English 1301 Syllabus
Richland College
Spring 2020

Instructor Information
Name: Professor Amy Boltrushek
DCCCD Email: ABoltrushek@dcccd.edu
Office Phone: 972-238-6040
Office Location: WH 227
Office Hours: 8:00 a.m. - 9:00 a.m. Monday-Thursday
Division Office and Phone: School of Communications, Lavaca 208
972-238-6943

Course Information
Course Title: Composition 1
Course Number: ENGL 1301
Section Number: 83400
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: I-net, Monday-Sunday, eCampus
Certification Date: February 3, 2020
Last Day to Withdraw: April 16, 2020

Co-Requisite Class
Students enrolled in this class must also be enrolled in DIRW 0315.83400.
Note: If you drop English 1301, you must also drop DIRW 0315.

Required Course Materials
No textbook is required for this section.
See DIRW 0315 Syllabus for Additional Textbook and Materials Information

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.
Course Prerequisites
Prerequisite: The successful completion of DIRW 0305 or DWRI 0305 or DREA 0305 or an appropriate TSI test score.

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.)
Coordinating Board Academic Approval Number 2313015112

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
To access the course material:
2. Select eCampus at the top, scroll down, and select "Click Here" to access courses.
3. Use your seven digit student ID number preceded with an "e" at exxxxxxx@student.dcccd.edu, look for the courses tab, select courses, and you should see a list of your courses.
4. Click on English 1301—Composition I.
5. Use the menu on the left to navigate the site.

Email is the primary means of communication in this course. To update your email:
1. Follow 1-3 above.
2. Under the “tools” box on the left, click on Personal Information.
3. Click on “Edit Personal Information.”
4. Provide a working email address in the space provided
5. Click “Submit” at the bottom of the page.

Online Courses
The instruction for this course is entirely online. You will be asked to read texts, watch video clips, listen to audio clips, participate in discussion boards, write essays, and take quizzes—all online. The lessons and instructions are on our eCampus course page, which you should check every week day for announcements and to keep up with the course material. You must have access to the minimal technological requirements (listed on the “Getting Started” page on eCampus) to complete the course requirements, which include completing and submitting assignments in Microsoft Word. You should also have some experience working on a computer, writing emails and essays, and communicating online.

Graded Work
The list below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

Summary of Graded Work
Orientation Quiz = 10 points
Discussion Board Participation (5 x 20pts) = 100 points
Writer’s Notebook (10 x 10pts) = 100 points
Essay 1- Summary Response = 100 points
Essay 2- Visual Analysis = 200 points
Essay 3 – Argument = 300 points
Group interaction (5 x 10 pts) = 50 points
Peer Review (3 x 10pts) = 60 points
Course Reflection = 10 points
Grammar Exercises = 50 points
Unit Quizzes ( 5 x 10 pts) = 50

Total points possible = 1000

Your final grade will be calculated as a percentage based upon your total points earned divided by 1000 (the total points possible):

A = 90 - 100 %
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 59% and less

Description of Graded Work

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: 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 3.1
- Writer's Notebook 3.2
- Discussion Board 3.1
- Quiz 3.1
- Grammar lesson 3.1
- Group Interaction 3.1
- Peer Review 3.1
- Major Essay - Summary / Response

Unit 4: 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 4.1
- Discussion Board 4.1
- Writer's Notebook 4.2
- Quiz 4.1
- Group Interaction 4.1
- Grammar lesson 4.1
- Peer Review 4.1
- Major Essay - Visual Analysis
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 5.1
- Peer Review 5.1
- Grammar lesson 5.1
- Major Essay – Argument

Online Participation and Your Final Grade

In order to be successful, students participate in enrolled courses. To help you meet the course objectives, this class includes regular writing assignments, group activities, and exercises. This means that being in class and on time is required. Students must participate in both the ENGL 1301 class and the DIRW 0315 class.

There is a strong correlation between class participation and college success. Your class involvement enables you to learn more actively and effectively; therefore, class participation is essential and is counted a percentage of your final grade.

If you become seriously ill and have to miss several classes, it may be best for you to reschedule the class next semester. Once you have missed four classes, please make an appointment with me so we can determine if you can successfully complete the course.

Late Work Policy

I do not accept late work except in extreme situations. Documentation of the reason for the absence may be required if I do grant permission to make up work.

Other Course Policies

Rough Drafts

Rough drafts for all major essays must be submitted in DIRW 0315. No paper will be accepted without a rough draft.

Email Policy
Any correspondence outside of class must be submitted in the following format and from a DCCCD Email Account:

If you need to create a DCCCD email account, follow this link:
http://www.dcccd.edu/SS/OnlineSvs/Pages/MSOffice.aspx

In the Subject line (type): Your Last Name, First Name -- Course Number, Section and [Purpose]. [Add your specific attendance policy]

Example: Doe, Jane—ENGL 1301.8XXX [Question about Summary/Response]

An email needs a proper salutation (e.g. “Dear Professor Smith,), and the body of the email requires the use of proper grammar, capitalization, and punctuation. I expect you to be cognizant of the language and punctuation you use.

Help with Writing

- 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.
- The Writing Center also offers online tutoring. See the information in your eCampus class.
- 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.
- Additional help is available online at Purdue’s Online Writing Lab (OWL).

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.

Richland Institutional Policies (http://www.richlandcollege.edu/syllabipolicies)

Course Schedule

Assignment Due Date Calendar

English 1301 – Composition
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21</td>
<td>Unit 1</td>
<td>Orientation Quiz</td>
<td>10</td>
</tr>
<tr>
<td>January 22</td>
<td>Unit 1</td>
<td>Discussion Board 1.1 (Initial Post)</td>
<td>20</td>
</tr>
<tr>
<td>January 24</td>
<td>Unit 1</td>
<td>Discussion Board 1.1 (Responses to Peers)</td>
<td>--</td>
</tr>
<tr>
<td>January 26</td>
<td>Unit 1</td>
<td>Writer's Notebook 1.1</td>
<td>10</td>
</tr>
<tr>
<td>January 30</td>
<td>Unit 1</td>
<td>Writer's Notebook 1.2</td>
<td>10</td>
</tr>
<tr>
<td>February 1</td>
<td>Unit 1</td>
<td>Quiz 1.1</td>
<td>10</td>
</tr>
<tr>
<td>February 3</td>
<td>Unit 1</td>
<td>Group interaction 1.1: Post initial reactions</td>
<td>10</td>
</tr>
<tr>
<td>February 5</td>
<td>Unit 1</td>
<td>Group interaction 1.1: Post responses to peers</td>
<td>--</td>
</tr>
<tr>
<td>February 7</td>
<td>Unit 2</td>
<td>Discussion Board 2.1 (Initial Post)</td>
<td>20</td>
</tr>
<tr>
<td>February 9</td>
<td>Unit 2</td>
<td>Discussion Board 2.1 (Responses to Peers)</td>
<td>--</td>
</tr>
<tr>
<td>February 11</td>
<td>Unit 2</td>
<td>Writer's Notebook 2.1</td>
<td>10</td>
</tr>
<tr>
<td>February 14</td>
<td>Unit 2</td>
<td>Writer's Notebook 2.2</td>
<td>10</td>
</tr>
<tr>
<td>February 16</td>
<td>Unit 2</td>
<td>Quiz 2.1</td>
<td>10</td>
</tr>
<tr>
<td>February 18</td>
<td>Unit 2</td>
<td>Group interaction 2.1: Post initial reactions</td>
<td>10</td>
</tr>
<tr>
<td>February 20</td>
<td>Unit 2</td>
<td>Group interaction 2.1: Post reactions to peers</td>
<td>--</td>
</tr>
<tr>
<td>February 21</td>
<td>Unit 3</td>
<td>Writer's Notebook 3.1</td>
<td>10</td>
</tr>
<tr>
<td>February 23</td>
<td>Unit 3</td>
<td>Writer's Notebook 3.2</td>
<td>10</td>
</tr>
<tr>
<td>February 25</td>
<td>Unit 3</td>
<td>Discussion Board 3.1 (Initial Post)</td>
<td>20</td>
</tr>
<tr>
<td>February 29</td>
<td>Unit 3</td>
<td>Discussion Board 3.1 (Responses to Peers)</td>
<td>--</td>
</tr>
<tr>
<td>March 3</td>
<td>Unit 3</td>
<td>Quiz 3.1</td>
<td>10</td>
</tr>
<tr>
<td>March 6</td>
<td>Unit 3</td>
<td>Group Interaction 3.1: Post initial responses</td>
<td>10</td>
</tr>
<tr>
<td>March 8</td>
<td>Unit 3</td>
<td>Group Interaction 3.1: Reply to group's responses</td>
<td>--</td>
</tr>
<tr>
<td>March 9</td>
<td>Unit 3</td>
<td>Peer Review: Post Working Draft *</td>
<td>10</td>
</tr>
<tr>
<td>March 9</td>
<td>Unit 3</td>
<td>Submit Draft to Online Writing Center/English Corner*</td>
<td>--</td>
</tr>
<tr>
<td>March 13</td>
<td>Unit 3</td>
<td>Post Peer Reviews: Post review of peer's draft</td>
<td>--</td>
</tr>
<tr>
<td>March 16-20</td>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 23</td>
<td>Unit 3</td>
<td>Major Essay - Summary/Response</td>
<td>100</td>
</tr>
<tr>
<td>March 23</td>
<td>Unit 3</td>
<td>Submit Tutor Feedback for</td>
<td>15</td>
</tr>
<tr>
<td>Date</td>
<td>Unit</td>
<td>Assignment</td>
<td>Points</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>---------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>March 26</td>
<td>Unit 4</td>
<td>Writer’s Notebook 4.1</td>
<td>10</td>
</tr>
<tr>
<td>March 29</td>
<td>Unit 4</td>
<td>Discussion Board 4.1 (Initial Post)</td>
<td>20</td>
</tr>
<tr>
<td>April 1</td>
<td>Unit 4</td>
<td>Discussion Board 4.1 (Responses to Peers)</td>
<td>--</td>
</tr>
<tr>
<td>April 4</td>
<td>Unit 4</td>
<td>Quiz 4.1</td>
<td>10</td>
</tr>
<tr>
<td>April 7</td>
<td>Unit 4</td>
<td>Writer’s Notebook 4.2</td>
<td>10</td>
</tr>
<tr>
<td>April 10</td>
<td>Unit 4</td>
<td>Group Interaction 4.1: Post initial responses</td>
<td>10</td>
</tr>
<tr>
<td>April 13</td>
<td>Unit 4</td>
<td>Group Interaction 4.1: Reply to group’s responses</td>
<td>--</td>
</tr>
<tr>
<td>April 17</td>
<td>Unit 4</td>
<td>Peer Review: Post working draft *</td>
<td>10</td>
</tr>
<tr>
<td>April 17</td>
<td>Unit 4</td>
<td>Submit Draft to Online Writing Center/English Corner*</td>
<td>--</td>
</tr>
<tr>
<td>April 20</td>
<td>Unit 4</td>
<td>Post Peer Reviews: Post reviews of peer’s draft</td>
<td>--</td>
</tr>
<tr>
<td>April 23</td>
<td>Unit 4</td>
<td>Major Essay - Visual Analysis</td>
<td>200</td>
</tr>
<tr>
<td>April 23</td>
<td>Unit 4</td>
<td>Submit Tutor Feedback for Visual Analysis</td>
<td>15</td>
</tr>
<tr>
<td>April 25</td>
<td>Unit 5</td>
<td>Discussion Board 5.1 (Initial Post)</td>
<td>20</td>
</tr>
<tr>
<td>April 27</td>
<td>Unit 5</td>
<td>Discussion Board 5.1 (Responses to Peers)</td>
<td>--</td>
</tr>
<tr>
<td>April 28</td>
<td>Unit 5</td>
<td>Writer’s Notebook 5.1</td>
<td>10</td>
</tr>
<tr>
<td>April 30</td>
<td>Unit 5</td>
<td>Writer’s Notebook 5.2</td>
<td>10</td>
</tr>
<tr>
<td>May 1</td>
<td>Unit 5</td>
<td>Quiz 5.1</td>
<td>10</td>
</tr>
<tr>
<td>May 1</td>
<td>Unit 5</td>
<td>Group Interaction: Post initial response</td>
<td>10</td>
</tr>
<tr>
<td>May 3</td>
<td>Unit 5</td>
<td>Group Interaction 5.1: Reply to Group’s responses</td>
<td>--</td>
</tr>
<tr>
<td>May 4</td>
<td>Unit 5</td>
<td>Peer Review: Post Working Draft**</td>
<td>10</td>
</tr>
<tr>
<td>May 4</td>
<td>Unit 5</td>
<td>Submit Draft to Online Writing Center/English Corner*</td>
<td>--</td>
</tr>
<tr>
<td>May 8</td>
<td>Unit 5</td>
<td>Post Peer Reviews: Post Review of Peer’s Draft</td>
<td>--</td>
</tr>
<tr>
<td>May 11</td>
<td>Unit 5</td>
<td>Major Essay - Argument</td>
<td>300</td>
</tr>
<tr>
<td>May 11</td>
<td>Unit 5</td>
<td>Submit Tutor Feedback for Argument</td>
<td>20</td>
</tr>
<tr>
<td>May 12-14</td>
<td>Unit 5</td>
<td>Assessment / Course Reflection</td>
<td>20</td>
</tr>
</tbody>
</table>

| Total Points | 1000 |

Unless otherwise specified, assignments are due at 11:59 pm on the date listed above.
For peer reviews, discussion boards and group interactions, students are required to complete the initial post and the replies (3 posts minimum) in order to earn credit for the assignment.