Instructor Information
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Office Location: Bishop Dunne Catholic School, Room 410
Office Hours: Mondays, 3:05-3:45; Thursdays, 3:05-3:45

Course Information
Course Title: Composition 1
Course Number: ENG1301
Section Number: ENGL1301-61838
Semester/Year: Fall 2019
Credit Hours: 3 hours
Class Meeting Time/Location: A Block: Mondays: 8:00-8:40 / Wednesday/ Friday: 11:35-1:25
Certification Date: September 12, 2019.
Last Day to Withdraw: November 14, 2019.

Course Prerequisites
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
Prerequisite Required: College level ready in Reading and Writing.

Course Description: 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. (3 Lec.)
Coordinating Board Academic Approval Number 2313015112
**Student Learning Outcomes:**

Students will:
- Read and discuss American literature.
- Be able to write persuasive arguments and synthesis essays that properly use MLA formatting.
- Be able to identify an author’s purpose by analyzing the persuasive appeals the author incorporates in his/her writing.
- Successfully write an essay discussing an author’s tone, purpose, and the rhetorical devices the author uses to convey theme, point-of-view, and argument.
- Become lifelong readers.

**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. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Required Course Materials**

*There There*, Tommy Orange  
*Fences*, August Wilson  
*In Cold Blood*, Truman Capote  
*The Things They Carried*, Tim O'Brien  
3 Ring Binder
Pens, pencils, high lighters
Loose leaf paper

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Assignments (tests, essays, projects)</td>
<td>3 @ 100 points each</td>
<td>600 points</td>
</tr>
<tr>
<td>Minor Assignments (daily assignments, homework, in class assignments)</td>
<td>12 @ 30 points each</td>
<td>360 points</td>
</tr>
<tr>
<td>Listening and Speaking in class</td>
<td>2@20 points</td>
<td>40 points</td>
</tr>
<tr>
<td>Dual Credit Essay</td>
<td>1@100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1 @ 200 points</td>
<td>200 points</td>
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</table>

**Summary of Graded Work:**

**TOTAL: 1,200 points**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>
Final Grade

Description of Graded Work

Minor Assignments: Will include, but is not limited to, in class work, reading checks, outlines, in class timed writings, reading journals, Socratic seminars, and quizzes. The class will offer a variety of assignments throughout the semester that will address students needs and help master the skills needed for English III.

Final Paper: The final paper is a 1,200-200 word research report. Student must use MLA format and show mastery of using credible sources. Furthermore, students must show knowledge of how to properly use others’ research and thoughts to help prove their own arguments.

Attendance and Your Final Grade

Attendance is expected.
Three tardies equal one absences.
If you are absent, it is your responsibility to make up any worked missed.
You have two days to make up quizzes and tests.

Late Work Policy

Late work is not accepted.
Major assignments may be redone; however, a student must show a “reasonable”. Students can earn up 1/2 points from their original grade up to a 93.

Other Course Policies

Students must have their required text in class.

No phones in class.

Institutional Policies

Mountain View Institutional Policies (http://www.mountainviewcollege.edu/syllabipolicies)

Course Schedule
<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reding</td>
<td>August 2019 - Early September</td>
<td>Outline; discuss; final essay responding to a prompt</td>
</tr>
<tr>
<td>Native American Literature (cultural identity and cultural dislocation)</td>
<td>Late August - mid-October 2019</td>
<td>Poetry, PBS documentaries discussing Native Americans' stories, read and discuss multiple non-fiction piece written by Native Americans. Read and discuss Phillip DeLoria’s “I Am Not a Mascot” essay; read and discuss Tommy Orange’s novel, <em>There There</em>; Dialectical journals analyzing important quotes; theme, symbols, and final character motivation essay.; cultural identity and cultural dislocation paragraph(s)</td>
</tr>
<tr>
<td>Writing Workshops</td>
<td>Throughout the entire semester</td>
<td>Thesis statements; topic sentences; outlines, active vs. passive voice; editing; quote analysis; introductions and conclusions; embedding quotes; MLA format</td>
</tr>
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<td>Readings &amp; Assignments</td>
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<tr>
<td><em>Fences</em></td>
<td>mid-October 2019 to early November, 2019</td>
<td>Various poems and non-fiction readings in preparation for the play <em>Fences</em> by playwright August Wilson; Various Jesmyn Ward essays, symbols and metaphors; characterization; reading checks for understand; Socratic seminar; quote analysis; Final essay over a chosen prompt.</td>
</tr>
<tr>
<td>Research Paper</td>
<td>mid-November 2019 to end of the semester</td>
<td>Lens/Point of View, narrowing down a topic, thesis statements, how to use databases; credible sources; outlining/annotated bibliography/rough draft; works cited page (major grade), multiple drafts of paper, and the final paper</td>
</tr>
<tr>
<td>Personal Responsibility Essay</td>
<td>mid-November 2019</td>
<td>Prepare for the essay by discussing key terms such as Understanding Ethical Choices, the decision making process, and consequences; writers’ workshop; review rubric</td>
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