Michael Morris
English 1301
Sections 43401 and 93448
Phone: 972-860-7247
Office: C-264, Eastfield College
Office hours: 8-9 MTWHF
E-mail: michaelmorris@dcccd.edu
(other times by appointment)

Quick Links:
Evaluation
Participation
Academic Dishonesty
Weekly Schedule
Writing Hints
Formatting

Course Home Page: http://ecampus.dcccd.edu
Technical Support for eCampus: 972.669-6402
Let's make it a great semester!

Textbook and Other Course Materials
Required: Morris, Michael- The Active Writer (Second Edition)
Paperback ISBN: 9781465247858
eBook ISBN: 9781465263414
Bradbury, Ray- The Illustrated Man ISBN: 9780062079978
other versions available
Videos from The Writer's Circle series available to stream online and for checkout in the library.
Recommended: The American Heritage Dictionary or any good paperback English dictionary
Required Materials: a valid DCCCD student i.d.; a DCCCD email address that you check regularly
(activate your account at www.dcccd.edu/netmail); two floppy disks or flash drives.

ENGL 1301: Composition I

Course Description:
2014 Core Curriculum Foundational Component Area: 010 Communications
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. (3 Lec.)

Coordinating Board Academic Approval Number 23.1301.51 12

Course Prerequisites
One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards.

Student Learning Outcomes:
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.

Core Objectives:
ENGL 1301 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.

Core Objective Development Statements:
ENGL 1301 develops **Critical Thinking** by requiring students to analyze a variety of texts in terms of audience, purpose and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.

ENGL 1301 develops **Communication** by requiring students to respond to a variety of texts in the form of revised and edited academic essays.

ENGL 1301 develops **Teamwork** by requiring students to engage in collaborative writing and editing processes such as peer review.

ENGL 1301 develops **Personal Responsibility** by teaching students the ethical and accurate use of research through proper citation and documentation.

Course Outline with A More Specific Course Description
This section of ENGL 1301 is offered as an online course. You will work on-line through our eCampus class site to view videos, power points, podcasts (if available), and direct communication with the instructor. A vast amount of reading is required for you to get the most out of your writing experience. You will also participate in discussions about the readings and writing assignments.

The course is divided into four units, each focusing on reading and writing for different purposes. For each essay, you will receive an assignment handout that describes the features of the writing and refers you to relevant textbook information. It is your responsibility to keep up with assignments, even those that seem to be minor, so you will be fully prepared for the major assignments. Even though we'll work hard, I hope that we'll have fun too as we read, write, talk, listen, and learn together. Here's a course overview:

The specific course schedule is found in the Calendar section of the class website.

Evaluation Procedures
A. **Overview of Course Requirements**
   
   Essays and tests (70% of total grade)
   
   Essay #1 (13%)
   Essay #2 (16%)
Essay #3 (20%)  
Essay #4 (21%)  
Process (30% of total grade)  
Discussion Board  
Reading/Video Quizzes  
Approval Assignments (not done in Scholar-Mester terms)  
Miscellaneous Assignments

B. Scale Used for Course Grades
A = 90-100 and at least an 80 on the final essay [etc.]  
B = 80-89 and at least a 70 on the final essay [etc.]  
C = 70-79 and at least a 65 on the final essay [etc.]  
D = 60-69 and at least a 60 on the final essay [etc.]  
F = 0-59 OR more than 5 absences

C. Additional Information about Graded Essays
With feedback from your instructor, you will develop, revise, polish, and submit four formal essays. For each essay you will receive detailed information, including features of the writing, and guidelines for selecting topics. You will choose a topic within those guidelines, but your essay topic must be approved by me to have your essay accepted and graded.

You will find the Grading Standards for Essays in this syllabus or online. NOTE: if the surface problems in an essay are so numerous or so severe that they make it difficult for readers to focus on your meaning or understand what you are trying to say, an assignment may get a "flat F" (all other criteria irrelevant).

Late Work: Late work is not accepted except under extreme circumstances (documentation will be required) and only for major writing assignments. If you must be absent (or unavailable) when a paper is due, it is your responsibility to get it turned in on time and in the appropriate fashion.

Attendance and Participation Policies

Online Participation: To be considered present and earn the relevant process points, you need to be fully prepared, present (both mentally and physically) for all online activities, and a productive participant in all process activities. Examples of productive participation include behaviors such as listening carefully to others, making relevant comments, asking useful questions, responding thoughtfully.

Participation and feedback: As a part of the attendance policy, you should note my guidelines on properly formatted writing assignments. After two warnings to format work correctly, I stop providing feedback for those assignments which do not adhere to the formatting guidelines provided for you on this syllabus and available on the course website. This is because I believe the student may not be reading feedback, and thus not fully participating in the course.

Discussion Board Participation: Because the Discussion Board is part of our college classroom and not a chat room or a form of IM, you will need to use Standard American English. Fortunately, the discussion board now includes Editing Tools, so correct and proofread your posts before hitting Submit or Publish. Although you cannot remove a post once you have Submitted or Published it, you can modify your own posts to correct careless editing or add explanations, etc. For other important information about Discussion Board posts and replies, read the Netiquette Rules handout under Course Documents. If posts or replies violate the Netiquette Rules in either content or form, I will remove them and the author will receive a zero for that board. If that happens more than twice, the writer will be blocked from Discussion Board participation. For full credit, you need to post a short, but complete response to the question or prompt provided and also three replies to posts by your classmates. For a true discussion, you need to post on different days, not all at once at the last minute. Keep in mind that while you do not have to write an essay here, responses like “I agree” or “I don’t like this” won’t suffice. Each post should probably be a good, strong paragraph in length.

Attendance: In this course, on-line activities (e.g. writing, talking, reading, responding) play an important role in your development as a writer, reader, and learner, so your attendance and participation are crucial for your success. To be considered present, you need to be a productive participant (see
the definition above) who is prepared and has completed the on-line work by all deadlines. So plan to participate regularly. If an extenuating circumstance causes you to miss for any reason, it is your responsibility to note the schedule to find and catch up in reading. Check our class home page (see info below) and contact me so that you can be fully prepared. Be sure to check all announcements and email.

Our Class Site on eCampus
You will use our class site to check for class announcements, email classmates or me, participate in on-line class discussions, and submit written work. You will find all course documents there (e.g. course calendar, essay handouts, peer review forms, power point presentations, and podcasts) plus buttons for resource activities, and external links to a few of many excellent writing-related sites. To access our homepage, go to the DCCCD eCampus page at http://ecampus.dcccd.edu and follow the log-in instructions. When the page appears that says “Welcome __ your name __”, you should find Composition I listed as a course you are enrolled in. Click on it and our class homepage should come up. To familiarize yourself with the site and begin the first assignments, click the Begin Here button and complete the orientation.

Where to go if you need additional help with your writing
The Link (Library, Eastfield College).
Your instructor: See schedule for office and on campus hours online. Note that I may also keep some hours specifically for online chat. And I may be in the Student Resource Center at various times.

Academic Honesty Statement
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, 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. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences, words. For such an offense, a student will receive a zero on the assignment and can receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of
understanding and comprehension. If you summarize, paraphrase or directly quote from an author, you must use the appropriate documentation because the ‘idea(s)’ still belong to the author.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1dcccd.edu/cat0608/ss/code.cfm).

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English 1301 class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document, student “Responsibility”) will receive one or more of the following penalties:

- The grade of zero (0) on that particular assignment.
- A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

Food and Drink Policy
We will observe the policy of no eating or drinking in the classroom.

ADA Statement
If you are a student with a disability and/or special needs who requires ADA accommodations, please contact the Eastfield College Disability Services Office (Phone: 972-238-6180).

Religious Holidays
If you will be absent for the observance of a religious holy day, you will not be penalized, but you must notify me in advance, so we can establish your make-up deadline.

Withdrawal Policy
The last day to withdraw from this course with a "W" is April 16. Withdrawing from a course is a formal procedure which you must initiate: I cannot do it for you. If you stop attending and do not withdraw, you will receive a performance grade, probably an F. Because some students drop when help is available, please talk with me before withdrawing.

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.

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at http://econnect.dcccd.edu/ by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which
Third Attempt to Enroll in a Course

Effective for fall semester 2005, The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. Developmental Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. Students should take care in dropping a course, as the third or future attempt to retake a course will result in additional tuition. There is not an appeal process.

One final note: This syllabus reflects my initial plans for this course. If I determine we need to make adjustments or develop new policies, I reserve the right to do so.

Schedule for readings and major assignments

For this course to be successful, you must keep up with reading and watch all videos. The texts for this course are *The Active Writer* and *The Illustrated Man*, and the videos are from the series *The Writer's Circle* (available online and in the school library). You are responsible for completing all assigned reading and videos before quizzes, discussion boards, and approval assignments. Please remember that I reserve the right to alter the schedule as I see necessary. It is very important that you regularly check your email from me and announcements on the class website for any news of changes. An up to date and accurate email address, posted on the class website, is mandatory.

Note due dates carefully. Weekly discussion boards (two posts) must be complete by Saturday of the week assigned unless otherwise noted (some will be earlier). Quiz due dates might vary. There is a one hour time limit for all quizzes. Also, note that there are approval assignments. Failure to complete these not only gives you a zero for a minor assignment, but also damages your chances to learn what you need for the final drafts of your papers.

I also recommend that before you read these works, you take the time to view any available power point presentations or podcasts about important concepts. This will hopefully provide valuable information that will help you succeed in the course.

Week One:
Complete Online Checklist before Thursday at Midnight. (If you did not receive this via email, then click the Begin Here button on the class website to download it.)

**Reading:** *The Active Writer* Chapters One and Two
*The Illustrated Man:* “Kaleidoscope”

**Video:** “Exploring the Process” (Click Video button online to find.)
Quiz #1 (over reading and videos) due Friday, January XX.

Week Two:

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✓ Changes to the schedule are usually posted on the class website and sent to members of the class via email.
Begin working on Essay 1 Assignment (click the Documents button and look in the “Essay Information” folder)

Read the parameters for Essay #1 (in Documents section) and Submit Approval Assignment #1 before Friday at Midnight. It may help to watch the podcast “Bibliographies and Essays.”

Complete Discussion Board 1 by Midnight, Saturday.

**Week Three:**
**Reading:** The Active Writer: Chapters Three and Four
The Illustrated Man: “The Fox and the Forest”
**Videos:** “Observing Details” and “Explaining Relationships”
Take Quiz #2 by Midnight, Friday.

**Week Four:**
Submit Essay #1 by Midnight, Friday.
Participate in Discussion Board 2. Complete by Midnight, Saturday.

**Week Five:**
**Reading:** The Active Writer: Chapter Five
The Illustrated Man: “The Other Foot”
**Videos:** “Evaluating”
Take Quiz #3 by Midnight, Friday.

**Week Six:**
Submit Approval Assignment #2 by Midnight, Friday.
Participate in Discussion Board 3 before Midnight, Saturday.

**Week Seven:**
**Reading:** The Active Writer: Chapters Six and Seven
The Illustrated Man: “The Visitor”
**Videos:** “Responding to Arguments” and “Building Arguments”
Take Quiz #4 by Midnight, Friday.

**Week Eight:**
Submit Essay #2 by Midnight, Friday.
Participate in Discussion Board 4. Complete by Midnight, Saturday.

**Week Nine:**
**Reading:** The Active Writer: Chapters Eight and Nine
The Illustrated Man: “The Veldt” and “The Rocket Man”
**Videos:** “Integrating Research” and “Searching for Causes”
Introduce use of Electronic Databases (podcast online)
Take Quiz #5 by Midnight, Friday.
Week Ten:
Submit Approval Assignment #3 by Midnight, Friday.
Participate in Discussion Board 5. Finish by Midnight, Saturday.

Week Eleven:
Last day to withdraw with a “W”: April 16.
Reading: The Active Writer: Chapter Ten
The Illustrated Man: “Marionettes, Inc.”
Video: “Imagining Solutions”
Take Quiz #6 by Friday at Midnight.

Week Twelve:
Submit Essay #3 by Friday at Midnight
Participate in Discussion Board 6. All posts should be complete by Midnight, Saturday.

Week Fourteen:
Reading: The Illustrated Man: Finish book (I will not be quizzing on specific stories, but you should be able to address any questions about other stories in the collection).
Videos: “Analyzing Images” and “Thinking Radically”
Take Quiz #7 by Midnight, Thursday.

Week Fifteen:
Submit Approval Assignment #4 by Midnight, Friday.
Participate in Discussion Board 7. Complete by Midnight Saturday.

Week Sixteen:
Submit Essay #4 Midnight, Thursday.

General Writing Hints and Formatting Information

Essays that generally succeed at a greater level are those where the writer has taken the task and the subject seriously (which does not mean a sense of humor is out of place), shown some originality where needed, and revised a great deal from draft to draft. The best papers demonstrate that real thinking has occurred, not just regurgitation of stale and disparate thoughts. While writing is not the easiest or most enjoyable task you are likely to have, your attitude and approach may make the difference between doing well and just doing.

Take the time to compose your papers as if you really care about the subjects. You are likely to gain more from the experience of writing if you do a little at a time, rather than all at the last minute. Try to connect what you read for class to what you are trying to say in each paper. Try to learn something new with each paper. You’ll also note that only one of the assignments has a length requirement. Pay attention to all parameters for each assignment, and review carefully all handouts and power points designed to help you.

Failure to adhere to proper writing and formatting conventions can result in lower
grades or having the paper returned to you to be re-done. (I generally return papers to be revised when I have reached five errors in sentence-level writing and/or documentation. Failure to revise such an essay result in a grade of zero.) **Note that all topics must be approved by the instructor.**

*Formatting “do’s”:* All essays are to be typed and double spaced according to MLA standards, and **must be saved in Rich Text Format (RTF).** They must also be uploaded to the class website. There should be one-inch margins all around each page. Use 12-point type. Times Roman is the preferred font, but mostly I don’t want you to use fonts that are difficult to read. Do not attach a cover page. On the first page (not in the header), in the upper left hand corner, you should type a heading that includes your name, the class (with section number), date, and assignment. Each page after the first should have your last name, a blank space, and the page number in the upper right hand corner (use the header feature). Center your title. Run the spell check and proofread carefully.

Keep hard copies of all work, including drafts, notes, and workshop materials. I may request any of that material at some point in the semester.

*Formatting “don’ts”:* Do not place your paper in a plastic folder or attach a “cover sheet.” Do not add extra spaces between paragraphs. Do not bold, underline, or enlarge the title. Do not put it in quote marks either. Do not try to use large fonts or wide margins to artificially lengthen your paper. Do not send the Works Cited page in a separate file. Do not skip class to write your paper. Do not make excuses. Do not panic.

**Do keep in mind that essays not formatted properly or which do not adhere to the standards of written English at this level will not be graded.** If a paper is returned to you to be revised, a zero is recorded until the revision is complete. Also note that the use of Wikipedia for any work whatsoever will earn the writer an automatic zero.

*Other conventions:* Titles of articles, stories, and poems go in quotation marks, as in “A Valediction: Forbidding Mourning” and “Everyday Use.” Long plays, books, magazines, and newspapers are underlined, as in King Lear and The Dallas Morning News. Unless you know personally the person whose work you are writing about, do not refer to her or him by the first name. A Works Cited page is the last page of the document and paginated accordingly. Understand the difference between quoting directly and paraphrasing. Do both properly, accurately and fairly. Though I plan to discuss other elements of academic writing, you should ask if you have any questions.

**Formatting review:**
Double space all writing with no extra spaces between paragraphs.  
Use 12 point type, Times New Roman font.  
One inch margins all around (Most programs are defaulted for this.).  
A heading belongs on the first page (not inside the header) and contains: your name, your class with section number, your instructor’s name, the date, assignment.  
All work MUST be saved in Rich Text Format (see instructions online).
STANDARDS AND GRADING: Grades on written work will range from A to F based on content as well as form and must be appropriate (and approved) according the criteria set forth for each paper. The following criteria will serve as qualitative standards:

A This is an excellent paper, an innovative, creative and perceptive response to the assignment. It states and develops its central idea with originality. Its ideas are clear, logical, and innovative. The support is not only interesting and relevant but boldly thought-provoking. It contains all the positive qualities of good writing listed below: structurally flawless and demonstrates a clear application of creative insight. The “A” range paper is not at all formulaic or clichéd.

1. substance; meaningful, not hackneyed, ideas
2. concentration on a main purpose with strong development and firm support
3. careful construction and organization of sentences and paragraphs
4. careful choice of effective words and phrases
5. freedom from flagrant errors in spelling, punctuation, and grammar.
6. effective use of any research and source material with appropriate documentation
7. strong and clear thesis around which the entire paper revolves

B This paper goes beyond a routine response to the assignment. It contains most of the qualities of an “A” essay as described above. A significant central idea clearly defined, supported with concrete, substantial, and consistently relevant detail. It is comparatively free of errors in the use of English. Although the B paper clearly and logically develops a central idea, it lacks the originality of thought and style which characterizes the A paper.

C This average paper carries out the assignment in a competent way. It has a central idea that is somewhat developed and organized, but not clearly enough to convey its purpose to the reader as the A and B papers above. It may, in fact, have few errors in the use of English but a weak thesis. Basically, it lacks the vigor of thought and expression, which would entitle it to an above-average rating.

D This is a paper that begins to meet the requirements of the assignment but is flawed in one or more of the following ways. It indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain serious errors in the use of English and fail to present a central idea or to develop it adequately. If a thesis exists, it is extremely weak (unclear and/or difficult to identify). However, D papers barely meet the goals of the assignment.
The failing paper does not meet the requirements of the assignment or has several interrelated flaws in purpose, support, organization, voice and tone, and style; it is the combination of these distracting flaws that renders the paper essentially ineffective. It indicates failure to state and develop a main idea. It may also indicate failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. The following are weaknesses which characterize F caliber writing:

1. inadequate statement or development of main idea
2. sentence problems (syntax and semantics)
3. agreement errors: verb and pronoun
4. verb tense errors
5. spelling errors on final drafts prepared out of class.
6. lack of a thesis
7. content inappropriate according to assignment standards/instructions as well as previous approval by the instructor.
8. plagiarism (see syllabus and DCCCD Student Code of Conduct)