Composition I Syllabus
Mountain View College

Instructor Information
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Office Location: Online
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Division Office and Phone: ARCO 214-860-8830

Course Information
Course Title: College Writing I
Course Number: ENGL 1301
Section Number: 63804 / 83805
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: Online/Remote
Certification Date: 2/3/20
Last Day to Withdraw: 4/16/2020

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: Demonstrate knowledge of individual and collaborative writing processes. Develop ideas with appropriate support and attribution. Write in a style appropriate to audience and purpose. Read, reflect, and respond critically to a variety of texts. 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

1. Access to Black Board Handouts
2. A Google Docs Account
3. Access to Turnitin.com (all essays are submitted through this website)

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.
Communication Plans:

I will respond to all student emails in one day, M-F 8 AM – 5 PM. If emails sent on the weekend or after hours, a student’s email might take up to two days before being responded to. I can be reached at the above email. Due to FERPA, I can only respond to student emails and discuss student grades, login issues or anything else with the student. They are their own advocate when it comes to this class.

Attendance Policy:

See course attendance commitment attached. Attendance is a necessity, if you wish to both participate in class discuss and hope to pass the overall class. A vast majority of works completed during the week accounts for the weekly attendance. If 90% of work is not complete, student will be considered absent for the week.

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.

Assignment and Formatting:

Assignments must be formatted as follows when submitted:
1” margins all around
Double Spaced
Times New Roman, 12 fonts.
A header: Name
Engl. (class and section number)
Burns
Day Month Year

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 3</td>
<td>25%</td>
</tr>
<tr>
<td>Assignments</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Philosopher Responses</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>9%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>8%</td>
</tr>
<tr>
<td>Blogs</td>
<td>8%</td>
</tr>
</tbody>
</table>

**TOTAL: 100%**

**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**

**Quizzes:** The reading quizzes each have 5 multiple-choice questions (usually). You must answer within a 30-minute time-limit.

**Essay 1:** A personal narrative that focuses on a person you have never met, who has affected you life. Tone, organization and pacing will be looked at specifically here.

**Essay 2:** Compare/Contrast paper dealing with the different philosophers’ arguments that have been discussed throughout the first six weeks of the semester.

**Essay 3:** A research based argument, that deals with an ethical issue.

**Peer Reviews:** Typed rough draft of your paper, which will be submitted to a Wiki, and edited by peers within your class.
Philosopher Responses: Short, reader response to four different philosophers that we’ve read (and discussed) throughout the semester. Student gets to pick the philosophers from our readings.

Late Work Policy

*No Late Work is accepted. No Exceptions. If you have a school-related activity, work must be turned in early.*

Work must be turned in the week it is due (though it can be turned in slightly early). Work is turned in the week it is due, not the week it is presented. For example, there will be a place to turn in the assignment for Essay 1 in week 5, though it is introduced in week 1. Now, speaking of weekly assignments, more often than not, regular assignments are due on that week’s Friday. Essays and such are due on specific days, usually a Monday.

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. [Mountain View Institutional Policies](http://www.mountainviewcollege.edu/syllabipolicies)

Course Schedule

DAILY CALENDAR:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td>M – Course Introduction W – Go Over Prompt 1 / Tips for Active Reading F – King Reading</td>
<td>Martin Luther King</td>
<td>Short Response Prompt Prompt Essay #1</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Author</td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>
| 2    | 1/27 | M – Common Place Beliefs  
W – Thoreau.  
F – Peer Review | Thoreau |
| 3    | 2/3  | M – Types of Paragraphs & Tips for active reading  
W – Cicero  
F – Peer Review | Cicero |
| 4    | 2/10 | M – Using examples in your Essay  
W– Nietzsche  
F – Peer Review | Nietzsche |
| 5    | 2/17 | M – **COMPARISON / CONTRAST**  
Compares / Contrasts similar / different features / objects;  
Distinguishes two subjects considering both; Evaluates.  
W– Machiavelli  
F – Using Quotes to Support your argument | Machiavelli, ESSAY 1 DUE 2/17 Prompt 2 |
| 6    | 2/24 | M – Rawls  
W– Work on Paper  
F– Peer Review | Rawls |
| 7    | 3/2  | M – Work on Paper  
W – Crime  
F– Peer Review | Handout - Crime |
| 8    | 3/9  | M– Development/Research / Plagiarism / Works Cited  
W– Plato  
F– Peer Review | Plato |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/16</td>
<td>SPRING BREAK!!!</td>
<td></td>
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</tbody>
</table>
| 3/23  | M– Doing Research / Organizing the paper  
W– Research In Text Citations  
Prompt 3 |
| 3/30  | M– Argumentative Planning  
W– Pinker  
F– Peer Review | Pinker |
W– Stephen King  
F– Peer Review | Stephen King |
| 4/13  | M - Blog  
W – Work on Papers |                              |
| 4/20  | M – Turn in Short Responses  
W– Ardent  
F– Peer Review | Ardent  
Short Responses Due 4/20 |
| 4/27  | M – Peer Review  
F-Paper is Due | Essay 3 Due 5/1 |
| 5/4   | Nothing is due this week. |                              |
Nothing is Due this week.

*All Handouts are on Black Board in our class under the file marked handouts.  
*This syllabus is not a binding contract.  All dates are subject to change.  The best way to find out about those changes is to show up to class.  Students are responsible for knowing new dates, regardless of their attendance in class.  
*All activities for the week can be found under Lessons in Black Board

**Tips for Student Success**

Use the full amount of time allotted for each assignment and do not procrastinate. I do not teach a “blow-off” class. Any course, freshman or higher, “general ed” or major, should be approached with diligence and urgency. It is extremely easy to keep up with this class, but if you fall behind for whatever reason, legitimate or irresponsible, and do not make an effort to catch up quickly, it will be difficult to keep up. The major assignments make sense only when completed in order.

Approach the course with an open mind and a willingness to learn. College education is much more than job training; it implies a certain intellectual growth and standard beyond the sheer pragmatics of any career field. The critical thinking skills fostered in ENGL 1301 are paramount to social and cultural life, especially in an environment that is increasingly anti-intellectual and irrational. In other words, this is not a meaningless hoop to jump through.

Make a consistent, genuine effort and you will find me easygoing and accommodating. I understand that most of you are responsible for more than just school; thus, I am happy to work things out. However, these other responsibilities are not an excuse for a lack of effort. Habitual skipping, late or missing assignments, ignorance of or ignoring instructions, notes, due dates, or comments, or contempt for the class or education will be met with equal apathy on my end.

1/17/20 Version