Texts

No textbook is required for this class; however, the following texts are


Special Materials

Flash/Thumb/Travel/Cloud Drive (for keeping copies of your drafts)

Access to MS Word (for draft and final essay submissions) Regular access to the Internet and Blackboard is required.

What to expect from this course

Student-centered learning

Unlike school classes in college are facilitated by your professor but content and outcomes are
student-centered This means you will be responsible for putting in the work both in class and at home, challenging yourself, and finding answers. The role of the professor is to guide you in the right direction through instruction, lectures, and active questioning.

➢ **What you will get from your professor**

I will give 100% of my effort, knowledge and attention to each student in the class. I bring 25 years experience as a teacher and professional writer working in England, Europe, Asia and the U.S. I will deliver lectures to introduce new topics. These will be followed by student centered group and solo activities. Whole class work will feature your input where you will be pushed and challenged to develop and display understanding.

➢ **What you are expected to bring to this class**

You should arrive at each class ready to learn. This means that you enter the classroom with your phone put away and on silent/vibrate. You are not permitted to use your phone during class unless instructed to do so. If you are expecting an urgent phone call or message please notify me before class and you will be permitted to discreetly step out to take the call or message.

I will begin class one minute after its scheduled start time. You should be in your seat ready to learn at this point. Arrival hereafter is considered late. Arrival 10 minutes after the class starts will be counted as absent. If absent due to excessive lateness you should stay in class and amend your timekeeping for subsequent classes. If you know that you will miss a class please notify by email ahead of time. You will still be considered absent. The only excusable absence id that supported by a doctor’s letter or similar. If you must miss class, please notify by email.

This class is an ongoing series of interactions. Once I stop talking you start working – solo, in small groups and in feedback to the whole class. Get involved. English is a class of ideas. There are no good or bad ideas. There are no right or wrong answers. There are only ideas and answers that can be supported by evidence or are unsupported by evidence. Be brave – share your ideas and answers. These are the keys to success. The importance of regular, on time attendance is underscored here as your classmates will be depend on your for input to project work.

➢ **Process and Outcome**

What is your desired outcome for this class? An ‘A’ grade, am I right? In order to achieve your desired outcome focus on process. This is the step-by-step, class by class structured learning supported by homework and assignments. Follow each step, do things on time and per instructions and the outcome will take care of itself. In short, do not obsess about your grade. Show up, listen, get involved, do the work. The outcome will surely follow.

➢ **Other keys to success**

Make reminders for deadlines; Read all suggested readings; Take advantage of revision opportunities; Attend sessions at the Academic Learning Center; Meet with the professor outside of class to discuss questions and concerns regarding assignments; Promptly contact the professor regarding any difficulties that may affect classwork.

**Course Focus**
**Words matter.** This simple two-word phrase will drive and underpin everything we do this semester. We will consider the ‘who, where, what, when, why, and how?’ of words. In so doing we will discover the power and beauty in the correct expression of one’s thoughts and intentions. You may have heard that ‘a picture paints a thousand words’ but consider that words paint an infinite number of pictures.

Another well-known phrase is, ‘give a man a fish and you feed him for a day; teach him to fish and he feeds himself for a lifetime. In this class we will be making fishing rods, learning how to cast, and how to scope out the prime spots for landing dinner. With words we can do this.

In short we will learn together to be better writers, leading us to become better communicators.

To achieve our goal I will strive at all times to give you the fullest of my attention and the best of my rich international experience as an educator, writer, and editor. I ask of you that you show up, take part, and respect others’ views and opinions.

We will engage in individual and group study, short lectures, writing assignments and opportunities, and other fun learning tools at my discretion.

**Course Goals and Learning Outcomes**

Course goals are linked to required Core Curriculum Intellectual Competencies, Perspectives, and Exemplary Educational Objectives as defined by the Texas Higher Education Coordinating Board. Specific core requirements are linked to the class schedule.

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes by producing prewriting samples that reflect various invention strategies as specified by the instructor, including but not limited to clustering, free writing, listing, questioning, and/or scratch outlining; demonstrating mastery of the writing process, including steps such as topic selection, topic narrowing, thesis generation, topic subdivision, outlining, and drafting; producing writings, passages, or other texts that show improvement in focus, content, organization, and surface features from assignment to final product.

2. Develop ideas with appropriate support and attribution by differentiating between broad, general topics and narrow, focused topics; compiling sufficient information for the essay; demonstrating understanding of essay structure and organization; developing an essay with adequate, appropriate paragraph development to support a central idea, controlling generalization, claim, or thesis; using appropriate attribution format when integrating supporting information.

3. Write in a style appropriate to audience and purpose by identifying purpose or rhetorical occasion; demonstrating audience sensitivity in regard to scope, content, language level, tone, and word choice; including a definitive statement, located in an appropriate place in the essay, which focuses the reader on the writer’s purpose; writing coherent essays using appropriate rhetorical strategies, such as description, narration, example, process, comparison and contrast, definition, classification, cause and effect, and argumentation.

4. Read, reflect, and respond critically to a variety of texts by identifying the stated or implied purpose in professional/academic writing samples and in peers’ writing; identifying mechanical, grammatical, and spelling errors in instructor-generated materials, peer-produced texts, and other texts; analyzing content and rhetorical strategies in professional/academic writing samples and in peers’ writing.
5. Use Edited American English in academic essays by using appropriate diction, including precise word choice and varied vocabulary; demonstrating proper grammatical constructions, including standard usage and varied sentence structure; using accurate mechanics and punctuation; demonstrating standard spelling; preparing a final copy following format guidelines.

**Grading Criteria:**
Your final grade will be calculated as follows:

**30% - The Folder** – from the outset you should keep all in-class activities and homework in a folder. Work should be dated and have headers. Toward the end of the semester you will need to turn in this folder, by the same means as assignments, as a single Word document. It is evidence of the sum of your efforts throughout the course. This part of your grade will also be determined by your timely, regular attendance and contribution in class.

**70% Major Writing Assignments** - we will have four major writing contributions: Rhetorical Analysis Short Answer Response, Evaluation Extended Response, Advocacy Essay, and Informative Extended Response.

**Final Exam:** there is no final exam for this course. The study of Composition is not a memory test. You will have opportunity throughout the 16 weeks of the semester to show your learning and its growth.

**Final Grades will be given and can be interpreted as follows:**

- A – 90 – 100 = Excellent
- B – 80 – 89 = Good
- C – 70 – 79 = Average
- D – 60 – 69 - Below required standard but passing
- F – 59 or below = Failed [to meet minimum requirements]

Grades of A (Excellent) and B (Good) reflect outstanding work overall; they are honor grades. A grade of C (Average) indicates that the minimum requirements have been adequately completed. Lower grades indicate a failure to satisfactorily meet minimum expectations.

**Late Work Policy:** Late work is **NOT** accepted, ever. It must be submitted at the **beginning of the class period**—not via e-mail—on the day it is due or before. In the case of a certified health **emergency (Documents must be submitted to verify this)**, please inform me, and we will arrange a makeup work plan. Understand that appointments are **NOT** synonymous with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

**Makeup Exam Policy:** **N/A**

**Academic Integrity**
Honesty in completing assignments is essential to the mission of Tarrant County College and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they
have adhered to the policy on scholastic dishonesty as stated in the online Student Handbook. Scholastic dishonesty is unacceptable and is not tolerated.

Scholastic dishonesty is defined as misconduct including, but not limited to, plagiarism, cheating, and collusion. a. Plagiarism is defined as presenting as one’s own the ideas or writings of another without acknowledging or documenting the source(s). b. Cheating is defined as intentionally using or attempting to use unauthorized sources in exams or on other scholastic projects, as well as failing to follow instructions in such activities. c. Collusion is defined as intentionally aiding or attempting to aid another in an act of scholastic dishonesty.

There are serious consequences for academic dishonesty, whether it is intentional or unintentional. You should note that plagiarism occurs even when you have copied only a short passage from a source, while the majority of the essay might contain your own writing and no opportunity to rewrite it. I will also give a copy of the document to the Dean of Students, and he may recommend further disciplinary action.

**Turnitin Statement**

In an effort to ensure the integrity of the academic process, Tarrant County College vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Tarrant Count College may use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, the individual faculty member must make that judgment. Some of the required assignments in this course may be checked for plagiarism using Turnitin.com.

**Assignment Deadlines**

- 09/26 - Rhetorical Analysis Short Response Due
- 10/17 - Informative Extended Response Due
- 11/14 - Advocacy Essay Due
- 12/05 - Informative Extended Response Due

As a rule, all assignments are **due before the beginning of class** on the day required (unless another day/time is specified in writing (see Tentative Schedule, Assignments, and/or Announcements in our class on myTCC). **Absence is not an excuse for late work.** If you must miss class when an assignment is due, turn it in **prior** to the due date. I may accept a late assignment for an excused absence. I will not accept late work due to unexcused absences. **Missed in-class assignments/tests/other cannot be made up.** If you have an excused absence, you may either complete the assignment on your own (if appropriate) or meet with me to discuss the assignment in order to earn an exemption from the assignment. If you do not meet with me, or if you have an unexcused absence, you will earn a zero for the assignment.

**Submission Guidelines**

All essay submissions must be submitted as typed MS Word documents and in MLA format: double-spaced using an easily readable 12pt. black font such as Calibri or Arial. All essays must also follow MLA format for margins, page numbering, titles, and heading. This means that margins should be 1”, page numbers should be on all pages (Last Name #), the title should be
centered on the first line, and the heading should be in the upper-left corner of the first page only and be formatted in the following way:

First and Last Names Instructor’s Name (Graeme Hind) Course Name (ENGL 1301 - #) Day Month Year (for example, 8 October, 2018)

In addition, any essay that uses sources but does not contain a required Works Cited page will not earn a grade above a D. **Note:** Always save your work in at least two locations (e.g. on a flash drive and your email).

**Course schedule**
*This schedule is tentative and is subject to change.*

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<tr>
<th>Week</th>
<th>Assignment Overview</th>
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| 1    | Introduction to Course  
Discuss Syllabus and myTCC  
Words matter – thinking outside the box  
**Diagnostic Essay** |
| 2    | Writing Foundations  
Discuss the Writing Process Overview  
Discuss Making and Writing Arguments Small Group Activity: Identifying Parts of an Argument  
Introduction to Rhetoric - Continued  
Discuss Rhetorical Appeals Small Group Activity: Identifying Rhetorical Appeals  
Complete “Rhetorical Appeals” Discussion Forum |
| 3    | **Labor Day - No Classes**  
Introduce Rhetorical Analysis Project – Prewriting/Planning  
Discuss Rhetorical Analysis Short Response Assignment  
Discuss Sample Response and Rubric Small Group Activity: Using the Rubric  
Complete Prewriting Discussion Forum |
| 4    | Continue Rhetorical Analysis Project – Drafting  
Discuss Using Google Docs  
Discuss MLA Format |
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<th>Day</th>
<th>Activity</th>
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| 5   | Review Parts of an Argument and Discuss Topic Sentences Writing Workshop  
     | Continue Rhetorical Analysis Project – Drafting  
     | Writing Workshop |
|     | Continue Rhetorical Analysis Project – Peer Response  
     | Discuss Using Peers’ Comments  
     | Revising Workshop  
     | Continue Rhetorical Analysis Project – Revising  
     | Writing Center Presentation  
     | Getting the Most from Peer Response Revising Workshop |
| 6   | **Rhetorical Analysis Short Response Due**  
     | Introduce Informative Project – Prewriting  
     | Discuss Informative Extended Response Assignment  
     | Career Services Presentation Complete Prewriting Discussion Forum  
     | Continue Informative Project – Researching  
     | Discuss Rubric and Sample Essay Small Group: Using the Rubric  
     | Finish Researching, Part A Discussion Forum Work on Researching, Part B Discussion Forum |
| 7   | Continue Informative Project – Researching Finish Researching, Part B and Part C Discussion Forum  
     | Continue Informative Project – Planning and Drafting Complete Planning Discussion Forum |
| 8   | Continue Informative Project – Drafting Review MLA Format and Citing Sources  
     | Writing Workshop  
     | Continue Informative Project – Drafting  
     | Discuss Integrating Quotes and Citing Sources Writing Workshop |
| Day 9 | Continue Informative Project – Peer Response Review How to Peer Respond  
| Small Group: Complete Peer Responses  
| Introduce Advocacy Project – Prewriting  
| Rhetorical Appeals Quiz Discuss Advocacy Essay Assignment  
| Small Group Activity: Analyzing Advocacy Effectiveness Discuss Communities and Concerns Complete  
| Prewriting Discussion Forum |
| Day 10 | Continue Advocacy Project – Planning  
| Discuss Rubric and Sample Essays  
| Small Group Activity: Using the Rubric Review appeals and discuss using them to your advantage Discuss Overcoming Objectives Complete Planning Discussion Forum  
| Continue Advocacy Project – Planning  
| Discuss Organizational Patterns  
| Begin Outline  
| Advocacy Essay Due |
| Day 11 | Continue Advocacy Project – Planning/Drafting  
| Finish Outline  
| MLA Formatting Quiz Begin Drafting Writing Workshop  
| Continue Advocacy Project – Drafting  
| Respond to Outlines Begin Drafting Writing Workshop |
| Day 12 | Continue Advocacy Project – Drafting  
| Discuss Introductions  
| Writing Workshop  
| Continue Advocacy Project – Drafting  
<p>| Discuss Conclusions |</p>
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<tr>
<th>13</th>
<th>Writing Workshop</th>
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<tr>
<td></td>
<td>Continue Advocacy Project – Peer Responding Review How to Peer Respond</td>
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<tr>
<td></td>
<td>Small Group Activity: Complete Peer Responses Continue Advocacy Project – Revising</td>
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<td>Revising Workshop</td>
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<tr>
<th>14</th>
<th>Introduce Evaluation Project – Prewriting</th>
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<td>Introduce Evaluation Extended Response</td>
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<td>Discuss Criteria-Based Evaluation Small Group Activity: Determining and Applying Criteria</td>
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<td>Complete Prewriting Discussion Forum Continue Evaluation Project – Planning</td>
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<td>Discuss Sample Response and Rubric Review Parts of an Argument Discuss Thesis Statements and Plan Complete Planning Discussion Forum</td>
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<td><strong>Informative Extended Response Due</strong></td>
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<th>Continue Evaluation Project – Drafting Discuss Citing Sources</th>
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<td>Writing Workshop</td>
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<td>Continue Evaluation Project - Revising</td>
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<td>Discuss Final Exam Writing Workshop</td>
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<td><strong>Final Exam</strong></td>
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