



**English 1301.002IN, 312IN, 316IN  
Composition I  
Fall 2021  
Internet Course(s)**

**Instructor Information:**

Micheal Crouch  
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409-276-7703

**Student hours and location:**

Virtual office hours are every Tuesday and Thursday at 7:30 PM. The Zoom link will be posted in Blackboard on the course navigation menu.

**Required Textbook/Materials:**

The Bedford Reader, 13th Edition. X.J. Kennedy et al., editors.

Optional: A Pocket Style Manual, 8th Edition, Bedford/St.; The Bedford Reader also includes useful sections on editing (47-53) and MLA citation (631-51).

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. You may be able to use older editions of these books, but it is not recommended.

**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.

Course Prerequisites: See catalog for prerequisite requirements for English 1301.

**Course requirements:**

Besides the major assignments listed below, class activities and teaching tools may include online discussions, presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

## **Major Assignments**

**Essays:** major essay assignments will range from 3-10 pages in length, and each essay will build on your ideas as you focus on certain interested or ideas over the course of the semester. For certain essay assignments, students should be aware that the final draft may not be submitted for credit if the early steps are not completed. We are emphasizing the writing process in this class.

**Journals:** students will be asked to generate 1-2 page journal entries, consisting of reflections and thoughts generated by the readings, class discussions, and other assigned topics. Although students have a lot of liberty in completing the journal assignments, they should not use journal assignments as a way to vent about the class or other students; this may result in a failing grade on the journal. Please remain professional and use common sense. Inform the instructor directly if you have a concern.

**Short Essay:** the first essay should be approximately 2 pages. Students will write a short essay with minimal instruction and guidance from the instructor. This assignment will be used to assess each student's current skills as a writer and to identify areas for improvement.

**Oral Presentation:** as part of the College's oral communication across the curriculum initiative, this class includes an oral presentation assignment. Because this is an online class, you will be asked to video-record your presentation and submit it through Blackboard.

**Final Exam:** The objective portion of the final exam will potentially cover assigned readings, important class concepts (like plagiarism), the writing process, MLA citation, and grammar concepts that have been reviewed in course materials. Exam questions may be drawn from class handouts, lessons, presentations, and readings.

**Discussions:** discussions are an important way to gauge student participation and keep the class engaged and interactive, particularly in an online class. Discussions give you a way to share ideas and interpretations with other classmates and the instructor. Because we do not meet in a face-to-face environment, discussions are graded as a way to encourage and objectively measure student participation. A discussion rubric will be posted to help you understand how discussions are graded. You should avoid using outside sources (such as websites) to complete discussions, since I am interested in your thoughts and analysis, but if you do use such a source, you should, of course, give credit with proper citations.

**Other assignments:** minor assignments may include turning in a preliminary Works Cited list or working thesis for major paper assignments. Other assignments may include prewriting exercises, research checks, the Research Tutorial, grammar and style exercises, and shorter writing exercises.

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

|   |                    |
|---|--------------------|
| First Short Essay                           | 50 points          |
| Journal Assignments (4 @ 25 points each)    | 100 points         |
| Essay 1                                     | 100 points         |
| Essay 2                                     | 150 points         |
| Essay 3                                     | 200 points         |
| Essay 4                                     | 150 points         |
| Participation/Discussions/Minor Assignments | 150 points         |
| Oral Presentaiton/Video                     | 50 points          |
| Final Exam                                  | 50 points          |
| <b>Total</b>                                | <b>1000 points</b> |

|   |                 |
|---|-----------------|
| A | 900-1000 points |
| B | 800-899 points  |
| C | 700-799 points  |
| D | 600-699 points  |
| F | 0-599 points    |

**Note:** there may be some adjustment of point distributions, totals, or weights as needed to correct for areas or changes in assignments/schedules. Any extra credit points will be added as raw points.

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

Students may only turn in a major essay late or complete a make-up test or quiz with the instructor's express permission. Documentation may be required for students who request a makeup or deadline extension due to an emergency.

### **Attendance Policy:**

Regular class participation is expected; a student cannot expect to pass this online class without participating to discussions and other assignments on a regular basis. Students are expected to check email at least every other day and to sign on to the class at least 4-5 times per week to check assignments, take quizzes, and participate in Blackboard discussions and learning activities. As state in the COM student handbook, students are required to login to the course for the first time within 48 hours of the beginning of the semester. Students should expect to devote a minimum of three hours to class each week in terms of Blackboard participation, just as they would be attending a normal class for three hours each week. This time commitment does not include the time required for reading, researching, completing writing assignments, and otherwise studying for the course. Please be aware that I am able to check a student's progress (including last sign-on date, items accessed, etc.) through Blackboard. For the purposes of this online class, "attendance" means accessing the class on a regular basis (as indicated above); in addition, activities must be completed or attempted for attendance to be considered meaningful.

This online class involves no mandatory face-to-face meetings, field trips, or synchronous online meetings, however, you are always free to join in weekly online office hours. I am glad to meet with you outside of this time by appointment.

**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. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

| <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 processes.                         | Teamwork (TW)                 | Research-based essay<br>Peer review activities<br>Essay assignments |
| 2. Develop ideas with appropriate support and attribution.  |                               | Research-based essay  |
| 3. Write in a style appropriate to audience and purpose.  | Communication Skills (CS)     | Research-based essay<br>Essay assignments                           |
| 4. Read, reflect, and respond critically to a variety of texts.                                     | Critical Thinking (CT)        | Research-based essay<br>Essay and journal assignments               |
| 5. Use Edited American English in academic essays.  |                               | Essay assignments   |
| 6. Evaluate choices and actions of others or one's own, and relate consequences to decision-making. | Personal Responsibility (PR)  | Research-based assignments<br>Course interaction and participation  |

**Academic Dishonesty:**

Any incident of academic dishonesty will be dealt with in accordance with College policy and the student handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense and will result in a grade of zero on that exam or other assignment, and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes (but is not limited to) paraphrasing someone else's words without giving proper credit, copying directly from a website and pasting it into your paper, or using someone else's words without quotation marks (even if cited). Inadequate paraphrasing may also be construed as plagiarism. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

The plagiarism and academic dishonesty policy applies to all written work submitted for this class, including tests, journals, quizzes, online forums, and essays. If you use anything from another source, you must document properly using MLA citation standards. Making up quotes or falsifying information will also be construed as academic dishonesty. “Recycling” or reusing your own assignments is not allowed; please ask me if you need guidance on this.

Please note that not all papers will necessarily be checked for plagiarism; the decision to check a particular paper for possible plagiarism is made based on my professional judgement and expertise.

**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 Chair of the Humanities Department, D. Brian Anderson at 409-933-8486 or banderson@com.edu.

**Course outline:**

| Week & Date              | Reading Assignment(s)   | Activities & Graded Assignments   |
|--------------------------|---|---|
| Week 1: 23-Aug to 29-Aug | <ul style="list-style-type: none"> <li>• Review syllabus and plagiarism policy</li> <li>• Why Writing is Important (PowerPoint)</li> </ul> <p><i>Bedford Reader</i> pages listed in the following weeks refer to the 13<sup>th</sup> edition; some of the readings can be found in earlier editions on different pages. When pages include questions, you do not need to answer the questions unless I ask you to. I merely want you to read them to help you think about how reading can generate ideas and lead to writing.</p> | <ul style="list-style-type: none"> <li>• Review course introduction letter</li> <li>• Introduce Yourself discussion</li> <li>• Download MLA format template (use this all semester)</li> </ul>  |
| Week 2: 30-Aug to 5-Sept | <p>In text:</p> <ul style="list-style-type: none"> <li>• “Arm Wrestling with My Father” pp. 121-26</li> <li>• “Homeless” pp. 184-87</li> <li>• “Once More to the Lake” pp. 604-11</li> <li>• “Description” pp. 112-20</li> </ul> <p>Handouts</p> <ul style="list-style-type: none"> <li>• “Everyone’s a Writer” (Anderson)</li> <li>• “What Makes Writing So Important”</li> <li>• “Simple Ways to Improve Academic Writing</li> </ul>  | <ul style="list-style-type: none"> <li>• Plagiarism Quiz</li> <li>• Writing discussion</li> <li>• Reflective/Identify Essay (Essay 1) assigned</li> <li>• Introduction to rhetorical appeals and triangle.</li> <li>• Short Essay Due Sunday</li> </ul> |

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|                            | <ul style="list-style-type: none"> <li>• Why Personal Writing Matters...and How It Works, video</li> </ul>   |  |
| Week 3: 6-Sept to 12-Sept  | <p>In text:</p> <ul style="list-style-type: none"> <li>• “Narration,” pp. 63-73</li> <li>• “The Dreamer,” pp. 88-92</li> <li>• “Champion of the World,” pp. 94-96</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Importance of Grammar and Standard English</li> <li>• “Foul Shots” (provided)</li> </ul>  | <ul style="list-style-type: none"> <li>• Document format and Standard English discussion</li> <li>• Discussion on “Foul Shots”</li> <li>• Continue Writing Essay 1</li> </ul>  |
| Week 4: 13-Sept to 19-Sept | <p>In text:</p> <ul style="list-style-type: none"> <li>• “How to Identify Love,” pp. 470-76</li> <li>• “I Want a Wife,” pp. 551-55</li> <li>• “Fish Cheeks,” pp. 74-77</li> <li>• “We’re Not,” pp. 215-19</li> <li>• “The Undercurrent” (student example), pp. 189-94</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Tools for Personal Writing</li> <li>• “The Value of Personal Writing”</li> <li>• Sample essays</li> </ul> | <ul style="list-style-type: none"> <li>• Finish Week 3 Discussions</li> <li>• Discussion on “I Want a Wife”</li> <li>• Identity Essay Peer Review (first two pages posted online by Wednesday)</li> <li>• Final draft Identity Essay (Essay 1) Due Sunday</li> </ul> |
| Week 5: 20-Sept to 26-Sept | <p>In text:</p> <ul style="list-style-type: none"> <li>• The Writing Process, pp. 29-60</li> <li>• Critical Reading and Analyzing Essays, pp. 9-22 (includes essay “Disability”)</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Recommend Essays for Analysis</li> <li>• Basic MLA citation</li> </ul>   | <ul style="list-style-type: none"> <li>• Essay 2 (Critical Response) Assigned</li> <li>• Writing Process reviewed</li> <li>• Writing Process Quiz</li> <li>• Introduction to MLA Citation</li> <li>• Summary Journal (Journal 1)</li> </ul>                          |
| Week 6: 27-Sept to 3-Oct   | <p>In text:</p> <ul style="list-style-type: none"> <li>• Response to “Disability,” pp. 53-60 (Essay-in-progress)</li> <li>• “Narcissist,” pp. 460-63</li> <li>• “Vampires Never Die,” pp. 330-35</li> <li>• “Web Users,” pp. 535-38</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• What is Common Knowledge?</li> </ul>  | <ul style="list-style-type: none"> <li>• Review of Thesis Statement</li> <li>• Review of Comma Splices and Commonly Confused Words</li> <li>• Review of Common Knowledge</li> <li>• Essay 2 Due Sunday</li> <li>• Essay 3 assigned</li> </ul>                        |
| Week 7: 4-Oct to 10-Oct    | <p>In text:</p> <ul style="list-style-type: none"> <li>• “Finding and Documenting Sources,” 623-31 (MLA guide follows – note for reference)</li> <li>• “Black Men and Public Space,” pp. 166-70</li> <li>• “But What Do You Mean?” pp. 353-62</li> </ul> <p>Handouts</p>   | <ul style="list-style-type: none"> <li>• Research Tutorial</li> <li>• Presentation assigned</li> <li>• Journal 2 (on topic)</li> <li>• Plagiarism Discussion and activity</li> </ul>   |

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|                           | <ul style="list-style-type: none"> <li>• In-text citations and the signal phrase</li> <li>• Commonly Confused words</li> </ul>  |  |
| Week 8: 11-Oct to 17-Oct  | <p>In text:</p> <ul style="list-style-type: none"> <li>• Argument and Persuasion, pp. 491-94</li> <li>• “Behind the Formaldehyde Curtain,” pp. 288-97</li> <li>• “A Modest Proposal,” pp. 577-86</li> </ul> <p>Handouts:<br/>“Importance of Argument” (Anderson)</p>  | <ul style="list-style-type: none"> <li>• Review of Rhetorical Triangle</li> <li>• “A Modest Proposal Discussion”</li> <li>• Discussion on Topics</li> </ul>  |
| Week 9: 18-Oct to 24-Oct  | <p>In text:</p> <ul style="list-style-type: none"> <li>• Argument and Persuasion; Logical Fallacies and Reasoning, pp. 479-91</li> <li>• “World of Doublespeak,” pp. 363- 71</li> <li>• “Supporting Family Values,” pp. 495-98</li> </ul>   | <ul style="list-style-type: none"> <li>• Finish “A Modest Proposal” discussion</li> <li>• Discussion on “Doublespeak”</li> </ul>   |
| Week 10: 25-Oct to 31-Oct | <p>In text:</p> <ul style="list-style-type: none"> <li>• “Jock Culture,” pp. 324-29</li> <li>• “Tracking is an Assault on Liberty,” pp. 528-33</li> <li>• “Facebook is Using You,” pp. 541-46</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Argument Organization</li> <li>• Evaluating Sources</li> <li>• Academic Titles</li> <li>• Language Awareness Introduction Methods</li> </ul> | <ul style="list-style-type: none"> <li>• Facebook Discussion</li> </ul>  |
| Week 11: 1-Nov to 7-Nov   | <p>In text:</p> <ul style="list-style-type: none"> <li>• “Organizing an Argument,” pp. 488-90</li> <li>• “Diction” (in glossary), p. 672</li> <li>• “The Crummy First Draft,” pp. 262-67</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Common Citation Problems</li> </ul>   | <ul style="list-style-type: none"> <li>• Slang Discussion</li> <li>• Work individually on essays</li> </ul>  |
| Week 12: 8-Nov to 14-Nov  | <p>In Text:</p> <ul style="list-style-type: none"> <li>• “How the Poor ... Spend Their Money,” p. 344</li> <li>• “Plata o Plomo,” pp. 403-08</li> <li>• “Eating Green,” pp. 645-51 (sample essay)</li> </ul>  | <ul style="list-style-type: none"> <li>• Peer Review of Essay #3; (post draft by Wednesday)</li> </ul>   |
| Week 13: 15-Nov to 21-Nov | <p>In text:</p> <ul style="list-style-type: none"> <li>• “Neat People vs. Sloppy People,” pp. 221-24</li> <li>• “How Liberalism Became Kryptonite for Superman,” pp. 500-</li> </ul>  | <ul style="list-style-type: none"> <li>• Final draft of Essay 3 due Sunday</li> <li>• Essay 4 assigned</li> <li>• Journal 3</li> <li>• Last Day to drop course with a grade of W—19-Nov</li> </ul> |

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|                           | 04; "Superhuman Error," pp. 505-10<br>• "The Lottery," pp. 100-09 |   |
| Week 14: 22-Nov to 28-Nov | None-Thanksgiving Holiday   | None-Thanksgiving Holiday   |
| Week 15: 29-Nov to 3-Dec  | None  | <ul style="list-style-type: none"> <li>• Post first draft of Essay #4 by Wednesday</li> <li>• Discussion of Sample Student Essays</li> <li>• Oral Presentation Due</li> </ul>                   |
| Week 16: 4-Dec to 10-Dec  | None  | <ul style="list-style-type: none"> <li>• Final Exam due Thursday by noon (9-Dec)</li> <li>• "Shaped by Writing" video and discussion</li> <li>• Final Thoughts and Course Completion</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://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). *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)

**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](mailto: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](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto: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 1<sup>st</sup> 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 2.

**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.

**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](http://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](http://com.edu/coronavirus) for future updates.