



Instructor: Cindie Miller
E-mail: cindie.miller@clarendoncollege.edu

Office: ADMN Room 109

CALENDAR OF IMPORTANT DATES:

| | |
|--------------------------------------|--------------------------|
| Classes Begin | Wednesday, August 17 |
| Late Registration Begins | Wednesday, August 17 |
| Last Day to Register and/or Add/Drop | Monday, August 22 |
| Census Date (12th Class Day) | Thursday, September 1 |
| Columbus Day (College Holiday) | Monday, October 10 |
| Last Day to Drop with a "W" | Friday, November 4 |
| Thanksgiving Holidays | Monday-Friday Nov. 21-25 |
| Commencement | Friday, December 2 |
| Final Exams | Mon-Wed, Dec. 5-7 |
| Final grades due at 2:00 PM | Thursday, Dec. 8 |
| Transcript Grades Posted at 2:00 PM | Friday, Dec. 9 |

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.

STATEMENT OF PURPOSE

English Composition and Rhetoric I partially satisfies the requirements for the Associate degree at Clarendon College and is designed for transfer to a senior college.

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*. Fourth Edition. New York: W.W. Norton and Company, Inc. 2016. The ISBN # is 978-0-393-61739-9

Other material: Students must come to class with paper, pencils or pens, and a notebook for taking notes.

STUDENT REQUIREMENTS

Students are expected to come to class *on time* and have the necessary materials for class. Students coming in after the door has been closed are disruptive to the class, so please be courteous to your instructor and fellow classmates by being on time. Always have extra pencils/pens and paper so that you will be prepared for whatever activity we have that day.

METHODS OF INSTRUCTION

Course material will be taught through the combination of lectures, collaborative exercises, group work activities, whole class discussions, presentations, demonstrations, peer reviews, readings, media examples such as online videos, internet, conference drafts, office hour conferences, library conferences, and in-class writings.

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.)

THECB Core Objectives

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, 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)

English Department Program Objectives

1. The students will understand and demonstrate writing processes through inventions, organization, drafting, revision, editing, and/or presentation.
2. The students will develop the ability to research and write a documented paper.

3. The students will be able to demonstrate an awareness of the scope and variety of works in the arts and the humanities.
4. The students will demonstrate understanding of various works of literature as expressions of individual and human values within a historical and social context.

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 quizzes)

PAPER FORMAT & SUBMISSIONS POLICY

Your major writing assignments will meet the following criteria:

- Format: MLA
- Top, Bottom, Left, & Right Margins: 1 inch
- Spacing: Double

I understand that you will be writing your papers on college-ruled notebook paper. Please write or print neatly and legibly, as I will be reading and grading well over 100 papers weekly. I will not accept documents if they fail to meet the aforementioned requirements. If I can't read your writing, I will not have the enjoyment of learning about you or assisting you in your journey toward a degree. I look forward to this part of our class more than any other, and I can't emphasize enough the importance of it.

DEFINITION OF LETTER GRADES FOR FINAL SEMESTER GRADE

| | |
|---|-----------|
| A | 90 – 100% |
| B | 80 – 89% |
| C | 70 – 79% |
| D | 60 – 69% |
| F | 0 – 59% |

ASSIGNMENT GRADING SCHEMA

| | |
|--|---------------------|
| <u>Quizzes (Including Final)</u> | 30% |
| <u>Major Writing Assignments</u> | 50% |
| ● Narrative | |
| ● Memoir | |
| ● Profiles | |
| ● Literary Analysis | |
| <u>In-class Writings & Participation</u> | <u>+</u> 20% |
| | 100% |

ATTENDANCE, TARDIES, & ABSENCES

If students skip class, it is impossible to participate. I grade participation. Students must notify me via e-mail prior to the absence if they wish to receive an excused absence for that particular day. Tardies will count as absences if students arrive after I have already recorded attendance. It is disruptive and disrespectful to arrive late if your peers are in the middle of a quiz or if your instructor is in the middle of a lecture.

RESPECTFUL BEHAVIOR

Students are required to treat one another with respect. Students are entitled to personal opinions, but they must be presented in a tactful manner. Any derogatory comments regarding gender, race, religion, sexual orientation, *etc.* will not be tolerated in the classroom. Acknowledge the “etc.” Numerous comments could offend peers and these subjects are not limited to the ones mentioned in this document.

LATE ASSIGNMENT GRADING POLICY

I do not accept late work. Assignments will be collected on the due dates. Since this course reflects the expectations of potential future employers, it is important to remember that *deadlines are deadlines*. In the working world, late work interferes with productivity and could even result in termination. This course intends to prepare students for such environments.

CONFERENCE DRAFTS

Students are allowed to submit a conference draft (an early version of the essay that I will review similar to the way I would provide feedback during an office conference during office hours). Conference drafts must be a complete rough draft of your essay. When I receive a conference draft, I will review the document and provide the same feedback and marginal comments I would provide if I were grading the assignment (with the exception of the actual letter grade). Conference drafts should be submitted before the assignment’s deadline.

COLLEGE POLICIES

Academic Integrity Policy

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty 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) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any

unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken. Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

Withdrawing from (Dropping) the Course

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

Accommodations Statement

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. If you require special accommodations, notify the Dean of Student Services. We will work with you to make whatever accommodations we need to make.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>.

CHANGES TO POLICIES, DEADLINES, OR SYLLABUS

The policies and course calendar are subject to change according to the needs of the class. Students will be notified in a timely manner if such changes occur. Students are responsible for reading and making adjustments according to the most recent version of the course syllabus.

(Tentative Course Schedule appears on the next page)

English 1301 Fall 2022 TENTATIVE COURSE SCHEDULE

August 21

- Review the syllabus and class contract. Students must sign this contract to continue in my course. Be sure to get the textbook as soon as possible if you have not already done so.
- Discuss note-taking.
- Discuss basic logic rules.
- Review instructions for contacting me.
- Read pages HB-90—HB-93 in *The Norton Field Guide to Writing (with Readings and Handbook)*. Study these pages for Quiz #1: Apostrophes.
- In-class activities:
 - Fill out the student profile worksheet.

August 28

- Review and discuss the prompt for the narrative.
- Read pages 73-93 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Writing a Literacy Narrative.”
- In-class activities:
 - **Quiz #1: Apostrophes**
 - Choose a topic for the literacy narrative.

Sepember 4 Labor Day

September 11

- Read pages 279-327 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Processes.”
- Read pages 53-70 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Rhetorical Situations.”
- Discuss rhetorical situations, especially audience and purpose (Learning Outcome #3).
- Read pages HB-4—HB-14 in *The Norton Field Guide to Writing (with Readings and Handbook)*. Study these pages for Quiz #2: Elements of a Sentence, Fragments, Fused Sentences, & Verbs
- In-class activities:
 - What is the writing process? (Learning Outcome #1)
 - Generate ideas and text.
 - **Plagiarism Paper due.**

September 18

- Read pages 649-655 in *The Norton Field Guide to Writing (with Readings and Handbook)*: Amy Tan’s “Mother Tongue.”
- In-class activities:
 - Literacy narrative peer review
- **Literacy Narrative (Learning Outcomes #2 & #5) due.**
- Review and discuss the prompt for the memoir.

September 25

- Read pages 216-223 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Memoirs.”
- Read pages HB-16—HB-51 in *The Norton Field Guide to Writing (with Readings and Handbook)*. Study these pages for Quiz #3: Verbs, Parallelism, Coordination & Subordination, & Shifts
- In-class activities:
 - Choose a topic for the memoir.
 - **Quiz #2:** Elements of a Sentence, Fragments, Fused Sentences, & Verbs

October 2

- Read pages 866-875 in *The Norton Field Guide to Writing (with Readings and Handbook)*: Piper Kerman’s “#11187-424.”
- Read pages HB-51—HB-56 in *The Norton Field Guide to Writing (with Readings and Handbook)*. Study these pages for Quiz #4: Words Often Confused.
- In-class activities:
 - Draft the memoir.
 - **Quiz #3:** Verbs, Parallelism, Coordination & Subordination, & Shifts

October 9

- In-class activities:
 - Quiz #4: Words Often Confused
 - Memoir peer review
- **Memoir (Learning Outcomes #2 & #5) due.**
- Review and discuss the prompt for the profile.

October 16

- Read pages 885-892 in *The Norton Field Guide to Writing (with Readings and Handbook)*: James Hamblin’s “Living Simply in a Dumpster.”
- Read pages 224-234 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Profiles.”
- In-class activities:
 - Choose a topic for the profile.
 - Fill out the profile worksheet.
 - **Quiz #4:** Words Often Confused

October 23

- Read pages 463-468 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Doing Field Research.”
- In-class activities:
 - Draft interview questions and/or revise observation notes.
 - Draft the profile.

October 30

- In-class activities:
 - Profile peer review
- **Profile due**
- Review and discuss the prompt for the proposal.

November 6

- Read pages 235-244 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Proposals.”
- In-class activities:
 - Choose topics. *Discuss suitable LOCAL topics (such as issues on this college campus or in the community. Do NOT choose a “larger” topic such as world hunger because such a topic would be outside the scope of this research project).*
 - Group work/research/drafting

November 17-

- In-class activities:
 - Continue group work/research/drafting.
- **Proposals due**

November 20-24 Thanksgiving holiday**November 27**

- Analyze a text (Learning Outcome #4)
- Read pages 94-128 in *The Norton Field Guide to Writing (with Readings and Handbook)*: “Analyzing Texts.”
- Read pages HB-56—HB-58 and pages HB-100—HB-101 in *The Norton Field Guide to Writing (with Readings and Handbook)*. Study these pages for Quiz #5: Prepositions and Proper Nouns & Common Nouns.
- In-class activities:
 - Read and discuss the handout and short story “Hills Like White Elephants” by Ernest Hemingway.
 - Read and Discuss An Occurrence at Owl Creek Bridge

Finals Week: Dec

ENGL 1301 Exams

- **Quiz # 5:** Prepositions and Proper Nouns & Common Nouns

COURSE CONTRACT

Students are required to provide their signatures on the final page of this document. Your signature acknowledges that you read the course syllabus, comprehend the material that appears on the course syllabus, and that you agree to the terms and conditions that appear on the course syllabus.

Note: *Please remove this page from the syllabus and return it to your instructor with your signature and date at the bottom of the page. Please keep the rest of the syllabus. You are responsible for the material that appears in the syllabus. Therefore, you should keep a printed copy of the syllabus so you can have access to it for the rest of the semester.*

Student signature: _____ Date: _____