Instructor: Dr. Rufel Ramos  
Room: Online only  
Date/Times: Not applicable

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 U, 2018, owl.purdue.edu/search.html.
- MLA Final Draft Template file to use for essays: rowenasworld.org/syllabi/ENGL1301/MLAstyleFinalDraft.doc.

COURSE DESCRIPTION:  
ENGL 1302: Composition I  
2014 Core Curriculum Foundational Component Area: 010 Communications  
Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. (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 research processes.  
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research based essays.  
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.  
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.  
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

CORE OBJECTIVES:  
ENGL 1302 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 1302 develops **Critical Thinking** by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.

ENGL 1302 develops **Communication** by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.

ENGL 1302 develops **Teamwork** through students peer editing and peer reviewing research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.

ENGL 1302 develops **Personal Responsibility** by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.

**EVALUATION PROCEDURES**

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

**DISCUSSION BOARD WORK:**

**Reader Responses:** 15%
6 entries as responses to assigned readings (at least 300 words per entry, written in Edited American English) + 6 comments to a classmate’s responses (at least 100 words per comment, written in Edited American English)

**Rough Drafts and Peer Review:** 10%
3 rough drafts for formal essays (at least 500 words per rough draft) + 3 comments to a classmate’s rough drafts (at least 100 words each)

**ESSAY WORK:**

**Timed Essay:** 5%
online-only Rough Draft, at least 500 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 with evidence from college-level sources.
- **15% Essay 1**: Classic or Toulmin Argument (at least 1200 words, at least one college-level source)
- **15% Essay 2**: Rebuttal or Rogerian Argument (at least 1500 words, at least two college-level sources)
- **30% Essay 3**: Extended Rogerian or Proposal Argument (at least 2600 words, at least four college-level sources, with Annotated Works Cited)

**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)

= TOTAL: 100%
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: 3/24-3/30

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 Thursday, March 28 ← NOTE: Click on the “Essays” left-hand menu button to access the Timed Essay link to start.
• Topic: Rough Draft a short essay (about 500 words long), describing your writing confidence after ENGL 1301.
• 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 Argumentation PPT and Structures Ch.12 (pages 72-79)
• View Sources PPT and Structures Ch.13 (pages 80-85)

DO QUIZZES: all due Saturday, March 30
Tip: Review grammar & punctuation rules at Purdue Owl site.
Quiz 1: Combining Sentences with Transitions (using semicolons and commas)
Quiz 2: Comma, Semicolon & Colon
Quiz 3: Quotation, Quote or Paraphrase
Quiz 4: Claims
Quiz 5: Evidence
Quiz 6: Logical Fallacies
Quiz 7: Primary & Secondary Sources
Quiz 8: Two Parts of Documenting Sources
Week 2: 3/31-4/6 (Certification Date 4/2)

STUDY:
- Review Argumentation PPT and Structures Ch.12 (pages 72-79) ← pay close attention to the Classic (Definition) and Toulmin (Points) methods of argument structure; pay close attention to “Supporting Details” (78) for embedding sources in your essay.
- Review Sources PPT and Structures Ch.13 (80-85).
- View Purdue OWL’s “Elements of Rhetorical Situations”

WRITE READER RESPONSES:
Reminder – all readings are from Structures
All RRs in the Discussion Board DUE Monday, April 1.

Entry 1: C. Smith’s Classic Argument, “Stereotyping Is Wrong” (86-88)
- Smith related that Matt Daniels gave up an opportunity to apply for a scholarship because it was funded by a racist. Do you agree with Daniels’ decision? Why or why not?
- Have you (or someone you care about) given up something desirable and/or important in order to follow an ethical principle? In other words, did you (or someone you know) sacrifice something for what you (or he/she) believed was “the greater good”? Would you (or that person you know) make the same decision today? Why or why not?

Comment on a classmate’s Entry 1

Entry 2: Stephen Klehm’s Toulmin Argument, “Quality Headphones” (91-92)
- Klehm gives reasons for buying expensive name brand headphones, even though he is a college-student with a limited income. Do you agree with his reasons? Why or why not?
- Have you (or someone you know) ever given lots of money and/or time for something that was important to you (or someone you know) that others thought you were (or he/she was) foolish for doing so? Would you (or that person you know) make the same decision today? Why or why not?

Comment on a classmate’s Entry 2

WRITE ESSAY:
Essay 1: DUE Monday, April 8
Topic: Based on your READER RESPONSES 1 or 2 (or any discussion of RR1 or RR2), write either a Classic or Toulmin argument essay.
- Brainstorm essay topics, with possible Claim Statements AND Counterclaims (that is, your Opposition’s point of view)
- Research at least ONE college-level source – tip: the Reader Response readings are college-level sources
- Post your outline & rough draft in the Discussion Board
- Peer Review a classmate’s draft in the Discussion Board

Week 3: 4/7-4/13

WRITE ESSAY:
Essay 1: Classic or Toulmin Argument DUE Monday, April 8
- 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:
• Review Argumentation PPT and Structures Ch.12 (72-79): pay close attention to the Rebuttal (Debate) and Rogerian (Compromise) methods of argument structure; pay close attention to “Supporting Details” (78) for embedding sources in your essay.
• Review Sources PPT and Structures Ch.13 (80-85).
• Review Purdue OWL’s “Elements of Rhetorical Situations”

WRITE READER RESPONSES:
Reminder – all readings are from Structures;
All RRs in the Discussion Board DUE Wednesday, April 10

Entry 3: Hamilton Pacheco’s Rebuttal argument, “For the Love of Pit Bulls” (95-98)
• Do you agree with Pacheco, that his Homeowner’s Association (HOA) is wrong to ban residents from owning certain “dangerous” dog breeds like pit bulls? Why or why not?
• Similarly, do you disagree with a rule that you (or someone you know) must obey or had obeyed in the past? Why or why not? What was the rule, and why do you disagree (or agree) with it?
  Comment on a classmate’s Entry 3

• Do you agree with Pecena’s compromise, that parents can censor what their own children can read as long as they don’t censor other people’s children? Why or why not?
• Similarly, have you experienced or witnessed a conflict in your social group, in which you had to live or work with the opposing side? What compromise did you offer (or can offer) to heal that conflict or accommodate the opposing member of your group while still be true to your position?
  Comment on a classmate’s Entry 4

WRITE ESSAY, Part II:
Essay 2: DUE next Saturday, April 20
Topic: Based on your READER RESPONSES 3 or 4 (or any discussion of RR3 or RR4), write either a Rebuttal or Rogerian argument essay.
• Brainstorm essay topics, with possible Claim Statements AND Counterclaims (that is, your Opposition’s point of view)
• Research at least TWO college-level sources – tip: the Reader Response readings are college-level sources
• Post your outline & rough draft in the Discussion Board
• Peer Review a classmate’s draft in the Discussion Board

Week 4: 4/14-4/20

WRITE ESSAY:
Essay 2: Rebuttal or Rogerian Argument Saturday, April 20
• 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.

Week 5: 4/21-4/27

STUDY:
• Review Argumentation PPT and Structures Ch.12 (72-79): pay close attention to the Rogerian (Compromise) and the Proposal (Problem-Solving) methods of argument structure; pay close attention to “Supporting Details” (78) for embedding sources in your essay.
• Review Sources PPT and Structures Ch.13 (80-85).
• Review Purdue OWL’s “Elements of Rhetorical Situations”

WRITE READER RESPONSE:
All RRs in the Discussion Board DUE Tuesday, April 23

Entry 5: Ruth Gonzalez’s Proposal argument, “Solving Childhood Obesity in America” (105-112) from Structures
• Do you agree that Gonzalez’s simple solution to solving childhood obesity – parents only buying healthy foods and modeling healthy eating for their kids -- is as easy as it sounds? Why or why not?
• Similarly, have you experienced or witnessed a problem that others believe cannot be solved or not worth solving? Do you agree with them? Why or why not?
  Comment on a classmate’s Entry 5

Entry 6: Brent Staples’ “Just Walk on By: Black Men and Public Space.”
• Why does Staples whistle classical music around people who may feel threatened by him? Does this protect himself, them, or both? Do you agree that this solution works? Why or why not?
• 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? What solution or solutions would work to lessen the threat level?
  Comment on a classmate’s Entry 6

WRITE ESSAY, Part II:
Essay 3: Final Draft DUE Tuesday, May 14
Topic: Based on ANY of your READER RESPONSES (or ANY discussion of RR1-6), write either an Extended Rogerian or Proposal argument Essay.
• Brainstorm essay topics, with possible Claim Statements AND Counterclaims (that is, your Opposition’s point of view)
• Research at least FOUR college-level sources – tip: the Reader Response readings are college-level sources
• Post your outline in the Discussion Board.

Week 6: 4/28-5/4 (Drop Date 5/4)

WRITE ESSAY:
Essay 3: Extended Rogerian or Proposal Argument Final Draft DUE Tuesday, May 14.
• Post your outline, if not done so already.
• Post rough draft in the Discussion Board.
• Annotate your Works Cited.
• Peer Review a classmate’s draft in the Discussion Board.
• Revise & edit your draft.

Week 7: 5/5-5/11

WRITE ESSAY:
Essay 3: Extended Rogerian or Proposal Argument Final Draft DUE Tuesday, May 14.
• Peer Review a classmate’s draft in the Discussion Board, if not done so already.
• Revise & edit your draft.

Week 8: 5/12-5/16 (Final Week)

WRITE ESSAY:
Essay 3: Extended Rogerian or Proposal Argument Final Draft DUE Tuesday, May 14.
- Peer Review a classmate’s draft in the Discussion Board, if not done so already.
- Revise & edit your draft ← Last chance to get EVERYTHING RIGHT.
- Submit your final draft only, using the left-hand “Essays” menu button.

LAST DAY TO SUBMIT LATE WORK IS Wednesday, May 15, before 11am.

Final Course Grades can be viewed on eConnect, beginning May 20.

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 explained in the Eastfield College and district catalogs or on-line at the district website, 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: o 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 relating to this course can be accessed from the following link: https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx
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:
“\text{I have read the syllabus and agree to its terms and policies.}”
\text{Thank you.}