Composition I
English1301-61814
Fall 2018
August 27, 2018 - December 13, 2016

Professor: Azure Arther
Email: aarthar@dcccd.edu

Unless you and I agree to it ahead of time, assignments submitted to this address will not be read and will be immediately deleted. Use this address for questions/notification only.

Meeting Days & Time: MWF@9:05-10:00a
Room Number:
Credit Hours: 3 lecture

Course Description: Composition I is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is placed 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.

Core Objectives:
- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas 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 Skills – to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes
After successful completion of this course the student should be able to
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.

Course Materials/Supplies Needed
Merriam-Webster dictionary app (free) or paper copy
Evaluation Procedures:

Unit Participation (19) = 200 points
Visual Examples Project (1) = 30 points
Outlines (2) = 100 points
Introduction Essay = 20 points
Narrative/Descriptive Essay = 50 points
(Outlines must include MLA formatted in-text/parenthetical citations and Works Cited page identifying two or three database sources.)
Argumentative Essays (3) = 300 points
(Essays must include MLA formatted in-text/parenthetical citations and Works Cited page identifying two or three database sources.)
Final Outline = 100 points
(Outline must include MLA formatted in-text/parenthetical citations and Works Cited page identifying five or six database sources.)
Final Paper = 200 points
(Essay must include MLA formatted in-text/parenthetical citations and Works Cited page identifying five or six database sources.)
Class participation assignments (will vary) = 100

Total Points Possible=1000

*Essays I, II, and III—if submitted on time and reaching the full three-page minimum—may each be revised once for full credit if the original grade earned is lower than 90. This privilege does not apply if you deliberately plagiarize. Essays that do NOT reach the full page limit will earn no grade higher than 69, and revision is not an option.

Grading Scale: 900-1000 points = A
800-899 points = B
700-799 points = C
600-699 points = D (This grade does not transfer to most universities.)
0-599 points = F

Attendance Policy:
Punctual attendance at every class is a necessity. Arrival at 9:06 counts as tardy. Arrival after 9:26 counts as absent. If it is absolutely necessary to miss class, it is your responsibility to find out from the course calendar what you missed and come to the next class fully prepared, with all assignments complete. To clarify, being absent from a prior class is no excuse for not having your assignment on the day you do attend.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this lecture course, your physical participation in class, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students who are not
certified as beginning class are responsible for any payments due as a result of non-certification, to include the dropping of courses.

**Late Work Policy:** Late work is **NOT** accepted, ever. It must be submitted **in class** (that means **NOT via e-mail**), on the day it is due or **before**. In the case of a certified health emergency (**Documents must be submitted to verify this**), please inform me, and we will arrange a makeup work plan. Understand that appointments are **NOT** synonymous with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

**Makeup Exam Policy:** **N/A**

**College Sponsored Events:** These activities do merit an “excused” absence, but any assignments due on the date of the event must be submitted on or before that due date. Written responses must be submitted in order to earn points for any participation activities missed.

**Electronic Devices:** Please refrain from using electronic devices for purposes besides coursework during class discussions.

**The withdraw date for this class is November 15, 2018.**

**Academic Dishonesty:**
Students who are caught *deliberately* plagiarizing an assignment will be subject to an “F” in the course and possible expulsion from the college.

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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. More information is available at [https://www1.dcccd.edu/catalog/ss/code.cfm](https://www1.dcccd.edu/catalog/ss/code.cfm).

**Institution Policies:** Please visit [http://www.mountainviewcollege.edu/Academics/Documents/Institutional%20Policies.pdf](http://www.mountainviewcollege.edu/Academics/Documents/Institutional%20Policies.pdf) for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).
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| **Monday** 8/27 | Syllabus Overview; Introductions  
https://www.youtube.com/watch?v=gf81d0YS58E&index=2&list=PLqQ9-YMJ_GKQg-lPsH2r2sShj5nOlk6zG  
“Ethos, Pathos, Logos in College Writing”  
**HW: Introduction Essay due next class** |
| **Wednesday** 8/29 | The Four Modes of Writing PPT and video  
https://www.youtube.com/watch?v=FeCz5fy02JE&index=12&list=PLqQ9-YMJ_GKQg-lPsH2r2sShj5nOlk6zG  
**Critical Reading: “Learning to Read and Write”**  
**HW: Online grammar assignment** |
| **Friday** 8/31 | Watch Toulmin video: Claims/Thesis Statements  
https://www.youtube.com/watch?v=0o3MHvVaQH0  
**Read and analyze** “Why Chinese Mothers Are Superior” and “Amy Chua Is a Wimp”. Compare and contrast the rhetorical devices.  
**HW: Read**  
https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html  
Write one sentence for three different fallacies. |
| **Monday** 9/3 | **NO CLASS** |
| **HW: Narrative Essay: Read “Shooting an Elephant.”**  
**Come to next class with two questions for discussion.** |
| **Wednesday** 9/5 | Read Sam Clemons, “Letter to Pamela A. Moffett”  
Watch: https://www.youtube.com/watch?v=6nT4_pn4ZEI  
**HW: Take a break.** |
| **Friday** 9/7 | Read Langston Hughes “Salvation”  
**Come to next class with two questions for discussion.** |
| **Monday** 9/10 | Read “How to Say Nothing in Five Hundred Words”  
http://www.mrgunnar.net/ap.cfm?subpage=348270  
Read “My Half-Baked Bubble”  
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<td>Wednesday 9/12</td>
<td><strong>Narrative Essay Due</strong> Take notes about the rhetorical devices while reading “Marijuana Should Not Be Legalized”. Read and analyze “Why Legalizing Marijuana Makes Sense.” Compare and contrast w/ “Marijuana Should Not Be Legalized”.</td>
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<td>Monday 9/17</td>
<td><strong>Mini-lesson:</strong> Using MVC library databases. Begin researching Position Essay topic. <strong>Rhetorical devices:</strong> <strong>Read “On Being a Cripple”</strong> Come to class with min. two discussion questions.</td>
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<td>Friday 9/21</td>
<td><strong>Come to class prepared to discuss:</strong> “Their Eyes Were Reading Smut” <a href="http://www.nytimes.com/2006/01/04/opinion/their-eyes-were-reading-smut.html?_r=0">http://www.nytimes.com/2006/01/04/opinion/their-eyes-were-reading-smut.html?_r=0</a> and “Don’t Blame the Eater” <a href="http://www.nytimes.com/2002/11/23/opinion/don-t-blame-the-eater.html">http://www.nytimes.com/2002/11/23/opinion/don-t-blame-the-eater.html</a> <strong>Come to class with min. two discussion questions.</strong> Work on outline.</td>
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<td>Monday 9/24</td>
<td><strong>Position Essay Outline due</strong> Discuss Visual Literacy. Come prepared for lecture. <strong>HW due:</strong> Email examples of visual manipulation</td>
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<td>Wednesday 9/26</td>
<td>In class review and analysis of emailed visuals – Team work assignment</td>
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| Friday 9/28    | Read “The New Colossus”→ Analyze Statue of Liberty  
http://www.libertystatepark.com/emma.htm |
| Monday 10/01   | Read “The Boys of Iwo Jima”→ Analyze the Iwo Jima Memorial.  
Read: https://rarehistoricalphotos.com/the-burning-monk-1963/  
Analyze the Burning Monk photo and statue  
https://www.thetravelninjas.com/burning-monk-memorial-saigon/ |
| Wednesday 10/03| Position Essay due  
Discuss objects.  
Work on visual argument essay outline. |
| Friday 10/05   | Watch X-Men Documentary. Analyze X-men  
HW Due: Choose object for subject of Visual Argument Essay. |
| Monday 10/08   | NO CLASS |
| Wednesday 10/10| Team Essay and presentation due  
Mini-lesson: Integrating Quotations |
| Friday 10/12   | Photo Essays  
http://www/english.illinois.edu/maps/depression/photoessay.htm  
Discussion questions |
| Monday 10/15   | First half of Visual Examples Due. Arrive prepared to discuss and analyze. |
| Wednesday 10/17| Second half of Visual Examples Due. Arrive prepared to discuss and analyze. |
| Friday 10/19   | Visual Argument Essay Outline due  
Read “The Persisting Vision: Reading the Language of Cinema”  
http://www.nybooks.com/articles/2013/08/15/persisting-vision-reading-language-cinema/ |
| Monday 10/22 | Read “The Girls in the Cartoons” by Helen White Streicher  
Read “Children’s TV, Where Boys Are King”  
**Discussion questions.**  
Work on Visual Argument Essay. |
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<td>Wednesday 10/24</td>
<td>Read and analyze sample proposal essay in preparation for upcoming essay.</td>
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| Friday 10/26 | Read and analyze another proposal essay.  
Begin researching proposal points. |
| Monday 10/29 | Read and analyze “A Modest Proposal” Jonathan Swift  
Watch clips from “The Life of Brian”  
Continue Researching Proposal Essay points. |
| Wednesday 10/31 | **Visual Argument Essay due**  
HW: Read “Turkeys in the Kitchen” **Discussion questions.**  
Continue researching Proposal Essay points. |
| Friday 11/2 | Work on Proposal Essay **draft (at least two full pages)** due next class. |
| Monday 11/5 | **Proposal Essay draft due**  
In Class: Read “A Nation in Need of a Vacation” |
| Wednesday 11/7 | Peer reviews of Proposal Essay  
(You will be unable to participate if you arrive after 7:45). |
| Friday 11/9 | Peer reviews of Proposal Essay  
(You will be unable to participate if you arrive after 7:45). |
| Monday 11/12 | Proposal Essay due  
Watch *Food, Inc.* |
| Wednesday 11/14 | Read “The Ethics of Eating Meat”  
https://www.huffingtonpost.com/paul-schwennesen/ethics-of-eating-meat_b_1510173  
Finish *Food, Inc.* |
| Friday 11/16 | Begin Compare/Contrast research.  
Read “Batting Clean-Up and Striking Out” Dave Barry.  
**Discussion questions.** |
| Monday 11/19-23 | **NO CLASS** |
| Monday 11/26 | Read and discuss “Neat People vs. Sloppy People” Suzanne Britt Jordan  
Continue research for Compare/Contrast essay. |
| Wednesday 11/28 | **Personal Responsibility Alignment Essay Due**  
Read “Be Cool to the Pizza Dude” by Sarah Adams  
“Live Free and Starve” by Chitra Divakaruni  
**In class discussion.**  
Continue Compare/Contrast research. |
|-----------------|-------------------------------------------------|
| Friday 11/30    | Begin working on Compare/Contrast Essay.  
**Read “Add Cake, Subtract Self-Esteem” by Caroline Knapp.**  
**Discussion questions.** |
| Monday 12/3     | In class reading assignment TBA |
| Wednesday 12/5  | X-Men Documentary II |
| Friday 12/7     | Continue working on Compare/Contrast Essay |
| Monday 12/10    | Continue working on Compare/Contrast Essay. |
| Wednesday 12/12 | **Compare/Contrast Essay due NLT thirty minutes after the start of class** |