Instructor: Dr. Geoffrey Grimes
Office Hours: W/F 2:00 – 3:00 p.m./TR 10:30 – 12:30 p.m.
Phone: (214) 860-8747; Cell: (972) 740-3125
Email: gagrimes@dccc.edu

First Day of Class: Thursday, March 23, 2017
Last Day to Withdraw from the Course with a "W": April 29, 2017
Last Day of Class: Thursday, May 11, 2017

IMPORTANT!
To access your course materials for this course, go to the following website:
www.distancelearningassociates.org

Click on the link to ENGL 1302. All of your course instructional materials are found on this website.

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 information. 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
The purpose of the District is to prepare students for successful living and responsible citizenship in a rapidly changing local, national and world community. The District does this by providing accessible, accredited, affordable, cost-effective, quality learning opportunities for development of intellectual skills, job skills, personal growth and/or transfer to a baccalaureate program. In fulfilling the purpose, the District furthers cultural, economic and workforce development
in the communities served. In all its efforts, the District strives to meet the needs and exceed the expectations of those the District serves.

I. COURSE DESCRIPTION
Catalog Description:
Prerequisite: English 1301. This course focuses on academic writing and critical thinking. It emphasizes reading and analytical thinking and introduces research skills. In addition to other work, students will write a formal research paper. (3 Lec.)

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

After successfully completing this assignment, the student should be able to:

1) Follow MLA Guidelines in the production of the research paper.
2) Plan, organize and submit a complete research paper that supports a persuasive thesis.
3) Incorporate sufficient, reliable college level research information gathered from the library-based online sources. Other appropriate research sources may be used in this assignment.

4) Select reliable, up-to-date and subject-relevant research from a diversity of sources.

VI. TEXTBOOKS AND MATERIALS

VII. CLASS PROCEDURES
Class Attendance:
Hybrid Course Resources
This course offers weekly opportunities for students to receive vital information that will be helpful in completing assignments for this course. We will have eight class sessions at which time you will receive important assignment assistance for each of the four units.

The sessions with will be held each Thursday from 2:00 to 4:00 p.m. in W279A in the West Building or another room to be assigned.

NOTE: These meetings are not optional! See above.

(For In-class students-NOT APPLICABLE FOR THIS COURSE)
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 April 29, 2017.

VIII. UNITS OF STUDY
The course includes four units of study. Each of these is explained in detail in
the course manual. They include:

Unit I: Notes on Argument
Unit II: Rhetorical Patterns in Academic Writing
Unit III: The Argumentative Research Paper
Unit IV: Writing About Literature

The Student /Family Component for ENGL 1302
For your research paper, you may engage a key family member in your research
for the topic you select. This factor will necessarily constrict the range of social
issues you may choose from in selecting the topic for your research paper. In
the development of your position, you must include information gleaned from
your key family member. This information will be summarized in one of the
assignments in Unit III: Rhetorical Patterns for Academic Writing. This same
information must be both cited in the text of the research paper at the appropriate
point(s) and documented correctly in the “Works Cited” page. You may also
include additional information secured from your key family member in the “Notes” page.

Note to On-campus students: Work for these units will be completed during class as well as out of class as directed by your instructor.

**Weekly Schedule of Assignments:**
Below you will find the schedule for the submission of your exercises:

The following assignments must be completed to pass the course in ENGL 1302. *All work must be completed by Thursday, May 11th.*

**Unit 1: Writing About Literature**
The Personal Response Literary Essay *(Due Thursday, May 11th)*

**Unit 2: The Study of Argument**
The Analysis of “Joshua” (class exercise) *(Due Thursday, March 31)*

The Analysis of “Wrong Claims” (class exercise) *(Due Thursday, March 30)*

Argumentation Exercise (“Author Affirms Campus Hypocrisy” in “Notes on Argument”—class exercise) *(Due Thursday, April 6)*

**Unit 3: The Rhetoric of Academic Writing**
Editing Summaries (handout) *(Due Thursday, April 20)*

Writing Summaries (textbook exercise) *(Due Thursday, April 20)*

Writing Paraphrases (textbook exercise) *(Due Thursday, April 20)*

**Unit 4: The Research Paper**
Research Paper Topic and Working Thesis *(Due Thursday, March 30)*

Body of the Research Paper (Sections 2a, 2b, 2c) *(Due Thursday, April 6)*

Body of the Research Paper (Section 2d) *(Due Thursday, April 20)*

Body of the Research Paper (Section 2e) *(Due Thursday, April 27)*

Research Paper “Notes” page and “Works Cited” page *(Due Thursday, April 27)*

Analysis of Rhetorical Patterns and Argument in the Research Paper (the Final Exam exercise) (Due Thursday, May 11)

IX: EVALUATION PROCEDURES
Your grade will be determined by an average of the grades of each of the four units identified above, the research paper, and the final exam.

The Grading System
Exercises – 30%
Research Paper – 40%
Literary Essay – 20%
Final Exam – 10%

The Grading Scale
90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
Below 60 = F

The Final Exam:
The Final Exam is a two-part analysis of the argumentative research paper. These two analyses must be submitted as a clean electronic copy of the research paper and should follow the instructions as provided in the course handout.

Submission of work:
All work will be assigned by the instructor throughout the course of the semester. Students are expected to complete all work in a timely manner and to meet the due dates as assigned. Online students should follow the schedule of submissions identified for the semester format appropriate to their particular course (four week, seven week, sixteen week). However, I do not police exact dates and hours for these submissions. Work that is habitually late will be graded for "C" credit only.

Preparing and Submitting Your Work
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.

How to Send Me E-Mail Messages and Attached Exercises

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 not open them or even download 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)/ exercise number .doc
```

Example:

```
ggrimes- Ex3.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!

X. How to Submit Assignments

You are encouraged to submit your work in any one of the following three procedures ONLY:

**Submitting Assignments Electronically**
Follow the instructions posted above for submitting your exercises. I will mark the exercises electronically and return them as email attachments.

No work will be accepted after the final examination week for the current semester.

**Revisions of work:**
This course is a writing-intensive course, supporting the MVC Quality Enhancement Plan: “The Pen is Our Power.” As such, all exercises may be revised if they are first completed in full and submitted by the dates posted above. All revised submissions are due one week from the date they are returned.

**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.
Incomplete and WX Grades:
Your instructor does not issue Incomplete or WX grades in this course. Students who need extra time should consult with him prior to the last day for submitting assignments identified in this document.

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: W145
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 16, 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 the 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

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

**Important! Plagiarism on the Research Paper will result in an automatic “0” on all assignments related to the Research Paper, including the Final Exam.**

### 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.