Term: 8-Week Course: Session 1  
Course: ENGL-1301-45411  
Course Dates: June 6 through July 3, 2019  
Class Location: Online  

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Elizabeth Huston, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>NA</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:elizabethhuston@dcccd.edu">elizabethhuston@dcccd.edu</a></td>
</tr>
<tr>
<td>Office &amp; Office Hours:</td>
<td>C-230</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A&amp;C Division:</th>
<th>G-Building: Room 138</th>
<th>972-860-7124</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Date:</td>
<td>Monday, June 10, 2019—I will certify the class after 12:00 p.m. (NOON) Central Standard Time</td>
<td></td>
</tr>
<tr>
<td>Course Drop Date:</td>
<td>Friday, June 28, 2019</td>
<td></td>
</tr>
<tr>
<td>Disclaimer:</td>
<td>The instructor reserves the right to amend this syllabus and schedule as necessary.</td>
<td></td>
</tr>
</tbody>
</table>

STOP—Student Success Depends on Readiness: Click the following link or URL connection to access a brief video that will help you determine if you are ready for online learning.  
Are You Ready for Online Learning?  
https://www.eastfieldcollege.edu/cd/dcc/olearn/pages/are-you-ready-online.aspx  

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: You may use the online or the print copy of this text.


ISBN: 978-0-393-61739-9

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 ideas 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.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT of 1974 (FERPA): In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of study and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

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 course, grades are based on each student’s performance on three formal essay assignments, one timed essay assignment, two exams that include grammar and other course materials, three orientation quizzes, five grammar quizzes, and five 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>
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</thead>
<tbody>
<tr>
<td>Three Formal Essay Assignments (125 points each)</td>
<td>1, 2, 3, 5</td>
<td>375</td>
</tr>
<tr>
<td>One Timed Online Essay Test</td>
<td>1, 2, 3, 4, 5</td>
<td>110</td>
</tr>
<tr>
<td>Two Exams (125 points each)</td>
<td>1, 4, 5</td>
<td>250</td>
</tr>
<tr>
<td>Three Discussion Forums (20 points each)</td>
<td>1, 2, 3, 4, 5</td>
<td>60</td>
</tr>
<tr>
<td>5 Reading Quizzes (25 points each)</td>
<td>4</td>
<td>125</td>
</tr>
<tr>
<td>5 Grammar Quizzes (10 points each)</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>3 Orientation Quizzes (10 points each)</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Course Points Available</strong></td>
<td></td>
<td><strong>1000</strong></td>
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<tr>
<th>Essays 1-3 and Exams 1 and 2 = 125</th>
<th>Timed Online Essay</th>
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<tbody>
<tr>
<td>112—125</td>
<td>99—110</td>
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<tr>
<td>100—111</td>
<td>88—98</td>
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<tr>
<td>87—99</td>
<td>77—87</td>
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<tr>
<td>75—86</td>
<td>66—76</td>
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<tr>
<td>74 or below</td>
<td>65 or below</td>
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**COURSE GRADE**

<table>
<thead>
<tr>
<th>Semester grades will be assigned according to the following point to letter scale:</th>
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<tbody>
<tr>
<td>900—1000</td>
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<tr>
<td>800—899</td>
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<tr>
<td>700—799</td>
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<tr>
<td>600—699</td>
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<tr>
<td>0—599</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.)

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TURNING IN PAPERS POLICY:
All essay assignments must be turned in the following way— as an uploaded MS Word or RTF document through the eCampus portal designated for the specific assignment.

DO NOT do any of the following:
* Submit any other type of document, including PDFs
* Paste the assignment into the designated assignment portal
* Paste the assignment into the comments section of the designated assignment portal
* Email the assignment to Dr. Huston

NOTE: Essays not turned in appropriately will not be graded, and a zero/0 will be added for the assignment in the Grade Center. In addition, 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 turn in their essays on time. In addition, students must complete all quizzes and discussion forums on time. Please be advised that late assignments of any kind 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 immediately and before the due date, so that we can make other arrangements. Otherwise, the assignment will not be accepted regardless of the situation.

All quizzes, discussion forums, and essay assignments: There are no make ups. All missing assignments will receive a zero in the Grade Center.

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. Please, do not request preferential treatment or 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.

ASSIGNMENT GRADING TIMES:
Essay Assignments—Please expect all essay assignments to be graded no later than 4 days after the final assignment deadline. Sometimes, you will receive your essay assignments back before the 4 days. However, please do not expect them before that time. Also, do not email Dr. Huston asking when the assignments will be returned.
Quizzes—Some quizzes are graded immediately by the computer. For those that Dr. Huston must grade, quizzes will be graded within three days after the final quiz due date. For example, if a quiz deadline is Sunday, by 11:59 p.m. CST, then the quiz will be graded by Wednesday, 11:59 p.m. CST.
Discussions—Discussions will be graded within 2 days after the assignment due date.
Tests—Tests will be graded within 2 days after the test deadline.

ATTENDANCE/PARTICIPATION: To receive attendance credit in this online course, students must submit assignments, complete quizzes, and participate in discussion forums. Not doing so constitutes nonparticipation even if one logs into the course daily. If you need any assistance to ensure that you are able to participate fully in the course, please do not hesitate to contact Dr. Huston.
ONLINE CLASSROOM ENVIRONMENT: The online academic environment is a serious one even though students and the professor interact asynchronously (at different times). Therefore, **inappropriate behavior will not be tolerated.** Students MUST follow all rules of Netiquette (see “Netiquette” document located in both the Start Here and in the Course Library menu folders) when communicating with the professor via email and in Dr. Huston’s Virtual office and when interacting with other students in the Discussion forums. Students who choose to write (or behave) inappropriately will be blocked and will be prevented from entering the course until they have met with Dr. Huston to discuss the infraction and methods for improving online interaction. In addition, students who continue to exhibit inappropriate behavior may be asked to drop the class.

Students are expected to behave appropriately by

- using netiquette in all communications with the professor and with class colleagues (see the Netiquette document located in the Start Here orientation folder and in the Course Library)
- using appropriate, academic language in all emails, discussion threads, and group activities (no abusive or colloquial language).
- identifying yourself and signing all email correspondences—do not assume the professor knows who you are.
- being respectful of the professor and of the other class members at all times.

ACCESSIBILITY TO eCAMPUS COURSE SITE: Eastfield College uses the Blackboard 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](www.blackboard.com/Platforms/Learning/Resources/Accessibility.aspx)

TECHNICAL REQUIREMENTS: You will need the following technical requirements to be successful in this course.

1—Microsoft Word and PowerPoint—All essays must be submitted as MS Word or Rich Text Format (RTF) documents. Also, students will need to be able to access PowerPoint presentations. All DCCCD students free access to the tools in Microsoft’s Office 365, including free student email. The following URL link will provide access to information on how to download Office 365 and how to set up your student Outlook email (if you have not already done this):

[Microsoft Office 365 Information Link](www.eastfieldcollege.edu/services/onlineservices/email-ms-office/pages/default.aspx)

2—For this eCampus course, if you are using a mobile device, you will need to have one of the apps that is able to read PDF files. Please refer to app store for you mobile device to find one that suits your needs. Once you are certain that your computer or mobile device can read PDF files, please refer to the following link to see if your browser is supported by our system: [Check Now for Supported Browsers](www.dcccd.edu/services/onlineservices/pages/mobileapp.aspx)

3—Mobile Device Support: You should be able to view the content from your mobile device. It is recommended that you submit your work using a computer. For more information on the use of mobile devices with eCampus, please click this link:

[DCCCD Mobile App for All Devices](www.dcccd.edu/services/onlineservices/pages/mobileapp.aspx)

4—eBook—If you have selected eBook for *The Norton Field Guild*, please check the following webpage for requirements for using Norton digital products:

[General System Requirements for Norton Digital Products](www.dcccd.edu/services/onlineservices/pages/mobileapp.aspx)
# Online Course Schedule

**Learning Unit 1 — Course Orientation**

**Date:** Thursday, June 6  
**Note:** Learning Unit dates designate the time being spent on the specific learning unit. All assignments presented in the learning unit need to be completed by the due date and time designated or if a due date is not indicated, by 11:59 p.m. Central Standard Time (CST) on the final day listed.

**START HERE — Orientation Activities:**  
-- Read all materials in Modules 1 through 3.  
-- Take a (graded) module quiz at the end of each module. (Note: 3 modules and 3 quizzes)

**Reading Assignment:** Read the following documents  
-- "The Rules of Netiquette" (located in eCampus—Start Here and Course Library menu folders)  
-- "Guidelines for Participating in Discussion forums" (located in eCampus—Start Here and Course Library menu folders)  
-- *Field Guide*, Chapter (CH) 57-- "Writing Online," pp. 616-24

**Discussion:** Participate in Discussion 1 — Introduce Yourself (20 pts)  
   **NOTE:** Be sure to do the reading assignments before doing this assignment.

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**Learning Unit 2 — Overview: Academic Writing and Reading**

**Dates:** Friday, June 7 — Sunday, June 9

**Reading Assignments:**  
-- Chapter (CH) 1 — "Writing in Academic Contexts," pp. 3-9  
-- Chapter (CH) 2 — "Reading in Academic Contexts," pp. 10-22, 26-17  
-- Take Reading quiz 1 — due Sunday, June 9, by 11:59 p.m.

**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. CST

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**Learning Unit 3 — Descriptive Narrative**

**Dates:** Monday, June 10 — Thursday, June 13

**Reading Assignments:**  
-- CH 40 — "Describing," pp. 399-407  
-- CH 43 — "Narrating," pp. 419-27  
-- Daniel Felsenfeld, "Rebel Music," pp. 640-43  
-- James Hamblin, "Living Simply in a Dumpster," pp. 885-91  
-- Take Reading Quiz 2 due Tuesday, June 11, by 11:59 p.m. CST
**Writing Assignment:**
--Essay 1: Descriptive Narrative, See Learning Unit 3 for detailed instructions—due Thursday, June 13 by 11:59 p.m. CST

**Grammar and Style Activities:**
--Read Part 9, S-2—“Fragments” and S-3—“Comma Splices, Fused Sentences,” HB-7-11
--Take Grammar Quiz 2—due Friday, June 13, by 11:59 p.m. CST

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**Learning Unit 4—Comparison/Contrast**

**Dates:** Friday, June 14—Wednesday, June 19

**NOTE:** Sunday, June 16, Father’s Day

**Reading Assignments:**
--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 3 (on Catton’s article)—due Monday, June 17, by 11:59 p.m. CST
--Take Reading Quiz 4 (on Standiford)—due Monday, June 17, by 11:59 p.m. CST

**Discussion:** Participate in Discussion 2—Monday, June 17, by 11:59 p.m. CST

**Writing Assignment:**
--Essay 2—Comparison/Contrast—due Wednesday, June 19, by 11:59 p.m. CST
  Reminder—Late assignments are not accepted.

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

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**Grammar Exam 1**

**Take Exam 1**—available Thursday, June 20, through Sunday, June 23, by 11:59 p.m. CST
(125 points)

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**Learning Unit 5—Argument**

**Dates:** Friday, June 21—Wednesday, June 26

**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
--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
--Take Reading Quiz 5, due Tuesday, June 25, by 11:59 p.m. CST

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

**Writing Assignment:**
--Essay 3—Arguing a position—due Wednesday, June 26, by 11:59 p.m. CST
Reminder—Late assignments are not accepted.
<table>
<thead>
<tr>
<th>Grammar and Style Activities: Part 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>--L-4—“Words often Confused,” HB-51-56</td>
</tr>
<tr>
<td>--L-7c, “Placing Modifiers Carefully,” HB-62-64</td>
</tr>
<tr>
<td>--Take Grammar Quiz 4 (includes Words often Confused and Modifiers)—due Sunday, June 24, by 11:59 p.m.</td>
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<tr>
<th>Learning Unit 6—Analyzing a Text</th>
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<tr>
<th>Dates: Thursday, June 27—Sunday, June 30</th>
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<table>
<thead>
<tr>
<th>Reading Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>— CH 11—“Analyzing Texts,” pp. 94-128</td>
</tr>
<tr>
<td>— Sasha Frere-Jones, “Weirdly Popular,” pp. 687-91</td>
</tr>
<tr>
<td>— Writing a Timed Essay (document located in eCampus)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion 3: Reflecting about Writing—due Monday, July 1, by 11:59 p.m. CST</th>
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| Writing Assignment: Timed Writing—Analyzing a Text                          |
| Availability dates—**Friday, June 28 through Sunday, June 30.** by 11:59 p.m. CST |

<table>
<thead>
<tr>
<th>Grammar and Style Activities: Part 9</th>
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</thead>
<tbody>
<tr>
<td>--P-1—P-2—“Commas” and “Semi-Colons,” HB-77-84</td>
</tr>
<tr>
<td>--Take Grammar Quiz 5—due Sunday, June 30, by 11:59 p.m.</td>
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<table>
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<tr>
<th>Grammar Exam 2</th>
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| Take Exam 2—available Saturday, June 29—Tuesday, July 2—by 12:00 p.m. (NOON) |