Composition I Syllabus
Mountain View College

Instructor Information
Instructor: Dr. Geoffrey Grimes
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Course Information
Course Title: Composition I
Course Number ENGL 1301
Section Number: 61472
Semester/Year: Fall 2019
Credit Hours: 3
Class Meeting Time/Location: Wednesdays, 2:00-4:20 p.m., W279A
Certification Date: September 9, 2019
Last Day to Withdraw: November 14, 2019

Course Prerequisite
The prerequisite for ENGL 1301 is “Reading/Writing met.” ENGL 1301 is a pre-require for all 2000-level literature courses

Course Description
ENGL 1301 (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. The course emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style and focuses on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

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.

Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you
engage in will give you the opportunity to practice two or more of the following core competencies:

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

**Required Course Materials**
There is no required textbook for this course. If you have purchased one from the Mountain View College Bookstore, you should return it immediately for a refund.

**Handouts**
Your instructor will distribute printed instructional handouts throughout the semester that are related to your learning and the completion of assignments. These are also posted in the eCampus course website.

**Media**
You should bring one or two thumb (flash) drives for use in class to save drafts of writing that we will compose occasionally in the classroom.

**Assessment Form**
You will need to purchase two #882-E Scantron sheets for the Diagnostic and Sentence Grammar Exercises. Wait for instructions in class before you purchase these items.

**Online Learning Resources for this Course:**
You will find helpful information on an external website prepared specifically our course. To access your course resources outside of eCampus, click on the following link:

http://www.distancelearningassociates.org/eng1301/1301.HTM

**Graded Work**

**Grading System**
Your course grade is based upon grades assigned for all learning work assigned in the course according to the following weighted percentages:

**The Grading System**
Your grade will be determined by an average of the grades assigned for the weighted categories below:
Essays – 40%  
Sentence Grammar Exercises – 30%  
Exercises – 20%  
Final Exam – 10%

**Description of Graded Work**
Essays include multipage writing assignments. For this course, these include the Writing Process Essay, the Process Analysis Essay, the Comparison/Contrast Essay, and the Single-Source Argumentative Essay.

Sentence Grammar Exercises are administered twice: once during class at the beginning of the semester and again on the final exam period at the end of the semester.

Exercises include diagnostic exercises, in-class writing and other assignments, out-of-class paragraph assignments, student and peer review activities, active reading assignments, and Core Assessment evaluations.

The Final Exam is a review of major writing principles introduced in the course. It is administered only on the final exam day assigned for this course.

**Grade Distribution**
89+ - 100 – A  
79+ – 89 – B  
69+ - 79 – C  
59+ - 69 – D  
Below 59+ - F

**Evaluation Standards for Grading Essays**
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.

Course Assignments
Submit the following assignments on the posted dates:

1) The Diagnostic Sentence Grammar Exercise  (due Wednesday, September, 4)

2) The Active Reading Exercise – “Some Words About the Writing Process” Analysis (due Wednesday, September, 18)

3) The Writing Process Essay (due Wednesday, October 9)

4) The “100-Item” Descriptive Catalog (due Wednesday, October 16)

4) The Descriptive Paragraph Exercises (due Wednesday, October 23)

5) The Process Analysis Essay (due Wednesday, November 6)

6) The Comparison/Contrast Essay (due Wednesday, November 20)
7) The Single-Source Argument Essay (due Wednesday, December 4)

8) The “A-Honors” Project is optional. You will complete this project if and only if you wish to work for a grade of “A-Honors” in the course. To be eligible for “Honors” credit, you must have a final course average of “89+.” See your instructor for directions and examples of past honors essays. (Due Wednesday, December 4)

9) Complete the Final Exam and the Diagnostic Sentence Grammar test. (Due December 11)

These dates are the official due dates. Ignore references to any other dates found on the website or any other course-related materials. These dates may be subject to changes. Any changes will be posted on our eCampus website “Announcements.”

Additional requirements:
The Diagnostic Sentence Grammar Exercises
To help you to address any problems with the basics of sentence grammar and related issues, you will be assigned outside exercises on an individual basis. The completion of the “Diagnostic Exercise” constitutes a major grade in the course.

The A-Honors Project
The A-Honors project is a the completion of an optional essay that you submit for publication in either one of the Mountain View College Quality Enhancement Plan publications or in a digital or print source outside the campus. Your instructor will assist you in the drafting of the essay by providing interventions during the development of the composition. A final copy is due on the last class day. If you are interested in pursuing honors in our course, you need to speak with your instructor in the first week of the semester.

Attendance and Your Final Grade
As a hybrid course—a combination of both face-to-face and online instruction—we meet for instruction once each week. During each class session you will receive instruction in writing. However, these sessions represent only part of the required hours of instruction for the course. You are responsible for accessing the online components for the course developed especially for hybrid sections. Your instructor will identify the online resources and related assignments each week for your additional study or completion outside of class.

Because of the hybrid nature of the course, you are expected to attend each class session for the full two hours and twenty minute period in order to be counted “present.”
While grades are not assigned specifically for class attendance, students who miss four or more classes (or that equivalency over the sixteen weeks) should drop the course. **I will not award passing grades (70 or higher) as final grades on assignments to students who fail to meet this attendance policy. Consequently, you should consider dropping the course.**

**The deadline for withdrawal with a "W" this semester is November 14, 2019.**

**Late Work Policy**
Assignments are due on the dates designated in this syllabus or as amended by a class announcement delivered in class and/or through the “Announcements” in eCampus/Blackboard. Any assignments submitted after the designated due dates will be considered late.

While I encourage revisions on each assignment submitted on-time, I will grade late work only once.

**I will accept late work for only one week after the due dates.** Late assignments must be turned in at the beginning of the following class session. I will not accept assignments submitted after the following class period. The grade for such submissions will be an automatic “0.” **There will be no exceptions to this late work policy.**

**Other Course Policies**

**Preparation and Submission of Assignments**
All assignments completed outside of class must be composed on a computer and printed out. Each assignment requires two copies:

**Copy 1:** Print out a copy of the completed paper. Using a pen (not a pencil!), edit your paper and make changes to improve it (correct mistakes, revise sentences, re-organize paragraphs, etc.) I must see significant changes on this copy!

After you have edited and revised this copy, return to the computer and make the changes in your saved file.

Take your edited copy to the Academic Center for Writing for suggestions to improve it. The writing specialist who reviews your paper will give you a receipt indicating what you have reviewed and any recommendations. That receipt is worth five extra points on the first grade assigned to the paper.

**Copy 2:** Print out the final copy and staple it on the top of the edited printed copy.

**Note:** I will return unread any papers submitted without a significantly improved edited copy attached. I will post an initial grade of “60” in the
gradebook in eCampus and will change it only after you have completed an edited copy and a new final draft.

**Typing Protocols for Final Copies**
1) In the upper left corner of the first page of each assignment compose a four-line heading including 1) your first and last name, 2) the course and section number, 3) the date, and 4) the name of the assignment (different from the title of the paper which should relate to the subject, not the assignment). Note: You do not need to compose a formal cover page for each exercise.

2) Submit all work on 8 ½ “ x 11” white paper.

3) Use the default margins for Microsoft Word.

4) Use 12 point font size, a common font, and left alignment.

5) Follow the assigned protocols for *The MLA Style Sheet*.

6) Include a formal “Works Cited” page for assignments that use outside sources.

**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.

**Resubmission Policy**
You learn how to write by writing; you learn how to write *better* through revisions. **To that end, you may revise any assignment as many times as you wish, as long as it was submitted on time initially! I will grade late work only once!** I will grade each resubmission and replace the original grade in the eCampus gradebook with the new grade.

**Note:** No work will be accepted after the final examination class period for the current semester.

**Plagiarism and Academic Integrity**
Scholastic dishonesty constitutes a violation of the DCCCD Student Code of Conduct, and is punishable as prescribed by DCCC Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

Students are expected to complete all assignments on their own and, unless otherwise instructed, independently from outside help in drafting and revising each composition. Plagiarism—the use of another’s work or ideas as your own—
on any exercise will result in an automatic failure of the exercise. **Flagrant plagiarism**—the intentional copying and use of substantial amounts of someone else’s work without appropriate citations and documentation—will result in an automatic grade of “0” on the assignment and possibly failure in the course.

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

**Special help available for this course**
To help you improve your writing skills, this course includes a number of written assignments addressing subjects specifically related to your course objectives and its content. During the development of your papers, you may receive assistance from one or a combination of the following resources:

1) instructor feedback on early drafts,

2) guided peer reviews of your compositions at various stages of development, and/or

3) guidance from a Writing Specialist in the MVC Academic Center for Writing (W114).

Additionally, you may receive feedback through use of the **MVC Writing Rubric** that will indicate both the strengths of your writing as well as areas that need attention.

**Institutional Polices**
Institutional Policies relating to this course can be accessed from the following link: [www.mountainviewcollege.edu/syllabipolicies](http://www.mountainviewcollege.edu/syllabipolicies)

**Course Schedule**
**Week 1: August 28**
Introductions and welcome
Distribution and review of the syllabus and course assignments; introduce the two course websites: 1) eCampus and 2) “ENGL 1301 Online.”

Assignment: Complete the “Diagnostic Essay.”

**Week 2: September 4**
Submit the “Diagnostic Essay.”
Distribute and discuss “Expository Paragraph Patterns” and “The Organization of Main Ideas.”
Complete the Diagnostic Sentence Grammar exercise (to be answered on a #882-E Scantron sheet).
Assignment: None.

**Week 3: September 11**
Continue discussing “The Organization of Main Ideas” and “Expository Paragraph Pattern.”
Distribute and discuss “Primary and Secondary Development in Paragraphs”
Distribute and discuss “Tips for Active Reading.”

Assignment: Complete the Active Reading Exercise: “Some Words about the Writing Process.”

**Week 4: September 18**
Submit the Active Reading Exercise: “Some Words about the Writing Process.”
Review “Some Words About the Writing Process.”
Introduce and begin initial pre-writing steps for the “Writing Process Exercise.”

Assignment: Collect information from college sources related to your MVC topic. Print out or photocopy the first page of any website or printed materials that you use.

**Week 5: September 25**
Introduce the program, “The Nature of Insight.”

Assignment: Continue to draft the “Writing Process Essay.”

**Week 6: October 2**
Introduce the principles of descriptive writing.

Assignment: Complete the “Writing Process Essay.”

**Week 7: October 9**
Submit the “Writing Process Essay” (along with all the preliminary pre-writing drafts and notes and copies of the institutional research materials.)

Report to the MVC “Kiva” area to compose the “100-Item Descriptive Catalog” assignment.

Assignment: Complete the “100-Item Descriptive Catalog.”

**Week 8: October 16**
Submit the “100-Item Descriptive Catalog.”
Distribute the “Wordiness Descriptive Exercise.”
Compose in class the drafts for the “Linear Descriptive Paragraph” and the “Revision of the Linear Descriptive Paragraph.”
Introduce the “Emotional Descriptive Paragraph.”
Assignment: Complete the final drafts of the “Linear Descriptive Paragraph,” the “Revision of the Linear Descriptive Paragraph,” the “Emotional Descriptive Paragraph,” and the “Wordiness Descriptive Exercise.”

**Week 9: October 23**
Submit the final drafts of the “Linear Descriptive Paragraph,” the “Revision of the Linear Descriptive Paragraph,” the “Emotional Descriptive Paragraph,” and the “Wordiness Descriptive Exercise.”
Introduce the Process Analysis

Assignment: None.

**Week 10: October 30**
An open lab day for completing assignments or revisions.

Assignment: Complete the Process Analysis essay.

**Week 11: November 6**
Submit the Process Analysis essay.
Introduce Comparison/Contrast.

Assignment: None.

**Week 12: November 13**
Complete the discussion of Comparison/Contrast.
Assignment: Complete the Comparison/Contrast essay.

**Week 13: November 20**
Submit the Comparison/Contrast essay.
Introduce “Argumentation.”

**Week 14: November 27**
Discuss the “Single-Source Argumentative Essay.”
Distribute and discuss “What Our Educational System Needs is More F’s.”
Distribute and discuss “Why the F-Dog Won’t Hunt.”


**Week 15: December 4**
Review for the Final Exam.

**Week 16: December 11**
Complete the Final Exam/Sentence Grammar Exercise.
Note: No work will be accepted after the final examination class period for the current semester.
ENGLISH 1301 Plagiarism Acknowledgement Form

Read this statement, sign it, and submit it to your instructor.

“I have read the syllabus for ENGL 1301 and understand the policies, grading system, and plagiarism statement and other principles included.

I understand that plagiarism will result in a grade of “0/Failure” without an opportunity for revision of the offended assignment and, that given the grading system for this course, may result in failure in this course.

I understand that learning is an active process for which I am personally responsible and that I should consult with my instructor if I fail to understand assignments or instructions.”

________________________________  ______________________________
Signed Full Name                                        Printed Full Name

_________________________
Date

Last modified: September 5, 2019