



ENGL 1301.220CL
Composition I
Fall 2023

Tuesdays (T), 6-8:50 p.m.; Learning Resource (LRC) Bldg. #8; L-247

Instructor Information: Astrid H. Lowery; alowery@com.edu; adjunct office phone (409) 933-8222. Note: I will be able to answer this phone only during my office hour/Student Hour: Tuesdays, 5:00 to 6:00 p.m.

Student hours and location: Tuesdays, 5 to 6:00 p.m. Learning Resource, Bldg.#8, Suite B, Adjunct Office

Textbooks and Materials: All of our reading materials will be provided for free! (For all handouts I will give the page numbers in case have these *books Please note: **Students do not need to buy any books.**

Online handbook: <https://pressbooks.pub/roughwritersguide/>

Second online handbook: <https://owl.purdue.edu/writinglab/index.html>

Required: (1) Flash drive—to move assignments from school to home and home to school.
(2) Folder dedicated to printed journal entries, and if desired, a notebook for note taking.

Don't buy!

* *The Little Seagull Handbook* (third edition), Richard Bullock, Michael Brody, Francine Weinberg (referred to as **HB**)

Don't buy!

The Little, Brown Reader* (twelfth edition), Marcia Stubbs and Sylvan Barnet (referred to as **Reader)

Course Description: ENGL 1301. Composition I (Lecture 3, Lab 0). CREDIT 3. ACGM. 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. The focus is on writing the academic essay as a vehicle for learning, communicating and critical analysis. **Prerequisites:** The following TSI scores or equivalent developmental courses - TSI Reading 351 and TSI Writing 5 or TSI Reading 351 with TSI Essay 4 and TSI Writing 363.

This is an academic transfer course.

Course Communication: Contact me via email, alowery@com.edu.

Course requirements (including description of any special projects or assignments): This is a composition class, which means there will be a lot of writing.

Students will write four essays, a research paper essay (Essay IV). The first essay will be a diagnostic essay, labeled Diagnostic Essay; the other four essays will be labeled Essays I, II, III, and IV. The fifth essay, Essay IV, is the research paper. Students will write on assigned topics, with the exception of the research paper for which they may choose their own topics. Essay III will be based on a movie to be shown in class.

The fifth essay will be an MLA-documented research paper. Students will choose their own topics, either from my list, or *with my approval* a topic of their own. I will provide a list of possible topics, but students won't be bound by that list. A longer prompt containing do's and don'ts will be provided for the research paper.

Research Tutorial: Students will complete an online library research tutorial, as well as participate in a library orientation later in the semester to be followed up with a one-page paper. The link to the Research Tutorial, which is a self-guided exploratory exercise with an associated quiz, can be found at the following location <<http://libguides.com.edu/research>>.

Journals: Another class requirement is two sets of journal entries, *Set A* and *Set B*, with specific entry requirements. Most entries will pertain to the required essays. The first section, *Set A*, will be due midway into the semester. The second section, *Set B*, is dedicated to the research paper, and will be due at the end of the semester.

Flash Drive: The required flash drive will allow students to move assignments from their computers at home or elsewhere to the classroom computers and vice versa. Work does not remain overnight on the classroom computers; therefore, a flash drive is an absolute necessity to allow students to save their work and not have to redo it.

Course Grade Determination/Detailed Grading Formula, based on percentages*

- 1) Diagnostic Essay: A letter addressed to the professor about yourself, your writing skills, and interests. The Diagnostic Essay counts as *three daily grades*—**1 percent of final grade** (I use the letter as a diagnostic tool and will keep a copy of your graded letter, to be shredded at the end of the semester.)
- 2) A diagnostic grammar test and a diagnostic spelling test (these **do not** count for a grade).
- 3) Essay I—classmate interview/profile/biography—**13 percent of final grade***
- 4) Essay II—personal experience based on a reading in the **Reader**—15 percent*
- 5) Essay III—persuasive essay based on a movie—17 percent *
- 6) Research Essay, Essay IV, is an argument paper. You choose your topic, *with guidelines*—24 percent*
- 7) Two sets of journal entries (*Set A* and *Set B*)—13 percent* (6.5 percent per set)
- 8) *The Research Tutorial*—3 percent*
- 9) Class presentation/based on Essay II—3 percent*
- 10) Class attendance and participation in group work, peer editing, announced and **unannounced** quizzes, in-class writing assignments, and the diagnostic grammar exit test —14 percent*
A written prompt will be provided for all writing assignments, not only for essays.

Grading Scale:

A—90 to 100; B—80 to 89; C—70 to 79; D—60 to 69; F—59 and below.

Grading Formula for Essays:

Essay grades are composed of two parts: a holistic grade (form and content), and a grammar and mechanics grade (major and minor errors). The holistic grade is worth 60 percent of the total grade, and the grammar/mechanics grade is worth 40 percent. The two are added together for one numerical grade: 100 percent or below.

- 1) Each essay will be governed by a thesis statement and will have adequate development, unity, and coherence. Each essay will have a smooth introduction and a comprehensive conclusion. Most importantly, *your essay will be paragraphed*, with each paragraph governed by a topic sentence, which may be explicit or implicit (understood in context). Ensure that your essay is paragraphed! Failure to do so will result in an F. *Paragraphing is an absolute requirement.*
- 2) Major errors should not exceed one per 100 words, with *4 minor errors* counting as one **major error**.

Major errors include:

Agreement of subject and verb, or antecedent/pronoun (noun/pronoun or pronoun/pronoun), verb tense errors, vague reference, sentence fragments, comma splices, run-on (fused) sentences, and needless or inappropriate switch of tense (present, past, future) or point of view (1st [I, we, me, us], 2nd [you], 3rd [he, she, it, they, one] person).

**** Never use “you” (2nd person) in your academic writing unless it is part of a direct quote. Also, in most instances do not use “I” (1st person). The correct usage for **most** essays is 3rd person— “he,” “she,” “it,” “they,” or “one.”**

For personal essays or the diagnostic letter, use any form of 1st person, such as “I,” “me,” “we.”

Minor errors include spelling, punctuation that does not form the comma splice, and diction. *Four minor errors equal one major error.*

Late Work, Make-Up Work, and Extra Credit Policy: *Late essays will not be accepted.* You must turn in your essay or any other work on the assigned due date. ***Failing to come to class will not excuse you from the due date.*** If you can’t make it to class, you must have someone bring your work. If I agree, you may email your essay to me the day it is due, but you must bring a hard copy of your essay the following *class* day. Also, in-class work: individual and groupwork--cannot be made up.

Extra credit work is accepted **only after all required work has been finished and turned in, unless otherwise specified.** Extra credit *will not* substitute for a **missed** required assignment.

Please Note: *I reserve the right to withdraw any student for excessive absences and /or failure to keep up with the work and required assignments.*

Attendance Policy: Regular attendance *is expected* and counts towards the student’s participation grade. We have only **16 class days—one per week**—so attendance is *vital*. If you cannot attend due to an emergency, you should email me at alowery@com.edu as soon as possible. Then get notes and/or assignment instruction from another class member or contact me. (If you email me when you can’t come to class, I will let you know what we did in class so you can catch up.). *It is your obligation to be informed about what happened in a class you missed.* **Get a phone number and/or an email address from a classmate.**

A student who misses more than **three** class days (three weeks of class) or **two** consecutive class days (two weeks of class) *should drop the class; failure to drop a class will result in an F in the course.* Also, if you leave class more than 20 minutes early, *without* permission, you will be counted absent at the professor’s discretion.

One or two incidents of lateness (tardiness) due to circumstances out of the student’s control is understandable, but habitual lateness will be seen as a sign of disrespect and lack of professionalism. *Please note:* three incidents of lateness, 10 minutes or more, **will count as one class absence.**

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty members cannot share any information about performance in the class through other electronic means.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
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1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TM)	Individual and collaborative journal assignments, and peer review activities
2. Develop ideas with appropriate support and attribution.	Personal Responsibility	Research-based final essay
3. Write in a style appropriate to audience and purpose.	Communication Skills (CS1)	Essay assignments
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking (CT)	Essay and journal assignments
5. Use edited American English in academic essays.	Communication Skills	Essay and journal assignments
6. (PR) Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility (PR)	Research-based essay and appropriate use of research

Academic Dishonesty: Any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, intentional or not, such as cheating on a quiz or an exam, is an extremely serious offense and will result in a **grade of zero** on that quiz or exam, and

the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

See below!

Plagiarism: Plagiarism is using someone else's words or ideas and claiming them as one's own. Plagiarism is an extremely serious *ethical* offense. Plagiarism includes paraphrasing someone else's words without giving proper credit (citation) to that person, copying directly from a website and *pasting* it into one's paper without proper documentation, and using someone else's exact words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. **A second offense will result in an "F" in the class.**

In this course, you may not use AI for any assignment in any way, shape, or form. Use of AI will be treated as plagiarism and is considered to be academic dishonesty!

Avoiding Plagiarism Link: *The following is the address of Purdue University's OWL, a resource about avoiding plagiarism as well any English or writing questions:* www.owl.english.purdue.edu. Another source may be found at <http://en.writecheck.com/ways-to-avoid-plagiarism/>

Student Concerns: 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 Professor Brian Anderson, Humanities Department chairman, (409) 933-8186, or email him at banderson@com.edu (Caution: look for the address **with his picture**).

Course Outline

The following is a *working* course outline; therefore, it *is* subject to change and *probably* will.

Please note: You must have read the day's reading(s) **prior** to coming to class.

Also please note: Since each class is approximately two hours and 50 minutes long, we will take a 10 minute-break at approximately 7:21 p.m. and resume class at approximately 7:31 p.m.

Week One

1) T—Aug. 29:

- 6:00 p.m.** Attendance and course introduction and discussion of course objectives.
Brief class introductions.
Brief review of syllabus and course outline.
Fill out Student Information forms.

Sign up today for a conference time on the sign-up sheet for individual conferences Tuesday, Sept.5 or Tuesday, Sept. 12. Conferences will be held two doors down (end of hall) in Suite B in the “pass through” Adjunct Office.

7:00 p.m. *Diagnostic essay*, a letter about yourself addressed to me, which will allow me to get to know you and your writing skills. You will get a written prompt for this and all other essay assignments.

Please Note: The letter **must be finished** in class **tonight**. It is the basis for the conferences which begin next week. The letter should be 1 ½ to 2 pages long.

Make sure this is your best writing; it counts for three daily grades or 1 percent of final grading.

Print out **two** copies, one for me and one for you.

I will demonstrate how to set up an essay MLA-style (Modern Language Association).

Please Note: All writing assignments, except for Journal # 1 (see below) must be key boarded (typed).

Week Two

2) T—Sept. 5: No formal class tonight.

6:00 p.m. Attendance .

*Begin conferences and take **diagnostic tests**—grammar and spelling.* These tests do not count for a grade. While you are taking the tests, individual conferences will be held in the Suite B Adjunct Office, two doors down to the left as you exit L-147.

When you are finished with the diagnostic tests, leave them and your filled out scantrons on my desk; you may then leave. If you need to see me before you leave, come to the conference room.

Week Three

3) T—Sept.12: *Conferences continue.* No formal class tonight; however, before conferences begin, I will demonstrate how to do the Research Tutorial. After you finish the tutorial, take the short quiz.

6:00 p.m. Attendance and explanation of how to access and do the Research Tutorial as well as accessing the Research Tutorial the quiz.

When not in conference work on the tutorial and take the quiz, which counts for 3 percent of your final course grade. The tutorial quiz is due Tuesday, Sept. 19 at the beginning of class.

For Tuesday, Sept. 19, bring your flash drive for **Journal Entry #1**. *Always bring your flash drive to class, as work does not stay on the computers.* They are cleared at midnight.

**Also, please note all writing assignments, except for the answers to Journal 1, must be keyboarded (typed).*

For Tuesday, Sept. 19, read **handout** from *The Little Seagull Handbook* chapters 1-4, pp. 2-12, basic principles of essay writing. Also read **Interviewing** Page 55 in *The Little, Brown Reader*, and sections 6 through 9 (“Conducting the interview”) and (“Writing the essay”) pp. 57-58.

Week Four

4) T—Sept. 19: Class resumes

Research Tutorial quizzes are due. Copy your quiz answers onto the scantron sheets I will provide. *You keep your written quiz.*

6:00 p.m. Attendance

Brief discussion of basic principles of essay writing as well as interviewing.

For how to write an essay, read the handout from *The Little Seagull Handbook*, pages 2-12.

Also, read the handout from *The Little, Brown Reader*, read **Interviewing** Page 55 in and sections 6 through 9 (“Conducting the interview”) and (“Writing the essay”) pp. 57-58.

For **Journal #1**, the basis for **Essay I**, you will partner with another student and ask each other the list of interview questions other classes developed in the past. Interview each other and **take notes by hand**. The list of questions and your partner’s answers form the basis for your Essay I, a biography of your fellow student.

Get your partner’s phone number and email address in case you have follow-up questions. You will introduce each other to the class beginning next Tuesday, Sept. 27.

Journal #1, the questions and your interviewee’s answers, will count for three daily grades and is one of several journal entries that will count for a separate grade. *Put a copy of Journal 1, the questions and answers, into your journal folder.* Attach a copy of Journal #1 to your finished Essay I. The final form of Essay I is due Oct.4.

Be thorough when you interview your partner (get lots of information) because **Essay I must be two (2) or more pages long**. You will receive a written prompt for Essay I.

Begin working on the rough draft of Essay I. Remember to write in third person—*he, she, it, they, or one*. For next **Tuesday, Sept. 26**, bring your finished, **typed rough** draft of Essay I for partner/peer editing.

Before beginning to write your Essay I rough draft, carefully review the notes of your interview. Also, remember that Essay I is a biography, so it **must** be written in third person—***he, she, it, they, or one***.

Be sure to save your essay to your flash drive and print out a copy, so that if something happens to your flash drive, you won’t have to begin writing your essay all over again. If you forget your flash drive, you can always email your work to yourself!

Also, for next **Tuesday, Sept. 26**, read handout from *The Little Seagull Handbook*, **yellow section**, Index, pp. 269-278:

Fragments, Comma Splices, and fused sentences (run-on sentences) for a short discussion and some exercises.

Week Five

5) T—Sept. 26: Essay I, the finished **rough draft**, is due for peer editing with your partner.

6:00 p.m. Brief partner class introductions based on the **Journal # 1** interviews.
Short discussion of fragments, comma splices, and fused (run-on) sentences, also, a discussion of first, second, and third person.

6:45 p.m. You and your partner will peer edit each other's finished rough draft of Essay I, based on the editing rubric I will provide. First, you and your partner will correct errors in fact in each other's essays. Then, *as you are able*, correct minor and major errors in your essays. Be thorough in peer editing your partner's essay; give as much help as you can. Also, please don't hesitate to ask for my advice during this process. I am always available to answer questions.

Begin revising your rough draft, paying close attention to sentence fragments, fused sentences (run-ons), and comma splices, as well as errors in subject-verb agreement, and antecedent/pronoun agreement.

When you are finished writing **Essay I**, **attach to** the final copy of Essay I, the rough draft your partner peer edited, his or her peer editing rubric, and a copy of **Journal 1**.

*****Please Note:** Essay I and Journal #1 are not the same thing; therefore, do not label Essay I as Journal #1. ***

Due next **Tuesday, Oct. 4**, Essay I (two pages, *down to the bottom*). **I take 1 point off from the total essay grade for each missing line.**

Read the handout from *The Little, Brown Reader*, Langston Hughes's "Salvation," pp. 235-238, for an in-class discussion.

For Tuesday, **Oct. 12**, read handout from *The Little Brown Reader*, Chapter 1, pp. 2-16, which includes the short essay, "Animal, Vegetable, Miserable," by Gary Steiner, pp. 5-8, as well as the letters to the editor to him pp. 13-15.

Then for **Journal Entry #2**, write a brief summary of "Animal, Vegetable, Miserable," and what you learned about reading effectively. Your journal entry should be **at least** a page long.

All journal entries should be at least one page long unless otherwise specified.

Week Six

6) T—Oct. 3: Final version of *Essay I* is due at beginning of class.

6:00 p.m. Attendance **Make sure you have read** the Langston Hughes's "Salvation," handout or pp. 235-238 in the **Reader**.

Your **Essay II** will be based on "Salvation."

Whole class discussion of "Salvation." *Then the class will be divided into groups for personal experience discussions based on "Salvation."*

Each group member will share with his or her group an experience that evoked strong emotions and perhaps involved group pressure as it did for Langston Hughes in his short story.

For **Journal Entry #3A** (*See **Week 7 for Journal #3B**), summarize *your* group members' (not your own) experiences on one page.

Write down the *full names* of each group member and comment on how well the discussion went and how well everyone participated.

Place finished Journal #3A into your Journal Folder.

Your next essay, **Essay II**, will be a personal experience essay focused on Question #5 on handout from

The Little, Brown Reader on Page 238 following Hughes's essay. Essay II will be due Oct. 17.

Based on what students discussed in their own groups, beginning Tuesday, Oct. 11, students will present their experiences to the class, For **Journal Entry #3B**, summarize three of the presentations (other than those from your own group) that spoke to you!

8:00 p.m. Essay II will have two in-text citations and a Works Cited page. Both in-text citations (either direct or indirect quotes) will come from "Salvation." Your essay also will have an "addendum" (an added piece), a short biography of Langston Hughes.

Also, you will go to the Internet or the COM Library databases to find biographical information on Langston Hughes.

The short biography you write over the information will be the *addendum*.

You must print out the information pages about Hughes and attach them to your essay. **On your printout**, highlight what you *summarized* for the addendum.

Print out the **actual** Internet or database pages. **Do not** copy and paste the information onto a Word page! You must attach the *original* printed-out pages on Hughes.

For **Journal Entry #4**, I will demonstrate on the board, as well as give you a hand-out of how to do in-text citations and how to do a Works Cited page. See Page 122-128, **green section**, in your **HB** for in-text citations, and pp.168-169 for the sample Works Cited page. Record my instructions, verbal, as well as from the board, as Journal Entry 4. Save **Journal #4** in your journal folder.

Talk about "Mixed Construction," from handbook, *yellow section* in **HB**, pp. 278-middle 291.

Highlight points on how to give a speech.

For Tuesday, Oct. 10, Journal Entry #2 is due at the beginning of class.

Read handout from the **Reader** "Using Quotations," pp. 59-60, and "Avoiding Plagiarism," pp. 60-66. Also read handout from the **Reader**, "Avoiding Plagiarism," pp. 63-68, and "A Checklist: Avoiding Plagiarism." In **HB** read R-4 (blue section), "Integrating Sources, Avoiding Plagiarism," pp. 107-118.

Week Seven

7) **T—Oct. 10: Journal Entry #2** is due at beginning of class.

6:00 p.m. Attendance

Informal Presentations, also known as QEP: (Each student will speak about his or her personal experience based on Langston Hughes's experience in "Salvation.")

For **Journal Entry #3B** sum up what was said by people *other than those in your own group*.

Pick three presentations that resonate with you and summarize them. Be sure to get the speakers' names, and the correct spellings of the names! Place **Journal #3B** behind J#3A in your journal folder.

Journals #3A and #3B will provide raw material for Essay II.

8:00 p.m. Stop presentations to discuss "Using Quotations," for Essay II in **Reader**, pp. 59-60 and as a handout..

Hand out **Humanities Department Plagiarism Policy*** for Journal #5. *If time permits, read Plagiarism Policy together. Otherwise make sure you have read the policy on your own because next class all students will sign the sheet indicating they understand what plagiarism is and the penalty for plagiarizing. This is a binding document.*

For **Journal Entry #5** write what plagiarism is and how to avoid it. (Refer to assigned pages on plagiarism in both the **Reader** and **HB**.)

Attach the Humanities Department's Plagiarism Policy* to **Journal #5**. As with all journal entries this entry should be at least one page long.

Essay II is due Tuesday, Oct. 17, at the beginning of class. For Essay II, make sure that both of your in-text citations and your Works Cited page are correct based on **Journal 4**. I will give you a copy of what Journal #4 should look like. Copy it and place it as well as my handout into your journal folder.

Journal #5 is due, Tuesday, Oct.24. Also Journal #6 (discussed below) is due Oct. 24,

Read in the **Reader**, Page 361, "Address at the Dedication of the Gettysburg National Cemetery," by Abraham Lincoln, and pp. 362-367, "The Gettysburg Address," by Gilbert Highet, in which Highet gives an analysis of the Lincoln Address, paragraph by paragraph.

These two pieces are part of **Journal #6**.

For **Journal #6**, due Oct. 24, summarize Gilbert Highet's analysis of Lincoln's Gettysburg Address. Think about how the "Gettysburg Address," Highet's essay on the Address as well as Langston Hughes's "Salvation" could influence your writing, and comment on that influence in your journal entry.

Week Eight

8) **T—Oct. 17: Essay II** is due at the beginning of class. Make sure that both of your in-text citations and Works Cited page are correct based on **Journal #4**, which I demonstrated in my handout!

6:00 p.m. *Continue individual presentations. Try to finish presentations today.*

8:30 p.m. *Short break*

If time permits, discuss as a class both the "Address at the Dedication of the Gettysburg National Cemetery," by Abraham Lincoln, Page 361 in the **Reader**, and, "The Gettysburg Address," by Gilbert Highet, pp. 362-367. *Both are available as handouts.* They are part of **Journal #6**.

Week Nine

9) **T—Oct. 24: Journal #5 is due; it should be a page long.** Attach Humanities handout to Journal #5. Also due, **Journal #6, a summary of Highet's analysis, is due at the beginning of class.**

6:00 p.m. Watch the movie about which you will write **Essay III**, a persuasive essay. Pay close attention to the movie because you will use quotes from it in your essay; there is no need to take notes during the movie because I will provide you with a list of direct quotes.

No break; we need to finish the movie! Take quiz over movie when it finishes.

For **Journal #7** summarize (short synopsis) the movie and your reaction to it: A. Did you like it? Why or why not? B. Did you find the movie's story line credible? C. What was your favorite part of the movie and *why*? D. What correlation(s) between the movie and the Gettysburg Address did you see? Place Journal #7 into your journal folder. **Essay III** will be due Tuesday, Nov.8.

Journal #7 is due at the beginning of class. I will look at it and give it back to you to put in your Journal Folder.

Week Ten

10) T—Oct. 31: **Journal #7** is due.

6:00 p.m. Attendance

Get into groups to discuss the movie and what you wrote about it in **Journal #7**. Also discuss any correlation(s) you saw between the movie and President Lincoln's Gettysburg Address.

Journal #8 will be a collaborative journal, meaning you will compose it together as a group.

First your group will discuss all aspects of the movie, paying close attention to the trial. Also discuss any correlation you see between the movie and the "Gettysburg Address."

Then someone in your group will volunteer to be the group's scribe and record group members' full names and their summarization and discussion of the movie and any correlation they found between the movie and the Gettysburg Address.

*The scribe also will print out a copy of **Journal #8** for each group member and one copy for me.*

7:30 p.m. *Short whole class discussion of movie based on Journal #8.*

For Essay III you will incorporate four in-text citations and a Works Cited page. I will demonstrate those on the board and will provide a handout, which you will record as **Journal Entry #9**; save it in your folder.

If there is time, begin writing Essay III, which is due at the beginning of class, **Tuesday, Nov. 14**. Your prompt will suggest a possible thesis statement for the persuasive essay.

For **Journals #10A** and **#10B**, due Nov. 7, as part of Set A/Journals 1-10B, read the **Reader** handout "A Casebook: College Advice from People Who Have Been There Awhile," pp. 320-326. The "Casebook" is a compilation of five short pieces. Choose any two of the five and write at least a half-page synopsis of each, then **add** your comments and observations **to make each journal entry one full page long**.

Journals #10A and **#10B** are the last two journals of **Set A/Journals 1-10B**. The whole set is due Tuesday, Nov. 14, along with Essay III.

Week Eleven

11) T—Nov. 7: **Journals #10A** and **#10B** are due at beginning of class.

6:00 p.m. Starting today we will work exclusively on the research paper, Essay IV.

I will give you a list of possible research paper topics, each stated as a question; choose three topics you might want to research. Turn the questions into "**should**" or "**should not**" **statements**. You may, however, come up with your *own topic*. The research paper **must** be an argumentative essay, so you will argue either one side or the other. If you choose your own topic, make sure it can be argued *equally* on both sides, and **get my approval of the topic**.

The following is a list of topics **NOT** allowed for the research paper:

No research essays will be allowed on the death penalty, abortion, legalizing marijuana or other drugs, or legalizing hemp. Also, no essays on prostitution, spanking/corporal punishment, lowering the drinking age, global warming, prayer in school, euthanasia or assisted suicide. Also, nothing on the former U.S. president (45) and his administration, or the current president (46) and his administration.

You may not use the Bible or any other religious work such as the Qur'an as a source in your research paper. You also may not use a blog, Wikipedia, an encyclopedia, or a dictionary.

Read the handout from *The Little Seagull Handbook*: (W-7, burnt orange section): Arguments, pp. 43-48.

7:30 p.m. For **Journal Entry #11** (begins of the second set of journal entries), find information for three possible research paper topics on the Internet or better yet, the COM Library's databases and print one page for each of the three topics. For each of the three topics you have chosen, you need to write a short thesis statement that begins with "should" or "should not."

Examples of *questions* turned into *short* thesis statements:

1. Should the death penalty be abolished?

The death penalty *should* be abolished. **Or** The death penalty *should not* be abolished.

2. Should third trimester abortions be allowed?

Third trimester abortions *should not* be allowed. **Or** Third trimester abortions *should* be allowed.

3. Should prostitution be made legal?

Prostitution should be made legal. **Or** Prostitution should not be made legal.

Make a one- to two-page print out of your research for each of your three topics and *staple the print outs to your Journal #11*. Then hand in your three possible research paper topics with a **short** thesis statement for each; *star* the topic you might want to research.

Don't forget to attach the printouts!

Show all to me and get my approval of the topic you wish to research. Then begin researching. **Please Note:** If you choose your own topic, with my approval, you will still need to add two questions from my list.

For Tuesday, Nov. 14, Journals #10A and #10B are due as part of the first set of journal entries **Set A/ 1-10B!**
In **HB** handout, have read **R-1 (blue section):** "Doing Research," pp. 90-107.

Week Twelve

12) T—Nov. 14: Journals #10A and #10B are due as part of the first set of journal entries, **Set A/Journals # 1-10B.**

6:00 p.m. Attendance and then we will go as a group to the **COM Library for a research demonstration.**

When we get back to the classroom, if you have not already done so, show me your three *short* thesis statements (**Journal #11**). Then for **Journal #12** turn your *starred* short thesis statement into a longer, more inclusive thesis statement. You need just one long thesis statement.

7:30ish p.m. To help you formulate your longer thesis statement for **Journal #12**, look at the expanded thesis statements below, which are based on the three short ones at the top of this page.

1. The death penalty should be abolished because minorities have a proportionately higher representation on death row, and the validity of previous DNA tests has become suspect.
2. Third trimester abortions should not be allowed because fetuses at six-month gestation have been found to be viable, and aborting these fetuses constitutes murder.
3. Prostitution should be made legal because it is essentially a "victimless crime," and with legalization, the health of prostitutes could be monitored by issuing licenses that could only be obtained through certified health checks.

For **Journal #12** choose one of the topics from *your Journal #11* list, expand and polish your short thesis statement for that topic. If you want to switch topics, do so quickly. Get my approval for your new topic, and write a new thesis statement for me to look at; then start researching. The research paper is due Tuesday, Dec. 5.

For **Journal Entry #13**, draft an introductory paragraph which will include your longer thesis statement. Show me your introductory paragraph and then continue researching. In the **Reader**, see “Introductory and Concluding Paragraphs,” in Chapter 4, pp. 104-107. Available as a handout/

Also, in the handout, read in Chapter 4, “Hollow Claims about Fantasy Violence,” by Richard Rhodes, pp. 109-111. Beginning in the middle of Page 111 through Page 114, the editors analyze Rhodes’s argument paragraph by paragraph. This analysis will help with making an argument in your research paper.

Tuesday, Nov. 21, quiz over “Hollow Claims about Fantasy Violence,” by Richard Rhodes, pp. 109-111 in **Reader** and as a handout.

Tuesday, Nov. 21 *Library Write-up is due.* In **HB**, read R-2 (blue section), “Evaluating Sources,” pp. 102-107.

Week Thirteen

13) **T—Nov. 21: Library Write-up is due. Also, Journals 1-10B/Set A are due W-Day**

6:00 p.m. Attendance

In **HB**, have read R-2 (blue section), “Evaluating Sources,” pp. 102-107, also as a handout.

Quiz over “Hollow Claims about Fantasy Violence,” by Richard Rhodes, pp. 109-111 in **Reader**.

If you plan to interview someone who is an authority on your topic, for instance a principal about school dress codes, read in **HB**, section R-1j: Field Research, pp. 101-102.

Make sure I have approved the person you wish to interview as an acceptable source for your essay.

For **Journal #14**, make an informal outline for your research paper. It can be as simple as listing *in order* the points you will write about in your essay; your listing, however, must be extensive in order to adequately develop your topic. (*I will distribute an example of an informal outline.*) When you finish your outline, show it to me and then continue researching, and begin writing your rough draft.

7:30 p.m. For **Journal Entry #15**, draft a possible conclusion for your research paper for me to see.

Begin working on your Works Cited page, **Journal Entry #16**. Skim in the handbook, **green section**, “MLA Style,” index, pp. 119-122, or as a handout.

Also, see sample Works Cited page in **HB**, pp. 168-169. See sample research paper in **HB**, pp. 161-167.

If I haven’t seen it yet, show me **Journal Entry #15**, your possible conclusion for your research paper.

Also, show me your **Journal Entry #16**, which is your *working* Works Cited page.

Then continue researching and working on the rough draft of your essay, which is **Journal Entry #17**.

You should have your rough draft finished by next Tuesday, Nov. 28.

Please note: If I have not yet seen your *working* Works Cited page, **Journal Entry #16**, I must see it today!
It is imperative that I see your Working Works Cited page before you hand in your rough draft of your research paper next week!

Week Fourteen

14) T—Nov. 28: **Journal #17, rough draft of Essay IV—the research paper--should be finished today!**

6:00 p.m. Bring your **finished rough draft, Journal Entry #17**, for me to spot check today and for a classmate to peer edit or finish your rough draft in class today.

On your draft is finished, make a note of passages in your draft that you particularly want me to look at. (I cannot read your whole essay; if I were to do so, I would have to give it a grade.)

In **HB** handout look at the Sample Research Paper, pp. 161-167 (green section). Also take special note of the Works Cited page, pp. 168-169.

7:30 p.m. Your **finished rough draft, Journal Entry #17**, is due for **optional peer** editing today—one to one. Make sure your Works Cited page is correct and that all your in-text citations match the entries on your Works Cited page. Remember, you must have at least ten in-text citations, two for each of the *required* five sources. Your attribution/parenthetical statement (****) must be the first word of your Works Cited page entry.

Be aware that the research essay, *Essay IV*, is due at the end of class, 8:50 p.m., Tuesday, Dec. 5, or the last day of class Dec.12.

Our last day of class is Tuesday, Dec. 12, 2023, when you possibly will take the exit grammar test.

For **Journal Entry #18**, evaluate all aspects of class: What was good, what was not so good, what I should keep, what I should add, and what I should eliminate. Also, please tell me what you learned this semester and in what way this class has been valuable for you.

Week Fifteen

15) T—Dec. 5: *Research Essay IV is due today at the end of class, 8:50 p.m.*

Week Sixteen

16) T—Dec. 12: **Journals 11-18 (Set B)** are due today.

6:00 p.m. Take Post Diagnostic Grammar Test. **Taking** the test counts for one daily grade.

7:30 p.m. *Conferences as needed*

Last day of COM classes is Friday, Dec. 15, 2023

Student grades and class assessments are due at noon Friday, Dec.15, 2023.

Welcome to a successful semester!

Shortcut to Due Dates for Written and Some Other Work

1. Aug. 29-- **Diagnostic Essay**/letter due at end of class period

Conferences: Sept. 5 and Sept. 12, also, Sept. 5, diagnostic grammar and spelling tests

2. Sept. 19—Research Tutorial quizzes are due

3. Sept. 26– Finished *rough draft* of Essay I is due at beginning of class for partner/peer editing

4. Oct.3 – Final version of **Essay I**, with partner peer-edited rough draft and copy of Journal #1, questions and answers attached, due at beginning of class
5. Oct. 10–**Journal #2** is due at beginning of class.
6. Oct. 17–**Essay II** is due at the beginning of class.
7. Oct. 24—**Journal #5** and **Journal #6** are due at beginning of class. *Also, watch movie for Essay III.*
8. Oct. 31 -- **Journal #7** due at beginning of class. Discuss movie in groups and write Journal #8 collaboratively.
9. Nov.7-- Journals **#10A and #10B** are due as part of the first set of journal entries **Set A/Journals # 1-10B**.
10. Nov. 14– **Essay III**, based on a movie, is due at beginning of class
11. Nov. 14 – Go to COM Library for research paper demonstration.
12. Nov. 21– Quiz over “Hollow Claims about Fantasy Violence” by Richard Rhodes pp.109-111 in **Reader**.
13. Nov. 21 –Library Research Demonstration Write Up is due, as well as **Journals 1-10B/Set A are due!**
14. Nov. 28 -- Journal #17, rough draft of research paper, due at beginning of class for optional peer editing.
15. Dec. 5-- Research Paper, **Essay IV**, is due at end of class period
16. Dec. 6 -- **Set B (Journals 11-18)** is due at beginning of class due.
17. Dec .6 -- Possible Exit Grammar Test

Beginning Nov. 14, I need to see your Journals 11 - 17 as soon as you finish them. *Journal due dates.*

Rough draft for research paper, Journal#17, is due Nov. 28. The final draft of research paper is due Dec. 5.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [Student Handbook 2022-2023_v4.pdf \(com.edu\)](#). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of the student’s work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your Professor or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at (409) 933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: 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.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. (Students should keep careful track of how many times they have withdrawn from a course.) *The last date to withdraw from the 16-week session is Nov. 28, 2023.* After the official drop date, a grade of “W” will *not* be given for any reason.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. 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 Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer so that you can meet your academic goals.

Resources to Help with Stress: If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Success Tips for Students:

- 1) Take responsibility for learning and self-organization.
- 2) Be aware of deadlines and responsibilities.
- 3) Complete all course readings in a timely manner.
- 4) Read directions carefully for details about each assignment’s requirements.
- 5) Attend all class sessions. *Consider coming to class of the same importance as going to your job!*

Computer Skill Resources: The following are addresses to resources focused on computer skills needed to be successful in this course.

www.gcflearnfree.org all topics

www.basic-computerskills.com/

www.forbeslibrary.org/research/index.php?n=Main.ComputerSkills

More Success Tips:

Be proactive:

- 1) Review the course outline of the syllabus before each class to be prepared for class and to not miss a deadline.
- 2) Complete all course readings *prior* to the day they are to be discussed.

- 3) Read directions *carefully* for details about each assignment's requirements.
- 4) Consult "Shortcut for Written Due Dates among Others" last page of this document.

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook:

<http://www.com.edu/student-services/student-handbook.php> . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class.

Student Learner Outcomes: Upon successful completion of this course, students will be able to

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use edited American English in academic essays.
6. Evaluate choices and actions of others or one's own and relate consequences to decision-making.

Additional Objectives: Upon successful completion of this course, students also will be able to

1. analyze appropriate college-level reading materials.
2. evaluate expository and persuasive prose.
3. demonstrate knowledge of MLA bibliographic and citations systems.
4. use technology in the writing process

General Education Core Objectives: Students successfully completing this course will demonstrate competency in the following core objectives:

- 1. Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
- 2. Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
- 3. Teamwork:** Consider different points of view and work effectively with others to support a shared purpose or goal.
- 4. Personal Responsibility:** Evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

Benefits of Taking this Course:

- (1) Students will learn to generate ideas about which to write.
- (2) Students will learn to analyze and interpret essays in various writing modes (narrative, comparison, process, etc.).
- (3) Students will be able to research, compose, and document a research paper in MLA style.
- (4) Students will be able to proofread their own and others' work and make the necessary corrections.

Student Rights: Students taking this class have rights, but they also have responsibilities. One student right is the expectation that this course will be taught within the parameters specified in this syllabus/course outline. While the professor reserves the right to alter the course, no material or assignment will be added without proper notification and advance warning. *Please Note:* I will endeavor to make sure changes are minimally disruptive and not overwhelming.

Student Responsibilities: These include being self-motivated, staying organized, completing assignments on time, and asking questions as needed. All questions are important and will be answered respectfully and to the best of my ability.

Course Goals: A student must earn at least a “C” in English 1301 in order to progress to English 1302. With a grade of “C” or better, a student should have the skills necessary for success in English 1302. *English 1302 may not* include instruction in essay organization, various methods of development or the mechanics of writing a research paper. Therefore, those subjects should be *mastered* in English 1301. In English 1302, students are expected to know how to use in-text citations correctly, produce a Works Cited page—MLA style, and write an acceptable academic essay.