Instructor Information
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Office Location: ACCESS Center
Office Hours: By Appointment
Division Office and Phone: 972-238-6140

Course Information
Course Title: Composition 1
Course Number: ENGL 1302
Section Number: 83503
Semester/Year: Spring 2020
Credit Hours: 3 credit hours
Class Meeting Time/Location: Tuesday & Thursday at 5:40 to 7pm
Last Day to Withdraw with a Grade of W: April 16, 2020

Required Course Materials
- Supplemental readings distributed in class or shared by email.
- Purdue Owl Writing Lab Website for citations: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
- Portfolio or folder, to keep all your major papers, drafts, and peer reviews together. You should bring this to class with you, so that you can work on your papers in class when necessary.
- Note: A student of this institution is not under any obligation to purchase a textbook from a college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Email is the best way to contact me if you have any questions. Please get in the habit of checking your email regularly, since this is the primary method of communication used by the college. Your emails should be clear, courteous, and professional, and you should allow
24 hours for a response. If you are emailing because you’ve been absent from a class, you should first check with a classmate to find out what material you have missed.

Course Prerequisites
Prerequisite Required: ENGL 1301

Course Description
Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. (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 research processes.

2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.

3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.

4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.

5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

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

**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.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10 points</td>
</tr>
<tr>
<td>In-class Assignments</td>
<td>10 points</td>
</tr>
<tr>
<td>Essay 1</td>
<td>10 points</td>
</tr>
<tr>
<td>Essay 2</td>
<td>20 points</td>
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<tr>
<td>Essay 3</td>
<td>20 points</td>
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<tr>
<td>Essay 4</td>
<td>30 points</td>
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**TOTAL: 100 points**

**Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>0-59%</td>
<td>F</td>
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</table>
Final Paper: The final paper is a 4 to 5 page research essay that must be written as a conventional lab report. There are no extensions for this assignment.

Your assignments for this course are explained:

1. Four formal, multi-draft essays, which are to be:
   - Essay #1: Persuasive Essay: 10%
   - Essay #2: Critical Analysis (this may be Rhetorical, Visual, or Literary): 20%
   - Essay #3: Research Proposal and Annotated Bibliography 20%
   - Essay #4: Research Paper 30%
   - In-Class Assignments (writing exercises, reading responses, peer reviews etc.): 10%

You cannot pass this course unless you submit all papers and take the final exam. Late papers will be accepted, but will automatically earn a lower grade and will not receive any instructor feedback. Computer/printer problems are not an acceptable excuse; you should make sure to back up all files and allow sufficient time to print your work. (As a writer, I make sure to email my writing when drafts are completed so they are automatically backed up).

Attendance and Class Rules

You should attend every class. I will not penalize absence per se; however, since daily work cannot normally be made up, your grade will suffer should you miss the chance to do this work in class. If you have an emergency that requires you to miss class, your resource is the Dean of Students office. If you know that you will miss class beforehand – for example, because you are attending a college-sponsored event – please let me know in advance so that arrangements can be made.

Participation

Participation is integral to the course. Everyone is expected to make useful contributions to class discussions. At no time is anyone allowed to use a phone or other electronic device unless specifically told to do so in conjunction with a lesson. Listening attentively and being respectful to everyone in the room is part of participation.

To do well in this class (or any class), you must fully engage in course activities, I do not accept late work for activities missed due to absence, so please plan to be in class every day. If you miss more than 5 class meetings, you can earn no higher than a B in the course. Missing more than 6 class meetings will automatically result in no higher than a C in the course. More than 7 absences will result in a failing grade for the course.

eCampus Access and Use

All major assignments and many minor assignments will be submitted through eCampus. Additionally, many course readings and materials will be made available through eCampus. If you have any issues accessing your eCampus account, please contact the Help Desk or see me immediately. You cannot complete this course without eCampus access. Note that printed assignments or assignments submitted through email will not be graded.
1. Preparedness
Arriving to class late, or in a state of unpreparedness, is disrespectful to your classmates and to me. In order to make the most of class time by participating in meaningful discussions, be sure that you have read and thoughtfully considered the text listed on the calendar for that day. You should bring the textbook and a notebook to every class.

2. Courtesy
Behave in the classroom as you would in any other professional setting. During class discussions, you may hear points of view with which you disagree, as well as express points of view with which others will disagree. Remember that such exchanges are critical to both the development and the communication of informed opinions and beliefs. So expect to disagree with, refute, and/or challenge the ideas of others. However, when doing so, remain calm, polite, and respectful at all times toward other people and their ideas.

All cell phones should be turned off and put away. Other devices (e.g. laptops) will not normally be allowed, as your work in-class will be hand-written.

Classroom Etiquette
Food (anything that can be eaten) and drinks (except bottled water) are not allowed.

    Show respect for everyone in the room at all times.
    Dispose of waste properly.

3. Special Accommodations
Students who need special accommodations to succeed in this course must inform the instructor and the Office of Disability Services in the first two weeks of the semester.

4. Academic Honesty
Plagiarism, cheating, or helping others to cheat results in (at a minimum) a “0” for the assignment, or at a maximum, a “0” for the semester and / or expulsion from the class (depending on the severity of the offense). Do not plagiarize. It is not worth it.

Any cases of verifiable plagiarism, whether deliberate or accidental, will result in a failing grade on the assignment and may result in a failing grade for English 1301. (Note: Peer review and consultation with your instructor or a counselor at the English Corner or Writing Center do not constitute plagiarism and are encouraged).

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 http://www.richlandcollege.edu/conduct.
Help with Writing
- **The English Corner**: Located in Bonham 228. No appointment is necessary. The English Corner is also a study area. Check the website for hours and more information. [http://www.richlandcollege.edu/englishcorner/](http://www.richlandcollege.edu/englishcorner/)
- **The Writing Center**: Located in Medina 216, you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. [http://www.richlandcollege.edu/writing/](http://www.richlandcollege.edu/writing/)
- **Online Writing Lab (OWL) at Purdue University**: Visit OWL for additional help with writing. [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/)

Late Policy:
To receive full credit, all work must be submitted by the due date on the course calendar. Major assignments that are submitted late will be penalized by a full letter grade (ten points) EACH day (including weekends) that they are late. I recognize the many responsibilities and obligations faced by each of you outside of class, so you may choose to submit ONE MAJOR assignment (noted with an * in the grading part above) up to three days late without penalty. To take advantage of this late submission, you must send me an email asking to use your late assignment; your email should follow the professional guidelines we discuss early in the semester. Assignments that are not noted as major assignments above will follow the late policies outlined in the grading section above.

Academic Progress
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check the following link for more details. [http://richlandcollege.edu/admissions/advise-register/](http://richlandcollege.edu/admissions/advise-register/)

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed; they are available online at [www.econnect.dcccd.edu](http://www.econnect.dcccd.edu) 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. The last day to drop with a W is Thursday, April 16th.

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

This calendar is tentative. I will distribute written revisions as I adapt instruction and materials to your needs.

Specifics for the final exam will be given in the last two weeks of the semester.
<table>
<thead>
<tr>
<th>Week</th>
<th>In-class Activities</th>
<th>Readings/Assignments Due</th>
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</thead>
</table>
| Week 1 | **Tues 1/21**  
Introduction to course. Discussion of 1302, critical thinking and academic writing. |                                                                 |
|        | **Thurs 1/23**  
The Writing Process  
Learning the PIE Method  
Analysis of Paragraphs  
Writing Exercises covering the aforementioned skills. | PPT Presentation  
Form Small Groups |
| Week 2 | **Tues 1/28**  
**Paper 1 Draft Written in Class**  
The Overview of an Argument | Ch. 1 “Writers and Their Sources”  
pgs. 2-9 |
|        | **Thurs 1/30**  
**Paper 1 Discussed**  
Peer Review Paper 1  
Introductions and Conclusions  
The Body Paragraphs  
Writing Exercises | Ch. 3 “Understanding the Basics of Argument”  
pg. 64  
Ch. 4 “Writing Effective Arguments”  
pg. 94 |
| Week 3 | **Tues 2/04**  
PIE Method Review  
Transitions Words, Flow, Organization  
Structuring Arguments  
Writing Exercises on Argument, and using Explanations  
The Importance of Explanation | Ch. 4 “Draft an Argument”  
pg. 103  
Ch. 5 “Reading, Analyzing, and Using Visuals and Statistics in Arguments”  
pgs. 116-123  
**Bring to class 1 of the following: articles/essays/blog posts that articulates Aristotle on pg. 66**  
(Present to small groups) |
|        | **Thurs 2/6**  
Introduction to citation: in-text citations, and the Works Cited page  
Writing Exercises for in-text citations and Works Cited | Paper 1 Returned  
Ch. 14 “Formal Documentation MLA Style”  
pgs. 320-337 |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Tues 2/11</th>
<th>Plagiarism Paraphrasing Researching Sources</th>
<th>Ch. 13 “Writing the Researched Essay” Avoiding Plagiarism pgs. 286-289 Ch. 13 “Writing the Researched Essay” pgs. 293-303</th>
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<tbody>
<tr>
<td>Thurs 2/13</td>
<td>Revision Writing Exercises by Revising Citations Continued</td>
<td>Ch. 4 “Revise Your Draft” pgs. 104-107 Ch. 13 “Revising the Paper: A Checklist” pgs. 303-305</td>
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</tr>
<tr>
<td>Bring to class 2 of the following: articles/essays/blog posts that illustrate types of arguments on pg. 98 (Present to small groups)</td>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Tues 2/18</th>
<th>Peer Review Paper 2</th>
<th>Typed draft of Paper 2 Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs 2/20</td>
<td>Sentence Structure Metaphor, Repetition Writing Exercises</td>
<td>Paper 3 Assigned</td>
<td></td>
</tr>
<tr>
<td>Ch. 2 “Critical Reading and Analysis” pgs. 37-40 Ch. 2 “Critical Reading and Analysis” pgs. 40-44</td>
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<thead>
<tr>
<th>Week 6</th>
<th>Tues 2/25</th>
<th>Voice Writing Exercises using Tone, Diction</th>
<th>Final version of Paper 2 Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs 2/27</td>
<td>Audience and Purpose Writing Exercises</td>
<td>Ch. 4 “Writing Effective Arguments” pgs. 95-98</td>
<td></td>
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<tr>
<td>Bring to class your example of reaching their audience. (Fake Post on Instagram or Facebook) (Present to small groups)</td>
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| Week 7 | Tues 3/03 | Review of MLA  
Writing MLA in Class | Ch. 14 “Formal Documentation: MLA Style: pgs. 325-337  
“Student Essay” pgs. 306-315 |
| Thurs 3/05 | **Annotated Bibliography**  
Preparation and Sources  
Writing Exercises | Ch. 12 “Locating, Evaluating, and Preparing to Use Sources” pgs. 267-280  
Ch. 12 “Preparing an Annotated Bibliography” pgs. 282-283 |
| Week 8 | Tues 3/10 | **In-class writing assignment**  
Individual conferences – discuss paper 2 and ideas/sources for paper 3. | Paper 2 Returned |
| Thurs 3/12 | Peer Review | Annotated Bibliography Draft Due |
| Week 9 | Tues 3/17 | **Spring Break** |
| Thurs 3/19 | **Spring Break** |
| Week 10 | Tues 3/24 | **Research Proposal**  
In-class Research | Ch. 11 “Presenting Proposals: The Problem/Solution Argument” pgs. 241-242 |
| Thurs 3/26 | Arguments  
Writing Exercises | Ch. 7 “Definition Arguments” pgs. 176-193 |
| Week 11 | Tues 3/31 | Argument and Fallacies  
Writing Exercises on Fallacies | Annotated Bibliography Due |
| Thurs 4/02 | Analyzing and Using Visual in Arguments  
Discussion | Ch. 6 “Learning More About Argument: Induction, Deduction, Analogy, and Logical Fallacies” pgs. 146-157  
Ch. 5 “Reading, Analyzing, And Using Visuals and Statistics in Argument” pgs. 116-130 |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Tues 4/07</th>
<th>Peer review for Paper 3 (Research Proposal)</th>
<th>Typed Draft of Paper 3 Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs 4/09</td>
<td>Ethics Readings for Discussion</td>
<td>Bring to class 1 example of ethical writing. (Present to small groups)</td>
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<tr>
<td>Week 13</td>
<td>Tues 4/14</td>
<td>TV Show Manhunt: Unabomber Investigation</td>
<td>Final version of Paper 3 Due Paper 4 Assigned</td>
</tr>
<tr>
<td>Thurs 4/16</td>
<td>Writing a Speech Literary Devices</td>
<td>Annotated Bibliography Returned</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Tues 4/21</td>
<td>Essay 2 Returned Opposing Viewpoints</td>
<td>Bring to class 1 example of unethical writing. (Present to small groups) Review Ch. 17 “Documenting Sources” pgs. 350-356</td>
</tr>
<tr>
<td>Thurs 4/23</td>
<td>In-class writing assignment Individual conferences – discuss paper 3</td>
<td>Paper 3 Returned</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Tues 4/28</td>
<td>Peer Review for Paper 4</td>
<td>Typed draft of Paper 4 Due</td>
</tr>
<tr>
<td>Thurs 4/30</td>
<td>Review and (you guessed it—Writing Exercises)</td>
<td>Final version of paper 4 Due</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Tues 5/05</td>
<td>Paper 4 Presentations/Writing Workshop</td>
<td>Paper 4 returned</td>
</tr>
<tr>
<td>Thurs 5/07</td>
<td>Paper 4 Presentations/Writing Workshop</td>
<td>Preparation for final exam</td>
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<td></td>
<td></td>
<td></td>
<td>Final Exam (Place and Time TBD)</td>
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