English 1301 Syllabus
Eastfield College

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Course Information
Course Title: Composition I
Course Number: ENGL 1301
Section Number: 40314
Semester/Year: Spring 2020 Flex 2
Credit Hours: 3
Class Meeting Time/Location: Tuesdays and Thursdays 8-9:20am C224
Certification Date: March 30, 2020
Last Day to Withdraw: May 1, 2020

Course Prerequisites
Prerequisite Required: College level ready in Reading and Writing.

Course Description
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. (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.

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials

Most course readings available on-line. Follow the links posted in ecampus.

Common Book: *Spare Parts* by Joshua Davis.

Recommended Supplies: A college level dictionary, blue/black pens, spiral or legal pad for notes, computer with access to Internet and printer, device to save data from a computer.
Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Graded Work

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Essay</td>
<td>April 2, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Comparative Essay</td>
<td>April 16, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Cause and Effect Essay</td>
<td>April 28, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td>May 7, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Literary Analysis</td>
<td>May 12, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Highest Essay Counts Twice</td>
<td>From 5 essays listed above</td>
<td>100</td>
</tr>
<tr>
<td>Journals</td>
<td>May 1, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>May 12, 2020</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL: 800 points

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>716-800</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>636-715</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>556-635</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>476-555</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-475</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Graded Work

Narrative Essay: 2-5 page essay in MLA format that telling the story behind your name and how your personality has shaped your life.

Compare and Contrast Essay: 3-5 page essay in MLA format that compares and contrasts two objects of the student’s choosing.
Cause and Effect Essay: 3-5 page essay in MLA format that talks about the causes and effects of an event of the student’s choosing.

Persuasive Essay: 3-5 page essay in MLA format that persuades me to believe the way the student believes about a controversial, modern day topic.

Literary Analysis: 3-5 page essay in MLA format that reflects on the novel we read and how it applies to either the student's life or the "real world."

Journals: One page responses to the individual readings listed below on the course calendar. Students must respond to 10 of the calendared readings. The common book cannot be used for journal entries.

Attendance and Your Final Grade
Attendance is mandatory. As you can see from the course outline below, we have a lot going on and you must be present to learn and teach fellow classmates. Your participation grade is largely based on your class attendance.

0-2 absences=100 participation grade
3 absences=85 participation grade
4 absences=75 participation grade
5 absences=70 participation grade
6 absences=65 participation grade
7 absences=60 participation grade
8 absences=50 participation grade
8+ absences=25 participation grade

Late Work Policy
Late work will not be accepted, except for officially documented emergencies. Save your work often on a flash drive or any other portable memory device. Technological problems (computer, Internet, printer, ink, paper, etc.) do not excuse you from due dates. There are computers on campus, in public libraries, and at work, so if you save and back up your work often, you will be able to finish it on time. The only exception would be a documented eCampus malfunction. Acceptable documentation includes photographs of error messages and copies of e-mail communication with technical support. All assignments must be turned-in on the due date and time. Late assignments receive zero credit. Remember: it is always better to turn-in something than to turn-in nothing.
Other Course Policies

Do not use the word you (your, you’re, yourself, etc.) in essays 2-5 (compare and contrast, cause and effect, persuasive, common book).
The word you (or any variation of that word) is not allowed in formal academic writing. My policy is to take 3 points off the final essay grade for each use of the word. As an example, an essay that scored a 90, but used the word you 7 times, would receive a final grade of 69. Yes, an A just turned into a D. The narrative essay is not considered formal academic writing, so this rule does not apply to that essay.

Cell phone policy: During class time, if you receive an urgent text or phone call, please step out in the hall and handle your emergency. If you ultimately need to leave class, just send me an email before the next class explaining why you left while maintaining your privacy. If you just want to exchange text messages with a friend, or play that addictive app, you will need to practice self-control and not do that, turn your phone off, or leave for the period. If your phone becomes distracting to the learning experience, I will ask you to leave.

Class discussion policy: Some of the writings we read this semester will undoubtedly divide us and strike some nerves. When we discuss the writings, I encourage you to fervently defend your point of view. However, you must treat dissenting views with complete respect. We all have different life experiences/tastes/preferences that allow us to educate each other and perhaps find a common ground or learn a new perspective. You cannot learn from somebody when you are treating them with contempt. Be courteous with those who believe differently than you.

Institutional Policies

Institutional Policies relating to this course can be accessed using the link provided here. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.  
Course Schedule

Week 1:
Mar 24:  Course overview and expectations
         Narrative essay: what does your name mean and what is the story behind it?
Mar 26:  Why we write?
         Myers-Briggs personality test
         What is the role of identity and why am I reading these stories and writing these journals?

Week 2:
Mar 31:  “Theme for English B” by Langston Hughes
Apr  2:  Narrative essay due 11:59pm
         Compare and contrast essay assigned
         “Caged Bird” by Maya Angelou

Week 3:
Apr  7:  “So What Are You Anyway?” by Lawrence Hill
Apr  9:  “I Am But A Mixed Race Child” by Ellen Shaw

Week 4:
Apr 14:  “The Story of An Hour” by Kate Chopin
Apr 16:  Compare and Contrast essay due 11:59pm
         Cause and Effect essay assigned
         “Phenomenal Woman” by Maya Angelou

Week 5:
Apr 21:  “Still I Rise” by Maya Angelou
Apr 23:  Persuasive essay assigned
         “The Lesson” by Toni Cade Bambara

Week 6:
Apr 28:  Cause and Effect essay due 11:59pm
         “Mother to Son” by Langston Hughes
Apr 30:  “Why Chicken Means So Much to Me” by Sherman Alexie
May  1:  All journals due by 11:59pm today

Week 7:
May  5:  Spare Parts essay assigned
May  7:  Persuasive essay due by 11:59pm
Week 8:
May 12: *Spare Parts* Essay due by 11:59pm

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE
The instructor reserves the right to amend this syllabus as necessary.