



ENGL 1301 Composition and Rhetoric I

Department of English

Fall 2016

Virginia Cofer

M-F 8:00-4:00

Fall Semester

Room 311- Global HS Campus

Office Hours: I am available both before and after school

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- 1) Catalog Description of the Course: ENGL 1301 COMPOSITION I 3 lec/1 lab (3 Cr.)
- 2) Introduction and Rationale for the Course: This class is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. The emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style, with a focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

3) Instructional Materials:

Required:

Nadell, Judith, et al. *The Longman Writer: Rhetoric, Reader, Research Guide, & Handbook* (packaged with My Writing Lab access code). 9th ed. New York: Pearson Longman, 2015.

Optional:

Aaron, Jane E. *The Little, Brown Handbook, Brief Version*. 5th ed. New York: Pearson Longman, 2014.

4) Student Learning Outcomes:

Upon successful completion of this course, students will

1. **Demonstrate knowledge of individual and collaborative writing processes.**
 - This outcome will be measured by the student's participation in a small group topic discussion and/or peer editing collaboration on an argument research paper.
2. **Develop ideas with appropriate support and attribution.**
 - This outcome will be measured by the student's creation of an outline and/or working bibliography for an argument research paper.
3. **Write in a style appropriate to audience and purpose.**
 - This outcome will be measured by the student's creation of a rough draft of an argument research paper.
4. **Read, reflect, and respond critically to a variety of texts.**
 - This outcome will be measured by the student's compilation of a working bibliography for an argument research paper.
5. **Use Edited American English in academic essays.**

- This outcome will be measured by the student's ability to write a formal argument research paper using correct Edited American English.

5) Core Objectives

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

6) Method of Instruction: Instruction will be a combination of lecture, group activities and individual research.

- **a.)** Major Grades are worth 60% of your grade. These will include unit exams, research papers, group and individual projects and presentations.
- **b.)** Quiz and Daily Work are worth 30% of your grade and will include all unit quizzes, group and collaborative classwork, and completion of discussion prompts.
- **c.)** Homework is worth 10% of your grade and will include all reading, lecture notes, peer editing, and ongoing research.

7) **Lab component**: Students in English 1301 are required to complete one hour per week of ancillary writing, intense study and practice in grammar and the basic mechanics of research, and/or supervised writing workshops/exercises. The lab requirement takes advantage of the maximum number of contact hours allowed by the Texas Higher Education Coordinating Board for writing instruction. Students **must have access to a computer**, either on campus or in a personal setting, to complete writing and/or laboratory assignments. The extra time-on-task is designed to be consistent with the basic principles of problem-based and self-directed learning to allow students to demonstrate mastery of academic content with instructors in a lab setting and individual lab schedules are provided by instructors at the beginning of the semester on their course outlines. Student attendance is monitored throughout the semester and a lab grade is assigned.

8) Grading Criteria:

1. The student will write three to five essays showing the development of acceptable skills of communication and using the rhetorical modes of description, narration, process, comparison/contrast, definition, classification, persuasion or

argument, cause and effect, and/or analogy. **At least one** of these essays will be **written in class**. An additional **in-class** composition will be the **final** examination.

2. Each essay and the final examination will be graded for basic compositional qualities – unity, completeness, clarity, and correctness. In particular, emphasis will be given to how clearly each essay reflects a working understanding of the material being studied and the material completed.

3. The student's course grade will be determined in the following manner:

1. Three to five essays	45%
2. Argument Research Paper (SLO signature assignment)	15%
3. Lab Assignments (as outlined by instructor)	15%
4. Daily Assignments (quizzes/reading, etc.)	15%
5. Final Exam	<u>10%</u>
TOTAL	100%

Each essay will be assessed a letter grade and/or a percentage score, according to the following general standards:

A (90-100) The A theme states and develops its central idea with originality. It is narrow in its scope in that its thesis is specific and provable with clear logic, personal experience, and/or outside readings and research. Its ideas are clear, logically organized, and thought provoking. Moreover, the essay addresses serious subject matter and demonstrates critical thinking skills, NOT mere observational skills. The tone and language are consistent with the purpose of the assignment, and they are not stilted and "affected." Finally, the essay contains expert use of accepted Edited American English grammar applied to sophisticated and varied sentence structure types. It is free of flagrant errors in spelling, punctuation, and grammar.

B (80-89) The B theme states and develops its central idea with originality as well. It, too, is narrow in its scope, and its thesis is specific and provable. Its ideas are clear and obviously the result of critical thinking and, for the most part, are presented in a sustained, logical order. Its tone and language are consistent with the purpose of the assignment but may occasionally become inappropriate. Infrequent but distracting sentence level errors exist, affecting the smooth transition from idea to idea for the reader. The essay is free of flagrant spelling, grammar, and usage errors.

C (70-79) The C essay's central idea may not always be entirely clear or its scope may simply be too large to develop logically within the parameters of the assignment. If the central idea is clear, proof of it can be achieved simply by observation and requires few critical thinking skills. As a result, it lacks sophisticated and sustained logical structure and development. Tone and language are often inappropriate and may even slip into

colloquialism or cliché. The essay may contain various but not extremely serious sentence level problems because the writer is sometimes inconsistent in adhering to the rules of accepted English grammar.

D (60-69) The D essay has a variety of problems regarding scope and thesis. For example, it may have no central idea at all, resulting in vacuous or no organization and development. It may also offer the reader multiple ideas, none of which is adequately developed or organized in the piece. If an attempt is made to develop an idea, its proof is not the product of critical thinking, but relies frequently or solely upon sweeping generalizations and opinion, or only upon emotional appeal. Tone and language are consistently inappropriate. The writer is unable to demonstrate control of Edited American English grammar, which results in chronic sentence level problems, often as serious as fragments, comma splices, and/or fused sentences.

E (Below 60) The E essay demonstrates no understanding or control of the fundamental characteristics of a college essay. The paper has no thesis or central purpose, no recognizable organization, no evidence of critical thinking, and demonstrates no understanding of accepted Edited American English grammar.

9) Attendance/Withdrawal Policy: Attendance is mandatory for course credit. Students with questions concerning attendance or withdrawal can refer to the Navarro Course Catalog.

10) Special notes:

- If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and/or failing grades may require you to repay financial aid funds.
- According to current Texas law, dropping a course may have serious academic consequences as well. Under most circumstances, a maximum of 6 courses may be dropped throughout the entire undergraduate degree program. Before you decide to withdraw from this or any other course, make sure you understand the consequences. For more information see the Office of the Registrar.

10) The focus of the Navarro College QEP is to increase student completion in developmental and credit-bearing mathematics courses necessary to meet degree requirements. This initiative is designed to support student learning in mathematics and assist students in meeting their educational goals.–
Together Everyone Achieves Math Mastery –TEA(M)²

11) Classroom Policies

- **Course Content and Rigor:** College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.
- **Email:** All Navarro College students are required to use their Navarro College email to correspond with instructors and other Navarro College personnel.
- **Electronic Devices in Classrooms:** Navarro College believes that the dynamics occurring in the classroom should primarily enhance the instruction process. The classroom is a learning laboratory, which must be free from interruption or interference. As a result, all electronic devices capable of generating noise such as cellular phones, pagers, palm pilots, beeper watches, etc., are considered a distraction to the learning process and will be turned off prior to entering the classroom. Such devices will also be kept out of sight and not accessed during the class period.

The student will not interact with these devices at any time during classroom instruction. Any student who anticipates receiving a message during classroom instruction or expects to be contacted in class by an outside source must coordinate with the Department or Division Secretary. Such message will be delivered to the appropriate instructor who will arrange a mutually satisfactory response to the situation

The instructor will warn a student who fails to comply with this policy one time. The student, upon the warning by the instructor, will take immediate corrective action. In the event the student fails to comply with the Instructor's request, the student will be dismissed from class and at the Instructor's discretion, may be counted absent or have points deducted for work missed, if appropriate. A student who violates this policy a second time will be dismissed from class, counted absent and have points deducted for work missed, if appropriate and referred to the Assistant Dean of the Division.

A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the Instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

- **Food and Beverages in Classrooms:** (This policy is required verbatim in all lecture courses but should not be included in online courses.) Navarro College is proud of the appearance of the campus and facilities. In order to assist in keeping facilities clean, no food of any type is allowed in any classroom, laboratory, the library, planetarium, art gallery, or museum. Food is defined as any edible food EXCEPT gum and cough drops. If you must carry food with you to be consumed elsewhere, the food must be in a backpack or a closed bag and out of view.

Beverages are allowed in all areas, classrooms included, except the planetarium, art gallery, museum, computer laboratories and other specialized laboratories containing sensitive equipment. Students must exercise extreme care in bringing beverages

into campus facilities as spills might damage carpet and other furnishings. All students are expected to properly dispose of all trash, drink containers, etc. brought into college facilities.

- **Disruptive Classroom Behavior Policy**: Navarro College seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions.

Disruptive behavior is prohibited. "Disruptive behavior" means conduct that materially or substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operation of the College.

12) **Civility** - In keeping with its rich traditions, Navarro College pledges to maintain a civil campus climate in which students, employees, and visitors can experience a safe, mutually supportive, academically encouraging, egalitarian, & tolerant community. Civility is the act of formal politeness and courtesy in behavior and speech. Navarro College encourages its community to enable "I Am Navarro" by continually acting with consideration and respect of the Navarro College culture and its members. Civility is defined as "good citizenship and orderly behavior."

- **Respect, Civility, Integrity, Honesty**: Respect, Civility, Integrity, and Honesty are not just words; they are intentions that must be present in all interactions within the Navarro College Community.
- **IDs and Lanyards**: All faculty, staff, students, and guests must wear approved Navarro College identification. For most this consists of a college ID visibly displayed, commonly on a lanyard. Visitors must wear unique wristbands identifying them so that all can greet them and ensure their visit is pleasant. Civility ambassadors are present on various portions of the campus to ensure all are properly identified and that unauthorized visitors are removed from campus.
- **Dress**: Students are expected to dress appropriately. Civility ambassadors will help in this, but it takes everyone to be effective.
- **Class Decorum**: A faculty committee continues to work on guidelines and information to be shared with faculty. Faculty should know that there is support in controlling classroom behavior. Faculty may remove a student from a classroom for failure to wear appropriate Navarro College Identification.
- **Smoke and Tobacco Free District**: The Navarro College District has designated all Navarro College property to be smoke and tobacco free since Fall 2014.
- **Residence Life**: GPA standards for residence life students require first semester students to earn a minimum 1.75 GPA and all others a cumulative 2.0 GPA to remain in residence life.

By design, it is a privilege to reside in residence life, set aside for students who want to be academically successful.

- Noise: Out of respect for all, if others can hear your use of audio communication (e.g., music, voice, audio), it is too loud.

13) Tobacco Free Campuses: The use of any tobacco products or other related devices (e.g., cigarettes, pipes, cigars, electronic cigarettes, vapor devices) is prohibited in college buildings and on college grounds, including parking areas and structures, sidewalks, walkways, and college owned buildings.

14) Academic dishonesty: In the case of academic dishonesty, a student will receive a zero for that assignment and will not be given an opportunity to re-submit the work. If a student knowingly allows another student to copy his or her work, that student will also receive a zero for the assignment.

15) Late work/makeup exams: If a student is absent on the day of an assignment, he or she must submit the assignment within one day of returning to class. Assignments turned in late will receive an automatic reduction of 15 points. I will accept late work on a case by case basis and after meeting with the student in person. If a student creates a habit of late work, he or she will no longer be allowed to turn in a late assignment and will receive a zero for any work submitted after the due date.

16) EEOC Statement: Navarro College shall comply with existing federal and state laws and regulations, including the Civil Rights Act of 1964 (P. L. 88-352) and Executive Order 11246 (Revised Order #4), where applicable, with respect to the availability of student loans, grants, scholarships, and job opportunities, with respect to the employment and promotion of teaching and non-teaching personnel, with respect to the student and faculty activities conducted on premises owned or occupied by the College. Navarro College shall not discriminate either in favor of or against any person on account of race, color, religion, creed, sex, age, national origin, ancestry, handicap, marital status or veteran status.

17) Services for Students:

- Students with Disabilities: Navarro College is committed to providing all students equal access to learning opportunities. The Disability Services Office (DSO) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, or systemic) are invited to contact the DSO at 903-875-7377 or the appropriate Navarro College Disability Services Representative on your campus to arrange a confidential discussion. Additional information is available at the DSO website: <http://www.navarrocollege.edu/support-services/disability-services/>
- If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Please refer to the first page of the syllabus for my office location, hours, and contact information.

- Tutorial services: Tutoring services are available for a variety of course subjects at Navarro College. Contact the counseling department on your campus for information if you are having difficulty in a course.
- Special populations students: Navarro College provides, through the Carl Perkins Career Center, a variety of services for students who are single parents, displaced homemakers, persons with disabilities, students majoring in nontraditional occupations, and limited English-speaking students. Students falling into one or more of these categories should contact the Carl Perkins Career Center, located on the second floor of the One-Stop Center (Gooch Building) on the Corsicana campus, for details concerning these services. Please note that the center is funded through a federal grant and the level of service depends on funding available. Students must meet specific requirements as defined by the federal government.

18) Subject to Change: The course syllabus above and/or the Course Outline below may be changed as the term progresses at the discretion of the instructor. (Discretionary content may be changed by individual instructors, if needed, during the course of the term. However, content prescribed to be included in all syllabi may not be changed. This notice to students gives flexibility to the instructor.)