



English 1301.101H1 Composition I
Fall 2024
M.W 8-9:20 am
Hybrid
LRC247

Instructor Information: Stacey M. Burleson; sburleson@com.edu; 409-933-8317 or 409-933- 8214.

Student hours and location: (LRC Suite B):

M, W: 12:30 – 1:30 pm

W: 3-4 Online Office Hours

T, TH: 8:00 am – 12:00 pm

F: By appointment only

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, include supplemental readings, will be provided without additional cost to student. (<https://pressbooks.pub/roughwritersguide/>)

Handbook: Purdue Online Writing Lab (<https://owl.purdue.edu/>, Open Resource)

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: Review Analysis, Report Research Analysis, Visual Rhetorical Analysis, oral presentation, and Professionalism.

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:

Essays

Students will receive separate handouts and instructions for major essay assignments. Major essay assignments will range from 3-10 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 process in this class.

Professionalism

Professionalism: Our class will reproduce in many ways a “real-world” work environment and students will be expected to participate professionally in the class. You should arrive on time, meet deadlines, and contribute meaningfully to class discussions. Professionalism also includes collaboration, willing participation in all class activities, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing. In the real world, employees are assigned various tasks outside their core job duties as needed. To reflect this sort of real-world circumstance, all quiz grades, homework, and daily work will be included in this category. Some assignments such as peer reviews or quizzes over key concepts may be weighted more heavily than other assignments. Professional behavior is a cooperative endeavor that affects the entire class, but it will be tied to an individual grade.

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.

Discussions (Professionalism)

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.

Professionalism (In class)

All students are required to be respectful of everyone in the classroom (professor included). The following actions will negatively impact the student’s grade:

- Being consistently tardy or leaving early
- Walking in during presentations
- Using the cellphone during class
- Talking during lectures or presentations
- Using offensive language towards others
- Being unprepared for class
- Etc. (other unprofessional behaviors will be discussed in class)

Discussion Topics

A large part of the learning process is done in collaboration with others- discussing the readings, brainstorming ideas about them, and listening to others. In this class, these activities are imperative to successful completion of the course.

Our online discussions will be part of the important part of the classroom experience. Each week you will join a discussion on Brightspace's Discussion board. Most weeks you will be asked to respond to a question

(or questions) or topic(s) that I post. You may always post a topic/question on the reading if you want to. The idea is to start or join a discussion on the week's topics. They will be worth 10 points each based on the rubric below:

	Failing	Minimal Response	Needs Improvement	Acceptable	Meets Expectations	Exceeds Expectations

	No posting to original question (s). 0 points	Discussed at Surface level; Needs more depth; Less than 150 words; 1point	Somewhat thoughtful; subject given appropriate depth; posted on time; less than150words. 2 points	Thoughtful; subject given appropriate depth; no examples; posted on time; 150-200 words. 3 points	Thoughtful and insightful; subject given appropriate depth; posted on time;150- 200 words. 4 points	Criteria for “Meets Expectations” plus really exceptional posting with examples. 5points
	0 points	0 points	Many errors in grammar and mechanics; difficult to understand meaning. 0 points	Several errors in grammar and mechanics; not always direct and clear communication 1 point	1 – 2 major errors in grammar or mechanics; direct and fairly clear communication 2 points	No major errors in grammar or mechanics; clear communication 3 points
	0 points	No replies 0 points	1 reply 1 point	2replies late 1 point	2replies on time Minimal 1 point	2 replies on time; more than “good” gives some explanation or commentary. 2 points

Replies to Postings

Your responses must be more than “I agree with you.” If you want full credit for your response, your reply must have some substance. If you agree with a posting, why do you agree? If you disagree, why?

When you respond to others, observe the rules of Netiquette—we don’t have the advantage of body language and tone of voice to moderate our words. Since our replies can happen at the click of a button and cannot be retracted, be polite even as you disagree with someone.

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.

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 might have done something that would qualify. I may also award extra credit for attending certain college events if they’re deemed especially valuable.

Students interested in developing an abstract for the college symposium in the spring based on their research paper should contact me; I will award extra credit for this.

Other Assignments

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

Determination of Course Grade/Detailed Grading Formula:

Grading Plan

Review Analysis	15%
Report Research Analysis	20%
Visual Rhetorical Analysis	25%
Oral Presentation	10%
Professionalism (Discussion, classwork)	<u>20%</u> 10%
Professionalism (In class)	100%

Grading scale: A—90 to 100; B—80 to 89 pts.; C—70 to 79 pts.; D—60 to 69 pts.; F—59 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.

Tardiness Policy:

Students are expected to complete work on time.

Make-Up Policy:

No late work is accepted. Deadlines are posted on the course syllabus. The State of Texas only accepts Military Service or Religious Holidays as excuses for missing a class, however since deadlines are presented in plenty of time, this does not excuse late work. Late work will receive a zero.

Attendance Policy:

The Policy

Your attendance is vital and mandatory. Attendance will be taken at the beginning of class, and you are expected to arrive on time as set forth in the COM student handbook. Aside from military service and religious holidays, absences in college courses are not defined as being 'excused' or 'unexcused.'

How Absenteeism Will Affect Your Semester Grade

You are allowed to miss three (3) classes for the entire semester. After you have reached this limit, I will deduct one full letter grade from your semester average for each additional absence. For example, if your semester average is a 92 (A) and you have missed a total of four classes for the semester, your final semester average will be an 82 (B). If you miss a total of five classes for the semester, your final semester average grade will be a 72 (C).

As you can see, excessive absences can easily impact your semester average, so avoid skipping class and reserve these absences in case a personal issue arises.

Communicating with your instructor:

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

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 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 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.

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)	1. Research-based Essay 2. Peer Review Activities 3. Essay assignments
2. Develop ideas with appropriate support and attribution.		Research-based Essay

<p>3. Write in a style appropriate to audience and purpose.</p>	<p>Communication Skills (CS)</p>	<p>1. Research-based Essay 2. Essay assignments</p>
<p>4. Read, reflect, and respond critically to a variety of texts.</p>	<p>Critical Thinking (CT)</p>	<p>1. Research-based Essay 2. Essay and journal assignments</p>
<p>5. Use Edited American English in academic essays.</p>		<p>1. Research-based essay 2. Other essay assignments</p>
<p>Personal Responsibility: Evaluate choices and</p>	<p>Personal Responsibility (PR)</p>	<p>Course interaction and participation.</p>

actions of others or one's own, and relate consequences to decision-making.		Professionalism grade if applicable.
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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.

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.
2. **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.
3. **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: (calendar with readings, topics, due dates; assignments and readings may be added or modified as needed)

Course Outline

This tentative schedule is subject to change. Be sure to check the tentative schedule, as well as the course overview for each week for assignments due.

Week One: August 19 – August 25

Introduction, Course; Syllabus; Schedule of Coursework.

Course policies and structure, syllabus, course contract, email assigned due before next class; introductions, MLA formatting; Chapter 25 and Chapter 26.

Discussion posting – Introduction, Syllabus Quiz due by Wednesday, August 21, by 11:59 pm.

Academic writing, Identifying Bias, Introduction to documentaries, Essay 1 requirements, Topics Discussion, View sample documentaries, Chapter 5.

Discussion posting #2 due by Sunday, August 25, by 11:59 pm.

Review Essay (2 weeks)

Week Two: August 26 – September 1

Writing Workshops: Introduction and Body paragraphs, Research, (Sources), Chapter 12.

Discussion due (Introduction, thesis statement, and topic sentences) by Wednesday, August 28, by 11:59 pm.

Conclusion paragraph, Originality reports. Works Cited, Peer Review, Essay 2 requirements. Chapter 14 and Chapter 15.

Post draft of Essay 1 to the discussion board by Sunday, September 1, by 11:59 pm.

Week Three: September 2 – September 8

Monday, September 2 Labor Day Holiday – College Closed

Chapter 17 and Chapter 18

2 peer reviews due by Wednesday, September 4, by 9:30 am.

Discussion posting due by Wednesday, September 4, by 11:59 pm.

Writing Workshop: Introduction and body paragraphs, Conclusion Paragraphs Milestone Report (Feedback/Reflections), Chapter 29

Final draft of Essay 1 due by Sunday, September 8, by 11:59 pm.

Topic due for Essay 2 by Sunday, September 8, by 11:59 pm.

(Informative Writing 2 Weeks)

Week Four: September 9 – September 15

Drafting, Revising/Editing. Chapter 33

Brief introduction to informative writing; Report assigned.

Reporting Information. Proposed topics in discussion thread in Brightspace;

Reflection #1 due by Wednesday, September 11, by 11:59pm.

Discussion Posting #5 due by Wednesday, September 11, by 11:59 pm. Brief introduction to informative writing; Report assigned.

Reporting Information. Proposed topics in discussion thread in Brightspace;

Week Five: September 16 – September 22

Drafting, Revising/Editing, Chapter 34

Discussion due by Wednesday, September 18, by 11:59 pm.

.Chapter 36 and Chapter 37

Essay 2 due by Sunday, September 22, by 11:59 pm.

Week Six: September 23 – September 29

Discuss Visual Rhetorical Analysis, View Examples

Discussion posting due by Wednesday, September 25, by 11:59 pm.

Workshop, Outlines, Worked Cited pages.

Reflection #2 due by Wednesday, September 25, by 11:59 pm

Partial Draft Rhetorical Analysis due (must include thesis statement and topic sentences) due by Sunday, September 29, by 11:59 pm.

Week Seven: September 30 – October 6

2 Peer reviews due in class by Monday, September 30, by 9:30 am.

Wednesday, October 2, by 11:59 pm, Final draft of Rhetorical analysis due.

PowerPoint Presentation due Visual Rhetorical Analysis by Sunday, October 6, by 11:59 pm.

Finals Week: October 7 – October 9

Responses to Peers' oral presentations due by Wednesday, October 9, by noon.

Oral Presentations in class over Visual Rhetorical Analysis.

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 at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the 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 October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

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.

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.

Professor Policies and Guidelines

Grading:

Grades will be submitted weekly. Be aware that bigger assignments, such the project will take longer to grade. I will reply in-depth to at least two discussion postings throughout the semester, in addition to using the provided rubric. Remember to be patient in concern to grades. You have at least 11 days to submit work, so as a courtesy give me at least that to return work.

Student Responsibilities:

1. Keep up with the assignments.
2. Take full responsibility for your work and the successful completion of it.
3. Allow enough time each week to complete the assignments. Set aside the hours you would spend in class plus 1 ½ to 3 hours for “homework” for this class (6-9 hours per week total).
4. Be aware of others’ feelings. It is easy to react to a comment and send a reply quickly without thinking through the language and tone. In an online environment, responses are instantaneous, and we can’t take them back once they are sent.
5. Participate fully in the discussions and dialogue in the class. The more you put into the class, the more you will get out of it.
6. Check your Mail in Brightspace several times a week. Always try to check it by Sunday night so that you’ll be aware of any changes to assignments early in the week. I use email to

communicate with you.

7. Stay in touch with me and your cyber classmates. Use email to ask questions if you are uncertain about an assignment. No question is too basic. Ask a couple of classmates to be your “buddies.”
8. Be academically honest. Much of our learning during this course will be collaborative. You’ll discuss ideas together in the Discussions and email one another with questions/ideas/inspirations/gripes. This collaboration is crucial. However, you must, finally, do your own work. Students who submit plagiarized work are subject to the same penalties as those that apply to students in an on- campus course.

Instructor responsibilities:

2. I will do my best to help students understand the assignments.
3. I will return work to students in a reasonable amount of time.
4. I will consider each student’s work in an unbiased fashion.
5. I will check my email (Brightspace account) at least 5 days a week.
6. I will return email or voicemail messages ASAP. My goal is 24 hours or less.
7. I will post assignments or changes in the schedule in a timely manner.
8. I will provide additional explanation for all assignments whenever you request them.

Format

Any work that is submitted early through Brightspace without a proper extension: doc, docx, rtf will not be graded. Be sure to click on file, save as and choose an appropriate extension. Any work that cannot be opened will receive a 0 for the assignment. It is your responsibility to ensure your work is submitted properly and can be opened. In addition, be sure to submit assignments through the appropriate place, such as discussions through discussion board, etc.

Statement of Purpose

The power to describe and to influence others through writing will take the form of reading and analyzing the primary readings in the textbook, class discussions, and research. The knowledge about effective writing gained will be useful to students not only in the rest of their academic careers but also in their professional careers when they graduate. In addition, critical thinking is instrumental to a successful career outside of academia and this will be gained in this class through dealing with reading and writing. Thus, this is a

student learner class where the instructor guides the students through the material as well as helps the learners engage with the material.

Tutoring Center

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non- academic assignments/projects. Located in ICB, the center provides face-to-face and online tutoring sessions in a welcoming environment.

Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the Tutoring center icon on the COM website.

Technical Outage Issues

If you have a Brightspace issue, click on the Course Resources Tab at the top. Fill out a DE Support Request ticket. Educational Technology will determine if it is a Brightspace error. If it is a Brightspace error or server error and deemed as such, you will be allowed to submit work. If not, you will not be allowed to make it up. Please do not email me to accept late work.

The GCIC Academic Symposium:

COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. I am part of the committee responsible for this event and am therefore especially motivated to help you gain knowledge concerning it. Speak with me if you'd like to learn more and/or visit: <http://www.com.edu/symposium>. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. **This year, the symposium is Friday, March 28, 2025.**

The abstract submission deadline is Thursday, Feb. 6, 2025, at 11:59 pm.

Honors Contracts

Honors Contracts are special projects that extend the work we do in class. They are for ambitious students who wish to deepen their knowledge and experiences of the practices and ideas related to this class. They require students to earn at least a B in class and approval from me since the Honors Contract will require the student and I to work closely together.

Please speak with me if you are interested or have questions and visit this site for more information: <https://www.com.edu/honorsprogram/>

