



**English 1301.121CL
Composition I
Fall 2023
LRC 248, Mon/Wed 2:00-3:20 PM**

Instructor Information: Amy Michelle Staker (Carpenter), astaker@com.edu, 409-933-8214

Student hours and location: LRC Suite B
Monday 3:30-4:30 PM
Wednesday 3:30-4:30 PM
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.

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

Participation assignments:

Students will be expected to do short reading assignments prior to class and to write up a paragraph summarizing their reflections on the reading and its usefulness to their writing. These will be done in preparation for the student to participate actively in class discussions. These will be graded on a pass/fail basis, and participation in class counts for half the grade.

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:

Participation Assignments:	25%
Learning Assignments:	25%
Personal Narrative:	5%
Timed Essay:	5%
Analytical Essay:	10%
Research Paper:	15%
Multimodal:	5%
Research Presentation:	10%

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. 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
1. Demonstrate knowledge of individual and collaborative writing processes.	CS	Personal Narrative Essay In-class discussion & peer review assignment
2. Develop ideas with appropriate support and attribution.	CT	Analytical Essay
3. Write in a style appropriate to audience and purpose.	PR	Multimodal Career Essay
4. Read, reflect, and respond critically to a variety of texts.		Timed Essay
5. Use Edited American English in academic essays.	TW	Research Essay
Personal Responsibility: Evaluate choices and actions of others or one’s own, and relate consequences to decision-making.	PR/TW	Participation assignments Learning assignments

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 [insert name and title of direct supervisor] at [phone number/email address].

Course outline:

Lecture:	The RoughWriter's Guide/Other reading participation assignment due:	Learning/Essay assignment due:
9/06 How This Course Will Benefit You in School and Life	Forbes Magazine "7 Reasons You Should Write Every Day"	In-class learning assignment: Make a list of 5 of your personal daily writing uses.
9/11 Types of College Essays	"Types of Academic Writing" from the University of Sydney website	Learning assignment: Notetaking Practice
9/13 The Timed Essay	"The Timed Essay" on Duke University website	Learning assignment: Outline of personal narrative In-class essay: Practice timed essay
9/18 The Power of Effective Studying	Chapter 1 "Developing Study Skills"; Chapter 2 "Reading in College"	
9/25 Notetaking Skills	Chapter 3 "Taking Notes and Annotating"	

9/27 Process/Outlining	Chapter 11 “The Writing Process”; Chapter 16 “Creating an Outline”	
10/02 Personal Narrative	Chapter 12 “Deciding on a Topic”; “Telling the Story of Yourself: 6 Steps to Writing Personal Narratives” https://prowritingaid.com/art/1398/writing-personal-narratives-and-distinguished-examples.aspx	Learning assignment due: Outline of personal narrative
10/04 Research	Chapter 7 “Conducting Research” ; “Chapter 9: Annotated Bibliography”	Essay: Personal Narrative Learning assignment: List of 10 possible sources for research paper.
10/09 Refining Your Topic	Chapter 13: “Refining your topic”	Learning assignment: Outline for analytical paper, Outline for Research paper
10/11 Parts of an Essay (Part 1): Thesis and Supporting points	“Chapter 20: Introductions and Conclusions”; Chapter 21 “Body Paragraph Basics”	Learning assignment: Map for analytical paper, Map for Research paper
10/16 Parts of an Essay (Part 2): Analysis/Synthesis	Chapter 22 “Quotes, Paraphrases, and Summaries”	
10/23 Using a Writing Center	University of Mainland Writing Center Resources https://www.com.edu/tutoring/writing-resources.html	Learning assignment: First draft of analysis paper
10/18	Chapter 29: “Revision Strategies”	Learning assignment: Set up a one-hour appointment for

Big Picture Editing		feedback on analysis essay or research paper with The Tutoring Center. Write up a paragraph about your experience.
10/23 Small Picture Editing	Chapter 36: "Editing Strategies"	Essay: Analysis Essay

10/28 Proofreading	Listen to a Grammar Girl Podcast of your choice.	
11/30 Proofreading Cont.	Select a chapter of your choice (something you struggle with) in IX Editing Section.	
11/01 Peer Review	Chapter 35: "Peer Review"	Learning assignment: Polished draft of research paper for peer review
11/06 Presenting Work	Samples: "Presenting Your Work: Developing Digital Presentations"; "Presenting Your Work: Developing Oral Presentations"	
11/08 Presenting Work (cont.)	"Presentation Tips" https://www.washington.edu/doit/presentation-tips	Presentation: Research presentation
11/13 Career-Related Writing Projects	"How Strong Writing Benefits Your Career" Penn State University	
11/15 Resume	Samples: Writing Beyond Academia: Resume Writing	Essay: Research paper

11/20 Professional Email/Letter	Samples: Writing Beyond Academia: Emails	
11/22 Newsletters	Samples: Writing Beyond Academia: Newsletters	Learning assignment: One-page interview on career writing from someone in your field of interest

11/27 Cover Letter	“How and Why to Write a Great Cover Letter” Columbia University for Career Education	
12/06 Review of Drafting/Editing	“Tips for Writers” COM University	Essay: Multimodal Assignment-Career Portfolio In class-learning assignment: Bring a finished draft from the semester for discussion on what you’d change now.
12/11 Writing for Self	“Journaling for Mental Health” University of Rochester Medical Center	Learning assignment: Record a daily journal entry.
12/13 So, What? Taking Writing with You into the Future	Watch “The Power of Writing” TedX Talk	

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

[Student Handbook 2022-2023 v4.pdf \(com.edu\)](#). *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 at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the 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 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

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.