Composition I Syllabus
Eastfield College

Instructor Information
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Course Information
Course Title: Composition I
Course Number: ENGL 1301
Section Number: 49317
Semester/Year: Spring (Flexterm I) 2020
Credit Hours: 3
Class Meeting Time/Location: TR 9:30-10:50 am, L311A
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.

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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

- **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>Quizzes</td>
<td>10%</td>
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<tr>
<td>Reader Responses</td>
<td>15%</td>
</tr>
<tr>
<td>Rough Drafts and Peer Reviews</td>
<td>10%</td>
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<td>Timed Essay</td>
<td>05%</td>
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<tr>
<td>Essay 1</td>
<td>10%</td>
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<td>Essay 2</td>
<td>15%</td>
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<tr>
<td>Essay 3</td>
<td>15%</td>
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<tr>
<td>Essay 4</td>
<td>20%</td>
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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>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</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

Quizzes: 10 short, online-only multiple-choice – over grammar, mechanics, argument, and MLA documentation. You must answer within a 60-minute time-limit. You will be allowed three attempts at the quiz and your highest score will be counted towards your final course grade.

Reader Responses: 7 entries as responses to prompts for assigned readings (at least 300 words per entry, written in Edited American English) + 7 comments to a classmate’s responses (at least 100 words per comment, written in Edited American English)
Rough Drafts and Peer Reviews: 4 rough drafts for formal essays (at least 300 words per rough draft) + 4 comments to a classmate’s rough drafts

Timed Essay: online-only Rough Draft, in response to a prompt, at least 300 words + Syllabus Acknowledgement in Discussion Board

Essay 1: Narration and/or Process Explanation, based on Reader Response 1 or 2, Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1000 words.

Essay 2: Exemplification using Division, Comparison/Contrast, and/or Classification; based on Reader Responses 3, 4, or 5; Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1000 words.

Essay 3: Cause and Effect, based on Reader Response 6, Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1000 words.

Essay 4: Argumentation with at least 2 college-level sources (library database article + one other), based on Reader Response 7, Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1000 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.

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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](http://www.dcccd.edu/studentconduct).

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](http://www.dcccd.edu/studentconduct).

**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 \textbf{F} (depending on the severity of the student’s dishonesty or plagiarism).

- The professor may request that the student drop the class.

\section*{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.

\url{Eastfield Institutional Policies} (http://www.eastfieldcollege.edu/syllabipolicies)

\section*{Course Schedule}

\textbf{Week 1: 1/21-1/25}

\textbf{STUDY, Part I:}

Complete Orientation by 1st day of class, including the Syllabus Acknowledgement in the Discussion Board + \textbf{TIMED ESSAY}

\textbf{WRITE ESSAY:}

\textbf{Timed Essay DUE by Tuesday, January 21} \hfill \textbf{\textit{NOTE: Click on the “Essays to Submit” left-hand menu button to access the Timed Essay link to start.}}

- \textbf{Topic:} Rough Draft a short essay (about 300 words long), describing yourself at this present time OR your current and future goals.
- \textbf{Use any strategy} that you currently know to write this essay. Don’t worry – this is \textbf{only} a diagnostic, to see what you already know about essay writing, and will only be counted as a \textbf{completion grade} (full credit for doing it).

\textbf{STUDY, Part II:}

- View \url{The Writing Process PowerPoint} and read \textit{Structures} Ch.1-2, 4-6 (pages 3-13, 21-39) – includes info on MLA manuscript format style
- \url{MLA Manuscript Format Template to use} \hfill \textbf{\textit{save & use this for your final drafts}}

\textbf{DO QUIZZES: all due Thursday, January 23}

\textbf{Tip:} Review grammar & punctuation rules at \url{Purdue OWL} site.

- Quiz 1: Fragments, Run-ons
- Quiz 2: Combining Sentences with Transitions (using semicolons and commas)
- Quiz 3: Verb Tense, Subject/Verb Agreement
- Quiz 4: Pronoun/Reference Agreement, Parallel Structure
- Quiz 5: Comma & Dash, Semicolon & Colon
- Quiz 6: Apostrophe, Quotation Marks
STUDY, Part III:
View Narration PPT and read Structures Ch.7 (40-45); view Process PPT and read Structures Ch.8 (46-55)

WRITE READER RESPONSES:
Reminder – all readings are from Structures
All RRs in the Discussion Board DUE Saturday, January 25.

Entry 1: Jessica Bray’s Narration, “A Hard Lesson Learned” (42-44):
Bray lost her dream of becoming an Olympic gymnast. Can you relate to you (or someone you care about) losing something important? It can be a dream, a thing, a place, or even a person. For Bray, she didn’t realize her loss until it was too late to change anything. Can you relate? Explain what happened.
Comment on a classmate’s Entry 1

Entry 2: Janey Broyles’s Process Explanation, “Shipping Solutions” (48-49):
Broyles’s explanation of how to ship packages at FedEx Express is long and detailed. Why do you think she needed to be this detailed? Have you (or someone you know) ever done or observed a process that took some time to complete because rushing the process would cause problems? (It can be a personal process or a job-related process, like Broyles did.) What was the process, and what were the problems that happened if someone rushed through or was otherwise careless with the process?
Comment on a classmate’s Entry 2

Week 2: 1/26-2/1 (Certification Day 1/27)

WRITE ESSAY:
Essay 1: Narrative and/or Process Explanation DUE next Tuesday, February 4
Topic: Based on your READER RESPONSE writing (even comments to a classmate’s Reader Response), write a Narration Essay and/or Process Explanation. Be as detailed as possible and remember to organize your body paragraphs in chronological order. Do not use “you” or command verb forms.
• Post your outline & rough draft in the Discussion Board
• Peer Review a classmate’s draft in the Discussion Board

Week 3: 2/2-8

WRITE ESSAY:
Essay 1: Narrative and/or Process Explanation DUE Tuesday, February 4
• Post your outline & rough draft in the Discussion Board, if not already done.
• Peer Review a classmate’s draft in the Discussion Board, if not already done.
• Revise & edit your draft
• Submit your final draft only, using the left-hand “Essays” menu button

STUDY:
• View Division PPT and read Structures Ch.9 (56-57)
• View Comparison/ Contrast PPT and read Structures Ch.10 (67-68)
• View Classification PPT and read Structures Ch.11 (77-78)

WRITE READER RESPONSES:
Reminder – all readings are from Structures:
All RRs in the Discussion Board DUE Saturday, February 8.

Entry 3: Rufel Ramos' Division essay, “Vanilla: My Favorite Ice Cream Flavor” (57-58):
Obviously, Ramos likes vanilla ice cream. While one can easily analyze a favorite thing, one doesn’t have to like something to be emotionally important. Do you have an emotionally important person, place, or thing (either positively or negatively)? What are the top three or four characteristics that make it important to you? Explain the memories behind those characteristics, with examples.
Comment on a classmate’s Entry 3

Entry 4: Jessica Bray’s Contrast essay, “You Get What You Pay For” (69-71):
Based on her experiences, Bray prefers American Airlines over Spirit Airlines. Can you relate to having two contrasting experiences between two competing persons, places, or things? What are the top three categories of contrast that you noticed between the two? Explain the memories behind those categories, with examples.
Comment on a classmate’s Entry 4

Entry 5: Rufel Ramos’ Classification essay, “My Favorite Ice Cream Flavors” (33-35):
Obviously, Ramos likes ice cream in general. While one can easily analyze a favorite category of things, one doesn’t have to like something to be emotionally important. Do you have an emotionally important category of person, place, or thing? What are your top three types of this person, place, or thing? Explain the memories behind those types, with examples.
Comment on a classmate’s Entry 5

Week 4: 2/9-2/15

WRITE ESSAY:
Essay 2: Exemplification DUE next TUESDAY, February 18
Topic: Based on your READER RESPONSES writing (including comments to a classmate’s Reader Responses), write an EXEMPLIFICATION, using either Division, Comparison/Contrast, or Classification. Do not use “you” or command verb forms.
- **For Division:** Divide your subject into at least three of its different characteristics, with at least one example for each characteristic.

- **For Comparison/Contrast:** Have at least three categories that the two subjects both share, but they’re just different from each other in each category. Also, choose Subject-by-Subject or Point-by-Point to arrange your body paragraphs.

- **For Classification:** Divide your category into at least three different types, with at least one example for each type.

  - Post your outline & rough draft in the Discussion Board
  - **Peer Review a** classmate’s draft in the Discussion Board

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### Week 5: 2/16-2/22

**WRITE ESSAY**

**Essay 2: Exemplification** DUE TUESDAY, February 18

- Post your outline & rough draft in the Discussion Board, if not already done.
- **Peer Review a** classmate’s draft in the Discussion Board, if not already done.
- Revise & edit your draft
- Submit your **final draft only**, using the left-hand “Essays” menu button

**STUDY:**

View [Cause/ Effect PPT](#) and read [Structures](#) Ch.12 (79-82).

**WRITE READER RESPONSE:**

Reminder – all readings are from [Structures](#); this RR DUE Wednesday, February 19.

**Entry 6:** Georgia Rudd's Causal Analysis essay, “Causes of Lower Income in a Restaurant” (82-83): What caused the restaurant's lower income? What is the main cause? Is there a current economic and/or social problem that you’re experiencing and/or observing right now? In your observations AND experience, what are its causes (especially the main cause), or who is to blame? What are the effects that you see so far?

**Comment on a classmate’s Entry 6**

**WRITE ESSAY, Part II:**

**Essay 3: Cause and Effect** DUE next Thursday, February 27.

**Topic:** Based on your READER RESPONSES writing, write an analysis of CAUSES AND EFFECTS of a current economic and/or social problem that you’re experiencing and/or observing right now.

- Post your outline & rough draft in the Discussion Board.
- **Peer Review a** classmate’s draft in the Discussion Board.
- Revise & edit your draft.
- Submit your **final draft only**, using the left-hand “Essays” menu button.
Week 6: 2/23-2/29 (Drop Date 2/26; NO CLASSES 2/27-2/28)

WRITE ESSAY:
Essay 3: Cause and Effect DUE Thursday, February 27
Post your outline & rough draft in the Discussion Board, if not done so already.
  • Peer Review a classmate’s draft in the Discussion Board, if not done so already.
  • Revise & edit your draft.
  • Submit your final draft only, using the left-hand “Essays” menu button.

DO QUIZZES: all due Friday, February 28
Quiz 7: Quote or Paraphrase
Quiz 8: Argumentative Thesis Statements
Quiz 9: Primary & Secondary Sources
Quiz 10: Two Parts of Documenting Sources

STUDY:
  • View Argumentation PPT and read Structures Ch.13 (86-94, 105); pay attention to Classic (Definition) and Toulmin methods.
  • View Sources PPT and Structures Ch.3 (14-20)
  • View “DCCCD Databases.”
  • View “EasyBib Guide to MLA 8 Format.”

WRITE READER RESPONSE:
Reminder – all readings are from Structures; this RR DUE Saturday, February 29

Entry 7: C. Smith’s Classic (Definition) Argument essay, “Stereotyping Is Wrong” (90-92):
  • Even though Smith starts his essay with the issue of racism, he moves generically to stereotyping in general and then gives his own “Goth” appearance as an example of the harm caused by stereotyping. (He does this because Smith is a straight, white man.) However, does Smith’s change of topic from race to “threatening appearance in general” weaken his argument? Why or why not?
  • Also, can you (or someone you know) relate to Smith’s experience, of being seen and therefore being treated as the opposite of who you truly are, based on a stereotype? Do you agree with Smith, that this stereotyping is always morally wrong (that is, always causes harm)? Why or why not? Explain, based on YOUR OBSERVATIONS AND EXPERIENCE.
Comment on a classmate’s Entry 7

Week 7: 3/1-3/7

WRITE ESSAY:
Essay 4: Argumentation, with Classic or Toulmin structure and at least two MLA cited college-level source DUE next Tuesday March 10.
Topic: Based on your READER RESPONSES, write an ARGUMENT essay, either a Classic or Toulmin argument.
Note: NARROW YOUR TOPIC TO 1-3 SPECIFIC EVENTS TO SERVE AS YOUR BODY OF EVIDENCE.
  • Post your outline & rough draft in the Discussion Board.
  • Peer Review a classmate’s draft in the Discussion Board.
  • Revise & edit your draft.

STUDY:
  • Review Sources PPT and Structures Ch.3 (14-20)
  • Review “DCCCD Databases.”
  • Review “EasyBib Guide to MLA 8 Format.”

Week 8: 3/8-3/12 (Final Week)
WRITE ESSAY:
Essay 4: Argumentation, with Classic or Toulmin structure and at least two MLA cited college-level source DUE Tuesday, March 10.
  • Post your outline & rough draft in the Discussion Board, if not done so already.
  • Peer Review a classmate’s draft in the Discussion Board, if not done so already.
  • Revise & edit your draft, if not done so already.
  • Submit your final draft only, using the left-hand “Essays” menu button

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.”