



Course Number and Section (ENGL 1301.051IN)
Name of Course (Composition I)
Course Semester (Summer I 2022) June 6, 2022-July 8, 2022 Internet

Instructor: Professor Steven A. Remollino

Telephone: 409-933-8179 (Direct) or 409-933-8214 (Administrative Assistant Rhonda Shiflet)

Student hours and location: LRC, Suite B Office 239 8:00-9:00 A.M. T,W,Th
Virtual by Teams/Phone by Appointment

Required Textbooks: *The Longman Writer: Rhetoric, Reader, and Research Guide Brief Edition* Tenth Edition (Nadell, Langan, and Coxwell-Teague)
(*Longman* in Syllabus)

The Little Seagull Handbook Third Edition (Bullock, Brody, and Weinberg) (*Seagull* in Syllabus)

Course Description: English 1301 is designed as an introduction to college-level, academic writing. This course teaches the principles and techniques of textual analysis of non-fiction prose, and critical thinking. Activities and assignments include essays, research, and analysis and discussion of assigned readings.

Course requirements: We will be writing two short essays, and one longer research paper as well as a taking a syllabus quiz and completing an online library research tutorial, an oral presentation, and discussions via *Blackboard*. The student will be required to write on the assigned topic with the exception of the research paper for which the student will choose his or her own topic. The majority of the writing will be argumentative; however, students will also write a descriptive essay.

Determination of Course Grade/Detailed Grading Formula:

Essays (2) (CT, COM, TW, PR) 600 points 2 @ 300 points each

Research Paper (1) (CT, COM, TW, PR) 500 points (1 @ 500 points)

**Discussions (10) (COM, TW) 100 points (10 @ 10 points each)

Library Research Tutorial (CT, COM) 100 points (1 @ 100 points)

Syllabus Quiz 100 points (1 @ 100 points)

Oral Presentation 100 points (1 @ 100 points)

TOTAL 1500 Possible Points

Grading Scale:

A=1500-1342

B=1341-1192

C=1191-1042

D=1041-892

F=891-00

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment

1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	Research Paper Essay
2. Develop ideas with appropriate support and attribution.	Personal Responsibility (PR)	Argumentation Essay 2: Global Perception
3. Write in a style appropriate to audience and purpose.	Communication Skills (COM)	Argumentation Essay 2: Global Perception

4. Read, reflect and respond critically to a variety of texts	Critical Thinking Skills (CT)	Essay 1: Are the Times Really Changing?
5. Use edited American English in academic essays	Unmapped	Research Paper Essays

Late Work Make-Up and Extra-Credit Policy: No late work or make-up work is accepted. The Course Evaluation provides 10 points of possible extra credit.

Attendance Policy: Your attendance is mandatory in this 5-week online course. You must sign-in daily to read emails and review assignments. Failure to sign in regularly will generate an Early Alert.

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

General Education Core Objectives:

Critical Thinking Skills (CT)

Communication Skills (COM)

Teamwork (TW)

Personal Responsibility (PR)

Academic Dishonesty: Any attempt to pass off another's ideas or work as one's own will result in an *F* on the assignment and, possibly, the course as well. Students will be referred to Kris Kimbark, Dean of Students for probation and possible suspension 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 please contact Humanities Department Chair Dr. Brian Anderson.

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://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

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 Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

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 for Spring Mini session is July 1, 2022.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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 F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland’s Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott’s May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible,

use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Course Outline

Tentative and subject to change based on external circumstances beyond the instructor's control.

Unit I: Diagnostics and Writing Fundamentals including Description

WEEK ONE: June 6, 2022-June 11, 2022

Complete Student Information Form (See Week One Module). Directions are provided in the Week One email. **Due Wednesday, June 8, 2022.** Failure to meet this deadline will result in an Early Alert System Referral as noted above.

Complete Syllabus and Week One Email Quiz. **Due Thursday, June 9, 2022 at 8:00 A.M.** (located in Assessments)

Complete Discussion 1: Meet the Class. Remember that in order to receive the full ten points for each discussion topic, you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion. **Due Friday, June 10, 2022 at 8:00 A.M.** Note: Failure to complete Discussion 1 by the deadline will result in an Early Alert System Referral as noted above.

Read Description (Longman 125-133).

Write Diagnostic Essay: Description. Locate the handouts entitled Paper Requirements and Diagnostic: Description in your Week One Module on the course's home page. Make sure you review the paper requirements handout thoroughly before beginning the paper. These paper requirements apply to every writing assignment you do this semester. All papers must be set up in the correct format. **Due Saturday, June 11, 2022 at 8:00 A.M. Note: Failure to complete the Diagnostic Essay by the deadline will result in an Early Alert System Referral as noted above, and you will receive a zero on the Grammar Oral Presentation, which is based on the Diagnostic Essay.**

Complete Discussion 2: Writing Phobias. Remember that in order to receive the full ten points for each discussion topic, you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion. Due **Monday, June 13, 2022 at 8:00 A.M.**

Complete the online library research tutorial. The tutorial is located under assessments on your course home page. It is open from the first day of the course until its deadline: **Wednesday, June 15, 2022 at 8:00 A.M.** Failure to complete the Online Research Tutorial by the deadline will result in an Early Alert System Referral as noted above.

WEEK TWO: June 13, 2022-June 18, 2022

Discussion 2: Writing Phobias **Monday, June 13, 2022 at 8:00 A.M.**

Online Library Research Tutorial due **Wednesday, June 15, 2022 at 8:00 A.M.**

Complete Discussion 3: The Write Stuff. Remember that in order to receive the full ten points for each discussion topic you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion. **Due Thursday, June 16, 2021 at 8:00 A.M.**

Complete Discussion 4: It's a Scream. Remember that in order to receive the full ten points for each discussion topic, you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion. **Due Saturday, June 18, 2022 at 8:00 A.M.**

View student videos in preparation for the Oral Presentation (content, verbal and nonverbal communication, presentation aids, anxiety, and organization), which can be found on *YouTube*:
<https://www.youtube.com/playlist?list=PLuuOK8IxpSDch9oP0dgS-8sjDfnX5mDil>

Read handout on the research paper from your Week Two Module on the course's home page. Read Seagull on writing the research paper (90-106).

Visit either in person or the online COM library to research your topic. Remember to follow the guideline found in the research paper handout. You will have a virtual librarian who will assist you.

Research Topics are **due to Professor Remollino's Blackboard email on Sunday, June 19, 2022 at 8:00 A.M.**

Complete Discussion 5: What Should Be Banned? Remember that in order to receive the full ten points for each discussion topic, you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion. **Due Monday, June 20, 2022 at 8:00 A.M.**

Unit II: Argumentation Writing, Part I: Are the Times Really A-Changin'?:

WEEK THREE: June 20, 2022-June 25, 2022

Discussion 5: What Should Be Banned? is **due Monday, June 20, 2022 at 8:00 A.M.**

Read "Argumentation-Persuasion" (*Longman*: 386-390).

Read handout on argumentation from your Handouts folder on the course's home page.

Review MLA documentation and paper format for essays including the research paper. In *Seagull* (119-169). Review *Seagull* (107-118) on plagiarism and how to avoid it.

Read "Hailing While Black"

<http://content.time.com/time/subscriber/article/0,33009,1000422,00.html>

Read "Incident" (poem by Countee Cullen)

<https://www.poetryfoundation.org/poems/42618/incident-56d2213a45f36>

Review lyrics of "The Times They Are A-Changin'" by Bob Dylan. View videos of performances of the song by Bob Dylan and Tracy Chapman. Review web sites on groups who have or have not been impacted by change. Watch Jimmy Fallon's modern take on the song's lyrics. These are located in the Unit II module, but URLs are provided as a back-up.

Oral Presentation on Grammar. **Due Friday, June 24, 2022 at 8:00 A.M.** (See detailed instructions for completing assignment).

Write Argumentation Essay 1: Are the Times Really A-Changin'? **Due Saturday, June 25, 2022 at 8:00 A.M.**

Complete Discussion 6: What about Twitter? **Due Sunday, June 26, 2022 at 8:00 A.M.**

Remember that in order to receive the full ten points for each discussion topic, you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion.

Complete Discussion 7: Research Topics. Remember that in order to receive the full ten points

for each discussion topic, you must complete an original post as well as a follow-up to another student's post. **Due Tuesday, June 28, 2022 at 8:00 A.M.**

WEEK FOUR: June 27, 2022-July 2, 2022

Complete Discussion 7: Research Topics. **Due Tuesday, June 28, 2022 at 8:00 A.M.**

W-Day for Summer I 2022 Mini Classes: **Friday, July 1, 2022 by close of business.** If you need to withdraw from any Summer I 2022 course, you must do so by this deadline. Instructors cannot issue W grades after this date.

See the Unit III Module on the course's homepage.

Listen to and view the lyrics of "The Boy in the Bubble" by Paul Simon:

<https://www.youtube.com/watch?v=Uy5T6s25XK4>

<https://genius.com/Paul-simon-the-boy-in-the-bubble-lyrics>

View *The Tyler Clementi Story*

View the Cyber-bullying lawsuit video.

View the Cyber-bullying lawsuit video.

Read "Debating the Issues: Government Regulation to Help Control Obesity and Related Diseases" (*Longman*: 437-442)

Read "Additional Writing Topics: Argumentation-Persuasion" (*Longman*: 446-447)

Read "Pro and Con Social Networking" at <http://socialnetworking.procon.org/>

Write Argumentation Essay 2: Global Perception **Due Saturday, July 2, 2022 at 8:00 A.M.**

Work on research paper rough drafts. **Due Tuesday, July 5, 2022 (your rough draft) at 8:00 A.M. as Discussion 8 post 1, and Wednesday, July 7, 2022 (the paper you peer-edited) as Discussion post 2.** See Weekly email for details.

Continue working on research paper.

Note: College of the Mainland will be closed Monday, July 4, 2022 for the Independence Day holiday. All campus facilities will be closed; however, Blackboard content will remain available.

WEEK FIVE: July 4, 2022-July 8, 2022

Research paper rough drafts. **Due Tuesday, July 5, 2022 (your rough draft) at 8:00 A.M. as Discussion 8 post 1, and Wednesday, July 7, 2022 (the paper you peer-edited) as Discussion post 2.** See Weekly email for details.

Complete Discussion 9: Changes in Technology. Remember that in order to receive the full ten points for each discussion topic, you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion. **Due Thursday, July 7, 2022 at 8:00 A.M.**

Revise research papers. **Due Friday, July 8, 2022 at 8:00 A.M.**

Complete Discussion 10: Final Paper Discussion. Remember that in order to receive the full ten points for each discussion topic, you must complete an original post as well as a follow-up post to another student's post. Each posting is worth 5 points for a total of 10 points per discussion. **Due Friday, June 8, 2022 at 12 Noon.**

Summer I 2022

Professor Remollino

Grading Rubric and Printing Symbols

Soon you will be receiving your evaluated diagnostic essay.

I grade using what is known as holistic grading. In other words, I look at the essay as a whole and focus on three primary areas: content, grammar/mechanics/rhetoric, and form, including MLA style.

Content is what you said. It involves how you approached the topic, whether the paper you submitted was on topic, how you supported your arguments, and whether or not the paper's thesis was in control of the writing. This section relates to the prompt provided, and whether or not the paper adhered to the topic and logically developed and supported it.

Grammar, mechanics, and rhetoric refer to how you said it. Was standard written English employed throughout the essay? Did the paper's errors seriously distract the reader from what was being said? Were effective means, such as spell check, employed to alleviate the paper's errors? Was the paper carefully proofread? A detailed list of grammatical and mechanical abbreviations will be discussed later in this document. Remember, the writer should do all the work when writing. The reader should not have to work to figure out what is being said.

Form refers to MLA 8 (2016) style and paper requirements for all essays written in the course, and specific form issues related to each assignment. I strongly encourage you to review the paper requirements handout. It does say paper requirements, not paper suggestions.

Errors with the heading, header, title, margins, Works Cited, and internal citations all fall under this category.

Instruction	Editing Marks (in the line only)	Proofreading Marks (in the line and in the margin)	
delete	Boulder s campus events	Boulder s campus events	g
delete and close up	Boul ^g der campus events	Boul ^g der campus events	g
replace	^{Denver} Boulder campus events	Boulder campus events	denver
insert	^{campus} Boulder events	Boulder events	campus
insert and close up	Boulde ^g campus events	Boulde campus events	r
transpose	Boulder (events campus)	Boulder (events campus)	ti
insert space	Boulder campus [#] events	Boulder campus events	#
insert hair space	"Boulder campus 'events'" ^{h #}	"Boulder campus 'events'"	h #
close up extra space	Boulder ~ campus events or Boulder ^g campus events	Boulder ~ campus events or Boulder ^g campus events	extra # extra #
insert line space	[#] Boulder campus events Denver campus events	Boulder campus events Denver campus events	l #
delete line space	Boulder campus events ^g Denver campus events	Boulder campus events Denver campus events	l #
equalize spacing	Boulder today	Boulder today	lg #
run on/no new paragraph	She runs. He jogs.	She runs. He jogs.	run in
new paragraph	She runs. ^g He jogs.	She runs. He jogs.	g
line break	She runs. He jogs.	She runs. He jogs.	break
instructions (don't set what's circled)	Boulder campus events ^{which?}	Boulder campus events ^g	which?

Common Proofreading/Editing Abbreviations

NOTE: The abbreviation usually appears in the margin, probably with a line or arrow pointing to the offending element.

Abbreviation	Meaning	Example
Ab	a faulty abbreviation	She had earned a Phd along with her M.D.
Agr See also P/A and S/V	agreement problem: subject/verb or pronoun/antecedent	The piano as well as the guitar need tuning. The student lost their book.
Awk	awkward expression or construction	The storm had the effect of causing millions of dollars in damage.
Cap	faulty capitalization	We spent the Fall in spain .
CS	comma splice	Raoul tried his best, this time that wasn't good enough.
DICT	faulty diction	I bought some stuff at the mall.
Dgl	dangling construction	Working harder than ever , this job proved to be too much for him to handle.

- ed	problem with final -ed	Last summer he walk all the way to Birmingham.
Frag	fragment	Depending on the amount of snow we get this winter and whether the towns buy new trucks.
	problem in parallel form	My income is bigger than my wife .
P/A	pronoun/antecedent agreement	A student in accounting would be wise to see their advisor this month.
Pron	problem with pronoun	My aunt and my mother have wrecked her car. The committee has lost their chance to change things. You'll have to do this on one's own time.
PV	Passive voice	The ball was hit by Tom. (passive voice) Tom hit the ball. (active voice)
Rep	unnecessary repetition	The car was blue in color .

R-O	run-on sentence	Raoul tried his best this time that wasn't good enough.
Sp	spelling error	This sentence is flaude with two mispellings .
- s	problem with final -s	He wonder what these teacher think of him.
S/V	subject/verb agreement	The problem with these cities are leadership.
VT	verb tense problem	He comes into the room and he pulled his gun.
Wdy	wordy	Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.
WW	wrong word	What affect did the movie have on Sheila?

Source: University of Colorado Web site
(<http://www.colorado.edu/Publications/styleguide/symbols.html>).

If you have any questions about comments made on your paper, please either see me during my scheduled office hours, or either the professional or peer tutors in the Tutoring Center, and we will be happy to review your writing with you and give you additional feedback about how to improve for the next paper.

I ask that you wait twenty-four hours after receiving your paper to review ALL the comments before asking to discuss your paper and/or its grade.

I understand that getting back that first paper can be a traumatic experience—remember that I was seated on the other side of the desk at one time—and I make every effort to make my directions clear, and my comments specific.

Hopefully, you will see this first writing sample as a learning experience and will not make the same mistakes in the subsequent writing samples.

I will be assigning you an oral presentation based on a grammatical error you made within your diagnostic essay. No two students will be presenting the same error to the class. You will be provided more information on the oral presentation in the coming days.

