



ENGL 1301.102CL
Composition I
Fall 2021
August 23, 2021-December 10, 2021
Face to Face
TR: 8:00-9:20 A.M.
LRC 247

Instructor Information:

Instructor: Steven A. Remollino, Professor of English

Email: sremollino@com.edu

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

Student hours and location: Office 239 7:30-8:00 A.M. M-Th

9:30 A.M.-11:00 P.M. M-Th

Virtual by Teams/Phone by Appointment

Required Textbooks: *The Little, Brown Reader* (Twelfth edition) (Stubbs,
Barnet, and Cain) (*LBR* 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 written composition, textual analysis of non-fiction prose, and critical thinking. Activities and assignments include paragraphs, essays, research, and analysis and discussion of assigned readings.

Course requirements: We will be writing three short essays, and one longer MLA-documented 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 topics 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 paper. Students will also view a number of films as the springboard for the writing assignments.

Determination of Course Grade/Detailed Grading Formula:

Essays (2) (CT, COM, TW, PR)	600 points (3 @ 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)
	<u>TOTAL</u>
	1500 Possible Points

Grading Scale:

A=1500-1342
 B=1341-1192
 C=1191-1042
 D=1041-892
 F=891-00

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: attendance is mandatory with two classes each week.

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.

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

5. Read, reflect and respond critically to a variety of texts.	Critical Thinking Skills (CT)	Argumentation Essay 1: Are the Times Really a'Changin'?
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General Education Core Objectives:

1. Critical Thinking Skills (CT)
2. Communication Skills (COM)
3. Teamwork (TW)
4. 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 at 409-933-8186.

Course Outline

Tentative and Subject to Change Based on External Circumstances beyond the instructor's control.

WEEK ONE: August 23, 2021-August 28, 2021

Review course syllabus

Review College and Classroom Safety Procedures

Review Blackboard.

Complete Student Information Form **Due Thursday, August 26, 2021 at 8:00 A.M.**

Complete Discussion 1: Meet the Class: **due Tuesday, August 31, 2021 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 Syllabus Quiz: **Due Thursday, September 2, 2021 at 8:00 A.M.**

WEEK TWO: August 30, 2021-September 4, 2021

Discussion 1 (2 posts) due Tuesday, August 31, 2021 at 8:00 A.M.

Syllabus Quiz: **Due Thursday, September 2, 2021 at 8:00 A.M.**

Assign Diagnostic Essay: Description **due Tuesday, September 7, 2021 at 8:00 A.M.**

Review paper requirements and course procedures for submitting writing assignments.

Note: Failure to submit the Diagnostic Essay will result in a zero on the Grammar Oral Presentation. Your assigned Grammar Oral Presentation topic is based upon an error from your Diagnostic Essay.

WEEK THREE: September 6, 2021-September 11, 2021

College of the Mainland will be closed for the Labor Day Holiday Monday, September 6, 2021. All campus buildings will be closed; however, *Blackboard* and online library access will remain available.

Diagnostic Essay: Description Due Tuesday, September 7, 2021 at 9:20 A.M.

Assign Online Library Research Tutorial **Due Tuesday, September 14, 2021 at 8:00 A.M.**

Assign Discussion 2: Writing Phobias **Due Thursday, September 9, 2021 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.

WEEK FOUR: September 13, 2020-September 18, 2021

Online Library Research Tutorial due Tuesday, September 14, 201 at 8:00 A.M.

Assign Grammar Oral Presentation
Work on Grammar Oral Presentation
Assign Discussion 3: The Write Stuff **due Tuesday, September 21, 2021 at 8:00 A.M.**

WEEK FIVE: September 20, 2021-September 25, 2021

Discussion 3: due Tuesday, September 21, 2021 at 8:00 A.M.

Work on Grammar Oral Presentation **due Tuesday, September 28, 2021 at 8:00 A.M.**

WEEK SIX: September 27, 2021-October 2, 2021

Grammar Oral Presentations Due Tuesday, September 28, 2021 at 8:00 A.M.

Assign Discussion 4: It's a Scream **Due October 5, 2021 at 8:00 A.M.**

Review description

WEEK SEVEN: October 4, 2021-October 9, 2021

Grammar Oral Presentations Continue as needed

Discussion 4: It's a Scream Due Tuesday, October 5, 2021 at 8:00 A.M.

Review argumentation.

Read "Writing an Argument" (*LBR* 83-120).

Plagiarism Policy Acknowledgement Email **Due Saturday, October 9, 2021 at 8:00 A.M.**

WEEK EIGHT: October 11, 2021-October 16, 2021

Assign Discussion 5: What should be banned? **Due Tuesday, October 19, 2021 at 8:00 A.M.**

Read "Hailing While Black" (*LBR*: 251-253);

Read "Incident" (*LBR*: 253-254)

Read "The Times They Are A-Changin'" (See Resources and Readings Module)

Assign Argumentation Essay 1: Are the Times Really A-Changin'? **Due Thursday, October 21, 2021 at 8:00 A.M.**

WEEK NINE: October 18, 2021-October 23, 2021

Discussion 5 Due Tuesday, October 19, 2021 at 8:00 A.M.

Essay 1: Argument 1: Are the Times Really A-Changin' Due at 9:20 A.M.

Review research paper requirements.

Review Research Paper Topics

Read Seagull (90-106)

Read "Avoiding Plagiarism" (*LBR* 63-68);

Review Seagull (107-118) on plagiarism and how to avoid it.

Review MLA Documentation in Seagull (119-169).

WEEK TEN: October 25, 2021-October 30, 2021

Choose Research Paper Topic

Begin library research.

WEEK ELEVEN: November 1, 2021-November 6, 2021

Background for Argumentation Essay 2: Global Perception;

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>

Read "A Casebook on Bullying" (*LBR* 473-482); “A Casebook on Virtual Worlds” (*LBR*: 423-

442); “Law and Disorder” (*LBR*:443-472); “Our Environment: Present and Future” (*LBR*:
537-558)

View *The Tyler Clementi Story*

View the Cyber-bullying lawsuit video.

Read “A Casebook on *Twitter*: Three Essays and Two Cartoons” (*LBR*: 431-442).

Read "A Casebook on Virtual Worlds” (*LBR*: 423-430).

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

Assign Discussion 6: Research Paper Topics **Due Tuesday, November 9, 2021 at 8:00 A.M.**

Assign Argument 2: Global Perception **Due Thursday, November 11, 2021 at 9:20 A.M.**

WEEK TWELVE: November 8, 2021-November 13, 2021

Discussion 6: Research Paper Topics due Tuesday, November 9, 2021 at 8:00 A.M.

Work on Argument 2: Global Perception essays. Final copy due. on Thursday, November 11, 2021 at 8:00 A.M.

Assign Discussion 7: Current Events **Due Tuesday, November 16, 2021 at 8:00 A.M.**

Work on Research Papers.

WEEK THIRTEEN: November 15, 2021-November 20, 2021

Discussion 7: Current Events Due Tuesday, November 16, 2021 at 8:00 A.M.

Assign Discussion 8: Consumerism **Due Tuesday, November 30, 2021 at 8:00 A.M.**

Work on Research Paper rough drafts.

11/19 (Friday): W Day for Fall 2021 16-Week Classes.

WEEK FOURTEEN: November 22, 2021-November 27, 2021

Work on Research Paper rough drafts

Note: College of the Mainland will be closed Thursday, November 25, 2021-Sunday, November 28, 2021 in observance of the Thanksgiving holidays. Blackboard content and online library access will remain available.

Discussion 8: Consumerism **Due Tuesday, November 30, 2021 at 8:00 A.M.**

Work on Research Paper Rough Drafts

WEEK FIFTEEN: November 29, 2021-December 4, 2021

Discussion 8 due Tuesday, November 30, 2021 at 8:00 A.M.

Review MLA format for research papers: internal citations and works cited.

Discussion 9: Cyber Peer Editing due Thursday, December 2, 2021 at 8:00 A.M.

WEEK SIXTEEN: December 6, 2021-December 10, 2021

Research Paper Final Copies due Tuesday, December 7, 2021 at 8:00 A.M.

Discussion 10: Final Thoughts Due Thursday, December 10, 2021 at 8:00 A.M.

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.

Academic Success & Support Services: : 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_20192020v5.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

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 the 16 Weeks session is November 19, 2021.

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.

English 1301

Fall 2021

Professor Remollino

Grading Rubric and Printing Symbols

You will soon receive 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, which includes 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. Here is a guide to standard printer symbols that you may find throughout your paper:

(Taken from http://www.inkwelleditorial.com/proofreaders_marks.htm). Note: This site has undergone a redesign and this page may no longer be available.

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 s
delete and close up	Boul ^{der} campus events	Boul ^{der} campus events F
replace	^{Denver} Boulder campus events	Boulder campus events DENVER
insert	Boulder ^{campus} events	Boulder ^{campus} events campus
insert and close up	Boulde ^{campus} events	Boulde ^{campus} events r
transpose	Boulder (events campus)	Boulder (events campus) tu
insert space	Boulder campus [#] events	Boulder campus [#] events #
insert hair space	"Boulder campus 'events'" ^{h#}	"Boulder campus 'events'" h#
close up extra space	Boulder ^{extra} campus events or Boulder ^{extra} campus events	Boulder ^{extra} campus events extra# or Boulder ^{extra} campus events 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 ^g Denver campus events gl#
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. ^A He jogs.	She runs. ^A He jogs. A
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 ^ 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	Due to the fact that we were wondering as to whether it would rain, we stayed home.
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.

Depending on the amount of snow.

Frag	fragment	
 	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.
PV	Passive voice	The boy was hit by the ball. (passive voice) The boy hit the ball. (active voice).
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.
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.
T	He comes into the room and he	pulled his verb tense problem 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?
<p style="text-align: center;">Source: University of Colorado Web site (http://www.colorado.edu/Publications/styleguide/symbols.html).</p>		

If you have any questions about comments made on your paper, please see me during my scheduled office hours, and I will be happy to review your writing with you and give you additional feedback about how to improve for the next paper. I request that you wait 24 hours before contacting me to allow yourself time to read ALL the comments made.

Please visit the Tutoring Center for additional help with your writing assignments.

I will also suggest that you utilize COM's Tutoring Center, especially if you have serious grammatical and mechanical issues. 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.

Remember that this is a diagnostic writing sample, and even though it is not graded, it provides valuable feedback and acts as the springboard for the Grammar Oral Presentation, which is a graded assignment.

As a final note, please review the student learner outcomes, both primary and secondary, found on your course syllabus. Before you can receive a passing grade in the course, you must demonstrate that you have achieved these outcomes. Part of that demonstration comes in the form of the essays and research paper that you complete in the course.