



**English 1301.321C3
ENGL COMP 1
Session 1, Fall 2025
Tuesdays/Thursdays 112p-250p
LaMarque HS**

Instructor Information: Amanda Shanley Coco, ashanleycoco@com.edu, 409-933-8584

Office hours and location: By virtual appointment or directly after class from 250-320pm
Tuesdays/Thursdays

Required Textbook/Materials:

Please note that our required textbooks will be embedded into the Brightspace OLS.

- 1- Palmer, Dr Karen, and Sandi Van. "The RoughWriter's Guide." *The RoughWriter's Guide*, Pressbooks, 6 Aug. 2020.

You may access the book using this link: <https://pressbooks.pub/roughwritersguide/>

- 2- "The Writing Lab at Purdue - Purdue OWL® - Purdue University." *Owl.purdue.edu*, owl.purdue.edu/writinglab/index.html.

You may access this website using the following link: [The Writing Lab at Purdue - Purdue OWL® - Purdue University](https://owl.purdue.edu/writinglab/index.html)

- 3- **OPTIONAL** (but a great resource): "What Is English Composition?" *EnglishComposition.org*, englishcomposition.org/what-is-english-composition/.

You may access the website using the following link: [What is English Composition? - EnglishComposition.Org](https://englishcomposition.org/)

- 4- Access to MS Word, the internet, cloud storage, paper, pens/pencils, highlighters

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: English 1301 is designed to be an introduction to college-level, academic writing. The purpose of this course is to teach the principles of the writing process and the techniques associated with communicating with an audience through various means both effectively and with authentic purpose. You will critically analyze and write constructive responses to non-fiction prose and other media by utilizing the standard composition and grammatical conventions.

Assignments include one diagnostic essay to determine your writing style, what strengths and weaknesses need to be addressed, as well as allow me to get to know you, the budding writer. You are required to participate in Brightspace discussion prompts in addition to classroom discussions. You will have one rhetorical essay with which you can use to springboard your collaborative team project. You will work as a team to work on a social media post/campaign that will help persuade others to your point of view and present as a group in class. You will research and write on a topic that you have fully researched with an annotated bibliography, Work Cited page, and outline. Finally, you will keep an electronic portfolio of your work and write a reflection piece to self-critique your progress through the course.

***** A note on Personal Responsibility*****

The personal responsibility grade will be included in the Course Activities grade category and will be assessed at the end of the semester. Students are expected to read and view all required course content materials, utilize the Course Toolbox provided in the Resources folder on D2L/Brightspace, the COM Tutoring Center. Carefully read and follow all instructions and turn in all required assignments by the designated due date and time. Additionally, the following actions will negatively impact this grade:

- Being consistently tardy or leaving early
- Walking in during speech presentations
- Using a cellphone during class
- Talking during lectures or presentations
- Using offensive language towards others
- Being unprepared for class
- Etc. (other unprofessional behaviors will be discussed in class)

Determination of Course Grade/Detailed Grading Formula:

Participation/Attendance:	10%
Discussion Board Responses:	10%
Quizzes:	5%
Diagnostic Essay:	5%
Rhetorical Analysis Essay:	15%
Research Tutorial Assignment:	5%
Cooperative Team Collaboration – Social Media Post/Persuasive Essay – individual component (peer review, collaboration, research, presentation, outline, product):	10%
Cooperative Team Collaboration - Social Media Post/Persuasive Essay – team component (oral and visual presentation, persuasiveness of argument)	10%
Research Paper/Academic Essay:	25%
Reflection Essay/Personal Portfolio/Self-Critique:	5%

Grading Scale:

A 90 – 100

B 80 – 89

C 70 – 79

D 60 – 69

F Below 60

FN F earned by excessive absences.

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

Late Work/Make-up Policy: Deadlines are posted on Brightspace, the course syllabus, course calendar, and assignment sheets given in class. Assignments must be submitted in Brightspace before 11:59 p.m. on the specified due date. Assignments submitted up to three days past the due date will receive a deduction of 10 points. Assignments submitted beyond this point will not be accepted unless special arrangements are made BEFORE the due date.

Note: You have the right to redo any assignment, providing that you have (1) turned in the original assignment and received a grade, (2) your first rewrite is due 1 week after I have graded the original assignment.

Extra Credit: This may be earned following of two ways.

- 1- Two points extra credit will be applied to any essay reviewed by the COM Writing Center. You must submit documentation/ evidence when turning in your assignment in Brightspace along with your final paper to receive credit.
- 2- Two additional percentage points will be added to the final grade percentage when the student completes the online course evaluation

Attendance Policy:

You are expected to be prepared, in class on time, and ready to fully participate in every scheduled class session. Class discussion and group activities are components of your success in this course. A sign-in sheet will be provided during each class to keep a record of attendance. Be sure you sign in when you enter the classroom. It is your responsibility to keep up with missed course work should you need to miss a class.

Aside from military service and religious holidays, absences in college courses are not defined as being “excused” or “unexcused.” You are allowed to miss two and half (2.5) classes for the entire semester. After you have reached this limit, I will deduct one full letter grade from your semester average for each additional absence. For example, if your semester average is a 92 (“A”) and you have missed a total of seven classes for the semester, your final semester grade will be a 72 (“C”). As you can see, excessive absences can easily eat away at your semester average, so avoid skipping class and reserve these absences in case a personal issue arises.

Tardiness: It is vital to the classroom experience to be on time. Students arriving five (5) minutes after the beginning of class will receive a “mark” in attendance. Three (3) of these marks will equal to one absence. Students arriving after the 20-minute point will remain marked absent for the class period. These same rules apply to leaving early.

Please do not abuse the above policy: It is meant to be insurance, not an excuse to arrive late to class every day. I reserve the right to revoke this policy if I feel it is being abused by any individual in the class.

*Absences are considered excused for military service, religious holidays, and documented illness.

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. Please ensure that you monitor D2L/Brightspace to keep abreast of any changes, course announcements, syllabus changes will be reflected in the OLS and embedded course calendar.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TM)	Peer review Collaborative Assignment
2. Develop ideas with appropriate support and attribution.	Personal Responsibility	Research-based Essay
3. Write in a style appropriate to audience and purpose.	Communication Skills (CS1)	Collaborative Team Assignment – Team Portion
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking (CT)	Rhetorical Analysis Essay Discussion Prompts Research-based Essay

5. Use Edited American English in academic essays.	Communication Skills	All Essays
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General Education Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. Critical Thinking Skills: Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. Communication Skills: Develop, interpret, and express ideas through written, oral, and visual communication.
3. Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal Responsibility: Evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

Academic Dishonesty: "Plagiarism" means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work for credit. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit."

Please note that the use of artificially intelligent software, such as ChatGPT, when composing essays is also considered unethical. All essays will be scanned using a software called Turnitin, a software that detects plagiarism and the use of AI software.

Violation of the Scholastic Honesty code will result in a "0" for the assignment and any chance of a rewrite will not be allowed. Repeat offenders may face probation or dismissal from the college system. What I've noticed from past experience is that many students who plagiarize do so because they are having problems with the assignment. *Please*, if you are tempted to do this, resist the urge and talk to me about the problems. We'll work something out.

Avoiding Plagiarism:

The following resources were created to help students understand what plagiarism is and how to avoid it.

- [How to Cite and Avoid Plagiarism](#) (A very good *YouTube* lecture series that covers subtle to egregious forms of plagiarism. I recommend it for all students.)
- [You Quote It, You Note It!](#) (Sponsored by Acadia University's library, this website also covers what plagiarism is and is not, but in an interactive way.)

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

Course outline: This is a tentative course outline of what we will cover this session.

Date/Topic	Class Topic	Assignments
Week 1: 8/18-8/22	Course Introduction Getting to Know You Diagnostic Essay Introduction AI & Plagiarism MLA Paper Format	Email Introduction Syllabus Quiz Discussion Board Prompt Diagnostic Essay Due
Week 2: 8/25-8/29	Difference between STAAR and College Writing Formal vs. Informal Writing Basics of Rhetoric	Discussion Prompt – examples of writing for your audience Rhetorical Essay Rough Draft Due
Week 3: 9/1-9/5	What is Writing? Summary vs. Analysis Art of Persuasion – Using Rhetorical Devices Correctly	Discussion Prompt Rhetorical Essay Due
Week 4: 9/8-9/12	Research Paper Topics How to Determine What It Is You Want to Research Library Resources Available	COM Research Tutorial Assignment Discussion Prompt Short Bibliography of Possible Sources Due
Week 5: 9/15-9/19	What is a Thesis?	Discussion Prompt Research Thesis Due
Week 6: 9/22-9/26	Collaborative Team Project - Social Media Post/Presentation Guidelines Work Effectively and Efficiently With Peers	Discussion Prompt Social Media Post Individual Portion Due
Week 7: 9/29-10/3	Creation of Outlines – Keeping it all in One Place Collaborative Team Project Work Session	Discussion Prompt Research Essay Outline Due
Week 8: 10/6-10/10	Introductions/Conclusions Body Paragraphs	Collaborative Team Project Feedback Due Discussion Prompt
Week 9: 10/13-10/17	Collaborative Peer Feedback for Research Paper Quoting Sources	Discussion Prompt Collaborative Outline/Timeline, Rough Draft Due
Week 10: 9/10/20-10/24	Collaborative Team Presentations	Research Essay Body Paragraphs Rough Draft Due

		Discussion Prompt Voting of Most Persuasive Collaborative Presentations
Week 11: 10/27-10/31	Writing in APA vs MLA Work Cited Page	Discussion Prompt Revision of Research Paper Due
Week 12: 11/3-11/7	Peer Editing	Discussion Prompt
Week 13: 11/10-11/14	Revision	Discussion Prompt Work Cited Page
Week 14: 11/17-11/21	Reflective Essay – Creating a Portfolio	Final Revisions of Research Paper Due
Week 15: Thanksgiving Week	11/24-11/28	
Week 16: 12/1-12/5	Reflective Essay End of Course Activities	Discussion Prompt Reflective Essay Due on Last Day of Class
IMPORTANT DATES TO REMEMBER:	9/3 CENSUS DATE 9/1 LABOR DAY HOLIDAY (NO CLASSES) 11/14 LAST DAY FOR WITHDRAWAL 12/4 LAST DAY OF CLASS 12/5 SESSION GRADES DUE BY 11AM (from Instructor)	

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/student-handbook.html>. *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

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 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

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 or 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.