Mission Statement: Eastfield College English faculty members 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.

Course Start Date: Monday, August 27, 2018   Course End Date: Wednesday, October 17, 2018

Instructor: Elizabeth Huston, Ph.D.
Office: C-230   Email: ElizabethHuston@dcccd.edu
Office Hours: Mondays and Wednesdays, 11:30—12:30 p.m.

English 1301: Composition I (3 credit hours)
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.

Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement.

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 2313015112

REQUIRED TEXTBOOKS:

ISBN: 978-0-393-61739-9

STUDENT LEARNING OUTCOMES:
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:

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.

All assignments and activities in this English 1301 course are designed to help students achieve these learning outcomes and core objectives.

**ASSIGNMENTS:**

- Reading and grammar quizzes
- Participation activities
- Four Formal Essay Assignments:
  - Two Exams:

**WRITING EXPECTATIONS:** Following the English 1301 student learning outcomes and the English pathway outcomes, students will compose academic prose that demonstrates clear purpose, logical organization, and relevant support through evaluation and synthesis. Students are expected to establish and maintain a clear, controlling idea that serves as a thesis statement in each essay. In addition, students are expected to revise, edit, and proofread all written assignments for grammatical accuracy and for the appropriate use of MLA style for manuscript formatting, in-text citations, and works cited documentation.

**FINANCIAL AID STUDENTS:** If you are receiving any form of financial aid, you 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.

**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.

**ACADEMIC HONESTY AND PLAGIARISM:** 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 (writing any course assignment with another person and claiming the document solely as your own).

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: Code of Student Conduct (https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/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 an author’s sentences, words, or ideas. For such an offense, a student will receive a **zero** on the assignment and can receive an “**F**” for the course. You cannot mix an 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. An 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.

If you summarize, paraphrase, or quote directly from an author, you must use the appropriate documentation because the “idea(s)” still belong to the author. **Appropriate documentation means presenting an MLA parenthetical in-text citation for each use of a source AND the presentation of a list of Works Cited.** Again, failure to document resources used in your writing will result in a finding of plagiarism and a **zero** on the assignment.

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: [Code of Student Conduct](https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm)

**CERTIFICATION POLICY AND CERTIFICATION DATE**

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. The certification date for this course is **Saturday, September 1, 2018**.

**WITHDRAW 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 Friday, October 5, 2018. 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.
EVALUATION: In this course, grades are based on each student’s performance on five essay assignments, two grammar/style exams, short writing assignments, participation activities, and a reading quizzes. For the grading criteria on all written assignments, please refer to the Grading Criteria document posted in the Course Library and the Assignments menu folders located in the eCampus course site. Always, grading is based on the purpose and nature of each assignment.

COURSE POINT SYSTEM

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Assignment Points</th>
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<tbody>
<tr>
<td>Four Formal Essay Assignments (125 points each)</td>
<td>500</td>
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<tr>
<td>Two Exams (125 points each)</td>
<td>250</td>
</tr>
<tr>
<td>3 Reading Quizzes</td>
<td>100</td>
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<tr>
<td>5 Grammar Quizzes (10 points each)</td>
<td>100</td>
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<tr>
<td>Participation activities</td>
<td>50</td>
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<tr>
<td><strong>Total Course Points Available</strong></td>
<td><strong>1000</strong></td>
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<tr>
<th>Essays 1-4 and Exams 1 and 2 = 125</th>
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<tbody>
<tr>
<td>112—125</td>
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<tr>
<td>100—111</td>
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<tr>
<td>87—99</td>
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<tr>
<td>75—86</td>
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<td>74 or below</td>
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COURSE GRADE

Semester grades will be assigned according to the following point to letter scale:

| 900—1000                             | A |
| 800—899                              | B |
| 700—799                              | C |
| 600—699                              | D |
| 0—599                                | F |

Nonattendance (N) is given to students who do not attend class after the official drop date yet remain registered in the course. The N designation is a DCCCD grade that will affect the student’s ability to receive financial aid after the drop date. (Note: to indicate attendance in an online course, students must show participation by logging on to eCampus, by completing assignments by designated deadlines, and by contacting the instructor.)
Turning in Papers Policy:
All essay assignments must be turned in the following two ways—

1) as an uploaded MS Word or RTF document through the eCampus portal designated for the specific assignment

2) as a print copy at the designated due date and time (e.g., at the beginning or end of class as noted in the course schedule).

NOTE: Essays not turned in both ways will not be graded, and a zero/0 will be added for the assignment in the Grade Center. In addition, do not email essays to the professor. Final drafts submitted through email will be deleted and the assignment will be given a zero/0.

Late Assignment Policy: Deadlines are a part of the professional world and of life. Students must be timely in turning in their essays and in complete all other assignments or quizzes. Therefore, late assignments (essays, other assignments, or quizzes) will not be accepted. If you are having trouble with an assignment, are having a problem with your computer, or are experiencing another problem, please notify Dr. Huston as soon as possible and before the due date so that we can make other arrangements. Otherwise, the assignment will not be accepted, regardless that your computer crashed while you were writing it the night before.

All in-class activities and other assignments: There are no make ups. All missing assignments will receive a zero.

NOTE: Out of respect for all of the students in this class, Dr. Huston follows these guidelines carefully in order to treat all students the same. So please, do not request exceptions to these guidelines or to penalties.

Extra Credit: This course has ample materials for students to learn and to earn a fair grade. To be successful, students need to follow directions, to work through assigned materials and to turn in assignments on time. Therefore, extra credit assignments are not necessary for successful completion of this course. Please, do not ask for extra credit assignments. If an extra credit opportunity should become available, I will announce it to the whole class.

Attendance: Please note that attendance is required. Dr. Huston takes class roll during every class meeting. Students who are not present when roll is taken are marked absent. One point is deducted from the course total for every absence. If a student comes in late after roll has been taken, it is the student’s responsibility to notify the professor at the end of class of his or her presence. Failure to do so will result in the student being marked absent and losing one course point.

NOTE: Students who come into class late are a disruption to the entire class. If you must be late, come in quietly and sit at the nearest available seat. If a student is disruptive, he or she will be asked to leave.

Classroom Environment: Students in this class are expected to behave like adults with professionalism and courtesy to the professor and to all their fellow course students. Therefore, students are required to follow the DCCCD Code of Student Conduct

https://www1.dcccd.edu/catalog/GeneralInfo-CollegePolicies/code.cfm

In addition, students in this English 1301 class will be expected to behave appropriately as follows:

➢ avoid excessive talking during class lectures or when class members are offering ideas.
➢ be respectful of the professor and the other class members at all times.
➢ use appropriate, academic language in all class discussions (no abusive or colloquial language).

Computer Use: Students may use the class computers for all English 1301 assignments and activities ONLY. However, these computers may not be used for personal use of any kind, including work for another course.
Electronic Devices in Class—Students may use iPhones, Androids, iPads, or laptops in class for textbooks ONLY. Because this class has computers, students do not need to bring their laptops. However, you may use your laptop if you wish. But note that students may not print from laptops.

ACCESSIBILITY TO eCAMPUS COURSE SITE: Eastfield College uses the Blackboard System for eCampus course sites. The following URL link provides information regarding accessibility to the Blackboard system. Here is a link to Blackboard's Accessibility statement:
The Blackboard System’s Accessibility Statement
http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

Note: The instructor reserves the right to amend this syllabus and the course schedule at any time during the semester as necessary.

INSTITUTIONAL POLICIES:
All Institutional Policies relating to this course can be accessed from the following link:
Institutional Policies
URL link: https://www.eastfieldcollege.edu/syllabipolicies

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<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td><strong>Monday, August 27</strong></td>
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<tr>
<td><strong>In Class</strong></td>
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<tr>
<td>— Discuss the Syllabus—DCCCD, Eastfield College, and ENGL 1301 course policies.</td>
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<tr>
<td>— What is the eCampus course site?</td>
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<tr>
<td><strong>Reading Assignment:</strong></td>
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<tr>
<td>--read carefully the ENGL 1301 Course Syllabus and schedule</td>
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<td>--take orientation</td>
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<tr>
<td><strong>Wednesday, August 29</strong></td>
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<tr>
<td><strong>In Class</strong></td>
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<tr>
<td>— Class Overview and discussion: What is ENGL 1301 all about?</td>
</tr>
<tr>
<td><strong>Writing Assignment:</strong> To be announced—due Friday, August 31—by 12:00 p.m. (NOON)</td>
</tr>
<tr>
<td><strong>Reading Assignment:</strong> <em>Field Guide</em></td>
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<tr>
<td>--Chapter (CH) 1—“Writing in Academic Contexts,” pp. 3-9</td>
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<tr>
<td>--CH 2—“Reading in Academic Contexts,” pp. 10-22, 26-17</td>
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<tr>
<td>--CH 10—“Writing a Literacy Narrative,” pp. 73-79, 83-93</td>
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<tr>
<td><strong>Grammar and Style Activities:</strong></td>
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<tr>
<td>--Read Part 9, S-1—“Elements of the Sentence,” pp. HB 4-7.</td>
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<tr>
<td>--Take Grammar Quiz 1—due Sunday, September 2, by 11:59 p.m.</td>
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<th>Week 2</th>
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<tr>
<td><strong>Monday, September 3—Labor Day, Eastfield College closed, no class</strong></td>
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<tr>
<td><strong>Wednesday, September 5</strong></td>
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<tr>
<td><strong>In Class</strong></td>
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<tr>
<td>— Define the term Essay</td>
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<tr>
<td>— Discuss reading assignment—be prepared to discuss!</td>
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<tr>
<td><strong>Reading Assignment:</strong></td>
</tr>
<tr>
<td>--CH 43—“Narrating,” pp. 419-27</td>
</tr>
<tr>
<td>--Amy Tan, “Mother Tongue,” 649-55</td>
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<tr>
<td>--Take Reading quiz 1—due Sunday, September 9, by 11:59 p.m.</td>
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</tbody>
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### Week 3

**Monday, September 10**  
**In Class**  
— Discussion and activity on the reading assignment  
— Discuss the writing process  
— Discuss Essay 1 assignment  

**Writing Assignment:**  
-- Essay 1—due Monday, September 17, at the beginning of class  
-- Bring thesis statement to class on Wednesday, September 12

**Grammar and Style Activities:**  
-- Read Part 9, S-2—“Fragments,” pp. 7-10

**Wednesday, September 12**  
**In Class**  
— discuss MLA manuscript formatting  
— workshop—Essay 1 thesis statements

**Reading Assignment:**  
-- CH 16—“Evaluations,” pp. 197-205  
-- CH 38—“Comparing and Contrasting,” pp. 380-87

**Writing Assignment:**  
-- Essay 1—due Monday, September 17, at the beginning of class  
  Note—late assignments are not accepted (No stragglers, no exceptions)

**Grammar/Style Activities:**  
-- Read Part 9, S-3—“Comma Splices, Fused Sentences,” HB-10-11  
-- Take Grammar Quiz 2—due Friday, September 14, 11:59 p.m.

### Week 4

**Monday, September 17**  
**In Class**  
— Turn in Essay 1 at the beginning of class  
— Discussion and activities on reading assignments  
— Discuss Essay 2 assignment

**Writing Assignment:**  
-- Essay 2—Evaluation—due Monday, September 24—at the beginning of class

**Reading Assignment:**  
-- Part 2—“Rhetorical Situations,” pp. 53-70  
-- Natalie Standiford, “The Tenacity of Hope,” pp. 783-86  
-- Take Reading Quiz 2—due Friday, September 21, by 12:00 p.m. (NOON)

**Grammar/Style Activities:**  
-- Read Part 9, S-5—“Subject-Verb Agreement,” HB-24-28
**Wednesday, September 19**

**In Class**
- Discussion and activities on reading assignments
- Discuss writing introductions and conclusions.

**Writing Assignment:**
--Essay 2—Evaluation—due Monday, September 24—at the beginning of class

**Grammar/Style Activities:**
--Read Part 9, S-6 “Pronouns,” HB-28-34
--Take Grammar Quiz 3—due Sunday, September 23, by 11:59 p.m.

**Week 5**

**Monday, September 24**

**In Class**
- Turn in Essay 2 at the beginning of class—late assignments not accepted (no stragglers, no exceptions)
- Discuss reading assignment
- Brief grammar review

**Reading Assignment:**
--CH 12—“Reporting Information,” pp. 129-37, 142-55
--CH 46—“Finding Sources,” pp. 445-72
--CHs 51-52—“Documentation” and “MLA Style,” 496-548

**Grammar/Style Activities:** Read, review, study, practice, prepare for Exam 1

**Wednesday, September 26**

**In Class**
- Continue discussion and activities with the reading assignments
- Discuss research
- Discuss Essay 3

**Test Assignment:**
--Take Exam 1—available Wednesday, September 26, at 12:00 p.m. (NOON) through Friday, September 28, by 12:00 p.m. (NOON) (1?? points)

**Writing Assignment:**
--Essay 3—Report with Research—due—Wednesday, October 3, by the end of class
--Topic and thesis statement form due Monday, October 1, at end of class

**Week 6**

**Monday, October 1**

**In Class**
- Turn in topic and thesis form and discuss essay strategies
- Overview MLA documentation and citation

**Writing Assignment:**
--Essay 3—Report with Research—due—Wednesday, October 3, by the end of class
**Grammar and Style Activities:**
--Part 9, L-4—“Words often Confused,” HB-51-56

**Wednesday, October 3**
**In Class**
— MLA workshop—documenting and citing sources in Essay 3
— Complete Essay 3—due at the end of class

**Reading Assignment:**
--CH 13—“Arguing a Position,” pp. 156—82
--CH 36—“Arguing,” pp. 355-73
--Nicholas Carr, “Is Google Making Us Stupid?” pp. 735-49

**Grammar and Style Activities: Part 9**
--L-4—“Words often Confused,” HB-51-56
--L-7c, “Placing Modifiers Carefully,” HB-62-64
--Take Grammar Quiz 4—due Sunday, October 7, by 11:59 p.m.

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**Week 7**

**Monday, October 8**
**In Class**
--Discussion and activities on reading assignments
--Discuss Essay 4

**Reading Assignment:**
--Alex Weiss, “Should Gamers Be Prosecuted for Virtual Stealing?” pp. 731-34
--Take Reading Quiz 3 (covers reading assignments from October 3 and October 8)—due Thursday, October 11, by 11:59 p.m.

**Writing Assignment:**
--Essay 4—Argument—due Monday, October 15, at the end of class
Reminder—Late assignments are not accepted.
--Topic and claim statement form due Wednesday, October 10 at the beginning of class

**Grammar and Style Activities: Read/Study/Prepare these sections of Part 9**
--P-1—P-2—“Commas” and “Semi-Colons,” HB-77-84
--Take Grammar Quiz 5—due Thursday, October 11, by 11:59 p.m.

**Wednesday, October 10**
— Claim statement workshop
— Brief review of grammar

**Reading Assignment:** Catch up and complete all unfinished reading assignments.

**Test Assignment:**
--Take Exam 1—available Friday, October 12, through Tuesday, October 16, by 12:00 p.m. (NOON) (1?? points)

**Writing Assignment:**
--Essay 4— Argument—due Monday, October 15, at the end of class
--Topic and thesis statement form due Monday, October 1, at end of class

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<th>Week 8</th>
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**Monday, October 15**
**In-Class**
--Writing workshop—complete Essay 4, turn in at the end of class—Late assignments not accepted (no stragglers, no exceptions)

**Wednesday, October 17**
--Course Complete! Grades tallied and turned in by the end of the day.