ENGLISH 1301
Section 63314
(Revised January 23, 2020)

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First Day of Class: Friday, January 24, 2020
Last Day to Withdraw from the Course with a “W”: April 16, 2020
Last Day of Class: May 15, 2020

I. COURSE DESCRIPTION
ENGL 1301 (Composition I) is an Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. The course emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style and focuses on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Note: The pre-requisite for ENGL 1301 is “Reading/Writing met.” ENGL 1301 is a pre-requisite for all 2000-level literature courses.

II. 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.

III. CORE OBJECTIVES
• Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
• Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
• Personal Responsibility Skills – to include the ability to connect choices, actions and consequences to ethical decision-making

IV. TEXTBOOKS AND MATERIALS
There is no required textbook for this course. If you have purchased one from the Mountain View College Bookstore, you should return it immediately for a refund.
Your instructor will distribute printed instructional handouts throughout the semester that are related to your learning and the completion of assignments. These are also posted in the eCampus course website.

Additionally, you should bring one or two thumb (flash) drives for use in class to save drafts of writing that we will compose occasionally in the classroom.

Also, you will need to purchase 100-item Scantron E-882 sheets for the Diagnostic and Sentence Grammar Exercises. Wait for instructions in class before you purchase these items.

*Online Learning Resources for this Course:*
You will find helpful information on an external website prepared specifically for our course. To access your course resources outside of eCampus, click on the following link:

http://www.distancelearningassociates.org/eng1301/1301.HTM

**V. HYBRID COURSE SCHEDULING, CLASS ATTENDANCE, AND WITHDRAWAL**
As a hybrid course—a combination of both face-to-face and online instruction—we meet for instruction once each week. During each class session you will receive instruction in writing. However, these sessions represent only half of the required hours of instruction for the course. You are responsible for accessing the online components for the course developed especially for hybrid sections. Your instructor will identify the online resources each week for your additional study outside of class.

Because of the hybrid nature, you are expected to attend each class session and for the full hour and thirty minute period to be counted present. If you know now that you cannot meet these requirements, you should consider withdrawing.

*If you miss more than three classes, I will not pass you in the course! The deadline for withdrawal with a "W" this semester is April 16, 2020.*

**VI. INSTITUTIONAL POLICIES**
Institutional Policies relating to this course can be accessed from the following link: www.mountainviewcollege.edu/syllabipolicies

**VII. UNITS OF STUDY**
Our course has five units of study:

1) The Writing Process
2) Descriptive Writing
3) The Analytical Paragraph
4) Introductions and Conclusions

Assignments listed below address writing principles introduced in each of these units.

**Announcing special help available for this course!**

To help you improve your writing skills, this course includes a number of written assignments addressing subjects specifically related to your course objectives and its content. During the development of your papers, you may receive assistance from one or a combination of the following resources:

1) instructor feedback on early drafts,

2) guided peer reviews of your compositions at various stages of development, and/or

3) guidance from a Writing Specialist in the MVC Academic Center for Writing (W114).

Additionally, you may receive feedback through use of the **MVC Writing Rubric** that will indicate both the strengths of your writing as well as areas that need attention.

**VIII. COURSE ASSIGNMENTS**

The assignments and their due dates are listed below:

1) **The Diagnostic Essay due Friday, January 31**

2) **The Diagnostic Sentence Grammar Exercise (due Friday, February 7)**

3) **The Active Reading Exercise – “Some Words About the Writing Process” Analysis (due Friday, March 6)**

4) **The Writing Process Essay research copies (due Friday, March 13)**

5) **The Writing Process Essay (due Friday, March 27)**

6) **The 100-Item Descriptive Catalog (due Friday, April 10)**
7) The Linear Descriptive Paragraph, the Revision of the Linear Descriptive Paragraph, the Emotional Descriptive Paragraph, and the Wordiness Exercise (due Friday, April 17)

8) The Process Analysis Essay (due Friday, April 24)

9) The Comparison/Contrast Essay (due Friday, May 1)

10) The (optional) Honors Project Essay, the Single-Source Argument Essay, the Final Exam, and the Sentence Grammar Test (due Friday, May 15)

Note: The “A-Honors” Project is optional. You will complete this project if and only if you wish to work for a grade of “A-Honors” in the course. To be eligible for “Honors” credit, you must have a final course average of “89+.” See your instructor for directions and examples of past honors essays. (Due Friday, May 15)

Additional requirements:
Complete the Diagnostic Sentence Grammar Exercises (see the instructions distributed in class.)

These dates are the official due dates. Ignore references to any other dates found on the website or any other course-related materials. These dates may be subject to changes. Any changes will be posted on our eCampus website “Announcements.”

The A-Honors Project
The A-Honors project is a the completion of an essay that you submit for publication in either one of the Mountain View College Quality Enhancement Plan publications or in a digital or print source outside the campus. Your instructor will assist you in the drafting of the essay by providing interventions during the development of the composition. A final copy is due on the last class day. If you are interested in pursuing honors in our course, you need to speak with your instructor in the first week of the semester.

The Diagnostic Sentence Grammar Exercises
To help you to address any problems with the basics of sentence grammar and related issues, you will be assigned outside exercises on an individual basis. The completion of the “Diagnostic Exercise” and the related support exercises constitute a major grade in the course.
IX. THE WEEKLY SCHEDULE FOR THE COURSE

Week 1 (January 24)
Welcome and distribution of course materials.
Review the course syllabus.
Introduce the Diagnostic Essay and the Sentence Grammar Diagnostic Exercise.
Introduce “Expository Paragraph Patterns”

Assignment: Complete the Diagnostic Essay. Purchase a “882-E” Scantron for completing the “Sentence Diagnostic Exercise.”

Week 2 (February 7)
Submit the Diagnostic Essay.
Complete the Sentence Grammar Diagnostic Exercise.
Introduce “The Organization of Main Ideas” and “Primary and Secondary Development in Paragraphs.”

Assignment: Collect information from college sources related to your MVC topic. Print out or photocopy the first page of any website or printed materials that you use.

Week 3 (February 14) – No class meeting

Week 4 (February 21) – No class meeting

Week 5 (February 28)
Submit the three print resources for the “Writing Process Essay.”
Return the “Diagnostic Essay” and the 50-Item Sentence Grammar Test Scantron and student profile sheet.
Begin the in-class exercises on “The Writing Process Essay”

Assignment: None.

Week 6 (March 6)
Introduce introductory and concluding paragraphs.
Introduce the analytical paragraph.

Assignment: Complete the “Writing Process Essay.”

Week 7 (March 13)
Submit the “Writing Process Essay” (two drafts—the edited typed copy and the final copy).
Introduce “Tips for Active Reading.”
Assignment: Complete the active reading assignment, “Some Words About the Writing Process.”

**Week 8 (March 20) – Spring Break (no class)**

**Week 9 (March 27)**
Return the “Writing Process” essays.
Distribute and discuss the instructions for the second submission of the “Writing Process Essay.”
Submit the active reading assignment, “Some Words About the Writing Process.”
Review “Some Words About the Writing Process.”

Assignment: None.

**Week 10 (April 3)**
Return the Writing Process essays.
Introduce descriptive writing.
Complete in-class the 100-item descriptive catalog.

Assignment: If unfinished during the class session, then complete the 100-item descriptive catalog.

**Week 11 (April 10)**
Submit the 100-item descriptive catalog.
Complete in class the “Wordiness Exercise.”
Introduce The Wordiness Exercise, The Linear Descriptive Paragraph, The Revision of the Linear Descriptive Paragraph, and The Emotional Descriptive Paragraph.

Assignment: Complete The Wordiness Exercise, The Linear Descriptive Paragraph, The Revision of the Linear Descriptive Paragraph, and The Emotional Descriptive Paragraph.

**Week 12 (April 17)**
Submit The Wordiness Exercise, The Linear Descriptive Paragraph, The Revision of the Linear Descriptive Paragraph, and The Emotional Descriptive Paragraph.
Introduce process analysis.
Discuss the sample student examples of process analysis.

Assignment: Complete the Process Analysis essay.

**Week 13 (April 24)**
Submit the Process Analysis essay.
Introduce Comparison/Contrast.
Review the sample essay, “Grant and Lee: A Study in Contrast.”
Deliver the assignment and review the topics and sources.

Assignment: Complete “The Comparison/Contrast Essay.” Submit a copy on the “Assignments” tab for the comparison/contrast essay in the eCampus gradebook.

Week 14 (May 1)
Submit The Comparison/Contrast Essay.
Introduce argumentation and the single-source argumentative essay.

Assignment: None.

Week 15 (May 8)
Review examples of argumentative essays, “What Our Educational System Needs is More F’s” and “Why the F-Dog Won't Hunt.”

Assignment: Complete The Single-Source Argumentative Essay. Review for the Final Exam. Bring to class a E-882 Scantron instrument to class for the final exam period.

Week 16 (May 15)
Complete the Final Exam and the Sentence Grammar Test.
Note: No work will be accepted after the final examination class period for the current semester.

X: EVALUATION PROCEDURES

The Grade Distribution
89+ - 100 – A
79+ - 89 – B
69+ - 79 – C
59+ - 69 – D
Below 60 – F

The Grading System
Your grade will be determined by an average of the grades assigned for the weighted categories below:
Essays – 50%
Sentence Grammar Test and the Final Exam – 30%
Exercises – 20%
XI. PREPARATION AND SUBMISSION OF ASSIGNMENTS

All assignments completed outside of class must be composed on a computer and printed out. Each assignment requires two copies:

**Copy 1:** Print out a copy of the completed paper. Using a pen (not a pencil!), edit your paper and make changes to improve it (correct mistakes, revise sentences, re-organize paragraphs, etc.) I must see significant changes on this copy!

After you have edited and revised this copy, return to the computer and make the changes in your saved file.

Take your edited copy to the Academic Center for Writing for suggestions to improve it. The writing specialist who reviews your paper will give you a receipt indicating what you have reviewed and any recommendations. That receipt is worth five extra points on the first grade assigned to the paper.

**Copy 2:** Print out the final copy and staple it on the top of the edited printed copy.

**Note:** I will return unread any papers submitted without a significantly improved edited copy attached. I will post an initial grade of “60” in the gradebook in eCampus and will change it only after you have completed an edited copy and a new final draft.

**Typing Protocols for Final Copies**

1) In the upper left corner of the first page of each assignment compose a four-line heading including 1) your first and last name, 2) the course and section number, 3) the date, and 4) the name of the assignment (different from the title of the paper which should relate to the subject, not the assignment). Note: You do not need to compose a formal cover page for each exercise.

2) Submit all work on 8 ½ “x 11” white paper.

3) Use the default margins for Microsoft Word.

4) Use 12 point font size, a common font, and left alignment.

5) Follow the assigned protocols for *The MLA Style Sheet*.

6) Include a formal “Works Cited” page for assignments that use outside sources.

**Make up work:**

Students must make every effort to complete the assignments as assigned throughout the course. Students failing to complete an assignment on time are still responsible for completing the assigned work as outlined in the course
manual. In other words, late work is accepted. However, no work, including assignments, will be accepted after the final exam week.

Resubmission Policy
You learn how to write by writing; you learn how to write better through revisions. To that end, you may revise any assignment as many times as you wish, as long as it was submitted on time initially! I will grade late work only once! Late work will not be accepted more than two class periods after the assigned due date. Late work submitted within the first week after the assigned date will receive a 10-point penalty. Late work submitted on the second class period after the due date will receive a 20 point penalty. I will grade each resubmission and replace the original grade in the eCampus gradebook with the new grade.

XII. PLAGIARISM AND ACADEMIC INTEGRITY
Scholastic dishonesty constitutes a violation of the DCCCD Student Code of Conduct, and is punishable as prescribed by DCCC Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

Students are expected to complete all assignments on their own and, unless otherwise instructed, independently from outside help in drafting and revising each composition. Plagiarism—the use of another’s work or ideas as your own—on any exercise will result in an automatic failure of the exercise. Flagrant plagiarism—the intentional copying and use of substantial amounts of someone else’s work without appropriate citations and documentation—will result in an automatic grade of “0” on the assignment and possibly failure in the course.

Note: Your instructor uses special software designed to identify texts copied from Internet resources and their Internet addresses.

XIII. EVALUATION STANDARDS FOR WRITTEN PAPERS
Grades on written work range from A to F and assess both content and form. The following criteria serve as qualitative standards by which your instructor will grade your papers and evaluate your writing.

A  The A paper states and develops its central ideas with originality. Its ideas are clear, logical, and thought-provoking; it contains all of the following positive qualities:
1) Substance; something to say; original ideas
2) Concentration on a main purpose, with appropriate development and firm support; clear overall organization
3) Thorough paragraph development
4) Varied and effective sentence construction
5) Careful choice of effective words and phrases
6) Freedom from distracting errors in spelling, punctuation and grammar

7) Effective attention to audience interests

B The B paper clearly, logically, and adequately states its central purpose. It is comparatively free of usage errors. Although the B paper indicates competence and is responsive to audience interest, it lacks originality of thought and style that characterizes the A paper.

C The average paper will receive a grade of C. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids serious usage errors and may, in fact, have few correction marks on it, but it lacks vigor of thought and expression that would entitle it to an above average-grade. Audience interest is not effectively addressed.

D The grade of D indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain errors in the use of English and fail to present a central idea, to develop it adequately, or to address the interests of a specific audience. With more careful proofreading and fuller development, many D papers might earn at least a C grade.

F The grade of F usually indicates failure to state and develop a main idea, as well as failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. An F essay is characterized by one or more of the following weaknesses: (1) inadequate ideas and details; (2) inadequate paragraph organization; (3) poorly constructed sentences; (4) ineffective word choice; and (5) serious errors in usage, grammar, punctuation, and spelling.

Note: The instructor reserves the right to modify the syllabus to update it or to correct errors that conflict with institutional policy changes. If revisions occur, the instructor will notify students by email and post the copy of the revised syllabus on the course eCampus website.

Revised: January 13, 2020
ENGLISH 1301 Acknowledgement Form

Read this statement, sign it, and submit it to your instructor.

“I have read the syllabus for ENGL 1301 and understand the policies, grading system, and plagiarism statement and other principles included.

I understand that plagiarism will result in a grade of “0/Failure” without an opportunity for revision of the offended assignment and, that given the grading system for this course, may result in failure in this course.

I understand that learning is an active process for which I am personally responsible and that I should consult with my instructor if I fail to understand assignments or instructions.”

________________________________  ______________________________
Signed Full Name                  Printed Full Name

_________________________
Date

Last modified: January 13, 2020