

Syllabus for English 1301- Composition I

Professor: Mark Laskowski

Class Location: ACC Elgin Campus room 1286

Time: 12:00-1:20 pm

Office Hours: Mon & Wed 8:15-10:15 am

Office Location: TBA

Email is preferred means of communication: mlaskowski@bisdtx.org Phone: 512-718-1877

Required textbook: Everything's an Argument by Andrea A. Lunsford and John J. Ruskiewicz

Recommended supplies: Pens, pencils, paper, folder to keep essays and drafts organized

COURSE DESCRIPTION

ENGL 1301 - English Composition I

A study of the principles of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation.

PREREQUISITES

- TSI Assessment Scores: Reading (351); Writing (Essay 5 or Essay 4/ Objective 363)

SUMMARY OF STUDENT EXPECTATIONS

To successfully complete Composition I, students should enter with the following basic skills: critical reading, content development; organization of writing to include an introduction, appropriate thesis, coherent paragraphs, transitions, and a conclusion; grammar, mechanics, and sentence construction; and an initial understanding of sources.

USE OF ACC EMAIL

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructors for activation an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

ESSAYS AND ASSIGNMENTS

Students will submit at least five essays over the course of the semester, including an essay known as the Departmental Exam, for a total minimum of 4000 words. Mr. Laskowski will provide specific written guidelines for each assignment and may require part or all of at least one paper to be written under supervision.

- Students will learn to develop a writing project through multiple drafts.

- Essay assignments will achieve at least two rhetorical purposes (expressive, referential, persuasive, and/or literary) using rhetorical strategies such as narration, description, cause/effect, comparison/contrast, definition, illustration, process analysis, and evaluation.
- The research process will be a significant focus of the class, with assignments sequenced to build facility with integration of outside source material using MLA format. Early assignments will involve work with one or two sources, building to a more substantial research project (parameters to be determined by individual faculty).
- At least one essay will be a textual analysis in which students demonstrate the ability to identify an essay's purpose, thesis, and rhetorical strategies and evaluate the essay's effectiveness.

Students will complete the *Academic Honesty/Plagiarism Research Tutorial* (located at <http://library.austincc.edu/help/Tutorials.php>), and additional tutorials as assigned by the instructor.

Mr. Laskowski will also assign readings, quizzes, in-class writing activities, Learning Lab work, presentations, group projects, and other activities that will affect final grades.

GRADING

Mr. Laskowski will assign letter /number grades to some or all required essays. Students may be given the opportunity to draft and revise required essay assignments one or more times (instructor will determine how many times revision will be allowed/required and how final grade will be awarded). Students are required to pass the Departmental Exam (see description below) in the Testing Center to pass the course with a minimum grade of "C."

- Essays will account for 70% of your grade in the class
- Readings, quizzes, in-class writing activities, Learning Lab work, presentations, group projects, and other activities will account for 30% of your grade in the class

THE DEPARTMENTAL EXAM

All eligible students must take the departmental exam. Given a selection to read, students will write an interpretive essay of at least 600 words analyzing the selection. The instructor will provide more detailed instructions about the test, which will be evaluated "ACCEPTED," "RETEST," OR "NOT ACCEPTED" only. Students who do not pass on the first try may retest **once**. Essays must demonstrate the following:

- Coherence, analytical thinking, and an understanding of the selection's thesis, purpose(s), and method(s) of development;
- Adherence to stylistic, grammatical, and mechanical conventions of standard written English.

TESTING CENTER POLICY

Under certain circumstances, as well as when you take the departmental exam, the Mr. Laskowski may require students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide: Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (ENGL)
- Course Number (1301)
- Course Synonym (1012 3)
- Course Section
- Instructor's Name: Mark Laskowski

COURSE OUTLINE

Specific instructions and due dates for six essays will be provided. Assignments and due dates are subject to change upon appropriate notice. Additional classroom assignments and quizzes will be worth 20% of the semester grade.

A course calendar is provided as a separate page at the end of this document.

NOTE: Mr. Laskowski will keep a composition folder with your essays for one semester following your enrollment. You are responsible for copying any papers you want to keep for your own files.

MISSED OR LATE WORK

Late or missed essays MUST be made up. You MUST meet with Mr. Laskowski do discuss new due dates and reduced credit for these assignments.

ATTENDANCE

Students are expected to attend every class meeting, and attendance will be checked at every class meeting. Except under extreme circumstances, the maximum number of absences allowed is six. You should schedule a conference with the instructor, and may need to withdraw from class, if you have more than six absences. Missing more than ten minutes at any time during class will constitute an absence. Being late (less than ten minutes) for three classes will constitute an absence.

WITHDRAWAL

While the instructor has the right to withdraw the student, it is the student's responsibility to withdraw. If you accrue more than the allowable number of absences after the withdrawal deadline, or if you do not submit the required number of essays, you may fail the course. Students may withdraw from the course prior to the withdrawal deadline by submitting a withdrawal form to Admissions and Records.

WITHDRAWAL POLICY

The Texas State Legislature passed a bill stating that students who do not first enroll in public colleges and universities beginning in fall 2007 and thereafter may not withdraw from more than six classes during their undergraduate college career. See *ACC Student Handbook* for further information. The instructor may establish deadlines by which students must complete a specific number of assignments, amount of progress, or level of attendance in order to remain in class. If students do not meet the instructor's requirements, they may be subject to **WITHDRAWAL** from the course. **It is the student's responsibility to know an instructor's withdrawal policies.**

AWARDING OF "INCOMPLETE" AS A FINAL GRADE

This can only be temporary and will only be done on a case by case basis after conferencing with Mr. Laskowski, Mr. Conrardy and Ms. McBride.

ACADEMIC MISCONDUCT AND PLAGIARISM

Acts prohibited by the College for which discipline may be administered include scholastic dishonesty (e.g., cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work). Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as (but not limited to) tests and quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.

Plagiarism can be defined as using the words and ideas of another writer acknowledging the debt. Plagiarism takes many forms, including the omission of parenthetical citations, failure to place quotation marks around direct or modified content from another source, and another person writing the essay for the student. It is of utmost importance for students to understand that in academic and professional life, plagiarism of any kind is absolutely unacceptable. Therefore, acts of plagiarism, major or minor, may have serious repercussions, which could include a failing grade, expulsion from the class, and/or disciplinary action on the part of the College. Specific policies can be found in individual faculty syllabi; College policies can be found in the ACC Student Handbook.

STUDENT FREEDOM OF EXPRESSION

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others both when expressed in classroom discussions or class-related writing.

COURSE OBJECTIVES/RATIONALE

The goals of Composition I are to promote

- Critical thinking, reading, and writing;
- Clear, coherent, confident, and effective communication;
- Collaborative writing and learning; and
- Exposure (through reading or composing) to a range of genres, including genres incorporating visual design elements.

STUDENT LEARNING OUTCOMES

Upon completion of English 1301, students should be able to

- Identify rhetorical purposes and methods of organization appropriate to topic, thesis, and audience;
- Collect, read, analyze, and use information from a wide range of sources;
- Write a coherent essay observing appropriate grammatical, mechanical, and stylistic conventions;
- Write competently in the informative, analytical, and persuasive modes;
- Evaluate, edit, and revise at all stages of the writing process; and
- Use composing processes as tools for inquiry, as a means to discover and reconsider ideas.

General Education Learning Outcomes

Upon completion of the general education component of an associate's degree, students will demonstrate competence in:

- Critical Thinking--Gathering, analyzing, synthesizing, evaluating and applying information.
- Interpersonal Skills--Interacting collaboratively to achieve common goals.
- Personal Responsibilities--Demonstrating effective learning, creative thinking, and personal responsibility.
- Technology Skills--Using appropriate technology to retrieve, manage, analyze, and present information.
- Written, Oral and Visual Communication--Communicating effectively, adapting to purpose, structure, audience, and medium.