

**Syllabus - - ENGL 1301 (3-0) (Face-to-face)**  
**Composition and Rhetoric - -Heather McCourt**

**INSTRUCTOR INFORMATION**

Name: Heather McCourt  
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Office hours: **Mon:** 9am – 2:30 pm; **Tue:** 8:30am-9:30am & 11am-12:30pm; **Thu:** 8:30am-9:30am & 11am-noon

**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). 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!

**Institutional Core Objectives (ICOs):**

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
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
5. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## **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.

ENGL 1301: Composition I

### **Learning Outcomes:**

Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative writing processes;
- Read a variety of texts and reflect upon and respond critically to those texts;
- Learn to write thesis driven essays, with clear internal organization governed by a series of controlled paragraph topic sentences;
- Learn to develop ideas by moving logically in a body paragraph from the generalization of the topic sentence to more specific clarifications;
- Learn to understand and appropriately apply modes of expression in written communication;
- Learn to maintain a logical movement through an essay with control of transitions, clarifications, and reasonable conclusions to ideas;
- Learn to analyze an audience to determine the best strategies for effectively communicating with that audience;
- Demonstrate an understanding of some basic research techniques and how to use library resources;
- Demonstrate a knowledge of research documentation including quotation integration, proper citation, and some knowledge of bibliographic form;
- Demonstrate competence in using Edited American English when articulating ideas in well-organized, lucid prose that exhibits the application of the aforementioned skills.

## Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative **contact information (for me or for my supervisor) in case of emergencies during the time I'm** unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask **questions if I don't understand; and,**
  - attend class regularly to keep up with assignments and announcements.

## **REQUIRED MATERIALS**

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, group work, and a final exam.

All assignments will be computer generated and delivered to me via or Blackboard; do not send work via email. 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.**

### **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.

### **Non-essay assignments**

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.
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

Journals	10%	Essay two	15%
Homeworks	10%	Essay three	15%
Group Work	5%	Essay four	15%
Essay one	15%	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. If you need further clarification on plagiarism, you should go to <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtm> for reference.

## **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](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](#).

## **STUDENT SUCCESS COACHES**

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Lynn Gawlik Administrative Assistant Vice President for Instruction 432-335-6413 [lgawlik@odessa.edu](mailto:lgawlik@odessa.edu)

## **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.