



**ENGL-1301-118C2-SP2025**  
**Composition I**  
**Spring 2025, Mar. 10, 2025 – May 8, 2025**  
**Monday-Thursday 2:00-3:20; LRC 248**

**Instructor Information:** William Faour, [wfaour@com.edu](mailto:wfaour@com.edu)

**Office Hours:** I am available on Mondays and Wednesdays virtually, 10-11 am. Please request an appointment ahead of time via email. I will also be available during other times at my discretion via appointment. Feel free to reach out to me with an email so we can figure out a good time.

**Required Textbook/Materials:** We will primarily use The RoughWriter's Guide (<https://pressbooks.pub/roughwritersguide/>). Any other necessary readings will be available via D2L. For materials, you need access to the internet, the ability to type and send Word documents (software you can use includes Microsoft Word or Google Docs), and note-taking instruments for class (pen and paper preferred, but computers are allowed).

**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.

*Prerequisites: TSIA2 945-990 ELAR/CRC test AND 5 or higher on Essay OR 910-944 on CRC with 5-6 on Diagnostic Test + 5 or higher on Essay, or [IRW 0320](#) with a grade of "C" or better.*

**Course requirements:**

As this is an eight-week course covering the same material as a typical sixteen-week course, we will move at a fast pace with strict deadlines. There will still be strict due dates to follow, so make sure to log into D2L and check your email regularly, **especially if you miss class. If you miss class, you will be responsible for finding out what you missed—from either your peers or me.**

This course will primarily focus on academic writing, but there are plenty of other kinds of writing too, and I'll make sure we cover as much as we can.

The weeks will be split between “lecture days” on Mondays and Wednesdays and “discussion/activity days” on Tuesdays and Thursdays. Lecture days will involve my giving a lecture, but there will be discussion elements the entire time. For example, a lecture may lead into a discussion on the same day. In turn, Discussion/Activity days will be about applying what you've

learned so far and honing your writing skills. We will do tests, quizzes, and writing assignments in class, with bonus opportunities for writing outside of the classroom. Most homework will be assignments you do not finish in class.

Office hour meetings are encouraged but optional. They are a virtual, one-on-one meeting we can use to gauge where you are and discuss what you're hoping to get out of this class and how I can help you.

### Participation

Participation will be a major component, regardless of whether it's Lecture Day or Discussion/Activity Day. You will be expected to contribute in some manner in class, be it asking questions, discussing, or otherwise adding something relevant. Please note that it won't be enough to simply say "I agree with so-and-so"; if I want small talk, I can turn on CSPAN. This is a discussion, and even if you're worried you don't have much to contribute, I guarantee you're wrong, and you do. Writing is all about bringing out someone's voice, and you'll do the same—for the sake of your grade, if nothing else.

### Quizzes

After the first week, there will be weekly quizzes, with the exceptions of the weeks of the midterm and final. Each quiz will be based on information from the lectures to ensure understanding of the material and will be taken. The quizzes will be multiple choice or free response, depending on the material. These quizzes can be taken via D2L, but I will allow a pen and paper option for anyone unable to bring a computer to class. **The quizzes will be timed.**

### Assignments

As befitting a writing class, there will be four major writing assignments, with the exceptions of the weeks of the midterm and final. The four assignments are a five-paragraph essay outline, an annotated bibliography, a research paper proposal, and a research paper proposal revision. These assignments are meant to make you more comfortable with writing as we move toward the final essay (more on that below). **You will write these assignments in class**, but I may allow extra time to complete them as homework. **The outline must be hand-written.**

### Midterm

The midterm will be a multiple-choice test based on everything we've gone over so far, across lectures and any supplemental readings. **This will take up an entire day of class, and the midterm will be due before you leave the classroom.**

### Final

The final will be a two-parter. The first part will be a final essay. Using everything you've learned, you'll write a full academic essay, which will make up half of your grade on the final. The other half will come from the multiple-choice exam, which will be identical in structure to the midterm. These will both be administered on separate days of class. **You will submit both before you leave the classroom.**

**Determination of Course Grade/Detailed Grading Formula:**

<b>Assignment</b>	<b>Percent of Course Grade</b>
Participation	20%
Assignments	15%
Quizzes	15%
Midterm	20%
Final	30%

**Late Work, Make-Up, and Extra-Credit Policy:**

As this is a fast-paced class, late work is unacceptable. For each day an assignment is overdue, twenty points will be deducted from its grade. Missed quizzes, exams, and participation will be automatic zeroes.

I understand extenuating circumstances may always occur, and there are occasionally situations beyond our control in life. If such an extreme circumstance happens, please let me know in advance so that we may come up with a make-up plan at my discretion. **If you do not follow these instructions, you will receive a zero, and there will be no make-up options.**

Extra credit will be typically be available as bonus questions on quizzes and exams, but I may have other opportunities at my discretion.

**Attendance Policy:** Attendance is mandatory and tied to your participation grade. If you miss enough classes, you and your advisor will receive an early alert, and I may drop you from the class at my discretion. (Also, your participation grade will suffer.)

If you are 5 or more minutes late, your participation grade will take a hit, and you will be marked late. If you're marked late three times, that'll count as an absence. If you are more than twenty minutes late to class or leave early, I may mark you as absent at my discretion. In the event of an extenuating circumstance, such as a religious holiday, please let me know in advance, or I may mark you as absent.

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

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Demonstrate knowledge of individual and collaborative writing process.	Critical Thinking Teamwork	Quizzes Annotated bibliography Revisions
2. Develop ideas with appropriate support and attribution.	Critical Thinking Communication Skills	Five-paragraph essay outline Final essay
3. Write in a style appropriate to audience and purpose.	Critical Thinking	Five-paragraph essay outline Research paper proposal Final essay
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking	Quizzes Exams Discussion board
5. Use edited American English in academic essays.	Communication Skills	Discussion board Essays

Scholastic dishonesty and plagiarism are defined in the student handbook. Plagiarism (failure to acknowledge or cite sources of ideas and/or works, representing another’s work as your own, etc.) will not be tolerated in this class. Similarly, if you use any of your peers’ research, secondary sources, and/or ideas to write your own work, it will not be tolerated and will be viewed as academically dishonest. These types of choices can result in a failing grade for the assignment, the course, and in the most extreme cases, it will be reported to COM. If you do not understand what constitutes plagiarism, or academic dishonesty, please contact me. If you are unsure whether something included in one of your writing assignments may be considered plagiarism, or academically dishonest please contact me during my office hours or at least two days before the assignment is due. Please note that failure to credit a source in a discussion post is also plagiarism. If you use a source, credit the author no matter what type of assignment it is.

Plagiarism will result in a zero on the assignment in question with no exceptions.

In this course, you **may not use AI** for any assignment in any way, shape, or form. Use of AI will be treated as plagiarism.

### **HUMANITIES DEPARTMENT POLICY STATEMENT: PLAGIARISM**

Plagiarism is a form of academic dishonesty. To plagiarize is to steal the words or ideas of another and pass them off as one’s own. Two forms of plagiarism are common. In the first form, the writer incorporates published or otherwise recorded material without properly acknowledging its sources. In the second form, the writer submits work actually done by someone else. (The student who allows his/her work to be used by others is also guilty.) Any student who plagiarizes will receive a grade of “0” on his/her plagiarized work and may, as a result, receive a failing grade in the course. Ignorance will not be an acceptable

defense: all students are responsible for familiarizing themselves with the rules of documentation.

Violation of the Plagiarism Policy may result in a referral to the College of the Mainland Judicial Coordinator or further disciplinary actions as stated in the current Student Handbook.

“Source” may refer to published works (including material available from electronic/computer networks or databases), electronically broadcast programs, films, recordings, interviews, speeches, or lectures.

1. You must document when you quote directly from another source.
2. You must document when you paraphrase words from another source.
3. You must document when you summarize ideas from another source.
4. You must document when you use facts (statistics in a chart or graph, for example) or visual material from another source.

**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 the Humanities Department Chair Brian Anderson at 409-933-8186 or [banderson@com.edu](mailto:banderson@com.edu).

**Course outline:**

*Note: This schedule is subject to change at my discretion.*

Week	Subject/Day	Assignments/Discussions
<b>1</b> 3/10-3/13	<ul style="list-style-type: none"> <li>• Monday 3/10: Introduction/Syllabus</li> <li>• Tuesday 3/11: Syllabus quiz/Diagnostic Essay</li> <li>• Wednesday 3/12: What is academic writing?/The MLA format</li> <li>• Thursday 3/13: Let’s talk about academic writing!</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: Introduce yourself! (3/10)</li> <li>• Syllabus quiz (3/11)</li> <li>• Diagnostic Essay (3/11)</li> <li>• Discussion: Academic writing (3/13)</li> </ul>
<b>SPRING BREAK</b> 3/17-3/23	NO CLASS	(Yes, really)
<b>2</b> 3/24-3/27	<ul style="list-style-type: none"> <li>• Monday 3/24: Plagiarism</li> <li>• Tuesday 3/25: Plagiarism quiz/Let’s talk AI</li> <li>• Wednesday 3/26: Five-paragraph essays/The writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Plagiarism quiz (3/25)</li> <li>• Discussion: Plagiarism and AI (3/25)</li> <li>• Discussion: The thesis sentence (3/27)</li> </ul>

	<ul style="list-style-type: none"> <li>Thursday 3/27: Let's write a thesis sentence/Five-paragraph essay outline</li> </ul>	<ul style="list-style-type: none"> <li>Five-paragraph essay outline (3/27)</li> </ul>
3 3/31-4/3	<ul style="list-style-type: none"> <li>Monday 3/31: The annotated bibliography/writing with sources</li> <li>Tuesday 4/1: Bibliography quiz/Let's write a citation</li> <li>Wednesday 4/2: How to analyze writing</li> <li>Thursday 4/3: Let's talk the writing process and analyzing</li> </ul>	<ul style="list-style-type: none"> <li>Bibliography quiz (4/1)</li> <li>Discussion: Good methods for citing (4/1)</li> <li>Discussion: How to cite (4/1)</li> <li>Discussion: Analyzing quotes (4/3)</li> <li>Annotated bibliography (4/3)</li> </ul>
4 4/7-4/10	<ul style="list-style-type: none"> <li>Monday 4/7: Reverse-engineering an essay</li> <li>Tuesday 4/8: Let's reverse-engineer!</li> <li>Wednesday 4/9: Analyzing sources</li> <li>Thursday 4/10: Midterm</li> </ul>	<ul style="list-style-type: none"> <li>Discussion: Reverse-engineering sentences and essays. (4/8)</li> <li>Midterm (4/10)</li> </ul>
5 4/14-4/17	<ul style="list-style-type: none"> <li>Monday 4/14: Video essays!</li> <li>Tuesday 4/15: Checkup!</li> <li>Wednesday 4/16: Reading and writing Research Papers</li> <li>Thursday 4/17: Quiz, then let's write a research paper proposal!</li> </ul>	<ul style="list-style-type: none"> <li>Discussion: What does writing a video essay look like? (4/14)</li> <li>Discussion: How are we doing, midway through the class? How have things changed? What do you want to focus on? (4/15)</li> <li>Research paper quiz (4/17)</li> <li>Research paper proposal draft (4/17)</li> </ul>
6 4/21-4/24	<ul style="list-style-type: none"> <li>Monday 4/21: Editing and Revising</li> <li>Tuesday 4/22: Let's edit/revise something we've written before!</li> <li>Wednesday 4/23: Peer Review</li> <li>Thursday 4/24: Peer Revisions</li> </ul>	<ul style="list-style-type: none"> <li>Revisions quiz (4/22)</li> <li>Discussion: Edit/revise something you've written (4/22)</li> <li>Peer revisions (4/24)</li> <li>Revised research paper proposal draft (4/24)</li> </ul>

<p style="text-align: center;"><b>7</b> 4/28-5/1</p>	<ul style="list-style-type: none"> <li>• Monday 4/28: Types of writing, part 1</li> <li>• Tuesday 4/29: Let's tell anecdotes</li> <li>• Wednesday 4/30: Types of writing, part 2</li> <li>• Thursday 4/31: Let's go over some questions, concerns, and other relevant aspects for the final writing assignment!</li> </ul>	<ul style="list-style-type: none"> <li>• Types of writing identification quiz (4/29)</li> <li>• Discussion: Anecdotes, speechwriting, and essay similarities (4/29)</li> <li>• Discussion: Preparing for the final assignment (4/31)</li> </ul>
<p style="text-align: center;"><b>8</b> 5/5-5/8</p>	<ul style="list-style-type: none"> <li>• Monday 5/5: Final writing assignment</li> <li>• Tuesday 5/6: Brief overview of other styles (APA, etc.) and journalism writing</li> <li>• Wednesday 5/7: Debriefing, final review</li> <li>• Thursday 5/8: Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Final writing assignment (5/5)</li> <li>• Discussion: Journalism and styles (5/6)</li> <li>• Discussion: Debriefing (5/7)</li> <li>• Final exam (5/8)</li> </ul>

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### **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\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_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, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: 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 1<sup>st</sup> 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2<sup>nd</sup> 8-week session is April 30.

**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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto: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.