Instructor Information
Name: Ivan Dole (Professor Dole)
DCCCD Email: idole@dcccd.edu
Office Phone: 972.273.3076 (email is the best way to contact me)
Office Location: A-375
Office Hours: TBA (often by appointment)
Division Office and Phone: Liberal Art Division- 972-273-3480

Course Information
Course Title: Composition I
Course Number: ENGL 1301
Section Number: 73504
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: MW 5:45-7:05 in K-310
Certification Date: 2/3
Last Day to Withdraw: 4/16

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.

Coordinating Board Academic Approval Number 2313015112

Student Learning Outcomes
All essays in this course comply with the three learning outcomes from the Texas Higher Education Coordinating Board (THECB):
1. Participate in a group activity that requires research, data collection, and written reflection, using the departmental assignment and/or a professor-approved list of tasks and questions. Students will demonstrate 75% proficiency. [P.L. 1, 2, 3, 4; C.L. 1 2, 3, 4, 5]

2. Complete a visual interpretation, analysis, or synthesis project in standard written American English. Specific occasion, audience, and purpose are clearly outlined. Students will demonstrate 75% proficiency as measured by the Visual Communication Rubric. [P.L. 1, 2; C.L. 1, 2, 3, 4, 5]

3. Compose multiple drafts before submitting a developed research-based argument essay using proper research and substantiation. Research is delivered in standard written American English. Specific occasion, audience, and purpose are clearly outlined. Students will demonstrate 75% proficiency as measured by the English Research Rubric. [P.L. 1, 2, 4; C.L. 1, 2, 3, 4, 5]

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. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

4. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

Required Course Materials (1 textbook; 2 novels)

The textbook is being provided to you free of charge in digital format


A second novel will be required after midterm. Your choice will be a banned book and can be taken from these links: [Banned and Challenged Books]*

* Your book choice should be a book you have NOT read before and it cannot be taken from the "Children's Book" list (unless that book is also categorized as "Young Adult")
You will need to confirm your book choice with me by week 9 (see the Novel tab in our eCampus class for more info on the two novels)


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.

Since English 1301 is a composition course, students are expected to write on a regular basis. In most cases, they will submit some written work each week. In addition to exercises and quizzes that some professors may require, students will write at least six essays, which includes a visual analysis, research-based argument, mid-term and final with a specific purpose (expressive, informative, or persuasive), occasion, and audience. These essays will be at least 500-700 words or two to three typed or word-processed pages. The professor will determine the specifics. Students will practice specific rhetorical techniques such as description/narration, definition, classification, cause/effect, comparison/contrast, and process. They will also demonstrate a working knowledge of the MLA (Modern Language Association) guidelines for research papers.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points (or Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay One (Literacy Narrative)</strong></td>
<td>Week 4</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Essay Two (Cause &amp; Effect)</strong></td>
<td>Week 7</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Midterm Essay (Literacy analysis)</strong></td>
<td>Week 8 or 9</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Essay Three (Visual Analysis)</strong></td>
<td>Week 12</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Essay Four (Argument)</strong></td>
<td>Week 15</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Final Exam Essay (Reflective)</strong></td>
<td>Week 16</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Participation, Foundation Work, Discussion Boards, and Daily Work</strong></td>
<td>Daily</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment Name</td>
<td>Description</td>
<td>Required Readings</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reading Analysis</td>
<td>UNIT 1: Literacy Narrative</td>
<td>Sherman Alexie’s Narrative</td>
</tr>
<tr>
<td>Essay One</td>
<td>UNIT 1: Literacy Narrative</td>
<td>See Instruction Sheet</td>
</tr>
<tr>
<td>APP+R Summary and Analysis</td>
<td>UNIT 2: Cause/Effect</td>
<td>APP+R of “This I Believe” essays</td>
</tr>
<tr>
<td>Essay Two</td>
<td>UNIT 2: Cause/Effect</td>
<td>See Instruction Sheet</td>
</tr>
<tr>
<td>Midterm &amp; Novel 2 choice</td>
<td>Midterm will be over an unannounced topic</td>
<td><em>The Absolutely True Diary of a Part-Time Indian</em> Choose second novel and submit reasons</td>
</tr>
<tr>
<td>Essay three</td>
<td>UNIT 3: Visual Analysis</td>
<td>See Instruction Sheet</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>UNIT 4: Argumentation</td>
<td>One academic journal chosen from NLC databases.</td>
</tr>
<tr>
<td>Essay Four</td>
<td>UNIT 4: Argumentation</td>
<td>Novel 1 and 2</td>
</tr>
<tr>
<td>Final</td>
<td>Final will be over an unannounced topic</td>
<td>Reflective over entire course</td>
</tr>
</tbody>
</table>

### The grade earned in this course is calculated from these areas:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, class assignments, and additional essay and/or participation (including research group activity)</td>
<td>20%</td>
</tr>
<tr>
<td>Four essays (including visual analysis and argument)</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm and Final Exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Final Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

A grade of **C** or higher is required to earn a degree from North Lake College.
Institutional Policies

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

Academic Success Center (ASC)

The Academic Success Center (located at the lower level of the library) cultivates student success and supports instruction in an inclusive environment where students are encouraged and empowered to achieve excellence. Comprised of the Blazer Computer Lounge, ELP Language Lab, Writing Center, and Online Writing Lab (OWL), the ASC has a variety of services designed to help students improve their writing, reading and language skills.

Blazer Computer Lounge (L-134)

With 12 computers and WiFi Internet access, the lounge is available to students and community members who are working on academic or personal projects individually or in groups.

Writing Center (L-132)

Writing Center services are available to all North Lake students and members of the community, not just those enrolled in English classes. Users can be assisted with class assignments, college application essays, personal statements and other documents. The Writing Center also offers free Grammar Clinic classes. Tutors are skilled writing specialists who can help students:

- Clarify their writing tasks
- Develop and organize their papers
- Explore revision options
- Detect grammar and punctuation errors
- Properly document sources

In addition to Central Campus hours, writing tutors are also available at the North Campus in their Learning Resource Center, Tuesday – Thursday from 10:00 a.m. to 2:00 p.m.

Online Writing Lab

A service of the North Lake Writing Center, the Online Writing Lab, or OWL, provides assistance to students, faculty, and staff at every stage of the writing process. OWL allows busy users to submit papers to our writing tutors electronically and get feedback within 48 - 72 hours. This service expands North Lake's reach and provides flexibility and accessibility to those who find it difficult to meet with a tutor face-to-face. Visit the Online Writing Lab website for more information.
For more information, the Academic Success Center can be reached by phone at (972) 860-3927.

Department of English Policies for Student Success

Attendance Policy

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. Check Appendix A for your professor’s policy because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

Policy on Late Papers

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. Check Appendix A for your professor’s policies on accepting late papers.

Academic Integrity

Throughout this course, you will pursue your studies with integrity and honesty; this means you will provide the appropriate credit for any words, thoughts, ideas, and data that are not your own. Plagiarism includes the following:

- Failure to cite the source of any material borrowed from an outside source properly, including failure to use quotation marks, paraphrases, and bibliographic information.
- Submitting any assignment that you did not write for this class without consulting your instructor (this includes assignments written for another class, essays purchased online or written by someone else).

If you are caught plagiarizing, you will receive a zero, but for any subsequent incidents, you will fail the course and be reported to the dean.

Early Progress Reporting

Starting in Fall 2018, students will receive an electronic progress report for all courses 5 weeks or longer. Students can access their progress report in eConnect. NOTE: These reports are not final grades; it is students’ responsibility to monitor their grades in eCampus and contact their professor if they have any questions regarding grades.
Reporting Schedule

- Students in courses 15 weeks or longer will have TWO student progress reports. The first report will be between weeks 5 and 6 and the second will be between weeks 9 and 10.
- Students in courses 5 weeks to 14 weeks long (including 8-week courses) will have ONE student progress report near the midpoint of the course.

Student Responsibilities

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (L-132) or meet with your professor when you need help or when you are directed to do so by your professor.

Classroom Etiquette

1. Follow your professor’s rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. In short, treat your classmates and professor with respect.

End of the Semester Guidelines

Please remember all of your assignment expectations (page length and content) as well as submitting assignments are important in shaping your final grade. Your professor will grade each of your assignments accordingly. Once all assignments are graded, your instructor will view your overall average for your final grade. Remember, obtaining the highest grade coincides with fulfilling all of your assignment's expectations. Please know that requesting additional points, “bumping up your grade” or asking for a specific grade is against any instructor’s professionalism, integrity, and morality.

Your professor will use and provide Learning Activities customized for your course.

Appendix A: Professor’s Instructional Policies

Technology Connectivity Issues are NOT an Excuse
Please note that eCampus connection or Turnitin.com connection issues are NOT an excuse for late papers. If you are unable to connect to eCampus or Turnitin.com and upload an
assignment, send me an email and a copy of the assignment to my email address: idole@dcccd.edu as proof that you attempted to post the assignment on time.

In the email, you must tell me that you were unable to connect to the eCampus system or the Turnitin.com system, and you MUST show verification that you contacted the eCampus Help Desk for assistance (eCampus Help Line: 9726696402 or 18663747169) or the Turnitin assistance line.

You must then upload the assignment as soon as the system is once again available.

NOTE: Send assignments to my email ONLY if eCampus is down and you have attempted to contact the Help Desk for verification that the system was unavailable. I will NOT grade an assignment that comes to my email. It must be posted in the appropriate program to count for grading purposes.

**Participation**

Your attendance and participation is required in my class every class period. Missing class periods or being unprepared, and therefore unable to participate, will be detrimental to your overall score in the course. 10 points from your attendance grade will be deducted for each absence; 5 points are deducted for each tardy.

**Policy on Late Papers (submissions and word limit)**

*I DO NOT TAKE LATE WORK.* Assignments are due on the date and time shown in the syllabus or discussed in class, unless otherwise specified. Any potential exceptions to this policy must be discussed prior to a due date.

Any papers short the required length will be deducted 1 point per line short (see instruction sheet in eCampus for each specific essay assignment).

**Communication**

Officially, Emails requiring assistance will be returned within 48 hours during the work week (Monday after 8 a.m. through Friday at 5 p.m.) and will be returned within 72 hours over the weekends, starting at 5 pm on Friday.

However, I generally respond to emails within **24 hours** on M-F and often the same day. If you have not received a response, please confirm the correct email address (idole@dcccd.edu) and resend your email. Sometimes emails get lost in cyberspace or overlooked or forgotten in my inbox.
On weekends, I may need 48 hours to respond, though I often reply sooner. Please do not leave questions until last minute. Your procrastination is not an emergency for me. Also, please use the references in our course. For example, you can look up due dates just as easily as I can.

**Graded Essay Turnaround**

I will do my best to grade submitted work within 2 weeks of submission date or communicate to you regarding any delays. Be aware, grading can be tedious and take time and effort. I take grading seriously and work to be effective in order to help you understand what you are doing well and what you may need to improve upon.

**Academic Dishonesty Policy**

I adhere to the NLC policy:

- First offense warrants a grade of zero on any plagiarized assignment, and your name will be entered on a plagiarizing student database.
- Second offense warrants an automatic failing grade in the course. Record of your offense and course expulsion will be recorded in your academic record.
- Please note that any offense of plagiarism can warrant suspension from the college.

Additionally, I require all of your learning artifacts to be authentic, original, and specific to my class content and curriculum. I do not recognize “double dipping” or “paper swapping” or “paper recycling” as legitimate methods for gaining an education. This means I will not accept papers written previously, submitted to other professors, written for other classes, and/or written by anyone other than you, the student attending my class.

**Email and Netiquette (Internet Etiquette)**

All emails and internet correspondence should follow all grammatical rules and the appropriate punctuation. You should avoid any text messaging jargon, symbols, or intense colors. Make sure you provide a brief heading in the subject area, a message in the comment area, your name, and the course/section that you are a part of. Before you send out any correspondence to me or anyone else in the class, make sure you think before you send.

**After Hours E-mail Communication**

I often do not check emails after 9 p.m. on weekdays and not at all on weekends unless an essay is due. I am unavailable on holidays. Please keep this in mind and do not wait until the last minute to contact me regarding questions about assignments, essays, or any other matters that may need immediate assistance.

**Bonus Opportunities**
Rare or never. “Extra credit” is built into your grade through attendance, participation, and daily work. Any exceptions will be activities or assignments relevant to the course learning objectives. I do not give extra credit to replace an expected graded assignment.