

Syllabus - - ENGL 1301 (3-0)
Composition and Rhetoric - -Heather McCourt

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

A course designed to help students develop reading and writing skills by studying diction, syntax, paragraph development, and essay organization and by writing expository paragraphs and essays. Course assignments will include a minimum of 6000 words of writing.

English 1301 consists of correctness and effectiveness in writing skills. Emphasizes reading and writing expository prose. Requires expository essays and collateral readings. Lab fee required for ENGL 1301 (Word Processing). (SCANS 1, 2, 9) Prerequisite: ENGL 0370 passed with a “C” or better or a satisfactory placements score.

This is a writing course, which means you will have to complete several significant writing assignments over the course of the semester. You will not do well in this course if you do not apply the information from the course to your writing or if you fail to submit all assignments!

PREREQUISITE

ENGL 0370 Passed with a C or better or with a satisfactory placement score.

All students must have attained official college readiness in writing. It is assumed that all students have already achieved a moderate degree of competence in reading, grammar, punctuation, spelling, writing style, and organization. Severe writing deficiencies must be remedied through assigned exercises or lab work. Informal e-mails should be checked for grammar and spelling.

PROFESSIONAL COMMENT

All writing, indeed all communication, is an attempt to transfer meaning from the isolation of the self into the experience of another. When this occurs, when knowledge is created and transmitted, we cease being separated from one another and begin to form communities. Differences in created and shared knowledge are responsible for the differences we see between communities; they are why one culture or even one family is different from all others. This term, we will begin to explore how knowledge is created and transmitted by written communication how things mean and we will explore intensively. Be prepared: this course is not easy; it is designed, however, to help you begin exercising the kind of critical thinking and communication skills which are essential for your success in the college setting, in your careers, and in your adult lives.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Learn to write thesis driven essays, with clear internal organization governed by a series of controlled paragraph topic sentences;
2. Learn to move logically in a body paragraph from the generalization of the topic sentence to more specific clarifications;
3. Learn to understand and appropriately apply modes of expression in written communication;
4. Learn to maintain a logical movement through an essay with control of transitions, clarifications, and reasonable conclusions to ideas;
5. Learn to analyze an audience to determine the best strategies for effectively communicating with that audience;
6. Demonstrate an understanding of some basic research techniques and how to use library resources;
7. Demonstrate a knowledge of research documentation including quotation integration, proper citation, and some knowledge of bibliographic form;
8. Demonstrate competence in using conventional English;
9. Articulate ideas in well-organized, lucid prose that exhibits the application of the aforementioned skills.

This course, therefore, will attempt:

to guide you through the writing process

to develop competent grammar and vocabulary usage in your written communication;

to help you acquire some of the tools and strategies necessary for producing useful, professional writing;

to explore some of the contexts in which writing is used, and to explore some of the implications of writing;

to foster the kind of creative, logical, and critical thinking that will be necessary in your academic and professional lives;

to enhance strengths and weaknesses in your writing and help you as you refine your writing to its fullest potential;

to allay the fears of writing of writing to which we are all too often subject.

In short, this course is designed to teach you to think clearly and critically, to read perceptively, and to write confidently, correctly and effectively. It will only succeed with your help and with your active participation.

REQUIRED MATERIALS

BOOK: The Longman Reader

Storage device such as a thumb drive

Reliable computer access (Internet and Word processing)

Pen and paper

SUGGESTED MATERIALS

A good dictionary

MLA handbook

English handbook

STUDENT CONTRIBUTIONS AND CLASS POLICIES

We will have attendance, lectures, readings, assignments, quizzes, discussions and a final exam.

All assignments will be computer generated and delivered to me via e-mail and/or Blackboard. It is imperative that you are self-motivated and have a desire for learning the material. I do not care what your desire or motivation is get a grade, get a job, look good to friends and family I just need to know that you are motivated. This will be apparent in your work and discussions.

Although this course is designed for the self-motivated, it is not self-paced. Be aware that there are deadlines that are not to be missed without serious penalty. There are also deadlines that, if missed, will result in an **irrevocable** grade of zero for that assignment. **There is no extra credit.**

Phone use and disruptive behavior

I do not permit cell phone use in my classroom. Please keep your phone turned off unless you are expecting an emergency call (you are responsible for the well-being of small children, elderly relatives etc.). If you are expecting an emergency call, please inform me at the beginning of class to get my permission to keep your phone turned on in the vibrate mode.

Your phone should remain out of sight at all times. If you make a phone call or text a message during class, you will be asked to leave and will be counted absent for the day: all assignments turned in that day will be returned to you and counted late if they are submitted at another time. **Any** behavior that keeps others from learning in the classroom will be cause for removal from the class.

Late work

Late essays will be penalized ten (10) points per day late. After four days they will receive an F . Any student who gets behind by more than two (2) essays will receive an "F" for the course. It will be the student's responsibility to contact the registrar to drop the course. Failure to post notes on discussion board as instructed will also result in an F for that assignment. All readings must be completed in a timely manner or you will not be able to complete assignments on time.

Bi-weekly work

All non-essay assignments will have the same grade value. It does not matter what the assignment is, how long, how detailed etc. the value will be the same. All work is graded. Please do not ask “Is this assignment is worth anything?” All assignments are valuable to your over-all education and will be counted toward your final grade.

Journals

A journal is due every Friday, unless otherwise notified. Your journal is part of your grade. Every journal missed is one point off your final grade. Journals must be written and posted in the MLA format. An explanation of journal content will be provided at the beginning of the semester. Please keep in mind, the journal assignment is not your personal diary.

Essays

All essays are to be proofread before you send them to me. I do not mind reading rough drafts as necessary, but will refuse to read an essay that has not been treated professionally: even drafts. If you do not think you have earned the grade you think you can on any piece of work, except the final, you may re-work it and re-submit it. I will average the new grade with the old grade. But be careful, if the re-written paper is inferior to the original you will receive a lower grade.

Attendance and discussion groups

You will be required to spend a *minimum* of one (1) hour per week in our virtual classroom discussing class content, posting notices on the class blackboard and checking for announcements. These postings must be a *minimum* of 100 words each. They must also be of the quality expected of those who are attempting a greater understanding of composition and rhetoric. This means that the postings and discussions must be of use to you and to those who read them. Feel free to ask questions about the content of the class with others in the class. However, do not use the discussion board to rant about your frustrations about class or your personal life. If you need to have such discussions, please contact me personally and I will be glad to listen.

At times I will set up appointments with you to discuss your work. You are required to check the announcement centre every day M-F for changes and corrections etc. You will not be required to check on Saturdays or Sundays, although some updates may be posted on those days.

SUMMARY OF ASSIGNMENTS & ACTIVITIES

Specific due dates are announced as the class progresses, as class progress depends on student learning.

Item	Description
Essay 1	While we work on the first significant writing assignment, we will address formatting, the writing process, thesis statements, topic sentences, and detail and development in body paragraphs.
Essay 2	While we work on the second significant writing assignment, we will continue to use the skills used in essay one. At this time, will add an emphasis on word use, verbs, commas, editing, and revision.
Essay 3	While we work on the third significant writing assignment, we will continue to use the skills used in essays one and two. We will add an emphasis on point of view, audience, logical fallacies, and arguing effectively.
Essay 4	While we work on the fourth significant writing assignment, we will continue to use the skills used in essays one, two, and three. We will add an emphasis on basic research topics, including balance and bias, plagiarism, and how to evaluate sources. We will also address specific research techniques, including how to incorporate quotes and paraphrases and how to create a works cited page.
Essay 5	The Fifth major writing assignment will be the final exam. The final exam will consist of one major well-written, well-thought-through essay showing competency in the writing skills addressed for essays one through four.

GRADE WEIGHTS

Class Participation	5%	Essay two	15%
Journals	10%	Essay three	15%
Homeworks	15%	Essay four	15%
Essay one	10%	Final Exam	15%

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism and scholastic dishonesty of any sort includes any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, but is not necessarily limited to, cheating on assignments or examinations; plagiarizing, misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. In cases of such dishonesty, you may either fail an individual paper or other assignment, or you may be subject to a course grade of F as well as to possible action by the dean of the department.

SPECIAL NEEDS

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability Services at (432) 335-6861 to request assistance and accommodations.

USEFUL RESOURCES AND OTHER IMPORTANT INFORMATION

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

Student E-mail

You need to access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **I will only respond to students using official Odessa College email.**

Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>.

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

GRADING STANDARDS FOR FORMAL WRITTEN WORK

A paper Excellent / outstanding / fluent / thought-provoking / original.

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. There are few if any mechanical errors. The presentation shows thought and original insights on the part of the writer, independent of the teacher and/or text.

B paper Good / above average / clear / well-organized.

This paper is a good response to the assigned topic, in which each paragraph has a controlling idea adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and teacher.

C paper Average / adequate / competent / fair / unoriginal.

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.

D paper Below average / inadequate / ineffective / unclear / under-developed.

This paper is an inadequate response to the assigned topic, by reason of significant mechanical errors that make the communication ineffective, weaknesses of word choice, or insufficient support/understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F paper Failure / blocked communication / plagiarism-cheating / major errors / illiteracy / directions not followed / badly under-developed.

This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language has been appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if stated, is incoherent or underdeveloped. Errors in diction may suggest illiteracy.