Eastfield College
Arts and Communications Division
SYLLABUS
Flex I Spring 2019
ENGL 1301.43190 - HONORS
3 Credit Hours

Instructor: Dr. Rufel Ramos
Room: G131
Date/Times: MW 11am-12:20pm

CONTACT INFORMATION
Office: G136
Phone: 972-860-7361
Email address: rramos@dcccd.edu
Hours Available: To Be Announced

TEXTBOOKS AND OTHER COURSE MATERIALS:
- “OWL Search Results.” Purdue Online Writing Lab (OWL), Purdue U Writing Lab, Purdue University, 2018, owl.purdue.edu/search.html.
- MLA Final Draft Template file to use for essays: rowenasworld.org/syllabi/ENGL1301/MLAstyleFinalDraft.doc.

COURSE DESCRIPTION:
ENGL 1301: Composition I
2014 Core Curriculum Foundational Component Area: 010 Communications
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 23.1301.51 12

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.

CORE OBJECTIVES:
ENGL 1301 develops the following Core Objectives:
Critical Thinking - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
Communication - to include effective development, interpretation, and expression of idea 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 - to include the ability to connect choices, actions, and consequences to ethical decision-making.

CORE OBJECTIVE DEVELOPMENT STATEMENTS:
ENGL 1301 develops Critical Thinking by requiring students to analyze a variety of texts in terms of audience, purpose and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.
ENGL 1301 develops Communication by requiring students to respond to a variety of texts in the form of revised and edited academic essays.
ENGL 1301 develops Teamwork by requiring students to engage in collaborative writing and editing processes such as peer review.
ENGL 1301 develops Personal Responsibility by teaching students the ethical and accurate use of research through proper citation and documentation.

EVALUATION PROCEDURES
QUIZZES: 10%
10 short, online-only multiple-choice -- over grammar, mechanics, argument, and MLA documentation

DISCUSSION BOARD WORK:
Reader Responses: 15%
8 entries as responses to assigned readings (at least 250 words per entry, written in Edited American English) + 8 comments to a classmate’s responses (at least 100 words per comment, written in Edited American English)

Rough Drafts and Peer Review: 10%
4 rough drafts for formal essays (at least 300 words per rough draft) + 4 comments to a classmate’s rough drafts (at least 100 words each)

ESSAY WORK:
Timed Essay: 5%
oneonly Rough Draft, at least 300 words + Syllabus Acknowledgement in Discussion Board

Formal Essays:
for each one: Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1000 words, at least two college-level sources
- 10% Essay 1: Narration and/or Process Explanation
- 15% Essay 2: Exemplification using Division, Comparison/Contrast, and/or Classification
- 15% Essay 3: Cause and Effect
- 20% Essay 4: Argumentation (Classic or Toulmin)

= TOTAL: 100%

Grading Scale:
A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%, participating
N=0-59%, not participating (N negatively affects your Financial Aid)
ATTENDANCE POLICY
• Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.
• If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.
• An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

LATE WORK POLICY
You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about why the work will be late prior to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is To Be Announced, before 11am. Afterwards, the instructor will accept no late work.

ASSIGNMENT CALENDAR/ COURSE OUTLINE

Week 1: 1/22-1/26

STUDY, Part I:
Complete Orientation by 1st day of class, including the Syllabus Acknowledgement in the Discussion Board + TIMED ESSAY

WRITE ESSAY:
Timed Essay DUE by Tuesday, January 22 ← NOTE: Click on the “Essays” left-hand menu button to access the Timed Essay link to start.
• Topic: Rough Draft a short essay (about 300 words long), describing yourself at this present time OR your current and future goals.
• Use any strategy that you currently know to write this essay. Don’t worry – this is only a diagnostic, to see what you already know about essay writing, and will only be counted as a completion grade (full credit for doing it).

STUDY, Part II:
• View The Writing Process PowerPoint and read Structures Ch.1-5 (pages 3-30) – includes info on MLA manuscript format style
• MLA Manuscript Format Template to use ← save & use this for your final drafts
• View Sources PPT and Structures Ch.13 (pages 80-85)

DO QUIZZES: all due Friday, January 25
  Tip: Review grammar & punctuation rules at Purdue OWL site.
Quiz 1: Fragments, Run-ons
Quiz 2: Combining Sentences with Transitions (using semicolons and commas)
Quiz 3: Verb Tense, Subject/ Verb Agreement
Quiz 4: Pronoun/ Reference Agreement, Parallel Structure
Quiz 5: Comma & Dash, Semicolon & Colon
Quiz 6: Apostrophe, Quotation Marks
Quiz 7: Quote or Paraphrase
Quiz 8: Argumentative Thesis Statements
Quiz 9: Primary & Secondary Sources
Quiz 10: Two Parts of Documenting Sources

STUDY, Part III:
• View Narration PPT and read Structures Ch.6 (31-36); view Process PPT and read Structures Ch.7 (37-46)

WRITE READER RESPONSES:
Reminder – all readings are from Structures
All RRs in the Discussion Board DUE Saturday, January 26.

Entry 1: Jessica Bray’s Narration, “A Hard Lesson Learned” (33-35):
Bray lost her dream of becoming an Olympic gymnast. Can you relate to you (or someone you care about) losing something important? It can be a dream, a thing, a place, or even a person. For Bray, she didn’t realize her loss until it was too late to change anything. Can you relate? Explain what happened.
   Comment on a classmate’s Entry 1

Entry 2: Janey Broyles’s Process Explanation, “Shipping Solutions” (43-44):
Broyles’s explanation of how to ship packages at FedEx Express is long and detailed. Why do you think she needed to be this detailed? Have you (or someone you know) ever done or observed a process that took some time to complete because rushing the process would cause problems? (It can be a personal process or a job-related process, like Broyles did.) What was the process, and what were the problems that happened if someone rushed through the process?
   Comment on a classmate’s Entry 2

Week 2: 1/27-2/2 (Certification Date 1/29)

STUDY:
• View Crash Course’s “Aristotle & Virtue Theory”; read Aristotle’s “Nicomachean Ethics, Book 2.”

WRITE ESSAY:
Essay 1: Narrative and/or Process Explanation DUE next Tuesday, February 5
Topic: Based on your READER RESPONSE writing, apply Aristotle’s Virtue Theory in a Narration Essay and/or Process Explanation. Be as detailed as possible and remember to organize your body paragraphs in chronological order. Do not use “you” or command verb forms.
• Post your outline & rough draft in the Discussion Board
• Peer Review a classmate’s draft in the Discussion Board

Week 3: 2/3-2/9

WRITE ESSAY:
Essay 1: Narrative and/or Process Explanation DUE Tuesday, February 5
• Post your outline & rough draft in the Discussion Board, if not already done.
• Peer Review a classmate’s draft in the Discussion Board, if not already done.
• Revise & edit your draft
• Submit your final draft only, using the left-hand “Essays” menu button

STUDY:
• View Division PPT and read Structures Ch.8 (47-51)
• View Comparison/ Contrast PPT and read Structures Ch.9 (52-61)
• View Classification PPT and read Structures Ch.10 (62-63)

WRITE READER RESPONSES:
Reminder – all readings are from Structures;
All RRs in the Discussion Board DUE Saturday, February 9.

Entry 3: Rufel Ramos’ Division essay, “Vanilla: My Favorite Ice Cream Flavor” (48-50):
Obviously, Ramos likes vanilla ice cream. While one can easily analyze a favorite thing, one doesn’t have to like something to be emotionally important. Do you have an emotionally important person, place, or thing (either positively or negatively)? What are the top three or four characteristics that make it important to you? Explain the memories behind those characteristics.

Comment on a classmate’s Entry 3

Entry 4: Jessica Bray’s Contrast essay, “You Get What You Pay For” (54-56):
Based on her experiences, Bray prefers American Airlines over Spirit Airlines. Can you relate to having two contrasting experiences between two competing persons, places, or things? What are the top three categories of contrast that you noticed between the two? Explain the memories behind those categories.

Comment on a classmate’s Entry 4

Entry 5: Rufel Ramos’ Classification essay, “My Favorite Ice Cream Flavors” (24-25):
Obviously, Ramos likes ice cream in general. While one can easily analyze a favorite category of things, one doesn’t have to like something to be emotionally important. Do you have an emotionally important category of person, place, or thing? What are your top three types of this person, place, or thing? Explain the memories behind those types.

Comment on a classmate’s Entry 5

Week 4: 2/10-2/16

WRITE ESSAY:
Essay 2: Exemplification DUE next TUESDAY, February 19
Topic: Based on your READER RESPONSES writing, apply Aristotle’s Virtue Theory in an EXEMPLIFICATION, using either Division, Comparison/Contrast, or Classification. Do not use “you” or command verb forms.

For Division: Divide your subject into at least three of its different characteristics, with at least one example for each characteristic
For Comparison/Contrast: Have at least three categories that the two subjects both share, but they’re just different from each other in each category. Also, choose Subject-by-Subject or Point-by-Point to arrange your body paragraphs.
For Classification: Divide your category into at least three different types, with at least one example for each type

• Post your outline & rough draft in the Discussion Board
• Peer Review a classmate’s draft in the Discussion Board

Week 5: 2/17-2/23

WRITE ESSAY
Essay 2: Exemplification DUE TUESDAY, February 19
• Post your outline & rough draft in the Discussion Board, if not already done.
• Peer Review a classmate’s draft in the Discussion Board, if not already done.
• Revise & edit your draft
• Submit your final draft only, using the left-hand “Essays” menu button

STUDY:
View Cause/ Effect PPT and read Structures Ch.11 (64-71).
WRITE READER RESPONSE:
Reminder – all readings are from Structures; this RR DUE ***WEDNESDAY, February 20***.

Entry 6: Georgia Rudd’s Causal Analysis essay, “Causes of Lower Income in a Restaurant” (67-69):
What caused the restaurant’s lower income? What is the main cause? Is there a current economic and/or social problem that you’re experiencing and/or observing right now? In your opinion AND experience, what are its causes (especially the main cause), or who is to blame? What are the effects that you see so far?

Comment on a classmate’s Entry 6

WRITE ESSAY, Part II:
Essay 3: Cause and Effect DUE next Thursday, February 28.
Topic: Based on your READER RESPONSES writing, apply Aristotle’s Virtue Theory in an analysis of CAUSES AND EFFECTS of a current economic and/or social problem that you’re experiencing and/or observing right now.

• Post your outline & rough draft in the Discussion Board.
• Peer Review a classmate’s draft in the Discussion Board.
• Revise & edit your draft.
• Submit your final draft only, using the left-hand “Essays” menu button.

Week 6: 2/24-3/2 (Drop Date 2/27)

WRITE ESSAY:
Essay 3: Cause and Effect DUE Thursday, February 28.

• Post your outline & rough draft in the Discussion Board, if not done so already.
• Peer Review a classmate’s draft in the Discussion Board, if not done so already.
• Revise & edit your draft.
• Submit your final draft only, using the left-hand “Essays” menu button.

Note: No On-Campus Session on 2/28 due to Staff Professional Development.

STUDY:
• View Argumentation PPT and read Structures Ch.12 (72-75, 78-79); pay attention to Classic (Definition) and Toulmin methods.
• View Sources PPT and Structures Ch.13 (80-85)

WRITE READER RESPONSES:
***All RRs DUE ***Saturday, March 2***.

Entry 7: C. Smith’s Classic (Definition) Argument essay, “Stereotyping Is Wrong” (86-88):
Even though Smith starts his essay with the issue of racism, he moves generically to stereotyping in general and then gives his own “Goth” appearance as an example of the harmfulness of stereotyping. However, does Smith’s evidence weaken his argument? Also, do you agree with Smith that stereotyping is always wrong? Why or why not? Are some types of stereotyping more harmful than others? (After all, we not only stereotype people but also things, animals, and places.) On a similar note, do ethical and beneficial effects of some types of stereotyping exist? Explain, based on your opinion AND experience.

Comment on a classmate’s Entry 7

Entry 8: Brent Staples’ “Just Walk on By: Black Men and Public Space”:
1. How does Staples describe himself? How is he sometimes seen by others?
2. Staples begins his essay by discussing the effect of his presence on another person. However, others’ reactions to his presence affect him in return, and he spends much of the essay explaining the emotional and practical effects he experiences as a consequence of his interactions. How is the complication and paradox of these situations expressed by
the last sentence about Staples’ whistling classical music being the “equivalent of the cowbell that hikers wear when they know they are in bear country” (paragraph 12)?

3. The person with whom you find yourself identifying in a story sometimes depends on your own identity. With whom did you identify at the start of Staples’ essay, and how did it affect your reading of the full piece?

4. Have you ever been in a situation such as the ones Staples describes, where you perceived someone (or someone perceived you) as threatening? How did you react? After reading Staples’s essay, do you think you would react the same way now?

Comment on a classmate’s Entry 8

Week 7: 3/3-3/9

WRITE ESSAY:
Essay 4: Argumentation, with Classic or Toulmin structure DUE Tuesday after Spring Break, March 19.

Topic: Based on your READER RESPONSES, apply Aristotle’s Virtue Theory in an ARGUMENT essay, either a Classic or Toulmin argument.

Note: NARROW YOUR TOPIC TO 1-3 SPECIFIC EVENTS TO SERVE AS YOUR BODY OF EVIDENCE.
• Post your outline & rough draft in the Discussion Board.
• Peer Review a classmate’s draft in the Discussion Board.
• Revise & edit your draft.

Week 8: 3/17-3/21 (Final Week)

WRITE ESSAY:
Essay 4: Argumentation, with Classic or Toulmin structure DUE Tuesday, March 19.

• Post your outline & rough draft in the Discussion Board, if not done so already.
• Peer Review a classmate’s draft in the Discussion Board, if not done so already.
• Revise & edit your draft, if not done so already.
• Submit your final draft only, using the left-hand “Essays” menu button

LAST DAY TO SUBMIT LATE WORK IS Thursday, March 21, before 11am.

Final Course Grades can be viewed on eConnect, beginning March 25.

CLASSROOM ETIQUETTE

While discussing Reader Responses and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmates; please have the courtesy to do the same. As for smartphone/tablet/laptop: only use them for class related tasks.

ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy

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 at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or
incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College [Student Code of Conduct](https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm?loc=EFC).

**Consequences for Academic Dishonesty and/or Plagiarism**: Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) will receive **one** or more of the following penalties:

- The grade of **zero (0)** on that particular assignment.
- A course grade of **F** (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

**INSTITUTIONAL POLICIES**

[Eastfield’s Institutional Policies](https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx) relating to this course can be accessed from the following link:


**MISSION**

*Eastfield College English faculty help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.***

**DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE**

The instructor reserves the right to amend this syllabus as necessary.

*Note: Please post on the Discussion Board, under “Syllabus Acknowledgement” this message:*

“I have read the syllabus and agree to its terms and policies.”

*Thank you.*