



**ENGL 1301.103CL**  
**Composition I**  
**Fine Arts Concentration**  
**Fall 2022**  
**August 22, 2022-December 9, 2022**  
**Face to Face**  
**MW: 8:00-9:20 A.M.**  
**LRC 247**

**Instructor Information:**

**Instructor:** Steven A. Remollino, Professor of English

**Email:** [sremollino@com.edu](mailto:sremollino@com.edu)

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

**Student hours and location:** Office 239

9:30 A.M.-11:30 A.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 written composition, 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 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 *Brightspace D2L*. 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. Students will be writing a descriptive essay for their essay. The two major essays will be an argumentation essay and a critical film analysis.

**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 Essay
2. Develop ideas with appropriate support and attribution.	Personal Responsibility (PR)	Essay 1: Argumentation

3. Write in a style appropriate to audience and purpose.	Communication Skills (COM)	Essay 2: Critical Analysis
5. Read, reflect and respond critically to a variety of texts.	Critical Thinking Skills (CT)	Essay 2: Critical Analysis

**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 22, 2022-August 27, 2022**

Review course syllabus

Review College and Classroom Safety Procedures.

Review *Brightspace D2L*.

Complete Student Information Form **Due Wednesday, August 24, 2022 at 8:00 A.M.**

Complete Discussion 1: Meet the Class: **due Monday, August 29, 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 Syllabus Quiz: **Due Wednesday, August 31, 2022 at 8:00 A.M.**

**WEEK TWO: August 29, 2022-September 3, 2022**

**Discussion 1 (2 posts) due Monday, August 29, 2022 at 8:00 A.M.**

Syllabus Quiz: **Due Wednesday, August 31, 2022 at 8:00 A.M.**

Assign Diagnostic Essay: Description **due Wednesday, September 7, 2022 at 9:20**

**A.M.**

Review paper requirements and course procedures for submitting writing assignments.

Read *Description* Longman (125-132)

Review description

**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 5, 2022-September 10, 2022**

College of the Mainland will be closed for the Labor Day Holiday Monday, September 5, 2022. All campus buildings will be closed; however, *Brightspace D2L* and online library access will remain available.

**Diagnostic Essay: Description Due Wednesday, September 7, 2022 at 9:20**

**A.M.**

Assign Online Library Research Tutorial **Due Monday, September 12, 2022 at 8:00 A.M.**

Assign Discussion 2: Writing Phobias **Due Wednesday, September 14, 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 FOUR: September 12, 2022-September 17, 2022**

Assign Online Library Research Tutorial **due Wednesday, September 14, 2022 at 8:00 A.M.**

Assign Discussion 3: The Write Stuff **due Monday, September 19, 2022 at 8:00 A.M.**

**WEEK FIVE: September 19, 2022-September 24, 2022**

**Discussion 3: due Monday, September 19, 2022 at 8:00 A.M.**

Assign Oral Presentation **due Monday, October 3, 2022 at 8:00 A.M.**

**WEEK SIX: September 26, 2022-October 1, 2022**

Work on Oral Presentation **due Monday, October 3, 2022 at 8:00 A.M.**

Assign Discussion 4: It's a Scream **Due Wednesday, October 5, 2022 at 8:00 A.M.**

**WEEK SEVEN: October 3, 2022-October 8, 2022**

**Oral Presentations Due Monday, October 3, 2022 at 8:00 A.M. Be Prepared to Present.**

**Discussion 4: It's a Scream Due Wednesday, October 5, 2022 at 8:00 A.M.**

Plagiarism Policy Acknowledgement Email **Due Monday, October 10, 2022 at 8:00 A.M.**

**WEEK EIGHT: October 10, 2022-October 15, 2022**

**Oral Presentations Continue**

Assign Discussion 5: What should be banned? **Due Monday, October 17, 2022 at 8:00 A.M.**

Review argumentation.

Read "Writing an Argument" Longman (386-414).

Assign Argumentation Essay: Arts Education **Due Monday, October 24, 2022 at 9:20 A.M.**

**WEEK NINE: October 17, 2022-October 22, 2022**

**Discussion 5 Due Monday, October 17, 2022 at 8:00 A.M.**

Work on Essay 1: Argumentation: Arts Education **Due Monday, October 24, 2022 at 9:20 A.M.**

Review research paper requirements.

Read *Writing the Research Essay* Longman: (473-507)

Review Research Paper Topics

Read Seagull (90-106)

Read "Use Quotation, Summary and Paraphrase Without Plagiarizing" Longman (465-471)

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

Review MLA Documentation in Seagull (119-169).

**WEEK TEN: October 24, 2022-October 29, 2022**

**Essay 1: Argumentation: Arts Education Due Monday, October 24, 2022 at 9:20 A.M.**

Assign Discussion 6: What about *Twitter*? **Due Monday October 31, 2022 at 8:00 A.M. (2 posts)**

Choose Research Paper Topic Begin library research.

**WEEK ELEVEN: October 31, 2022-November 5, 2022**

**Discussion 6: What about *Twitter*? Due Monday, October 31, 2022 at 8:00 A.M. (2 posts)**

Read "Writing About Literature" Longman (519-528)

Background for Essay 2: Critical Analysis: *Metropolis*

Assign Discussion 7: Research Paper Topics **Due Monday, November 7, 2022 at 8:00 A.M.**

Assign Essay 2: Critical Analysis: *Metropolis* **Due Wednesday, November 23, 2022 at 9:20 A.M.**

**WEEK TWELVE: November 7, 2022-November 12, 2022**

**Discussion 7: Research Paper Topics Due Monday, November 7, 2022 at 8:00 A.M.**

View *Metropolis* (the Giorgio Moroder edition)

Work on Essay 2: Critical Analysis: *Metropolis* **Due Wednesday, November 23, 2022 at 9:20 A.M.**

Work on Research Papers.

**WEEK THIRTEEN: November 14, 2022-November 19, 2022**

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Assign Discussion 8: Peer Editing **Due Wednesday, November 30, 2022 at 8:00 A.M.**

Work on Essay 2: Critical Analysis: *Metropolis* **Due Wednesday, November 23, 2022 at 9:20 A.M.**

Work on Research Paper rough drafts.

**11/18 (Friday): W Day for Fall 2022 16-Week Classes.**

**WEEK FOURTEEN: November 21, 2022-November 26, 2022**

**Note:** College of the Mainland will be closed Thursday, November 24, 2022-Sunday, November 27, 2022 in observance of the Thanksgiving holidays. *Brightspace D2L* content and online library access will remain available.

Work on Essay 2: Critical Analysis: *Metropolis* **Due Wednesday, November 24, 2022 at 9:20 A.M.**

Work on Research Paper rough drafts

Discussion 8: Peer Editing **Due Wednesday, November 30, 2022 at 8:00 A.M.**

Work on Research Paper Rough Drafts

**WEEK FIFTEEN: November 28, 2022-December 3, 2022**

**Discussion 8: Peer Editing due Wednesday, November 30, 2022 at 8:00 A.M.**

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

Assign Discussion 9: Changes in Technology **due Monday, December 5, 2022 at 8:00 A.M.**

**WEEK SIXTEEN: December 5, 2022-December 9, 2022**

Discussion 9: Changes in Technology **due Monday, December 5, 2022 at 8:00 A.M.**

**Research Paper Final Copies due Monday, December 5, 2022 at 8:00 A.M.**

Assign Discussion 10: Final Thoughts **Due Wednesday, December 7, 2022 at 8:00 A.M.**

**Discussion 10: Final Thoughts Due Wednesday, December 7, 2022 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](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](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 Michelle Brezina at 409-933-8124 or [mvaldes1@com.edu](mailto:mvaldes1@com.edu). The Office of Services for Students with Disabilities is located in the 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 for the 16 Weeks session is November 18, 2022.

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

**Early Alert Program** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).



English 1301

Fall 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](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	Boulders <sup>r</sup> campus events	Boulders <sup>r</sup> campus events <sup>g</sup>
delete and close up	Boul <sup>g</sup> der campus events	Boul <sup>g</sup> der campus events <sup>F</sup>
replace	<sup>Denver</sup> <del>Boulder</del> campus events	<del>Boulder</del> campus events <sup>DENVER</sup>
insert	<sup>campus</sup> Boulder <sup>^</sup> events	Boulder <sup>^</sup> events <sup>campus</sup>
insert and close up	Boulde <sup>^</sup> campus events	Boulde <sup>^</sup> campus events <sup>r</sup>
transpose	Boulder(events campus) <sup>#</sup>	Boulder(events campus) <sup>(ti)</sup>
insert space	Boulder campus <sup>#</sup> events	Boulder campus <sup>#</sup> events <sup>#</sup>
insert hair space	"Boulder campus 'events'" <sup>h<sup>#</sup></sup>	"Boulder campus 'events'" <sup>h<sup>#</sup></sup>
close up extra space	Boulder <sup>^</sup> campus events or Boulder <sup>g</sup> campus events	Boulder <sup>^</sup> campus events or Boulder <sup>g</sup> campus events <sup>(extra #)</sup>
insert line space	<sup>#</sup> > Boulder campus events Denver campus events	<del>Boulder campus events</del> <del>Denver campus events</del> <sup>(l #)</sup>
delete line space	Boulder campus events <sup>g</sup> Denver campus events	Boulder campus events <sup>g</sup> Denver campus events <sup>(gl #)</sup>
equalize spacing	Boulder <sup>    </sup> today	Boulder <sup>    </sup> today <sup>(lg #)</sup>
run on/no new paragraph	<u>She runs.</u> <u>He jogs.</u>	<u>She runs.</u> <u>He jogs.</u> <sup>run in</sup>
new paragraph	She runs. <sup>g</sup> He jogs.	She runs. <sup>g</sup> He jogs. <sup>g</sup>
line break	She runs. <u>He jogs.</u>	She runs. <u>He jogs.</u> <sup>break</sup>
instructions (don't set what's circled)	Boulder campus events <sup>(which?)</sup>	Boulder campus events <sup>(which?)</sup>

**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
<b>Ab</b>	a faulty abbreviation	She had earned a <b>Phd</b> along with her M.D.
<b>Agr</b> <b>See also P/A and S/V</b>	agreement problem: subject/verb or pronoun/antecedent	The piano as well as the guitar <b>need</b> tuning. The student lost <b>their</b> book.
<b>Awk</b>	awkward expression or construction	The storm <b>had the effect of causing</b> millions of dollars in damage.
<b>Cap</b>	faulty capitalization	We spent the <b>Fall</b> in <b>spain</b> .

<b>CS</b>	comma splice	Raoul tried his best, this time that wasn't good enough.
<b>DICT</b>	faulty diction	<b>Due to the fact that we were wondering as to whether it would rain, we stayed home.</b>
<b>Dgl</b>	dangling construction	<b>Working harder than ever</b> , this job proved to be too much for him to handle.
<b>- ed</b>	problem with final -ed	Last summer he <b>walk</b> all the way to Birmingham.
<b>Frag</b>	fragment	<b>Depending on the amount of snow.</b>
<b>  </b>	problem in parallel form	My <b>income</b> is bigger than my <b>wife</b> .
<b>P/A</b>	pronoun/antecedent agreement	A <b>student</b> in accounting would be wise to see <b>their</b> advisor this month.

<b>PV</b>	Passive voice	The boy was hit by the ball. (passive voice) The boy hit the ball. (active voice).
<b>Pron</b>	problem with pronoun	My aunt and my mother have wrecked <b>her</b> car. The committee has lost <b>their</b> chance to change things. You'll have to do this on <b>one's</b> own time.
<b>Rep</b>	unnecessary repetition	The car was blue <b>in color</b> .
<b>R-O</b>	run-on sentence	<b>Raoul tried his best this time that wasn't good enough.</b>
<b>Sp</b>	spelling error	This sentence is <b>flaude</b> with two <b>mispellings</b> .

- s	problem with final -s	He wonder what these teacher <b>think</b> of him.
S/V	subject/verb agreement	The <b>problem</b> with these cities <b>are</b> leadership.
T	He <b>comes</b> 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 <b>affect</b> 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 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.