Moberly Area Community College
Common Syllabus
LAL101 Composition I

Current Term

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: LAL101 Composition I (3-0-3)
This course teaches process writing, from pre-writing to revision. Focus is on reading and critical thinking, essay writing, and literary analysis. Course provides practice in computer-assisted writing and oral communication. (FA, SP, SU)

Prerequisite: Eligible placement score or C or higher in appropriate developmental course or concurrent enrollment in LAL090.

Texts: Sections T1, T2, X1, X2, 18
No text required.

All Other Sections: The text is an ebook included with the class. Print books are optional and available in the MACC bookstore.
Title: The Glorious American Essay
Author: Lopate
Edition: 2021
Publisher: Anchor

The following text is an Open Educational Resource.
Title: Reading, Thinking, Writing
Authors: MACC Faculty/LOGOS/ Dr. Mike Barrett, ed.
Publisher: Pressbooks
Link: https://macchandbook.pressbooks.com/

Other Required Materials: Per instructor’s policy

Purpose of Course: In this class we will read critically, write effectively, and discuss intelligently.

Course Objectives:
1. Demonstrate critical and analytical thinking for reading, writing, and speaking
   • Participate in active reading and discussion of a variety of texts.
• Incorporate ideas and information from readings into own writing.
• Identify purpose, main idea, and supporting evidence
• Distinguish between fact and opinion and recognize textual biases.
• Distinguish between general and specific information.
• Summarize and paraphrase information
• Analyze and evaluate their own and others’ speaking and writing.
• Communicate effectively in groups by listening, reflecting, and responding appropriately.
• Formulate diagnostic questions for resolving issues and identify possible solutions

2. Develop and employ a wide-ranging vocabulary
3. Compose sound and effective sentences
   • Use a variety of sentence structures correctly
   • Understand and employ subordination and coordination to express ideas.
   • Avoid major sentence-level errors such as fragments, comma splices, fused sentences, etc.
   • Communicate with few errors in grammar, usage, diction, and mechanics
4. Compose unified, coherent, and developed paragraphs
   • Write focused topic sentences
   • Maintain focus and unity of paragraph
   • Use details, examples, and facts to develop the paragraph’s main idea.
   • Select and use appropriate patterns of organization for subject audience, and purpose
   • Use transitional devices
5. Understand and use a recursive writing process to develop strategies for generating, revising, editing, and proofreading texts.
6. Produce rhetorically effective discourse for subject, audience, and purpose
   • Organize a logically structured essay that includes an introduction, body, and conclusion
   • Develop an essay’s controlling idea (thesis or claim) with a balance of generalizations and adequate specific, illustrative details.
   • Use transitional devices to achieve coherency, unity, and focus

Course Content:
1. Self-expressive writing
2. Informative writing
3. Argumentation
4. Cultural analysis
5. Literary analysis
6. Synthesis

Assessment of Student Learning: Per instructor’s policy
Grading Scale:
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% or below = F

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3-credit hour class.

Description of Major Assignment(s)/Project(s): The student will complete at least 16 pages of formal, revised essay writing, including at least one essay that uses multiple sources to support an arguable thesis. It is recommended that the instructor assign essays according to their purpose: self-expressive, informative, persuasive, etc.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education Outcomes, the student who successfully completes this course will be able to:

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

College / Instructor Policies:

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, G.020). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.
Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course

Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:

- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, G.040)

Tardiness: Per instructor’s policy

Make-up and late work: Per instructor’s policy

Extra-Credit: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.