



ENGL 133W: Topic: Who Tells Your Story

Location:	Jacksonville
Address:	7077 Bonneval Rd., Ste. 114 Jacksonville, FL 32216
Section:	19FALL2/ENGL/133W/AFL5
Semester Credit Hours:	3
Class Day(s) and Time(s):	Monday 5:00 PM - 9:00 PM from October 21, 2019 to December 14, 2019

 Syllabus Contents

- [Course Information](#)
- [Textbooks](#)
- [Technology Requirements](#)
- [Course Learning Outcomes](#)
- [Grading](#)
- [Schedule of Due Dates](#)
- [Assignment Overview](#)
- [Course Outline](#)
- [Additional Resources](#)
- [Columbia College Policies & Procedures](#)

 Course Information



Catalog Description

The First-year Writing Seminar provides an intensive introduction to college-level writing. Although topics differ among sections, the course is designed to teach all students the process required for producing polished, argumentative, researched essays. Students will engage with complex texts and diverse viewpoints while articulating their own positions and identities.

Prerequisite: Grade of C or higher in ENGL 107 or EAPP 107 or placement by ACT English Score or by SAT Writing Score. Online or nationwide students may take the Columbia College English placement exam. Students whose ACT English Score is from 18 to 29 or whose SAT Writing and Language Score is from 25 to 40 (430 to 800 for Writing Section prior to spring 2016) will be placed in the FWS. Online or nationwide students who score 75% or higher on the English placement exam will be placed in the FWS.

 Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

-  Cohen, Samuel . (2017). *50 Essays: A Portable Anthology* (5th). Bedford/St. Martin's. eText
-  Palmquist, M. . (2019). *In Conversation: A Writer's Guidebook*. Bedford/St. Martin's. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven

days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TuitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Analyze texts relevant to the course topic.
2. Write organized and well-supported argumentative essays related to the course topic.
3. Utilize the process of college-level academic writing, including exploratory writing, drafting, and revision.
4. Write correct and polished sentences, paragraphs, and essays about the course topic.
5. Incorporate appropriate research responsibly and effectively into a college-level essay.
6. Demonstrate, through discussion and writing, an ability to negotiate complexities and opposing views.
7. Articulate a sense of personal identity in relation to the course topic.

Grading

Grading Scale		
Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	160	16%
Course Project	350	35%
Assessments	90	9%
Written Responses	400	40%
Total	1000	100%

Schedule of Due Dates

Week 1		
Assignment	Points	Due
Reading Selection	0	Week 1
Reading Analysis #1	40	Week 2
Week 2		
Assignment	Points	Due
Reading Selection	0	Week 2
Call & Response #1	80	Week 3
Week 3		
Assignment	Points	Due
Reading Selection	0	Week 3
Quiz #1	25	Week 3
Reading Analysis #2	50	Week 4
Week 4		
Assignment	Points	Due
Reading Selection	0	Week 4
Call & Response #2	80	Week 5
Week 5		
Assignment	Points	Due
Reading Selection	0	Week 5
Reading Analysis #3	40	Week 6
Week 6		
Assignment	Points	Due
Reading Selection	0	Week 6
Quiz 2	25	Week 6
Call & Response #3	80	Week 7
Week 7		
Assignment	Points	Due
Reading Selection	0	Week 7
Project Drafts Due	100	Week 7
Reading Analysis #4	40	Week 8
Week 8		
Assignment	Points	Due
Final Exam	40	Week 8
Course Project	250	Week 8

Total Points: 850

Assignment Overview

Online Component Summary and Expectations

- The goal is to develop skills in active reading, critical analysis of written work, and build academic writing skills.
- Initial posts responding to discussion prompts should be a minimum of 200 words.
- Any references must be in MLA format.
- A minimum of two responses to peers or the instructor required.
- Responses must go beyond simple reactions, and be approximately 8-10 sentences or 100 words.
- Each discussion is worth 20 points (15 for the initial post and 5 points for the responses)

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Understand Yourself as a Writer

Discussion 1

Discussions allow us to explore the week's content with depth and thoughtful reflection. This week, you read reflective narratives. Each author told a unique story from their own perspective. These snippets from their lives are often examples that speak to a greater concept or theme they are trying to get the audience (us, the reader) to understand.

Initial post: Pick one of the four narratives and answer the following:

1. What is theme of the narrative you've chosen? What examples does the author use to show the theme to us as readers?
2. Pick two descriptions, quote them (remember to cite!), and react to them. How did they make you feel? How did they connect you to what the author was telling you?

Replies to Classmates: Respond to at least two classmates and consider these ideas in your response: Did I have the same reaction as my classmate? Are there examples from the text that contradict or help justify my classmate's response?

Reading Selection

Read:

- "In Conversation", Chapter 1 & Chapter 27
- "50 Essays" Nicholas Carr's "Is Google Making Us Stupid?"

Reading Analysis #1

Read Nicholas Carr's "Is Google Making Us Stupid?" on page 87 of "50 Essays" then answer the "For Discussion and Writing" questions that follow the selection. Be prepared to share your responses next class.

Week 2: Explore Conversations

Discussion 2

Initial Post: Choose one of the essays we read this week and identify what you believe is the thesis of the essay. That is, what is the author trying to tell us about his/her experience? Then, provide us with at least three pieces of evidence from the text that support your argument. Be concise about your evidence. Remember to post the name of the essay and your name in the Subject. For example, "Learning to Write – Last Name."

Replies to classmates: Reply to two classmates who have chosen different essays than you. Do you agree with their theses? Why or why not? Also, consider if their evidence supports their theses.

Reading Selection

Read:

- "In Conversation", Chapter 2
- "50 Essays" Jamaica Kincaid's "The Ugly Tourist"

Call & Response #1

Read Jamaica Kincaid's "The Ugly Tourist" located in "50 Essays". Compose a 1-2 page essay that responds to the following prompt:

- In addition to its brevity, what is notable about "The Ugly Tourist" is the length of its first paragraph. What is the effect of reading such a long paragraph? Why do you think Kincaid chose to write it that way?

Week 3: Read Critically and Actively

Discussion 3

Each of the narratives we read this week uses different kinds of evidence to prove the author's point.

Initial Post: Choose one of the narratives we read this week and identify at least three pieces of evidence that the author uses to prove his point. Do these pieces of evidence back up his point? Why or why not?

Responses to classmates: In your response to classmates, react to two classmates' choice of evidence. Does the evidence they identified back up the point the author is making? Why or why not? If it does, is there evidence they might have missed?

Reading Selection

Read:

- "In Conversation", Chapter 3
- "50 Essays" Langston Hughes' "Salvation"

Quiz #1

Reading Analysis #2

Read Langston Hughes' "Salvation" on page 185 of "50 Essays" then answer the "For Discussion and Writing" questions that follow the selection. Be prepared to share your responses next class.

Week 4: Genre

Discussion 4

Initial Post: One important skill in academic writing is being able to paraphrase passages from a source. Choose a passage (meaning a sentence or a paragraph) from one of the essays we read this week. Provide us with the quote and then how you might paraphrase it if you were planning to use it in an essay. Your quotation and your paraphrase should be appropriately cited.

Response to classmates: In your responses to two classmates, react to their paraphrase. Do you think it accurately summarizes the passage they chose, or do you think there might be ways to improve their summary?

Reading Selection

Read:

- "In Conversation", Chapter 4
- "50 Essays", Amy Tan's "Mother Tongue"

Call & Response #2

Read Amy Tan's "Mother Tongue" located in "50 Essays". Compose a 1-2 page essay that responds to the following prompt:

- Of her mother's English, Tan writes, "That was the language that helped shape the way I saw things, expressed things, made sense of the world" (par. 7). How was the effect of her mother's English positive, and how was it negative?

Week 5: Conducting Research

Discussion 5

Initial Post: Choose one of the narratives we read this week and provide for the class the following:

- What type of introduction does the author use? Argue why you think it is effective or ineffective, and why you think so.
- What is the thesis, and where does the reader find it?
- Do you consider the structure of the narrative to be helpful or not helpful to the author's argument, why or why not?

Response to classmates: In your response to two classmates, highlight what you think is strongest about their argument. Is it their evidence or the structure of their own argument? Provide them with two or more possible ways in which they could bolster their argument.

Reading Selection

Read:

- "In Conversation", Chapter 6-8
- "50 Essays", Stephen King's "Reading to Write"

Reading Analysis #3

Read Stephen King's "Reading to Write" on page 210 of "50 Essays" then answer the "For Discussion and Writing" questions that follow the selection. Be prepared to share your responses next class.

Week 6: Drafting Your Document

Discussion 6

Initial Post: Conduct a close reading of both versions of the "Declaration of Independence" from your reading this week. Then choose three instances where Jefferson changed the language. Explain for each instance why you think he did so. Be specific. Consider what you learned from *On Conversations* this week about revision.

Response to classmates: Build upon what your classmates provided as evidence. What other aspects of the change in language make it better, or worse? Is there something they missed?

Reading Selection

Read:

- "In Conversation", Chapter 6-8
- "50 Essays", George Orwell's "Shooting the Elephant"

Quiz 2

Call & Response #3

Read George Orwell's "Shooting the Elephant" located in "50 Essays".

Compose a 1-2 page essay that responds to the following prompt:

- Orwell uses the anecdote of his shooting an elephant to illustrate his feelings about imperialism. What are those feelings, and how does the anecdote illustrate them?

Week 7: Revision and Editing

Discussion 7

Initial Post: Each of the narratives we read this week uses a different voice to tell their readers something important. Which of the narratives this week do you think used voice better than the others? Provide evidence from the essays to back up your position and consider how the piece might be different if they used a different voice.

Response Post: React to the evidence and choice your classmate makes. If you agree, provide additional evidence. If you don't agree, why not? Don't simply choose someone with whom you agree and post your argument again. Consider alternative points of view and whether or not they make their point.

Reading Selection

Read:

- "In Conversation", Chapter 6-8
- "50 Essays", Cristina Hendquez's "Lunch"

Project Drafts Due

Reading Analysis #4

Read Cristina Hendquez's "Lunch" on page 182 of "50 Essays" then answer the "For Discussion and Writing" questions that follow the selection. Be prepared to share your responses next class.

Week 8: Polishing Your Final Essay

Discussion 8

Initial Post: Watch [Adichie's TedTalk](#) and consider the narratives we read this week. What might Adichie label those stories, if we were to consider them as "single stories"? Why do you think that? What story that we read in this course made you recognize you had fallen into the trap of the "single story"? What about that story helped pull you out (consider, voice, writing style, etc.)?

Response post: In your response to classmates, consider what they chose as the example of a "single story" and whether or not you also felt that way. Do you agree with the examples they gave?

Final Exam

Course Project

The College-level Essay will be a multi-paragraph composition designed to introduce the concept of argument as central facet of college-level writing. The College-level Essay will be evaluated on being clear, correct, concise, coherent, unified, and well-developed as well as on the validity of its argument.

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains

the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.