English 1301-61821 - Composition I
Fall 2019

Professor: Professor Amanda J. Burns
Division: Communications and Social Sciences
E-mail: ajburns@dcccd.edu
Fax: 214-860-8755

Class Meeting Times: 4th Period (1:24-3:00) A Day
Room: C104
Credit Hours: Three (3)

Required Materials:
1. Access to BlackBoard
2. Access to turnitin.com
3. A notebook and a writing instrument
4. A Google Docs Account

ENGL 1301 Composition I
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.

Note:
ENGL 1301 is a pre-requisite for all 2000-level literature courses.

Communication Plans:
I will respond to all student emails M-F 7 AM – 3PM. If emails are sent on the weekend
or after hours, a student's email might take up to two days before being responded to.
Expect a longer turn-around if the email is sent during a holiday. I can be reached at the
above email. Due to FERPA, I can only respond to student emails and discuss student
grades, login issues or anything else relating to this course with the student. They are
their own advocate when it comes to this class.

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.

Intellectual Competencies:
The course, English 1301, satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.
1. Reading – the ability to analyze and interpret a variety of printed materials (books, documents, and articles) above 12th grade level,
2. Writing – the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above 12th grade level.

Exemplary Educational Objectives:
English 1301, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board:
1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation,
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.

Attendance Policy:
Students have ten (10) unexcused absences.
- Each unexcused absence over ten (10) will result in a drop of one letter grade per subsequent unexcused absence.
- Documentation must be provided to the professor for an absence to be excused.
- Absences due to school activities must be discussed with the professor prior to the activity.
- Two (2) tardies equals one (1) unexcused absence.
However, since late work is not accepted, attendance is a necessity, if you wish to both participate in class discussions and hope to pass the overall class.

Drop Date:
The withdraw date for this class is November 14, 2019

Evaluation Procedures:
The course, English 1301, is designed to teach the art of Essay Composition.

- Essay 1 15%
- Essay 2 15%
- Essay 3 20%
- Essay 4 20%
- Quizzes 20%
- Class Participation 10%
Total: 100%* 

*No Late Work is accepted. No Exceptions. If you have a school-related activity, work must be turned in early. If you plan on missing class due to a school related activity, you must notify the professor at least 48 hours prior to missed date.

Grading Scale (Based on overall %)
95 to 100 = A,
85 to 94 = B,
75 to 84 = C,
69 to 74 = D,
0 to 68 = F

Evaluation Procedures:
1. The quality of your writing and critical thinking skills will be evaluated.
2. Completion of essays, presentations, and activities will be evaluated.
3. You will be evaluated on in-class participation and group assignments.
4. You will be evaluated on your Final Exam.
5. LATE WORK IS NOT ACCEPTED.

EXPLANATION OF GRADING SYSTEM

A (Excellent: 95-100) The A paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the A paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the A paper all research material (when required) is correctly documented and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

B (Above Average: 85-94) The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers substantial information and makes cogent, fresh arguments--that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The B paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the B paper all research material (when required) is correctly documented, and formatting adheres to current...
standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

**C (Average: 75-84)** The C paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its content/focus is general, commonplace, or trivial, or not adequately related to the assignment; its development is vague, incomplete, or inconsistent; its organization lacks adequate or appropriate transitions or relation of ideas. The C paper, in addition to meeting all the requirements of the assignment, exhibits a writing style that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a C paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the C paper all research material (when required) is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

**D (Below Average: 69-74)** The D paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

**F (Unsatisfactory: 1-68)** As writing that falls below minimal standards for college-level literacy, the F paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

**0 (Plagiarism/Cheating)** A paper should earn the grade zero if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a zero if it does not address the assigned topic or if directions have been either ignored or not followed. A paper is considered plagiarized, if previously submitted to a different class and then submitted as a new class assignment.

For a complete listing of MVC and DCCCD policies, refer to [http://www.tasb.org/policy/pol/private/057501/](http://www.tasb.org/policy/pol/private/057501/). The highlighted policies below provide partial listing off the duties, rights and responsibilities of students enrolled in MVC courses.

Institutional Policies:

**Academic Honesty (Plagiarism):**
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: Institutional Policies relating to this course can be accessed from the following link: www.mountainviewcollege.edu/syllabipolicies.

The Texas Success Initiative (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

Religious Holidays:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Disclaimer Reserving Right to Change Syllabus:
The professor reserves the right to amend this syllabus as necessary.
**Classroom Policies:**
Please be respectful of other students. Do not disrupt class. All activities that a student’s performs in the class should be geared to the scheduled assignment.

If there are issues where a student becomes too disruptive, a Guideline Infraction notice will be handed to them. The student must wait and have a discussion with me after class. A possible consequence will be 30 minutes detention after class. If guidelines continue to be not followed, a disciplinary referral will be issued. If any type of extraordinary events happen, I reserve the right to send you to the office immediately

These are important times in America. We will take advantage of the political climate. This English 1301 class will evaluate how the concepts of our contemporary leaders fit the thinking of the authors in our text.

CRITICAL THINKING WILL BE REQUIRED TO ESTABLISH VIEWS ON:

**Ideology**  **Language**  **Equality**  **Justice**

THESE VIEWS WILL BE EXPRESSED IN FOUR ESSAYS.

- **Narrative Essay:**
  Addresses an audience; States a purpose; Instructs or informs the audience; Often reports personal experience; and, via the verb usage, gives the event a sense of immediacy.

- **Definition Essay:**
  Defines an idea; Examines if and how that idea has changed over time; Identifies the causes and/or events that gives the idea its meaning.

- **Critical Analysis Essay:**
  Deconstructs an argument; evaluates the effect of pathos, logos, and ethos.

- **Argument and Persuasion Essay:**
  States opinions by telling the reader a personal way of doing things, or makes a proposal by recommending that some action be taken; champions or defends an opinion about something; provides evidence to support a claim; and provides a rational or emotional appeal to which the reader can relate.

- **Final In Class Assessment:**
  In class essay on a topic we have been discussing throughout the semester.

**Disclaimer Reserving Right to Change Syllabus:**
The instructor reserves the right to amend this syllabus as necessary.

**Explanation of Calendar:**
To simplify A and B day confusion, I have broken classes down into 1 (the first day I see you that week) and 2 (the second day I see you that week). Fridays will
be either peer review or reading days, depending on schedule. If there are peer reviews, an announcement will be made in class and/or via Black Board.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings</th>
<th>Assignments Due</th>
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</thead>
</table>
| 1    | 8/19 | 1- Course Introduction  
2- BlackBoard/eConnect | | Syllabus/BlackBoard Quiz |
| 2    | 8/26 | 1 - Plagiarism  
2 - How to do a Close Reading; Couto | “War of the Clowns” – Mia Couto | |
| 3    | 9/2  | 1 - Commonplace beliefs discussed and examined; Pinker  
2 - Documentary, *Shouting Fire: Stories from the Edge of Free Speech* | “In Defense of Dangerous Ideas” – Steven Pinker | NO CLASS MONDAY, SEPT. 2 |
| 4    | 9/9  | 1 - The NARRATIVE ESSAY  
Audience; Purpose; Personal Experience; Sense of Immediacy; *Drunk History*  
2 - Tan | “Mother Tongue” – Amy Tan | Quiz on Tan |
| 5    | 9/16 | 1 - Perfecting the Introduction  
2- Duhigg | “Unfreezing Frozen” – Charles Duhigg | Quiz on Duhigg |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Prompt</th>
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<tr>
<td>6</td>
<td>9/23</td>
<td>1 - Definition Essay: Does meaning evolve?</td>
<td>9/27</td>
<td>Prompt 2</td>
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<td>2 - Ronson</td>
<td>&quot;Braveheart&quot; - Jon Ronson</td>
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<td>7</td>
<td>9/30</td>
<td>1 - Using Quotes to Support your argument</td>
<td>9/27</td>
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<td>2 - Documentary, The Fence</td>
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<td>8</td>
<td>10/7</td>
<td>1 - Organizing your essay</td>
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<td>2 - Ronson</td>
<td>&quot;God That was Awesome&quot; - Jon Ronson</td>
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<td>9</td>
<td>10/14</td>
<td>1 - Development/ Research / Plagiarism / Works Cited</td>
<td>NO CLASS MONDAY, OCT. 14</td>
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<td>2 - Gladwell</td>
<td>&quot;No Mercy&quot; - Malcolm Gladwell</td>
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<td>10</td>
<td>10/21</td>
<td>1 - Tone v. Mood</td>
<td>Essay 2 due 10/25</td>
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<td>2 - Sedaris</td>
<td>&quot;Me Talk Pretty One Day&quot; - David Sedaris</td>
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<td>11</td>
<td>10/28</td>
<td>1 - CRITICAL ANALYSIS ESSAY: Deconstructs a presented argument using pathos, logos, and ethos</td>
<td>NO CLASS FRIDAY, NOV. 1</td>
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<td>2 - Orwell</td>
<td>&quot;How to Shoot an Elephant&quot; - George Orwell</td>
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<td>12</td>
<td>11/4</td>
<td>1 - Writing the Conclusion</td>
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<td>2 - Documentary, Documenting Hate: Charlottesville</td>
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<td>Week</td>
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<td>13</td>
<td>11/11</td>
<td>1 - THE ARGUMENT ESSAY</td>
<td>“Letter from Birmingham Jail” - Rev. Dr. Martin Luther King, Jr.</td>
<td>Essay 3 Due 11/15</td>
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<td>2 - King</td>
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<td>Prompt 4</td>
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<td>LAST DAY TO DROP: NOV. 14</td>
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<td>14</td>
<td>11/18</td>
<td>1 - Friedman, Tangney, Kahan</td>
<td>“What is Crime?” - Lawrence Friedman “Condemn Crime, Not the Person” - June Tangney “Shame is Worth a Try” - Dan Kahan</td>
<td>NO CLASS NOV. 20, 21, 22</td>
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<td>15</td>
<td>11/25</td>
<td>THANKSGIVING WEEK</td>
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<td>16</td>
<td>12/2</td>
<td>1 - End of semester wrap-up</td>
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<td>Essay 4 Due 12/6</td>
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<td>17</td>
<td>12/9</td>
<td>1 - Last day of Fall Semester is DEC. 12</td>
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<td>18</td>
<td>12/16</td>
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*All readings are on Black Board in our class under the file marked, Readings
*This syllabus is not a binding contract. All dates are subject to change. The best way to find out about those changes is to show up to class. Students are responsible for knowing new dates, regardless of their attendance in class

**Tips for Student Success**
Use the full amount of time allotted for each assignment and do not procrastinate. I do not teach a “blow-off” class. Any course, freshman or higher, “general ed” or major, should be approached with diligence and urgency. It is extremely easy to keep up with this class, but if you fall behind for whatever reason, legitimate or irresponsible, and do
not make an effort to catch up quickly, it will be difficult to keep up. The major assignments make sense only when completed in order.

Approach the course with an open mind and a willingness to learn. College education is much more than job training; it implies a certain intellectual growth and standard beyond the sheer pragmatics of any career field. The critical thinking skills fostered in ENGL 1301 are paramount to social and cultural life, especially in an environment that is increasingly anti-intellectual and irrational. In other words, this is not a meaningless hoop to jump through.

Make a consistent, genuine effort and you will find me easygoing and accommodating. I understand that most of you are responsible for more than just school; thus, I am happy to work things out. However, these other responsibilities are not an excuse for a lack of effort. Habitual skipping, late or missing assignments, ignorance of or ignoring instructions, notes, due dates, or comments, or contempt for the class or education will be met with equal apathy on my end.
Course Commitment
MVC English Discipline

Place your initials next to each statement to acknowledge that (1) you understand the course policy and (2) that you agree to that policy. Initialing also signifies that you will accept any and all policies related to reductions of grades for violating course policies, as required by the course syllabus and other written and course policies.

_____ I have read and understood the course syllabus for this ENGL 1301 course.

_____ I will abide by all stated and written course policies in this ENGL 1301 course.

_____ I understand all electronics must be turned off during class unless there is prior professor approval.

_____ I understand that I am allowed a maximum of five (5) unexcused absences, and I understand that for each and every unexcused absence over the five (5) unexcused absences, my final grade will be reduced by 10% (one letter grade).

_____ I understand that I am expected to come to class on time, and I further understand that two (2) tardies will equal one (1) unexcused absence.

_____ I understand that leaving at any time during class without prior professor approval will count as an unexcused absence for my attendance record.

_____ I understand that late work will not be accepted. I also understand that missed quizzes, presentations, or other in-class activities cannot be made up, regardless if the absence(s) is excused or not.

_____ I understand that is my responsibility to turn assignments in earlier than the stated due date if I need to miss class due to a school-related activity. I also agree to inform my professor of any school-related activity at least 48 hours prior to the missed class.

_____ I will behave respectfully and professionally during class.

_____ I understand that penalties will be assessed for disrespectful and/or disruptive behavior in class and can result in my expulsion from this class and subsequent dual credit courses.

_____ I will keep up with all course readings and assignments as listed on the course schedule.

_____ I understand that my professor checks email at 7:00am and again at 3:00pm Monday-Friday. I should not expect a response from my professor at night, or on weekends, or during holidays.
I will come to class with prepared to participate and with pen, paper, textbook, knowledge of necessary logins and passwords, and any and all other materials my professor requires.

I understand that falling below a 2.0 GPA on my DCCCD transcript can result in my not qualifying for financial aid when I transfer to a university. (For some universities, the minimum GPA is 2.5 to qualify for financial aid).

I understand that I am allowed five (5) drops in my entire undergraduate career. I also understand that dropping this class will count towards the five (5) drops I am allowed.

I understand that my professor cares deeply about my success in the dual credit program. I understand that the policies and procedures in place are teaching me responsibility, self-advocacy, and independence, which are qualities needed to be successful in college, and beyond. I also understand that my professor has an open-door policy and that I am encouraged to ask questions, and to discuss any issues, or concerns.

By signing below, I agree to follow all the written and stated rules.

________________________________________   _____________________
(sign)   (date)

________________________________________   _____________________
(print name)   (course and section #)

NOTE: If you cannot in good faith sign any portion of this contract, you should immediately discuss your concerns with the professor.