



Eastfield College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

**Eastfield College  
Arts and Communications Division**

Spring 2016

ENGL 1301.43027

3 Credit Hours

**Instructor: Robert W. Cooper**

**Room: G119**

**Date/Times: Tuesdays and Thursdays 9:30 – 10:50**

**Contact Information:**

Office: Adjunct professors do not have offices. You may leave me a message in my mailbox in C236.

Phone: Cooper cell phone 214-732-7213 **EMERGENCY ONLY**

Email address: rwc4420@dcccd.edu

Hours Available: You may make an appointment to see me before or after class or email me and I can meet you in C236.

**Textbooks and Other Course Materials:**

*Back to the Lake* A Reader and Guide, Third edition, Thomas Cooley, W. W. Norton & Company, 2015, New York. ISBN 978-0-393-93736-7

*The Little Seagull Handbook*, Bullock, Brody and Weinberg, W. W. Norton & Company, 2015, New York. 2014. ISBN 978-0-393-93580-6 (optional)

**Criterion Folder (available in the book store. This is NOT optional)**

A three-ring binder with 5 dividers labeled: Syllabus, Course Calendar, Class Notes, Exercises, Research.

A flash drive.

**Course Description:**

**ENGL 1301: Composition I**

**2014 Core Curriculum Foundational Component Area: 010 Communications**

**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 23.1301.51 12**

## 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.

## Core Objectives:

ENGL 1301 develops the following Core Objectives:

**Critical Thinking** - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

**Communication** - to include effective development, interpretation, and expression of idea through written, oral, and visual communication.

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

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

## Core Objective Development Statements:

ENGL 1301 develops **Critical Thinking** by requiring students to analyze a variety of texts in terms of audience, purpose and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.

ENGL 1301 develops **Communication** by requiring students to respond to a variety of texts in the form of revised and edited academic essays.

ENGL 1301 develops **Teamwork** by requiring students to engage in collaborative writing and editing processes such as peer review.

ENGL 1301 develops **Personal Responsibility** by teaching students the ethical and accurate use of research through proper citation and documentation.

## Evaluation Procedures:

Students will write 6 essays using different rhetorical models	45%
Cultural Literacy Tests	15%
Quizzes	10%
Grammar Test	15%
Discussion, class participation and writing portfolio	5%
Final Exam	10%

Grades will be number grades but will translate into letters as follows:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F
Non attendance After the drop date.	N

**Attendance Policy:**

Any student who **misses more than 3 classes** will have the final grade lowered one letter regardless of grade average.

**Make-up Policy:**

Cultural Literacy Tests may be made up in class during the last week of the semester. See Course Calendar.

**Classroom Etiquette:**

The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others’ ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, et cetera, will not be tolerated.

**Cell phones and pages are to be turned OFF and left OFF for the duration of the class.**

Students are to understand that when the instructor is talking, they should be listening and not visiting.

**Instructor’s Credentials:**

Robert W. Cooper, Bachelor of Arts and Master of Liberal Arts – Southern Methodist University. Honorary Doctor of Humane Letters. I have been teaching at Eastfield College since 1990. I had 13 years’ experience teaching at W. H. Gaston in Dallas and 8 at W. H. Ford High School in Quinlan; selected Teacher of The Year for the Quinlan Independent School District in 1999. My teaching experience at Eastfield has included English 1301 and 1302 and English 22327 and 2328 American Literature. I had eight years’ experience teaching 1301 and 1302 courses through Paris Junior College while at Ford High School. I am Past President of the Dallas Council of Teachers of English. I served on the team which developed the hybrid English 1302 course through the LeCroy Center for distance learning

ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy

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 *published in the DCCCD Catalog at:*  
<http://www1.dcccd.edu/cat0506/ss/code.cfm>

**Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. *Cheating* includes copying from another student's test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test. *Plagiarism* is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. *Collusion* is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.**

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author's sentences or words without quotation marks. For such an offense, a student will receive a **zero** on the assignment and could even receive an **F** for the course. You cannot mix the author's words with your own or "plug" your synonyms into the author's sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author's words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student's "Responsibility" as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website:  
(<https://www1.dcccd.edu/cat0608/ss/code.cfm>).

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) will receive **one** or more of the following penalties:

- o The grade of **zero (0)** on that particular assignment.
- o A course grade of **F** (depending on the severity of the student's dishonesty or plagiarism).
- o The professor may request that the student drop the class.

### **INSTITUTIONAL POLICIES**

#### **DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE**

If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar's Office (C119) **in person** or **by mail** by **April 14, 2016**. You may also withdraw through eConnect. Failure to withdraw before the deadline will result in

receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

### **CERTIFICATION POLICY AND CERTIFICATION DATE**

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. The certification date for this course is **February 2, 20216**

### **\*\*\*STOP BEFORE YOU DROP: THE 6 DROP RULE\*\*\***

For students who enrolled in college level courses for the **first time in the fall of 2007**, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop **no more than six courses during your entire undergraduate career** unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

<https://www1.dcccd.edu/coursedrops>.

### **DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: <http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/> .

### **FINANCIAL AID STATEMENT**

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online

discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid.

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C237). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

### **TEXAS SUCCESS INITIATIVE (TSI)**

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at [https://www1.dcccd.edu/cat0506/admiss/tsi\\_requirements.cfm](https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm).

### **ADA STATEMENT—STUDENTS WITH LEARNING, MENTAL, OR PHYSICAL DISABILITIES**

Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities, contact (DSO) at (972) 860-8348 voice/TDD.

### **FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT of 1974 (FERPA)**

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

### **PRINTING ON CAMPUS**

Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account **before** you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

### **RELIGIOUS HOLIDAYS/OBSERVANCES**

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog section on *Student Responsibilities*.

### **STUDENT E-MAIL:**

**Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts.** If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account.

### **INCLEMENT WEATHER STATEMENT**

In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the [Dallas County Community College District](#) and [Eastfield College](#) web pages will display a notification of any closings or delays. **If there is no notice of changes or delays, then classes are in session as usual.** You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

### **OBTAINING GRADES AT THE END OF THE SEMESTER**

Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: <http://econnect.dcccd.edu/>. Telephone number: 972-613-1818.

### **DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE**

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

### **PAPER PREPARATION**

All papers must be computer generated. Use 8 ½ X 11 white paper, one side only, double-spaced, using a 12 point type face preferably Times New Roman with Justified right margin. Do not use fancy, hard-to-read typefaces. **DO NOT** place your essay in a folder. Use the MLA format with the following information in the upper LEFT corner of page 1.

Name

English (Course and Section Number)

Instructor: Professor. R. W. Cooper

Date:

Place your title in 12 point Times New Roman type, not bold or italicized and the number of the essay centered on page 1.

On page 2 and following, use the MLA format with your last name and the page number against the right margin.

### **EXPLANATION OF GRADING SYMBOLS**

IR	=	Indefinite Pronoun Reference
Sp	=	Spelling Error
Pr	=	Pronoun reference problem
ROS	=	Run-on Sentence - automatic 5 point penalty
SVA	=	Subject - Verb Agreement error - automatic 5 point penalty
Frag	=	Sentence fragment. Not a complete sentence - automatic 5-point penalty.
Proof	=	Proofreading error
//	=	Parallel structure error
Awk	=	Awkward Construction
trans	=	Transition needed
Cap	=	Capitalization
∅	=	Remove something
^	=	insert something
⏟	=	draw together elements marked (how ever)
¶	=	paragraph break
&	=	do not use!
SI	=	Split infinitive

Poss Verbal = Use the possessive before a verbal

Log = Logic error

CL = Lacks clarity

# **COURSE CALENDAR**

## **ENGLISH 1301 - SPRING 2016**

<b>Date and Session Number</b>	<b>In Class</b>	<b>Homework</b>
<b>Week One</b>		

January 21 Session One	Introduce the Course Get Acquainted Review Syllabus Make Seating Plan Sign up for Grammar Exercises Complete the Smarter Measure questionnaire	Study the Syllabus and the Orientation document under Begin Here on eCampus and be prepared for quiz. Purchase textbook and Criterion folder Set-up your 3-ring binder with the proper tabs.
<b>Week Two</b>		
January 26 Session Two	Quiz over the Syllabus and Orientation Document Diagnostic Grammar Test Introduce Essay 1- Narration	Read pp. 94-104 in <i>Back to the Lake</i>
January 28 Session Three	Review Cultural Literacy List 1 Run on Sentences	Read "Have a Caltastic Day", pp119 – 126 in <i>Back to the Lake</i> Complete rough draft of Essay 1 on Narration
<b>Week Three</b>		
February 2 Session Four	Cultural Literacy Test 1 Peer review of Essay 1	Read pp. 141 – 145 in <i>Back to the Lake</i>
February 4 Session Five	Review Cultural Literacy List 2 <b>Essay 1 due</b> Sentence Fragments	Read pp. 166 -193 in <i>Back to the Lake</i> Study Cultural Literacy List 2
<b>Week Four</b>		
February 9 Session Six	Cultural Literacy Test 2 Subject Verb Agreement	Read "Storm Country" pp. 203-207 in <i>Back to the Lake</i>
February 11 Session Seven	Review Cultural Literacy List 3 Verbs	Read "Once More to the Lake" 219 to 224 in <i>Back to the Lake</i> Study Cultural Literacy List 3
<b>Week Five</b>		
February 16 Session Eight	Cultural Literacy Test 3 Review problems with Essay 1 Pronoun Reference	
February 18 Session Nine	Review Cultural Literacy List 4 Begin rewrites of Essay 1 Pronouns	Study Cultural Literacy List 4

<b>Week Six</b>		
February 23 Session Ten	Cultural Literacy Test 4 Adjectives Peer Review of Essay 1 A	Read pp. 335 – 356 I n <i>Back to the Lake</i>
February 25	Review Cultural Literacy List 5 <b>Essay 1A due</b> Introduce Essay 2 on Compare and Contrast	Read “Where are you From” pp. 357 359 in <i>Back to the Lake</i>
<b>Week Seven</b>		
March 1 Session Twelve	Cultural Literacy Test 5 Adverbs	Read “ Grant and Lee; a Study in Contrasts pp.377 – 381 in <i>Back to the Lake</i> Study Cultural Literacy List 5
March 3 Session Thirteen	Review Cultural Literacy List 6 Prepositions	Read ‘Superhero Smackdown’ pp. 361 -366 in <i>Back to the Lake</i> Study Cultural Literacy List 6
<b>Week Eight</b>		
March 8 Session Fourteen	Cultural Literacy Test 6 Peer Review of Essay 2	
March 10 Session Fifteen	<b>Essay 2 due</b> Conjunctions and Interjections Review Cultural Literacy List 7	Study Cultural Literacy List 7
<b>Week Nine</b>		
March 15	<b>Spring Break</b>	
March 17	<b>Spring Break</b>	
<b>Week Ten</b>		
March 22 Session Sixteen	Cultural Literacy Test 7 Moods of Verbs	
March 24 Session Seventeen	Review Cultural Literacy List 8 Use of “due to and because of”	Study Cultural Literacy List 8
<b>Week Eleven</b>		
March 29 Session Eighteen	Cultural Literacy Test 8 Discuss problems with Essay 2 Gerunds and Participles	
March 31 Session Nineteen	Review Cultural Literacy List 9 Begin rewrite of Essay 2 Passive Voice	Study Cultural Literacy List 9
<b>Week Twelve</b>		
April 5 Session Twenty	Cultural Literacy Test 9 Peer Review of Essay 2A	Read pp. 533 – 568 in <i>Back to the Lake</i>

April 7 Session Twenty-one	Review Cultural Literacy List 10 <b>Essay 2 A due</b> Introduce Essay 3 on Cause and Effect	Read “Why are Textbooks so Expensive” pp. 569 574 in <i>Back to the Lake</i> Study Cultural Literacy List 10
<b>Week Thirteen</b>		
April 12 Session Twenty-two	Cultural Literacy Test 10 Essay 3 due for Peer Review	Read “Why the Beaver Should Thank the Wolf” pp. 577 – 580 in <i>Back to the Lake</i>
April 14 Session Twenty-three	Review Cultural Literacy List 11 Transitional Devices <b>Essay 3 due</b>	Read “Money Isn’t Everything” pp. 591- 593 in <i>Once More to the Lake</i> Study Cultural Literacy List 11
<b>Week Fourteen</b>		
April 19 Session Twenty-four	Cultural Literacy Test 11 Revision Exercises	
April 21 Session Twenty-five	Review Cultural Literacy List 12 Revision Exercises Discuss problems with Essay 3	Study Cultural Literacy List 12
<b>Week Fifteen</b>		
April 26 Session Twenty-six	Cultural Literacy Test 12 <b>Essay 3 A due</b>	
April 28 Session Twenty-seven	Review Cultural Literacy List 13 Review of all grammar elements	Study Cultural Literacy List 13
<b>Week Sixteen</b>		
May 3 Session Twenty-eight	Cultural Literacy Test 13 Assemble your Writing Portfolio	
May 5 Session Thirty	Turn in Writing Portfolio and complete Course Evaluation form	
<b>Week Seventeen</b>		
Final Exam week	<b>Final Exam</b>	