English 1301 Syllabus
Eastfield College

Instructor Information
Name: Michael Morris
DCCCD Email: michaelmorris@dcccd.edu
Office Phone: 972-860-7247
Office Location: C-264
Office Hours: To be announced
Division Office and Phone: 972-860-7247

Course Information
Course Title: Composition I
Course Number: ENGL 1301
Section Number: 49324
Semester/Year: Spring 2020, Harvesterterm I
Credit Hours: 3
Class Meeting Time/Location: MW 11:00-12:20, G121
Certification Date: January 27, 2020
Last Day to Withdraw: February 26, 2020

Course Prerequisites
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.)

Student Learning Outcomes
Upon successful completion of this course, students will:
● Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
● Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
● Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
● Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

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
- Davis, Joshua – *Spare Parts*; Print ISBN: 978-0374534981
- *The Writer’s Circle* -- video lessons streamed from Ecampus and available in the Eastfield Library
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>Points</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays (4)</td>
<td>60% of total grade</td>
<td>Essay #1 (10%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay #2 (13%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay #3 (18%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay #4 (19%)</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>10% of total grade</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final</td>
</tr>
<tr>
<td>Process (unknown number)</td>
<td>30% of total grade</td>
<td>Reading quizzes</td>
</tr>
<tr>
<td></td>
<td>(lowest grade dropped)</td>
<td>Video quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other <em>ad hoc</em> assignments</td>
</tr>
</tbody>
</table>

TOTAL: 1,000 points

Final Grade

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<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>
Description of Graded Work

Essays
You will develop, revise, polish, and submit four out-of-class essays. For each essay you will receive detailed information, including features of the writing, and guidelines for selecting topics. You will choose a topic within those guidelines, but your essay topic must be approved by me to have your essay accepted and graded.

Exams
Two exams are scheduled in this course. The first will be a Midterm Essay done in class, which will allow you to demonstrate, via writing, that you have learned and can apply the basic concepts of writing. The second will be a comprehensive Final over all assigned reading and video lessons.

Process
Quizzes: Scheduled quizzes are given primarily over assigned reading (though some may cover video lessons or lectures). The formats and frequencies of quizzes are determined as the instructor deems necessary.
Journals: These are short writing assignments, most of which are prewriting exercises for the essays you will be working on. Some are assigned during class time, and some are assigned as homework.
Discussion Boards: You need to post one short, but complete response to the question or prompt provided and also replies to three other posts. All posts must be made on different days for full credit. Each post should probably be a good paragraph in length.

Attendance and Your Final Grade

Classroom Participation: To be considered present and earn the relevant process points, you need to be fully prepared, present (both mentally and physically) for each entire class session, and a productive participant in individual, small group, and large group activities. Examples of productive participation include behaviors such as listening carefully to others, making relevant comments, asking useful questions, responding thoughtfully to your peers’ drafts, helping to keep small-group discussions on task, and volunteering to serve as recorder or spokesperson for small group activities. All electronic devices, including cell phones, MUST be turned off and not looked at during class—explain to family, friends, co-workers, neighbors, etc. that your English professor does not allow you to even look at your phone during class!
Attendance: In this course, both in-class and on-line activities (e.g. writing, talking, reading, responding) play an important role in your development as a writer, reader, and learner, so your attendance and participation are crucial for your success. To be considered present on class days, you need to be a productive participant (see the definition above) who is prepared and physically present for the entire class session;
to be considered present outside of class, you must have completed the on-line work by all deadlines. Here are specific penalties connected with attendance.

- For 2 absences, you will lose 10 points from your course total.
- For 4 or more absences, you will receive an automatic F in the course.
- If you are more than ten minutes late, you are considered absent.
- Further, three times late to class equals one absence.

**Participation and feedback:**

As a part of the attendance policy, you should note my guidelines on properly formatted writing assignments. After two warnings to format work correctly, I stop providing feedback for any writing assignments that do not adhere to the formatting guidelines provided for you on this syllabus and on the course website (“Formatting”). This is because I believe the student may not be reading feedback, and thus not fully participating in the course. If in doubt, ask.

**Notes on feedback:** Do not expect traditional feedback in this course. On your first rough draft, I will note examples of up to three sentence-level errors. I will do this on no other paper. Instead, I will focus on content and organization, leaving general notes about sentence-level problems. I urge you to take advantage of my offer of extra credit for taking work to the Writing Center, and if you need more help, to make arrangements to meet with me during office hours.

**Regarding Financial Aid:** Note: “Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.”

**Late Work Policy**

Late work is not accepted except under extreme circumstances (and only for major assignments). Documentation will be required. If you must be absent when a paper is due, it is your responsibility to get it turned in on time and in the appropriate fashion.

**Academic Dishonesty**

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 or even be
suspended from college. Students who are determined to be involved in such activities shall be punished as prescribed by college and Board policies outlined in the Student Code of Conduct.

I do report instances of academic dishonesty to the appropriate authorities. The first instances of cheating in this course results in a zero for the assignment. A second (and subsequent) instances will mean an automatic F grade in the course. Please note that in this course, it is your responsibility to keep all drafts of your writing from your initial plans and notes to the final draft so that you can demonstrate your process and the originality of your work. Also note that in this course, in addition to any other penalty that might be deemed appropriate, students will receive a zero on any work that involves academic dishonesty (even if on only a portion of the assignment), and I will submit letters describing any incidents of academic dishonesty to the appropriate authorities. I take academic dishonesty quite seriously, and so should you.

The DCCCD Student Code of Conduct, available on-line, includes additional information about academic dishonesty as well as information about other unacceptable behaviors. I expect all students to be familiar with their rights and responsibility, and to consider the Code of Conduct part of this syllabus.

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
All course activities are listed on the Calendars on Ecampus and Google Classroom. Typically, I try to list assignments and activities a week ahead of time so students can plan their course work around the work and personal schedules. Depending on the assignments, I do have them open a day or more early, but once the due date has passed, I do not reopen them (see late work policy above).

I do not release all assignments at once. This is because feedback on some assignments is important for you to do well on subsequent work.

Please contact me by email if you have any questions about the schedule.