Instructor: Dr. Geoffrey Grimes  
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First Day of Class: August 29, 2018  
Last Day to Withdraw from the Course with a “W”: November 15, 2018  
Last Day of Class: December 12, 2018

IMPORTANT!  
To access your course materials for this course, go to the following website: www.distancelearningassociates.org

Click on the link to ENGL 1302. Key course instructional materials are found on this website.

I. COURSE DESCRIPTION  
Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.  
Prerequisite: ENGL 1301 or its equivalent

II. LEARNING OUTCOMES  
Upon successful completion of this course, students will:  
1. Demonstrate knowledge of individual and collaborative research processes.  
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.  
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

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

VI. TEXTBOOKS AND MATERIALS

VII. CLASS PROCEDURES
Class Attendance:
Hybrid Course Resources
This course offers weekly opportunities for students to receive vital information that will be helpful in completing assignments for this course. We will have eight class sessions at which time you will receive important assignment assistance for each of the four units.

The sessions will be held each Wednesday from 2:00 to 3:20 p.m. in W279A in the West Building or another room to be assigned.

NOTE: You must attend each class session. If you are absent from classes, you will miss critical learning and instructions for assignments that may result in failure of the course. There will be no make-up of in-class assignments missed because of an absence.

The deadline for withdrawal with a "W" this semester is November 15, 2018.

Note: Additional required institutional policies relating to this course can be accessed from the following link:

www.mountainviewcollege.edu/syllabipolicies

VIII. UNITS OF STUDY
This course includes four units of study. Each of these is explained in detail in the course websites and handouts. They include:
Work for these units will be completed during class as well as out of class as directed by your instructor.

The Student /Family Component for ENGL 1302
For your research paper, you may engage a key family member in your investigation of the topic you select. This factor will necessarily constrict the range of social issues you may choose from in selecting the topic for your research paper. In the development of your position, you must include information gleaned from your key family member. This information must be cited in the text of the research paper at the appropriate point(s) and documented correctly in the “Works Cited” page. You may also include additional information secured from your key family member in the “Notes” page.

Weekly Schedule of Assignments:
Below you will find the schedule for the submission of your exercises:

Due Wednesday, September 5, 2018
Submit the argument exercises from “Notes on Argument”
Submit your research topic and Working Thesis

Due Wednesday, September 12, 2018
Submit the ten articles and the two active (critical) reading exercises

Due Wednesday, September 26, 2018
Argument Exercise/Essay, “Author Affirms Campus Hypocrisy”

Due Wednesday, October 3, 2018
The two annotated articles completed for the “Active Reading” assignment. Submit Exercise 7 in Writing from Sources.

Due Wednesday, October 10, 2018
Submit Exercise 16 in Writing from Sources.

Due Wednesday, November 7, 2018
Submit sections 2a, 2b, and 2c of your research paper.

Due Wednesday, November 14, 2018
Submit section 2d of your research paper.
IX. COURSE OUTLINE

Week 1
Introduction to the class, review of the syllabus and units of study.
Distribute and discuss handouts on the Research Paper.

Assignment: Select the topic for your research paper and compose a working thesis (position statement).

Week 2
Submit your research topic and working thesis.
Discuss “Tips for Active Reading.”

Assignments: Bring your textbook to class.

Week 3
Return the topic and working thesis
Review the annotation of texts (see Chapter 1 in Writing from Sources).
Introduce and discuss the nature of argument.

Assignment: Complete the exercises on argument (as assigned). Print out ten articles on your research paper: five that support your position and five that disagree with your position. These must come only from the MVC database, “Opposing Viewpoints.”

Week 4
Submit the copies of ten articles from the “Opposing Viewpoints” database.
Submit the exercises on argumentation.
Continue the discussion of argumentation.
Discuss the “Opposing Viewpoints” database.

Assignment: Complete the argumentation essay (see “Notes on Argument)
Week 5
Submit the argumentation essay.
Complete the discussion of argumentation.

Assignment: Complete the active reading of one of the articles supporting your position and another article that disagrees with your position.

Bring your textbook to class.

Week 6
Submit Exercise 7 from Writing From Sources.
Submit the two critical reading analyses of two articles from your ten sources.
Introduce composition of summaries (see Chapter 2 in Writing from Sources).
Assignment: Complete Exercise 16 in Writing from Sources.

Week 7
Submit Exercise 16 from Writing From Sources.
Introduce paraphrasing (see Chapter 4 in Writing from Sources.)

Assignment: None.

Week 8
Introduce the use of quotations (see Chapter 3 in Writing from Sources).

Assignment: None.

Week 9
Review the “Sample Student Research Paper” (distributed at the beginning of the semester).

Assignment: Complete sections 2a, 2b, and 2c of your research paper.

Week 10
Submit Sections 2a, 2b, and 2c of your research paper.
Introduce and discuss arguing against sources (see Chapter 5 in Writing from Sources).

Assignment: None.

Week 11
Submit the draft of section 2d of your research paper.
Introduce the synthesis of sources (see Chapter 6 in Writing from Sources).
Introduce the “Notes” page and “Works Cited” page (see Chapter 10 in Writing from Sources).
Assignment: Complete section 2e of your research paper.

**Week 12**
Submit section 2e of your research paper.
Introduce writing about imaginative literature.
Distribute and read the short story, “Three Dirges.”
Discuss the first elements of 'How to Read a Short Story Critically.’

Assignment: Complete the “Notes” pages and “Works Cited” pages of your research paper.

**Week 13**
Submit the “Notes” pages and “Works Cited” pages of your research paper.
Continue the analysis of “Three Dirges.”
Assignment: Complete the full research paper.

**Week 14**
Submit the full research paper.
Continue the analysis of “Three Dirges.”
Introduce the “Short Fiction Literary Essay” assignment.
Introduce and analyze the sample literary essay, “Tragedy and the Ethic of Responsibility.”

Assignment: None.

**Week 15**
Complete the discussion of the “Short Fiction Literary Essay” assignment.
Return the research papers.
Review the Final Exam (see the handout for the Final Exam distributed earlier in the semester.)

Assignment: Complete the Final Exam and the “Short Fiction Literary Essay.”

**Week 16**
Submit the Final Exam and the “Short Fiction Literary Essay.”

**X: EVALUATION PROCEDURES**
Your grade will be determined by an average of the grades of each of the four units identified above, the research paper, and the final exam.

**The Grading System**
Exercises – 30%
Research Paper – 40%
Literary Essay – 20%
Final Exam – 10%
The Grading Scale
89+ – 100 = A
79+ – 89 = B
69+ – 79 = C
59+ – 69 = D
Below 60 = F

The Final Exam:
The Final Exam is a two-part analysis of the argumentative research paper. These two analyses must be submitted as a clean electronic copy of the research paper and should follow the instructions as provided in the course handout.

Submission of work:
All work will be assigned by the instructor throughout the course of the semester. Students are expected to complete all work in a timely manner and to meet the due dates as posted above.

XI. How to Submit Assignments

Note: No work will be accepted after the final examination week for the current semester.

First Submissions of Work:
All assignments are due on the dates assigned in this syllabus. Note that these dates are subject to change. In the event of any change in the schedule, you will find a notice in the “Announcements” in our course eCampus website.

All out of class assignments must be submitted in two drafts, each due on the assigned date. Print out the completed assignment and, with a pen, make improvements or corrections. Then, print out the revised (final) copy and staple it on top of the edited first copy.

Include a heading of your first and last name, the course and section number, the date, and the name of the exercise/assignment in the upper left corner of the first page of each assignment.

Any assignment submitted without the edited type copy will receive an automatic grade of “60” in the grade book and will be returned unread for your revisions.

Revisions of work:
This course is a writing-intensive course, supporting the MVC Quality Enhancement Plan: “The Pen is Our Power.” As such, all exercises may be revised if they are first completed in full and submitted by the dates posted
above. All revised submissions are due one week from the date they are returned.

Make up work:
Students must make every effort to complete the assignments as assigned throughout the course. Students failing to complete an assignment on time are still responsible for completing the assigned work as outlined in the course manual. In other words, late work is accepted. However, no work, including assignments, will be accepted after the final exam week.

Incomplete and WX Grades:
Your instructor does not issue Incomplete or WX grades in this course. Students who need extra time should consult with him prior to the last day for submitting assignments identified in this document.

XV. PLAGIARISM AND ACADEMIC INTEGRITY
Scholastic dishonesty is a violation of the DCCCD/MVC Student Code of Conduct, and is punishable as prescribed by District policies. Scholastic dishonesty includes, but is not be limited to, cheating on a test, plagiarism, and collusion.

Note: Your instructor uses special software designed to identify texts copied from Internet resources and their Internet addresses.

Important! Flagrant plagiarism—the uncited and undocumented use of someone else’s work on the Research Paper—will result in an automatic “0” on all assignments related to the Research Paper, including the Final Exam, and will probably mean an “F” in the course. Flagrant plagiarism on other assignments will result in a grade of “0” with no options for revision or resubmission.

XVI. EVALUATION STANDARDS FOR WRITTEN PAPERS
Grades on written work range from A to F and assess both content and form. The following criteria serve as qualitative standards by which your instructor will grade your papers and evaluate your writing.

A The A paper states and develops its central ideas with originality. Its ideas are clear, logical, and thought-provoking; it contains all of the following positive qualities:
1) Substance; something to say; original ideas
2) Concentration on a main purpose, with appropriate development and firm support; clear overall organization
3) Thorough paragraph development
4) Varied and effective sentence construction
5) Careful choice of effective words and phrases
6) Freedom from distracting errors in spelling, punctuation and grammar
7) Effective attention to audience interests

B 
The B paper clearly, logically, and adequately states its central purpose. It is comparatively free of usage errors. Although the B paper indicates competence and is responsive to audience interest, it lacks originality of thought and style that characterizes the A paper.

C 
The average paper will receive a grade of C. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids serious usage errors and may, in fact, have few correction marks on it, but it lacks vigor of thought and expression that would entitle it to an above average-grade. Audience interest is not effectively addressed.

D 
The grade of D indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain errors in the use of English and fail to present a central idea, to develop it adequately, or to address the interests of a specific audience. With more careful proofreading and fuller development, many D papers might earn at least a C grade.

F 
The grade of F usually indicates failure to state and develop a main idea, as well as failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. An F essay is characterized by one or more of the following weaknesses: (1) inadequate ideas and details; (2) inadequate paragraph organization; (3) poorly constructed sentences; (4) ineffective word choice; and (5) serious errors in usage, grammar, punctuation, and spelling.

Note: The instructor reserves the right to modify the syllabus to update the syllabus or to correct errors that conflict with institutional policy. If revisions occur, students will be sent a revised copy of the syllabus electronically, and the instructor will post the a copy of the revised syllabus on the course website.

Last modified: May 17, 2018.