Arts and Communications Division
Fall 2018
ENGL 1301.41232
3 Credit Hours

Instructor: Gregory Shows
Room: C-213
Day/Time: TR, 9:30-10:50

Contact Information:
Adjunct Office: C236
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Hours Available: By appointment only.

Recommended Textbooks and Other Course Materials:


Course Description:
ENGL 1301: Composition I
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.

Evaluation Procedures:

Grades: I only use the grade of incomplete for cases involving extenuating circumstances.
Grading Scale: A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

Essay #1: Apocalypse (2 pages) 100
Essay #2: Narrative Essay (3 pages) 100 A= 900-1000
Essay #3: Visual Analysis Essay (2 pages) 100 B= 800-899
Essay #4: Rhetorical Analysis Essay (3 pages) 100 C= 700-799
Essay #5: Future Forecasting Essay (4 pages) 200 D= 600-699
Final Exam (Vocabulary/Concept) 100 F= 599-0
Summary Response (10 X 20 points) 200
Quizzes/Group Work 100
Total= 1000

Grades for all 5 major essays will be based upon grading rubrics for each assignment. The grading rubrics contain specific details for point acquisition in four categories, generally the following:

1.) MLA FORMAT
2.) PRESENCE, QUALITY OF THESIS AND THESIS SUPPORT
3.) GRAMMAR/PUNCTUATION
4.) ADHERENCE TO THE PROMPT/QUALITY OF TOPICAL DEVELOPMENT

ANY ESSAY THAT CONTAINS THE USE OF 2ND PERSON
POINT OF VIEW (except for a process analysis assignment) WILL RECEIVE A DEDUCTION OF 50%. THE PAPER WILL BE AWARDED 50% FOR COMPLETION.
NO LATE WORK WILL BE ACCEPTED UNLESS ARRANGEMENTS HAVE BEEN MADE WITH ME. THE COMPLETED ASSIGNMENT MUST BE UPLOADED TO SAFE ASSIGN BY THE BEGINNING OF CLASS ON THE DATE THE ASSIGNMENT IS DUE.

Major Assignments/Course Outline:

**Apocalypse Essay:** This essay will require students to look up and use at least three concepts/definitions relating to the topic of current negative U.S. public mood and draw a connection between the mood and the concepts. **DUE: 9-9-2018**

**Narrative Essay:** This essay will require students to use what they have learned about narrative from lectures and readings and construct a three page narrative of their own. **DUE DATE: 9-23-2018**

**Visual Interpretation Essay:** Students will watch a film excerpt in class and perform a detailed structural analysis based upon three repeating objects they have chosen. Students will explain the significance of these objects in relation to the message or meaning of the film. Essay will be three pages long and must contain a clear unifying claim. **DUE DATE: 9-30-2018**

**Rhetorical Analysis Essay:** This four page essay requires students to identify a text's thesis and use the rhetorical appeals, logos, pathos, and ethos, as a basis for analyzing whether or not the text has succeeded or failed to support the argument being made. **DUE DATE: 10-10-2018**

**Future Forecasting Essay:** This four page assignment requires students to identify a trend that interests them, and then to research and analyze the trend in order to make a forecast about the future. **DUE DATE: 10-16-2018**

**Final Exam. DUE DATE: 10-18-18**

**Reading Response:** Students will summarize and respond to selected readings, following the prompts provided. **DUE DATE: See calendar. Response Papers will be online-based and the students are responsible for keeping up with this part of the coursework. Responses must be 300 words. If they are short, points will be deducted.**

**Quizzes:** Individual or group over reading material. **DUE DATE: Variable**

Extra Credit: 100 points maximum extra credit will be available and will be assigned by instructor. Service Learning Opportunities are also available. **DUE DATE: 3-5**

All assignments must be typed unless otherwise instructed. Make-ups on quizzes—any missed quizzed can be made up by being present for the extra quiz opportunities provided over the course of the semester. There will be seven quizzes. I will count the best five.
**Attendance Policy:** You are expected to be in attendance for every class meeting, on time, with text and materials, and prepared to participate. Please read the following carefully. No more than three absences are permitted. More than three absences, without justifiable extenuating circumstances, will result in a deduction of 100 points from your final average.

**Classroom Etiquette**
Students should not behave in any disrespectful or disruptive manner. Any student engaging in such behavior will be asked to leave.

**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

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://www1.dcccd.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

Click here for Eastfield College’s Institutional Policies:

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE

If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail by October 3. You may also withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

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 September 7, 2018.

ACADEMIC HONESTY POLICY/CODE OF CONDUCT

Academic honesty is expected, and integrity is valued in the Dallas County Community College District. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but it 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. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm. In this course, violators of the Academic Honesty Policy will receive an “F” for the work done under academic dishonesty and cannot be made up.

PRINTING ON CAMPUS
Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account before you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

**STUDENT E-MAIL:**
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to [http://www.dcccd.edu/MSOffice](http://www.dcccd.edu/MSOffice). All communication should be conducted through your official student email account.

**OBTAINING GRADES AT THE END OF THE SEMESTER**
Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: [http://econnect.dcccd.edu/](http://econnect.dcccd.edu/). Telephone number: 972-613-1818.

**DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE**
The instructor reserves the right to amend this syllabus as necessary.

LAST DAY TO WITHDRAW: October 3, 2018
Course Calendar:

WEEK 1:

DUE: R/R #1: Write a 1 page double spaced response to your experience playing Prisoner’s Dilemma. Answer the following questions. How did the outcome of this game compare to your expectations of the game as you selected your group, representative, and name? Give Details. Were you surprised by the outcome? Why or why not? What might this game have to do with the post-apocalyptic literature we will be examining? Was the game fair? Why or why not? Why did your team choose to compete instead of cooperate?

RR #1 Due Wednesday Night at 11:59 on Blackboard

8-30: DISCUSS: Passive Learning/Active Learning, Summary, Paraphrase, Quotations, Apocalypse, THE ELEMENTS OF Apocalyptic/Post Apocalyptic Literature, How to read challenging texts


DUE: RR #2 on Wednesday Night: Read Chapter 2 from BTTL and summarize the chapter in 6-8 sentences. Then discuss the sample essay, giving a 4 sentence summary and a response. This response should be 300 words in length.

DUE: READINGS FOR RR #3 DUE SATURDAY NIGHT, 1-20-18 at 1159 pm: BTTL: Chapter 3, pps. 28-41, Chapter 5, pps. 76-92 Summarize Chapter 3 in 6-8 sentences, Summarize Chapter 5 in 6-8 sentences.

WEEK 2:

9-4: DISCUSS: Metaphor/Symbolism/Analogy, Dualism in western civilization. Work in Groups in Class to define the terms necessary to write Essay #1

READ: Plato, “Allegory of the Cave” @ http://www.historyguide.org/intellect/allegory.html

SCREEN: excerpt from The Matrix

DUE: R/R #4 over “Allegory” Monday night at 11:59.

Prompt: Students should read Plato’s “Allegory of the Cave,” and write a 1 page response that answers the following questions in a series of developed paragraphs: 1. What is Plato’s main point? 2. What does Plato say is the responsibility of the enlightened person, and what reasoning does he provide throughout the text to prove his point? 3. What evidence does Plato provide to
support the many claims he makes as he develops his argument? 4. What can you infer Plato feels about the perceptual faculties of human beings? 5. Why is Glaucon’s voice present in this “dialogue,” and what purpose does he serve with regard to Plato’s rhetorical objective?


SCREEN at home: "Humans Need Not Apply" @ https://www.youtube.com/watch?v=7Pq-S557XQU

READ: Harris, “Can We Avoid a Digital Apocalypse?” @ https://www.samharris.org/blog/item/can-we-avoid-a-digital-apocalypse and Dvorsky, “Can We Avoid an Antibiotic Apocalypse?” @ http://io9.gizmodo.com/can-we-avoid-an-antibiotic-apocalypse-472657488

DUE: QUIZ over readings and video.

Start Apocalypse Essay in class: Explain why Americans seem obsessed with the end, based on set of concepts/definitions you look up in groups.


WEEK 3:


READ: Gingerich, “Understanding the Objective Correlative.” @ http://litreactor.com/columns/understanding-the-objective-correlative and *BTTL* Chapter 6, pps. 94-110

DUE: Quiz over Gingerich article and chapter 6

SCREEN: excerpt from *Wall-E*


READ: Pollack, “Finis” @ http://gutenberg.net.au/ebooks06/0605041h.html

READ: Hannah, “Eating Wife and Friends” in blackboard "Readings"
R/R #5 over “Eating Wife and Friends” and “Finis” at 11:59 p.m., 1-31-2018.


READINGS FOR WEEKEND
READ: Benet, “By the Waters of Babylon” available on Black Board.
DUE: RR #6 on 2-3-18. Read “By the Waters of Babylon” and write a 6-8 page summary of the plot, then give your interpretation of the narrative. What is the author trying to say? Prove it from the text.

WEEK 4:
9-18: DISCUSS: Narrative, Peer Editing, Begin Writing Narrative Essay in class.

READ: Gross and Gilles, “How Apocalyptic Thinking Prevents Us from Taking Political Action” @

QUIZ over “How Apocalyptic Thinking...”


READ: BTTL Chapter 7, pps. 166-180,

SCREEN AT HOME: Visual Rhetoric, @
https://www.youtube.com/watch?v=-vJvivIzkDg

DUE in class First Draft of Essay #2, Printed, MLA Format.

DUE Wednesday night 6-7-18 @ 11:59 pm: RR #7 on Visual Rhetoric and BTTL Chapter 7. Summarize each in 6-8 sentences.

For Weekend:
DUE: FINAL DRAFT OF ESSAY #2 on SUNDAY NIGHT, 9-23 at 11:59.

WEEK 5:

DUE: Image for Visual Rhetoric Essay, subject to instructor approval.
DUE: In-class partnered quiz demonstrating visual rhetoric analysis techniques.

SCREEN at home and be ready for quiz: Logical Fallacies @
https://www.youtube.com/watch?v=fXLTQi7vVsI

DUE 2-13: Look up and be ready for quiz over Fallacies: Bandwagon, Begging the Question, Biased Sample, Shifting the Burden of Proof, False Dilemma, Guilt By Association, Hasty Generalization, Cum Hoc, Post Hoc, Red Herring, Special Pleading, Straw Man.


DUE: FIRST DRAFT of ESSAY #3 for Peer Editing Based on the Sample Visual Analysis Essay.

DUE SATURDAY NIGHT, 9-30-18 at 11:59: FINAL DRAFT of ESSAY #3 VISUAL ANALYSIS ESSAY

WEEK 6:
10-2: DISCUSS: MLK, Fallacies, Balko’s, MLK’s use of logos, pathos, ethos, fallacy.

READ: Radley Balko, “What You Eat is Your Business,” @
https://www.cato.org/publications/commentary/what-you-eat-is-business

Excerpt “Letter from Birmingham Jail,” King, from beginning through the paragraph that begins “We have waited for over 340 years for our…” @
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

R/R # 8 over excerpt of “Letter from Birmingham Jail,” DUE: 2-21-18 @ 11:59 pm.
PROMPT: Students will read “Letter From Birmingham Jail” by Martin Luther King Jr., and write a 1 page response based on the following questions: What is King’s thesis? What reasons does he provide to support this thesis? What evidence does King provide evidence to support his reasoning. Provide three examples of King using pathos appeals to his readers. Provide three examples of King using logos appeals to his readers. Name at least three historical references King uses in an attempt to bolster his thesis. Do these references appeal to the readers’ logic, emotion, or King’s reputation? How effective are the arguments in the first part of the letter? This should be 300 words.

RR #9 over Balko Essay, DUE: 2-21-18 @ 11:59 pm.
Prompt: Answer the following: What is Balko’s thesis? What reasons does he provide to support it? What evidence? Does he anticipate counterarguments? Is he credible? How do you know? Who did he work for when writing the article? How might that affect his perspective? Do you agree with his argument? Why or why not? This should be 300 words.

DUE: First Paragraph of Rhetorical Analysis Essay (Essay #4), with thesis recommending Publication or Rejection.

READING FOR WEEKEND RR #10—Absolutely Necessary to write Essay #5:

“Methods and Approaches to Futures Studies,” @
http://crab.rutgers.edu/~goertzel/futuristmethods.htm

Kurzweil, The Law of Accelerating Returns, up to “DNA Sequencing, Memory, Communications, etc.” @
http://www.kurzweilai.net/the-law-of-accelerating-returns

DUE: RR #10 at 11:59 on 2-25-2018

WEEK 7:


DUE in class: First Complete Draft of Rhetorical Analysis Essay (Essay #4)

DUE: Final Draft of Rhetorical Analysis Essay (Essay #4) on 10-9-18 at 11:59 pm

10-11: DISCUSS: Future Forecasting Essay Topics, Instructor Conferences

DUE: Topic Proposal and first 3 sources (20 points toward final essay grade)

WEEKEND ASSIGNMENT: Complete Works Cited Page (10 points), READ: Vonnegut, "The Big Space..." @
http://www.pierretristam.com/Bobst/07/wf041307.htm

WEEK 8:

10-16: DISCUSS: First Full Draft Due (20 points),

FINAL DRAFT OF ESSAY #5 DUE AT 11:59 PM ON 10-16-18.
DISCUSS: FINAL EXAM DUE IN CLASS, Final Exam, “The Big Space...”
QUIZ: Vonnegut story—20 points.
ALL EXTRA CREDIT DUE.