

ENGL 1301 COMPOSITION AND RHETORIC I
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Office Hours:

1) Catalog Description of the Course:

ENGL 1301 COMPOSITION AND RHETORIC I
3 lec/1 lab (3 Cr.)

2) Introduction and Rationale for the Course:

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.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

3) Instructional Materials:

Textbooks for Dual Credit classes will be provided.

Required:

Nadell, Judith, et al. *The Longman Writer: Rhetoric, Reader, Research Guide, & Handbook* (packaged with MyWritingLab access code). 9th ed. New York: Pearson Longman, 2015.

Optional:

Aaron, Jane E. *The Little, Brown Handbook, Brief Version*. 5th ed. New York: Pearson Longman, 2014.

(Academic Departments produce a list of required materials for each course including the textbook. Minor variations involving consumable materials such as scannable test forms, blue books, etc. are left to the discretion of each instructor. Exceptions/additions to the required book list and/or materials require department chair approval.)

4) Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will

1. Demonstrate knowledge of individual and collaborative writing processes.

This outcome will be measured by the student's participation in a small group topic discussion and/or peer editing collaboration on an argument research paper.

2. Develop ideas with appropriate support and attribution.

This outcome will be measured by the student's creation of an outline and/or working bibliography for an argument research paper.

3. Write in a style appropriate to audience and purpose.

This outcome will be measured by the student's creation of a rough draft of an argument research paper.

4. Read, reflect, and respond critically to a variety of texts.

This outcome will be measured by the student's compilation of a working bibliography for an argument research paper.

5. Use Edited American English in academic essays.

This outcome will be measured by the student's ability to write a formal argument research paper using correct Edited American English.

5) Core Curriculum Objectives:

Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Linked to SLOs # 2 and # 4 – Student demonstrates ability to think critically in choosing, organizing, and giving credit to a variety of texts in an argument research paper.

Communication Skills – to include effective development, interpretation and expression of ideas through written, oral, and visual communication

Linked to SLO # 3 and # 5 – Student demonstrates ability to communicate effectively in written form, both in style and correct EAE, to an audience in an argument research paper.

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Linked to SLO # 1 – Student demonstrates ability to work effectively in a team by writing answers to questions about his or her interaction in the peer collaboration activity related to the argument research paper.

Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making

Linked to SLOs # 1 and # 2 – Student demonstrates skills in personal responsibility by writing personal responses to a series of questions about plagiarism as it relates to the student's own writing of the argument research paper.

6) Method of Instruction:

English 1301 is a writing course that carries three (3) transfer hours credit. I will use lectures, group collaboration, and power point presentations.

Lab component: Students in English 1301 are required to complete one hour per week of ancillary writing, intense study and practice in grammar and the basic mechanics of research, and/or supervised writing workshops/exercises. The lab requirement takes advantage of the maximum number of contact hours allowed by the Texas Higher Education Coordinating Board for writing instruction. Students **must have access to a computer**, either on campus or in a personal setting, to complete writing and/or laboratory assignments. The extra time-on-task is designed to be consistent with the basic principles of problem-based and self-directed learning to allow students to demonstrate mastery of academic content with instructors in a lab setting and individual lab schedules are provided by instructors at the beginning of the semester on their course outlines. Student attendance is monitored throughout the semester and a lab grade is assigned.

7) Method of Evaluation:

Students will write essays in this course and they will be evaluated based upon a specific rubric. Students will also complete grammar tests both in the lab and from our textbook.

8) Grading Criteria:

1. The student will write three to five essays showing the development of acceptable skills of communication and using the rhetorical modes of description, narration, process, comparison/contrast, definition, classification, persuasion or argument, cause and effect, and/or analogy. **At least one** of these essays will be **written in class**. An additional **in-class** composition will be the **final** examination.
2. Each essay and the final examination will be graded for basic compositional qualities – unity, completeness, clarity, and correctness. In particular, emphasis will be given to how clearly each essay reflects a working understanding of the material being studied and the material completed.
3. The student's course grade will be determined in the following manner:
 1. Three to five essays 45%
 2. Argument Research Paper (SLO signature assignment) 15%
 3. Lab Assignments (as outlined by instructor) 15%
 4. Daily Assignments (quizzes/reading, etc.) 15%
 5. Final Exam 10%TOTAL 100%

Each essay will be assessed a letter grade and/or a percentage score, according to the following general standards:

A (90-100) The A theme states and develops its central idea with originality. It is narrow in its scope in that its thesis is specific and provable with clear logic, personal experience, and/or outside readings and research. Its ideas are clear, logically organized, and thought provoking. Moreover, the essay addresses serious subject matter and demonstrates critical thinking skills, NOT mere observational skills. The tone and language are consistent with the purpose of the assignment, and they are not stilted and "affected." Finally, the essay contains expert use of accepted Edited American English grammar applied to sophisticated and varied sentence structure types. It is free of flagrant errors in spelling, punctuation, and grammar.

B (80-89) The B theme states and develops its central idea with originality as well. It, too, is narrow in its scope, and its thesis is specific and provable. Its ideas are clear and

obviously the result of critical thinking and, for the most part, are presented in a sustained, logical order. Its tone and language are consistent with the purpose of the assignment but may occasionally become inappropriate. Infrequent but distracting sentence level errors exist, affecting the smooth transition from idea to idea for the reader. The essay is free of flagrant spelling, grammar, and usage errors.

C (70-79) The C essay's central idea may not always be entirely clear or its scope may simply be too large to develop logically within the parameters of the assignment. If the central idea is clear, proof of it can be achieved simply by observation and requires few critical thinking skills. As a result, it lacks sophisticated and sustained logical structure and development. Tone and language are often inappropriate and may even slip into colloquialism or cliché. The essay may contain various but not extremely serious sentence level problems because the writer is sometimes inconsistent in adhering to the rules of accepted English grammar.

D (60-69) The D essay has a variety of problems regarding scope and thesis. For example, it may have no central idea at all, resulting in vacuous or no organization and development. It may also offer the reader multiple ideas, none of which is adequately developed or organized in the piece. If an attempt is made to develop an idea, its proof is not the product of critical thinking, but relies frequently or solely upon sweeping generalizations and opinion, or only upon emotional appeal. Tone and language are consistently inappropriate. The writer is unable to demonstrate control of Edited American English grammar, which results in chronic sentence level problems, often as serious as fragments, comma splices, and/or fused sentences.

F (Below 60) The F essay demonstrates no understanding or control of the fundamental characteristics of a college essay. The paper has no thesis or central purpose, no recognizable organization, no evidence of critical thinking, and demonstrates no understanding of accepted Edited American English grammar.

ALL Groesbeck High School rules and policies must be followed as well as Navarro rules and policies below. Ignorance of the rules is no excuse for not adhering to them.

9) Attendance/Withdrawal Policy:

Class attendance is required for the successful completion of this course. If you accrue 6 un-excused absences, you will be dropped from the course. All absences due to medical issues, college activities, or other unusual circumstances, must have the appropriate documentation.

At Groesbeck High School, students are required to attend all five days of class. Three of the days will be class days, and the other two days will be work/study days. Roll will be taken every day. As stated above, after six unexcused absences, you will be dropped from the course.

Special notes:

- If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and/or failing grades may require you to repay financial aid funds.
- According to current Texas law, dropping a course may have serious academic

consequences as well. Under most circumstances, a maximum of 6 courses may be dropped throughout the entire undergraduate degree program. Before you decide to withdraw from this or any other course, make sure you understand the consequences. For more information see the Office of the Registrar. It is the student's responsibility to drop a class by the drop date if he/she plans to drop. Dual Credit students must get a form from the counselor and have it signed by the instructor. Parents are notified.

10) Quality Enhancement Plan (QEP): *(New – Include beginning FA15)*

The focus of the Navarro College QEP is to increase student completion in developmental and credit-bearing mathematics courses necessary to meet degree requirements. This initiative is designed to support student learning in mathematics and assist students in meeting their educational goals. The QEP theme/logo: *Together Everyone Achieves Math Mastery – TEA(M)²*

11) Classroom Policies:

· _Communication with instructor:

This is a college course. You will be treated as a college student. Part of that is that it is expected of you to communicate with the instructor about any issues you might be having. My personal cell number is at the top of the syllabus. If you need me, use it. (Please do let me know who you are when you use it. I prefer texts to phone calls.) I will not discuss your grades or behavior with your parents. That is a legal issue with college students, so please do not have them contact me. The exception is that the counselor will contact parents if you wish to drop the class or if I drop you from the class.

· _Electronic Devices in Classrooms:

Cell phones, iPads, and ear phones are not to be used in the classroom unless instructor says otherwise. Navarro College believes that the dynamics occurring in the classroom should primarily enhance the instruction process. The classroom is a learning laboratory, which must be free from interruption or interference. As a result, all electronic devices capable of generating noise such as cellular phones, pagers, palm pilots, beeper watches, etc. are considered a distraction to the learning process and will be turned off prior to entering the classroom. Such devices will also be kept out of sight and not accessed during the class period.

The student will not interact with these devices at any time during classroom instruction. Any student who anticipates receiving a message during classroom instruction or expects to be contacted in class by an outside source must coordinate with the Department or Division Secretary. Such message will be delivered to the appropriate instructor who will arrange a mutually satisfactory response to the situation.

The instructor will warn a student who fails to comply with this policy one time. The student, upon the warning by the instructor, will take immediate corrective action. In the event the student fails to comply with the Instructor's request, the student will be dismissed from class and at the Instructor's discretion, may be counted absent or have points deducted for work missed, if appropriate. A student who violates this policy a second time will be dismissed from class, counted absent and have points deducted for work missed, if appropriate and referred to the Dean of the Division.

A student who has an unauthorized electronic device activated during an examination

period will not be permitted to continue the examination, will be asked to leave the classroom and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the Instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

· Food and Beverages in Classrooms:

Unless, you have a medical reason, you should not eat while in the classroom. Groesbeck High School policies will be in place at all times during classes. Navarro College is proud of the appearance of the campus and facilities. In order to assist in keeping facilities clean, no food of any type is allowed in any classroom, laboratory, the library, planetarium, art gallery, or museum. Food is defined as any edible food EXCEPT gum and cough drops. If you must carry food with you to be consumed elsewhere, the food must be in a backpack or a closed bag and out of view.

Beverages are allowed in all areas, classrooms included, except the planetarium, art gallery, museum, computer laboratories and other specialized laboratories containing sensitive equipment. Students must exercise extreme care in bringing beverages into campus facilities as spills might damage carpet and other furnishings. All students are expected to properly dispose of all trash, drink containers, etc. brought into college facilities.

· Disruptive Classroom Behavior Policy:

Navarro College seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions.

Disruptive behavior is prohibited. "Disruptive behavior" means conduct that materially or substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operation of the College.

Tobacco Free Campuses:

The use of any tobacco products or other related devices (e.g. cigarettes, pipes, cigars, electronic cigarettes, vapor devices) is prohibited in college buildings and on college grounds, including parking areas and structures, sidewalks, walkways, and college-owned buildings.

· **_Academic Dishonesty:**

Copying another student's work, plagiarizing assignments, and cheating on exams will result in your receiving an F on an assignment or your failing the course. You will NOT be allowed to redo an assignment on which you have been caught cheating.

· **_Late work/makeup exams:**

ALL assignments are due by the time and on the day that will be on the assignment instructions. Minor grades are to be handed in in class unless otherwise instructed. Each essay must be turned in as a paper final draft stapled to other items as instructed AS WELL AS a final draft dropped in Safe Assign through Blackboard on the Navarro College website. All elements, both paper and electronic must be turned in by the deadline or the entire assignment will be considered late and will NOT be accepted. This includes days you are absent. If you are absent on a day a paper is due, make arrangements to get it (and all of its components) turned in by a classmate. No extra credit will be offered in this course.

12) Additional Course Information:

Important Dates:

August 25th – Late Registration Closes
September 7th – Labor Day
November 13th – Last Day to Drop
Nov. 25th – 28th – Thanksgiving Holiday
Dec. 7th – 12 –Final Exams Period

Class Policies:

1. If you are late for class (entering after the instructor takes roll), you will be marked tardy. If you are tardy (more than 5 minutes), you will be marked absent. If you are tardy twice, you will be marked absent on the second day you are tardy.
2. If you are consistently tardy/late 6 times, or if you acquire 6 un-excused absences, you will be dropped from the course.
3. You should be on time for class. If you leave class before it is dismissed, (of if you leave without the instructor's permission), you will be marked absent.
4. You are **not** to sleep in class.
5. You are **not** to constantly talk to friends or classmates during the class period.
6. You are **not** to disrupt the instructor when he is teaching another class to get missed assignments, to get a recommendation from him/her, or to get his/her signature to drop the course. You should obtain this information during his/her office hours or on work/study days.

Also, you should not ask for hand-out sheets after class starts. These should be picked up before class so that they can be read and completed.

7. If you plagiarize—cheating on tests, copying someone else’s work, or not giving credit to information used from other sources— you will fail the course.

8. You are **not** to write notes to friends while the instructor is lecturing.

9. You may **not** use the response, ‘I was not here,’ for not having an assignment. You are responsible for all assignments, whether you are present or not. **Also, your work is due on the date assigned, and it is due at the time noted on the instructions. If you are given an assignment to revise, the revision is due on the next class period.**

10. You are not to eat during class unless you have a medical reason.
(You may bring bottled water).

11. You are not to use your earphones, cell phone, check for messages, text, or listen to music while you are in class. This policy also applies to the Writing Lab. (If you are having a minor emergency and someone might need to contact you while you are in class, you must clear that with the instructor ahead of time.

You are not to leave class to use your cell phone. Upon entering class each day, you are to silence your cell phone and place it, earphones, ipods, etc. in your book bag or your purse. Then place it under your desk. No electronic equipment should be on your desk.

12. Inappropriate behavior –talking back to the instructor, not obeying the instructor, threatening/disrespecting classmates, sneaking to use your cell phone in class, texting, or using ear- phones in class/lab to listen to music—will not be tolerated. In fact, if you violate these rules, you will be asked to leave class; and I will have no other option but to withdraw you from the course. (All the rules of the course apply to everyone, and they include what is written and what is stated to you both in class and in the lab).

13. You are to bring your CHARGED laptop to class every day. Bring your charger. Plugs are limited and may not be available. Plan accordingly.

14. You should not contact the instructor to tell him you have to make a certain grade to qualify for financial aid, to qualify for housing, or to graduate. Your final grade is based on your achievement in the course.

13) EEOC Statement:

Navarro College shall comply with existing federal and state laws and regulations, including the Civil Rights Act of 1964 (P. L. 88-352) and Executive Order 11246 (Revised Order #4), where applicable, with respect to the availability of student loans, grants, scholarships, and job opportunities, with respect to the employment and promotion of teaching and non-teaching personnel, with respect to the student and

faculty activities conducted on premises owned or occupied by the College. Navarro College shall not discriminate either in favor of or against any person on account of race, color, religion, creed, sex, age, national origin, ancestry, handicap, marital status, or veteran's status.

14) Services for Students:

- **_Students with Disabilities:**

Navarro College is committed to providing all students equal access to learning opportunities. The Disability Services Office (DSO) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Student who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, or systemic) are invited to contact the DSO at 903-875-7377 or the appropriate Navarro College Disability Services Representative on your campus to arrange a confidential discussion. Additional information is available at the DSO website: <http://www.navarrocollege.edu/support-services/disability-services/>

- **_Emergency Medical Information: (New – include beginning FA15)**

If you have emergency medical information to share with me (your instructor), or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Please refer to the first page of the syllabus for my office location, hours, and contact information.

- **_Tutorial services:**

Tutoring services are available for a variety of course subjects at Navarro College. Contact the counseling department on your campus for information if you are having difficulty in a course.

- **_Special populations students:**

Navarro College provides, through the Carl Perkins Career Center, a variety of services for students who are single parents, displaced homemakers, persons with disabilities, students majoring in nontraditional occupations, and limited English-speaking students. Students falling into one or more of these categories should contact the Carl Perkins Career Center, located on the second floor of the One-Stop Center (Gooch Building) on the Corsicana campus, for details concerning these services. Please note that the center is funded through a federal grant and the level of service depends on funding available. Students must meet specific requirements as defined by the federal government.

15) Subject to Change:

The course syllabus above and/or the Course Outline below may be changed as the term progresses at the discretion of the instructor.

16) Course Outline:

Part I List of Readings

Assigned readings from *The Longman Writer* are indicated by bullets.

Assigned readings from *The Little, Brown Handbook* are indicated by asterisks.

Assigned readings from electronic documents are indicated by the abbreviation E.D. and will be posted in the Course Documents section of Blackboard.

Week One:

Focus: Understanding the syllabus, course outline, class policies, and student responsibilities; reading background chapters.

- Introduction to the course
- Student Info Sheet
- Diagnostic essay

- □ “Chapter 1: Becoming a Strong Reader” (1-13)
- □ “Chapter 2: Getting Started Through Prewriting” (14-33)
- □ “Chapter 3: Identifying a Thesis” (34-40)
- □ “Chapter 4: Supporting the Thesis with Evidence: (41-47)
- □ “Chapter 5: Organizing the Evidence” (48-55)
- □ “Chapter 6: Writing the Paragraphs in the First Draft” (56-78)
- □ “My Life in the Streets” a.k.a. “Cadillac Man” (E.D)

Week Two:

Focus: Overview of the Patterns of Development: Description and Narration

- □ “Chapter 10: Description” (126-40)
- □ “Chapter 11: Narration” (126-40)
- □ Gary Soto’s “The Jacket” (E.D.)
- □ Maya Angelou’s “Sister Flowers” (141-44)
- □ Gordon Park’s “Flavio’s Home” (154-62)

Week Three:

Focus: Description and Narration (cont.)

- □ Audre Lorde’s “The Fourth of July” (178-83)
- Assign Description/Narration Essay – Due Friday

- □ George Orwell's "Shooting an Elephant" (183-89)
- □ Joan Murray's "Someone's Mother" (190-94)
- □ Dick Gregory's "Shame" (E.D.)

Week Four:

Focus: Illustration

- □ "Chapter 12: Illustration" (195-211)
- □ Kay Hymowitz's "Tweens: Ten Going on Sixteen" (212-18)
- □ Beth Johnson's "Bombs Bursting in Air" (218-23)
- □ Eric Wilson's "The Miracle of Melancholia" (223-27)

Week Five:

Focus: Revision

- □ "Chapter 7: Revising Overall Meaning, Structure, and Paragraph Development" (79-90)
- □ "Chapter 8: Revising Sentences and Words" (91-116)
- □ "Chapter 9: Editing and Proofreading" (117-25)

Week Six:

Focus: Division and Classification

- □ "Chapter 13: Division-Classification" (230-45)
- □ Ann McClintock's "Propaganda Techniques in Today's Advertising" (246-53)
- □ Scott Sander's "The Men We Carry in Our Minds" (253-58)
- □ Marion Winik's "What Are Friends For?" (258-61)

Week Seven:

Focus: Division and Classification (cont.)

- Assign Division and Classification Essay – Due Friday
- Francis Bacon's "The Idols" (D.E.)

Week Eight:

Focus: Process Analysis

- □ "Chapter 14: Process Analysis" (264-79)
- □ Clifford Stoll's "Cyberschool" (282-87)
- □ Amy Sutherland's "What Shamu Taught Me About a Happy Marriage" (287-91)

- □ David Shipley's "Talk About Editing" (291-95)

Week Nine:

Focus: Comparison-Contrast

- □ "Chapter 15: Comparison-Contrast" (298-313)
- □ Eric Weiner's "Euromail and Amerimail (315-19)
- □ Patricia Cohen's "Reality TV: Surprising Throwback to the Past?" (320-24)
- □ Alex Wright's "Friending, Ancient or Otherwise" (324-30)

Focus: Cause-Effect

- □ "Chapter 16: Cause-Effect" (331-47)
- □ Stephen King's "Why We Crave Horror Movies" (349-53)
- □ Kurt Kleiner's "When Manana Is Two Soon" (353-57)
- □ Brent Staples' "Black Men and Public Space" (357-61)

Week Ten:

- □ Assign Comparison Contrast or Cause and Effect Essay – Due Friday

Week Eleven:

Focus: Definition

- □ "Chapter 17: Definition" (363-77)
- □ Ann Hulbert's "Beyond the Pleasure Principle" (377-82)
- □ James Gleick's "Life as a Type A" (382-87)
- □ Scott McCloud's "Setting the Record Straight" (387-95)

Week Twelve:

Focus: Argumentation-Persuasion

- □ "Chapter 18: Argumentation-Persuasion" (398-432)

*** "Chapter 8: Critical Thinking" (78-93)

*** "Chapter 9: Academic Writing" (94-103)

*** "Chapter 10: Writing Arguments" (103-20)

Week Thirteen:

Focus: Argumentation-Persuasion (cont.)

- □ Assign Argument/Persuasion Essay - Due Friday

- □ Anna Quindlen’s “Driving to the Funeral” (432-37)
- □ Mary Sherry’s “In Praise of the ‘F’ Word” (437-41)
- □ Gerry Garibaldi’s “How the Schools Shortchange Boys” (441-47)

Week Fourteen:

Focus: Argumentation-Persuasion (cont.)

- □ Michael Kimmel’s “A War Against Boys?” (447-53)
- □ Gerry Garibaldi’s “How the Schools Shortchange Boys” (441-47)

Week Fifteen:

Focus: Review for final essay

- □ Roberto Rodriguez’s “The Border on Our Backs” (454-58)
- □ Star Parker’s “Se Habla Entitlement” (458-62)

Week Sixteen: Final Essay

**Part II
Schedule of Essay Due Dates**

| | |
|---------|-------------------------------------|
| Week 3 | Narration-Description |
| Week 7 | Division-Classification |
| Week 10 | Comparison-Contrast or Cause-Effect |
| Week 13 | Argument-Persuasive |
| Week 16 | Final Essay - TBA |

SYLLABUS RECEIPT FORM

I have read and understand the rules and policies and agree to abide by the same for English 1301.

Name: _____
(please print)

Date: _____

Signature: _____

This part of the form needs to be completed and handed in to your instructor as soon as he/she completes going over it in class.