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Spring 2017 (Flex 2)  

Quick Links:  
Evaluation  
Attendance  
Academic Dishonesty  
Reading, Major Assignments  
Writing Hints and 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  
eEook ISBN: 9781465263414  
Skloot, Rebecca- The Immortal Life of Henrietta Lacks  
Paperback ISBN: 9781400052189  

Recommended: The American Heritage Dictionary or any good paperback English dictionary.  

Required Materials: a valid DCCCD student i.d.; a DCCCD or other private email address that you check regularly; two flash drives.  

Mission:  
Eastfield College English faculty help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.
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

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

The course is divided into four units, each focusing on reading and writing for different purposes. For each essay, you will receive an assignment that describes the features of the writing and refers you to relevant textbook information. When we meet as a class, we will discuss the readings, brainstorm topic ideas, as well as read and respond to others’ drafts. If you miss class for any reason, it is your responsibility to contact a classmate or check the online calendar to find out what you missed so you will be fully prepared for the next class session. Even though we'll work hard, I hope that we'll have fun too as we read, write, talk, listen, and learn together.

**Essays**

With feedback from others, you will develop, revise, polish, and submit four out-of-class 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'll also write one in-class essay. You will have the topic in advance and may bring in one page of notes (NO complete sentences) to use. You may also use a dictionary or thesaurus during the in-class essay.

You will find the Grading Standards for Essays on this syllabus. **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"

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**A. Grading Breakdown**

- Essay #1 (10%)
- Essay #2 (13%)
- Essay #3 (18%)
- Essay #4 (19%)
- Midterm or Final Exam (in class essay) (10%)
- Process (30%)
  - quizzes
  - journals
  - discussion boards
  - workshops
  - miscellaneous

**B. Scale Used for Course Grades**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59 OR more than 5 absences

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1 This assignment may be dropped or changed if necessary. If the assignment is dropped, the grade breakdown will be appropriately changed and announced.
**Discussion Board:** 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 includes Editing Tools, so correct and proofread your posts before hitting Submit. Although you cannot remove a post once you have submitted 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 a reply to three other posts.** Also, while I do not wish to discourage good dialogue, all posts must be made on different days for full credit. 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 paragraph in length.

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

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**Attendance and Participation Policies**

**Classroom Participation:** To be considered present and earn the relevant process points, you need to be fully prepared, present (both mentally and physically) for each entire class session, and a productive participant in individual, small group, and large group activities. Examples of productive participation include behaviors such as listening carefully to others, making relevant comments, asking useful questions, responding thoughtfully to your peers’ drafts, helping to keep small-group discussions on task, and volunteering to serve as recorder or spokesperson for small group activities. All electronic devices, including cell phones, MUST be turned off and not looked at during class—explain to family, friends, co-workers, neighbors, etc. that your English professor does not allow you to even look at your phone during class!

**Attendance:** In this course, both in-class and 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 on class days,** you need to be a productive participant (see the definition above) who is prepared and physically present for the entire class session; **to be considered present outside of class,** you must have completed the on-line work by all deadlines. Here are specific penalties connected with attendance.
For 3 absences, you will lose 10 points from your course total. If you are more than ten minutes late, you are considered absent. For 5 or more absences, you will receive an automatic F in the course.

So plan to attend and participate regularly. If an extenuating circumstance causes you to miss a class day for any reason, it is your responsibility to find out before you return what information you missed. I do not allow make up work for in-class (Process category) assignments for any reason. Check the calendar on our class web page (see info below) and contact a classmate or me so that you can come to class fully prepared.

**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 any writing assignments that do not adhere to the formatting guidelines provided for you on this syllabus and on the course website (“Formatting Your Papers”). This is because I believe the student may not be reading feedback, and thus not fully participating in the course.

Note: “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.”

**Notes on feedback:** Do not expect traditional feedback in this course. On your first rough draft, I will note examples of up to three sentence-level errors. I will do this on no other paper. Instead, I will focus on content and organization, leaving general notes about sentence-level problems. I urge you to take advantage of my offer of extra credit for taking work to the LINK, and if you need more help, to make arrangements to meet with me during office hours.

**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 all assignments. You will find all course documents there (e.g. Syllabus (with course calendar), essay assignments, peer review forms) plus buttons for the video lessons and 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](http://ecampus.dcccd.edu) and follow the log-in instructions. When the page appears that says “Welcome ___ your name ___,” you should find English 1301 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.

**Academic Honesty Statement**

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 or even be suspended from college. Students who are determined to be involved in such activities shall be punished as prescribed by college and Board policies outlined in the **Student Code of Conduct**.

Please note that in this course, it is **your responsibility to keep all drafts of your writing** from your initial plans and notes to the final draft so that you can demonstrate your process and the originality of your work. Also note that in this course, **in addition to** any other penalty that might be deemed appropriate, students will receive a zero on any work that involves academic dishonesty, **and** I will submit **letters** describing any incidents of academic dishonesty to the appropriate authorities. I take academic dishonesty quite seriously, and so should you.


**Food and Drink Policy**

We will observe the policy of no eating or drinking in the classroom.

**DCCCD OIE Faculty Syllabi Statement- FALL 2016**

The **Office of Institutional Equity**, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

**Students with Disabilities:**

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations,
please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: (https://www.dcccd.edu/SS/OnCampus/DisSvs/DisSvsOffices/Pages/default.aspx/) or contact DCCCD Office of Institutional Equity at (214) 378-1633.

Brookhaven 972-860-4673
Cedar Valley 972-860-8119
Eastfield 972-860-8348
El Centro 214-860-2411
Mountain View 214-860-8677
North Lake 972-273-3165
Richland 972-238-6180

A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators

Brookhaven  Terri Edrich  TitleIX-BHC@dcccd.edu  972-860-4825
Cedar Valley  Grenna Rollings  TitleIX-CVC@dcccd.edu  972-860-8181
Eastfield  Rachel Wolf  TitleIX-EFC@dcccd.edu  972-860-7358
El Centro  Shanee’ Moore  TitleIX-ECC@dcccd.edu  214-860-2138
Mountain View  Regina Garner  TitleIX-MVC@dcccd.edu  214-860-8561
North Lake  Rosemary Meredith (acting)  TitleIX-NLC@dcccd.edu  972-860-3992
Richland  Bill Dial  TitleIX-RLC@dcccd.edu  972-238-6386
Dallas Colleges Online  Le’Kendra Higgs  TitleIX-LEC@dcccd.edu  972-669-6672

District Title IX Coordinator
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 29. 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 econnect.dcccd.edu. 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 is available in the Admissions and Student Records Office.

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.

**Reading, major assignments, and important dates**

For this course to be successful, you must keep up with reading. You are responsible for completing all assigned reading before quizzes, discussion boards, and short writing assignments and major essay 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, announcements on the class website and the course calendar for any news of changes. An up to date and accurate email address, posted on the class website, is mandatory.

I will post a specific calendar on the class website. Note due dates (and changes) carefully. Monthly discussion boards (four posts) must be complete by Midnight of the due date assigned unless otherwise noted. Quizzes are done only in the class on the day scheduled. Also, note that there are approval assignments and peer review/rough draft 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 this material, 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.

Writing each major essay will follow a pattern similar to this:

- In class discussion of the assignment
- Writing to generate ideas and develop points
- Quizzes over assigned reading and video lessons.
- Journals to work out some of the messy parts of the process.
- A workshop where you bring a draft of your paper to class and respond to at least one classmate’s draft.
- Revision of essay (not editing).
- Editing and Submission of essay

Most of these elements do have a grade attached (see the Process category), and success on the essays depends largely on how you respond to each part of this process.

Information about each essay is found on the class website. Go to the Documents section and click on the folder titled "Essay Information." Please read all parameters carefully, at least once before the class when the assignment will be discussed.

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2 Significant changes to the schedule are usually posted on the class website and sent to members of the class via email.
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, reflecting on each part of the process, rather than all at the last minute. Connect what you read for class to what you are trying to say in each paper. Learn something new with each paper. You’ll also note that no assignments have a length requirement. The answer to the question, "How long does my paper have to be?" is "Enough." Pay attention to all parameters for each assignment, and review carefully all handouts and power points designed to help you. **Note that all topics must be approved by the instructor.**

Failure to adhere to standard writing and formatting conventions can result in lower grades or having the paper returned to you to be re-done. I typically return papers to be revised when I have reached five errors in sentence-level writing and/or documentation. This is called the "Five Error Rule."

*Formatting*² “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 required font. 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. (Some word processing programs have a default setting for this, so you need to check.) Do not bold, underline, or enlarge the title, or put it in quote marks. Do not try to use large fonts or wide margins to artificially lengthen your paper. Do not send a 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 improperly formatted writing assignments or those which do not adhere to the standards of written English at this level will not be graded or provided feedback.** If a paper is returned to you to be revised, a zero is recorded until the revision is complete. I typically allow one week for revision.

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³ See the section *Formatting Your Papers* section of the class website.
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, newspapers, webpages, and names of databases are italicized, 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. (If you don’t know how to fix this, see the Word Processing Tips section on Ecampus for help.)

Use 12 point, Times New Roman type.

One inch margins all around (Most programs are defaulted for this.).

A heading belongs on the first page (not inside the header) in the upper left corner, and contains: your name, your class with section number, your instructor’s name, the date, assignment.

The header should contain your last name, a blank space, and the page number. It is not necessary on the first page. It should appear in the upper right corner.

All work MUST be saved in Microsoft Word (docx) or Portable File Format (pdf). See the Word Processing Tips section on Ecampus for instructions.

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 cliched.

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. absence of flagrant and repeated 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 many 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, style, and development 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. This paper may also have a few fairly well developed ideas, but so many writing errors as to make the reading experience very difficult.

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.

F 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. serious sentence-level writing problems
3. lack of a thesis
4. content inappropriate to assignment standards/instructions as well as previous approval by the instructor.
4. plagiarism (see syllabus and DCCCD Student Code of Conduct)

One (somewhat) 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.

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4 Please keep aware of the Five Error Rule: If an essay contains more than five mistakes that should not be made at this level of education, the essay will be returned to be revised with specific guidelines for that revision, including at least one visit to The Link and a short time period during which that revision must take place. If the revision is not completed, the zero remains. If the revision is satisfactorily completed, the paper will be regraded.