Mesquite Independent School District/Eastfield College
Dual Credit Program
English Division
Course Syllabus

Spring/2015
Dual Credit English 1302
3 Credit Hours
2015SP-ENGL-1302-43379

Instructor: Sarah Egger

Contact Information:
Office: C201
Phone: 972-860-1046
Email address: SarahEgger@dccd.edu
Hours Available: By appointment only.

MISD’s Course Description: This college level course focuses on developing a student’s ability to build understanding of clear, concise academic writing. Students will practice strategies and skills necessary to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Critical reading and thinking skills will enhance the student’s ability to analyze and interpret a variety of printed material. The course includes reading and analysis of significant work from British literature.

Eastfield’s Course Description: In this course, students refine the writing, research, reading skills introduced in English 1301. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a formal research paper.

Coordinating Board Academic Approval Number 2313015112
ENGL 1302 (3 Credit Hours) Composition II
This is a Texas Common Course Number. This is a DCCCD Core Curriculum Course.
Prerequisite: English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing. Course Description: In this course students refine the writing, research, and reading skills introduced in English 1301. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a formal research paper. (3 Lec.)
Coordinating Board Academic Approval Number 2313015112

Textbooks and Other Course Materials:


Student Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Core Objectives:
ENGL 1302 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.

Student Learning Outcomes:

Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)
Core Objective Development Statements:
ENGL 1302 demonstrates **Communication** by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.

English 1302 demonstrate **Critical Thinking** by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.

English 1302 students demonstrate **Teamwork** through peer editing and peer review of research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.

English 1302 develops **Personal Responsibility** by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.

ENGL 1302 Curriculum Guidelines
English 1302 courses will require the following:

A minimum of **four formal essays** that emphasize the different elements of argument, persuasion, incorporation of academic research, and the application of critical thinking skills.

One **argumentative essay must respond to or use visual/visual media**, be constructed according to MLA format and documentation guidelines, be submitted as a digital file, include one minimum source, and have a strong claim.

One of the four required, formal essays of argument or persuasion providing students an opportunity to focus on in **depth academic research, synthesis, and MLA documentation**.

At least **one** of the four required, formal essays undergoes **collaborative peer review**.

All **four of the required essays typed**. The use of SafeAssign for essay submission is highly recommended.

Academic research introduced and practiced at all levels including the use of online databases, of the library collection, and of appropriate Internet resources. Review and practice in MLA style formatting and documentation guidelines

Critical reading and analysis of an assortment of resources, including student and professional writing that model different elements of argument, persuasion, and incorporation of academic research.
Assignments: See course Content. This is a college course with college expectations. You are expected to turn in every assignment on time regardless of absences, illnesses, or other responsibilities. LATE WORK WILL NOT BE ACCEPTED. Only assignments missed due to excused absences will be accepted and must be completed within two days.

Writing Expectations: Students will compose essays that adhere to the grammatical and stylistic standards of academic American English and that follow Modern Language Association (MLA) style. All major essays must be typed in MLA format.

Grading Policy: Each grading period will consist of a minimum of 12 grades. Class work and homework will count for 50%, essays will count for 30%, and assessments (six-week exam) count for 20% of the student’s average.

A = 90 to 100
Such an essay contains a clearly stated thesis which reflects original and creative thought. The thesis statement appears in a strong and interesting introductory paragraph, which clearly demonstrates a plan and purpose. The thesis is then supported by connecting body paragraphs blending unity and coherence. Furthermore, the essay contains a strong, effective voice with specific details, good diction, free of mechanical errors, and ends with an adequate sense of closure.

B= 80 to 89
These papers contain the same qualities as “A” papers except they may contain some minor grammatical errors, and they lack the general sophistication found in “A” essays, especially in diction, choice of words, details, voice, etc.

C= 70 to 79
The thesis statement in such papers may be quite simplistic. While they display a sense of organization with developed supporting paragraphs and a sense of unity, smooth transitions may be lacking, diction may be very elementary, and the sense of voice is weak or missing entirely. Such papers have very little sense of unity.

D=69
Such essays may contain an immature thesis, a vague thesis, or no introductory paragraph. They may contain an attempt at organization but display a faulty topic. Paragraphs are poorly developed, ideas are repeated, and details may be lacking. Such papers have very little sense.

F= 68 and below
These essays are poorly written, have no thesis or one which is trite or immature. Logic may be faulty, details scarce or inappropriate, and such essays have poor paragraph development.
Claims statement exercise

**HOMEWORK**: read Chapter 1 pgs. 17-41.

---

**Wednesday January 7th**
Lecture over homework assignment
In class reading: Chapter 2 pgs. 43-63
Group Activity pg. 50 #1
Group Activity pg. 54

**HOMEWORK**: read Chapter 2 pgs. 64-79 *(bring in an advertisement and present to class over what appeals are being used)*

---

**Friday January 9th**
Lecture over homework assignment
Group Activity pg. 74
**Class Presentations** *(advertisement assignment)*
**HOMEWORK**: Read FFN pgs. 13-28.

---

**Tuesday January 13th**
Discussion of FFN
In class reading: Chapter 3 pgs. 81-101
Group Activity pg. 84 #1-6
Group Activity pg. 87 #2
Group Activity pg. 94 # 2 or 3

**HOMEWORK**: Read FFN pgs. 31-57 *(Bring in advertisement to present to class on hidden layers.)*

---

**Thursday January 15th**
Discussion of FFN
**Class Presentations**
In class reading: Chapter 4 pgs. 103-133
Group Activity pg. 110

**HOMEWORK**: read FFN pgs. 59-88 *(Find an image and add a single statement to it)*

---

**Tuesday January 20th**
Discussion of FFN
**Class Presentations**
In class reading: Chapter 5 pgs. 139-153.
Group Activity pg. 143 #1
Group Activity pg. 144 (silently on your own)

**HOMEWORK:** read FFN 91-107

---

**Thursday January 22nd**

Discussion of FFN

In class reading: Chapter 6 pgs. 155-187

Racist pg. 160 Answer 1-5

Fashion Punk pg. 166 Answer 1-5 on pg. 170.

Timed Writing

Group Activity pg. 155

Group Activity pg. 175

Group Activity pg. 176

Group Activity pg. 183

**HOMEWORK:** Read FFN pgs. 111-131.

---

**Monday January 26th**

Discussion of FFN

In class reading: Chapter 6 pgs. 188-201

Warfare pg. 161 Answer #1-5

Standardized Testing pg. 174 Answer #1-5

**Assign Definition Essay**

**HOMEWORK:** Read FFN pgs. 133-147

---

**Wednesday January 28th**

Discussion of FFN


**HOMEWORK:** Read FFN pgs. 149-166 (have working outline & rough Draft for next class).

---

**Friday January 30th**

Discussion of FFN

Writing Workshop: In class peer-editing/ revision

**HOMEWORK:** Read FFN pgs. 169-190 (**FINAL DRAFT DUE NEXT CLASS**)

---

**Tuesday February 3rd**

Discussion of FFN

In class reading: Chapter 7 pgs. 203-208 Answer 1-5

Read pgs. 219-222.

**HOMEWORK:** Read FFN pgs. 193-222
Thursday February 5th
Discussion of FFN
In class reading: Chapter 7. pgs. 223-245
Group Activity pg. 232
Group Activity pg. 237
HOMEWORK: Read FFN pgs. 225-252.

Monday February 9th
Discussion of FFN
Writing Workshop: body paragraphs and thesis statement.
Working outline and Rough Draft due next class meeting
HOMEWORK: Read FFN pgs. 255-270.

Thursday February 14th
Six Weeks Exam Project/Presentations

Wednesday February 11th
Discussion of FFN
Group Activity pg. 236
Writing Workshop: Peer-editing/ revision
HOMEWORK: Read FFN pgs. 271-276. (Final Draft due next class)

Friday February 13th
Discussion of FFN
In class reading: Chapter 8 pgs. 247-262.
Group Activity pg. 248
Answer 1-5 pgs. 251
Answer 1-5 pgs. 262

Wednesday February 18th
In class reading: Chapter 8 pgs. 263-273
Group Activity pg. 264
Group Activity pg. 271
HOMEWORK: Read pgs. 274-291 Complete Activity pg. 286 #1.

Friday February 20th
Discussion of Homework
Class Presentations of Activity 286 #1.
Tuesday February 24th
Writing Workshop: Body paragraphs and thesis statement
HOMEWORK: Have working **outline and Rough Draft** for next class

Thursday February 26th
Writing Workshop: In class peer-editing/revision
HOMEWORK: Final essay due next class meeting

Monday March 2nd
In class reading: Chapter 9 pgs. 293-295
Reading pg. 304 Answer 1-5
Reading pg. 310 Answering 1-5  
**3rd Essay Due (Value)**

Wednesday March 4th
In class reading: Chapter 9 pgs. 317-339
Group Activity pg. 331  
**Assign 4th Essay (Crisis)**

Friday March 6th
Video *I Am*
Students will be required to take extensive notes.

Spring Break March 9-13th

Tuesday March 17th
Writing Workshop: Body paragraphs and thesis statement
HOMEWORK: Working outline and Rough Draft due next class

Thursday March 19th
Writing Workshop: In class peer-editing/ revision
HOMEWORK: Final Draft due next class.

Monday March 23rd
In class reading: Chapter 10 pgs. 341-356
Group Activity pg. 341
Group Activity pg. 358 1-3
Shakespeare pg. 344 1-6
Discuss Somewhere in the past pg. 356 1-6.  
**4th Essay due (Crisis)**
**Wednesday March 25th**
In class reading: Chapter 10 pgs. 359-369
Group Activity pg. 367
Group Activity pg. 368

Assign Past Essay

**Friday March 27th**
Discuss reading assignment
Writing Workshop: Body paragraphs and thesis statement
**HOMEWORK:** Have **working outline & rough draft** for next class

**Tuesday March 31st**
Writing Workshop: In class peer-editing/revision
**HOMEWORK:** Final essay due next class

**Thursday April 2nd**
In class reading: Chapter 10 pgs. 370-385
Reading pgs. 348-352 Answer 1-5

5th essay due (Past)

**Tuesday April 7th**
Exam

**Thursday April 9th**
In class reading: Chapter 11 pgs. 387-402
Group Activity pg. 387
Read pg. 393 Answer 1-6.
Discuss Video games pg. 399 1-4
**HOMEWORK:** Chapter 11 pgs. 403-427.

**Monday April 13th**
Discuss Homework Assignment
In class reading: Chapter 12 pgs. 430-452
Group Activity pg. 410
**HOMEWORK:** reading pgs. 454-484
**Wednesday April 15th**
Discuss Homework Assignment
In class reading: Chapter 12 pgs. 485-526

**Friday April 17th**
In class reading: Chapter 13 pgs. 585-595
Group Activity pg. 580 1-3
Group Activity pg. 581 1 & 2
Group Activity pg. 612
Group Activity pg. 613

**Tuesday April 21st**
In class reading: Chapter 15 pgs. 615-630
Class discussion pg. 619 1-4
Class discussion pg. 630 1-4
Class discussion pg. 633 1-5
Group activity pg. 638

**Thursday April 23rd**
Writing Workshop: brainstorm, research

**Monday April 27th**
In class reading: Chapter 21 pgs. 773
Read and Discuss pgs. 794-796
Writing Workshop

**Wednesday April 29th**
In class reading: Chapter 22
Read and Discuss pgs. 814-816
Group Activity pg. 817 1-4
Writing Workshop: In depth peer-editing

**Friday May 1st**
In class reading: Chapter 23 pgs. 753
Read and Discuss 756
Writing Workshop
Tuesday May 5th
In class reading: Chapter 23 pgs. 821-823
Read and discuss pg. 827 1-4
Writing Workshop revision of final essay

Thursday May 7th
In class reading: Chapter 23 pg. 828-829 1-3
Read and discuss pg. 830-835
Writing Workshop  RESEARCH ESSAY DUE

Monday May 11th
SEMESTER EXAM Presentations

Wednesday May 13th
In class reading: Chapter 22
Read and discuss pg. 814-816
Group Activity pg. 817 1-4

Friday May 15th
In class reading: Chapter 23 pgs. 821-823
Read and discuss pg. 827 1-4

Tuesday May 19th
In class reading: Chapter 23 pgs. 828-829 1-3
Read and discuss pg. 830-835

Attendance Policy:
MISD guidelines as related to state attendance requirements must be observed.

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.

Financial Aid Statement for Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not
drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

**Repeating This Course: (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. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be 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. See Third Attempt to Enroll in a Course at: [http://www.dcccd.edu/thirdcourseattempt/](http://www.dcccd.edu/thirdcourseattempt/)

**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](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.

**Food and Drink Policy**

Food, drinks, and tobacco products are prohibited in classroom.

**ADA Statement**

Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. 972.860.8348 or email
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 contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence.

Withdrawal Policy
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 semester’s drop date. 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. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

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

Family Educational Rights and Privacy Act of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major
field of student and degrees and awards received. Students may protect their
directory information at any time during the academic year. If no request is filed,
directory information is released upon written inquiry. No telephone inquiries are
acknowledged. No transcript or academic record is released without written consent
from the student, except as specified by law.

**DCCCD Emergency Operating Procedures**
http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

**Classroom Etiquette**

All district and campus directives will be followed including the cell phone policy. No
disruptive or disrespectful behavior will be tolerated. You are expected to conduct
yourself in a manner which represents your desire to participate in a college-level course.

The instructor reserves the right to amend this syllabus as necessary.