ENGL 1301-49310 Syllabus
Eastfield College

Instructor Information
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Course Information
Course Title: English Composition I
Course Number: ENGL 1301
Section Number: 49310
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: MW 8:00 - 9:20am / C224
Certification Date: 01/27/2020
Last Day to Withdraw: 02/26/2020

Course Description
This course is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Our emphasis will focus on making effective rhetorical choices, including audience, purpose, arrangement, and style in order to understand writing an academic essay as a vehicle for learning, communicating, and critical analysis. Coordinating Board Academic Approval Number 23.1301.51 12

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

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

Writing implements (pens/pencils & highlighters), notebook, and flash drive.

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>Percentage</th>
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<tbody>
<tr>
<td>Essay #1</td>
<td>10%</td>
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<tr>
<td>Essay #2</td>
<td>15%</td>
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<tr>
<td>Essay #3</td>
<td>20%</td>
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<tr>
<td>Essay #4</td>
<td>10%</td>
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<tr>
<td>Proposal &amp; Annotated Bibliography (for Essay #3)</td>
<td>5% (combined)</td>
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<tr>
<td>Peer Review</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>25%</td>
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### Final Grade

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<th>Percentages</th>
<th>Letter Grade</th>
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<tr>
<td>90-100%</td>
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<td>80-89%</td>
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<td>70-79%</td>
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<td>60-69%</td>
<td>D</td>
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<td>0-59%</td>
<td>F</td>
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### Description of Graded Work

All assignments MUST be submitted to eCampus by the due date to receive credit.

Reference [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) for all of your MLA formatting needs (i.e. margins, spacing, titles, headings, quotes and in-text citations, works cited pages, etc.) and/or Chapter 52 in *The Norton Field Guide*. 
For this assignment, you will compose an essay that analyzes William Faulkner’s story, “A Rose for Emily,” found on page 851 in The Norton Field Guide. “Literary analyses are essays that examine literary texts closely [in order] to understand their messages, interpret their meanings, appreciate their techniques, or understand their historical or social contexts. . . [In this essay, you will] use specific analytical techniques to go below the surface of the work to deepen your understanding of how it works and what it means” (NFG 211).

To begin your preparation for this essay, read Chapter 27: “Writing as Inquiry,” Chapter 11: “Analyzing Texts,” and Chapter 17: “Literary Analysis” in The Norton Field Guide. You may also find additional examples of Literary Analyses in Chapter 65. It will also be of benefit to read Faulkner’s short story more than once during your time preparing for this essay, so as to allow yourself to become familiar with the text before writing about it. For this essay, you must choose an approach and be selective: you cannot cover all themes and/or literary elements/devices in one paper. You MUST have a thesis about the short story and the mode of analysis you choose. For example, you might compose a thesis statement that speaks to the theme of gender roles or of familial relationships as a way into understanding “A Rose for Emily,” or one that addresses the social hierarchy of the rural South as a way into discovering meaning.

While you may include summary of certain passages in the text, summary should only be a small portion of your essay. Instead, focused analysis that centers on teasing out direct quotations in order to support the claim made in your thesis is the goal. The essay should include a Works Cited page, follow MLA formatting guidelines, and be free of grammatical errors.

***Five points will be added to your grade for visiting The Writing Center***
Essay #2: Informative Essay (Report)
Length: 750-1,000 words (3-4 pages) not including Works Cited, must follow MLA format:
- 12-point font, double-spaced, 1-inch margins, proper headings, etc.
Source limit: 3 sources minimum (must be credible sources)
You must include a Works Cited page and use correct MLA format for in-text citations.
Due:

For this assignment, you will choose a topic that interests you and write an essay that informs
the reader about your chosen topic. This essay will require some research as you MUST know
specifies about your topic before you can report on it. Before writing this essay, consider the
types of reporting you read on a daily basis: news articles, textbooks, product descriptions,
messages from friends/family regarding future plans, etc. To prepare for this essay, read
Chapter 1: “Writing in Academic Contexts,” Chapter 4: “Developing Academic Habits of Mind,”
& Chapter 12: “Reporting Information” in NFG. You may also find additional examples of
Informative Essays in Chapter 63.

It will be of great importance to choose a topic that interests you as you will be spending a
considerable amount of time reading and writing about the subject chosen (see pp. 148-151 for
help choosing a topic). For example, if you are interested in the advent of social media, you will
spend the majority of your prep time reading articles and information that include statistics,
societal trends, marketing strategies, the rise of streaming services and mobile devices, etc.

You MUST have a thesis that clearly puts forth your chosen topic. This type of essay is written
in a direct style that stays on point and does not offer the writer’s opinion—remember, you are
simply reporting the facts, which should be supported by credible source material. All source
material must be cited properly in the essay and on the Works Cited page by adhering to MLA
formatting guidelines. Your essay should be free of grammatical errors.

***Five points will be added to your grade for visiting The Writing Center***

Proposal for Essay #3
Length: 250-500 words (1-2 pages), must follow MLA format: 12-point font,
double-spaced, 1-inch margins, proper headings, etc. 12-point font
DUE:

This is an important moment in the research process. How well you craft your research
questions will significantly influence the success of your project. You can change your
mind later, but for now, write a brief proposal that outlines your research plan. In writing
this plan, consider the following questions:
1. What is your tentative thesis/claim (overall argument, or position)?
2. What are additional questions that most interest you and might help you develop your
   claim?
3. What might be some additional ideas that back up/support your claim (reasons)?
4. What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
5. What personal experiences may have shaped the way you feel?

***Five points will be added to your grade for visiting The Writing Center***

Annotated Bibliography for Essay #3
Length: 3 peer-reviewed sources/entries (minimum) at 100-125 words per entry, must follow MLA format: 12-point font, double-spaced, 1-inch margins, proper headings, etc.

DUE:

For this assignment, you will write an annotated bibliography of at least three peer-reviewed sources (e.g., Journal of the American Medical Association). Your sources should come from the online databases accessible through the Eastfield Community College Library’s website. Your entries (annotations) should provide both a brief summary of the source AND an evaluation of its effectiveness. The annotations should identify the author’s thesis or claim. In evaluating the source ask yourself different questions to determine its effectiveness. For example, does the author prove his or her claim? Does he or she overlook any important issues? How will this source prove useful in your research effort?

Sample entry for Annotated Bibliography:


The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Overall, the authors found that increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. I will use this source to support the argument that time spent away from home is beneficial in the development of independence and establishing the behaviors of a successful adult.

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We are perpetually surrounded by arguments, including everything from political campaign rallies, to print advertisements, to memes. Most of these types of arguments are presented as one-sided, but rarely is that the case. Usually, there are more than two sides to any argument. For example, the gun control debate is often presented from two extreme perspectives: A) Gun control is bad & B) Gun control is good. However, there is a space between these two polar opposites for a more nuanced argument that focuses on age limits, background checks, longer waiting periods, stricter storage/permit requirements, etc. Oftentimes, opponents of a particular view will employ logical fallacies to undermine said view, even though the fallacies oversimplify or ignore the issue at hand altogether.

For this assignment, you will choose a debatable topic that interests you and write an essay that takes a clear position. This essay will require researching through online databases in order to find scholarly, peer-reviewed articles that work to support your position. Take care to acknowledge opposing views and to state why you think your position is better. Considering popular assumptions about your topic and the implications of your position will also work to establish your credibility and ground your essay in the contemporary discourse surrounding it. To prepare for this assignment, read Chapter 2: “Reading in Academic Contexts,” Chapter 3: “Summarizing and Responding,” Chapter 20: “Proposals,” & Chapter 13: “Arguing a Position” in NFG. You may also find additional examples of Proposals in Chapter 69 and additional examples of Argumentative Essays in Chapter 64.

Again, it will be of great importance to choose a topic that interests you as you will be spending much time thinking, reading, and writing about it. You MUST have a thesis statement that clearly puts forth your position/claim, for example: When considering the pervasiveness of online bullying, sex trafficking, and misinformation, social media’s negative effects far outweigh its benefits, therefore, the governing bodies of the world must regulate social media companies to avoid these negative conditions.

All source material must be cited properly in the essay and on the Works Cited page by adhering to MLA formatting guidelines. Your essay should be free of grammatical errors.

***Five points will be added to your grade for visiting The Writing Center***
Essay #4: Reflection Essay
Length: 500-750 words (2-3 pages) must follow MLA format: 12-point font, double-spaced, 1-inch margins, proper headings, etc.
Source limit: No outside sources are required for this essay.
Due: Friday, September 13, 2019 @ 11:59pm through the link on eCampus

For this assignment, have fun! Reflection essays are often composed to allow a writer to think through a certain situation, for example, completing an intensive writing course. This essay allows for you to put into practice the things you’ve learned this semester without the constraints of formulaic writing. Take advantage of this assignment to reflect on something that’s caught your interest, occupied your thoughts, distracted you from work/life, or you may choose to reflect on one of the Literacy Narratives found in Chapter 61.

To prepare for this essay, read Chapter 21: “Reflections” in NFG. You can also find additional examples of Reflection Essays in Chapter 70. This essay should follow MLA formatting guidelines and be free of unintentional grammatical errors.

***Five points will be added to your grade for visiting The Writing Center***

Attendance and Your Final Grade
Attendance
Because each class period consists of a mixture of class discussion, group work and free writing, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, text, scroll through social media on your phone or laptop, or interfere with your classmates’ ability to learn, you will be counted absent for that day. Be on time - class starts promptly; if you are more than 20 minutes late, you will be counted absent. Leaving early without prior approval will also count as an absence.

Each student is allowed two (2) unexcused absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 4% reduction for each absence you accumulate over three (e.g., 5 absences = 12% total reduction from your final grade). You are responsible for your attendance. You must make sure you sign the attendance sheet if you arrive after it has been passed around.

***If you miss more than 5 classes, you will automatically receive an F for the course***

Punctuality
Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class (meaning after the lecture/class activity has started) will
negatively affect your participation grade in the course in addition to your attendance count.

**Class Participation**
Your success in this course is a function of your level of engagement, your preparation for class, and your behavior in the classroom. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and be prepared to back up any points you make.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using the computers or other personal electronic devices for personal messaging, research, or entertainment. **Cell phone use will count as an absence.**

**Late Work Policy**
All drafts, including final, must be submitted when and as required in order to successfully complete this course. **Late assignments WILL NOT be accepted.**

**Other Course Policies**

**Writing Center Points:** For each major assignment, a visit to The Writing Center will add 5 points to your final grade for the assignment. To prove your attendance, take a photo or scan an image of the slip of paper from The Writing Center that shows our course, the assignment worked on during the session, the specific elements of the essay were discussed during the session, and the name of The Writing Center tutor. Then, email said photo or scan to me--make sure you have the slip to me within 24 hours after the due date.

**Originality Reports:** All major assignments will be sent through a plagiarism checker upon submission. You will be able to see the percentage of your essay that contains portions of other texts (this should be the case with Essays #1, #2 & #3). The percentage shown **should not exceed 20%** to maintain the required level of academic integrity for ENGL 1301.

**Personal Communication Devices**
Turn off all cell phones, music players (and remove headphones), and other personal communication devices before the start of class. Do not use such devices during class unless instructed to do so.

**Academic Integrity**
Students in ENGL 1301 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and
document all sources accurately using MLA format. DO NOT SUBMIT WORK THAT HAS BEEN PREVIOUSLY SUBMITTED FOR ACADEMIC CREDIT.

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.

[Keep your college's link from the list below and delete the others.]
Brookhaven Institutional Policies (http://www.brookhavencollege.edu/syllabipolicies)
Cedar Valley Institutional Policies (http://www.cedarvalleycollege.edu/syllabipolicies)
Eastfield Institutional Policies (http://www.eastfieldcollege.edu/syllabipolicies)
El Centro Institutional Policies (http://www.elcentrocollege.edu/syllabipolicies)
Mountain View Institutional Policies (http://www.mountainviewcollege.edu/syllabipolicies)
North Lake Institutional Policies (http://www.northlakecollege.edu/syllabipolicies)
Richland Institutional Policies (http://www.richlandcollege.edu/syllabipolicies)

Course Schedule

***The full course schedule will be distributed on the first day of class***

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<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
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10/21/19 Version