ENGL 1301 – Composition 1

Instructor Information
Professor: Dr. Miguel Marrero
Office: B222 (Bonham Hall)
Office hours: Virtual: 6:00 p.m. – 7:00 p.m. Monday through Friday
Campus: 3:00 p.m. - 4:00 p.m. Tuesday and Thursday
Office Phone: 972-238-6997 (It is best to communicate through Email since I check it daily)/
Email: miguelm@dccc.edu

Course Information
Course: English 1301
Section: 82489
Room: INET
Term: Spring 2020 (Winter Term)

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.

DCCCD Catalog Information
ENGL 1301 - Composition 1 (3 Lec.)
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD. Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement. Coordinating Board Academic Approval Number 2313015112.

ENGL 1301 Learning Outcomes
Upon successful completion of this course, students will be able to do the following:
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.
Course Materials
You need access to a computer. If you don’t own a computer, please use the computers in the campus computer labs or your local library. There also computers in the English Corner at Richland College.
Note: You should make arrangements for backups in case you have problems with your computer.

Assignments
You will find all your assignments on ECampus.
NOT: Please do not Email your assignments. I will not grade assignments that are Emailed.

Late Policy
Late assignment postings are not accepted for a grade. There are no exceptions to this rule. Please make sure you allow enough time to complete your assignments on time.

Course Outline
This course has five units. To access each unit, go to the eCampus page for this course, select the left course menu called “Lessons—Assignments,” and begin going through the units. This is not a self-paced course; all of the assignments have due dates, which are outlined in the assignment calendar located on the eCampus course page. Along with the syllabus, be sure to read or view the course orientation, which provides details about completing the assignments. Here is a basic outline of the units and the assignments in each unit:

Unit 1: Yourself as a Writer
This unit lays the groundwork for the reading and writing skills that will be developed throughout the course.
- Discussion Board 1.1
- Writer's Notebook 1.1
- Writer's Notebook 1.2
- Quiz 1.1
- Group interaction 1.1
- Grammar lesson 1.1

Unit 2: How We Use Language
In this unit, we will begin examining our use of language in different contexts. We will learn how voice, audience and purpose influence the way we speak and write to one another.
- Discussion Board 2.1
- Writer's Notebook 2.1
- Writer's Notebook 2.2
- Quiz 2.1
- Group interaction 2.1
- Grammar lesson 2.1
Unit 3: Analysis
This unit is an introduction to a skill we refer to as analysis. Analysis means breaking a subject or text down into its constituent parts so that one can understand how it functions or creates meaning. The “texts” that we will focus on in this unit will be visual texts.

- Writer's Notebook 3.1
- Discussion Board 3.1
- Writer's Notebook 3.2
- Quiz 3.1
- Group interaction (peer review) 3.1
- Grammar lesson 3.1
- Major Essay - Visual Analysis

Unit 4: Joining the Conversation
In this unit, you will practice reading and responding to the writing of others with a focus on summarizing, quoting and paraphrasing.

- Writer's Notebook 4.1
- Writer's Notebook 4.2
- Discussion Board 4.1
- Quiz 4.1
- Group interaction (peer review) 4.1
- Grammar lesson 4.1
- Major Essay - Summary / Response

Unit 5: Introduction to Research & Argument
In the final unit of the course, you will learn how to write an argumentative research essay. You will practice how to conduct research, evaluate sources, integrate quotations, and make arguments.

- Discussion Board 5.1
- Writer's Notebook 5.1
- Writer's Notebook 5.2
- Quiz 5.1
- Group interaction (peer review) 5.1
- Grammar lesson 5.1
- Major Essay – Argument

Grading
[Please provide your specific grading scale and legend. Note that this is just a sample, based on a 100% scale. You might have more or fewer specific assignments or categories; you might weigh items differently; or you might use a point scale]

Major papers (3 papers, including drafts, @ 20% each), 60%
Homework Assignments, 40%
Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or less

Netiquette
Discussion Board responses, emails, and all other correspondence among faculty and students enrolled in this class are expected to conform to the level of conduct that would be expected in a regular classroom. Students should feel free to express disagreement with the instructor and other students, but it must be done in a manner which is not verbally abusive, threatening, or harassing. Communication among students is encouraged, but must end if one of the parties requests that it be terminated. Students will not send unsolicited email espousing a cause, religion, or activity to other class participants and will not add other class participants to any listservs or other entity which distributes unwanted email or material.

Violation of these guidelines may result in disciplinary action against the offending student. This action can include termination of the student's participation in the class and a grade of "F."

Here are the core rules for communication with me and with each other for the duration of this course:

Remember there's a person behind every message. It is very easy to forget, as all we see is a computer screen. We don't see facial expressions, gestures, or hear intonation of voice. All we have are words, and if words are not well-chosen, they are easy to misinterpret. Words that ARE well-chosen are often easy to misinterpret too. Remember that, just as you have feelings, each human being out there in cyberspace has feelings as well. Give people the benefit of the doubt if you are the one reading their writing, and if you are the one writing, remember the feelings of others and take the time to construct your sentences as clearly as possible.

Sarcasm does not translate well in cyberspace. Cyberspace is more literal than a face-to-face conversation. For example, a phrase like "Yeah, I really believe that is true," can have the exact opposite meaning if you hear the person's delivery, see their body language, and observe their facial expressions in face-to-face conversation, but as just words on a page, it comes across literally, not figuratively. Again, make sure you say what you mean, and provide as few possibilities for misinterpretation as possible.

Do not type in all caps all the time. This is the online equivalent of screaming or yelling at someone.

Do not type in all lower case or use text message-like abbreviations, such as btw (by the way), or b/cuz, or lol (laughing out loud). This is a college class and college-level writing (grammar, punctuation, vocabulary, etc.) is expected.
Avoid "flaming." Flaming is when someone expresses a bold point of view, sometimes overly bold or hyper-critical, and others follow up with equally overly-critical commentary and/or personal attacks. It is not that we cannot disagree - it would be a boring world if everyone had the same opinion about everything. It is also in pointed discussions that I've been able to refine my already-held opinions or even change them completely. That's the purpose of college: to make you think, to get you to see different points of view, to make you question your beliefs or to cement them more firmly than before with facts, etc. Discussion is good, disagreement is fine, even welcome, but remember rule #1 above: there are humans with feelings involved.

Keep your comments and postings relevant. Camaraderie is good, but please do not include conversation unrelated to the subject line or course material in discussion board communiqués.

Identify yourself fully. In the subject box of every email, please type your full name, course and section number (e.g. Sue Jones. Phil 1306 sec.4221). Please include full identification of who you are when you generate or reply to an email to your instructor. This should include your full name (first and last) as well as the course you are enrolled in. It is school policy that in order to preserve student confidentiality any email that I receive without proper identification will not be responded to.

Write with civility and respect. When asking questions or making comments, do so in a respectful manner. If you are frustrated or irritated when you write the email, take a minute to reread it asking yourself if the tone is appropriate for a student-teacher interchange before clicking Send. If you're really upset, write the email in Word and copy and paste it in later when you are calm enough to give it a reading with audience in mind. Practice patience.

Copy yourself. Send a copy of each email you write to yourself so you can be sure the email went through, and so you can resend it if there is any problem.

Brevity. Keep emails brief and to the point.

Do not forward unsolicited material. Do not forward material that you send to your friends to your classmates or professor. (Note: If you send emails to everyone in your address book, they will automatically go to your professor and any student in the class who has emailed you.)

Excerpted from: http://www.albion.com/netiquette/corerules.html

Academic Honesty
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct.

[Please specify any additional information regarding your own policy on academic honesty]
Help with Writing

- **The English Corner** is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. You may also use the Corner as a study area to complete your homework. No appointment is necessary. The Corner is open from 9AM – 6PM.

- The English Corner is also available online to help you. Just click on the red Community tab after you login to eCampus. Then, click on the Online English Corner.

- **The Writing Center** is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226.

- Additional help is available online at Purdue’s Online Writing Lab (OWL).

Academic Progress

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check Advising for more details.

Obtaining Final Course Grades Using eConnect

Final Grade Reports are no longer mailed; they are available online at eConnect or by telephone at 972-613-1818. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Course Drop Date

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course. Please see the list of Important Dates on the Academic Calendar webpage at Academic Calendar.

Institutional Policies

Institutional Policies relating to this course can be accessed at Institutional Policies

Disclaimer

The instructor reserves the right to amend this syllabus as necessary.