Honors Composition I Syllabus
Eastfield College

Instructor Information
Name: Dr. Rufel Ramos
DCCCD Email: rramos@dcccd.edu
Office Phone: 972-860-7361
Office Location: G-136
Office Hours: M-R 9am-9:30am; MW 11am-12:30pm
Division Office and Phone: Arts & Communications, G-138, 972-860-7124

Course Information
Course Title: Composition I “Honors”
Course Number: ENGL 1301
Section Number: 49190
Semester/Year: Spring (Flexterm I) 2020
Credit Hours: 3
Class Meeting Time/Location: MW 9:30-10:50am, G131
Certification Date: 1/27/2020
Last Day to Withdraw: 2/26/2020

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

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

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.

Student Learning Outcomes for Honors Courses:
1. Students will develop effective written communication skills (including the ability to make effective use of the information and ideas they learn).
2. Students will develop effective oral communication skills (while recognizing that not all students are comfortable talking in class).
3. Students will develop the ability to analyze and synthesize a broad range of materials.
4. Students will develop an understanding of how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and/or students will understand how creative artists approach the creative process and produce an original work.
5. Students will become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an idea, while considering the consequences of their ideas, for themselves, for others and for society.

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
• **THE READER**: Homer. *The Odyssey Abridged*. Translated by Ian Johnson, Ian Johnston, 2019, johnstoniatexts.x10host.com/homer/odysseyabridgedhtml.html

• **THE SECONDARY SOURCES**:  

• MLA Final Draft Template file to use for essays: rowenasworld.org/syllabi/ENGL1301/MLAstyleFinalDraft.docx.  
• “OWL Search Results.” Purdue Online Writing Lab (OWL), Purdue U Writing Lab, Purdue University, 2019, owl.purdue.edu/search.html.  

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**
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Subtotal Percentages</th>
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<tbody>
<tr>
<td>In-Class Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Timed Essay</td>
<td>05%</td>
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<tr>
<td>Essay 1</td>
<td>15%</td>
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<tr>
<td>Essay 2</td>
<td>20%</td>
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<tr>
<td>Essay 3</td>
<td>30%</td>
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**TOTAL: 100%**

**Final Grade**
<table>
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<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<td>70-79%</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>0-59%</td>
<td>F</td>
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**Description of Graded Work**

**In-Class Activities:** participation in discussion and collaborative writing workshops, documented with sign-in sheets

**Reading Journal:** Collaborative (group) responses to prompts to Homer’s *The Odyssey,* at least 3,750 words total

**Timed Essay:** online-only Rough Draft, in response to a prompt, at least 500 words + Syllabus Acknowledgement in Discussion Board

**Essay 1:** Narration and Process Explanation with at least the Homer source, based on the Reading Journal; Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1000 words.

**Essay 2:** Exemplification and Causal Analysis with at least the Homer source + Crash Course source, based on the Reading Journal; Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1500 words

**Essay 3:** Argumentation with at least 3 college-level sources (Homer, Crash Course, library database article), based on revised Essay 1 or Essay 2; Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 2000 words.

**Attendance and Your Final Grade**

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.

**Other Course Policies**

**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](#).

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 Code of Student Conduct.

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

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more: Eastfield Institutional Policies (http://www.eastfieldcollege.edu/syllabipolicies)

Course Schedule

<table>
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<tr>
<th>Week</th>
<th>Readings &amp; Assignments</th>
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| **Week 1:** 1/21-1/25 | HOMEWORK, PART I:  
A. Complete Orientation by 1st day of class, including the Syllabus  
Acknowledgement in the Discussion Board + Timed Essay, DUE by Tuesday, January 21. **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 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).  
B. Introduce literary study: See Crash Course’s “How and Why We Read”; see Purdue OWL’s “Close Reading a Text and Avoiding Pitfalls” and “Poetry: Close Reading”  

IN-CLASS ACTIVITIES, PART I:  
A. Discuss the Homework  
B. Introduce the Ancient Greeks:  
-- See Khan Academy’s “Overview of Ancient Greece” |
Week | Readings & Assignments
--- | ---
 -- See CrashCourse’s “Aristotle & Virtue Theory: Crash Course Philosophy #38”
 -- See CrashCourse’s "The Greeks and Romans – Pantheons Part 3: Crash Course World Mythology #9"

**HOMEWORK, PART II (Mon):**

A. See Overly Sarcastic’s “Classics Summarized: The Odyssey.”

B. Read abridged version of Homer’s *The Odyssey*. (Optional: follow along with this low-quality audio reading on YouTube.)

C. Answer the **READING JOURNAL** questions as you read (done in groups):

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**Homer, The Odyssey** (composed ca. 800 BCE)

1. Why is Odysseus’ plan to escape the Cyclops’ cave wiser than his men’s? If he is so wise, then why does Odysseus risk his and his men’s life by revealing who he is when they have safely escaped at sea?

2. What has Odysseus learned about himself that makes him such a new man that he is literally reborn naked and washed up on shore for Nausicäa to find? Why do you think that Odysseus, who has always been rash, doesn't enter into the town with Nausicäa but follows a little after?

3. How is Odysseus received by Nausicäa’s family and by the other men at court? How does he demonstrate his wisdom in the way he deals with them? Describe two other incidents in which he demonstrates his newfound self-knowledge.

4. With each episode during his return to Ithaca, Odysseus loses more of his possessions and men. What do you think is the point of all the losses? What does he gain with each encounter?

5. Odysseus’ son Telemachus is not essential to move the plot to its logical conclusion. However, the first four books of the epic poem is Telemachus’ journey towards his own personal development. Explain the role Telemachus plays in the story, in contrast with Odysseus and/or Nausicäa, using specific incidents from the epic.

6. Although women had little power in the time of *The Odyssey*, Penelope uses whatever is available to her to influence the action and the outcome. Trace from the beginning exactly what she did and how it influenced the action and/or outcome.

7. Odysseus has been absent for twenty years and is no longer recognizable. Penelope demonstrates her intelligence by not accepting the stranger’s word
for his identity. How does she ascertain that he is indeed Odysseus? Why is this necessary?

8. What is happening in Ithaca since Odysseus didn’t return home from the Trojan War? Why do you think the suitors want to marry Penelope? Why are they not worried about how they are treating the household’s food and property?

9. Odysseus decides to test the suitors rather than killing them outright. How does he do this? What is the outcome? Odysseus also has one last problem after the slaughter of the suitors: the wrath of their families. How does he deal with their wrath? What does this reveal about his character? In his revenge against the suitors, is he justified in his actions? Why or why not?

10. The gods intervene at many points on Odysseus’s journey home and after his return home, even to the very end of the epic poem. Pick three incidents of a god’s intervention (either as support or obstacle) and explain how it influences both the action and Odysseus’s personal development. In other words, what is the significance of the gods in Odysseus’ story?

Recommended:

IN-CLASS ACTIVITIES, PART II: Discuss the Homework

HOMEWORK, PART III (Wed):
A. Continue Homer’s The Odyssey Reading Journal, DUE next Wednesday, January 29.
B. View The Writing Process and Sources PowerPoints; read Structures Ch.1-6 (pages 3-39) – includes info on MLA manuscript format style
C. MLA Manuscript Format Template to use ← save & use this for your final drafts

IN-CLASS ACTIVITIES (Mon and Wed):
A. Discuss the Homework
B. Finish Homer’s The Odyssey Reading Journal, DUE Wednesday, January 29
C. Discuss Essay 1:
-- Purdue OWL’s “Writing about Literature” and “Writing about World Literature”
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<tr>
<th>Week</th>
<th>Readings &amp; Assignments</th>
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<td><strong>Week 3: 2/2-2/8</strong></td>
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<td><strong>IN-CLASS ACTIVITIES AND HOMEWORK, Part I:</strong></td>
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<td>Finish Essay 1: Narrative and Process Explanation, <strong>DUE Thursday, February 6.</strong></td>
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<td>A. Post your outline &amp; rough draft in the Discussion Board, if not already done.</td>
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<td>B. <strong>Peer Review</strong> a classmate’s draft in the Discussion Board or in class.</td>
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<td>C. Revise &amp; edit your draft</td>
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<td>D. Submit your <strong>final draft only</strong>, using the left-hand “Essays” menu button.</td>
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<td><strong>HOMEWORK, Part II:</strong></td>
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<td><strong>Work on Essay 2: Exemplification and Causal Analysis DUE Saturday, February 22</strong></td>
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<td>A. View <strong>Division</strong> PPT and read <strong>Structures</strong> Ch.9 (56-57, 61-63)</td>
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<td>B. View <strong>Comparison/ Contrast</strong> PPT and read <strong>Structures</strong> Ch.10 (67-68)</td>
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<td>C. View <strong>Classification</strong> PPT and read <strong>Structures</strong> Ch.11 (77-78)</td>
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<td>D. View <strong>Cause/ Effect</strong> PPT and read <strong>Structures</strong> Ch.12 (79-82).</td>
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<td>E. <strong>Topic</strong>: Brainstorm a thematic or character-based exemplification (using either Division, Comparison/Contrast, or Classification) and causal analytical topic, based on your Reading Journal and/or discussion of the Reading Journal.</td>
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<td><strong>Week 4: 2/9-2/15</strong></td>
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<td><strong>IN-CLASS ACTIVITIES AND HOMEWORK:</strong></td>
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<td></td>
<td>A. Discuss last week’s Homework</td>
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<td><strong>HOMEWORK, Part II:</strong></td>
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<td></td>
<td><strong>Continue on Essay 2: Exemplification and Causal Analysis DUE Saturday, February 22</strong></td>
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<tr>
<td></td>
<td>A. Review classmate’s topics and outlines, if still stuck.</td>
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<tr>
<td>Week</td>
<td>Readings &amp; Assignments</td>
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|      | **B.** Draft your essay; be as detailed as possible (pulling examples from Homer’s *The Odyssey* and analytical points from Crash Course’s “Aristotle’s Virtue Theory) and remember to organize your body paragraphs in importance order. Do not use “you” or command verb forms.**  
|      | **C.** Post your outline & rough draft in the Discussion Board, if not already done. |
| **Week 5:**  
2/16-2/22 | **IN-CLASS ACTIVITIES AND HOMEWORK:**  
Finish Essay 2: Exemplification and Causal Analysis **DUE Saturday, February 22.**  
|      | **A.** Post your outline & rough draft in the Discussion Board, if not already done.  
|      | **B.** [Peer Review a](#) classmate’s draft in the Discussion Board, if not already done.  
|      | **C.** Revise & edit your draft  
|      | **D.** Submit your final draft only, using the left-hand “Essays” menu button. |
| **Week 6:**  
2/23-2/29 | **IN-CLASS ACTIVITIES AND HOMEWORK:**  
Work on Essay 3: Argumentation, with Classic or Toulmin structure and at least three MLA cited college-level sources (Homer, Crash Course, online library database article) **DUE Tuesday March 10.**  
|      | **A.** View [Argumentation PPT](#) and read [Structures](#) Ch.13 (86-94, 105); pay attention to Classic (Definition) and Toulmin methods.  
|      | **B.** **Topic:** Brainstorm an Argumentation topic, based on your Essay 1 or Essay 2, on the theme of “ethical dilemmas” – that is, faced with two questionable choices, which is the “better” choice?  
|      | **C.** Post your outline, with Claim Statement, in the Discussion Board. |
| **Week 7:**  
3/1-3/7 | **IN-CLASS ACTIVITIES AND HOMEWORK**  
Continue Essay 3: Argumentation, with Classic or Toulmin structure and at least three MLA cited college-level sources (Homer, Crash Course, online library database article) **DUE Tuesday March 10.**  
|      | **A.** Review classmate’s topics and outlines, if still stuck.  
|      | **B.** Post your outline & rough draft in the Discussion Board, if not done so already.  
|      | **C.** [Peer Review a](#) classmate’s draft in the Discussion Board.  
|      | **D.** Revise & edit your draft. |
| **Week 8:**  
3/8-3/12 | **IN-CLASS ACTIVITIES (Mon) and HOMEWORK:**  
Finish Essay 3: Argumentation, with Classic or Toulmin structure and at least three MLA cited college-level sources, **DUE Tuesday March 10**  
|      | **A.** Post your outline & rough draft in the Discussion Board, if not done so already.  
<p>|      | <strong>B.</strong> <a href="#">Peer Review a</a> classmate’s draft in the Discussion Board, if not done so already. |</p>
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<tr>
<th>Week</th>
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<td>C. Revise &amp; edit your draft, if not done so already.</td>
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<tr>
<td></td>
<td>D. Submit your final draft only, using the left-hand “Essays” menu button.</td>
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LAST DAY TO SUBMIT LATE WORK IS **Wednesday, March 11, by 11am, in the morning.**

*Final Course Grades can be viewed on eConnect, beginning March 16.*

**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.

**Syllabus Acknowledgement**

Please post on the Discussion Board, under “Syllabus Acknowledgement” this message: “I have read the syllabus and agree to its terms and policies.”