



**English 1301.117H1/157H1  
Composition I  
Spring 2025  
Classroom-Online Hybrid  
8-week Course**

**Instructor Information:** Professor M. Song, Ph.D., [msong@com.edu](mailto:msong@com.edu), 832-736-2378

**Student hours and location:** MW 11:00am-12:20pm (LRC Room 248)

Best way to communicate with Pf. Song: Teams Private Chat (Teams account included through your COM email account).

Best way to meet with Pf. Song: By appointment in classroom or via Teams Video Chat.

**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 student. (<https://pressbooks.pub/roughwritersguide/>). Text and readings made available through Brightspace.

Handbook: Purdue Online Writing Lab (<https://owl.purdue.edu/>, Open Resource). Links for both resources can be found in the online course.

**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. Prerequisites: TSIA2 945-990 ELAR/CRC test AND 5 or higher on Essay OR 910-944 on CRC with 5-6 on Diagnostic Test + 5 or higher on Essay, or IRW 0320 with a grade of "C" or better. Meets: 8/19/24-10/10/24. Hybrid course.

**Course Requirements:** All assignments must be completed and submitted according to the Course Schedule due dates within reason to pass this course. There will be no exceptions to this requirement to pass this course.

(See Course Schedule for initial preview at the end of this document, but regularly refer to the ONLINE updated version provided as a link on your Brightspace account.)

## Course Grade Breakdown:

<b>Essay Project: Rhetorical Analysis of a Cultural Artifact Essay</b> <ul style="list-style-type: none"><li>• Final Definition Essay: 8 paragraphs + Works Cited page</li><li>• Rhetorical analysis of a Youtube/Netflix/etc. video based on its <i>pathos</i>, <i>ethos</i>, <i>logos</i>, and <i>kairos</i>. (Video must be minimum of 30 min.)</li></ul>	<b>40% total semester grade:</b> 400 points
<b>Professionalism Points:</b> <ul style="list-style-type: none"><li>• Academic Presentation: attendance, communication, deadlines, conduct</li><li>• Academic Performance: all draft-work and quizzes</li></ul>	<b>30% total semester grade:</b> 300 points
<b>Short Academic Responses:</b> <ul style="list-style-type: none"><li>• Short Academic Response 1: 3 paragraphs (SAR1)</li><li>• Short Academic Response 2: 3 paragraphs (SAR2)</li></ul>	<b>20% total semester grade:</b> 200 points
<b>Video Project: Youtube Video</b> <ul style="list-style-type: none"><li>• Video Final Presentation: 4-5 minutes long</li><li>• Must use <i>pathos</i>, <i>ethos</i>, <i>logos</i>, and <i>kairos</i></li></ul>	<b>10% total semester grade:</b> 100 points

### **Essay Project: Rhetorical Analysis of a Cultural Artifact Essay (40% total semester grade)**

This essay will count as the “final exam” of this course. However, we will take all semester to tinker, review, revise and edit it to get an A by the end of the semester.

You will need to choose any Youtube/Netflix/Hulu/etc. video (aka “cultural artifact”) that is at least 30 minutes in length to analysis its rhetorical power. You will formulate a conclusion about the rhetorical strength of the video based on how its director/creator/editor used *pathos* (the appeal to emotion), *ethos* (the establishment of trust), *logos* (the presentation of its factual information), and *kairos* (the establishment of cultural relevance).

### **Professionalism Points (30% total semester grade)**

**Attendance Policy:** Attendance will be treated just like a regular work-place. Being late and leaving early indicates a lack of professionalism. Missing class entirely jeopardizes your chances of passing the course.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM Teams Private Chat messaging channel with me (which is only accessible through your COM email account). Please respond within 24-48 hours all communications made on Teams Private Chat since that is the time window your instructor promises to you.

Due to FERPA restrictions, faculty will not share information about class performance through any other electronic means than Brightspace and the Teams Private Chat messaging system.

**Deadlines:** Be sure to submit all assignments in a timely manner since (A) all assignments are required to be submitted in order to pass this course and (B) I will not accept an assignment until all PREVIOUS assignments have been submitted.

**Late Work:** -10 professionalism points per day. However, if you submit your assignment TWO days EARLY, you can accrue +10 professionalism points. If you submit your assignment ONE day EARLY, you can accrue +5 professionalism points.

*Professionalism points will never weigh into your semester grade higher than 20% of the entire semester grade so as not to inaccurately skew your grade away from academic performance assessment.*

**Make-Up Work:** There is NO make-up assignments given since ALL assignments must be submitted in order to pass the class. If the assignment is late, it will simply continue to accrue MINUS professionalism point penalties until the assignment is submitted.

**Extra-Credit Policy:** There will be no extra credit assignments offered unless it is suggested at the discretion of the instructor.

**Conduct:** Basic professional courtesy is everything, both on the academic institution as well as any other career setting. Be sure to present yourself respectfully to both your classmates and your instructor. Be sure to follow all assignment directions. If your assignments do not actually follow the guidelines of the prompt (assignment directions), it may be returned or given an automatic zero.

### **Short Academic Responses (20% total semester grade)**

There will be two short three-paragraph SARs (mini-essays) that will be written during class. The goal of these essays is to share your unfiltered thoughts on a particular topic of class discussion. They will be graded on how clearly you are able to convey your honest observations, opinions, and conclusions pertaining to the given prompt that day. SARs must be written with clear and legible handwriting. If I can't read it, I can't grade it.

### **Video Project (10% total semester grade)**

The final project of the semester will be to compose a 3-4 minute video that *actually utilizes* the rhetorical strategies that you identified in your rhetorical analysis essay.

The video can be on any message you choose to persuade your audience to agree with. It must use *pathos, ethos, logos, and kairos* as your rhetorical strategies of persuasion.

The video will be presented to the class during the last week of classes. The presenter **MUST** be in class for the video to be shown. If the video is not shown in class, its grade will drop by 50% since the whole point of a video is to be viewed.

**Overall Course Goals:**

**Core Objectives:** Students successfully completing this course will demonstrate competency in the following state-mandated core objectives:

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

**Student Learner Outcomes:** Upon successful completion of this course, students will. . .

Student Learner Outcome	Core Objective	Via Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	TW	PA, PRO
2. Develop ideas with appropriate support and attribution.	CT	ANB, WCP, VFP
3. Write in a style appropriate to audience and purpose.	CS	Final Essay
4. Read, reflect, and respond critically to a variety of texts.	CT	ANB, SAR
5. Use Edited American English in academic essays.	CS	Final Essay, SAR
6. Evaluate choices/actions of others or one’s own, and relate to decision-making.	PR	PA, Final Essay, VFP

*Please note that these learning outcomes are state mandated.*

## Academic Dishonesty:

For a writing course, the definition of plagiarism is particularly important. Broadly put, plagiarism is: representing the words and/or ideas and/or artistic works of another person or artificial intelligence as your own.

To optimize the value of this class, refrain from using AI-software like Grammarly, ChatGPT, CoPilot, etc. to check your grammar so that you avoid the Turnitin AI-Detection algorithm as marking your essay as plagiarized.

The primary goal of this course is to show you how YOUR own original words and ideas are the key to a powerful essay as well as a successful grade in this course. Without your own words and ideas in your essays, the submission of that assignment will be pointless.

**Academic Consequences:** In this course, any essay that contains plagiarized passages will result in an automatic grade of F for the entire course. Institutional policy requires that plagiarism be reported to administrators who may or may not impose additional consequences such as academic probation or even expulsion from the college.

**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 Dr. Brian Anderson, Chair of Humanities, at 409-933-8186 or banderson@com.edu.

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**Course Schedule:** Refer to “Course Schedule” provided at the end of this document for initial preview, but rely on the online COURSE SCHEDULE on your D2L Brightspace for up-to-date information on correct due dates.

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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](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](mailto: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 1<sup>st</sup> 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 2<sup>nd</sup> 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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Course Schedule for ENGL1301, Section 117H1/157H1:

Where to Submit Acronyms:

<b>TPC: Teams Private Chat</b>	<b>D2L: D2L Brightspace</b>
<b>TVC: Teams Virtual Classroom</b>	<b>GF: Google Form (link)</b>

Assignment Acronyms:

<b>SAR(1-2): Short Academic Report 1-2</b>		<b>CRD: Complete Rough Draft (Paper Copy)</b>
<b>SQ(1-2): Syllabus Quiz 1 and 2</b>	<b>INK/PA: INK / Peer Assessment</b>	<b>FDE: Final Draft Essay</b>
<b>HO3: Hypothesis Outline of 3 Potential</b>	<b>BP(#): Body Paragraphs</b>	<b>VIS: Video Infographic/Storyboard</b>
<b>QZ(1-5): Quiz</b>	<b>WCP: Works Cited Page</b>	<b>VFP: Video Final Presentation</b>
<b>INK: Introduction &amp; Conclusion</b>		<b>VFP/PA: VFP Peer Assessment</b>

		Class Lecture Content	Assignment Due by 11:59 PM	Submit To...
SUN		<b>Week 1</b>		
MON	1/13	First Day of Classes: Introduction to Course and Instructor Review Syllabus, Policies, and Assignments	<b>Self-Introductions</b> <b>3 Random Questions</b>	<b>TVC</b> <b>TPC</b>
TUE	1/14			
WED	1/15	Rhetorical Analysis on a Cultural Artifact, <b>SAR1 In-Class Essay</b> <i>Kairos, Ethos, Logos, and Pathos</i>	<b>SQ1: First Try</b>	<b>GF</b>
THU	1/16			
FRI	1/17		<b>HO3</b>	<b>D2L</b>
SAT				
SUN		<b>Week 2</b>		
MON	1/20	NO CLASSES – COM Campus Closed		
TUE	1/21			
WED	1/22	Body Paragraphs: Structure/Transitions, <b>QZ1 on rhetorical strategies</b> Topic Sentence, Evidence, Analysis, <i>More on Kairos and Ethos</i>		
THU	1/23		<b>INK</b>	<b>D2L</b>
FRI	1/24			

SAT				
SUN		<b>Week 3</b>		
MON	1/27	Evidence: Using Strong Sources to Support Your Point <i>More on Logos and Pathos, Drafting Workshop on BPE</i>		
TUE	1/28		<b>BPE</b>	<b>D2L</b>
WED	1/29	Peer Workshop on Reviewing, Revising, Editing BPE, <b>QZ2 on BP</b>		
THU	1/30			
FRI	1/31		<b>INK/PA</b>	<b>GF</b>
SAT				
SUN		<b>Week 4</b>		
MON	2/3	Instructor Feedback on BPE Drafting Workshop on BPL		
TUE	2/4		<b>BPL</b>	<b>D2L</b>
WED	2/5	Peer Workshop on Reviewing, Revising, Editing BPL, <b>QZ3 on WCP</b> Drafting Workshop on BPP		
THU	2/6			
FRI	2/7		<b>BPP</b>	<b>D2L</b>
SAT				
SUN		<b>Week 5</b>		
MON	2/10	Instructor Feedback on BPL and BPP, <b>QZ4 on MLA</b> Preview DINGO/BINGO cards		
TUE	2/11		<b>CRD</b>	<b>D2L</b>
WED	2/12	Putting it all together: <b>CRD (printed out copy) due at 11:00am</b> You MUST have a printed out copy of your CRD IN-CLASS.		
THU	2/13			
FRI	2/14		<b>FDE</b>	<b>D2L</b>
SAT				
SUN		<b>Week 6</b>		



MON	2/17	The Art of Visual Composition & Rhetoric		
TUE	2/18		<b>SQ2: Last Chance</b>	<b>GF</b>
WED	2/19	<b>SAR2 In-Class Essay</b>		
THU	2/20			
FRI	2/21		<b>VIS</b>	<b>TPC</b>
SAT				
SUN		<b>Week 7</b>		
MON	2/24	VFP Workshop, <b>QZ4 on VFP components</b>	<b>Video Clip Sample</b>	<b>TPC</b>
TUE	2/25			
WED	2/26	VFP Workshop	<b>Teaser Trailers</b>	<b>TVC</b>
THU	2/27			
FRI	2/28			
SAT				
SUN		<b>Week 8</b>	<b>VFP (10% Early Bird)</b>	<b>TPC</b>
MON	3/3	Video Presentations (10% Early Bird Special Grade Bump) <b>VFP/PA Completed During Class</b>		
TUE	3/4		<b>VFP</b>	<b>TPC</b>
WED	3/5	Video Presentations <b>VFP/PA Completed During Class</b>		
<b>NOTE: Absolutely NO assignments will be accepted after WED (3/5) by 11:59PM</b>				