Composition I Syllabus
Eastfield College

Instructor Information
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Course Information
Course Title: Composition I
Course Number: English 1301
Section Number: 49314
Semester/Year: Spring 2020 | Harvesterm 1
Credit Hours: 3
Class Meeting Time/Location: C224 | MW | 1-2:20 p.m.
Certification Date: Monday, January 27, 2020
Last Day to Withdraw: Wednesday, February 26, 2020

Course Prerequisites
College level ready in reading and writing or concurrent enrollment in DIRW 0315.

Course Format
This is a blended, 8-week course. Some course requirements will be completed in the classroom, and some will be completed online.
Course Special Topic

Something Wicked This Way Comes: Exploring Writing, Researching, and Analysis through the Horror Genre. Some course content may be rated R/MA and/or for mature audiences only and may contain graphic language, descriptions, depictions, and/or imagery. Your registration as a student for this course indicates your acknowledgement of this.

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 the 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. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. 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.

Required Course Materials

- Supplies: A word processing program, such as MS Word or Google Docs, internet access, a notebook, pens/pencils, highlighters of at least four different colors, and a flash drive (if not using Google Docs or MS Word online)

Please note: All supplies are due beginning week 2.

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.

Technology Requirements

Some specific software is required for this class because it is partially online.

- **Google Chrome, Mozilla Firefox, or other web browser fully updated**: To navigate eCampus, you will need a web browser that has been recently updated. Please note: Internet Explorer is not always compatible with eCampus.
- **Microsoft Word, Google Docs, or other word processing program**: For this course, you will need access to Microsoft Word, Google Docs, or another word processing program to submit your typed assignments.
- **Adobe Reader**: You will also need to download Adobe Reader to view course learning materials. It is a free download available at [http://get.adobe.com/reader/](http://get.adobe.com/reader/).
- **A DCCCD student Outlook account**: A DCCCD student Outlook account is required for sending files or asking questions regarding grades in this class. Do not email your instructor from personal email accounts, such as Yahoo! or Gmail, if you are writing concerning grades. An account is free. You may set it up by
going to http://www.dcccd.edu/MSOffice. All communication should be conducted through your official student email account.

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>Category</th>
<th>Specification(s)</th>
<th>Weight</th>
</tr>
</thead>
</table>
| Essay #1          | Exemplification Essay  
- Length: 600-800 words not including heading, title, and Work(s) Cited  
- Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings  
- Source limit: 3 sources (this is a maximum—you can use 1, 2, or all three of the provided sources in your paper) You must include a Work(s) Cited page and use correct MLA format for in-text citations. | 15%    |
| Essay #2          | Definition Essay  
- Length: 800-1000 words not including heading, title, and Work Cited  
- Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings  
- Source limit: 1 source (this is a maximum—you can use 1 credible source for this paper) You must include a Work Cited page and use correct MLA format for in-text citations. | 15%    |
| Essay #3          | Narrative Essay  
- Length: 800-1000 words not including heading and title  
- Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings  
- Source limit: No research is permitted for essay #3                                                                 | 15%    |
| Essay #4          | Literary Analysis/Argument  
- Length: 800-1000 words not including heading, title, and Work Cited  
- Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings  
- Source limit: 1 source (maximum—this is your primary source, the piece you are analyzing) You | 15%    |
must include a Work Cited page and use correct MLA format for in-text citations.

| Research Project | Students will complete a group research project that culminates in a presentation to the class on an assigned day. The presentation will be oral and should include images and other creative elements through the use of MS PowerPoint or Google Slides. The research project will include use of MLA style in-text citations as well as a Works Cited page in MLA 8. The research project will adhere to Modern Language Association standards. | 15% |
| Daily Grades | Students will complete shorter assignments that fall into the daily grades category. Daily grades can include but are not limited to quizzes, reading responses, InQuisitive assignments, and short writings. | 10% |
| Discussion Boards | ENGL 1301 students will complete discussion board assignments. Discussions will be over assigned readings from the textbook and/or online. | 10% |
| Attendance | ENGL 1301 students are expected to regularly attend class and to be on time and stay in class for the entire class meeting. The following attendance policy will be adhered to:
  - 0-3 absences = full credit for attendance
  - 4 or more absences = no credit for attendance
  - Three tardies = 1 absence
  - Leaving early three times = 1 absence
  - Any combination of tardies/leaving early equaling three = 1 absence
  After three absences, you lose all attendance points. | 5% |

**TOTAL: 100%**

**Final Grade**

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Attendance and Your Final Grade**

Students are expected to regularly attend class and to be on time and stay in class for the entire class meeting. The following attendance policy will be adhered to:
- 0-3 absences = full credit for attendance
- 4 or more absences = no credit for attendance
- Three tardies = 1 absence
- Leaving early three times = 1 absence
- Any combination of tardies/leaving early equaling three = 1 absence

After three absences, you lose all attendance points. Valid documentation must be provided for absences to be excused, e.g. a doctor’s note. If valid documentation is provided, the student may contract with the professor regarding missed assignments. It is up to the professor’s discretion whether or not to contract based on the validity of the documentation provided.

Late Work Policy
No late work is accepted in this course. If valid documentation (e.g. a doctor’s note) is provided, the student may request to contract with the professor regarding missed assignments from an absence. It is up to the professor’s discretion whether or not to contract based on the validity of the documentation provided.

Other Course Policies
Technical Issues
Because we turn in much of our work electronically, internet accessibility is mandatory, meaning home outages or computer problems do not excuse late work. Please plan accordingly. In the event of technical issues, screenshots (PrtSc, Ctrl+v) must be emailed to the instructor as evidence; burden of proof is on the student. You may also contact eCampus technical support and forward any messages they send you to me. I will review them and consider the issue. Tech support tickets do not automatically excuse late work; each situation will require assessment. In extenuating cases, consideration is given if documentation of the error can be provided by you or by eCampus technical support.

Assignment Feedback
Feedback on final drafts of essays will be provided on eCampus via attached rubrics and instructor comments. It is your responsibility to check this feedback and apply it to your writing. In other words, any comments given on a final draft should be applied to the next essay assignment, thereby showing your growth as a writer and improving your reading/writing skills.

Writing Expectations
Students will compose essays that adhere to grammatical and stylistic standards of academic American English and follow Modern Language Association (MLA) style. All written assignments must be double spaced with 1-inch margins on all sides and in
Please note: Any of the following writing expectation errors will result in your essay not being graded. If an essay is not graded, it automatically earns a zero. Essays will not be graded if:

- They do not meet length requirements (minimums or maximums).
- They are not submitted through SafeAssign.
- They do not follow directions regarding topic or rhetorical mode.
- They contain excessive mechanical and/or formatting (MLA) errors. Excessive is determined by the professor.
- They are submitted in a file type that is not compatible with eCampus and cannot be opened. Alternately, they are submitted in a file type that cannot be accessed for whatever reason (e.g. corrupt file, file with virus, etc.)
- They are not submitted as an attachment (i.e. do not submit a link to your paper or copy and paste your paper onto eCampus).
- They are not submitted in a format that can be edited.
- They contain research when research is not permitted.

Email Communication

As email is vital to communication in this course, be sure to:

- Make sure your email address is complete and accurate. If you need to update your email address, go to eCampus, click on "My DCCCD." Then go to "Tools" and click on "Personal Information." Change your email address and hit submit.
- Check to make sure that your junk mail or bulk mail filters do not delete or reroute emails sent from the user group in eCampus. Be especially carefully with this if you are using a Yahoo! or Hotmail account.
- PLEASE MAKE SURE THAT YOUR EMAIL IS CURRENT.
- Whenever you email your instructor, be sure that you include your first and last name, your course and section number, and a clear and concise communication or question. This way your instructor can quickly identify emails from you in his/her inbox.
- Check your email daily to keep up with course correspondence.
- Emails will generally be responded to within 24-48 hours, if not sooner.
- Emails sent after 5 p.m. or on Saturdays will not be responded to until the next day.
- Do not attempt to send work via email. All assignments must be submitted through eCampus. Any assignments emailed as an attachment will not be opened or graded.
- Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free.
You may set it up by going to http://www.dcccd.edu/MSOffice. All communication should be conducted through your official student email account.

Email Etiquette

Emails are a constant in the academic and professional worlds. Therefore, it is important that you practice proper email etiquette at all times. When emailing the professor, you are expected to:

- Begin with a greeting or salutation. This is both professional and courteous.
- Use Standard American English and proper grammar, punctuation, and spelling.
- All subject lines for this class should include your name and the course level and section, e.g. Alexander Hamilton ENGL 1301-49314
- Never type in all uppercase letters.
- Use courteous language and tone; write professionally—all college writing is business formal, not something you send to friends or family.
- Sign your name at the bottom of the email. Again, this is both professional and courteous.
- **Emails concerning course grades will not be responded to unless the student has emailed the instructor from a DCCCD student Outlook account.**

Discussion Etiquette

Discussion boards are a significant part of almost any hybrid class. Therefore, it is important you practice proper discussion board etiquette at all times. When posting to the discussion board, you are expected to:

- Participate a minimum of three times per discussion board.
- Read and follow all directions carefully.
- Title your thread appropriately (meaning title it something that has to do with the prompt or topic).
- When responding to classmates or your instructor, include a greeting or salutation as you would with an email. This is both professional and courteous.
- Use tactful/courteous language with fellow students.
- Create an atmosphere where other students feel comfortable posting their responses.
- Provide constructive criticism to fellow classmates’ responses and essays.
- Refrain from using profanity or disrespectful language.
- When responding to classmates or your instructor, sign your name at the bottom of your response. This is both professional and courteous.
- Proofread assignments BEFORE posting.
- Respect the opinions of others even if you do not agree.
- **“Flaming” or derogatory comments will not be tolerated. NO EXCEPTIONS.**

Scholastic Honesty & Plagiarism—English Department Policy

Scholastic dishonesty…shall constitute a violation of **these rules and regulations** and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but is
not limited to, cheating on a test or other coursework as assigned, plagiarism, and collusion.

“Cheating on a test” shall include, but is not limited to:

a. All forms of academic dishonesty, including but not limited to cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

b. Copying from another student’s test paper.

c. Using test materials not authorized by the person administering the test.

d. Collaborating with or seeking aid from another student, technological aid, or electronic resource during a test without permission from the test administrator.

e. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.

f. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.

g. Substituting for another student, or permitting another student to substitute for one’s self, to take a test.

h. Bribing another person to obtain an unadministered test or information about an unadministered test.

“Plagiarism” shall be defined as 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” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. 12. Intentionally and substantially interfering with the freedom of

Scholastic 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 scholastic 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 (https://www1dccc.edu/cat0608/ss/code.cfm).

**Consequences for Scholastic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of Plagiarism or of collusion (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**

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<thead>
<tr>
<th>Unit/Topic</th>
<th>Summary</th>
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<tbody>
<tr>
<td><strong>Unit 1:</strong> Why Horror? January 21-27</td>
<td>Students will discuss the psychology of fear and adrenaline seeking. Students will read critical pieces on the topic and explore why they do (and/or do not) like horror themselves. Students will explore this topic further through writing an exemplification essay (essay #1).</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Defining Horror January 27-February 5</td>
<td>Students will discuss what makes “horror” horror, including tone, mood, word choice, tropes, and archetypes. Students will read horror pieces from different subgenres and explore what they think defines the horror genre and/or its subgenres. Students will explore this topic further through writing a definition essay (essay #2).</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Around the Campfire February 5-16</td>
<td>Students will discuss the art of storytelling in relation to the horror genre. Students will read horror pieces that follow a traditional storytelling structure and explore how the stories were constructed. Students will explore this topic further through writing a narrative essay (essay #3).</td>
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</tbody>
</table>
| **Unit 4:** Is Horror Literature? February 16-26 | Students will dig deeper into the elements of story and of literature and apply them to the horror genre. Students will 
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Unit 5: The Masters</td>
<td>Students will complete a group research project over a distinguished horror writer. Groups will prepare an oral presentation for the class that will include images and other creative elements. The research project will include use of MLA style in-text citations as well as a Works Cited page in MLA 8. The research project will adhere to Modern Language Association standards.</td>
</tr>
</tbody>
</table>

**Important Dates**

Tuesday, January 21: Harvesterm 1 begins  
Monday, January 27: Certification date  
Wednesday, February 26: Drop date  
Thursday, March 12: Harvesterm 1 ends  

The instructor reserves the right to amend this syllabus as necessary.

10/21/19 Version