

English Composition I Syllabus
ENG 1022 / 3 Credit Hours
Chatfield Senior High / Arapahoe Community College
Spring 2023 - DS3, DS4, DS5

Instructor:

Rachel Barbe

Pronouns: [She, Her, Hers](#)

Office Hours:

M/W/F in D113 during Access from 10:03-10:43 or after school M/W/Th by appointment
If these times don't work for you, let me know and we can figure something else out.

Classroom Location: Chatfield Senior High School, Room D113

Phone:

School voicemail: 303-982-4686 (Email or text message is easier for me)

Text: Send class code @csh121122 to 81010 to join my Remind (Feel free to send Remind messages with time-sensitive questions – I'll respond if I can!)

Email:

Rachel.Barbe@jeffcoschools.us for students; Rachel.Barbe@jeffco.k12.co.us for parents

Dates:

January 5-May 12

Required Textbook(s)/Materials

Optional: *Everything's an Argument* 8th edition

OER Online Textbook: [Composing Ourselves and Our World](#)

School issued Chromebook will be used daily – have it charged when you come to class.

Course Description:

ENG1022 expands and refines the objectives of English Composition I. The course emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or argumentative compositions.

Required Course Learning Outcomes

1. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments.
2. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable.
3. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting.
4. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects.

5. Select and apply contemporary forms of technology to solve problems or compile information.

Course Prerequisites

C or better in ENG1021: Composition I

To enroll in English Composition II for Colorado high school graduation credit at Chatfield, students must have completed ENG1021: Composition I.

Method(s) of Evaluation

Your grade for this course will be earned through your writing projects, evidence of growth, reflection, collaboration, coursework, and quizzes.

Please keep up with your current grade in Campus, and feel free to approach your instructor with questions or concerns. I'm available during Access and happy to help you improve!

Assignments	Percentage of Final Grade
Writing Projects* <i>Five required major essays + Personal interests blog</i>	70%
Growth, Reflection, & Collaboration <i>Minor writing (essay practice & drafts), project reflections, class discussions, & peer review</i>	15%
Classwork <i>Daily course work, homework, grammar practice, reading quizzes</i>	15%
Total Percentage	100%

* Revision options for up to a 10% increase on major essays will be communicated throughout the semester.

Criteria for Grading/Grading Standards

All assignments in this course will be evaluated according to the following criteria:

- "A" scores (90% and higher) are earned by submitting excellent work that exceeds assignment criteria with exceptional skill, quality, style, persuasiveness, or sophistication
- "B" scores (80-89%) are earned by submitting very good work that meets assignment criteria with skill, quality, style, persuasiveness, or sophistication
- "C" scores (70-79%) are earned by submitting adequate work that meets the required assignment criteria;
- "D" (60-69%) scores are earned by submitting work that is developing assignment criteria but contains flaws that should have been corrected in the process of planning, drafting, revising, reviewing, or meeting with your instructor
- Failing scores (59% and lower) will be earned by submitting poor work filled with numerous, severe flaws that does not meet assignment criteria

Writing Projects

The following writing projects shape our Composition II work this semester. Students will also maintain individual blogs with entries about personal interests; this blog will be a springboard for research and writing topics throughout the year.

Major Essays:

- (Poetry as) Argument 15%
- Choice Argument Essay 15%
- TED Talk 15%
- Visual Argument Essay 15%

Personal Interests Blog Posts: 10%

Instructor Learning Philosophy Statements

Safe Space Statement

This classroom is a safe space for learning. Because it is an academic environment, you should expect to have your ideas, work, and arguments respectfully challenged. This is a discussion-driven class where a broad range of intellectual ideas is welcome. Because our population is comprised of a variety of students with a great diversity of beliefs, it is important that the class be respectful of all members. This includes avoiding demeaning or exclusive language, practicing empathy and inclusiveness, and other generally respectful behavior. We should and will wrestle with complex issues and ideas in this class, but we should do so with a high level of respect for others in the classroom as well as for the process of engaged, critical thinking.

Diversity Statement

Your instructor and the ACC Department of English are committed to diversity, equity, and the inclusion of student experience and identities in the pursuit of academic excellence. This dedication is illustrated in our deliberate work alongside students in developing student support services, curating diverse assignments and readings, along with developing and implementing equitable grading and assessment practices. Understanding both the faculty and student role in creating a successful learning environment and recognizing the ways in which education has harmed marginalized people, we strive to build content that is based in the co-construction of knowledge and affirm the importance of multiple voices and perspectives.

Content Statement

One of the basic principles of education is the responsibility of educators to provide students with diverse, inclusive, current, and thought-provoking reading and writing assignments that encourage them to engage in high-level critical thinking. Your instructor and the ACC English department choose reading assignments and writing prompts that challenge students' perspectives and thinking. Good writing requires wrestling with our own ways of knowing the world, experiencing the thinking of others, and synthesizing ideas that expand on important conversations. We encourage students to engage in independent thinking as they wrestle with assigned readings. Our department prioritizes the rights of educators to responsibly choose readings that encourage students in this endeavor.

The chosen readings and prompts do not necessarily reflect the thinking of the English department or the individual instructor. The ACC English department embraces the [NCTE's "Student's Right to Read" statement](#) and encourage any student concerned with a reading assignment to discuss the purpose of that reading with their professor.

Instructor Policies

Attendance Policy

Attendance and active participation help you prepare to do your best writing on your essays as well as contribute to and learn from our class community. Please do your very best to prepare yourself for class by completing all the homework, including the readings for each discussion.

Make-up/Late Work Policies

- Due dates and times of homework/classwork will be communicated in written form in class and/or online.
- Late work classwork is not accepted.
- Major assignments may be submitted one week late (including non-school days) for a 25% deduction; **after one week, late major assignments can earn a maximum of 50%.**

If you know that an assignment is going to be late due to factors beyond your control, let me know ahead of time and we can set an alternate due date without penalty.

Academic Integrity Statement

Because you will individually select and research topics for your major writing assignments, it is extremely rare that students plagiarize in this class. However, if you do have questions about whether or not something is plagiarism, let me know or stop by the ACC Writing Center.

Plagiarism refers to the use of another person's work or ideas without giving proper credit to that person. Plagiarism also includes handing in the same paper for more than one class (self-plagiarism).

A student must give proper credit through the use of appropriate citation format when:

- **copying verbatim / quoting** another person's work (i.e., exact words, phrases, sentences, or entire passages);
- **paraphrasing** another person's work (i.e., borrowing but rewording that person's facts, opinions, or ideas); and
- **summarizing** another's work (i.e., use of one's own words to condense longer passages into a sentence or two).

ACC is committed to academic honesty and scholarly integrity. The College can best function and accomplish its mission in an atmosphere of the highest ethical standards. All members of the College community are expected and encouraged to contribute to such an environment by observing all accepted principles of academic honesty. Academic dishonesty includes but is not limited to plagiarism, cheating, fabrication, grade tampering, misuse of computers and other electronic technology, and facilitating academic dishonesty. Those found in violation may be subject to academic consequences **up to and including failure for the course and** potential disciplinary sanctions. See [Chatfield's academic honesty policy](#) as well.

Contact Information for Learning Support Services

One major benefit of being an ACC student is the number of free services available to support you on your road to success. As a CE student, you have the same access to ACC academic support traditional students do. While I am more than willing to be your primary contact for writing support, ACC's writing center is also a great resource – take advantage of them.

- **Academic Advising** advising@arapahoe.edu
Littleton Campus Room M2010, 303.797.5664
- **Career & Transfer Center** careers@arapahoe.edu
Littleton Campus Room M2025, 303.797.5805
- **Library** librarians@arapahoe.edu
Littleton Campus Room M2500, 303.797.5090
Website: [ACC Library](#)
- **Open Computer Lab**
Littleton Campus Room M1650, 303.797.5907
- **Academic Support Center** (*professional tutoring, peer tutoring, and peer mentoring*)
Littleton Campus Room M1650, 303.797.5669
Website: [Academic Support Center](#)
- **Writing Center** writingcenter@arapahoe.edu
Littleton Campus Room M2500 (located in the Library), 303.797.5893
- **24/7 Helpdesk** (*student email access help, myACC login help, Office 365 Support*)
1.888.800.9198

Institutional Policies

Census Date (date to drop with a refund)

February 1, 2023

Withdraw Date (date to withdraw with a "W")

April 25, 2023

Concurrent Enrollment

This class is being offered for free Concurrent Enrollment College Credit through Arapahoe Community College. In order to qualify for Concurrent Enrollment credit, students are expected to complete a post-secondary registration form at their high school. It is the responsibility of the student to check with the college that they are interested in attending, after high school graduation, to verify credit will transfer. These grades will be transcribed on both the Jeffco and Arapahoe Community College transcripts.

If a student wishes to transfer Concurrent Enrollment credit to another college, they must contact the college where they earned credit and request an official transcript.

When students register for this class, the receiving institution will be provided student registration information to verify student's registration in the class.

TRIO Student Support Services

ACC's TRIO Student Support Services program provides personalized attention to first generation and low income students, and students with disabilities. Students are supported and empowered in their academic, personal and professional growth. TRIO specialists assist with financial support, college requirements, and motivate students toward the successful completion of a degree. The goal of TRIO SSS is to help transition from one level of higher education to the next. If you believe you may be helped by participation in the TRIO program, you can learn more here: <https://www.arapahoe.edu/advising-support/trio>

Accommodations Statement

ACC provides accommodations to students with diagnosed or suspected disabilities that affect them in academic settings. The Americans with Disabilities Act (ADA) defines a disability as a "physical or mental impairment that substantially limits one or more major life activity." This

may include learning, mobility, and/or cognitive disabilities; mental health conditions; temporary disabilities; and other physical and/or mental conditions. To protect student privacy, disability information is kept separate from academic records.

Required Information for all GT-CO1 Course Syllabi

GT Pathways Statement:

The Colorado Commission on Higher Education has approved ENG 122 for inclusion in the Guaranteed Transfer(GT) Pathways program in the GT-CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information, go to the [GT Pathways Program Website](http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html) or for full URL: <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Content Criteria for GT-CO2 Courses

Students should be able to:

Develop Rhetorical Knowledge

- Focus on rhetorical situation, audience, and purpose.
- Read, annotate, and analyze texts in at least one genre of academic discourse.
- Use voice, tone, format, and structure appropriately.
- Write and read texts written in at least one genre for an academic discourse community.
- Learn reflective strategies.

Develop Experience in Writing

- Learn recursive strategies for generating ideas, revising, editing, and proofreading.
- Learn to critique one’s own work and the work of others.

Develop Critical and Creative Thinking

- Identify context.
- Present a position.
- Establish a conclusion indicated by the context that expresses a personal interpretation.

Use Sources and Evidence

- Select appropriate evidence.
- Consider the relevance of evidence.

Develop Application of Composing Conventions

- Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
- Use appropriate vocabulary, format, and documentation

COMPETENCIES AND STUDENT LEARNING OUTCOMES ASSOCIATED WITH GT-CO1 COURSES

GT Pathways Competency/ Written Communication:

Written Communication Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. Student Learning Outcomes (SLOs) Students should be able to:

GT PATHWAYS COMPETENCY: WRITTEN COMMUNICATION

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcome (SLO 1): Employ Rhetorical Knowledge

- Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

Student Learning Outcome (SLO 2): Develop Content

- Create and develop ideas within the context of the situation and the assigned task(s).

Student Learning Outcome (SLO 3): Apply Genre and Disciplinary Conventions

- Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

Student Learning Outcome (SLO 4): Use Sources and Evidence

- Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- Follow an appropriate documentation system.

Student Learning Outcome (SLO 5): Control Syntax and Mechanics

- Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. o Min Credit: 3

Required Topical Outline

Note: Outline details recursive, not linear, activities.

I. Rhetorical Knowledge

- Audience
- Purpose
- Reading strategies
- Genre
- Reflective strategies

II. Experience in Writing

- Generating ideas
- Planning
- Drafting
- Editing
- Proofreading
- Revising
- Critiquing
- Recursive process

III. Critical and Creative Thinking

- Identifying context
- Presenting a position
- Drawing relevant conclusions

IV. Sources and Evidence

- Selecting appropriate evidence
- Evaluating evidence
- Integrating evidence

V. Composing Conventions

- Applying genre conventions
- Voice, tone, and style
- Structuring and paragraphing
- Employing appropriate mechanics, syntax, and diction