Composition I  
English 1301 - 61840  
Fall 2019

Instructor: Anthony Burns  
Classroom: ONLINE/REMOTE  
Division: ARCO  
214-860-8830  
E-mail: aburns@dcccd.edu  
Fax: 214-860-8755  
Credit Hours: Three (3)  
Last Date to Drop: 11/14/19

Required Materials:
1. Access to Black Board Handouts
3. A Google Docs Account
4. Access to Turnitin.com (all essays are submitted through this website)

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 in one day, M-F 8 AM – 5 PM. If emails sent on the weekend or after hours, a student’s email might take up to two days before being responded to. 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 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:**
See course attendance commitment attached. Attendance is a necessity, if you wish to both participate in class discuss and hope to pass the overall class. A vast majority of works completed during the week accounts for the weekly attendance. If 90% of work is not complete, student will be considered absent for the week.

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

**Assessment of MVC Writing Students**
To assist the English Department in evaluating the effectiveness of the college’s writing program, your instructor will ask you to complete both pre-test and post-test exercises in order to be eligible to pass ENGL 1301.

In addition to all other learning work called for in your course syllabus, you must complete the following assignments:

**Assignment and Formatting:**

**Assignments must be formatted as follows when submitted:**
1” margins all around
Double Spaced
Times New Roman, 12 fonts.
A header: Name
Engl. (class and section number)
Burns
Day Month Year

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

- Essay 1 10%
- Essay 2 15%
- Essay 3 25%
- Short Responses to Philosophers 15%
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- Quizzes 9%
- Peer Review 8%
- Discussion Boards 10%
- Blogs 8%

Total: 100%*

*No Late Work is accepted. No Exceptions. If you have a school-related activity, work must be turned in early.

Work must be turned in the week it is due (though it can be turned in slightly early). For example, there will be a place to turn in the assignment for Essay 1 in week 5, though it is introduced in week 1. Speaking of weekly assignments, more often than not, regular assignments are due on that week’s Friday. Essays and such are due on specific days.

Grading Scale (Based on overall %)
90 to 100 = A,
80 to 89 = B,
70 to 79 = C,
60 to 69 = D,
00 to 59 = F

Evaluation Procedures:
- The quality of your writing and critical thinking skills will be evaluated.
- You will be evaluated on in-class participation and group assignments.
- You will be evaluated on your Final Exam
- LATE WORK IN NOT ACCEPTED

EXPLANATION OF GRADING SYSTEM

A (Excellent: 90-100) 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: 80-89) 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: 70-79) 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: 60-69)** 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.

NB: A paper exhibiting major weaknesses in any specific area—content, development, organization, grammar and mechanics, documentation conventions, writing style—or, indeed, a failure to address the assignment is usually considered, at best, a D paper.

· **F (Unsatisfactory: 0-59)** 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 DCCC policies, refer to 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 that 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.

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

**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 instructor reserves the right to amend this syllabus as necessary.
**Classroom Policies:**
Please be respectful of other students. Do not disrupt class. All activities that students’ perform 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 consequences 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 happens, 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:**

- Government
- Justice
- Equality
- The Economy

**THESE VIEWS WILL BE EXPRESSED IN THREE 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.

- **Comparison and Contrast Essay:**
  - Compares similar features of objects; contrasts different features of objects; distinguishes two subjects by considering both: side-by-side, subject-by-subject, and point-by-point; and evaluates like or unlike items.

- **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.

- **Visual Analysis and Group work**
  - Visual Analysis is the final for the semester. Group work project ties directly into the argument and persuasive essay (research paper).
## Daily Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>M – Course Introduction</td>
<td>Martin Luther King</td>
<td>Short Response Prompt Essay #1</td>
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<td>W – Go Over Prompt 1</td>
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<td>F – Tips for Active Reading</td>
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<td>F – King Reading</td>
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<td>2</td>
<td>9/2</td>
<td>M – Common Place Beliefs</td>
<td>Thoreau</td>
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<td></td>
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<td>W – Thoreau</td>
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<td>F – Peer Review</td>
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<td>3</td>
<td>9/9</td>
<td>M – Types of Paragraphs &amp; Tips for active reading</td>
<td>Cicero</td>
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<td>W – Cicero</td>
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<td>F – Peer Review</td>
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<td>4</td>
<td>9/16</td>
<td>M – Using examples in your Essay</td>
<td>Nietzsche</td>
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<td>W – Nietzsche</td>
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<td>F – Peer Review</td>
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<td>5</td>
<td>9/23</td>
<td>M – COMPARISON / CONTRAST</td>
<td>Machiavelli,</td>
<td>ESSAY 1 DUE Prompt 2</td>
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<td>Compares / Contrasts similar / different features / objects; Distinguishes two subjects considering both; Evaluates.</td>
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<td>W – Machiavelli</td>
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<td>F – Using Quotes to Support your argument</td>
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<td>6</td>
<td>9/30</td>
<td>M – Rawls</td>
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<td>W – Work on Paper</td>
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<td>F – Peer Review</td>
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<td>7</td>
<td>10/7</td>
<td>M – Work on Paper</td>
<td>Handout - Crime</td>
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<td>W – Crime</td>
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<td>F – Peer Review</td>
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<td>8</td>
<td>10/14</td>
<td>M – Development/ Research / Plagiarism / Works Cited</td>
<td>Plato</td>
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<td>W – Plato</td>
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<td>F – Peer Review</td>
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<td>9</td>
<td>10/21</td>
<td>M – Doing Research / Organizing the paper</td>
<td>Essay 2 due 10/21</td>
<td>Prompt 3</td>
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<td>W – Research In Text Citations</td>
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<td>F – Using Secondary Quotes in your Paper</td>
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*All Handouts are on Black Board in our class under the file marked handouts.  
*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.  
*All activities for the week can be found under Lessons in Black Board.  

**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.
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 instructor approval.
______  I understand that I am allowed a maximum of TWO absences, and I understand that for each and every unexcused absence over the free 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 lates/tardies will equal one absence.
______  I understand that leaving at any time during class without prior instructor approval will count as an absence for my attendance record.
______  I will behave respectfully and professionally during class.
______  I understand that penalties will be assessed for disrespectful and/or disruptive behavior in class.
______  I will keep up with all course readings as listed on the course schedule.
______  I will come to class with prepared to participate and with pen, paper, textbook, and other materials my instructor requires.

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 instructor.