Class Information: Saturday, Room J120, 9:00 am-12:15 pm  
Instructor: Chris Carpenter  
Phone: (972) 860-4555  
e-mail: ccarpenter@dcccd.edu  
Division Office: Communications, Building L, Room L367  
Hours: By appointment only  

Brookhaven Mission Statement: Brookhaven College is dedicated to student success. The college is committed to providing educational programs that maintain the highest standards of student performance; providing an educational environment that emphasizes critical thinking and decision making, reflection and creativity; and providing a culturally competent and sensitive environment that reflects and celebrates diversity.  

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.  
Note: ENGL 1301 is now a pre-requisite for all 2000-level literature courses. This change was a result of recommendations by the English faculty group for the 2011 Learning Objectives project.  

Transferable Skills: Summarizing, critiquing, synthesizing, analyzing, and evaluating literary sources. Drafting and revising academic essays for reflective analysis, sound argumentation, and clear organization. Drafting and revising paragraphs in terms of focus, development, and coherence. Writing and editing sentences for correct grammar, punctuation, and usage. Researching and documenting secondary sources.  

Required Texts:  

Recommended Texts:  
Web site: www.kirsznermandell.wadsworth.com  
A good collegiate dictionary.
This English 1301 course develops the following Core Objectives:

**Critical Thinking:** To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

**Communication:** To include effective development, interpretation, and expression of idea through written, oral, and visual communication.

**Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility:** To include the ability to connect choices, actions, and consequences to ethical decision-making.

The Student Learning Outcomes for English 1301 are as follows. Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

**Grading System:**

**Percentages:**

- 5% In-Class Essay One
- 5% Writing Process Test
- 5% TED Talk Test
- 5% Final Exam
- 5% Quizzes
- 10% Paper One (Narrative)
- 10% Paper Two (Proposal)
- 10% Group presentation
- 15% Paper Three (Film Review)
- 15% Paper Four (Argument Analysis)
- 15% Workshops, Exercises, Participation, and Attendance

**Grading Scale**

100-90 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

**COURSE SCHEDULE**

**Unit One—The Basics of Narrative**

Week 1—Class introduction; review of syllabus, class policies, and texts; in-class Essay 1; Paper 1 discussion.

Week 2—Writing narrative. Essays.

Week 3—Paper 1 due. Analyzing editorials/opinion pieces.

**Unit Two—Narrative for a Purpose**


Week 5—Essays.

Week 6—Paper 2 workshop.

**Unit Three—Evaluating Events**

Week 7—Paper 2 due. Evaluating films.

Week 8—Spring Break (no class)
Week 9—Group presentations.

Unit Four—Reviewing/Evaluating Film and Writing
Week 12—Tools and strategies for critical evaluation of the works of others.
Week 13—Film and discussion/practice review. Essays.
Week 14—Paper 4 workshop.
Week 15—Final Exam.

Important Due Dates:
Paper 1: February 7
Paper 2: March 7
Oral presentation: March 21
Paper 3: April 4
Paper 4: May 9 (Final Exam)

NOTE: The instructor reserves the right to revise this itinerary as needed with adequate notice to the students.

IMPORTANT DATES FOR SPRING 2015:
January 12 (M) Faculty Reports
January 19 (M) Martin Luther King, Jr. Day Holiday
January 20 (T) Classes Begin
February 2 (M) 12th Class Day
February 19 (R) Conference Day—day and evening classes will not meet.
February 20 (F) Professional Development Day—Friday day classes will not meet.
        Friday evening, Saturday and Sunday classes will meet.
February 23 (M) Classes Resume
March 9-13 (M-F) Spring Break—College will be closed for the week.
March 16 (M) Classes Resume
April 3 (F) Holiday
April 6 (M) Classes Resume
April 16 (R) Last Day to Withdraw
May 11-14 (M-R) Final Exams
May 14 (R) Semester Ends
May 18 (M) Last Day for faculty to submit grades
CLASS POLICIES

Communication with your instructor: You are encouraged to email me; phone calls are unlikely to be promptly returned, whereas I can respond to emails much more quickly (from a few hours to no later than one full day, holidays notwithstanding). In the event of emailed paper drafts, this turnaround time may extend to two days, but in all likelihood I can respond to those within a full day as well. Please see item “a” under Classroom Etiquette on page 8 of this syllabus for emailing guidelines.

Reading assignments: These are given daily, as will be quizzes over the assigned reading material. Quizzes cannot be made up, and are given at the beginning of the period. If you are going to be late for class frequently, then you must accept the fact that in all likelihood you will miss many quizzes, which could impact your grade. Everyone is expected to arrive to class at the same time; if you routinely cannot do so for work or personal reasons, then perhaps you need to reconsider taking the class at this time.

Homework assignments: You are expected to complete these on time as well. They are due at the beginning of each class period. If these are overdue, each class day they remain so will cost you a letter grade on the assignment in question.

Attendance and missed work: Attendance is key for student performance; between group work, class notes, and class discussion, you cannot expect to do well if you regularly miss class. If you are ill, you must, upon your return, produce satisfactory documentation proving your illness if you wish the absence to be excused. If you miss class, you are responsible for obtaining the missed assignment from me or on the class eCampus shell, where such assignments will be regularly posted. It is never good practice to wait until the close of the semester to try and make up missed work; you’re much better off when you stay on top of your attendance and the work you’ve missed. You are allowed one unexcused absence before your grade may be affected by poor attendance.

Conferencing With Your Instructor: If a meeting is necessary, please let me know via email and we can set up a meeting on campus at a time that is convenient to you and that I am able to make (I work full-time off campus, as do most of you). I don’t have an office on campus, but there are many places we can meet to discuss any concerns or questions you may have.

Turning in papers: Papers will be due at the beginning of class on the assigned date; otherwise, each day they are late results in the loss of a letter grade. Please inform me beforehand of any bizarre developments or disasters that might affect your paper.

Papers must be typed and double-spaced on 8.5 × 11 sheets of white paper. Include your name, the instructor's name, the title of the course, and the date in the upper-left corner of the first page, but do not use a folder or cover sheet.

Paper Return Policy and Feedback: I will return papers no later than a week after they have been turned in. Papers will feature line-by-line marking where appropriate as well as written comments. While it is perfectly acceptable to ask me for handwriting clarification upon receipt of papers, I do ask that, should you have an issue regarding my comments or your grade, you wait for 24 hours before contacting me; often, perspective clarifies a great deal.
Brookhaven College Grading Standards for English Essays

*Student essays are evaluated and graded based on the criteria shown below. The grade reflects elements that were included or missing from the essay. Students may only have been missing a few of the requirements noted within each grade range-or many. Comments and correction marks are attached for suggestion and encouragement as well to help students improve their approach to organization, research, writing, and formatting of their submissions.*

**The A Paper**

**Thesis:** The essay exhibits originality of thought in stating a stimulating and insightful central idea that is ideally suited to the essay’s specific audience and purpose.

**Organization:** All ideas in the paper flow logically. Paragraphs are unified and effective in support of the paper’s purpose. The writer uses effective and appropriate transitions between ideas and paragraphs.

**Development:** Ideas demonstrate critical thinking with clarity, accuracy and depth. Ideas are supported using actual and/or hypothetical examples, statistics, expert opinion, evidence, and/or reasons.

**Style & Mechanics:** The essay exhibits excellent academic tone and diction: it includes no repetition, offers varied sentence structure, is stylistically original, and chooses effective words and phrases. The essay has no comma splices or run-on sentences or other errors in punctuation, spelling, grammar, and mechanics.

**Research and Documentation:** If the essay uses outside sources, the sources are integrated smoothly. The writer engages with the works of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.

**Format:** The essay follows MLA guidelines.

**The B Paper**

**Thesis:** The essay exhibits a central idea that is well-suited to the essay’s specific audience and purpose.

**Organization:** Most ideas in the paper flow logically. Most paragraphs are unified and effective in support of the paper’s purpose. The writer frequently uses effective and appropriate transitions between ideas and paragraphs.

**Development:** Ideas demonstrate critical thinking with clarity and accuracy but with little variety of supporting evidence and/or less depth than the A paper. Each major idea is supported.

**Style & Mechanics:** The essay exhibits good academic tone and diction. Although the essay may have minor repetitions and lack some originality, it has variety in sentence structure, is stylistically competent, and exhibits generally effective word and phrase choices. The essay has minimal errors in punctuation, spelling, grammar, and mechanics; these minimal errors do not obstruct meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are attributed and integrated into the writer’s own work. The writer engages with the works
of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.  
**Format:** The essay follows MLA guidelines.

**The C Paper**  
**Thesis:** The essay exhibits a central idea that may lack depth or state the obvious and/or may need more narrowing or expanding for the essay’s specific audience and purpose.  
**Organization:** Some ideas in the paper flow logically. Some paragraphs are unified and effective in support of the paper’s purpose. The writer occasionally uses effective and appropriate transitions between ideas and paragraphs.  
**Development:** Each major idea has some support, but individual concepts may have little in-depth support and may (in a research essay) rely more on source material than on the writer’s original ideas.  
**Style & Mechanics:** The essay exhibits acceptable academic tone and diction but may be frequently repetitious or lack variety in sentence structure. The essay may have multiple errors in usage, word choice, punctuation, spelling, grammar and/or mechanics; however, the errors do not obstruct meaning.  
**Research and Documentation:** If the essay uses outside sources, the sources are attributed and for the most part integrated into the writer’s own work. The writer somewhat engages the works of others. In-text citations lead clearly to a correct Works Cited page.  
**Format:** The essay follows MLA guidelines.

**The D Paper**  
**Thesis:** The essay states a central idea that is misaligned with the essay’s actual ideas.  
**Organization:** Many ideas in the paper do not flow logically. Many paragraphs are not unified and are ineffective in support of the paper’s purpose. (This part seems to be about development rather than organization.) The writer occasionally uses ineffective and inappropriate transitions between ideas and paragraphs.  
**Development:** Quantity of support for ideas is small to non-existent. In a research essay, sources are overused, but little supporting evidence expresses the writer’s own ideas.  
**Style & Mechanics:** The essay exhibits a lack of academic tone and diction, is frequently repetitious, and/or has little to no variety in sentence structure. The essay has numerous errors in word choice, spelling, punctuation, grammar, and/or mechanics; these errors obstruct meaning.  
**Research and Documentation:** If the essay uses outside sources, the sources are poorly integrated and/or do not support the essay significantly. In-text citations are incorrect or missing, and/or the Works Cited page is incorrect or missing.  
**Format:** The essay mostly follows MLA guidelines.

**The F Paper**  
**Thesis:** The essay does not exhibit a central idea.  
**Organization:** Most ideas in the paper do not flow logically. Paragraphs are not unified and are ineffective in support of the paper’s purpose. The writer frequently uses ineffective and inappropriate transitions between ideas and paragraphs.  
**Development:** Quantity of support for ideas is small to non-existent. In a research essay, the writer depends too heavily on sources for development. Some major ideas are not
developed at all. Paragraphs may contain support that does not relate to the paragraphs’ main ideas.

**Style & Mechanics:** The essay fails to demonstrate college-level academic tone and diction, spelling, punctuation, grammar, and mechanics. These errors seriously obscure meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are poorly integrated and do not support the essay significantly. In-text citations are missing. The Works Cited page is incorrect or missing.

**Format:** The essay mostly does not follow MLA guidelines.

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**BROOKHAVEN COLLEGE POLICIES**

**DROP/WITHDRAWAL POLICY:** Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw. **The last day to withdraw is Thursday, 4/16.**

**STOP BEFORE YOU DROP**
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/6drop](https://www1.dcccd.edu/6drop)

**FINANCIAL AID STATEMENT:** Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**RELIGIOUS HOLY DAYS:** A student shall be excused from attending classes, or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence.

**ADA STATEMENT:** If you feel you may need special assistance or accommodation (such as help with taking notes, extra time on tests, etc.) because of any type of physical disability or learning difference, please contact the Special Services office in Room S124 or at 972-860-4847.
**ACADEMIC INTEGRITY:** The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Scholastic dishonesty is a violation of the Student Code of Conduct and is punishable as stated in college policies. The Student Code of Conduct can be found in the Brookhaven College Student Handbook or online at [https://www1.dcccd.edu/cat0708/ss/code.cfm](https://www1.dcccd.edu/cat0708/ss/code.cfm).

**REPEATING THIS COURSE:** The Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition being charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester.

**GRADE REPORTS:** Final grade reports are not mailed to students. You may obtain your final grades online at econnect.dcccd.edu or by calling (972) 613-1818.

**FERPA:** FERPA privacy guidelines prohibit instructors from discussing students' specific grades through email. Such information can be given in person.

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**A Letter to the Students**

Hello everyone!

I hope you enjoy this course, and that you get the most from it that you possibly can. It may not be easy. But before you become intimidated by *any* course, think of your role in class as *claiming* your education—this should be less of a business transaction than a two-way exchange in which you put effort into learning, I into teaching, and both of us come out ahead. That may seem naïve or simplistic, but that’s the way it should be, and the way that will best benefit you.

I have no doubt that you can improve your writing regardless of the skills that you bring to the class. To perfect your skills in grammar, structure, organization and detail, we will be reading a great deal as well as writing a number of papers. It’s impossible to improve your writing without both *reading* the established *work of others* and *practicing* your own *craft*.

I will be encouraging you to take chances and learn from mistakes as you discover your writing voice. Writing extensively, asking questions and challenging yourself beyond your previous experiences will help you to find that voice. Finally, if you feel confused or overwhelmed by the course work as the semester progresses, please let me know. I will be willing to help you in way I can to make you successful in your educational endeavors. Although you are responsible for your learning, I am here to facilitate that learning through various strategies that work best for you.

Sincerely,

Chris Carpenter
**Classroom Etiquette:**

Please treat each other and the instructor with respect. Be aware of the written and/or verbal policies the instructor includes in the syllabus or says in class. As you would wish to be treated, so treat others. In other words, by following the rules outlined below, you will be more successful and less frustrated with your instructor and fellow students (and better prepared for university and/or business life).

a. I try not to impose a formal framework onto my communications with students, but please remember that when you send me (or any instructor) an email, you are not texting. Please include an appropriate subject line for your email, and in the message itself, be sure to include a salutation (even if it is simply “Chris,” which is fine), write as clearly and correctly as you can so that I understand your request, and be sure to sign off with your name. Emails with no subject line, salutation, punctuation marks, or capital letters will not receive replies.

b. Practice open and honest communication. Communicate, politely, with your instructor if you have a problem. Nothing can be solved if you approach your instructor in an offensive manner, or demand the instructor solve your problems. Also, nothing can be accomplished if you don’t talk to your instructor at all!

c. Avoid asking for special treatment without good reason. Requests for special consideration from the instructor (such as late papers, excused absences, etc.) are just that, requests. You are asking the instructor for a favor. **Your instructor must be fair to all students and may not grant your request, or may grant it only with adequate documentation/evidence. Be aware of this and respect the instructor’s decision.**

d. Be prepared. Come to class prepared to write, discuss, work in groups, and ready to cooperate. Being prepared and able to work with a team are the two most valued skills in the business world. Have your reading done, drafts prepared, topics considered before you come to class. This, above all else, demonstrates respect for yourself.

e. Listen! Listen to your instructor and your fellow students. Take notes when needed. Most problems occur because deep and open listening has not been practiced. Considering what has been said before reacting shows respect for the other person, as well as yourself.

Finally, respect other students and the instructor by coming to class on time and making sure you turn off cell phones and pagers. **Please do not text during class.** Laptops, iPads, and similar devices are allowable as long as they are being used for class-related purposes (and do know that it is usually quite obvious when this is not the case). Disrupting class is never respectful in anyone’s eyes!

Thank you for your attention. It is noticed and appreciated by your instructor and fellow students.