



Course Number and Section (ENGL 1302.051IN)

Name of Course (Composition I)

Course Semester (Summer I 2021)

June 7, 2021-July 9, 2021 Internet

Instructor Information: Professor Steven A. Remollino, (409)933-8179, Office LRC 239

Student hours and location: Tuesdays, 8:00 A.M.-9:00 A.M.

Required Textbook/Materials: *The Longman Writer, Rhetoric, and Reader and Research Guide*
Brief Edition Ninth Edition (Nadell and Langan)

The Little Seagull Handbook (Third Edition (Bullock, Brody, and Weinberg)

Course Description: English 1302 is the second half of freshman composition. Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts and critical thinking.

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 narrative and descriptive papers. 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 (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)
	<u>TOTAL</u>
	1500 Possible Points

**10 Discussion topics, 2 posts on each topic—one original post, and one follow-up post, both of which must be a minimum of four complete sentences each to receive credit.

Partial credit is not given for individual posts that do not meet the minimum requirements. You will either receive the full 5 points for the posting or 0 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 is accepted.**

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* email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

General Education Core Objectives:

1. Critical Thinking Skills (CT)
2. Communication Skills (COM)
3. Teamwork (TW)
4. Personal Responsibility (PR)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes	Teamwork (TW)	Cause/ Effect Research Paper
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.	Personal Responsibility (PR)	Cause/Effect Research Paper
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Communication Skills (COM)	Cause Effect Research Paper

4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Critical Thinking Skills (CT)	Cause/Effect Research Paper

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, Judicial Coordinator for probation and possible suspension from the college. See Humanities Department Plagiarism Policy for detailed information.

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 Brian Anderson at 409-933-8186 or banderson@com.edu

Course Outline

Tentative and subject to change based on external circumstances beyond the instructor's control.

WEEK ONE: June 7, 2021-June 12, 2021

- Review Course Syllabus.
- Read Part I “The Reading Process” (Longman: 1-13).
- Read Part II “The Writing Process: Getting Started Through Prewriting” (Longman 1433)
- Read Chapter 12: Illustration (Longman: 183-215).
- Complete Syllabus Quiz in ASSESSMENTS Due **Wednesday, June 9, 2021 at 8:00 A.M.**
- Complete and submit Student Information Form (Handout 1 Located in Unit I: Diagnostics Module) **Due Thursday, June 10, 2021 at 8:00 A.M.**
- Complete Discussion 1 **Due Friday June 11, 2021 at 8:00 A.M.**

- Read Humanities Department Plagiarism Policy (Handout 2 Located in Unit I: Diagnostics Module)
- Read Paper Requirements (Handout 3 Located in Unit I: Diagnostics Module)
- Read Diagnostic: Illustration (Handout 4 Located in Unit I: Diagnostics Module)
- Complete Diagnostic Essay. Use one of the topics on Handout 4. **Due Saturday, June 12, 2021 at 8:00 A.M.**

Note that failure to complete submit any of the Week One assignments will result in an Early Alert Referral as noted above.

WEEK TWO: June 14, 2021-June 19, 2021

- Complete Discussion 2 **Due Monday, June 14, 2021 at 8:00 A.M.**
- Read “Identifying a Thesis” and “Writing an Effective Thesis” (Longman: 34-40)
- Read “The Writing Process: Supporting the Thesis with Evidence” (Longman: 4147)
- Complete Online Library Research Tutorial **Due Tuesday, June 15, 2021 at 8:00 A.M.**
- Read “Definition” (Longman: 349-380)
- Complete Essay 1: Definition (Handout 5) **Due Friday, June 18, 2021 at 8:00 A.M.**
- Complete Discussion 3 **Due Saturday, June 19, 2021 at 8:00 A.M.**

WEEK THREE: June 21, 2021-June 26, 2021

- Complete Discussion 4 **Due Monday, June 21, 2021 at 8:00 A.M.**
- Read “The Writing Process: Organizing the Evidence” (Longman: 48-55)
- Read “The Writing Process: Writing the Paragraphs in the First Draft” (Longman: 56-77).
- Review Purdue’s OWL MLA Guide (Web Link 6)
- Read “The Writing Process: Revising Overall Meaning, Structure, and Paragraph Development” (Longman: 78-89)
- Read “Cause-Effect” (Longman: 313-348)
- Read Cause-Effect Research Paper Requirements (Handout 20 in Unit V: Cause/Effect: The Research Paper)
- Work on Cause/Effect Research Paper: **Due Thursday, July 8, 2021 at 8:00 A.M.**
- View *White Light, Black Rain* at <https://thoughtmaybe.com/white-light-black-rain/>
- Complete Discussion 5 **Due Saturday, June 26, 2021 at 8:00 A.M.**
- View Oral Presentation Student Videos:

https://www.youtube.com/playlist?list=PLuuOK8IxpSDch9oP0dgS8sjDfnX5_mDil

- Read “Process Analysis” (Longman: 249-281)
- Complete Essay 2: Process (Handout 13 and 13A in Unit IV: Essay 2: Process) **Due Friday, Friday, July 2, 2021 at 8:00 A.M.**
- Complete Grammar Oral Presentation **Due Monday, June 28, 2021 at 8:00 A.M.**

View *7 Faces of Dr. Lao* at COM’s Library *Swank Films* Site

WEEK FOUR: June 28, 2021-July 3, 2021

Course Evaluation System will open Monday, June 28, 2021 at 8:00 A.M. and will close Monday, July 5, 2021 at 11:59 P.M. Details will be provided in the weekly email.

- W-Day for Summer 2021 1st 5 Weeks: **Friday, July 2, 2021** at the close of business.
 - Grammar Oral Presentation **Due Monday, June 28, 2021 at 8:00 A.M.**
 - Discussion 6 **Due Wednesday, June 30, 2021 at 8:00 A.M.**
 - Discussion 7 **Due Thursday, July 1, 2021 at 8:00 A.M.**
 - Essay 2: Process **Due Friday, July 2, 2021 at 8:00 A.M.**
 - Complete Discussion 8 **Due Tuesday, July 6, 2021 at 8:00 A.M.**
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- Read "Avoiding Plagiarism" (LBR 63-68)
 - Review (Seagull 60-69) on plagiarism and how to avoid it.
 - Listen to “Plagiarism” audio lecture located in Audio Lectures folder.
 - Complete Discussion 9 **Due Wednesday, July 7, 2021 at 8:00 A.M.**

WEEK FIVE: July 5, 2021-July 9, 2021

College of the Mainland will be closed in observance of the Independence Day Holiday on Monday, July 5, 2021. All college buildings will be closed; however, Blackboard content will remain available as will online library access.

- Course Evaluations for 10 Bonus Points **Due Monday, July 5, 2021 at 11:59 P.M.**
- Complete Discussion 8 **Due Tuesday, July 6, 2021 at 8:00 A.M.**

- Discussion 9 **Due Wednesday, July 7, 2021 at 8:00 A.M.**
- Cause/Effect Research Papers **Due Thursday, July 8, 2021 at 8:00 A.M.**
- **Complete Discussion 10 Due Friday, July 9, 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. <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 5-week summer session is July 2.

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.

Summer I 2021

Professor Remollino

Grading Rubric and Printing Symbols

Soon you will be receiving 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, including 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.

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Errors with the heading, header, title, margins, Works Cited, and internal citations all fall under this category.

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

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	I bought some stuff at the mall.
Dgl	dangling construction	Working harder than ever , this job proved to be too much for him to handle.
		Last summer he walk all the way to Birmingham.

- ed	problem with final -ed	
Frag	fragment	Depending on the amount of snow we get this winter and whether the towns buy new trucks.
	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.
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.
PV	Passive voice	The ball was hit by Tom. (passive voice) Tom hit the ball. (active voice)

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.

VT	verb tense problem	He comes into the room and he pulled his 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?

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 either see me during my scheduled office hours, or either the professional or peer tutors in the Tutoring Center, and we will be happy to review your writing with you and give you additional feedback about how to improve for the next paper.

I ask that you wait twenty-four hours after receiving your paper to review ALL the comments before asking to discuss your paper and/or its grade.

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.

I will be assigning you an oral presentation based on a grammatical error you made within your diagnostic essay. No two students will be presenting the same error to the class. You will be provided more information on the oral presentation in the coming days.

As a final note, please review the Student Learner Outcomes, found on your course syllabus.

