Mountain View College
Division of Communications and Teacher Education
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Spring Flex Term 2015

ENGLISH 1301
Section 63400
(Revised January 16, 2015)

Instructor: Dr. Geoffrey Grimes
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First Day of Class: January 20, 2015
Last Day to Withdraw from the Course with a “W”: March 1, 2015
Last Day of Class: March 20, 2015

CERTIFICATION (FOR AN ONLINE COURSE)
Students must begin attendance in all classes of enrollment. No exceptions.
Financial Aid will not be granted to students who have been certified as not
attending. For this online course, please email the instructor that you have
actively begun participation in your course(s). It is imperative that you contact the
instructor via email, on or before the certification date for this course. For
certification dates, check with the division or FAO for further in
formation.
Students who are not certified as beginning class are responsible for any
payments due as a result of non-certification, to include the dropping of courses.

DCCC MISSION STATEMENT
Mountain View College is a comprehensive community college dedicated to
delivering excellence in education and encouraging intellectual and personal
growth. More specifically, Mountain View College provides:
* Technical programs leading to associate degrees or certificates.
* Vocational programs leading directly to employment in semi-skilled and skilled
  occupations.
* Freshman and sophomore courses in arts and sciences.
* Continuing adult education programs for occupational or cultural upgrading.
* Compensatory education programs designed to fulfill the commitment of an
  admissions policy allowing the enrollment of disadvantaged students.
* A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals.
* Workforce development programs to meet local and statewide needs.
* Adult literacy and other basic skills programs for adults.
* Other purposes as may be prescribed by the Texas Higher Education Coordinating Board or the District's Board in the best interest of post-secondary education in Texas.

I. COURSE DESCRIPTION
Prerequisite: Developmental Reading 0093 and Developmental Writing 0093 or meet TASP/Alternative Assessment Standard in Reading and Writing. 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. (3 Lec.)

Note that this course is a QEP Course. That is, it is part of Mountain View College’s Quality Enhancement Plan: “The Pen is Our Power” Writing Initiative. To this end, this course emphasizes the process of writing and the importance of guided revisions for improvement of compositions.

II. EXEMPLARY EDUCATIONAL OBJECTIVES
The following competencies are met in ENGL 1301 and 1302:
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
3. To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
5. To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the description of exposition and argument
6. This objective is met in 1302 only. To develop the ability to research and write a documented paper and/or to give an oral presentation

III. INTELLECTUAL COMPETENCIES
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)
3. Critical Thinking—think and analyze at a critical level
IV. EDUCATIONAL OUTCOMES
Upon completion of this course, the student should be able to:

Increasing Writing Skills
1) recognize that writing is a process involving generating ideas, drafting, revising, and editing, and to use these elements of the writing process appropriately.
2) set appropriate priorities at each point in the writing process.
3) adapt your writing process to different time constraints, such as a class period, several weeks, or a semester.
4) write for a variety of audiences, not just your instructor.
5) adapt your language, sentence structure, and organization to fit the audience, purpose, and topic of the writing task.
6) write for a variety of purposes.
7) focus on a central idea that controls and unifies the whole piece of writing.
8) support your ideas with details (illustrations, examples, descriptions) that will make them clear to your readers.
9) demonstrate a sense of personal voice in your own writing and the ability to vary it accordingly.
10) produce effective and mature papers of several paragraphs.

Increasing Reading Skills
1) identify the main ideas and supporting details in variety of reading selections, ranging from student to professional works.
2) analyze how the work of student and professional writers achieves the writer’s purpose.
3) produce writing based upon your synthesis of written material with your own knowledge and opinions.

Introducing Research Skills
1) locate and evaluate sources for writing tasks.
2) demonstrate preliminary research skills: summarize, paraphrase, synthesize, and document information.

Building Analytical Thinking Skills
1) demonstrate maturity of thought by analyzing, questioning, and reflecting on ideas.
2) understand the relationship between oral and written communication.

Improving Attitudes towards Communications Skills
1) develop confidence in yourself as a writer.
2) understand the value of writing in your life as a way to learn, record, communicate, and understand.
3) have more awareness of your own writing process.

V. STUDENT LEARNING OUTCOMES

1) Students will write well-developed, organized and multi-paragraph essays constructed in grammatically correct and idiomatic English.

2) Students will demonstrate understanding of college-level non-fiction readings through the production of accurate, comprehensive analyses which address structure, theme, purpose and rhetorical strategy.

3) Students will incorporate appropriate opposing/alternative viewpoints and/or arguments within their essays.

4) Students will produce MLA formatted, word processed documents free of formatting and/or typographical errors. (NOTE: general manuscript layout only: margins, heading, double spacing, indention, pagination, etc.)

5) Students will identify bias and authority in print and other written sources.

VI. TEXTBOOKS AND MATERIALS


To access your course resources outside of eCampus:
Click on the following link:

http://www.distancelearningassociates.org/eng1301/1301.HTM

VII. CLASS PROCEDURES

Class Attendance (Lecture Classes):
Students are expected to attend regularly all classes in which they are enrolled. Students have the responsibility to attend class and to consult with the instructor when an absence occurs. Instructors are responsible for describing attendance policies and procedures to all students enrolled in their classes. If a student is unable to complete a course (or courses) in which he/she is registered, it is the student’s responsibility to withdraw from the course by the appropriate date. (The date is published in the academic calendar each year and in each semester’s class schedule.) If the student does not withdraw, he/she will receive a performance grade, usually a grade of "F." Students who are absent from class for the observance of a religious holiday may take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day of the semester, the student notified the instructor(s) that the student would be absent for a religious holiday. Sec. 51.911 Tx. Educ. Code.
Dropping a Course or Withdrawing From College:

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall 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 institutions of higher learning, including all of the Dallas County Community Colleges. For more information, you may access https://www1.dcccd.edu/coursedrops

To drop a class or withdraw from the College, students must follow the prescribed procedure. It is the student’s responsibility to drop or withdraw. Failure to do so will result in receiving a performance grade, usually a grade of "F." Should circumstances prevent a student from appearing in person to withdraw from the College, the student may withdraw by mail by writing the Registrar. A drop/withdrawal request by mail must be received in the Registrar’s Office by the semester deadline. No drop or withdrawal requests are accepted by telephone. Students who drop a class or withdraw from the College before the semester deadline receive a "W" (Withdraw) in each class dropped. The deadline for receiving a "W" is indicated on the academic calendar and the current class schedule. See "Refund Policy" for possible refund eligibility.

STUDENTS WHO WITHDRAW FROM A MANDATED REMEDIATION COURSE AS A RESULT OF THEA/ACUPLACER PERFORMANCE MUST ALSO WITHDRAW FROM ALL COLLEGE-COURSES.

The deadline for withdrawal with a "W" this semester is February 28, 2015.

VIII. UNITS OF STUDY
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. In addition to all other learning work called for in your course syllabus, you must complete the following two assignments:

Following the directions of your instructor and within the first six class periods of the semester, you must complete “Sentence Grammar Diagnostic” under the “Basic Grammar” section of My CompLab and a sample essay. The essay must be composed as well in “My CompLab” and saved to the course account that has
been set up for each section of ENGL 1301. (Your instructor will email directions for the essay topics.)

During the last two weeks of the semester, you must complete Diagnostic Exercise 2 under the “Basic Grammar” section of My CompLab and a final sample essay. As with the first writing sample, this one also must be composed in “My CompLab” and saved to the course account set up for your section of ENGL 1301.

Note: Each instructor may weight these exercises for grades or credit in the course as he or she may determine. See the grading or evaluation section of your syllabus.

The course includes five units of study. Each of these is explained in detail in the course website. They include:

**Unit 1: Active Reading Exercise and the Diagnostic Essay**  
(due Tuesday, January 27)

**Unit II: The Writing Process** (due Tuesday, February 3)

**Unit III: The Process Analysis Essay** (due Tuesday, February 10)

**Unit IV: The Comparison-Contrast Essay** (due Tuesday, February 17)

**Unit V: The Cause-Effect Essay** (due Tuesday, February 24)

**Unit VI: The Argument Essay** (due Tuesday, March 3)

**Unit VII: Departmental Essay** (due Tuesday, March 17)

(Note: These dates are the official due dates. Ignore references to any other dates found on the website or any other course-related materials.)

**IMPORTANT: Student-Family Member Participation for Unit Essays Development**

For Unit 5, for “B” or “A” credit on each essay, you may include as part of your research information provided by a key family member. This person may be a parent, uncle or aunt, an older brother or sister, or someone else who contributes in decisions regarding your family circle. This information can help in the development of either the process analysis essay, the comparison-contrast essay, or the argument essay.

Use the analytical paragraph format(s) you learned for introducing information from your key family member, much as you would information from any other
outside source. You do not have to have a formal “Works Cited” page for this or other sources for the Unit 5 essays.

IX: EVALUATION PROCEDURES
Your grade will be determined by a simple average of the grades awarded for all assignments.

The A-Honors Projects
The A-Honors project is a cumulative composition containing three essays. See the instructions distributed in class.

Revisions:
All essays may be revised as many times as desired, so long that they are submitted no later than the date assigned and represent a serious attempt to complete the assignment according to the printed instructions (see the instructions posted in eCampus folders in the “Class Assignments” area.)

You are encouraged to seek assistance on each assignment in “The Ink Spot,” the college’s Academic Center for Writing.

The Departmental Argumentative Essay
For purposes of evaluating student progress in the college’s writing program, you may be required to complete a departmental essay. Instructions for this essay will be either posted in the course website or distributed electronically by email. All students must complete this assignment when required by the English Department. Students who fail to complete this required argumentative essay will fail the course.

The departmental argumentative essay will be submitted to both your instructor’s and to the Communications and Social Sciences’ email accounts. Directions will be provided in the instructions distributed as outlined above.

X. SUBMISSION OF WORK
Each of your assignments will be submitted initially online as email attachments saved in Microsoft Word or as “rich text formats” (only). Read the following instructions carefully. Failure to observe these instructions will result in wasted time for both you and me and possibly misplaced or even lost work!

IMPORTANT!!!
For college security reasons, I will delete any e-mail message that does not include
1) your first and last name in the subject window,
2) a statement in the message window stating the course/section number, and
3) the name/number of the exercise attached.
Protocols for Communication and Submission of your Assignments
Follow the directions below for communicating by email, for preparing and naming your files, and for sending your work electronically.

Protocols of Style

Email text: Generally, you are communicating in a professional and academic setting. Informalities convenient or delightfully expressive in personal electronic communications are usually not acceptable form in business and academia. In other words, avoid fragments, use of all lower case, convenient abbreviations, other misspellings, and grammatical license. Each sentence should be grammatically correct. Avoid all capitalized letters—that’s considered rude and inconsiderate.

Avoid attaching extraneous texts—jokes, cute expressions, advice or aphorisms, text symbols (“happy faces”), and faith texts. What you might argue as your religious freedom of expression doesn’t make your use of “Bible verses” or passages from other faith communities appropriate. In fact, people of faiths other than the one your quotations represent may well take deep offense and interpret your quotations as attempts to proselytize, so just don’t do it. Your readers have the right also not to be harassed—“political correctness” works both ways! Such additions are distractions from the business at hand.

Email message format: Email text windows should be clear and uncluttered. Avoid color backgrounds, sound files, and other “cute” applications that might be fun with friends but inappropriate in a professional communication.

When you send me an e-mail message include the following information exactly:

What to place in the "subject" window:
Place in the subject window the following information:
For a question to me: Question - (your first and last name)
For a comment to me: Comment - (your first and last name)
For an emergency message to me: Urgent! - (your first and last name)
For sending me an exercise: first name initial/last name/-/number of exercise.doc (see example below)

NOTE: I will open and respond to "Question," "Comment," and "Urgent!" messages on the day I receive them. Do NOT attach assignments to "Question," "Comment," and "Urgent!" messages. I will simply delete them!

What to place in the "message" window:
Place in the message window the following information:
1) Using correct grammar and sentence form, state your message as briefly and as clearly as possible.
2) Indicate in the first line of the message what you are requesting of me.
3) Follow your request or main point with whatever supporting information you
think I need to know.
4) Sign off each message with your first and last name as you are registered!
5) Below your name, give me your student ID number (your official Dallas County Community College District Student ID number--NOT your social security number).

How to attach an exercise to your e-mail message:
1) Save your exercise as a Microsoft Word file ONLY. Note: Be sure your full name, course/section, and assignment number are posted at the top left corner of each exercise before you save it.

Save your exercises using the following identification:

First name initial/last name/(hyphen)/Unit number.exercise number .doc

Example:

    ggrimes-U2.3.doc
    (Note: Use your initial and last name, not mine!)

Note: If you do not save and label your assignments using this format, I will return them to you unopened and ask you to re-label, re-save and re-send them!

2) Near each e-mail message window, you will find a button labeled something like "Attachment" or "Attach." Place your cursor icon over that button and click once with your left mouse button. That action will open another window where you enter the name of the drive where your file is located on your hard drive or floppy drive and the name of the file (along with its extension). You may also see a "Browse" button which you may click and then select the drive and the correct file. By opening the directory where the file is located and clicking once or twice on the name of the file, the file name and path will be entered in the file name window.

3) Select "Okay" or "Send" or "Close"--whatever button indicates the submission of that file name. The window will then close and return you to your e-mail message window. Now, you should see posted in a visible place near your message window some notification that you have attached a document.

4) When you have finished composing your message, then click once on the "Send" button, and your message and attached document will be on its way!

No work will be accepted after the final examination week for the current semester.
Make up work:
Students must make every effort to complete the assignments as assigned throughout the course. Students failing to complete an assignment on time are
still responsible for completing the assigned work as outlined in the course manual. In other words, late work is accepted. However, no work, including assignments, will be accepted after the final exam week.

X. Grading:
Your grade will be determined by a simple average of the grades awarded for all assignments.

Grade Distribution:
90-100 – A
80-89 – B
70-79 – C
60-69 – D
Below 60 – F

XI. EQUAL OPPORTUNITY
Educational opportunities are offered by Mountain View College without regard to race, color, age, national origin, religion, sex, disability, or sexual orientation.

XII. MOUNTAIN VIEW COLLEGE DISABILITY SERVICES
Office: Student Services Building
Phone: 214-860-8691
FAX: 214-860-8845
Relay Texas: 800-735-2988

The Disability Services/Special Services Office offers a variety of support services for students with disabilities. Students requesting services are responsible for providing current educational or psychological documentation from a qualified professional verifying the disability and the need for services. For additional information, contact the Disability Services/Special Services Office at Mountain View College or see http://www.dcccd.edu/Current+Students/Student+Services/Disability+Services/

XIII. FINANCIAL AID STATEMENT
Students who receive financial aid and withdraw from all Fall 2006 courses on or before November 11, 2006, will be required to repay a portion of the federal aid received. Students who complete an enrollment period with a grade of F in all courses will be required to repay a portion of financial aid received unless an instructor documents that he student participated in the class through the 60% point of the enrollment term.

XIV. STUDENT CODE OF CONDUCT
All enrolled Mountain View students are responsible for following the guidelines and policies of the DCCCD Student Code of Conduct. As an enrolled student you accept the Code of Conduct and agree to abide by the policies and the procedures in place for violation of the Code of Conduct. The Code of Conduct
applies to the classroom, student activities on and off campus, as well as campus facilities. Details on the Student Code of Conduct are available at [https://www1.dcccd.edu/cat0406/ss/code.cfm](https://www1.dcccd.edu/cat0406/ss/code.cfm)

**XV. PLAGIARISM**

Scholastic dishonesty shall constitute a violation of the Student Code of Conduct, and is punishable as prescribed by DCCC Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

(Addendum from your instructor)

Students are expected to complete all assignments on their own and independent of outside help in drafting and revising each composition. Plagiarism—the use of another’s work or ideas as your own—on any exercise will result in an automatic failure of the exercise. Flagrant plagiarism—the intentional copying and use of substantial amounts of someone else’s work without appropriate citations and documentation—will result in an automatic failure in the course.

Note: Your instructor uses special software designed to identify texts copied from Internet resources and their Internet addresses.

**XVI. EVALUATION STANDARDS FOR WRITTEN PAPERS**

Grades on written work range from A to F and assess both content and form. The following criteria serve as qualitative standards by which your instructor will grade your papers and evaluate your writing.

A  The A paper states and develops its central ideas with originality. Its ideas are clear, logical, and thought-provoking; it contains all of the following positive qualities:

1) Substance; something to say; original ideas
2) Concentration on a main purpose, with appropriate development and firm support; clear overall organization
3) Thorough paragraph development
4) Varied and effective sentence construction
5) Careful choice of effective words and phrases
6) Freedom from distracting errors in spelling, punctuation and grammar
7) Effective attention to audience interests

B  The B paper clearly, logically, and adequately states its central purpose. It is comparatively free of usage errors. Although the B paper indicates competence and is responsive to audience interest, it lacks originality of thought and style that characterizes the A paper.

C  The average paper will receive a grade of C. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids
serious usage errors and may, in fact, have few correction marks on it, but it lacks vigor of thought and expression that would entitle it to an above average-grade. Audience interest is not effectively addressed.

D  The grade of D indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain errors in the use of English and fail to present a central idea, to develop it adequately, or to address the interests of a specific audience. With more careful proofreading and fuller development, many D papers might earn at least a C grade.

F  The grade of F usually indicates failure to state and develop a main idea, as well as failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. An F essay is characterized by one or more of the following weaknesses: (1) inadequate ideas and details; (2) inadequate paragraph organization; (3) poorly constructed sentences; (4) ineffective word choice; and (5) serious errors in usage, grammar, punctuation, and spelling.

Note: The instructor reserves the right to modify the syllabus to update the syllabus or to correct errors that conflict with institutional policy. If revisions occur, students will be sent a revised copy of the syllabus electronically, and the instructor will post the a copy of the revised syllabus on the course website.
ENGLISH 1301 Acknowledgement Form

(Copy this page as a MS Word File and send it as an email attachment to gagrimes@dccc.edu)

“I have read the syllabus for ENGL 1301 and understand the policies, grading system, and plagiarism statement and other principles included.

I understand that plagiarism will result in a grade of “0/Failure” without an opportunity for revision of the offended assignment and, that given the grading system for this course, this means an automatic failure in the course.

I understand that learning is an active process for which I am personally responsible and that I should consult with my instructor if I fail to understand assignments or instructions.”

_________________________  _______________________________
Signed Full Name  Printed Full Name

_________________________
Date

Last modified: August 31, 2010