



ENGL 1301.081IN
Composition I
Spring 2022
1st 8 Weeks: January 18, 2022-March 11, 2022
Internet

Instructor: Steven A. Remollino, Professor of English

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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 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 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 topic with the exception of the research paper for which the student will choose his or her own topic. The majority of the

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writing will be argumentative; however, students will also write a descriptive paper. Students will also view a number of films as the springboard for writing assignments.

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

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: Even though this is an online course, your attendance is still mandatory in the form of course sign-ins and the completion of assignments. Distance Education policy mandates a minimum of two course sign-ins per week; however, I suggest signing in daily, especially in a fast-track course.

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 |
|-------------------------|------------------------|------------------------------|
| | | |

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

| | | |
|---|--------------------------------------|-------------------------------------|
| <p>5. Read, reflect and respond critically to a variety of texts.</p> | <p>Critical Thinking Skills (CT)</p> | <p>the Times Really a'Changin'?</p> |
|---|--------------------------------------|-------------------------------------|

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.

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 from the 1st 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2nd 8-week session is May 4.

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 www.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: January 17, 2022-February 4, 2022

WEEK ONE: January 18, 2022-January 22, 2022

1. Complete Student Information Form. Directions are provided in the Week One email. **Due Thursday, January 20, 2022 at 8:00 A.M.** Note: Failure to submit the student information form by the deadline will result in an Early Alert System Referral as noted above.
2. 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, January 21, 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.
3. Write diagnostic essay. Locate the handouts entitled Paper Requirements and Diagnostic Essay: Description in your Unit I: Diagnostics and Fundamentals Module folder on the course's home page. Read "Description" (Longman 125-133) Read Diagnostic Essay: Description from your 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 Tuesday, January 25, 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. **Also, students who fail to submit the Diagnostic Essay: Description by its deadline will receive a zero on the Grammar Oral Presentation since the presentation topic is assigned based on the Diagnostic Essay.**
4. Complete Syllabus Quiz. **Due Wednesday, January 26, 2022 at 8:00 A.M.** (located in Assessments)
5. 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 **Thursday, January 27, 2022 at 8:00 A.M.**
6. 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: Due **Saturday, January 29, 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: January 24, 2022-January 29, 2022

1. Complete Diagnostic Essay: Description **Due Tuesday, January 25, 2022 at 8:00 A.M.**
2. Complete Syllabus Quiz. **Due Wednesday, January 26, 2022 at 8:00 A.M.**
(located in Assessments)
3. Discussion 2: Writing Phobias: **Due Thursday, January 27, 2022 at 8:00 A.M.**
4. Online Library Research Tutorial: **Due Saturday, January 29, 2022 at 8:00 A.M.**
5. Read *Seagull* sections on fragments, run-ons, and comma splices. (317-321)
6. Read *Seagull* sections on major grammatical errors: subject verb agreement, pronoun antecedent agreement, and pronoun case. Read *Seagull* on these errors (334-344).
7. Read *Seagull* on remaining major grammatical errors. (386-391); (399-402).
8. 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 Tuesday, February 1, 2022 at 8:00 A.M.**
9. Read "Becoming a Critical Reader and Thinker" (Longman: 1-9)
10. Read "Getting Started Through Prewriting" (Longman: 14-32)
11. 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 Friday, February 4, 2022 at 8:00 A.M.**
12. Email acknowledgement of receipt of Humanities Department plagiarism policy **no later than Saturday, February 5, 2022 at 8:00 A.M.** You cannot continue in the course until this email is received. See the Week 2 Email for details.

13. 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>

WEEK THREE: January 31, 2022-February 5, 2022

1. Discussion 4: It's a Scream **Due Friday, February 4, 2022 at 8:00 A.M.**
2. Humanities Department plagiarism policy acknowledgement **Due no later than Saturday, February 5, 2022 at 8:00 A.M.** You cannot continue in the course until this email is received. See the Week 2 Email for details.
3. Read "Supporting the Thesis with Evidence" (Longman: 42-47)
4. Read "Organizing the Evidence" (Longman: 49-52)
5. Read handout on the research paper from your Unit II Module on the course's home page.
6. Read *Seagull* on writing the research paper (90-106).
7. Visit either the COM library, your local public library, or another college library to research your topic virtually. Remember to follow the guidelines found in the research paper handout.
8. Complete Discussion 5: What Should Be Banned? is **due Wednesday, February 9, 2022 at 8:00 A.M.**

Unit II: Argumentation Writing, Part I: Are the Times Really A-Changin'?: February 1, 2022-February 15, 2022

WEEK FOUR: February 7, 2022-February 12, 2022

1. Discussion 5: What Should Be Banned? is **due Wednesday, February 9, 2022 at 8:00 A.M.**
2. Read "Argumentation-Persuasion" *Longman*: 386-390).
3. Read handout on argumentation from your course module folder on the course's home page.
4. 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.
5. Read "Hailing While Black" <http://content.time.com/time/subscriber/article/0,33009,1000422,00.html>
6. Read "Incident" (poem by Countee Cullen <https://www.poetryfoundation.org/poems/42618/incident-56d2213a45f36>)

7. 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 backup.
8. Oral Presentation on Grammar. **Due Friday, February 11, 2022 at 8:00 A.M.** (See detailed instructions for completing assignment).
9. Write Argumentation Essay 1: Are the Times Really A-Changin’? **Due Tuesday, February 15, 2022 at 8:00 A.M.**
10. Continue library research for research paper.

WEEK FIVE: February 14, 2022-February 19, 2022

1. Argumentation Essay 1: Are the Times Really A-Changin’? **Due Tuesday, February 15, 2022 at 8:00 A.M.**

Unit III: Argumentation Writing, Part II: Global Perception: February 16, 2022- February 22, 2022

2. 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>
3. View *The Tyler Clementi Story*
4. View the Cyber-bullying lawsuit video.
5. View *The Tyler Clementi Story*
6. View the Cyber-bullying lawsuit video.
7. Read “Debating the Issues: Government Regulation to Help Control Obesity and Related Diseases”
(*Longman*: 437-442)
8. Read “Additional Writing Topics: Argumentation-Persuasion” (*Longman*: 446-447)
9. Read “Pro and Con Social Networking” at <http://socialnetworking.procon.org/>
10. Write Argumentation Essay 2: Global Perception **Due Tuesday, February 22, 2022 at 8:00 A.M.**

11. Complete Discussion 6: What about Twitter? **Due Friday, February 25, 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.

WEEK SIX: February 21, 2022-February 26, 2022

1. Argumentation Essay 2: Based on the state of the world today, what is the global perception of mankind in the twenty-first century? **Due Tuesday, February 22, 2022 at 8:00 A.M.**
2. Discussion 6: What about *Twitter*? **Due Friday, February 25, 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.
3. 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 Monday, February 28, 2022 at 8:00 A.M.**
4. Work on research paper rough drafts. **Due Friday, March 4, 2022 (your rough draft) at 8:00 A.M. as Discussion 8 post 1, and Monday, March 7, 2022 (the paper you peer-edited) as Discussion post 2.** See Weekly email for details.
5. Course Evaluation System opens soon. Look for email with requirements and deadlines.

Unit IV: Argumentation Writing, Part III: Research and Revision:

WEEK SEVEN: February 28, 2021-March 5, 2021

1. **Discussion 8 Due Friday, March 4, 2022 (your rough draft) at 8:00 A.M. as Discussion 8 post 1, and Monday, March 7, 2022 (the paper you peer-edited) as Discussion post 2.** See Weekly email for details.
2. W-Day for Spring 2022 1st 8 Weeks Classes: **Wednesday, March 2, 2022 by close of business.** If you need to withdraw from any Spring 2022 1st 8 Week course, you must do so by this deadline. Instructors cannot issue *W* grades after this date.
3. Course Evaluations **Due Sunday, March 6, 2022 at 11:59 P.M.**

WEEK EIGHT: March 7, 2022-March 11, 2022

1. **Discussion 8 Part 2 (the paper you peer-edited) Due Monday, March 7, 2022 as Discussion post 2**
2. 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 Wednesday, March 9, 2022 at 8:00 A.M.**

3. Revise research papers. **Due Thursday, March 10, 2022 at 8:00 A.M.**
4. Complete Discussion 10: Final Discussion. **Due Friday, March 11, 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.

English 1301

Spring 2022

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 ^r campus events | Boulder ^r campus events r |
| delete and close up | Boul ^r der campus events | Boul ^r der campus events r |
| replace | Denver Boulder campus events | Boulder campus events denver |
| insert | Boulder ^{campus} events | Boulder ^{campus} events campus |
| insert and close up | Boulde ^r campus events | Boulde ^r campus events r |
| transpose | Boulder (events campus) | Boulder (events campus) (tc) |
| 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 ^r campus events | Boulder campus events (extra#) or Boulder ^r campus events r (extra#) |
| insert line space | # > Boulder campus events Denver campus events | Boulder campus events Denver campus events (l#) |
| delete line space | Boulder campus events ^r Denver campus events | Boulder campus events ^r Denver campus events (rl#) |
| 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. He jogs. | She runs. 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 <i>-ed</i> | Last summer he walk all the way to Birmingham. |
| Frag | fragment | Depending on the amount of snow. |
| | 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>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.