



**English 1301.123  
Composition I  
Fall 2024  
LRC 248, Mon/Wed 2:00-3:30 PM**

**Instructor Information:** Amy Michelle Staker, [astaker@com.edu](mailto:astaker@com.edu), 409-933-8214

**Student hours and location:** LRC Suite B, 3:30-4:30 Mon/Wed or by appointment

**Required Textbook/Materials:**

*The Rough Writer's Guide: A Handbook for Writing Well*, by Dr. Karen Palmer and Dr. Sandi Van Lieu (free textbook, Open Educational Resources). **All reading materials, include supplemental readings, will be provided without additional cost to student.** (<https://pressbooks.pub/roughwritersguide/>)

**Handbook: Purdue Online Writing Lab** (<https://owl.purdue.edu/>, Open Resource)

**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.

This class will help students develop the necessary skills for writing essays commonly found in a college environment. It will serve as a preparatory guide for writing throughout a student's university path. Most of the course will focus on college writing, but the course will include some emphasis on career and life writing.

**Course requirements:**

Our course will include a range of writing assignments and work intended to build the foundation needed for higher education writing.

**Essay assignments:**

Students will be required to complete six major essay assignments; emphasis will be placed on essays found most often in college environments. Students will be provided with a handout of essay expectations as assignments are given. Some essays will be completed in multiple steps, and they will be given due dates for certain steps of the process.

- Personal Narrative Essay (2-page essay)
- Analytical Essay (4-page essay)
- Timed Essay (in-class essay)
- Research Paper (5-page essay)
- Research Presentation (Oral presentation)
- Multimodal: Career Assignment

**Discussion assignments:**

Students will be expected to do short reading assignments for the online portion of the class and to write up a paragraph summarizing their reflections on the reading and its usefulness to their writing. They will engage in a discussion with their peers regarding the assignments. These will be graded on a pass/fail basis, and participation in class will also be graded.

**Learning assignments:**

Learning assignments will be given throughout the course and will be used to help build foundational writing roots. This will include short assignments related to the process of writing including note taking, research, editing others' work, writing for life, and more.

**Grading:**

Attendance:	20%
Discussion Assignments:	20%
Personal Narrative:	7%
Timed Essay:	3%
Analytical Essay:	10%
Research Paper	20%
Multimodal:	10%
Research Presentation:	3%
In-Class activities:	7%

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

Work must be submitted by the due date unless granted by the teacher for emergency purposes. Late work will receive a 10 percent deduction per day. After five days, you can submit for sixty percent before the final essay is due. No late work will be accepted after the course calendar.

**Attendance Policy:**

The participation assignment for the day will not be accepted if a student is absent. Student must be actively participating in the class for the day to receive credit for the participation assignment. Exceptions can be made for emergency purposes.

**Extra-Credit Policy:**

Students can receive extra credit for one submission to a real-world writing forum. This includes anthology short stories, professional blogs, news channels, and more. Student does NOT need to be accepted into the forum to receive credit, but they must submit the writing project and a link to the forum. No other extra-credit opportunities will be offered.

**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 D2L or other LMS)

**Student Learner Outcomes**

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Please note that these learning outcomes are state mandated.

Secondary objectives include:

1. Demonstrate knowledge of MLA bibliographic and citation systems.
2. Use technology in the writing process.

Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. Critical Thinking Skills (CT): Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesis information.
2. Communication Skills (CS): Develop, interpret, and express ideas through written, oral, and visual communication.
3. Teamwork (TW): Consider different points of view and work effectively with others to support a shared purpose or goal.
4. Personal Responsibility (PR): Evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
<ul style="list-style-type: none"> <li>Demonstrate knowledge of individual and collaborative writing processes.</li> </ul>	CS	<b>Personal Narrative Essay</b> In-class discussion & peer review assignment
<ul style="list-style-type: none"> <li>Develop ideas with appropriate support and attribution.</li> </ul>	CT	<b>Analytical Essay</b>
3. Write in a style appropriate to audience and purpose.	PR	<b>Multimodal Career Essay (Resume, Cover letter, Email, &amp; job interview)</b>
<ul style="list-style-type: none"> <li>Read, reflect, and respond critically to a variety of texts.</li> </ul>		<b>Timed Essay</b>
5. Use Edited American English in academic essays.	TW	<b>Research Essay</b>
Personal Responsibility: Evaluate choices and actions of others or one's own, and relate consequences to decision-making.	PR/TW	<b>Participation assignments</b> <b>Learning assignments</b> <b>Online discussions</b>

**Academic Dishonesty:** There will be a zero tolerance policy for any plagiarism done in this class. Please refer to the academic policy regarding this matter:

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 me. 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.

**Course outline:**

Lecture:	Class Topics	Homework assignment (pay attention to deadlines as listed online):
<b>10/15 How This Course Will Benefit You in School and Life</b>	Forbes Magazine "7 Reasons You Should Write Every Day"  Syllabus & syllabus quiz	
<b>Online</b>	"The Timed Essay" on Duke University website	Read "The Timed Essay" on Duke University website; Participate in online class discussion on timed essays
<b>10/17 The Timed Essay</b>	Types of Academic writing *Timed essay in class*	
<b>Online</b>	Chapter 1 "Developing Study Skills"; Chapter 2 "Reading in College" Chapter 3 "Taking Notes and Annotating"	Read Chapter 1 "Developing Study Skills"; Chapter 3 "Taking Notes and Annotating": participate in online discussion of reading
<b>10/22 Notetaking Skills/Studying/Outlining</b>	Discussion on notes & studying In-class learning assignment: Notetaking Practice	
<b>Online:</b>	Chapter 11 "The Writing Process"; Chapter 16 "Creating an Outline; Chapter 12 "Deciding on a Topic"	Read Chapter 11 "The Writing Process"; Chapter 16 "Creating an Outline"; Participate in online discussion on chapters
<b>10/24 Personal Narrative</b>	"Telling the Story of Yourself: 6 Steps to Writing Personal Narratives" <a href="https://prowritingaid.com/art/1398/writing-personal-narratives-and-distinguished-examples.aspx">https://prowritingaid.com/art/1398/writing-personal-narratives-and-distinguished-examples.aspx</a>  In-class outline assignment	
<b>Online</b>	College of Mainland Writing Center Resources <a href="https://www.com.edu/tutoring/writing-resources.html">https://www.com.edu/tutoring/writing-resources.html</a>	Look over the website for the College of the Mainland Writing Center; participate in a class discussion on how you will use it; set up an appointment and screenshot the scheduled date for the appointment before class on 10/02

<b>10/29</b> <b>Parts of an Essay (Part 1): Thesis and Supporting points</b>	“Chapter 20: Introductions and Conclusions”; Chapter 21 “Body Paragraph Basics”	<b>Essay: Personal Narrative due</b>
<b>10/31</b> <b>Parts of an Essay (Part 2): Analysis/Synthesis</b>	Chapter 22 “Quotes, Paraphrases, and Summaries”	Read Chapter 22 “Quotes, Paraphrases, and Summaries” and write up a paragraph due before class
<b>Online</b>	Chapter 7 “Conducting Research” ; “Chapter 9: Annotated Bibliography”	Create a list of ten good resources. Read Chapter 7 “Conducting Research” ; “Chapter 9: Annotated Bibliography”; Participate in online discussion
<b>11/05</b> <b>Big Picture Editing</b>	Chapter 29: “Revision Strategies”	Work on analysis and research papers. Use the extra online days to revise papers.

**11/07**

**Small Picture Editing**

Chapter 22 “Quotes, Paraphrases, and Summaries”

**Essay: Analysis Essay due**

<b>Online</b>	Proofreading	Listen to a Grammar Girl Podcast of your choice and participate in class discussion
<b>11/12</b> <b>Proofreading/Peer review</b>	Proofreading & peer review discussion	Select a chapter of your choice (something you struggle with) in IX Editing Section. Write up paragraph.
<b>Online</b> <b>Peer Review</b>	Chapter 35: “Peer Review”	Read chapter on peer review; Participate in group discussion on peer review.
<b>11/14</b> <b>Presentation</b>	Presenting Work “Presentation Tips” <a href="https://www.washington.edu/doi/presentation-tips">https://www.washington.edu/doi/presentation-tips</a> Samples: “Presenting Your Work: Developing Digital Presentations”; “Presenting Your Work: Developing Oral Presentations”	Completed review for two peers before to hand out in class. *We will discuss others papers for the first few minutes, so please come prepared. Work on presentations for next class. No class discussion online.
<b>11/19</b> <b>Your Presentations</b>	Presentations in class	<b>Presentation due.</b> Have five-minute presentation on research essay ready for class.
<b>Online: Career-Related Writing Projects</b>	“How Strong Writing Benefits Your Career” Penn State University	Read “How Strong Writing Benefits Your Career” Penn State University and Samples: Writing Beyond Academia: Resume and participate in online class discussion

<b>11/21 Presentations Cont.</b>	Continue on presentations	<b>Essay: Research paper due.</b>
<b>Online Emails/Newsletters</b>	Read Samples: Writing Beyond Academia: Newsletters Samples: Writing Beyond Academia: Email	Read Samples: Newsletters & Emails; participate in online discussion on proper email etiquette.
<b>11/26 Professional Writing</b>	Discussion on professional emails/writing interview questions	Work on multimodal assignment

<b>12/03 Resume/Cover Letter</b>	Samples: Writing Beyond Academia: Resume "How and Why to Write a Great Cover Letter" Columbia University for Career Educati	
<b>Online</b>	"Tips for Writers" COM University Review class learning	Read "Tips for Writers" College of the Mainland; join online discussion regarding what you've learned for this semester.
<b>12/05 Writing for Self Writing for Future</b>	"Journaling for Mental Health" University of Rochester Medical Center Writing for fun-Short story writing	<b>Essay: Multimodal assignment due</b>
<b>Online</b>	Writing for self	Write daily journal entry for 10/07-10/08. Join group discussion on the experience.

### 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\\_2024-2025\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_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 October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 26.

**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.