# ENGL 1301- Syllabus

Dallas College – Cedar Valley Campus

## Contacting Your Instructor

Instructors typically respond to emails from students within 24 hours during the business week. However, over the weekend and holiday periods responses may be delayed. Find out more about [contacting your instructor](https://www.dcccd.edu/cd/dcc/olearn/getready/pages/your-online-instructor.aspx).

## Instructor Contact Information

Name: Dondi Ratliff

Email: dondi.ratliff@desotoisd.org

Office Phone: 214-534-9966

Office Location: Blackboard Collaborate

Office Hours: Monday – Friday 1:00 p.m. – 4:00 p.m. (via email 8 a.m. – 4 p.m.)

Office and Phone: School of Creative Arts, Entertainment, and Design

(972)-860-2997

## Course Information

Course Title: English Composition I

Course Number: ENGL 1301

Section Number: 31256, 31257, 31258, 31259

Semester/Year: Fall 2020

Credit Hours: 3 credit hours

Class Meeting Time/Location: Internet

Certification Date: 9/18/2020

Last Day to Withdraw: 11/14/2020

## Course Prerequisites

Prerequisite: 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. (3 Lec.)

## 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

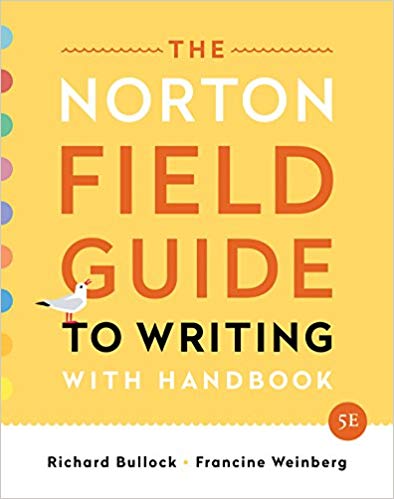
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or 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

## Required Course Materials

If your Dallas College course requires learning materials they will be provided as part of the [IncludED program](https://www.dcccd.edu/included) (dcccd.edu/included) or as free materials you can access in your online course shell.

If you opt out of the IncludED program, you are responsible for obtaining all your required learning materials by the first day of the class. For more details, see [Institutional Policies](https://www.dcccd.edu/about/legal/policies-for-syllabi/pages/default.aspx).



The Norton Field Guide to Writing, With Handbook – by Richard Bullock and Francine Weinberg

ISBN-13: 978-0393655797

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.

In addition, students will need a USB on which to save their work and a current email address to send all work to themselves and for regular class communication.

**Note: A minimum of 9 hours per week should be devoted to working on course material outside of class time.**

## 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

Grading Scale – All assignments will be judged using this grading scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

| **Assignments** | **Percentage** |
| --- | --- |
| Essay 1 | 10% of Grade (100 points) |
| Essay 2 | 10% of Grade (100 points) |
| Essay 3 | 10% of Grade (100 points) |
| Essay 4 | 10% of Grade (100 points) |
| Departmental Final Essay Exam | 30% of Grade (300 points) |
| In-Class and  Weekly Assignments | 20% of Grade (200 points) |
| Semester Project | 10% of Grade (100 points) |

**TOTAL: 100% of Grade**

### Final Grade

| **Percentages** | **Letter Grade** |
| --- | --- |
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| 0-59% | F |

### Description of Graded Work

**Essays:** Each essay will be over the **same topic** of your choosing but will look at different aspects of that problem (Article Analysis, Problem, Solution/Evaluation). All of the final drafts will be 600 to 1,200 words in length. All will use MLA formatting.

More than two (2) major errors (sentence fragments, comma splices, etc.) may result in in a failing grade in any written assignment.

Essays will be graded and returned by the time the next Essay is due.

Plagiarized (including self-plagiarized) assignments will receive a grade of zero, and the student will be reported per the policies in the Student Code of Conduct. Students are expected to research and write new work for each assignement in each course they take.

**Essays must be submitted as Word documents – not as a Google doc or Google doc link.**

**Essays:**

**Essay #1** – For this assignment, you’ll write a Literacy Narrative about a person, place, event, object, or relationship that has impacted literacy in your life. Your purpose will be to enable your audience (your classmates and me) to see the impact that person, place, event, object, or relationship had on your literacy experience and how that experience impacts you today. As you think, write, think again, and rewrite, you’ll also learn something about your literacy heritage and understand its role in your life. Throughout the thinking and writing process, you’ll have feedback to help you generate a topic, figure out its significance to you and its potential value to readers (public resonance), develop a draft, find out what is working in your essay and what can be improved, and revise it. As you think, write, think again and rewrite, you’ll also learn something about yourself and about the significance of your topic to you and others.

**Essay #2** - In this essay, you will analyze an article about literacy in a newspaper or magazine. Your purpose will be to help your readers to understand the article beyond the surface level. Here you will look not only at what the article provides in terms of facts, data, and viewpoint, but also in terms of what we can learn about the concepts that are addressed and those that drive the article.

You might also look carefully at any images that accompany the article. This might include pictures, captions, special headlines or headings, and quotes highlighted for effect. How do these things affect our perception of the concept, or change the way we receive the information? Related to this, consider what language might be used to help you, as a reader, “visualize” the concept.

**Essay #3** - In this essay, you will need to consider your goal to demonstrate to reasonable people that a problem affecting literacy you have selected is real and significant. This paper will require some research. You will need to compile information and data to demonstrate what the problem is, and the seriousness or ramifications of ignoring the problem. As of yet, you are not offering solutions, but you do need to keep in mind that others do not share your point of view that the problem is significant or important. You must also document that research using MLA for both in text citations and a properly formatted Works Cited page.

**Essay #4** - For this paper, you will propose a solution for the problem you defined in Essay #3. Again you will construct an argument, but this time you will focus on building a case for your own solution to that problem.

You will need to do additional research for this paper in order to present solutions that have already been attempted but have failed or have not been very effective. Then, you will expand your thoughts to propose a reasonable, more effective solution that will bring about results. You must also document that research using MLA for both in text citations and a properly formatted Works Cited page.

**DEPARTMENTAL FINAL EXAM:**

\*The Dallas College Cedar Valley Campus English Departmental final exam is a timed essay (90 minutes), which will be graded by a panel of English professors.

\*The ENGL 1301 Department Final will be distributed via online/eCampus **Tuesday, December 1st**. **This date is subject to change due to extenuating circumstances.**

\*The final exam may not be submitted late and will not be evaluated if it is. The submission link will disappear at the deadline and will not be reopened.

\*Make-up exams are only allowed with a documented medical emergency, as well as a formal request through the English department at the Cedar Valley Campus, and the department must approve that request.

\*Grading Standards: More than two major errors (Subject-verb, Fragments, Run-ons) usually indicates an F paper.

## Attendance and Your Final Grade

Students are expected to submit assignments noted on the assignment calendar by the due date in order to be counted “present.” If a student does not submit the assignment by the due date, the student will receive a zero (0).

**Excused Absences**: For extenuating circumstances, such as illness, death, or pre-arranged court appointments, students must notify the instructor. An official note or receipt, showing the student’s name and date of service, must be e-mailed to the instructor at [rios-harris@dcccd.edu](mailto:rios-harris@dcccd.edu) within two days of the absence.

**Late assignments**: Late assignments are accepted only when a student provides proof of an extenuating circumstance within two days of an absence.

**Plagiarism:** Plagiarized assignments will receive a grade of zero, and the student will be reported per the policies in the student code of conduct. In addition to this, students are not allowed to “recycle” essays from prior courses for this course, as this is self-plagiarism. Recycled papers will receive a grade of zero, and the student will also be reported per the policies in the student code of conduct. Students are expected to research and write new work for each assignment in each course they take.

## Late Work Policy

Late work is only allowed with a documented medical emergency, (email that proof to [rios-harris@dcccd.edu](mailto:rios-harris@dcccd.edu)) within two days of an absence.

## Other Course Policies

Making disrespectful or threatening comments to peers or instructor and/or the use of profanity is unacceptable.

**Tutoring Services**:

Room: C206 Phone: 972-860-2974

Hours: TBD – Online Availability will be announced.

## Institutional Policies

[Institutional Policies](https://www.dcccd.edu/about/legal/policies-for-syllabi/pages/default.aspx) include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

## Course Schedule (See Assignment Calendar link on eCampus/Blackboard.)

| **Topic** | **Readings & Assignments** |
| --- | --- |
| Essays | Your Essay #1, you’ll write a Literacy Narrative about a person, place, event, object, or relationship that has impacted literacy in your life. Your purpose will be to enable your audience (your classmates and me) to see the impact that person, place, event, object, or relationship had on your literacy experience and how that experience impacts you today. |
| Essays | Essay #2 - Your Essay #2 is an article analysis. For this essay, you will choose a legitimate article online that addresses a literacy topic that interests you, and you will critically analyze it. |
| Essays | Essay #3 - Your Essay #3 you will need to consider your goal to demonstrate to reasonable people that a problem affecting literacy you have selected is real and significant. This paper will require some research. |
| Essays | Essay #4 - Your Essay #4, you will propose a solution for the problem you defined in Essay #3. Again you will construct an argument, but this time you will focus on building a case for your own solution to that problem. |

**Disclaimer: The instructor reserves the right to amend the syllabus and course schedule as necessary.**

8/2020 Version