ARTS & COMMUNICATIONS DIVISION
HONORS ENGLISH 1301: COMPOSITION I
SYLLABUS – Flex 1 Fall 2018: 8/27-10/18 (8 Weeks)

<table>
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<tr>
<th>Course Name/Number</th>
<th>ENGL 1301</th>
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<tr>
<td>Instructor:</td>
<td>Dr. Rufel Ramos</td>
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- **Section/Days/Time/Room:** 41290 MW 9:30-11am, G130 & eCampus
- **Office & Phone:** G136, 972-860-7361
- **Office Hours:** MW 9-9:30am; 12:30-1pm
- **Office E-mail:** ramos@dcccd.edu
- **Office & Phone:** 972-860-7124, 972-860-8342
- **Office Hours:** M W 9-9:30am; 12:30-2pm
- **Office E-mail:** brendalee@dcccd.edu

**DCCC CATALOG COURSE DESCRIPTION:** 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:**
- Citation Machine, 2018, http://www.citationmachine.net for Works Cited app
- 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.

**QUizzes:**
- 15 brief, multiple-choice over grammar, mechanics, argument, and MLA documentation: 15%

**UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE**

HONORS ENGL 1301 Fall 2018 Syllabus – R. Ramos, 09/28/2018 – 1
JOURNAL: in 3 parts, written in Edited American English, with total word count of 4400 words (portfolio grade)
- Part 1: Plato’s Gorgias (5%)
- Part 2: Aristotle’s Nicomachean Ethics, Book II (5%)
- Part 3: Real-world observations of Plato’s and Aristotle’s ethics in action (your own and others), including at least one visual image of an ethical (or unethical) action (10%).

ESSAYS:
- 3% Essay 1: a Timed Online Rough Draft, at least 500 words + Syllabus Acknowledgement

2 Short Formal Essays 2-4 = for each one: Outline, Rough Draft, Peer Review, and MLA Style Final Draft, at least 900 words, at least one college-level source in correct MLA documentation style:
- 10% Essay 2: Narration, with Description and Process Explanation
- 12% Essay 3: Analysis, using Division, Comparison/Contrast, and/or Classification
- 15% Essay 4: Visual Analysis, with Cause/Effect

1 Long Formal Essay = Outline, Peer Review, and MLA Style Final Draft, at least 1200 words, at least three college-level sources in correct MLA documentation style
- 25% Essay 5: Argumentation, with Narrative explanation and Causal Analysis

Grading Scale:
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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<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%

ASSIGNMENT CALENDAR/ COURSE OUTLINE

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, and ESSAY 1

WRITE ESSAY 1:
TIMED Diagnostic Essay DUE by Monday, 8/27 ← NOTE: Click on the “Essays” left-hand menu button to access the Essay 1 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:
-- Go over The Writing Process PowerPoint (review Structures Ch.1-5, pages 3-30, for more info, if needed)
-- Go over Sources PPT and Structures Ch.13 (pages 80-85)
-- View Purdue OWL website: “MLA Formatting and Style Guide”, “Elements of Rhetorical Situations.”

QUIZZES: all due Sat 9/1 -- Tip: Review grammar & punctuation rules at Purdue OWL site.
- Quiz 1: Fragments
- Quiz 2: Run-ons
- Quiz 3: Combining Sentences with Transitions (using semicolons and commas)
- Quiz 4: Verb Tense
- Quiz 5: Subject/ Verb Agreement
- Quiz 6: Pronoun/ Reference Agreement
- Quiz 7: Parallel Structure
- Quiz 8: Comma & Dash
- Quiz 9: Semicolon & Colon
- Quiz 10: Apostrophe
- Quiz 11: Quotation Marks
- Quiz 12: Quote or Paraphrase
- Quiz 13: Argumentative Thesis Statements
- Quiz 14: Primary & Secondary Sources
- Quiz 15: Two Parts of Documenting Sources
QUIZZES ALL DONE!

Week 2: 9/2-9/8

STUDY, Part I:
-- View Purdue OWL’s “Media Ethics”
-- View Thought Academy’s “Plato’s Gorgias (Ethics 2).”
-- Read about the Ethics of Speech -- Plato’s “Gorgias” -- and do Journal, Part 1.

JOURNAL, Part 1: Plato’s Gorgias

1. Socrates vs. Gorgias (452d-454c): According to Gorgias, what is rhetoric? Why is Socrates not satisfied by Gorgias’ definition?
2. (455e-457) According to Gorgias, should teachers of rhetoric be blamed for the immorality of their students? Why is this a concern to Gorgias? Why is this a concern to Socrates?
3. Socrates vs. Polus (462b-466a): What does Socrates believe that rhetoric is? What is its analogue?
4. (466b-468e) Polus believes that rhetors have power, Socrates that they don’t. What is Socrates’ argument? Is it sound? True?
5. (472d-479e): Socrates believes not only that doing wrong is worse than suffering wrong, but also that, having done wrong, going unpunished is worse than being punished. What is his reasoning for both propositions? Is it both sound and true?
6. Socrates vs. Callicles (483b-484c): What is Callicles’ full argument about morality?
7. (486d-488b): Why has this dialogue about rhetoric shifted to a dialogue about the best life?
8. (491d-492d): What is the Calliclean way of life? Why are self-discipline and justice a threat to it?
9. (519c-522c): When Socrates finally confronts Callicles with the choice between goodness and pleasure, Callicles chooses the latter. Then they quarrel, and Callicles threatens him. What is the threat, and what is Socrates’ response to that threat?
10. (523a-526e): Socrates is apparently trying to persuade Callicles to become more interested more in morality than in power. Does the myth complicate this appeal? Is the Gorgias a logical argument or a myth [a story]?

STUDY, Part II:
-- View Narration PPT and read Structures Ch.6 (31-36); view Process PPT and read Structures Ch.7 (37-46)
-- Save the MLA Final Draft template (if you have not done so already).

WRITE ESSAY 2:
Narration, with Description and Process, 900 words, one college-level source (Plato’s “Gorgias”)
Topic: recount an episode of a failed (or near failed) rhetorical situation (that is, a failure of communication), from a specific (preferably local) group of people with whom you are familiar -- either witnessed, experienced, or heavily researched previously (as part of your job, school assignment, or personal hobby). Explain how the persons involved resolved the situation or how they did “damage control.”
-- Post your outline & rough draft in the Discussion Board

Week 3: 9/9-9/15

STUDY, Part I: Any info from last week that would help your essay writing.

JOURNAL, Part 1: Finish answering questions for Plato’s “Gorgias” so you can use for Essay 2

WRITE ESSAY 2:
Narration, with Description and Process, 900 words, one college-level source (Plato’s “Gorgias”)
1. Post your outline & rough draft in the Discussion Board (if you haven’t already)
2. Peer Review a classmate’s draft
3. Revise & edit your draft
4. Submit your final draft only, using the left-hand “Essays” menu button in the eCampus course site, DUE Thursday, 9/13

**STUDY, Part II:**
-- View Crash Course’s “Aristotle & Virtue Theory”
-- Read Aristotle’s “Nicomachean Ethics, Book 2.”

**JOURNAL, Part 2: Aristotle’s Nicomachean Ethics, Book II (composed ca. 350 BCE)**
1. Moral virtue is the result of what?
2. States of character arise out of what?
3. What four conditions must a virtuous person possess?
4. What is the relation of virtue to knowledge?
5. Virtues are modes of _____ or involve _____.
6. Moral virtue is a mean (that is, the intermediate) between two what?
7. Why is acting in the mean not easy? (Hint: look for the statement with the five “right”s.)
8. How does a person get to the mean if he or she is at one extreme of the virtue spectrum?

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**Week 4: 9/16-9/22**

**STUDY, Part I:**
-- 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)
-- Save the MLA Final Draft template (if you have not done so already).

**JOURNAL, Part 2:** Finish answering questions for Aristotle’s “Nicomachean Ethics, Book II” so you can use for ESSAY 3.

**WRITE ESSAY 3:**
Analysis, using Division, Comparison/Contrast, and/or Classification, at least 900 words, one-college level source (Aristotle’s “Nicomachean Ethics, Book II”)
**Topic:** analyze the ethical code or moral qualities (either the virtues, the vices, or both) of one, two, or a specific group of people with whom you are familiar, either witnessed, experienced, or heavily researched previously (as part of your job, school assignment, or personal hobby).
1. Post your outline & rough draft in the Discussion Board (if you haven’t already)
2. Peer Review a classmate’s draft
3. Revise & edit your draft
4. Submit your final draft only, using the left-hand “Essays” menu button in the eCampus course site, DUE Saturday, 9/22

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**Week 5: 9/23-9/29**

**STUDY:**
-- View Cause/Effect PPT and read Structures Ch.11 (64-71)
-- View Purdue OWL’s “Elements of Analysis”
-- View University of Alabama’s “Visual Analysis 101” PPT

**JOURNAL, Part 3:**
Document real-world observations of Plato’s and Aristotle’s ethics in action (your own and others), including at least one visual image of an ethical (or unethical) action

**WRITE ESSAY 4:**
Visual Analysis, with Cause/Effect, at least 900 words, one-college level source
**Topic:** analyze a visual image as a piece of rhetoric, explaining an ethical lesson. What lesson does the image seem to convey about ethical action? Use the “Elements of Rhetorical Situation” to analyze the visual elements supporting your thesis, and explain the ethical effects of that lesson.
1. Post your outline & rough draft in the Discussion Board (if you haven’t already)
2. Peer Review a classmate’s draft
3. Revise & edit your draft
4. Submit your final draft only, using the left-hand “Essays” menu button in the eCampus course site, DUE Monday, 10/1

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**Week 6: 9/30-10/6**
WRITE ESSAY 4:
Visual Analysis, with Cause/Effect, at least 900 words, one-college level source
Topic: analyze a visual image as a piece of rhetoric, explaining an ethical lesson. What lesson does the image seem to convey about ethical action? Use the “Elements of Rhetorical Situation” to analyze the visual elements supporting your thesis, and explain the ethical effects of that lesson.
5. Post your outline & rough draft in the Discussion Board (if you haven’t already)
6. Peer Review a classmate’s draft
7. Revise & edit your draft
8. Submit your final draft only, using the left-hand “Essays” menu button in the eCampus course site, DUE Monday, 10/1

STUDY: View Argumentation PPT and read Structures Ch.12 (72-75, 78-79)

JOURNAL, Part 3: Continue documenting your real-world observations of Plato’s and Aristotle’s ethics in action (your own and others).

WRITE ESSAY 5:
Argumentation, with Narrative explanation and Causal Analysis, at least 1200 words, at least three college-level sources
Topic: Revising either Essay 2, 3, and/or 4, persuade your audience to consider favorably your opinion of what is the MOST ethical approach to a difficult ethical situation, following this body paragraphs’ structure:

I. Narrative Section:
   Explain what happened/is happening in the situation and the chosen ethical approach (either yours or someone you know).
II. Causal Analysis Section:
   Analyze the causes of the approach and then the effects of the approach, evaluating it for its efficacy for resolving the ethical situation.
III. Argument Section:
   Based on your analysis and evaluation, recommend what is the MOST ethical approach: support your recommended approach that betters the situation; finally, understand yet rebut those who disagree with you by explaining that their approach does more harm than good

1. Research for more college-level sources, if needed.
2. Create your outline & rough draft. Give both specific, textual examples from your research as well as your own experiences and observations. Organize your body paragraphs in order of importance, and avoid use of “you” in the body paragraphs.
3. Post both outline and rough draft in the class eCampus site’s Discussion Board.

Week 7: 10/7-10/13

STUDY: Any info from last week that would help your essay writing.

WRITE ESSAY 5:
1. Peer Review a classmate’s draft.
2. Revise & edit your draft.

JOURNAL, Part 3: Continue documenting your real-world observations of Plato’s and Aristotle’s ethics in action (your own and others) – double-check that you have made word count (Parts 1-3 = 4400 words).

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

WRITE ESSAY 5:
1. Peer Review a classmate’s draft (if not done so already)
2. Revise & edit your draft (if not done so already)
3. Submit your final draft only, using the left-hand “Essays” menu button in the eCampus course site, DUE Tuesday, 10/16

JOURNAL (Parts 1-3) DUE Wednesday, 10/17.

All late work due Thursday, 10/18, by 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 the last day of class. 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 classmates, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmates; 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

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

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.