

**ENGL-1301Composition I**

**Course Syllabus**

**Instructor:** Donny Wankan,dwankan@dickinsonisd.org, 281-229-6476

**Office Hours:** 2:40-3:15pm, Monday, Tuesday, and Thursday, 7:00-7:30am, Friday in N255

## Course Information

***The Little Seagull Handbook***

***The New Yorker* (12 week subscription, online and print recommended)**

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Course Description**

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.

**Student Learner Outcomes**

Demonstrate knowledge of individual and collaborative writing processes.

Develop ideas with appropriate support and attribution

Write in a style appropriate to audience and purpose.

Read, reflect, and respond critically to a variety of texts.

Use Edited American English in academic essays.

**Core Objectives** *(Identify which core objective(s) your course must address)*

* Critical Thinking Skills(CT)
* Communication Skills (CS)(Written, Oral & Visual)
* Empirical and Quantitative Skills (EQS)
* Teamwork (TW)
* Social Responsibility (SR)
* Personal Responsibility (TR

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| **Student Learner Outcome** | **Maps to Core Objective** | **Assessed By**  |
| Demonstrate knowledge of individual and collaborative writing processes.  | Personal Responsibility | Research Project |
| Develop ideas with appropriate support and attribution  | Critical Thinking Skills  | Essay |
| Write in a style appropriate to audience and purpose.  | Communication Skills | Essay |
| Read, reflect, and respond critically to a variety of texts.  | Social Responsibility | Research Essay |
| Use Edited American English in academic essays.  | Communication Skills | Essay |

## Course Policies & Guidelines

**Attendance Policy:** Attendance and punctuality are both requirements of the course. Therefore, absence and tardiness will be penalized. I understand that sickness and emergencies occur, so I will allow four absences. On the fifth absence, the student's score will be lowered by ten percentage points. On the sixth absence, the student will be dropped from the class, or given a failing grade if the final drop date has passed.

**Tardiness Policy:** Tardies will be treated similarly. On the fourth tardy, the student's grade will be lowered by two percentage points. For each subsequent tardy, another two percentage points will be removed, until the tenth tardy, at which point the student will be dropped from the course, or given a failing grade if the final drop date has passed. A student more than fifteen minutes late will be considered absent.

**Late Work:**

I do not accept late assignments.

**Make-Up Policy:**

Students must arrange to submit work via Google Classroom if they are absent. Under certain extreme circumstances, if the student can provide documentation of the reason, it may be permissible to turn in assignments upon returning.

**Classroom Conduct:** Students are expected to attend regularly, treat others with respect, and engage in behaviors that enhance the learning environment.

**Academic Dishonesty:** Any breach of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty –such as cheating on exams or plagiarizing assignments is an extremely serious offense and will result in a grade of zero on the exam or assignment and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

**Course Requirements**

**Research Tutorial:**

Students must complete a research tutorial provided by the COM Library. This will help students develop the skills of choosing and documenting sources for research writing.

**Essays:**

Students will write four essays, which will be graded for organization, style, correct usage, adherence to MLA format, proper documentation of sources, and overall clarity and effectiveness. All essays must be typed and can be turned in on paper or through Google Classroom.

**Journals:**

Students are required to write two journal entries per week of at least 200 words each. Topics may range from personal reflection to planning for essays to philosophical or political opinions, etc.

**Reading Responses:**

Students are required to read two articles per week. Some will be assigned by the instructor: all others will be the students’ choice. A series of analytical questions will be answered for each article and turned in.

**Portfolio/Revisions:**

The last grade will be based on a portfolio of the student’s writing from the semester. The portfolio will be formatted according to specific guidelines, and it will include revised essays and a reflection on the student’s progress.

**Classwork:**

I will expect all students to participate in class. The classwork grade will account for demonstrated knowledge of the assigned readings, completed drafts, online discussions and assignments, peer critiques, and overall contribution to the workings of the class.

**Detailed Grading Formula:**

Essays 40% Journals 15% Classwork 20%

Portfolio 20% Research Tutorial 5%

**Grading Scale:** A=90-100, B=80-89, C=70-79, D=60-69. F=0-59.

**Success Tips for Students:**

Being in class consistently and on time will raise the chances of earning a high grade.

Multiple drafts and peer critiques always make writing better.

Writing handbooks are not entertainment, but they are crucial references for writers. Think of them like a dictionary of good writing. Learn to use indexes and tables of contents in these books to find helpful explanations of the craft while writing, revising, or editing your work.

A few good resources that provide useful help and suggestions: The OWL at Purdue (online), The Speaking, Reading, and Writing Center at COM (online and on campus), The DHS Library (online and on campus), the COM Library (online and on campus), other English teachers with which you have good relationships.

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Brian Anderson at 409-933-8186/ BAnderson@com.edu.

## College of the Mainland Policies

**Withdrawal Policy:** It is the student’s responsibility to complete withdrawal forms at the registrar’s office before the W-day, Tuesday, November 27. However, the instructor reserves the right to drop students from the course in response to behavioral orattendance problems.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu.  The Office of Services for Students with Disabilities is located in the Student Success Center.

**Early Warning Program:** The Counseling Center at College of the Mainland has implemented an Early Warning Program. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Warning Program you will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Course Outline**

The following is a tentative schedule of the concepts and activities of this course. It will likely change as the semester progresses. I recommend keeping this schedule on hand in order to mark off assignments, readings, and activities as we complete them and update any changed due dates or plans.

**Week 1**

Introduction to course

Course Routines, Team Building

**Week 2**

Writing Strengths/Weaknesses

Diagnostic Writing

**Week 3**

Reflective Writing, Genre Concepts

Reflective Writing, Examples Discussion/Analysis

**Week 4**

Reflective Writing, Planning/Drafting

Reflective Writing, Self-critiquing

**Week 5**

Reflective Writing, Peer Critiques

Reflective Writing, Peer Critiques

**Week 6**

Informative Writing, Genre Concepts

Informative Writing, Examples Discussion/Analysis, Planning/Drafting

**Week 7**

Informative Writing, Self-critiquing

Informative Writing, Peer Critiques

**Week 8**

Informative Writing, Peer Critiques

Informative Writing, Final Drafts

**Week 9**

Research Concepts, Research Tutorial

Informative Writing Research, Planning, and Drafting

**Week 10**

Informative Writing, Examples Discussion/Analysis

Informative Writing, Self-critique with focus on documentation of sources

**Week 11**

Informative Writing, Peer Critiques

Informative Writing, Peer Critiques

**Week 12**

Informative Writing, Final Drafts

Collaborative Writing, Concepts, Planning, and Drafting

**Week 13**

Collaborative Writing, Planning, and Drafting

Collaborative Writing, Self-critiquing

**Week 14**

Collaborative Writing, Peer Critiques

Collaborative Writing, Peer Revisions

**Week 15**

Collaborative Writing Final Drafts, Portfolios

Peer Editing/Revision

**Week 16**

Portfolios Due

Student/Instructor Conferences