Term: 16-Week Course
Course: ENGL-1301-45002
Class Location: T-181

Instructor: Elizabeth Huston, PhD
Phone: N/A
Email: elizabethhuston@dcccd.edu
Office & Office Hours: C-230 | TBA

A&C Division: G-Building: Room 138 | 972-860-7124

Certification Date: Monday, June 10, 2019
Course Drop Date: Tuesday, June 25, 2019
Disclaimer: The instructor reserves the right to amend this syllabus and schedule as necessary.


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**English 1301: Composition I (3 credit hours)**
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.

**Prerequisite:** One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement.

**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

**REQUIRED TEXTBOOKS:**
STUDENT LEARNING OUTCOMES:
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:
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.

All assignments and activities in this English 1301 course are designed to help students achieve these learning outcomes and core objectives.

WRITING EXPECTATIONS: Following the English 1301 student learning outcomes and the English pathway outcomes, students will compose academic prose that demonstrates clear purpose, logical organization, and relevant support through evaluation and synthesis. Students are expected to establish and maintain a clear, controlling idea that serves as a thesis statement in each essay. In addition, students are expected to revise, edit, and proofread all written assignments for grammatical accuracy and for the appropriate use of MLA style for manuscript formatting, in-text citations, and works cited documentation.

FINANCIAL AID STUDENTS: If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.
ACADEMIC HONESTY AND PLAGIARISM: 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 (writing any course assignment with another person and claiming the document solely as your own).

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:
Code of Student Conduct (https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/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 an author’s sentences, words, or ideas. For such an offense, a student will receive a zero on the assignment and can receive an “F” for the course. You cannot mix an 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. An 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.

If you summarize, paraphrase, or quote directly from an author, you must use the appropriate documentation because the “idea(s)” still belong to the author. Appropriate documentation means presenting an MLA parenthetical in-text citation for each use of a source AND the presentation of a list of Works Cited. Again, failure to document resources used in your writing will result in a finding of plagiarism and a zero on the assignment.

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:
Code of Student Conduct https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm

EVALUATION: In this ENGL 1301 course, grades are based on each student’s performance on four formal essay assignments, one timed essay assignment, two exams that include grammar and other course materials, one research and handling of sources quiz, and nine grammar quizzes, and three reading quizzes. For the grading criteria on all written assignments, please refer to the Grading Criteria document posted in the Course Library and the essay assignment folders located in the eCampus course site. Always, grading is based on the purpose and nature of each assignment.
### COURSE POINT SYSTEM

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objectives</th>
<th>Total Assignment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Formal Essay Assignments</td>
<td>1, 2, 3, 5</td>
<td>500</td>
</tr>
<tr>
<td>E1 = 125; E2 = 125; E3 = 125, E4 = 125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Exams—EX1 = 125 pts; EX2 = 125 pts</td>
<td>1, 4, 5</td>
<td>250</td>
</tr>
<tr>
<td>3 Reading Quizzes (25 points each)</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>4 Grammar Quizzes (25 points each)</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Various Course Activities</td>
<td>1, 2, 3, 4, 5</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total Course Points Available</strong></td>
<td></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
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**Essays 1-4 and Exams 1-2 = 125**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>112—125</td>
<td>A</td>
</tr>
<tr>
<td>100—111</td>
<td>B</td>
</tr>
<tr>
<td>87—99</td>
<td>C</td>
</tr>
<tr>
<td>75—86</td>
<td>D</td>
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<tr>
<td>74 or below</td>
<td>F</td>
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</tbody>
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### COURSE GRADE

Semester grades will be assigned according to the following point to letter scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900—1000</td>
<td>A</td>
</tr>
<tr>
<td>800—899</td>
<td>B</td>
</tr>
<tr>
<td>700—799</td>
<td>C</td>
</tr>
<tr>
<td>600—699</td>
<td>D</td>
</tr>
<tr>
<td>0—599</td>
<td>F</td>
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</tbody>
</table>

Nonattendance (N) is given to students who do not attend class after the official drop date yet remain registered in the course. The N designation is a DCCCD grade that will affect the student’s ability to receive financial aid after the drop date. (Note: to indicate attendance in an online course, students must show participation by logging on to eCampus, by completing assignments by designated deadlines, and by contacting the instructor.)

### TURNING IN PAPERS POLICY:

All essay assignments MUST be turned in two ways:

1) as an uploaded MS Word or RTF document through the eCampus portal designated for the specific assignment

2) as a print copy at the designated due date and time (e.g., at the beginning or end of class as noted in the course schedule).

**NOTE:** Turning papers in two ways is a requirement and is not optional. Essays not turned in both ways will not be graded, and a zero/0 will be added for the assignment in the Grade Center. In addition, do not email essays to the professor. Final drafts submitted through email will be deleted and the assignment will be given a zero/0.
LATE ASSIGNMENT POLICY: Deadlines are a part of the professional world and of life. Students must be timely in turning in their essays and in completing all other assignments or quizzes. Therefore, late assignments (essays, other assignments, or quizzes) will not be accepted. If you are having trouble with an assignment, are having a problem with your computer, or are experiencing another problem, please notify Dr. Huston as soon as possible and before the due date so that we can make other arrangements. Otherwise, the assignment will not be accepted, regardless that your computer crashed while you were writing it the night before.

All in-class activities and other assignments: There are no make ups. All missing assignments will receive a zero.

NOTE: Out of respect for all of the students in this class, Dr. Huston follows these guidelines carefully in order to treat all students the same. So please, do not request exceptions to these guidelines or to penalties.

Extra Credit: This course has ample materials for students to learn and to earn a fair grade. To be successful, students need to follow directions, to work through assigned materials and to turn in assignments on time. Therefore, extra credit assignments are not necessary for successful completion of this course. Please, do not ask for extra credit assignments. If an extra credit opportunity should become available, I will announce it to the whole class.

ATTENDANCE: Please note that attendance is required. Dr. Huston takes class roll during every class meeting. Students who are not present when roll is taken are marked absent. One point is deducted from the course total for every absence and for being more than 20 minutes late to class.

NOTE: Students who come into class late are a disruption to the entire class. If you must be late, come in quietly and sit at the nearest available seat. If a student is disruptive, he or she will be asked to leave.

CLASSROOM ENVIRONMENT: Students in this class are expected to behave like adults with professionalism and courtesy to the professor and to all their fellow course students. Therefore, students are required to be engaged in the class and to follow the DCCCD Code of Student Conduct https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm

In addition, students in this English 1301 class will be expected to behave appropriately as follows:
– avoid excessive talking during class lectures or when class members are offering ideas.
– do not talk or mumble unless you are willing to share what you are saying with the whole class and the professor.
– be respectful of the professor and the other class members at all times.
– use appropriate, academic language in all class discussions (no abusive or colloquial/slang language).

Electronic Devices in Class—Students may use iPhones, Androids, iPads, or laptops in class for textbooks ONLY. Students may use their laptops for note taking and for in-class research. However, students will be asked to leave and will take a zero for the day if they are found to be texting on phones or viewing social media, personal email, or any other distracting material on laptops during class.

ACCESSIBILITY TO eCAMPUS COURSE SITE: All courses at Eastfield College have corresponding online course sites, known as eCampus. These sites use the Blackboard learning management system for eCampus course sites. The following URL link provides information regarding accessibility to the Blackboard system. Here is a link to Blackboard's Accessibility statement: The Blackboard System's Accessibility Statement http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx
English 1301-45002
Summer I 2019 Schedule


<table>
<thead>
<tr>
<th>Week 1—Learning Unit 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Thursday, June 6</strong></td>
</tr>
<tr>
<td>In Class</td>
</tr>
<tr>
<td>— Introductions</td>
</tr>
<tr>
<td>— Discuss the Syllabus—DCCCD, Eastfield College, and ENGL 1301 course policies.</td>
</tr>
<tr>
<td>— Discuss eCampus course site</td>
</tr>
<tr>
<td>— Discuss Schedule</td>
</tr>
<tr>
<td><strong>Reading Assignment:</strong> <em>Field Guide</em></td>
</tr>
<tr>
<td>--Chapter (CH) 1—“Writing in Academic Contexts,” pp. 3-9</td>
</tr>
<tr>
<td>--CH 2—“Reading in Academic Contexts,” pp. 10-22, 26-17</td>
</tr>
</tbody>
</table>

| **Friday, June 7** |
| — Discussion and activities on reading assignment |
| — Brief grammar workshop—parts of speech |
| **Reading Assignments:** |
| --CH 40—“Describing,” pp. 399-407 |
| --CH 43—“Narrating,” pp. 419-27 |
| --James Hamblin, “Living Simply in a Dumpster,” pp. 885-91 |
| --Take Reading Quiz 1 due Tuesday, June 11, by 11:59 p.m. CST |
| **Grammar and Style Activities:** |
| --Read Part 9, S-1—“Elements of the Sentence,” pp. HB 4-7. |
| --Take Grammar Quiz 1—due Sunday, June 9, by 11:59 p.m. |

<table>
<thead>
<tr>
<th>Week 2—Learning Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, June 10</strong></td>
</tr>
<tr>
<td>— Discussion and activities on assigned readings</td>
</tr>
<tr>
<td>— Discuss Essay 1 assignment</td>
</tr>
<tr>
<td>— Thesis statement workshop</td>
</tr>
<tr>
<td><strong>Writing Assignment:</strong></td>
</tr>
<tr>
<td>--Essay 1: Descriptive Narrative—see Essay 1 assignment sheet for detailed instructions—due Wednesday, June 12, at the end of class</td>
</tr>
<tr>
<td><strong>Grammar and Style Activities:</strong> Read Part 9, S-2—“Fragments,” pp. 7-10</td>
</tr>
</tbody>
</table>

| **Wednesday, June 12** |
| In Class |
| — Discussion and activity on sentence fragments |
| — Thesis statement check |
| — Writing workshop—Formatting and editing Essay 1 |
| — Turn in Essay 1—end of class |
**Reading Assignments:** Prepare these materials for Monday, June 17
--CH 38—“Comparing and Contrasting,” pp. 380-87
--Part 2—“Rhetorical Situations,” pp. 53-70
--Natalie Standiford, “The Tenacity of Hope,” pp. 783-86
--Bruce Catton, “Grant and Lee: A Study in Contrast,” link in eCampus
--Take Reading Quiz 2 (on Catton’s article)—due Sunday, June 16, by 11:59 p.m. CST
--Take Reading Quiz 3 (on Standiford)—due Sunday, June 16, by 11:59 p.m. CST

**Grammar/Style Activities:**
--Read Part 9, S-3—“Comma Splices, Fused Sentences,” HB-10-11
--Take Grammar Quiz 2 (fragments, CS, Fused or R/O)—due Friday, June 14, 11:59 p.m.

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**Week 3—Learning Unit 3**

**Monday, June 17**
In Class
— Discussion and activity on the reading assignment
— Discuss Essay 2

**Writing Assignment:**
--Essay 2—due Wednesday, June 19, at the end of class

**Wednesday, June 19**
In Class
— workshop—Essay 2—writing strong introductions
— Essay 2 due—end of class

**Grammar and Style Activities:**
--Read Part 9, S-5—“Subject-Verb Agreement,” and “Pronouns,” HB-24-34. (These sections will appear on Exam 1.)

**Reading Assignment:**
--CH 13—“Arguing a Position,” pp. 156—82
--CH 36—“Arguing,” pp. 355-73
--Nicholas Carr, “Is Google Making Us Stupid?” pp. 735-49

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**Exam 1**

**Exam 1**—Take Exam 1 online—availability dates: Thursday, June 20—Sunday, June 23

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**Week 4—Learning Unit 4**

**Monday, June 24**
In Class
— Discussion and activities on reading assignments
— Discuss Essay 3 assignment

**Writing Assignment:**
--Essay 3—Arguing a position—due Friday, June 28, at the beginning of class
### Reading Assignment:
- Alex Weiss, “Should Gamers Be Prosecuted for Virtual Stealing?” pp. 731-34
- Grant Penrod, “Anti-Intellectualism: Why We Hate the Smart Kids,” pp. 759-63

### Review:
CHs 51-52—“Documentation” and “MLA Style,” 496-548

### Grammar/Style Activities:
- Read Part 9, S-6 “Pronouns,” HB-28-34
- Take Grammar Quiz 3—due Sunday, June 23, by 11:59 p.m.

### Wednesday, June 26

**In Class**
- Continue discussion and activities with the reading assignments
- Workshop on Essay 3—writing strong conclusions

**Writing Assignment:**
- Essay 3—Due Friday, June 28, at the beginning of class—late assignments not accepted

**Grammar and Style Activities:** Part 9
- L-4—“Words often Confused,” HB-51-56

### Week 5—Learning Unit 5

**Friday, June 28**

**In Class**
- Print and turn in Essay 3 at the beginning of class
- Discussion and activities on writing textual analysis

**Reading Assignment:**
- CH 11—“Analyzing Texts,” pp. 94-128

**Writing Assignment:** Essay 4—Timed Writing Test—Analyzing a Text—due Monday, July 1, by 12:00 p.m. (Noon) (Available Friday, June 28, through Monday, July 1, 12:00 p.m. (Noon)

**Grammar and Style Activities:** Part 9
- L-4—“Words often Confused,” HB-51-56
- L-7c, “Placing Modifiers Carefully,” HB-62-64
- Take Grammar Quiz 4 (includes Words often Confused and Modifiers)—due Sunday, June 30, by 11:59 p.m.

**Monday, July 1**
- Essay 4—Timed Writing test, complete by 12:00 p.m. (Noon)

### Exam 2

**Exam 2**—Take Exam 2 online
Availability dates: Saturday, June 29—Tuesday, July 2, by 12:00 p.m. (NOON)