ENGL 1302 Composition

Student Learning Outcomes

1. Demonstrate knowledge of individual & collaborative research processes by identifying appropriate research topics and locating and evaluating appropriate research materials.

2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research based essays, by synthesizing information from a variety of reference materials and employing cogent and credible source material in support of a well-developed argument.

3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence across literary and scholarly genres, including identifying and analyzing rhetorical and literary conventions, stylistic devices, and modes of discourse, and engaging in critical analyses with relevant terminology.

4. Write in a style that clearly communicates meaning, builds credibility, and
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

Core Objectives  1. Critical Thinking - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. 2. Communication - to include effective development, interpretation, and expression of idea through written, oral, and visual communication. 3. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. 4. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making.

What we will do in this class

My expectations for this class are high. In this class the focus of class is learning to write for effectively, mainly for academic audiences. To do that well, we need to read a lot, write a lot, and interact a lot in order to benefit from others’ good ideas.

So here is the basic formula for this class:

Reading$^2$ + Writing$^2$ + Interacting with positive purpose$^2$ = Learning$^2$

So, you can expect to write, read, talk, and listen in this class (you cannot interact or learn from others very well if you are not willing to listen, can you?), all in the service of learning. My role is to facilitate an optimum environment for learning through class design and to “bring to the table” knowledge, experience, and feedback that can be useful to you as you work to obtain your academic goals.

Professionalism

Students who are serious about their learning know that a professional attitude toward learning is necessary to academic success. A professional attitude toward academic work is characterized by punctuality, readiness to learn, preparedness, class participation, and is not using class time for work on other classes or personal use of a cell phone. The student that comes to class on time, is attentive, has materials ready, is focused on learning, and participates constructively in class activities without distracting others or themselves shows excellent professionalism.

Perhaps I should not admit this, but I think I have a coach’s mentality when it comes to bringing out the best in my students.
Course Policies

1. Attendance: I think that attendance is a key to success in class. Students are expected to be in class, on time every time. If you must for any reason miss a class, please let me know in advance. Low attendance will hurt your ability to succeed in doing your work since classes are constructed to help you complete your assignments. Sleeping in class or lateness or early departure of more than ten minutes to any session is counted as an absence. If you are more than 10 minutes late, I encourage you to come in and learn, but you will still be counted absent for the day. Note #1: There is no such thing as an “excused” absence in college. Note #2: Work missed due to absence cannot be made up. Tardies: Less than ten minutes late counts as a tardy. Three tardies count as one absence. Any student who has 5 or more absences will receive a grade of F for the course. Good news for conscientious students: Students who miss one class or less and who are tardy three times or less are NOT required to take the final exam.

2. Electronic devices: Focus is key to your success in class, therefore please do not use them in class unless by permission. While, mobile devices can be very useful to your learning, they can also be a distraction. At times, we may use these devices for class activities. Generally, however, they should be put away in order for you to be fully present in class. Also, it would be disrespectful to be working on other class assignments, texting, or using social media during the class.

3. Communication: I think that communication is a key to your success in class. A. On a regular basis, you should attend class punctually and ask questions as needed. Stay after class if you need to in order to make sure that you are clear about what we learned in class or about assignments. B. READ COURSE ANNOUNCEMENTS AND CHECK eCAMPUS REGULARLY for information concerning our class. C. When you need to contact me outside of class, please email me using your school email account. During the week, emails are typically responded to within 24-hours, by Monday if your email was sent over weekends. D. All of your grades are posted on eCampus. You have the same access to your grades that I do. If you wish to discuss your grades, we can do this in a student conference but not during class time. Discussion of grades is inappropriate during class time due to privacy and learning issues. E. Periodically, we will have conferences to keep communication channels open. F. If you are having trouble with the class whether it concerns your ability to attend, to participate, or to do the assignments, please communicate with me as soon as possible. Please ask for help before it is too late.

4. Classroom climate: I think having the right kind of learning climate is important to your success. Our class operates best as a cooperative learning community. There is strong empirical evidence that learning happens best in an atmosphere of active, mutual respect for all; in a setting favorable to experimentation and dialogue. Students are expected to adhere to mature, collegial behavior and language in all class discussions, email correspondence, and written work. That means using a respectful tone and offering considerate, objective feedback to others regardless of their position on course topics. This is especially important when discussing controversial issues. The goal of academic discourse is the discovery of new ideas, not bullying opposing viewpoints into submission. The classroom is a place set aside—a safe space for the free exchange of ideas: no one should ever feel
attacked or insulted. Disrespectful, inappropriate, and disruptive behavior has no place there or in any other professional environment. Actions or words that threaten classroom integrity will not be tolerated.

5. Work outside of class: I know that the work you put in outside of class is crucial to your success in class. For college work, students should expect to spend an average of 1-2 hours working on their course for each hour spent in class. Generally, work outside of class will be in the form of completing written assignments, researching, writing papers, reading assigned texts, and studying course materials. Specific homework assignments are due at the beginning of class. All assigned readings should be completed BEFORE arriving to class.

**TEXTBOOKS**

No textbook required. Recommended for reference: *Norton Field Gd to Writing with MLA '16 Updt with Readings* etc. Author: Bullock; Edition: 4th ISBN: 9780393617399 Copyright Year: 2016; Publisher: W. W. Norton & Company, Incorporated

Common book: *Maus* by Art Spiegelman (A graphic novel, can be obtained on Amazon or in our school bookstore).

Needed course materials:

1. Readings will be made accessible via Blackboard, the Eastfield College library course reserves, or distributed in class to augment discussions, assignments, and student comprehension.

2. A working computer – you cannot complete this class on a mobile device or a tablet. Too many of the assignments will require a desktop or laptop computer.

3. An up-to-date web browser that is compatible with Blackboard.

4. A Google Drive or Dropbox account – some way for you to ensure that you never lose access to your documents. OneDrive is free through DCCCD

5. Pen and **a notebook dedicated to English class**

**Grade Communication**

Criteria, rubrics, and assessments for assignments are posted on eCampus. It is important that you understand your individual grades and your overall grades for the course. During class time, however, is not the appropriate time to talk about a particular grade. When you are unsure about a grade, please notify me. We will arrange a time to discuss any questions you may have. Additionally, there will be regularly scheduled student conferences to discuss class scores.
Information about grades for this class

Please Note

1. **Participation:** Please notice how heavily weighted daily class work and participation is for this course. To do well in this course students need to be in class and be involved. A student who participates well is a student who takes the course seriously. They are in regular attendance, punctual, contribute appropriately to class discussion, come prepared to work, and turn their homework in on time.

2. **Readings:** I will expect you to have readings completed according to schedule. Students will be expected to do a reading response, respond to a written assignment, quiz, and/or contribute to classroom discussions based on the readings. Reading a lot and writing a lot are the best ways that writers develop their writing knowledge and skills.

**Major Writing Assignments**

Grades for all written work are based on critical engagement with the subject and fulfillment of the assignment requirements: e.g. word count, number of sources, grammar and mechanics, logical organization and analysis, credibility, originality, relevance, and MLA 8 formatting. (All work should be formatted according to the 8th edition MLA.) All outside references MUST be cited.

Specific criteria for each essay will be posted in eCampus and discussed in class.

Written assignments are expected to be submitted on Blackboard by the due date/time—not through email.

**Grade Breakdown**

- A. WA1 - 10%
- B. WA2 - 15%
- C. WA3 - 15%
- D. WA4 (Research Paper) - 20%
- E. Daily participation grades - 40%
  - Journals, quizzes, presentations, daily group work, weekly reading responses, student conferences, etc.

**Late Work Policy**

Late work for major writing assignments will be accepted up to ONE day after the due date. After this, it will be entered into the grade book as an F (0).

All late work will receive a LATE GRADE with a grade reduction of 30 points: Excellent (A or 100) work would receive a C or 70; Great work (90) would receive a D or 60.

Exceptions: If a student believes that she should be exempt from this policy due to her extenuating circumstances that student should communicate their circumstances prior to the assignment due date when possible. Please understand that computer, Internet, or technology problems do not excuse you from due dates. Work situations, funerals, routine doctor/dentist appointments, transportation do not constitute extenuating circumstances. For such matters, turn your work in prior to its due date. Extenuating circumstances include serious issues, such as hospitalizations and medical emergencies (with documentation).

Daily grades cannot be made up. However, your two lowest daily grades will be dropped, including any zeros due to absences. Remember, though: you are always expected to be prepared for class even if you were absent prior—contact a classmate to find out what you missed.

**Grade Legend**

- 90 -100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- Below 60 = F
ENGL 1302 Curriculum Guidelines

- Students will write a minimum of 40 pages or equivalent word count, exclusive of Works Cited (in the form of Essays, Journals, Discussion Boards, Annotated Bibliography, etc.), that emphasize the different elements of argument, persuasion, incorporation of academic research, and the application of critical thinking skills.

- One argumentative essay must respond to or use visual/visual media, be constructed according to MLA format and documentation guidelines, be submitted as a digital file, include one minimum source, and have a strong claim.

Academic Honesty, Plagiarism, & Collusion

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.

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 a 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. 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.

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.

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 online in the District Catalog. Essays which contain plagiarism or collusion will receive a ZERO (0) and are not eligible to be returned for revision (R) or editing (E).

Need more explanation on Plagiarism & Collusion?
• One of the essays of argument or persuasion providing students an opportunity to focus on in depth academic research, synthesis, and MLA documentation.

• At least one assignment undergoes collaboration.
• All of the required writings must be typed and submitted electronically to campus Learning Management System (LMS).

Core Objective Development Statements:

ENGL 1302 demonstrates Communication by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.

English 1302 demonstrates Critical Thinking by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.

English 1302 students demonstrate Teamwork through peer editing and peer review of research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.

English 1302 develops Personal Responsibility by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.

Course Schedule

The schedule below is a basic overview that is subject to change. In class I will provide a more detailed schedule for each unit.

Weeks 1-3 Introduction to Research, Literacy, Critical Thinking Skills (CT) WA 1 due Sept. 11/13
Weeks 4-6 Rhetoric, Discourse Community, Literacy Narratives, CT WA 2 due Oct. 2/4
Weeks 7-9 Annotated Bibliography, Summaries, Documentation, CT WA 3 due Oct. 23/25
Weeks 10-14 Outlining, Definitions, Research, CT WA 4 due Nov. 22/27
Weeks 15-16 Presentations - Final Exam Week Dec.10-13

Institutional Policies

Institutional Policies relating to this course can be accessed from the following link: https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx
DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE: The instructor reserves the right to amend this syllabus as necessary. Note: Please post on the Discussion Board, under “Syllabus Acknowledgement” this message: “I have read the syllabus and agree to its terms and policies.” You may also post any questions concerning the course that you may have after your acknowledgment.