after the second offense.

Students should make arrangements with the instructor in advance if they need to leave class before dismissal. There will be a zero tolerance policy for any behavior that is disruptive of classroom learning. This includes ANY use of vulgar language or rude behavior toward instructor or any other student in the class.

Only plastic bottled drinks will be allowed in the classroom. No other food or drinks are permitted.

Revised 06/06/16