English 1301.63022 - Composition I  Spring 2015

Instructor:  (Dr.) Debbie Olson
Location:  W272A
Time:  12:30-1:50p
Division:  COMMUNICATIONS & TEACHER EDUCATION —
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Fax:  214-860-8755
Class Meeting Times:  Tuesday/Thursday 12:30-1:50pm
Credit Hours:  Three (3)

Course Prerequisite:
One of the following must be met:
(1) The student must have successfully completed Developmental Reading 0093 AND
    Developmental Writing 0093;
(2) English as a Second Language (ESOL) 0044 AND 0054; or
The student  MUST  have met Texas Success Initiative (TSI) Reading and Writing standards AND
DCCCD Writing score prerequisite requirement.

Required Materials:
All readings for this class are on Blackboard.
Please have a Flash Drive for READINGS file and to save your work.

Course Description:
This course focuses on student writing. It emphasizes reading and analytical thinking and
introduces research skills. Students practice writing for a variety of audiences and purposes.

Student Learning Outcomes:
Writing: Students will write well-developed, organized multi-paragraph essays constructed in
grammatically correct and idiomatic English.
Reading: Students will produce accurate, comprehensive analyses that address structure,
theme, purpose, and rhetorical strategy in college-level reading.
Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis,
evaluation and synthesis of information.
Communication Skills: To include effective development and expression of ideas 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.

**CRITICAL THINKING:**

**Intellectual Competencies:**
The course, English 1301, satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

1. **Reading** – the ability to analyze and interpret a variety of printed materials (books, documents, and articles) above 12th grade level,
2. **Writing** – the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above 12th grade level,

**Exemplary Educational Objectives:**

English 1301, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation,
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices,

**Attendance Policy:** Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus mandatory for success in ENGL 1301. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence. If you miss more than 6 classes you will be asked to withdraw.

**I will not supply what you miss by email or phone.** There are NO MAKEUPS for the in-class assignments if you miss class. If you have extenuating circumstances, an exception may be made if you contact me. Do not just show up the next class and expect to be allowed to make up what you missed. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day’s activities. Habitual tardiness is an indication of poor time management and will have a negative effect on your grade.

**Policy on Late Work**

For major assignments, students may have one “grace day,” that is, one class day after an assignment is due to submit work late, with no points off. For example, if an assignment is due on Monday, students have until Wednesday to submit the assignment with no penalty. **After that one grace day, assignments will not be accepted. The only Exceptions: University approved sport activities, military service, unexpected hospitalization—all of which require documentation for late work approval. Since all assignments are turned in online there are few acceptable excuses for late work.**

This policy does **not** apply to daily work, such as in-class written work. **These will not be accepted late and cannot be made up. If you miss class, you miss the assignment. No exceptions. I will not supply what you miss by email or phone.** There are NO MAKEUPS for the in-class assignments if you miss class. If you have extenuating circumstances, an exception may be made if you contact me. Do not just show up the next class and expect to be allowed to make up what you missed. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day’s activities. Habitual tardiness is an indication of poor time management and will have a negative effect on your grade.
Assessment of MVC Writing Students
To assist the English Department in evaluating the effectiveness of the college’s writing program, your instructor will ask you to complete both pre-test and post-test exercises in order to be eligible to pass ENGL 1301.

Note: Your instructor will weigh these assessments for official grades in this course. See the grading or evaluation section of your syllabus for more information.

Grading Scale (Based on overall %)
- 90 to 100 = A
- 80 to 89 = B
- 70 to 79 = C
- 60 to 69 = D

Evaluation Procedures:
- The quality of your writing and critical thinking skills will be evaluated.
- Completion of assigned written papers, and in class activities will be evaluated

EXPLANATION OF GRADING SYSTEM

A (Excellent: 90-100) The A paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the A paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the A paper all research material (when required) is correctly documented and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

B (Above Average: 80-89) The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers substantial information and makes cogent, fresh arguments—that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The B paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the B paper all research material (when required) is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

C (Average: 70-79) The C paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its content/focus is general, commonplace, or trivial, or not adequately related to the assignment; its development is vague, incomplete, or inconsistent; its organization lacks adequate or appropriate transitions or relation of ideas. The C paper, in addition to meeting all the requirements of the assignment, exhibits a writing style that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a C paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the C paper all research material (when required) is correctly documented, and formatting adheres to
current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

**D (Below Average: 65-69)** The D paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

NB: A paper exhibiting major weaknesses in any specific area—content, development, organization, grammar and mechanics, documentation conventions, writing style—or, indeed, a failure to address the assignment is usually considered, at best, a D paper.

**F (Unsatisfactory: 0-64)** As writing that falls below minimal standards for college-level literacy, the F paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

**(Plagiarism/Cheating)** A paper should earn the grade zero if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a zero if it does not address the assigned topic or if directions have been either ignored or not followed.

**For a complete listing of MVC and DCCCD policies, refer to** [http://www.tasb.org/policy/pol/private/057501/](http://www.tasb.org/policy/pol/private/057501/). The highlighted policies below provide partial listing off the duties, rights and responsibilities of students enrolled in MVC courses.

**Institutional Policies:**

**Academic Honesty (Plagiarism):**
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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. **Students that engage in academic dishonesty will receive an “F” in the course and possibly expulsion from the college.**

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the [DCCCD Code of Student Conduct](https://www1.dcccd.edu/cat0406/ss/code.cfm) published in the DCCCD Catalog. More information is available at [https://www1.dcccd.edu/cat0406/ss/code.cfm](https://www1.dcccd.edu/cat0406/ss/code.cfm).

**Withdrawal Policy**
LAST DAY TO DROP WITH A GRADE OF “W” IS NOVEMBER 13, 2014.

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by NOVEMBER 13, 2014. Failure to do so will result in your receiving a performance grade, usually an "F."

If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped. PLEASE SEE ME BEFORE YOU DROP. **LET'S TALK!**
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/coursedrops

Repeating This 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. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/cato506/ss/oep/third_attempt.cfm.

The Texas Success Initiative (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ADA Statement:
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office (W145) at 214-860-8691.

Religious Holidays:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Disclaimer Reserving Right to Change Syllabus:
The instructor reserves the right to amend this syllabus as necessary.

Classroom Policies:
Do not disrupt class. Do not bring “noisy” foods. All activities should be geared to the scheduled assignment. Please turn all cell phones to vibrate or silent. If you are seen texting you may be counted “absent” for that day. Please don’t text in class! It is Rude! Please be respectful of other students. We will engage in many discussions about current events and social issues. All opinions are valued and welcome!

Inclement Weather:
Bad weather can occur at any time during the school year. In the event of inclement weather, tune in to local television or radio stations for a report of possible closings or delays of DCCCD locations. You may also call MVC’s inclement weather hotline at 214-860-8888 or visit our college Web site – www.mountainviewcollege.edu. Mountain View College is part of the Dallas
County Community College District (DCCCD) which includes seven colleges. Reports of closings may use the District (DCCCD) name instead of each individual college’s name.

Assignments

Diagnostic essay: Students will write a short essay in class.

CRR: Critical Reading Responses that are due on BB by class time on the day of the assigned reading. These are short “quizzes” that ask questions about the article readings. They are informal and are not graded for grammar or form, only content. They require the student to critically engage with the reading and are typically only a paragraph or two. 10pts ea.

Summary: Requires a brief, objective restatement of an assigned article’s main argument. The summary will use attributive tags, and MLA intext citations for all quotes and paraphrases. Objectivity is key! 2-3 pages, 50 pts.

Summary/Response: The student will summarize and then respond critically to an assigned article. This is a thesis based argument that seeks to explore the ideas of an author. The student will first briefly (no more than 2 paragraphs) summarize the author’s thesis and argument, and then offer a reasoned (logos) critique of at least 2 major points the author makes in the article. 4 pages, 50 pts.

Rhetorical Analysis: Students will use critical thinking skills to analyze an author’s argument and rhetorical strategies by critiquing the author’s argument. 4-5 pages. 80 pts

Synthesis: In this paper, students will enter into a dialogue with 3 different authors. Students will briefly summarize each author’s argument, then show where they connect and where they differ. The student will synthesize ideas in the creation of his/her own idea about the subject. The student will demonstrate skill in making connections between concepts and/or ideas. 5-7 pages, 100 pts.

In-class final diagnostic essay: In this essay students will revisit the question asked in the first diagnostic essay. How would you answer that question now?

NOTE: ALL assignments are to be turned in online to the appropriate folder on Blackboard. The only paper assignments turned in will be daily in-class work. Do NOT email any assignments, they will be deleted.

Assignment breakdown. Everything is by POINTS. Completing assignments guarantees those POINTS! If you do not do the work, you will not pass the class!

1. Summary--------------------- 50
2. Summary/Response------------- 50
3. Rhetorical Analysis---------- 80
4. Synthesis--------------------- 100
5. Annotated Bibliography ------ 50
6. Critical Reading Responses (12)--- 120
7. Diagnostic essays (2)---------- 50

Total Class Points--------- 500
Course Calendar
Subject to change without notice! Please read the assigned article BEFORE coming to class! Bring all ARTICLES and readings to class each day (on your phone, laptop, tablet)!

**Week 1 Jan 20**
T Course introduction, academic writing, seeking questions, introductions
R Ideas vs. opinions, how to find ideas, how to read, how to question, Introduction to MLA

**Week 2 Jan 27**
T How to find ideas vs support (evidence)
READ: Levin “The Case For Torture”
CRR#1 due!
R Assign summary essay
objectivity, signal phrases (Tags)
READ: Ehrenreich “How the Poor are Made to Pay for their Poverty”
READ: WRAC ch 1 Writing Summaries (on BB)
CRR# 2 due!

**Week 3 Feb 3**
T Paraphrasing vs quoting, introducing MLA citation
READ: Spriggs “Race and Poverty”
In-class critical reading response
CRR# 3 due!
R essay organization, paragraph development, objectivity
READ: Ehrenreich “Criminal to be Poor”
CRR# 4 due!

**Week 4 Feb 10**
T MLA citation, works cited.
READ: Medved “Erase our Divide through Marriage”
CRR # 5 due!
R DUE! Summary due by midnight!
Assign Summary/Response on Bushman “Effects of Violent Video Games”
READ: WRAC ch 2 Writing Critiques
Wallowing in complexity. How to read critically, asking critical questions

**Week 5 Feb 17**
T Critical responses
READ: Davidson “Racial Profiling”
CRR #6 due!
R Structure and essay organization
READ: Medved “How Hollywood Creates Anti-Americanism”
CRR #7 due!

**Week 6 Feb 24**
T Effective Quoting, paraphrasing, identifying ideas, Recognizing assumptions PPT,
READ: Derbyshire “In Defense of Racial Profiling”
CRR #8 due!
R  Summary/Response Due by midnight!
Assign Rhetorical Analysis

Week 7  March 3
T  Summary/Response GRACE day ends midnight
Ethos, Pathos, Logos. Rhetorical appeals, Finding rhetorical appeals
READ: Gerzon “Manhood”
CRR #9 due!
R  Defining logic and logical analysis
READ: Katz “How Boys Become Men”
CRR #10 due!

~Spring Break March 9-13~

Week 8  March 17
T  Constructing effective Outlines, MLA
In-class Rhetorical analysis outline

R  READ: Anderson “Reality TV and Criminal Injustice”
CRR#11 due! Rhetorical Analysis practice

Week 9  March 24
T  Rhetorical Analysis INTRODUCTION ONLY peer review!
All students must bring draft

R  Rhetorical Analysis BODY ONLY peer review!
All students must bring draft!!

Week 10  March 31
T  Rhetorical Analysis Due!
Assign Synthesis, What is synthesis? How to use sources, seeking ideas

R  Rhetorical Analysis GRACE day ends midnight
Assign Bibliography Choosing a topic, How to find sources, finding themes

Week 11  April 7
T  READ: Levin & Carlsson-Paige “Marketing Violence”
Making connections

R  Reasoning, Toulmin intro to logic and logical fallacies

Week 12  April 14
T  Sample synthesis
READ: Weitzer “Police Reform”
Synthesis practice

R  Introductions and Conclusions.
READ: Labash “The Dread Pony”
Using sources, MLA citations
CRR#12 due!

Week 13  April 21
T  Mini Annotated Bibliography Due!
Effective appeals, organization, generating ideas

R  Mini Annotated Bib GRACE day ends midnight
Synthesis introduction and organization review
Week 14  April 28

T  Synthesis INTRODUCTION ONLY Mandatory Peer Review

R  Synthesis BODY ONLY Mandatory Peer Review

Week 15  May 5

T  Full draft peer review
   Discussion about synthesis

R  Synthesis Essay Due!
   What to expect in 1302, summing up, Q & A

Finals Week May 11-14