CENTRAL TEXAS COLLEGE
SYLLABUS FOR ENGL 1301
COMPOSITION I
Saturdays, Oct 14th-Dec 9th, 2017
Semester Credit: 3

Instructor: Ms. Laura J. Powell

OFFICE HOURS: Saturday afternoon or By Appointment

I. INTRODUCTION

ENGL 1301 is the first semester of Freshman English and is designed to meet the first semester English requirement for students transferring to a senior college or for students desiring the general education of the first two years of college. The course aims primarily at helping students develop skills and techniques necessary for writing effective expository prose. Emphasis is placed on sentence structure, word choice, paragraph development, and organization of the whole essay. Analysis of selected expository prose serves as a vehicle for learning, communicating, and critical analysis. Prerequisite: DSWR 0302 or equivalent with a grade of “C” or better or appropriate test score(s).

II. LEARNING OUTCOMES

Upon successful completion of this course, Composition I, students will be able to do the following:

A. Organize their thoughts into effective sentences and sentences into paragraphs which adequately expand a central thought.
B. Individually and collaboratively read, reflect, and respond critically to a variety of texts.
C. Organize paragraphs into logical, coherent compositions which effectively communicate to an intended audience.
D. Develop ideas with appropriate support and attribution.
E. Use Edited American English in academic essays.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books.

IV. COURSE REQUIREMENTS
A. Reading Assignments:
Text reading assignments from *The St. Martin’s Handbook* and *The Longman Reader* will be given frequently. This material is to be carefully studied in preparation for class lecture and discussion.

B. Papers:
Several essays will be written during the semester, some of which should be written in class (see Units Two and Three of the "Course Outline"). These assignments will be supplemented by out-of-class exercises. An outline must accompany every essay submitted.

C. Class Performance:
Students are required to attend all classes, bring textbooks and other supplies to class, and learn to take and keep good class notes. Students whether present or absent, are responsible for all assignments. The student must contact the instructor concerning any missed assignments. Students enrolled in blended courses must attend all class meetings.

D. Class Participation:
Students are to participate constructively in class discussion and attend class regularly and punctually. *Students will keep an informal journal for instructor’s review and complete bell ringer type grammar activities for a grade.*

E. Grading Standards:
**Major Errors:**
Each of the following errors carries a substantial penalty. The chapters in the *The St. Martin’s Handbook* that explain each error are given in parentheses.

ME 1: Glaring error in case or reference (32)
ME 2: Lack of subject-verb or pronoun-antecedent agreement (31, 32)
ME 3: Sentence fragment (37)
ME 4: Comma splice (36)
ME 5: Run-on sentence (36)
ME 6: Misspelling of common words (28)
ME 7: Misuse of semicolon (45)
ME 8: Other glaring errors (for example, failure to capitalize a proper noun or use of a non-standard word such as "ain’t" or "hisself")

**CHEATING AND PLAGIARISM:** Plagiarism and Collusion (using another’s work as one’s own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor) are serious infractions of College policy, and Cheating on an exam is equally serious. Students found guilty of cheating, collusion, or plagiarism will receive an “F,” as in a zero (0), on the assignment or test. Serious and repeated infractions of this type may result in graduated consequences and disciplinary action by Central Texas College, reference their website and policies regarding scholastic honesty. Both paraphrasing (rewording) and direct quotations require the sources to be cited with parenthetical citations within the paragraphs, and a works cited page or bibliography at the end of the paper.
**Grading Standards Guide**

<table>
<thead>
<tr>
<th></th>
<th>SUPERIOR (A-B)</th>
<th>AVERAGE (C)</th>
<th>UNACCEPTABLE (D-F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>A significant central idea clearly defined, and supported with concrete, substantial, and consistently relevant detail</td>
<td>Central idea apparent but trivial, or trite, or too general; supported with concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy</td>
<td>Central idea lacking, or confused, or unsupported with concrete and relevant detail</td>
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<tr>
<td>ORGANIZATION: Rhetorical and Logical Development</td>
<td>Theme planned so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis; paragraphs coherent, unified, and effectively developed; transitions between paragraphs explicit and effective</td>
<td>Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs clear but abrupt, mechanical, or monotonous</td>
<td>Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, redundancy, or inconsistency; paragraphs incoherent, not unified, or undeveloped; transitions between paragraphs unclear or ineffective</td>
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<tr>
<td>ORGANIZATION: Sentence Structure</td>
<td>Sentences skillfully constructed (unified, coherent, forceful, effectively varied)</td>
<td>Sentences correctly constructed but lacking distinction</td>
<td>Sentences not unified, incoherent, fused, incomplete, monotonous, or childish</td>
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<tr>
<td>DICTION</td>
<td>Distinctive: fresh, precise, economical, and idiomatic</td>
<td>Appropriate: clear and idiomatic</td>
<td>Inappropriate: vague, unidiomatic, or substandard</td>
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<tr>
<td>GRAMMAR, PUNCTUATION, SPELLING</td>
<td>Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling</td>
<td>Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling</td>
<td>Communication obscured by frequent deviations from standard grammar, punctuation, and spelling</td>
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<tr>
<td>MAJOR ERRORS</td>
<td>No major errors (A), not more than one major error (B)</td>
<td>Not more than two major errors</td>
<td>Nor more than three major errors (D), four or more major errors (F)</td>
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**F. Attendance Policy**

Attendance will be taken. Excessive absences may result in loss of credits. Regular and punctual class attendance at all scheduled classes is expected. Each faculty member will inform students of the attendance policy and the course objectives at the initial class meeting.

1. Students are required to be in class on time. Instructors may choose to lower a student’s grade because of tardiness. Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Due process and the right to appeal will be provided to students subject to disciplinary action.
2. Only instructors can authorize an excused absence. Regardless of the reason for the absence, the student is responsible for completing all coursework covered during any absence.
3. Failure to meet the attendance requirements in a course may result in a lower grade or failure in the course.
4. An instructor may initiate an administrative withdrawal if a student fails to meet the attendance requirements or is not making satisfactory progress toward the course objectives. The instructor may assign a grade of "FN" or "XN" at the time of the administrative withdrawal.

5. Excessive Absences - Students who have not attended class by the 12th class day of a 16-week course or the 6th class day of an 8-week course may be administratively dropped by the instructor. Students may be administratively withdrawn from any class when their absences reach a total equal to 12.5% of the class hours for the course; and in the opinion of the instructor, the student cannot satisfactorily complete the course. Example: Students attending a 48-hour class during an 8-week period normally meet 180 minutes each session for 16 sessions. Those students accumulating two (2) unexcused absences are subject to Administrative Withdrawal since the total unexcused absences equal 12.5% of class hours for the course. Those students attending a 48-hour class during a 16-week period normally meet 90 minutes each session for 32 sessions. Those students accumulating four (4) unexcused absences are subject to Administrative Withdrawal since the total unexcused absences equals 12.5% of class hours for the course.

V. EXAMINATIONS

A. An examination will be given upon completion of Units One and/or Four.
B. Quizzes covering assigned material may also be given.
C. For the final exam, an essay with a minimum of 500 words is required, objective part optional. The objective part, if given, may count no more than 30% of the final exam grade.
D. Make-up exams will be given only in the event of an excusable absence. The instructor will determine the time of the make-up on an individual basis.

VI. SEMESTER GRADE COMPUTATIONS

A. The possible grades for the course are A, B, C, D, or F.
B. The semester grade will be computed on the following basis:
   - Written Assignments 55% of semester grade
   - Unit Exam 15% of semester grade, Attendance 5% of grade
   - Final Examination 20% of semester grade, Participation 5% of grade
C. Late work will be subject to point penalty as per instructor discretion.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

   8-week session Friday of the 6th week
The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Cellular Phones and Electronic Devices: Cellular phones and other Electronic Devices will be turned off while the student is in the classroom or laboratory. If the student is "on call" or has some other emergency, concessions will be made.

E. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services/DSS located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. Unit One: (projected as October 14th and 21st, 2017)

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to apply the basic rules of grammar, mechanics, and punctuation and will be able to understand plagiarism and ways to avoid it. The unit will also include writing four formal paragraphs for submission to instructor.

2. Learning Activities:
   a. Read Chapters 14, 28, 31, 32, 36, 37, 44-48, and 52 in the The St. Martin’s Handbook. (93 pages total on writing concepts, 51 pages on MLA style)
   b. Complete various exercises in the The St Martin’s Handbook
   c. Unit exam

3. Unit Outline:
   a. Sentence fragment
   b. Comma splice and fused sentence
C. Case and reference
d. Agreement
e. The semicolon
f. Spelling
g. Four formal paragraphs
h. Major exam over the unit

**SPECIAL NOTE:** Unit Four will be covered concurrently with Units Two and Three. For example, a student might be writing a definition essay and studying the handbook chapter on wordiness, parallelism, etc.

B. **Unit Two:** *(projected as October 28, Nov 4th and 11th, 2017)*

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to do the following:
   a. Define purpose and audience in writing an essay.
   b. Demonstrate skills in choosing and limiting a subject, outlining, writing thesis statements and introductory/concluding paragraphs.

2. **Learning Activities:**
   a. Classroom lecture/discussion
   b. Reading assignments: The St. Martin’s Handbook, Chapters 1-5, and The Longman Reader
   c. Written essays
d. Plan and write at least three 500-word compositions.

3. **Unit Outline:**
   a. The St. Martin’s Handbook
      (1) Thinking about purpose and audience
      (2) Planning and shaping an essay
      (3) Drafting and reviewing an essay
   b. The Longman Reader
      (1) Thesis
      (2) Beginning and ending
      (3) Order of ideas
      (4) Methods of Development: Assign one essay from at least three of the following sections of The Longman Reader, as indicated in bold:
         (a) Description
         (b) Narration
         (c) Exemplification
         (d) Comparison and Contrast
         (e) Division and Classification
         (f) Definition
         (g) Cause and Effect Analysis
         (h) Process Analysis

C. **Unit Three:** *(projected as Nov 18th, and Dec 2nd, 2017)*

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to do the following:
   a. Explain the importance of using persuasive skills in the writing exercise.
   b. Construct several types of arguments, the nature of evidence, and emotional appeal individually and collaboratively.
   c. Research a variety of topics from a variety of reliable sources.
   d. Integrate information gathered via research for coherent argumentation.
2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments
      (1) The St. Martin’s Handbook, Chapters 7-9
      (2) The Longman Reader Chapter 11
      (3) Written essay
      (4) Demonstrate the learned skills by writing one 500-word argumentative essay.

3. Unit Outline:
   a. The St. Martin’s Handbook
      (1) Reading and Thinking Critically
      (2) Writing Argument
   b. The Longman Reader
      (1) What is Argumentation-Persuasion?
      (2) Why Do Writers Use Argumentation-Persuasion?
      (3) Using Argumentation-Persuasion in an Essay

D. Unit Four: (interspersed with essay writing, Units Two and Three)
1. Learning Outcomes: Upon successful completion of this unit, the student will be able communicate cogently and to identify and write effective sentences.
2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments: The St. Martin’s Handbook, Chapters 30 and 38-43
   c. Unit exam
3. Unit Outline:
   a. The St. Martin’s Handbook
      (1) Diction
         (a) Exactness
         (b) Wordiness
         (c) Appropriateness
      (2) Effective Sentences
         (a) Sentence unity
         (b) Subordination and coordination
         (c) Misplaced parts, dangling modifiers, parallelism, and shifts
         (f) Emphasis and Variety

Final Examination: (projected for Dec 9th, 2017)
An essay with a minimum of 500 words is required; objective portion is optional. The objective part, if given, may count no more than 30% of the final exam grade.

SUBJECT TO CHANGE NOTICE
This syllabus is subject to change at any point during the course. If changes are made to the syllabus, all affected students will be notified by the instructor via email, text message, or class announcements.