Course Description ENGL 1301 (Composition I):

The student will master the basics of critical essay writing (Rhetorical Composition). Essays are crafted through the process of establishing purpose: crafting the statement to be argued; researching: supporting the argument through academia-accepted (scholarly) criticism; writing: preparing essay drafts for review; editing: revising drafts; and completion: submitting the final draft for evaluation. Rhetorical examination that considers audience, purpose, research, style and format will be emphasized and evaluated. Generating the academic essay tests thinking, and strengthens communication and writing skills.
The Art of Rhetoric: The Aristotelian Modes of Appeal

- **Ethos** (ethical voice for discourse)
- **Pathos**: (emotional connection for audience persuasion)
- **Logos**: (logical discourse for the voice of authenticity)

“The resurgence of Rhetoric in the twentieth century [now the twenty-first], responded to the same problems as its emergence in Greece and Rome . . . in virtue of the increased importance of language in philosophical studies” (Myer 49).


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; and
5. Use Edited American English in academic essays.
Course Materials/Supplies Needed
- Multi-Media Resources [online sources]
- Flash Drive
- Computer Lab
- Headphones

Instructor Attendance Policy:
Students are expected to attend all classes. Students have the responsibility to attend class and to consult with the instructor when an absence occurs. If for some reason the student must leave class early, he or she should inform the instructor prior to the start of class to communicate the reason for leaving early.

- An arrival 15 minutes after class begins is considered absent.

Students must begin attendance in all classes of enrollment—No exceptions. Financial Aid will be denied to students who were not certified as attending on or before the certification date. For this lecture course, your physical participation in class, by the certification date, will allow you to receive credit for FA purposes. For further information concerning certification dates, please check with the division or Financial Aid Office. Students who are not certified as beginning class are responsible for payments that are due, to include the dropping of courses.

Evaluation Procedures:
The Literacy Essay Summary 15%
The Textual Analysis Essay 25%
The Literary Analysis Essay 25%
Final: The Individual Annotated Bibliography and
(Audio-Visual Group Project) 30%
In-Class Quizzes 05%

Grading Scale (Based on %):
90 to 100 is an A
80 to 89 is a B
70 to 79 is a C
60 to 69 is a D
Below 60 is an F
Late Work Policy:
Must be instructor-approved prior to the assignment’s due date

Makeup Exam Policy:
Must be instructor-approved prior to the assignment’s due date

Electronic Devices:
Only course-related, school-approved devices may be used in class, for
assignment purposes only.

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

The financial aid census date is September 09, 2019.

The withdraw date for this class is November 14, 2019.

Academic Dishonesty:
Students who are caught 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.
Institution Policies: Please visit http://www.mountainviewcollege.edu/syllabipolicies 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.

Works and Assignments:
1. The Literacy Narrative: Students will respond to and analyze the literacy narrative: “Superman and Me” by Sherman Alexie. Students will conduct research on the author and the historical era in which the work intends to depict, and then ascertain the significance of the piece as it relates to the genre used by writers to talk about their relationships with reading, discourse and composition, as well as to discuss the narrative as a mode to tell a story. Students will write an effective three-paragraph summary connecting the author and the work, and qualifying the work as an authentically told literacy narrative.

   (MLA/In-Text Citations/At least a three (3)-source Works Cited; approx. 550 words; 15%)

2. The Textual Analysis Essay: Students will read the primary source: “The Declaration of Independence” (Thomas Jefferson). Students will write a 2½ -3 page textual analysis essay that establishes background information of the primary text, includes supporting background information from the secondary readings (research), states a thesis that connects the research with the primary reading, provides an interpretation of the unified theme of the readings, and reaches a conclusion that is supported by scholarly criticism.

   (MLA/In-Text Citations / At least a four (4)-source Works Cited; (~850 – 1,000 wds; 25%)
3. **The Literary Analysis Essay**: Students will examine the essay, “Civil Disobedience,” by Henry David Thoreau, with a close evaluation of the essay’s thesis: *The Wise Minority* (paragraph 16). Students will create a thesis that supports Thoreau’s work as a valid literary piece; will analyze the text and the author’s credibility to write the text; will establish the historical climate that the text depicts; and will examine the language used to establish the theme and support the meaning of the text. Students will interpret the plausibility of the author’s analysis.

   (MLA with a four (4)-source Works Cited; 3-3½ pages; 25%)

4. **Group Audio-Visual Presentation Project**: The application of literary works that reflect the greater humanity and continue to influence the literary field. From the research conducted on Thoreau’s “Civil Disobedience,” each student will identify an individual or group from any era in the history of humanity that fits Thoreau’s concept of the *Wise Minority*, research information on the selected Wise Minority, and work in teams to produce a GROUP AUDIO-VISUAL COMPILATION of that Wise Minority. The completed project will reflect the components of formal essay writing in an audio-visual-written presentation. To receive credit for the final production, each student’s individual contribution and participation must be evinced. Each student will also create an individual Annotated Bibliography on his or her researched section of the Wise Minority.

   (Bibliography: At least five (5)-scholarly sources in MLA format; Total Project = 30%)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>08/27/19</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>CLASS INTRODUCTION</strong></td>
</tr>
<tr>
<td></td>
<td>Syllabus</td>
<td><strong>MLA Format and Exercise</strong></td>
</tr>
<tr>
<td><strong>08/29/19</strong></td>
<td><strong>Thursday</strong></td>
<td><strong>AVOIDING PLAGIARISM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Grammar Diagnostic – and note page</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Parts of an Essay</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Thesis Sentences</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Topic Sentences</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Paragraph Development</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The Essay</strong></td>
</tr>
<tr>
<td><strong>09/03/19 – 09/05/19</strong></td>
<td><strong>Tuesday – Thursday</strong></td>
<td><strong>RELIABLE RESEARCH</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>AVOIDING PLAGIARISM</strong></td>
</tr>
<tr>
<td><strong>09/10/19 (Tuesday) - 09/17/19 (Tuesday)</strong></td>
<td><strong>Examining the Literacy Narrative Essay</strong></td>
<td><strong>Instructor Lecture: Literacy Analysis</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student Reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Literacy Analysis Essay (15%)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due: 09/17/19</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The essay should be 1 1/2 - 2 pages</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Minimum: 550 words).</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MLA Format with In-Text Citations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Instructor Notes from: The Norton Field Guide to Writing</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The Literacy Narrative:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Respond to and Analyze:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>“Superman and Me”: Sherman Alexie</strong></td>
</tr>
<tr>
<td>Works Cited</td>
<td>Primary Source; Secondary Sourced [Total: at least three (3) sources]</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Research:** | • The Author  
|              | • Socio-Political; Historical; Cultural Climate |

**Electronic Submission**

Look for and Respond to (Include in Summary):

- The Relevance of the Title
- The Narrative’s Coherent Theme that Relates to the Reader
- The Narrative’s Open-Form Structure
- The Plot and its Cohesiveness that Tells the Story
- The story’s terminology, events, examples and optics that personalize the author’s and the reader’s experiences
- Appropriate diction and language for the academic audience
- Clear Opening and Closing Paragraph Structure
09/19/19 (Thursday) - 10/08/19 (Tuesday)

Instructor Lecture: Textual Analysis
Student Reading

Textual Analysis Essay (25%):

Write a 2 1/2 - 3 page Textual Analysis Essay:

- Establishes background
- Create the Thesis
- Support the Thesis within Body Paragraphs
- Reach a Conclusion that supports the analysis

MLA Format with In-Text Citations

(A minimum of four (4)-sources in the Works Cited; Word Count: ~850 – 1,000 words; 25%)

Essay Due (10/08/19)

Electronic Submission

THE DECLARATION OF INDEPENDENCE

Thomas Jefferson
Research

The Use Of Rhetoric: Vocabulary

The Textual Analysis Essay: Students will read the primary source: “The Declaration of Independence” (Thomas Jefferson). Students will write a 2 1/2 - 3 page textual analysis essay that establishes background information of the primary text, includes supporting background information from the secondary readings (research), states a thesis that connects the research with the primary reading, provides an interpretation of the unified theme of the readings, and reaches a conclusion that is supported by scholarly criticism.
**Critical Analysis: Assessment Assignment Due (10/31/19)**

**Essay on the Philosopher and Philosophy: Thoreau**

Examine the essay, “Civil Disobedience,” by Henry David Thoreau.


Create a thesis that supports Thoreau’s work as a valid literary piece; analyze the text and the author’s credibility to write the text; establish the historical climate that the text depicts; and examine the language used to establish the theme and support the meaning of the text.

Students will interpret the plausibility of the author’s analysis. **3-3½ pages**

(MLA/In-Text Citations / Minimum Four (4)-source Works CITED; Word Count: ~1,000 – 1,300 words; 25%)
| Audio-Visual Project                              | The Wise Minority |
|                                               | Argument in Imagery |
| Group Discussion                               | Research           |
| (Critical Thinking Exercise)                   | VISUAL ARGUMENT ESSAY |
| VISUAL ARGUMENT ESSAY                          |                   |
| Group Collaboration / Research /               |                   |
| Preparation / Production                       |                   |
| 11/05/19 – Tuesday                             |                   |

**NOVEMBER 28, 2017**

| Audio-Visual Project (Cont.)                    | GROUP PROJECT: |
|                                               | Preparation   |
|                                               | Visual Analysis Essay |
|                                               | Research       |
|                                               | Audio-Visual Project |
|                                               | SOCIO-HISTORICAL / |
|                                               | POLITICAL DISCOURSE |
|                                               |                   |
|                                               |                   |
|                                               |                   |
|                                               |                   |
|                                               |                   |
|                                               |                   |

| Annotated Bibliography                         | DUE: 12/03/19 – Tuesday |
|                                               | Audio-Visual Group Presentation: |
|                                               | The Final Exam |
PLAGIARISM CONTRACT

PLAGIARISM: Copying verbatim without giving credit to the source is called PLAGIARISM. Below, the Longman Handbook explains the consequences:

PLAGIARISM, which comes from a Latin word for “kidnapping,” generally refers to the theft of another person’s ideas or words. However, plagiarism is part of a system of beliefs and regulations that govern the ways we write and the ways we use people’s words. In college, you are in a setting where the rules about plagiarism are strict and apply to almost any kind of work you do for a course. Not learning and following those rules can lead to a failing grade for either a paper or an entire course, a special plagiarism notation on your transcript, or expulsion from your college or university. Very serious plagiarism, especially at higher levels of research and scholarship, can result in lawsuits and can ruin a career (Longman Writer’s Companion 182).

I, ________________________________, UNDERSTAND THE CONCEPT OF PLAGIARISM, AND IF I KNOWINGLY AND DELIBERATELY COMMIT THE ACT OF PLAGIARISM, I WILL BE REFERRED TO THE DEAN AND WILL FACE THE PENALTY SET BY MOUNTAIN VIEW COLLEGE.

UPON SIGNING THIS CONTRACT, I AGREE THAT I WILL NOT COMMIT THE ACT OF PLAGIARISM. IF I HAVE A QUESTION CONCERNING HOW TO PROPERLY CITE MATERIAL FOR MY ASSIGNMENTS, I WILL SEEK ASSISTANCE FROM MY PROFESSOR.

____________________________________________ (Date) ____________ .
Signature

1. COMPUTERS WILL BE USED ONLY FOR ASSIGNED LESSONS—
   NO PERSONAL USE _______

2. Cell Phone use – ONLY FOR CLASS ASSIGNMENTS _______