Midland College
Syllabus
ENGL 1301
Composition I
Fall 16 2026
SCH (3-0)

Nancy Barnard	ENGL 1301 AWC2
Axelle Bernard Wynn	ENGL 1301 EL02
Melissa Boyce	ENGL 1301 A211
Melissa Boyce	ENGL 1301 A220
Heather Brumley	ENGL 1301 A750
Heather Brumley	ENGL 1301 EL01
Rowland Cadena	ENGL 1301 AW05
Rowland Cadena	ENGL 1301 AWD1
Rowland Cadena	ENGL 1301 AWE1
Margaret Chavez	ENGL 1301 A207
Margaret Chavez	ENGL 1301 AW06
Tessa Eckels	ENGL 1301 A213
Tessa Eckels	ENGL 1301 A610
Tessa Eckels	ENGL 1301 A622
Tessa Eckels	ENGL 1301 AW08
Tessa Eckels	ENGL 1301 AW09
Tessa Eckels	ENGL 1301 AWY1
Brendan Egan	ENGL 1301 A205
Brendan Egan	ENGL 1301 A613
Brendan Egan	ENGL 1301 AU03
Stacy Egan	ENGL 1301 A215
Stacy Egan	ENGL 1301 AU01
Wendy Esch	ENGL 1301 AW01
Wendy Esch	ENGL 1301 AW02
Debbie Gibbs	ENGL 1301 EG01
Paullett Golden	ENGL 1301 AWF1
Ryan Griffin	ENGL 1301 EX01
Rebecca Hollar	ENGL 1301 AW03
Rebecca Hollar	ENGL 1301 AWJ1
Rebecca Hollar	ENGL 1301 AWS1
Rebecca Hollar	ENGL 1301 AWU1
Rebecca Hollar	ENGL 1301 AWV1
Marshalla Hutson	ENGL 1301 A222
Marshalla Hutson	ENGL 1301 A230
Marshalla Hutson	ENGL 1301 A620
Marshalla Hutson	ENGL 1301 A630
Marshalla Hutson	ENGL 1301 AU02
Marshalla Hutson	ENGL 1301 AU05
Andrew Latham	ENGL 1301 A206

Andrew Latham	ENGL 1301 A606
Andrew Latham	ENGL 1301 AW04
Garth McLoed	ENGL 1301 A350
Lacy Morrow Dean	ENGL 1301 A210
Lacy Morrow Dean	ENGL 1301 A223
Lacy Morrow Dean	ENGL 1301 A612
Lacy Morrow Dean	ENGL 1301 AW07
Lacy Morrow Dean	ENGL 1301 AWZ1
Maximillien Vis	ENGL 1301 AWM1
Maximillien Vis	ENGL 1301 EM01
Mary Williams	ENGL 1301 A212
Mary Williams	ENGL 1301 A605
Mary Williams	ENGL 1301 A611
Mary Williams	ENGL 1301 A621

COURSE DESCRIPTION

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. Course assignments will include a minimum of 6000 words of writing. ENGL 1301 is a pre-requisite for all 2000-level literature courses.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes, including invention, organizing, drafting, revising, editing, and publishing.
2. Collaborate with others through listening, critical and reflective thinking, peer review, and discussion.
3. Read, reflect on, and respond critically to a variety of texts.
4. Construct an effective thesis statement that controls the essay.
5. Develop ideas in focused paragraphs with appropriate support and attribution and with a variety of development strategies.
6. Write in a style appropriate to audience, purpose, and occasion.
7. Use Edited American English in academic essays.
8. Format an MLA document, including correct and appropriate documentation.
9. Use current technology to exchange email, access course materials, submit electronic files, and conduct research.
10. Demonstrate personal responsibility by citing all sources properly, writing without plagiarism, and doing independent work.

Core Objectives

This course fulfills three hours of the Communications requirement in the Midland College **Core Curriculum**. The Core Curriculum is a set of courses that provides students with a foundation of knowledge, skills, and educational experiences that are essential for all learning. The URL for the Core Curriculum is https://catalog.midland.edu/preview_program.php?catoid=21&poid=2809

Composition courses explore writing as both a process and a product, using underlying rhetorical strategies to inform and persuade an identified audience. As part of the core, this course addresses the following four objectives:

> **Critical Thinking:** The course involves creative thinking, innovation, inquiry, evaluation, and synthesis of information. Mastery of these skills is accomplished through the following: class discussions; writing group discussions and peer reviews; exploration of invention strategies to draft essays; revision of essays; and reflecting on the writing process and final product.
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> **Communication:** The course includes effective written, oral, and visual communication. Students are required to participate in all of the following: class discussions; informal class presentations; creation of visual presentations; writing essays in a variety of modes and intended to accomplish a variety of purposes.
>
> **Teamwork:** Students will learn to consider points of view and to work effectively with others to support a shared purpose or goal. They will accomplish this by participating in a writing group throughout the semester for discussion of concepts taught in class; conducting peer reviews of assignments in their writing group before submitting them for grading; completing in-class group projects; and delivering informal group presentations to the class.
>
> **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making. They will accomplish this by submitting original work and using appropriate documentation and attribution when using another's words or ideas.

REQUIRED TEXTS AND MATERIALS

Glynn, Alexandra; Erickson, and Amy Jo Swing. *You, Writing!*: A Guide to College Composition.

You, Writing!.pdf

Here is another possibility:

Inoshita, Ann, Karyl Garland, Kate Sims, Jeanne K. Tsutsui Keuma,m and Tasha Williams. *English Composition: Connect, Colaborate, Communicate*.

English
Composition - Conn

ACADEMIC DISHONESTY

Plagiarism is defined as the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. A student commits plagiarism by doing any of the following:

1. Failing to acknowledge the sources of any information in a paper which is not either common knowledge or personal knowledge. A student can acknowledge a source through in-text citations, attribution lines, footnotes, or other forms of documentation approved by the instructor. (Common knowledge is the basic information within a field or discipline, as well as most historical dates and facts, and many ordinary observations.)

2. Failing to acknowledge direct quotation either by using quotation marks or (for longer passages) indentation. Without the quotation marks or block indentation, passages copied directly from a source might be considered plagiarized even if followed by an in-text citation or a footnote. The citation or footnote acknowledges that there is a source, but it does not indicate that the writer has borrowed someone else's exact words. If a writer uses the language of a source, word-for word, he/she must use quotation marks or block indentation.

3. Merely paraphrasing the original words of the source. Some students think they can avoid a charge of plagiarism by changing a few words in each sentence they copy or by rearranging the shape of phrases or the order of sentences in a paragraph. This is not true. When taking notes students must be careful to put ideas in their own words or to use direct quotations when relying on phrases directly borrowed from a source.

4. Borrowing the ideas, examples, or structure of the source without acknowledging it. A student can be guilty of plagiarism by systematically borrowing the ideas and organization of a source and/or by using exactly the same ideas in the same order as they appear in the sourced article.

5. Taking, buying, or receiving a paper written by someone else and presenting it as the one's own.

6. Using one paper for two different courses, or re-using a paper previously submitted for credit, without the prior approval of the instructor or instructors.

7. Submitting AI writing as one's own. Using AI to write one's work or to aid in writing one's work is strictly prohibited and will result in a zero. The only acceptable use of AI is when the instructor has instructed students to use AI or has given approval for a specific use of AI.

Plagiarism will result in a failing grade on that assignment. Continued plagiarism may result in an F for the course.

COURSE POLICIES

COURSE SCHEDULE

EVALUATION OF STUDENTS

GRADING STANDARDS

Departmental guidelines for grading standards

A Papers/Essays:

- Follow the directions.
- Have a clear, central purpose and manageable topic for the length of the paper.
- Pay attention to the needs and expectations of the audience.
- Have a thesis that clearly and specifically states the argument of the paper.
- Have topic sentences that state the purpose of the paragraph, as well as support and develop the thesis.
- Have paragraphs that appropriately support and develop the topic sentence of each paragraph.
- Are organized logically and persuasively both at the sentence level and as a unified whole.
- Use Standard English and appropriate word choice/tone.
- Create correctly formatted quotations, paraphrases, parenthetical citations, and Works Cited when outside sources are used.

B Papers/Essays:

- Follow the directions.
- Have a clear, central purpose and manageable topic for the length of the paper.
- Pay attention to the needs and expectations of the audience.
- Have a thesis that may need slight revision to clearly and specifically state the argument of the paper.
- Have topic sentences that may need slight revision to clearly state the purpose of the paragraph, as well as support and develop the thesis.
- Have paragraphs that may need slight revision to appropriately support and develop the topic sentence of each paragraph.
- Are organized mostly logically and persuasively both at the sentence level and as a unified whole but may need revision to improve.
- Use Standard English and appropriate word choice/tone, though minor editing may be necessary.
- Have mostly correctly formatted quotations, paraphrases, parenthetical citations, and Works Cited, though minor editing may be necessary (*when outside sources are used*).

C Papers/Essays:

- Follow the directions.
- Have a purpose that needs clearer focus to better achieve the assigned length of the paper.

- Minimally attend to the needs of the audience and need revision to be fully compelling.
- Have a thesis that needs revision to be focused and specific enough to make a strong, forceful argument.
- Have topic sentences that need revision to support and develop the thesis explicitly and clearly.
- Have paragraphs that are underdeveloped and need revision to adequately support the topic sentence; alternatively, the paragraphs are overdeveloped and need either cutting down or splitting into multiple paragraphs to be easily followed.
- Lack strong organization and logic in the development of an argument over the course of the paper.
- Need significant editing in Standard English and appropriate word choice/tone.
- Have incorrectly or inconsistently formatted quotations, paraphrases, parenthetical citations, and Works Cited (*when outside sources are used*).

D Papers/Essays

- Inadequately follow the directions.
- Lack a clear sense of purpose to guide a focused argument persuasively across the length of the paper.
- Are inattentive to the needs of the audience.
- Have a weak thesis that fails to provide an original argument.
- Have topic sentences that do not support/develop the thesis and/or fail to make a clear statement that can be supported.
- Have paragraphs that are underdeveloped and/or do not support the topic sentence; alternatively, paragraphs are overdeveloped and do not support the topic sentence succinctly or persuasively.
- Are illogically organized with content that is irrelevant, interchangeable, or repetitive.
- Need significant editing of Standard English and have inappropriate word choice/tone.
- Have incorrectly, inconsistently, or incompletely formatted quotations, paraphrases, parenthetical citations, and Works Cited (*when outside sources are used*).
- Is missing some of the required research.

F Papers/Essays

- Do not follow the directions.
- Do not meet the minimum required word or page length.
- Use AI or grammar checkers without professor approval.
- Lack a clear sense of purpose.
- Do not attend to the needs of the audience.

DROP / WITHDRAWAL

The student is responsible for initiating a drop or withdrawal, not the instructor. The student should check the MC College Calendar for the last day to withdraw from the course and receive a “W.” Please talk to the instructor before withdrawing.

The instructor is not able to withdraw a student from the course after the census date. A student wishing to withdraw must fill out the **withdrawal form in MyMCPortal**.

NON-DISCRIMINATION STATEMENT

Midland College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. For information and inquiries regarding Midland College's non-discrimination policies, go to:
https://www.midland.edu/about/tix/index.php
For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

ACCOMMODATION SERVICES

Any student who, because of a disabling condition, may require some special arrangements to meet course requirements should contact disabilities support services as soon as possible at:
https://www.midland.edu/services-resources/accommodation-services.php
Conditions may include documented physical or educational disabilities. Please be aware that services or accommodations are not automatic. Each student must request them and secure the proper authorizations/documentation. Accessibility Links can be found on the Pages tab in Canvas.

INSTRUCTOR INFORMATION

Instructor Name:	
Email:	
Office Location:	
Office Phone:	
Office Hours:	
Department Chair:	Dr. Christopher Brown
Division Dean, Fine Arts and Communications:	Dr. William Feeler
Secretary:	Ms. Lula Lee
Division Office:	135 AFA
Phone:	432-685-4624
Division Office hours:	8-5, Monday-Friday