


<p><b>Clarendon College</b></p> <p><b>SYLLABUS for ENGL 1301</b></p> <p><b>English Composition and Rhetoric I</b></p> <p>Fall 2014 3 semester hours</p>	
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**INSTRUCTOR:** Melissa McCoy

**OFFICE:** Room 110, Phone: 806-874-4830 (direct line). The best way to catch me is to E-mail me at [melissa.mccoy@clarendoncollege.edu](mailto:melissa.mccoy@clarendoncollege.edu).

**OFFICE HOURS:** MONDAY-FRIDAY 1:30 P.M. – 2:30 P.M., and MWF at 10:00 A.M.

My schedule is posted on the Clarendon College website under Faculty/Directory/McCoy

**CALENDAR OF IMPORTANT DATES:**

Classes Begin	Wednesday, August 27
Late Registration Begins	Wednesday, August 27
Last Day to Register and/or Add/Drop	Thursday, September 4
12th Class Day	Friday, September 12
Thanksgiving Holidays	Wed-Fri November 26 <sup>th</sup> -28 <sup>th</sup>
Last Day to Drop with a “W”	Thursday, November 20 <sup>th</sup>
Commencement	Thursday, December 4 <sup>th</sup>
Final Exams	Mon-Wed December 8 <sup>th</sup> -10 <sup>th</sup>
Final grades due at 10:00 a.m. and dorms close	Thursday, December 11 <sup>th</sup>

**GRADING PROCEDURE:** The final grade in this course will be determined by the following:

Tests (reading, grammar/punctuation, other) = 30%

Major writing assignments=50%

Daily assignments, including in-class writing, attendance, and class participation=20%

The final semester grades will be figured as set in the current catalog:

90 to 100...A      80 to 89...B      70 to 79...C      60 to 69...D      Below 60...F

**TEACHING PHILOSOPHY:** It is my belief that students who take the responsibility for learning will learn the most. What you learn in this course will come primarily from these sources: textbook reading and quizzes, writing assignments, class discussions, and lectures. If you ever need extra help, I am only a phone call or an email message away. I am always willing

to help you, and asking for help is one way to take responsibility for your own learning.

**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.

**COURSE VALUE:** Ability to communicate across the curriculum; ability to interpret what is read and to accept or reject ideas projected from that reading; designed to fulfill the requirements of the core curriculum.

**REQUIRED INSTRUCTIONAL MATERIALS:**

Textbook: Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing, with Readings and Handbook*. Second Edition. New York: W.W. Norton and Company, Inc. 2010. The ISBN # is 978-0-393-93382-6

Students should go to one of the following Bookstore links:

[www.clarendoncollege.edu/quick\\_links/bookstore.php](http://www.clarendoncollege.edu/quick_links/bookstore.php) or  
<http://bookstore.mbsdirect.net/clarendon.htm>

- ◆ Other material: On-campus students will need at least 10 scantrons for chapter or punctuation/grammar tests. Please have these before class begins! When there are quizzes, the instructor will not wait for students to run and get scantrons but will start the quiz when class starts. Students will also need to come to class with paper, pencils or pens, and a notebook for taking notes. NOTE: Students who do not come to class with the appropriate materials will be counted absent and will receive a zero for their daily participation grade!

**STUDENT REQUIREMENTS:** Students are expected to come to class **ON TIME** and have the necessary materials for class. Being late disrupts the class and is just plain discourteous. Always have extra scantrons, pencils, papers, etc. so that you will be prepared for whatever activity we have that day. For more information on the penalties for failing to come to class prepared or being late to class, see CLASS POLICIES below.

**COURSE OBJECTIVES:**

As a result of this course, you should be able to meet the learning outcomes listed below.

**(You should expect to meet these outcomes only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student)**

## **Core Objectives**

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (CR)
2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication (COM)
3. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision making. (PR)
4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal (TW)

## **Learning Outcomes**

1. Demonstrate knowledge of individual and collaborative writing processes. (Assess CT, COM, PR, and TW through the proposal essay)
2. Develop ideas with appropriate support and attribution. (Assess CT and COM through proposal essay)
3. Write in a style appropriate to audience and purpose. (Assess CT and Com through proposal essay)
4. Read, reflect, and respond critically to a variety of texts. (Asses CT through essay or in-class activity.)
5. Use Edited American English in academic essays (Assess CT and COM through essays and pre and post writing test grades)

## **CLASS POLICIES**

### **ATTENDANCE, TARDIES, AND GRADING:**

Attendance in college courses is your choice. Because so much of what you will learn in this course is not found in the textbooks, however, it is very important that you attend all classes if you want to be successful. Therefore, a portion of your grade for this course is daily assignments, which includes a grade for attendance. In addition, there will often be daily grades, (including writing in class and possible quizzes) that **cannot** be made up if the student misses class. I repeat: if you aren't in class to take the pop test with the rest of the class, you will receive a **zero** for that grade, even if you were late and came in to class after the pop test was over. If you are going to be gone on a school activity, you will have an excused absence but will still receive a zero for the daily grade you miss. These zeros cannot be made up, but I will **drop the lowest three grades** on daily work. I will **drop the lowest test grade**. You may also check with me before you leave and see if the assigned work can be received and turned in before you leave. Even if you are gone on a school-sponsored activity, it is still **your responsibility** to turn your work in on time. If you have a situation that might require you to be late on work, such as the death of a family member, you *must communicate with me before the assignment is due* so we can talk about

alternate arrangements. Any student who contacts me after due dates **will not receive** any type of exception.

Essentially, regular attendance and punctuality are essential. More than 3 absences (Tuesday, Thursday), (Monday, Wednesday), more than 4 absences (Monday, Wednesday, Friday), and more than 1 absence (one day a week classes) will result in a loss of 10 points from the class attendance portion of your grade for each absence. If you sleep or text during my class, I will count you absent. Three tardies will be counted as one absence. (If you are tardy, it is your responsibility to make sure the instructor counts you present.) Approved participation in school sponsored activities is not considered an absence. However, remember it is your responsibility to inform the instructor prior to a school sponsored activity and turn in assignments and/or take scheduled tests prior to an absence.

**LATE WORK:** I do not accept late work. This is a college-level course and I have college-level expectations. I do not give make-up tests. If you are going to miss class, **EVEN IF IT IS AN EXCUSED ABSENCE**, you must turn your work in before you go! This often means meeting with me during office hours in plenty of time to get your assigned work in order to be able to turn it in before you leave on a school-sponsored trip. If you have a situation that might require you to be late on work, such as the death of a family member, you *must communicate with me before the assignment is due*. Any student who contacts me after due dates will not receive any type of exception.

### **RESPECTFUL BEHAVIOR**

I will always show you the respect you deserve as a student. I, in return, expect respectful behavior from you. Otherwise, you will be asked to leave the classroom. The main way you show respect in the classroom is by paying attention during class time. I will not tolerate the following:

- ◆ sleeping
- ◆ talking to fellow students about things other than class work
- ◆ talking to fellow students when I am talking or presenting material on the projector
- ◆ listening to music over headphones
- ◆ texting on your cell phone
- ◆ using your computer in class for anything other than class notes. **IF YOU ARE GOING TO BE USING A LAPTOP, YOU MUST SIT IN THE FIRST TWO ROWS. NO SITTING IN THE BACK.**
- ◆ other similar activities.

One infraction such as this will result in my warning you verbally. A second infraction will result in our visiting the Dean of Students and the possibility of your being withdrawn from the class with an “F” for serious infractions.

**Ringling cell phones** cause disruption and loss of instructional time. Please turn off all cell phones during class. If I hear a cell phone ringing in class, you will receive a **zero** for your daily grade for that day and be marked absent. If you must keep your phone on because of work or

child issues, please turn it on vibrating mode and alert me before class starts that you might have to take a call.

### **Withdrawing from the Course**

If you decide that you are unable to complete this course, you must withdraw from it by the date set in the Clarendon College catalog. Withdrawal from a course is a formal procedure which you must initiate; **I cannot do it for you**. If you think you must withdraw from this course, please talk with me about it first. If you quit turning in assignments and do not withdraw, you will receive an "F." Remember, I will not withdraw you from the course; only you can do that.

### **ACADEMIC DISHONESTY**

**School Policy:** “Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class. Cheating violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise; (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one’s own, an idea, expression, or production of another person without proper credit (more about in the following paragraphs).

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of that course will file a report with the Dean of Students when a student is caught cheating in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student’s name, and the type of cheating involved. Students who are reported as cheating to the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.”

**MY POLICY:** Anyone who is dishonest in any way (including but not limited to plagiarism and the following examples), will receive a zero for that assignment, with no opportunity to make up the zero. You WILL receive a grade of F in the course for more than one violation. It doesn’t matter if the second offense is a major writing assignment or something as simple as an extra credit assignment. In addition, **this instructor reserves the right to give the student an F for the class if there is any one cheating violation that is a deliberate, not accidental, infraction. Be very sure you understand the definitions of plagiarism below!**

In addition to the above, I invoke my own requirements:

You are guilty of cheating on an assignment by letting someone else complete part or all of your work by

- using unauthorized electronic devices for in-class assignments or tests
- using someone else's electronic files
- letting someone else use your electronic files\*\*  
\*\* It is your responsibility to protect your electronically saved files. If someone else turns in an assignment as if it were that student's work but it is work that you completed, I will have to assume that you allowed it to happen, and both of you will suffer the same consequences. Therefore, make sure your saved files are kept in a place where others cannot copy them. DON'T SHARE DISKS!!!
- It is also unacceptable if you use work that you have turned in for another instructor if you don't get my permission first. ALWAYS ASK!

**PLAGIARISM:** Read the following explanations carefully and be sure that you understand them.

1. Word-for-word plagiarism: The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. A general rule of thumb is that if you borrow MORE THAN TWO WORDS IN A ROW, you must use quotation marks!
2. Paraphrased plagiarism: The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author's style, vocabulary, and content and claimed it as his or her own.
3. Improper citations: If a student uses someone's information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.
4. Improper use of ideas: Ideas are as equally protected as words. If the student uses someone's ideas, but expresses them in his or her words, the student plagiarizes if he or she does not cite the source of the idea.
5. Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism.
6. Student sharing: While students are certainly free to work together and study together, an assignment that calls for individual work must reflect the student's personal effort. If a student borrows or copies another student's work, that is plagiarism. If a student has another student write a paper, that is plagiarism. If two students collaborate on an individual assignment and turn in the same work, that is plagiarism.

**Plagiarism is a serious academic offense.** It involves legal issues about improper use of materials that do not belong to the student. Plagiarism is also unethical. A student must do his or her own work; otherwise, the learning process is compromised. Plagiarism is unfair to fellow students who take the time and make the effort to do their own work. Essentially, plagiarism is cheating and will not be tolerated.

## TURN-IT-IN

- Students are responsible for ensuring that their work is consistent with Clarendon College's expectations about academic integrity. In this course you may be asked to submit your papers using an online tool, Turnitin.com, to confirm that you have used sources accurately in your papers and that you are not using another student's work. In order to submit your papers to Turnitin.com, you will be provided a class id and enrollment password at the appropriate time by your instructor.
- Step-by-step instructions and videos about how to use Turnitin.com to submit papers are available at Clarendon College's website. Additional information about the Turnitin.com plagiarism prevention tool is available at <http://turnitin.com>
- If the instructor requires something to be submitted to Turnitin.com, you **MUST TURN IT IN** with both a printed draft to the instructor and an online submission to Turn-it-in or you will receive a zero for the assignment!

### **Class Changes/Notifications**

If any changes are made to the class (assignments, due dates, etc.), I will email you at your bulldogs mail account. Please be sure the information CC has for you is correct and up-to-date.

**Important!** It's always a good idea to have more than one back-up device. Always keep two copies of your work. Be very careful with flash drives—drives carried in backpacks, purses, and pockets could easily become corrupted and unusable. A lost, stolen, or corrupt disk or flash drive or lost or corrupt data **will not be accepted as an excuse for late work**. Neither will “**my computer crashed**”. Do work enough ahead of time that you are prepared for emergencies and always save more than one copy of your work, in separate locations. I recommend emailing yourself copies of work; this has saved some of my own work in the past.

**ACCOMMODATIONS STATEMENT:** Clarendon College provides reasonable accommodations for persons with disabilities. Should you have a recognized disability and require special accommodations, you must notify either of the following individuals as soon as possible so that we can provide those accommodations: Dean of Students or your instructor.

### **Homework**

**REMINDER:** I do not accept late work. All assignments are posted in the schedule and known to the students from the beginning of the semester, so that you may work ahead if you need to. These are due at the beginning of class, not after class has started. Please allow plenty of time for revision and quality work. This also applies to all daily work and tests. If you do not turn it in in time, you get a zero--**period**. Work ahead when necessary.

**COURSE CONTRACT:** I have given you a “class contract” where you will be required to sign. This contract form asks you to initial before various blanks and to sign at the bottom saying you understand the course and its policies regarding assignments, tests, and all other requirements. You must sign and return this to receive graded work!

## TENTATIVE SCHEDULE FOR ENGLISH 1301, FALL 2014

### **Week 1: August 27<sup>th</sup>-August 29<sup>th</sup>: Getting acquainted and pre-testing**

- Go over syllabus and class contract. Student must sign this contract to continue in my course. Be sure and get textbook as soon as possible so you don't miss work!
- Fill out Student Profile.
- Discussion on class note-taking
- Review instructions for Bulldogs mail
- Review instructions for SkyDrive. This is a free resource for Clarendon College students and may be very helpful if you don't already own Microsoft Word.
- PRETEST-Grammar and Punctuation (you must have a scantron and a #2 pencil!). This is the only assignment that can be made up later...if a student adds the class late, the student can come by my office and take this test so I have an indicator of his or her skills before the post-test at the end of the semester. I will not use the grade the student earns on the pre-test...students will get 100% as a daily grade. The post-test will be counted as whatever grade the student earns.
- Begin reading pages 219-246 in the text *The Norton Field Guide to Writing (with Readings and Handbook)*. You will **outline** these pages for a grade. (We will go over outlining in-class)

### **Week 2: September 3<sup>rd</sup>-September 6<sup>th</sup>**

- September 1<sup>st</sup> is Labor Day. Enjoy your day off!
- Go over pre-grammar quiz results and handbook in textbook
- Go over pages 219-246 in the text *The Norton Field Guide to Writing (with Readings and Handbook)*. In-class writing—“What is your writing process?” Other in-class writing as assigned **Outline due Friday (Or Thursday for TR classes)**.
- If time allows, begin going over grammar/punctuation elements for next week's quiz. We will not always have time to discuss these, so you *simply must read and review this on your own as much as you can*.

### **Week 3: September 8th-September 12th**

- LEARN
  - In this unit, we will discuss the Writing Process (Learning Outcome #1)



- In-class writing--“What will you change?”
- View the HANDBOOK (Part 8 of your text.) This is a helpful resource to review before you take the grammar/punctuation quizzes.
- PRACTICE
  - Grammar Quiz that will cover the following:
    - Sentence Elements
    - Clauses
    - Phrases
    - Identifying Fragments
    - Editing Fragments
    - Hyphens in Compounds

Notes: you can earn extra credit on this quiz by turning in the grammar exercises handed out in class

- **TEST** over pages 219-246 (demonstrate and know-LO#1)  
(This will be your only chapter test).

### **Weeks 4 and 5: September 15<sup>h</sup>-September 26<sup>th</sup>**

- LEARN
  - In this unit, we will discuss **Audience and Purpose (Learning Outcome #3)**

You will need to read pages 3-8 in your textbook *The Norton Field Guide to Writing (with readings and handbook)*.

After reviewing the appropriate sections of the handbook, you will take a multiple choice grammar quiz.

In-class writing and discussion: “Why are you writing?” (PURPOSE) and “For whom are you writing?” (AUDIENCE).

Learning about audience and purpose fulfills Student Learning Outcome #3.

- PRACTICE
  - Grammar Quiz that will cover the following:
    - Commas in a Series
    - Commas Independent Clauses
    - Commas Nonrestrictive Clauses
    - Commas Parenthetical
    - Identifying Comma Splices
    - Editing Commas Splices

### **Weeks 6 and 7: September 29<sup>th</sup>-October 10<sup>th</sup>**

**First Writing Assignment:** Literacy Narrative (Learning Outcomes #2&5)

- LEARN
  - In this unit, you will create your **first writing assignment**.
- PRACTICE
  - Grammar Quiz that will cover the following:
    - Who, That, Which
    - S and V separated
    - S-V agreement Review
    - Semicolons independent clauses
- APPLY
  - Read *Literacy Behind Bars* by Malcolm X starting on page 577. Then answer the questions 1-4 under ENGAGING THE TEXT on page 581(**in-class writing assignment**) - To receive full credit on this assignment, you must answer each question.
    - Using MLA format, **write a Literacy Narrative**.
    - Follow these steps:
      - Review the topic choices on page 29. Then, consider the rhetorical situation (pages 29-30). Read page 30 for help generating ideas and text. Read page 32 for hints on how to organize a Literacy Narrative. Finally, review pages 33-37 for assistance completing the writing process. Students will be encouraged to review the steps for peer review (35) and self-evaluation (36-7) before submitting the final document.

### **Weeks 8 and 9: October 13<sup>th</sup>-October 24<sup>th</sup>**

#### Analyzing a text (Learning Outcome #4)

- LEARN
  - Review the handout “Analyzing Texts” for instructions on the work in this unit.
  - *The Norton Field Guide to Writing*—read pages 352-272
  - Discuss AVOIDING PLAGIARISM
- PRACTICE
  - Grammar Quiz that will cover the following:
    - Apostrophes, Possessives, and Plurals
    - Parallelism
    - Modifier Placement
    - Shifts
    - Quotation Marks
- APPLY-
  - Remember, the steps to analyze a text can be found on pages 352-372.
  - **Read *Guys vs. Men* by Dave Barry, starting on page 903 and analyze it by following these steps as discussed in the textbook:**

- Previewing a text
- Considering the rhetorical situation
- Thinking about your initial response
- Annotating
- Playing the believing and doubting game
- Thinking about who the text works: what it says, what it does
- Summarizing
- Identifying patterns
- Analyzing the argument
- Considering the larger context

When you have read the text and considered the above elements, **answer the following questions in an MLA-formatted document:**

- **What argument is Dave Barry making in *Guys vs. Men*? Why do you think this? Use the text as necessary to defend your answer. This will be DUE Thursday 25<sup>th</sup> for TR classes and Friday 26<sup>th</sup> for MWF classes)**

### **Weeks 10 and 11: October 25<sup>th</sup>-November 7<sup>th</sup>**

**Second Writing Assignment:** Memoir (Learning Outcomes #2&5)

- LEARN
  - Review the handout “Memoirs” for instructions on the work in this unit.
  - In this unit, you will create your second writing assignment. You can read about Memoirs on pages 153-160. You may also read sample Memoirs on pages 801-865.
- PRACTICE
  - Grammar Quiz that will cover the following:
    - Commonly confused words
    - Dashes, Parenthesis, and Brackets
    - Active and Passive
    - Commas Review
- APPLY
  - Read *Our Mother's Face* by Valerie Steiker starting on page 826. Then answer the questions 1-4 under ENGAGING THE TEXT on page 830 (**in-class writing assignment**).
    - To receive full credit on this assignment, you must answer each of the questions!
- Write a Memoir
  - In this unit, you will create your **second writing assignment**. You can read about Memoirs on pages 153-160. **This will be DUE November 8 for TR classes and November 9<sup>th</sup> for MWF classes.**

- You will find many resources to help you with this assignment in the pages of your textbook. You will also find helpful examples on pages 801-836. You will use MLA format!

## **Week 12: November 10<sup>th</sup>-November 14<sup>th</sup>**

### **Third Writing Assignment: Profiles**

- LEARN
  - Review the handout “Profiles” for instructions on the work in this unit.
- PRACTICE
  - Grammar Quiz that will cover the following:
    - Parallelism 2
    - Italics Titles
    - Empty Words and Expletives
    - Semicolons in a series
    - Commonly Confused Words
    - Coordination and Subordination
- APPLY
  - Read “Johnny Depp: Unlikely Superstar” by Sean Smith starting on page 860. Then answer the questions “Engaging with the text” #s 1-4 on page 867. (**in-class writing assignment**)
  - Write a Profile
    - In this unit, you will create your third writing assignment to be turned in in **MLA format**. You can read about Profiles on pages 161-170. You will find many resources to help you with the assignment in this unit on the pages of your textbook. You will also find helpful examples on pages 837-867. This will be **DUE** on the Monday (or Tuesday if you are in a TR class) immediately following the **Thanksgiving break**.)

## **Weeks 13--15: November 17<sup>th</sup>-December 5<sup>th</sup>**

**FINAL WRITING ASSIGNMENT: Proposal** (note to instructors: this assignment *must be completed* for assessment purposes at both the core and program level. Contact Ms. McCoy with any questions.)

- LEARN
  - See the handout “Proposals” for instructions on the work in this unit.
  - In this unit, you will create your **final writing assignment**. You can learn about Proposals on pages 171-179 in your textbook. You will find many resources to help you with the assignment in this unit on the pages of your textbook. You will also find helpful examples on pages 868-901.

- **NOTE:** This is a **collaborative** project so you will be assigned a partner/group to write this with.
- PRACTICE
  - Grammar Quiz that will cover the following:
    - Mood
- APPLY
  - With a partner, write a Proposal
    - Topic choices
      - Discuss suitable LOCAL topics-page 175
    - Consider the Rhetorical Situation (176)
    - Generating Ideas and Text (176-177)
    - This will be **due** the last class day.

### **Week 16: Finals**

#### **● FINAL:**

- POST-TEST—this will count for a grade! You will not get an automatic 100 on this activity.

**Additional note:** Other than the first, required outline of the textbook chapter, you will not be assigned outlines. However, there are opportunities for extra credit if you do these outlines. Sometimes it will apply to a test or you can earn up to 5 points on your writing assignment if you outline the chapter in which it was discussed.