Composition I  
English 1301-61823/ 25/ 61502  
Fall 2019  
August 26, 2019-December 11, 2019

Professor: M.D. Hamilton  
Email: michaelhamilton@dcccd.edu

Unless you and I agree to it ahead of time, assignments submitted to this address will not be read and will be immediately deleted. Use this address for questions/notification only.

Course Title: Composition I  
Course Number ENGL 1301  
Section Number 61825  
Office Phone Number: NA  
Office Number: NA  
Office Hours: NA  
Meeting Days & Time: MW@2:00-3:20  
Room Number: W161A,  
Credit Hours: 3 lecture

Division: ARCO  
Office Hours:  
Office Phone:  
Office Location:

Course Description: Composition I is an intensive study of and practice in the writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is placed 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.

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.
   5. Use Edited American English in academic essays.

Course Materials/Supplies Needed
Merriam-Webster dictionary app (free) or paper copy

Evaluation Procedures:

   Unit Participation and Prewriting Strategies
   (3) = 300 points (4x25pts ea.)
   Composition Quiz = (50 pts extra) 4 ea. (upon request)
   Outlines (4) = 200 points (50pts ea.)
   (Outlines must include at least six MLA formatted in-text/parenthetical citations and Works Cited page identifying two or three database sources.)

   Argumentative Essays (3) = 500 points
   (Essays must include at least six MLA formatted in-text/parenthetical citations and Works Cited page identifying two or three database sources.)
   Any original argumentative essay that meets the page minimum but earns a grade below 90 may be revised for full credit.

   Final Outline = 50 points
   (Outline must include at least twelve MLA formatted in-text/parenthetical citations and Works Cited page identifying five or six database sources.)

   Final Paper = 200 points
   Final Paper assignment must be turned in as complete package (Prewriting, outline, paper) to receive credit.

   *Total Points Possible = 1000

   *All assignments will be graded on the point system established above, with corresponding feedback. However, only students who have earned at least 600 points will be allowed to submit the final essay, and the grade on the final essay—out of 100—will be the grade earned in the class.

Grading Scale: 900-1000 points = A
               800-890 points = B
               700-790 points = C
600-690 points = D (This grade does not transfer to most universities.)
0-590 points = F

Attendance Policy:
Punctual attendance at every class is a necessity. Arrival at :03 counts after class time as tardy. Arrival after 20min counts as absent. If it is absolutely necessary to miss class, it is your responsibility to find out from the course calendar what you missed and come to the next class fully prepared, with all assignments complete. To clarify, being absent from a prior class is no excuse for not having your assignment on the day you do attend.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this lecture course, your physical participation in class, on or before the certification date, will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students who are not certified as beginning class are responsible for any payments due as a result of non-certification, to include the dropping of courses.

Late Work Policy: Late work is **NOT** accepted, ever. It must be submitted in class (that means **NOT via e-mail**), on the day it is due or **before**. In the case of a certified health emergency (Documents must be submitted to verify this), please inform me, and we will arrange a makeup work plan. Understand that appointments are NOT synonymous with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

Makeup Exam Policy: N/A

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

Electronic Devices: Please refrain from using electronic devices for purposes besides coursework during class discussions.

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

Academic Dishonesty:
Students who are caught deliberately 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](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.).

### Fall 2019 1301-61825 Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday 8/26</th>
<th>Tuesday 8/28</th>
<th>Wednesday 8/29</th>
<th>Thursday 8/29</th>
<th>Friday 8/30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong> 8/26</td>
<td>Syllabus Overview; Introductions; Review acceptable writing strategies: Inverted Pyramid, sequencing, chronology, compare/ contrast, cause/ effect. Review MLA structure Template</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong> 8/28</td>
<td>Review Rhetorical devices used in writing. Intro to first unit (100pts) Discuss Reality Television; helpful, harmful? Review Paper structure: Background of topic, Effects on Society, Solution, conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday</strong> 9/2</td>
<td>Labor Day Holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong> 9/4</td>
<td>Continue Unit analysis. Introduce Point, Evidence, Explain (PEE) The approach to Research Elements Prewriting strategies/ discussion Introduction Paragraph Writing sample with valid thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday</strong> 9/9</td>
<td>First Writing sample (Background of topic- Sequencing or Chronology) Take notes about rhetorical devices. View: Reality Blurred/ American High school <a href="https://www.realityblurred.com/realitytv/2017/10/review-american-high-school/">https://www.realityblurred.com/realitytv/2017/10/review-american-high-school/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong> 9/11</td>
<td>Second Writing sample (Effects of Topic on Society— Casual or Comparative) Read and analyze article: Humiliation, the sorry story of reality tv.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment and Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Monday 9/16** | Third Writing sample (Solution/ Future of topics effect and why—Casual, Comparative or Sequencing)  
What are ethical responsibilities in the Solution/ Future of the topic?  
Lesson: Check Outline  
**First Paper outline and Works Cited Page due** |
| **Wednesday 9/18** | First Unit Paper Due (100pts)  
Introduction to Second unit  
Introduce Point, Evidence, Explain (PEE) The approach to Research Elements  
Introduction Paragraph Writing sample with valid thesis  
Paper 1. The Process Analysis Essay. (100pts) Choose an action as the focus of your essay:  
1). How to operate a piece of equipment  
2). How to organize a successful function  
3). How to install or assemble a unit or product  
4). How to evaluate a result  
5). How to repair an object |
| **Monday 9/23** | First Draft Due of Process analysis essay.  
Final Draft completed in Class |
| **Wednesday 9/25** | Paper 2. Compare/ Contrast Essay (100pts)  
Social Media: Helpful, harmful. Discussion: types, purpose, uses, effects.  
You must compare two social medial platforms with intro/two examples, with description, process, pro/ con of each.  
Valid conclusion |
| **Monday 9/30** | Paper 2. First Draft Due of Compare/ contrast essay  
Final Draft completed in class |
| **Wednesday 10/2** | Paper 3. The Persuasive Essay (100pts)  
A persuasive essay presents a position on an issue, urges readers to accept that position, and may encourage a specific action. An effective persuasive essay:  
* Explores an issue of importance to the writer  
* Addresses an issue that is arguable  
* Uses facts, examples, statistics, or personal experiences to support a position |
* Tries to influence the audience through appeals to the readers’ knowledge, experiences, or emotions

* Uses clear organization to present a logical argument

Topics: Cell phone use, A school dress code, for or against, The age for driver’s license, up or down.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 10/7</td>
<td>1st Draft 3 Paper Due</td>
</tr>
<tr>
<td></td>
<td>Final draft due in class</td>
</tr>
<tr>
<td>Wednesday 10/9</td>
<td>Movie or clips Introducing Third Unit</td>
</tr>
<tr>
<td></td>
<td>The top ten fictional heroes.</td>
</tr>
<tr>
<td></td>
<td><a href="https://thetoptens.com/fictional-heroes">https://thetoptens.com/fictional-heroes</a></td>
</tr>
<tr>
<td>Monday 10/14</td>
<td>Movie or clips Introducing Third Unit</td>
</tr>
<tr>
<td></td>
<td>The top ten fictional heroes.</td>
</tr>
<tr>
<td></td>
<td><a href="https://thetoptens.com/fictional-heroes">https://thetoptens.com/fictional-heroes</a></td>
</tr>
<tr>
<td>Wednesday 10/16</td>
<td>Introduction to Third Unit</td>
</tr>
<tr>
<td></td>
<td>Fantasy Heroes in Life: Helpful, Harmful</td>
</tr>
<tr>
<td></td>
<td>Discussion: types, purpose, uses, effects.</td>
</tr>
<tr>
<td></td>
<td>Introduction Writing sample with valid thesis</td>
</tr>
<tr>
<td></td>
<td>Work on paper outline, sources (PEE)</td>
</tr>
<tr>
<td>Monday 10/21</td>
<td>First Writing sample (Background of topic- Sequencing or Chronology)</td>
</tr>
<tr>
<td>Wednesday 10/23</td>
<td>Second Writing sample (Effects of Topic on Society—</td>
</tr>
<tr>
<td></td>
<td>Casual or Comparative</td>
</tr>
<tr>
<td>Monday 10/28</td>
<td>Third Writing sample (Solution/ Future of topics effect and why—Casual,</td>
</tr>
<tr>
<td></td>
<td>Comparative or Sequencing)</td>
</tr>
<tr>
<td></td>
<td>Read and analyze second sample paper on optional topic.</td>
</tr>
<tr>
<td></td>
<td><a href="http://hubpages.com/literature/A-Sample-Problem-Solution-Essay">http://hubpages.com/literature/A-Sample-Problem-Solution-Essay</a></td>
</tr>
<tr>
<td>Wednesday 10/30</td>
<td>Conclusion</td>
</tr>
<tr>
<td></td>
<td>1st Draft Third Paper Due</td>
</tr>
<tr>
<td></td>
<td>Review Rhetorical devices used in writing.</td>
</tr>
<tr>
<td>Monday 11/4</td>
<td>Read and analyze third and fourth sample paper on optional topic.</td>
</tr>
<tr>
<td>Wednesday 11/6</td>
<td>Movie clips introducing Fourth Unit</td>
</tr>
<tr>
<td></td>
<td>Youtube</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monday 11/11</td>
<td><strong>Is Marriage Worth It?</strong>&lt;br&gt;The Pros &amp; Cons of Marriage</td>
</tr>
<tr>
<td>Monday 11/18</td>
<td><strong>Third Paper outline and Works Cited Page due (100pts)</strong>&lt;br&gt;Critical thinking Brainstorm</td>
</tr>
<tr>
<td>Wednesday 11/13</td>
<td><strong>Third Unit Paper due:</strong>&lt;br&gt;Introduction to Fourth Unit (100pts)**&lt;br&gt;Choose a topic from:&lt;br&gt;A. Marriage: Changing pairings are good for the institution or bad for society?&lt;br&gt;What is the ethical and moral responsibility for the participant, the observer, the society?&lt;br&gt;B. Food Insecurity: A continuing problem!! An evolving solution to social discriminations.&lt;br&gt;What is the ethical and moral responsibility for the participant, the observer, the manufacturer?&lt;br&gt;C. Video Games: A sign of the times, A sign of the future!&lt;br&gt;Video Games: The beginning of our active life ending!&lt;br&gt;What is the ethical and moral responsibility for the participant, the observer, the manufacturer?</td>
</tr>
<tr>
<td>Monday 11/25</td>
<td><strong>Introduction Writing sample with valid thesis</strong>&lt;br&gt;Work on paper outline, sources (PEE).</td>
</tr>
<tr>
<td>Wednesday 11/20</td>
<td><strong>First Writing sample (Background of topic-Sequencing or Chronology)</strong>&lt;br&gt;Video &lt;youtube&gt;&lt;br&gt;Greatest Sports Legends &amp; Athletes of All Time Quotes Pump up</td>
</tr>
<tr>
<td>Monday 11/25</td>
<td><strong>Second Writing sample (Effects of Topic on Society—Casual or Comparative)</strong></td>
</tr>
<tr>
<td>Wednesday 11/27</td>
<td><strong>Third Writing sample (Solution/ Future of topics effect and why—Casual, Comparative or Sequencing)</strong>&lt;br&gt;Review Rhetorical devices used in writing.</td>
</tr>
</tbody>
</table>
| Monday 12/2 | Final Paper outline and Works Cited Page due  
|            | Work on Presentations |
| Wednesday 12/4 | 1st Draft Final Paper Due  
|              | Review Presentations (200pts) |
| Monday 12/09 | Final Paper, With Presentation Due (200pts) |
| Wednesday 12/11 | Final Paper, With Presentation Due  
|                | Test Rhetorical devices used in writing. |

Is *rhetorician* on your resume? It should be, because I’d be surprised if you haven’t employed one or more of the methods listed below for conveying emphasis to your writing.

Rhetoric, the art of persuasive written or spoken discourse, was developed in ancient Greece, and every one of the terms below stems from classical Greek or from Latin, the language of the culture that inherited the Greek oratory legacy. But that should be no obstacle to adding these tried-and-true tools to your argumentative armamentarium, because brief definitions, as well as examples, accompany this exhaustive but by no means complete list:

1. **Amplification**
   An expansion of detail to clarify a point: “We few, we happy few, we band of brothers.”

2. **Anacoluthon**
   A sudden break in a sentence’s grammatical structure: “So, then I pulled up to her house — are you still with me here?”

3. **Anadiplosis**
   Repetition of words, especially located at the end of one phrase or clause and the beginning of the next: “I was at a loss for words, words that perhaps would have gotten me into even more trouble.”

4. **Anaphora**
   Repetition of one or more words at the head of consecutive phrases, clauses, or sentences: “I came, I saw, I conquered.”

5. **Anastrophe**
   Inversion of word order to mark emphasis: “Enter the forest primeval.”

6. **Antanaclasis**
   Repetition of a word in a sentence in which a different meaning is applied each time: “If you aren’t fired with enthusiasm, you will be fired, with enthusiasm.”

7. **Antanagogae**
   The contradiction of a negative comment with a positive one, as in “The car wouldn’t start this time, but it least it didn’t catch on fire.”
8. **Antimetabole**
Reversal of repeated words or phrases for effect: “Ask not what your country can do for you, but what you can do for your country.

9. **Antiphrasis**
Ironic use of a single word: “It was a cool 100 degrees in the shade.”

10. **Antistrophe**
Repetition of a word or phrase at the close of successive clauses: “You said he was late — true enough. You said he was not prepared — true enough. You said he did not defend his statements — true enough.”

11. **Antithesis**
Contrast within parallel phrases (not to be confused with the ordinary use of the word to mean “extreme opposite”): “Many are called, but few are chosen.” The term can also refer to literary characters who, though not necessarily antagonists, represent opposite personal characteristics or moral views.

12. **Apophasis**
Calling attention to something by dismissing it: “No one would suggest that those who are homeless elected to live on the streets willingly.”

13. **Aporia**
A statement of hesitation, also known as dubitatio, in which characters express to themselves an actual or feigned doubt or dilemma: “Should I strike now, or bide my time?”

14. **Aposiopesis**
Abrupt discontinuation of a statement: “If you say that one more time, I’m gonna –”

15. **Apostrophe**
Interruption of thought to directly address a person or a personification: “So, I ask you, dear reader, what would you have me do?”

16. **Asyndeton**
Absence of conjunctions: “We cannot dedicate, we cannot consecrate, we cannot hallow this ground.”
17. **Auxesis**
Exaggeration, often with sequential enhancement: “You found my purse? You are a hero, a prince, a god!”

18. **Bdelygmia**
A rant of abusive language: “Calling you an idiot would be an insult to stupid people. Are you always this stupid, or are you just making a special effort today?”

19. **Bomphiologia**
Excessive braggadocio: “I am the very model of a modern major-general. I’ve information vegetable, animal, and mineral.” Also known as verborum bombus.

20. **Brachyology**
An abbreviated expression or telegraphic statement: “‘Morning,’ he mumbled as he stumbled out of bed”; “I have three words for you, buddy: pot, kettle, black.”

21. **Cacophony**
Deliberate use of harsh letter sounds: “The clash and clang of steel jarred him awake.”

22. **Catachresis**
A hyperbolic metaphor, as in “Each word was a lightning bolt to his heart.”

23. **Chiasmus**
This is the reversal of grammatical order from one phrase to the next, exemplified in these two well-known quotes about evaluation: “Judge not, lest ye be judged” and “A heart is not judged by how much you love, but by how much you are loved by others.”

24. **Commoratio**
Repetition of a point with different wording: “He’s passed on! This parrot is no more! He has ceased to be! He’s expired and gone to meet his maker!” (etc., ad absurdum)

25. **Dehortatio**
Imperative advice about how not to act: “Do not look a gift horse in the mouth.”

26. **Diacope**
Repetition of one or more words after the interval of one or more other words: “People who like this sort of thing will find this the sort of thing they like.”

27. **Diatyposis**
Advice: “Do unto others as you would have others do unto you.”

28. **Distinctio**
A definition or clarification of a term: “What we will be seeking . . . will be large, stable communities of like-minded people, which is to say relatives.”

29. **Epanelepsis**
Starting and ending a phrase, clause, or a sentence, or a passage, with the same word or phrase: “Nothing is worse than doing nothing.”

30. **Epistrophe**
The repetition of a word at the end of each phrase or clause: “I swear to tell the truth, the whole truth, and nothing but the truth.”

31. **Epizeuxis**
Epizeuxis, epizeuxis, epizeuxis! My favorite new word, also called palilogia, refers to nothing more than the repetition of words: “To my fifteen-year-old daughter, everything is ‘boring, boring, boring!’”
32. **Hendiadys**  
A conjunctive rather than a coordinate phrase: “I made it nice and hot, just the way you like it.”

33. **Hyperbaton**  
Excursion from natural word order in various ways: “Theirs was a glory unsurpassed”; “It is a sad story but true.”

34. **Hysteron-proteron**  
A reversal of logical order of elements in a phrase: “Sudden thunder and lightning drove them to shelter.”

35. **Litotes**  
This is the strategy of understatement often employed to provide subtle emphasis, frequently for ironic effect or to underline a passionate opinion: “The assassin was not unacquainted with danger.”

36. **Meiosis**  
A dismissive epithet, such as *treehugger*, or a humorously dismissive understatement (also known as tapinosis), such as the *Monty Python and the Holy Grail* gem “It's just a flesh wound!”

37. **Metanoia**  
The qualification of a statement to either diminish or strengthen its tone, as in “She was disturbed — make that appalled — by the spectacle.” Traditionally, *nay* is often a keyword that sets up the shift, but no replaces it in modern usage except in facetious or whimsical writing: “You are the fairest flower in the garden — nay, in the entire meadow.”

38. **Paronomasia**  
Punning wordplay, including any of many types, including homophonic or homographic puns, both of which are included in this example: “You can tune a guitar, but you can’t tuna fish. Unless of course, you play bass.”

39. **Pleonasm**  
Redundancy for emphasis: “We heard it with our own ears.”

40. **Polyptoton**  
Repetition of two or more forms of a word; also known as paregmenon: “You try to forget, and in the forgetting, you are yourself forgotten.”

41. **Polysyndeton**  
Insertion of conjunctions before each word in a list: “My fellow students read and studied and wrote and passed. I laughed and played and talked and failed.”

42. **Scesis Onomatonic**  
Repetition of an idea using synonymous words or phrases: “We succeeded, won, and walked away victorious.”

43. **Sententia**  
The punctuation of a point with an aphorism such as “Don’t judge a book by its cover.”

44. **Sentential Adverbs**  
These single words or brief phrases emphasize the thought they precede, interrupt, or — rarely — follow. Examples include *however, naturally, no doubt, and of course* — and, in informal writing, phrases such as “you see.”
45. **Syllepsis**
Divergent use of a word in two phrases: “We must all hang together or assuredly we will all hang separately.”

46. **Symplece**
A combination of anaphora and epistrophe: “To think clearly and rationally should be a major goal for man; but to think clearly and rationally is always the greatest difficulty faced by man.”

47. **Synathroesmus**
A series of adjectives, also known as accumulatio, compiled often in the service of criticism: “You’re the most arrogant, selfish, self-absorbed, insufferable narcissist I’ve ever met!”

48. **Synecdoche**
Substitution of a part or a substance for a whole, one thing for another, or a specific name used for a generic: “A hundred head of cattle were scattered throughout the field”; “A regiment of horse paraded by”; “The swordsmen unsheathed their steel”; “Do you have a Kleenex?”

49. **Tapinosis**
Invective: “Get out of my way, you mouth-breathing cretin.”

50. **Tricolon**
A series of three parallel words, phrases, clauses, or statements: “Tell me and I forget. Teach me and I remember. Involve me and I learn.”