English 1301 Syllabus
Fall Academic Semester 2019
August 26, 2019 – December 12, 2019

Instructor Information

Instructor: Darrell Barnett
Email: darrellbartell@dcccd.edu. All hard copy assignments will be turned-in by hand on the due date. No late assignments will be accepted. Use this email for questions/notifications only.
Office Phone:
Office Hours: By Appointment
Meeting Days & Time: TR@12:30-1:50
Room Number/Location: W175

Course Information

Course Title: Composition I
Course Number: ENGL 1301
Section Number: 61872
Credit Hours: 3
Certification Date: September 9, 2019
Last Day to Withdraw: November 14, 2019

Course Prerequisites

College level ready in Reading and Writing.

Course Description

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.
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.

**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** – to include the ability to connect choices, actions and consequences to ethical decision-making.

**Course Materials/Supplies Needed**

1. Merriam-Webster dictionary app (free) or paper copy.
2. Composition Journal
3. [Owl Purdue Website](http://owl.purdue.edu)
Evaluation Procedures:

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Participation</td>
<td>4 @ 50 points each</td>
<td>200 points</td>
</tr>
<tr>
<td>Composition Quiz</td>
<td>1 @ 50 points each</td>
<td>50 points</td>
</tr>
<tr>
<td>Outlines</td>
<td>3 @ 50 points each</td>
<td>150 points</td>
</tr>
<tr>
<td>Argumentative Essay</td>
<td>3 @ 100 points each</td>
<td>300 points</td>
</tr>
<tr>
<td>Final Outline</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Journal</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Total Points Possible = 1000

Reminder:

Outlines
Outlines must include at least six MLA formatted in-text/parenthetical citations and Works Cited page identifying two or three database sources.

Argumentative Essays
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
Outline must include at least twelve MLA formatted in-text/parenthetical citations and Works Cited page identifying five or six database sources.

Important:
All assignments will be graded on the point system established above, with corresponding feedback.

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>900 – 1000 points</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899 points</td>
<td>B</td>
</tr>
<tr>
<td>700 – 799 points</td>
<td>C</td>
</tr>
<tr>
<td>600 – 699 points</td>
<td>D</td>
</tr>
<tr>
<td>599 points and below</td>
<td>F</td>
</tr>
</tbody>
</table>
Description of Graded Work

See Assignment Schedule.

Attendance Policy

Punctual attendance at every class is a necessity. For example, if class starts at 10:00 a.m. Arrival at 10:01 a.m. counts as tardy. Arrival after 10:20 a.m. 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. All assignments must be printed out and 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: Not Applicable

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. Violation of this policy can result in being asked to leave the class and you will not return until you’ve seen the dean. Yes, this includes your cell phones!
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.

Institutional Policies:
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) and policies relating to this course, please visit Mountain View Institutional Policies.

Fall-2019 English Composition 1301 Assignment Schedule

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday – 8/27</td>
<td>Syllabus Overview; Introductions; Tour. Freedom Writers Movie.</td>
</tr>
<tr>
<td>Thursday – 8/29</td>
<td>Mini-lessons: Modes of Writing Discuss “Don’t Write This!” Watch Video: Claims/Thesis Statements</td>
</tr>
<tr>
<td>Tuesday – 9/3</td>
<td>Read and analyze “Why Chinese Mothers Are Superior” and “Amy Chua is a Wimp.” Compare and contrast the rhetorical devices.</td>
</tr>
<tr>
<td>Thursday – 9/5</td>
<td>Continue analysis of Chua articles. Create MLA Template.</td>
</tr>
<tr>
<td>Tuesday – 9/10</td>
<td>Take notes about the rhetorical devices while reading “Marijuana Should Not Be Legalized.”</td>
</tr>
<tr>
<td>Thursday – 9/12</td>
<td>Read and analyze “Why Legalizing Marijuana Makes Sense.” Compare and contrast with “Marijuana Should Not Be Legalized.”</td>
</tr>
<tr>
<td>Thursday – 9/19</td>
<td>Lesson: Creating an Outline Work on Position Essay outline.</td>
</tr>
<tr>
<td>Tuesday – 9/24</td>
<td>Work on Position Essay outline.</td>
</tr>
<tr>
<td>Thursday – 9/26</td>
<td>Position Outline due. Analyze Graduation Selfie.</td>
</tr>
<tr>
<td>Tuesday – 10/1</td>
<td>Read “The Boys of Iwo Jima” Analyze the Iwo Jima Memorial.</td>
</tr>
<tr>
<td>Thursday – 10/3</td>
<td>Read “The New Colossus.” Analyze Statue of Liberty</td>
</tr>
<tr>
<td>Tuesday – 10/8</td>
<td>Lesson: Integrating Quotations</td>
</tr>
<tr>
<td>Day/Date</td>
<td>Readings and Assignments</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Thursday – 10/10 | **Position Essay due**  
Discuss objects. Work on visual argument outline.                                                                                                            |
| Tuesday – 10/15 | Continue working on visual argument outline.                                                                                                                                                                             |
| Thursday – 10/17 | **Visual Argument Outline due.**  
Revised position essay due (if necessary and eligible)                                                                                                       |
| Thursday – 10/24 | Read and analyze sample Proposal Essay.                                                                                                                                                                                    |
| Tuesday – 10/29 | Read and analyze second [sample Proposal Essay](#).                                                                                                                                                                     |
| Thursday – 10/31 | **Visual Argument Essay due.**  
Begin researching proposal points.                                                                                                                                 |
| Tuesday – 11/5  | Continue researching proposal points.                                                                                                                                                                                      |
| Thursday – 11/7  | Complete Student Survey.  
**Proposal Outline due at end of period.**                                                                                                                    |
| Tuesday – 11/12 | Work on proposal essay.                                                                                                                                                                                                   |
| Thursday – 11/14 | **Proposal Essay due.**  
Read and discuss “Neat People vs Sloppy People.” Begin research for Compare/Contrast essay.                                                                     |
| Tuesday – 11/19 | Continue Compare/Contrast research.                                                                                                                                                                                         |
| Thursday – 11/23 | Continue Compare/Contrast research.                                                                                                                                                                                         |
| Tuesday – 11/26 | Work on MWL or outline [outside of class](#).                                                                                                                                                                               |
| **Thursday – 11/28** | Thanksgiving Holiday – NO CLASS                                                                                                                                                                                          |
| Tuesday – 12/3  | Compare/Contrast outline due  
MWL Module 9 due at 11:59 pm  
Begin working on Compare/Contrast essay.                                                                                                                         |
| Thursday – 12/5  | Continue working on Compare/Contrast essay.                                                                                                                                                                                 |
| Tuesday – 12/10 | **Compare/Contrast Essay due.**  
NLT thirty minutes after the start of class and journal are due.                                                                                                    |
Sample Essay Structure

Excellent Student
Professor Stellar
English 130x-61xxx
16 April 2016

Clever, Uniquely Titled Assessment Essay

Now that we have watched *Food, Inc.*, you are going to write an argumentative essay of four full typed pages that answers one of the following ethical questions.

- Is speciesism justifiable?
- Should farms become more like Polyface Farm?
- Are the lives of pets more valuable than those of livestock?

If you prefer, you may, instead, write your argumentative essay of four full, typed pages about “Shooting an Elephant” answering one of the following ethical questions.

- Was Orwell right or wrong to shoot the elephant?
- Are the Burmese people at fault in Orwell’s narrative?
- What rights and responsibilities did the elephant owner have?

No matter which primary source you use as the basis for your essay, the Works Cited page must list at least five database sources. The essay must include a total of at least six quotations/citations from the primary sources and at least six citations from database sources.

**In your essay, you must accomplish the following.**

- **Ethical Choices**: Student thoroughly discusses at least two sides of an ethical choice to be made.
- **Decision Making**: Student states a position on the issue based on at least three points and offers an opposing view and counterargument supported with primary and secondary database sources.
- **Consequences**: Student identifies consequences and demonstrates a sophisticated understanding of the scope, complexity, and/or magnitude of the consequences.

In addition to the paper copy that you will give me, in this one instance, you must also upload the essay to eCampus, so bring a copy on your thumb drive, or have it in e-mail on the day that it is due because we will upload it during class so I can ensure that it is done correctly since that is not our normal submission protocol.
PERSONAL RESPONSIBILITY RUBRIC

Formatted by the DCCCD in alignment with the AAC&U VALUE rubrics.

Definition
The Texas Higher Education Coordinating Board describes Personal Responsibility to include “the ability to connect choices, actions and consequences to ethical decision-making.”

Framing Language
This rubric is designed to assess the Core Objective (Personal Responsibility) as described by the THECB in the Texas Core Curriculum. In past attempts to assess Personal Responsibility, different faculty have focused on factors ranging from understanding and avoiding plagiarism to being on time for class. When the THECB defined the new core objectives, the DCCCD decided to use the five VALUE rubrics created by the AAC&U for the assessment of Personal and Social Responsibility. These rubrics were determined to be ineffective for assessing Personal and Social Responsibility as they are defined by the THECB. A team of representatives from each of the Colleges of the DCCCD met several times over the summer of 2016 to develop two new rubrics for assessing these two objectives in the next cycle of assessment.

The focus of our discussions was centered on the definition of Personal Responsibility as described by the THECB. We also researched other colleges around the country with varying results. Ultimately, we wanted to create a rubric that would assess a student’s ability to work through an ethical decision-making process. The ideal assignment will be a written essay that is long enough to address all three criteria. This rubric was created to fit well in a signature assignment that assesses more than one core objective simultaneously.

Glossary – the definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Understanding Ethical Choices** – The student is able to thoroughly discuss at least two sides of an ethical choice to be made.
- **Decision-Making** – The student is able to state a position on the issue with more detailed explanation and/or reasons for the position and addresses objections to their position.
- **Consequences** – The student is able to identify consequences and demonstrates a sophisticated understanding of the scope, complexity and/or magnitude of the consequences.
PERSONAL RESPONSIBILITY RUBRIC

Formatted by the DCCCD in alignment with the AAC&U VALUE rubrics.

**Personal Responsibility (PR)** – ability to connect choices, actions and consequences to ethical decision-making

<table>
<thead>
<tr>
<th>Choices</th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
<th>Below Benchmark 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Ethical Choices</strong></td>
<td>Student thoroughly discusses at least two sides of an ethical choice to be made.</td>
<td>Student thoroughly discusses one side and partially describes another side of an ethical choice to be made.</td>
<td>Student partially explains two sides of an ethical choice to be made.</td>
<td>Student attempts to explain only one side of an ethical choice to be made.</td>
<td>Student is unable to articulate an ethical choice to be made.</td>
</tr>
<tr>
<td><strong>Decision-Making</strong></td>
<td>Student states a position on the issue with more detailed explanation and/or reasons for the position and addresses objections to their position.</td>
<td>Student states a position on the issue with more detailed explanation and/or reasons for the position.</td>
<td>Student states a position on the issue, but only provides limited explanation and/or reasons for the position.</td>
<td>Student states a position on the issue without providing any reasons for the position.</td>
<td>Student does not take a clear ethical position on the issue.</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>Student identifies consequences and demonstrates a sophisticated understanding of the scope, complexity and/or magnitude of the consequences.</td>
<td>Student identifies consequences and demonstrates a moderate understanding of the scope, complexity and/or magnitude of the consequences.</td>
<td>Student identifies consequences of the choices, but demonstrates a limited understanding of the scope, complexity and/or magnitude of the consequences.</td>
<td>Student identifies the obvious consequences of each choice.</td>
<td>Student does not identify any consequences of the choices available.</td>
</tr>
</tbody>
</table>