English 1301 Syllabus
Eastfield College

Instructor Information
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Course Information
Course Title: Composition I
Course Number: ENGL 1301
Section Number: 49403
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: MTWRF INET
Certification Date: January 27, 2020
Last Day to Withdraw: February 26, 2020

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

Course Description
ENGL 1301: Composition I
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 23.1301.51 12
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.

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
Most course readings available on-line. Follow the links posted in ecampus.

Common Book: *Spare Parts by Joshua Davis.*

Recommended Supplies: A college level dictionary, blue/black pens, spiral or legal pad for notes, computer with access to Internet and printer, device to save data from a computer.
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

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Essay</td>
<td>January 25, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Comparative Essay</td>
<td>February 7, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Cause and Effect Essay</td>
<td>February 21, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td>March 6, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Literary Analysis</td>
<td>March 12, 2020</td>
<td>100</td>
</tr>
<tr>
<td>Highest Essay Counts Twice</td>
<td>From 5 essays listed above</td>
<td>100</td>
</tr>
<tr>
<td>Journals</td>
<td>May 1, 2020</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL: 700 points

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>627-700</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>557-626</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>487-556</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>417-486</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-416</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Graded Work

**Narrative Essay:** 2-5 page essay in MLA format that telling the story behind your name and how your personality has shaped your life.

**Compare and Contrast Essay:** 3-5 page essay in MLA format that compares and contrasts two objects of the student’s choosing.
**Cause and Effect Essay:** 3-5 page essay in MLA format that talks about the causes and effects of an event of the student’s choosing.

**Persuasive Essay:** 3-5 page essay in MLA format that persuades me to believe the way the student believes about a controversial, modern day topic.

**Literary Analysis:** 3-5 page essay in MLA format that reflects on the novel we read and how it applies to either the student’s life or the “real world.”

**Journals:** One page responses to the individual readings listed below on the course calendar. Journals are scored on a scale of 1-10 and the grades accumulate to a posted score of 0-100. The common book cannot be used for journal entries.

**Attendance and Your Final Grade**
Students are responsible for logging in to blackboard and email frequently and monitoring any changes that occur.

**Late Work Policy**
Late work will not be accepted, except for officially documented emergencies. Save your work often on a flash drive or any other portable memory device. Technological problems (computer, Internet, printer, ink, paper, etc.) do not excuse you from due dates. There are computers on campus, in public libraries, and at work, so if you save and back up your work often, you will be able to finish it on time. The only exception would be a documented eCampus malfunction. Acceptable documentation includes photographs of error messages and copies of e-mail communication with technical support. All assignments must be turned-in on the due date and time. Late assignments receive zero credit. Remember: it is always better to turn-in something than to turn-in nothing.

**Other Course Policies**
**Cell phone policy:** During class time, if you receive an urgent text or phone call, please step out in the hall and handle your emergency. If you ultimately need to leave class, just send me an email before the next class explaining why you left while maintaining your privacy. If you just want to exchange text messages with a friend, or play that addictive app, you will need to practice self-control and not do that, turn your phone off, or leave for the period. If your phone becomes distracting to the learning experience, I will ask you to leave.
Do not use the word you (your, you’re, yourself, etc.) in essays 2-5 (compare and contrast, cause and effect, persuasive, common book).

The word you (or any variation of that word) is not allowed in formal academic writing. My policy is to take 3 points off the final essay grade for each use of the word. As an example, an essay that scored a 90, but used the word you 7 times, would receive a final grade of 69. Yes, an A just turned into a D.

The narrative essay is not considered formal academic writing, so this rule does not apply to that essay.

Institutional Policies

Institutional Policies relating to this course can be accessed using the link provided here. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.


Course Schedule

Week 1 Jan 21-25
Log into blackboard and familiarize yourself with how it works
Complete personality test (will need for second half of narrative essay)
**Jan 25: Narrative essay due 11:59pm

Week 2 Jan 27-31
Journals due by Friday over “Theme for English B” by Langston Hughes and “Caged Bird” by Maya Angelou

Week 3 Feb 3-7
Journals due by Friday over “So What Are You Anyway?” by Lawrence Hill and “I Am But A Mixed-Race Child” by Ellen Shaw
**Feb 7: Compare and Contrast essay due 11:59pm

Week 4 Feb 10-14
Journals due by Friday over “The Story of An Hour” by Kate Chopin and “Phenomenal Woman” by Maya Angelou

Week 5 Feb 17-21
Journals due by Friday over “Still I Rise” by Maya Angelou and “The Lesson” by Toni Cade Bambara
**Feb 21: Cause and Effect essay due 11:59pm
**Week 6 Feb 24-28**
Journals due by Friday over “Mother to Son” by Langston Hughes and “Why Chicken Means So Much to Me” by Sherman Alexie
**Feb 26:** Withdrawal date for Flex 1 (you will not be allowed to take 1302 in flex 2)

**Week 7 Mar 2-6**
No journals due this week
**Mar 6:** Persuasive essay due by 11:59pm

**Week 8 Mar 9-12**
No journals due this week
**Mar 12:** *Spare Parts* Essay due 11:59pm

**DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE**
The instructor reserves the right to amend this syllabus as necessary.