ENGL 1301 Composition I (3 credit hours) 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.)

REQUIRED RESOURCES:
- Purdue Online Writing Lab (OWL), Purdue U Writing Lab, Purdue University, 2017, http://owl.english.purdue.edu
- Other Resources:
  - MLA Final Draft Template file to use for essays: http://rowenasworld.org/syllabi/ENGL1301/MLAstyleFinalDraft.doc

STUDENT LEARNING OUTCOMES (SLOs):

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.

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

<table>
<thead>
<tr>
<th>QUIZZES: 10 short, online-only multiple-choice -- over grammar, mechanics, argument, and MLA documentation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOG: 7 long entries as responses to readings (500 words, written in Edited American English) + 7 comments to a classmate’s responses (110 words each, written in Edited American English) = total word count of 4,270 words (portfolio grade)</td>
<td>25%</td>
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# Syllabus

**ENGL 1301 F**

**Syllabus** – R. Ramos, rev. 09/28/2018

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**ESSAYS:**

- **3% Timed Essay:** online-only Rough Draft, least 300 words + Syllabus Acknowledgement in Discussion Board
- **5 Formal Essays** = for each one: Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, 900-1200 words = **total word count of at least 4,500 words**
  * **10% Essay 1:** Narration, with Process Explanation
  * **10% Essay 2:** Analysis, using either Division, Comparison/Contrast, and/or Classification
  * **12% Essay 3:** Cause and Effect
  * **15% Essay 4:** Visual Analysis, with Cause and Effect and at least one MLA cited college-level source
  * **15% Essay 5:** Argumentation, with Classic or Toulmin structure and at least one MLA cited college-level source

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**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%, participating</td>
</tr>
<tr>
<td>N</td>
<td>0-59%, not participating (N negatively affects your Financial Aid)</td>
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| Total Grade | 100% |

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**Assignment Calendar/ Course Outline**

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**Week 1: 8/26-9/1 (Certification Date 9/1)**

**STUDY, Part I:**
Complete Orientation by 1st day of class, including the Syllabus Acknowledgement in the Discussion Board + **TIMED ESSAY**

**WRITE ESSAY:** **Timed Essay DUE by Monday, 8/27** ← **NOTE:** Click on the “Essays” left-hand menu button to access the Timed Essay link to start.
- **Topic:** Rough Draft a short essay (about 300 words long), describing yourself at this present time OR your current and future goals.
- Use any strategy that you currently know to write this essay. Don’t worry – this is only a diagnostic, to see what you already know about essay writing, and will only be counted as a completion grade (full credit for doing it).

**STUDY, Part II:**
- View **The Writing Process** PowerPoint and read **Structures** Ch.1-5 (pages 3-30) – includes info on MLA manuscript format style
- **MLA Manuscript Format Template to use** ← save & use this for your final drafts

**DO QUIZZES:** all due Wednesday, 8/29 ← Tip: Review grammar & punctuation rules at Purdue OWL site.
- Quiz 1: Fragments, Run-ons
- Quiz 2: Combining Sentences with Transitions (using semicolons and commas)
- Quiz 3: Verb Tense, Subject/ Verb Agreement
- Quiz 4: Pronoun/ Reference Agreement, Parallel Structure
- Quiz 5: Comma & Dash, Semicolon & Colon
- Quiz 6: Apostrophe, Quotation Marks

**STUDY, Part III:**
View Narration PPT and read **Structures** Ch.6 (31-36); view Process PPT and read **Structures** Ch.7 (37-46)

**WRITE BLOG:** Reminder – all readings are from **Structures**.
- **Entry 1** Jessica Bray’s Narration, “A Hard Lesson Learned” (33-35): Bray lost her dream of becoming an Olympic gymnast. Can you relate to you (or someone you care about) losing something important? It can be a dream, a thing, a place, or even a person. For Bray, she didn’t realize her loss until it was too late to change anything. Can you relate? Explain what happened.  
  **Comment on a classmate’s Entry 1**

- **Entry 2** Janey Broyles’s Process Explanation, “Shipping Solutions” (43-44): Broyles’s explanation of how to ship packages at FedEx Express is long and detailed. Why do you think she needed to be this detailed? Have you (or someone you know) ever done or observed a process that took some time to complete because rushing the process would cause problems? (It can be a personal process or a job-related process, like Broyles did.) What was the process, and what were the problems that happened if someone rushed through the process?  
  **Comment on a classmate’s Entry 2**

**WRITE ESSAY, Part II:** **Essay 1: Narrative, with Process Explanation DUE next Tuesday, 9/4**
**Topic:** Based on your BLOG writing, write a **Narration Essay**, with **Process Explanation**. Be as detailed as possible and remember to organize your body paragraphs in chronological order. Do not use “you” or command verb forms.

- Post your outline & rough draft in the Discussion Board
- **Peer Review** a classmate’s draft in the Discussion Board

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<th>Week 2: 9/2-9/8</th>
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<td><strong>WRITE ESSAY:</strong> Essay 1: Narrative, with Process Explanation DUE Tuesday, 9/4</td>
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<td>- Post your outline &amp; rough draft in the Discussion Board, if not already done.</td>
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**STUDY:**

- View [Division](#) PPT and read [Structures](#) Ch.8 (47-51) |
- View [Comparison/Contrast](#) PPT and read [Structures](#) Ch.9 (52-61) |
- View [Classification](#) PPT and read [Structures](#) Ch.10 (62-63) |

**WRITE BLOG:**

**Entry 3:** Rufel Ramos’ Division essay, “Vanilla: My Favorite Ice Cream Flavor” (48-50): Obviously, Ramos likes vanilla ice cream. While one can easily analyze a favorite thing, one doesn’t have to like something to be emotionally important. Do you have an emotionally important person, place, or thing (either positively or negatively)? What are the top three or four characteristics that make it important to you? Explain the memories behind those characteristics.

Comment on a classmate’s Entry 3

**Entry 4:** Jessica Bray’s Contrast essay, “You Get What You Pay For” (54-56): Based on her experiences, Bray prefers American Airlines over Spirit Airlines. Can you relate to having two contrasting experiences between two competing persons, places, or things? What are the top three categories of contrast that you noticed between the two? Explain the memories behind those categories.

Comment on a classmate’s Entry 4

**Entry 5:** Rufel Ramos’ Classification essay, “My Favorite Ice Cream Flavors” (24-25): Obviously, Ramos likes ice cream in general. While one can easily analyze a favorite category of things, one doesn’t have to like something to be emotionally important. Do you have an emotionally important category of person, place, or thing? What are your top three types of this person, place, or thing? Explain the memories behind those types.

Comment on a classmate’s Entry 5

**WRITE ESSAY, Part II:** Essay 2: Analysis DUE next THURSDAY, 9/13 |

**Topic:** Based on your BLOG writing, write an **ANALYSIS**, using either **Division**, **Comparison/Contrast**, or **Classification**. Do not use “you” or command verb forms.

- **For Division:** Divide your subject into at least three of its different characteristics, with at least one example for each characteristic |
- **For Comparison/Contrast:** Have at least three categories that the two subjects both share, but they’re just different from each other in each category. Also, choose **Subject-by-Subject** or **Point-by-Point** to arrange your body paragraphs. |
- **For Classification:** Divide your category into at least three different types, with at least one example for each type |

- Post your outline & rough draft in the Discussion Board |
- **Peer Review** a classmate’s draft in the Discussion Board |

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<th>Week 3: 9/9-9/15</th>
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<td><strong>WRITE ESSAY, Part I:</strong> Essay 2: Analysis DUE THURSDAY, 9/13</td>
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<td>- Post your outline &amp; rough draft in the Discussion Board, if not already done.</td>
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**STUDY:** View [Cause/Effect](#) PPT and read [Structures](#) Ch.11 (64-71).

**DO BLOG:**

**Entry 6:** Georgia Rudd’s Causal Analysis essay, “Causes of Lower Income in a Restaurant” (67-69): What caused the restaurant’s lower income? What is the main cause? Is there a current economic and/or social problem that you’re experiencing
and/or observing right now? In your opinion AND experience, what are its causes (especially the main cause), or who is to blame? What are the effects that you see so far?

Comment on a classmate’s Entry 6

WRITE ESSAY, Part II: Essay 3: Cause and Effect DUE anytime next Thursday, 9/20.

Topic: Based on your BLOG writing, write an analysis of causes and effects of a current economic and/or social problem that you’re experiencing and/or observing right now.

• Post your outline & rough draft in the Discussion Board.
• Peer Review a classmate’s draft in the Discussion Board.
• Revise & edit your draft.
• Submit your final draft only, using the left-hand “Essays” menu button.

Week 4: 9/16-9/22


• Post your outline & rough draft in the Discussion Board, if not done so already.
• Peer Review a classmate’s draft in the Discussion Board, if not done so already.
• Revise & edit your draft.
• Submit your final draft only, using the left-hand “Essays” menu button.

Week 5: 9/23-9/29

STUDY:
• from Purdue OWL’s web articles: “Visual Rhetoric: Analyzing Visual Documents” and “Organizing Your Analysis”
• from Jules Everson’s Zero Percent Discount webcomic: the giraffe, the flower, the sheep, the penguin.

WRITE ESSAY: Essay 4: Visual Analysis with Cause and Effect and at least one MLA cited college-level source DUE Saturday, Saturday, 9/29.

Topic: Analyze one of the four comics as a form of visual rhetoric, supporting your overall opinion of what the comic’s message seems to be and whether that message was communicated effectively or not.

• Post your outline & rough draft in the Discussion Board.
• Peer Review a classmate’s draft in the Discussion Board.
• Revise & edit your draft.
• Submit your final draft only, using the left-hand “Essays” menu button.

Week 6: 9/30-10/6

DO QUIZZES: all due Monday, 10/1
Quiz 7: Quote or Paraphrase
Quiz 8: Argumentative Thesis Statements
Quiz 9: Primary & Secondary Sources
Quiz 10: Two Parts of Documenting Sources

WRITE ESSAY, Part I: Essay 4: Visual Analysis with Cause and Effect and one MLA cited college-level source (one of the Everson comics -- the giraffe, the flower, the sheep, the penguin) DUE Tuesday, 10/2.

Topic: Analyze one of the four comics as a form of visual rhetoric, supporting your overall opinion of what the comic’s message or lesson seems to be, supporting your thesis with details pulled from the comic. You can use your past own experiences and observations as supporting details, as needed.

• Post your outline & rough draft in the Discussion Board.
• Peer Review a classmate’s draft in the Discussion Board.
• Revise & edit your draft.
• Submit your final draft only, using the left-hand “Essays” menu button.

STUDY:
• View Argumentation PPT and read Structures Ch.12 (72-75, 78-79); pay attention to Classic (Definition) and Toulmin methods.
• View Sources PPT and Structures Ch.13 (80-85)

DO BLOG:
Entry 7: C. Smith’s Classic (Definition) Argument essay, “Stereotyping Is Wrong” (86-88): Even though Smith starts his essay with the issue of racism, he moves generically to stereotyping in general and then gives his own “Goth” appearance as an example of the harmfulness of stereotyping. However, does Smith’s evidence weaken his argument? Also, do you agree with
Smith that stereotyping is **always** wrong? Why or why not? Are some types of stereotyping more harmful than others? (After all, we not only stereotype people but also things, animals, and places.) On a similar note, do ethical and beneficial effects of some types of stereotyping exist? Explain, based on your opinion AND experience.

**Comment on a classmate’s Entry 7**

**WRITE ESSAY, Part 2: Essay 5: Argumentation, with Classic or Toulmin structure and at least one MLA cited college-level source DUE Tuesday, October 16.**

**Topic:** Based on your BLOG, write an **ARGUMENT** essay, either a Classic or Toulmin argument. Note: **NARROW YOUR TOPIC TO 1-3 SPECIFIC EVENTS TO SERVE AS YOUR BODY OF EVIDENCE.**

- Post your outline & rough draft in the Discussion Board.
- **Peer Review** a classmate’s draft in the Discussion Board.

**Week 7: 10/7-10/13**

**WRITE ESSAY:** **Essay 5: Argumentation, with Classic or Toulmin structure and at least one MLA cited college-level source DUE Tuesday, October 16.**

- Post your outline & rough draft in the Discussion Board, if not done so already.
- **Peer Review** a classmate’s draft in the Discussion Board, if not done so already.
- Revise & edit your draft.

**Week 8: 10/14-10/18: Flex I’s “Finals Week”**

**WRITE ESSAY:** **Essay 5: Argumentation, with Classic or Toulmin structure and at least one MLA cited college-level source DUE Tuesday, October 16.**

- Post your outline & rough draft in the Discussion Board, if not done so already.
- **Peer Review** a classmate’s draft in the Discussion Board, if not done so already.
- Revise & edit your draft, if not done so already.
- Submit your **final draft only**, using the left-hand “Essays” menu button

**LAST DAY TO SUBMIT LATE WORK IS Thursday, October 18 before 11am.**

Final Course Grades can be viewed on eConnect, beginning 10/22/2018.

**COURSE POLICIES**

**ATTENDANCE POLICY**

- Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.
- If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.
- An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or **immediately** after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

**LATE WORK POLICY**

You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about **why** the work will be late **prior** to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is **October 17**, before 11am. Afterwards, the instructor will accept no late work.

**CLASSROOM ETIQUETTE**

While discussing Reader Responses and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmate, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmate; please have the courtesy to do the same. As for smartphone/tablet/laptop: only use them for class related tasks.

**ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy**

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. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a **zero** on the assignment and could even receive an **F** for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1dcccd.edu/cat0608/ss/code.cfm).

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) will receive **one** or more of the following penalties:

- The grade of **zero (0)** on that particular assignment.
- A course grade of **F** (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

**INSTITUTIONAL POLICIES**

Institutional Policies relating to this course can be accessed from the following link:

**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.

**DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE**

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

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**Note:** Please post on the Discussion Board, under “Syllabus Acknowledgement” this message:

“I have read the syllabus and agree to its terms and policies.” Thank you.