



English 1301.01212
Composition I
Spring 2025
Internet Course

Instructor Information:

Name: Mandi Crum

Email: mcrum2@com.edu

Student hours and location: Virtual, Office Hours Tuesdays 3:30-4:30 pm and Thursdays 9:00-10:00 am, and *by appointment as needed*

Required Textbook/Materials:

The Rough Writer's Guide: A Handbook for Writing Well, by Dr. Karen Palmer and Dr. Sandi Van Lieu (free textbook, Open Educational Resources). All reading materials, including supplemental readings, will be provided without additional cost to students. (<https://pressbooks.pub/roughwritersguide/>)

Handbook:

Purdue Online Writing Lab (<https://owl.purdue.edu/>, Open Resource) *I will provide links to specific chapters/articles in the weekly assignments.

Supplemental:

Jewell, Richard. *Writing For College*, <http://www.richard.jewell.net/WforC/home.htm> (*online resource, link provided*). *I will provide links to specific chapters in the weekly assignments.

Other materials required for class reading assignments may be included in weekly content on Brightspace as well.

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 Prerequisites: See college catalog or consult with advisor for current prerequisite requirements for English 1301.

Course requirements:

Course Requirements/Major Assignments

Besides the major assignments listed below, class activities and teaching tools may include discussions, group work, presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

Major Assignments:

Discussions

Discussions are an important way to gauge student participation and keep the class engaged and interactive, particularly in an online class. Discussions give you a way to share ideas and interpretations with other classmates and the instructor. Because we do not meet in a face-to-face environment, discussions are graded as a way to encourage and objectively measure student participation. A discussion rubric will be distributed to help you understand how discussions are graded. You should avoid using outside sources (such as websites) to complete discussions, since I'm interested in your thoughts and analysis, but if you do use such a source, you should of course give credit with proper citations.

Note on discussions and other class materials: Certain questions and notes may be used or adapted from textbook and publisher resources.

Journal Assignments

Students will be asked to generate 1-2-page journal entries, consisting of reflections and thoughts generated by the readings, class discussions, and other assigned journal topics. Journal assignments will be assigned in class or online and turned in either electronically or in printed form (as instructed). Although students have a lot of liberty in completing the journal assignments, they should not use journal assignments as a way to vent about the class, other students, or instructors at the college; this may result in a failing grade on the journal. Please remain professional and use common sense. Inform the instructor directly if you have a concern. While journals will not be graded for grammar or punctuation, it also makes sense to be mindful of these concerns, and you should proofread if you have time. MLA format should be used on all journals.

Short Essay

For this first essay of one to two pages, students will write a short essay with minimal instruction and guidance from the instructor. This assignment will be used to assess each student's current skills as a writer and to identify areas for improvement.

Essays

Students will receive separate handouts and instructions for major essay assignments. Major essay assignments will range from 3-5 pages in length, and each essay will build on your ideas as you focus on certain interests or topics over the course of the semester. For certain essay

assignments, students should be aware that the final draft may not be submitted for credit if the early steps are not completed. We will be emphasizing the writing process in this class.

Quizzes

There will be three quizzes covering topics including the writing process, plagiarism, and research and citation.

Oral Presentation

As part of the college's continuing oral communication across-the-curriculum initiative, this class includes an oral presentation assignment. More information on this assignment will be distributed later.

Other Assignments

Minor assignment grades may include turning in a preliminary Works Cited list or working thesis for major paper assignments. Other assignments may include prewriting exercises, research checks, the Research Tutorial, grammar and style exercises, and shorter writing assignments.

Determination of Course Grade/Detailed Grading Formula:

Grading Plan

1 weekly discussion (5 points) x 8 weeks	= 40 points total
1 weekly Journal entry (25 points) x 8 weeks	= 200 points total
5 essays (various page counts/point values)	=630 points total
3 quizzes (10 points each)	=30 points total
1 oral presentation (100 points)	=100 points total
	1000 total points

Grading Scale:

- A: 900-1000 points
- B: 800-899 points
- C: 700-799
- D: 600-699
- F: 599 and below

Notes: There may be some adjustment of point distributions, totals, or weights as needed to correct for errors or changes in assignments/schedules. Any extra-credit points will be added as raw points.

Online Gradebook: The online gradebook in Brightspace allows you to review and keep track of completed grades and get an overview of your grade. Please note that the final grade display may be incomplete at any given time and is simply for your convenience (not a substitute for the instructor's official records). The final grade display may be artificially inflated or deflated at any

time if assignments have not been graded. Certain assignment points, like extra credit, may not be posted until the end of the semester, and the final gradebook may require some adjusting if the class schedule has been changed or just to correct for technical problems or input errors. You are responsible for keeping track of your progress in the class and keeping up with all assignments. Your final grades will be made available through WebAdvisor at the end of the semester. The final grade total (at the end of the semester) on Brightspace will also be considered official.

You should also not use the gradebook area as a way to locate assignments, as this can lead to confusion and missing deadlines. You will need to read all learning module instructions and all instructions for individual assignments. Please email me if you have questions.

Late Work/Make-Up, and Extra-Credit Policy:

Late work/make-up policy: Students may only submit late work or complete a make-up test or quiz with the instructor's express permission. Documentation may be required for students who request a makeup or deadline extension due to an emergency. A late penalty (20% per business day) may also apply. Please plan accordingly and contact me ahead of time if you know you have a situation.

Extra Credit

Because this class is skills-oriented and focuses on the rigors of the writing process, extra credit will not normally be made available. I **will** award extra credit to students who pursue certain writing accomplishments outside of class (e.g., having a letter published in the newspaper). Let me know if you think you think you might have done something that would qualify.

Attendance Policy:

For the purposes of this online class, "attendance" means logging on to the class and completing tasks and/or communicating with the instructor. Regular class participation is expected; a student cannot expect to pass this online class without contributing to discussions and other assignments on a regular basis. Students are expected to check course email at least every other day and to sign on to the class at least 4-5 times a week to check assignments and participate in D2L discussions and other learning activities. Please be aware that I am able to check a student's progress (including last sign-on date, items accessed, etc.) through Brightspace. Reading all instructions is essential for your success.

Please note that I do not normally drop students based on lack of attendance, although this is done automatically for those who do not attend class or participate in some way before Census Day. (As explained in the Student Handbook, simply logging in is not enough to count for online attendance.) After that time, students are responsible for withdrawing themselves and for managing their own schedule and how they might be affected by the six-drop rule. See withdrawal policy below.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Student Learner Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to the audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Please note that these learning outcomes are state mandated.

Secondary objectives include:

1. Demonstrate knowledge of MLA bibliographic and citation systems.
2. Use technology in the writing process.

Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. Critical Thinking Skills (CT): Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.

2. Communication Skills (CS): Develop, interpret, and express ideas through written, oral, and visual communication.

3. Teamwork (TW): Consider different points of view and work effectively with others to support a shared purpose or goal.

4. Personal Responsibility (PR): Evaluate choices and actions of others or one’s own, and relate consequences to ethical decision-making.

Assessment Information Box:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	<ol style="list-style-type: none"> 1. Research-based Essay 2. Peer Review Activities 3. Essay assignments
2. Develop ideas with appropriate support and attribution.		<ol style="list-style-type: none"> 1. Research-based Essay

3. Write in a style appropriate to the audience and purpose.	Communication Skills (CS)	<ol style="list-style-type: none"> 1. Research-based Essay 2. Essay assignments
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking (CT)	<ol style="list-style-type: none"> 1. Research-based Essay 2. Essay and journal assignments
5. Use Edited American English in academic essays.		<ol style="list-style-type: none"> 1. Research-based essay 2. Other essay and journal assignments
Personal Responsibility: Evaluate choices and actions of others or one's own, and relate consequences to decision-making.	Personal Responsibility (PR)	Course interaction and participation. Professionalism grade if applicable.

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

Plagiarism: Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, or using someone else's words without quotation marks. Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action and remediation.

The plagiarism and academic-dishonesty policy applies to all written work submitted for this class, including tests, journals, quizzes, online forums, and essays. If you use anything from another source, you must document properly using MLA standards. Making up quotes or falsifying information will also be construed as academic dishonesty. Reusing your own assignments from an earlier class or this class (except for your own discussion posts or prewriting as instructed) is also not allowed; please ask me if you need guidance on this.

Please note that not all papers will necessarily be checked for plagiarism; the decision to check a particular paper for possible plagiarism is made based on my professional judgment and expertise, in part garnered from years of grading student papers. For five extra credit points,

email me the name of your favorite flavor of ice cream, with the phrase extra credit in the subject line.

The use of any form of Artificial Intelligence (including but not limited to ChatGPT) to complete discussions, journals, or papers may be considered a form of academic dishonesty. Please note that our current plagiarism-checking tool provides information on possible use of AI, though the instructor is responsible for making a final determination. Use of “smart” grammar checkers and “writing advice” aids may be permissible, but students should be aware that suggestions are not always valid or helpful to improving writing style. Use your own judgment and make sure you’re doing your own work.

In English 1301, we will also be receiving additional instruction, resources, and guidance on avoiding 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 Humanities Chair Dr. Brian Anderson at 409-933-8186 or banderson@com.edu.

Other Policies:

1. **Withdrawals:** Please note that I do not normally drop students based on lack of attendance, although this is done automatically for those who do not attend class or participate before Census Day. After that time, students are responsible for withdrawing themselves and for managing their own schedule and how they might be affected by the six-drop rule. See institutional withdrawal policy below.
1. **Caveat on Grading.** The instructor reserves the right to make subjective decisions on student grades and assessment based on his own expertise and judgment in the subject matter.
1. **Syllabus Changes.** The instructor reserves the right to change the syllabus and/or schedule as needed. Readings may also be added, but no major assignments will be added unless needed due to a weather emergency or other outside circumstances. You will be duly notified of any such changes.

Course outline:

<u>Week</u>	<u>Corresponding Dates</u>	<u>Reading Assignment</u> RWG = <i>Roughwriter's Guide</i> WFC = <i>Writing for College</i> POWL = <i>Purdue Online Writing Lab</i>	<u>Activities and Due Dates</u>
1	March 10 - March 16	<ul style="list-style-type: none"> • Review Syllabus and Plagiarism Policy • RWG: Chapter 2 Reading in College, Dr. Karen Palmer 	Review Course Syllabus/Plagiarism policy Discussion: Introduce Yourself due Sunday 3/16/2025 Journal Entry: Chapter 2 reading reflection due Sunday 3/16/2025 Download MLA format template (Purdue Online Writing Lab (https://owl.purdue.edu/), Open Resource) Short essay due Sunday 3/16/2025

2	March 24 - March 30	<ul style="list-style-type: none"> ● RWG: Chapter 4 Academic Writing, Dr. Karen Palmer ● POWL: Descriptive Essays Article (https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/descriptive_essays.html) 	<p>Discussion: Share 5 possible topics for a descriptive essay due Sunday 3/30/2025</p> <p>Journal Entry: Exercise 1 in Chapter 4; choose a topic and formulate questions, due Sunday 3/30/2025</p> <p>Descriptive Essay due Sunday 3/30/2025</p>
3	March 31 - April 6 3/24 Census Day for 8-week classes	<ul style="list-style-type: none"> ● RWG: Chapter 11 The Writing Process Dr. Sandi Van Lieu ● RWG: Chapter 12 Deciding on a Topic ● RWG: Chapter 13 Refining your Topic ● POWL: Narrative Essay Article 	<p>Discussion: Looking ahead to your next essay, what are some possible topics for a Narrative essay, provide at least 5 and be specific, due Sunday 4/6</p> <p>Journal Entry: write a 1-2 page outline for your Narrative Essay, due Sunday 4/6</p> <p>Quiz on <i>the Writing Process</i> due Sunday 4/6</p>
4	April 7 - April 13	<ul style="list-style-type: none"> ● RWG: Chapter 5 Basics of Rhetoric Dr. Karen Palmer ● RWG: Chapter 6 Summary vs Analysis Dr. Sandi Van Lieu ● POWL: Classical Argument (https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/classical_argument.html) 	<p>Discussion: In your own words, what is rhetoric? due Sunday 4/13/2025</p> <p>Journal Entry: Chapter 6, exercise 1, due Sunday 4/13/2025</p> <p>Narrative Essay due Sunday 4/13/2025</p>

5	April 14 - April 20	<ul style="list-style-type: none"> ● RWG: Chapter 7 Doing Research ● RWG: Chapter 9 Annotated Bibliography, Dr. Sandi Van Lieu ● RWG: Chapter 10 Evaluating Sources 	<p>Discussion: Share your research topic, and why you chose it, due Sunday 4/20</p> <p>Journal Entry: Write your own annotated bibliography for sources you have secured about your topic, due Sunday 4/20 <i>*you're not writing a full research paper, we're just practicing the element of research and bibliography</i></p> <p>Quiz on Chapters 7, 8 and 10 due Sunday 4/20</p>
6	April 21 - April 27	<ul style="list-style-type: none"> ● WFC: Response to Readings Chapters Ch. 24, Ch. 27 ● POWL: Expository Essays Article 	<p>Discussion: Share the topic for your Expository Essay, and explain why you chose it, due Sunday 4/27/2025</p> <p>Journal Entry: write a reader response to an article of your choice, due Sunday 4/27/2025</p> <p>Expository Essay due Sunday 4/27/2025</p>
7	April 28 - May 4	<ul style="list-style-type: none"> ● RWG: TBA ● WFC: Chapter 31 <i>What is an Argument?</i> ● WFC: Chapter 32 Dialogic/Dialectic Writing 	<p>Discussion: Share 3 possible topics for an Argumentative (Persuasive) Essay, due Sunday 5/4/2025</p> <p>Journal Entry: work through your possible (3) topics, and explain why you have settled on the one you chose, due Sunday 5/4/2025</p> <p>Quiz on WFC chapters 31 and 32 due Sunday 5/4/2025</p> <p>Oral Presentation due Sunday 5/4/2025</p>

8	May 5 - May 8 (last day of the semester)	<ul style="list-style-type: none"> • RWG: TBA • POWL: Persuasive Essay Article (https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html) 	<p>Discussion: Let's close out the class together! Tell me your <i>favorite</i> and your <i>least favorite</i> parts of this class, due Thursday 5/8</p> <p>Journal Entry: Reflect on the course and tell me how you feel your writing has developed over these 8 weeks? due Thursday 5/8</p> <p>Persuasive Essay due Thursday 5/8</p>
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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 https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf. *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 faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, 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. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

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 in order for you to 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.