



Mountain View College
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Composition I
ENGL-1301-61816
Fall 2017

August 28, 2016-December 07, 2017

Professor: Azure Arther

Email:

Unless you and I agree to it ahead of time, assignments submitted to this address will not be read and will be immediately deleted. Use this address for questions/notification only.

Meeting Days & Time: MWF@9:05-10:00AM

Credit Hours: 3 lecture

Course Description: Composition I is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is placed 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.

Core Objectives:

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas 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 Skills – to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes

After successful completion of this course the student should be able to

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/Supplies Needed

Merriam-Webster dictionary app (free) or paper copy

Evaluation Procedures:

Unit Participation (19) = 200 points

Visual Examples Project (1) = 30 points

Outlines (2) = 100 points

Introduction Essay = 20 points

Narrative/Descriptive Essay = 50 points

(Outlines must include MLA formatted in-text/parenthetical citations and Works Cited page identifying two or three database sources.)

Argumentative Essays (3) = 300 points

(Essays must include MLA formatted in-text/parenthetical citations and Works Cited page identifying two or three database sources.)

Final Outline = 100 points

(Outline must include MLA formatted in-text/parenthetical citations and Works Cited page identifying five or six database sources.)

Final Paper = 200 points

(Essay must include MLA formatted in-text/parenthetical citations and Works Cited page identifying five or six database sources.)

Class participation assignments (will vary) = 100

Total Points Possible=1000

*Essays I, II, and III—if submitted on time and reaching the full three-page minimum—may each be revised once **for full credit** *if the original grade earned is lower than 90*. This privilege does not apply if you deliberately plagiarize. Essays that do NOT reach the full page limit will earn no grade higher than 69, and revision is not an option.

Grading Scale: 900-1000points =A

800-899 points = B

700-799 points = C

600-699 points = D (This grade does not transfer to most universities.)

0-599 points = F

Attendance Policy:

Punctual attendance at every class is a necessity. Arrival at **9:06** counts as **tardy**. Arrival after **9:26** counts as **absent**. If it is absolutely necessary to miss class, it is your responsibility to find out from the course calendar what you missed and come to the next class fully prepared, with all assignments complete. To clarify, being absent from a prior class is no excuse for not having your assignment on the day you do attend.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this lecture course, your physical participation in class, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students who are not

certified as beginning class are responsible for any payments due as a result of non-certification, to include the dropping of courses.

Late Work Policy: Late work is **NOT** accepted, ever. It must be submitted **in class (that means NOT via e-mail)**, on the day it is due *or before*. In the case of a certified health *emergency (Documents must be submitted to verify this)*, please inform me, and we will arrange a makeup work plan. Understand that appointments are NOT synonymous with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

Makeup Exam Policy: N/A

College Sponsored Events: These activities do merit an “excused” absence, but any assignments due on the date of the event must be submitted on or before that due date. Written responses must be submitted in order to earn points for any participation activities missed.

Electronic Devices: Please refrain from using electronic devices for purposes besides coursework during class discussions.

The financial aid census date is September 2, 2017.

The withdraw date for this class is November 9, 2017.

Academic Dishonesty:

Students who are caught *deliberately* plagiarizing an assignment will be subject to an “F” in the course and possible expulsion from the college.

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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. More information is available at

<https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm>.

Institution Policies: Please visit <http://www.mountainviewcollege.edu/syllabipolicies> for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).

Fall 2017 1301 Assignment Schedule

Monday 8/21	Syllabus Overview; Introductions “Ethos, Pathos, Logos in College Writing” HW: Introduction Essay due next class
Wednesday 8/23	Introduction Essay Due Mini-lesson: Modes of Writing: Critical Reading: “Learning to Read and Write” http://sscwriting.kellimcbride.com/pol_ereader/pol_douglass_learning.pdf Come to next class with two questions for discussion.
Friday 8/25	Watch Toulmin video: Claims/Thesis Statements https://www.youtube.com/watch?v=0o3MHvVaQH0 Read and analyze “Why Chinese Mothers Are Superior” and “Amy Chua Is a Wimp”. Compare and contrast the rhetorical devices. HW: Narrative Essay: Read “Shooting an Elephant.” Come to next class with two questions for discussion.
Monday 8/28	In class writing assignment and lecture
Wednesday 8/30	MLA FORMAT AND LECTURE Come to next class with two questions for discussion.
Friday 9/1	Read Sam Clemons, “Letter to Pamela A. Moffett” Read Langston Hughes “Salvation” Come to next class with two questions for discussion.
Monday 9/4	NO CLASS
Wednesday 9/6	Read “How to Say Nothing in Five Hundred Words” http://www.mrgunnar.net/ap.cfm?subpage=348270 Read “My Half-Baked Bubble” http://www.nytimes.com/2009/12/20/opinion/20bearman.html?pagewanted=all&r=0
Friday 9/8	Narrative Essay Due Take notes about the rhetorical devices while reading

	<p>“Marijuana Should Not Be Legalized”.</p> <p>Read and analyze “Why Legalizing Marijuana Makes Sense.” Compare and contrast w/ “Marijuana Should Not Be Legalized”.</p>
<p>Monday 9/11</p>	<p>Watch: http://www.nytimes.com/video/business/smallbusiness/10000002930674/women-who-belong-in-the-kitchen.html</p> <p>Read “The Ideal Woman” Come to class with minimum of two discussion questions https://www.csustan.edu/sites/default/files/honors/documents/journals/soundings/Holt.pdf</p>
<p>Wednesday 9/12</p>	<p>Mini-lesson: Using MVC library databases. Begin researching Position Essay topic.</p> <p>Rhetorical devices: Read “On Being a Cripple” Come to class with min. two discussion questions.</p>
<p>Friday 9/14</p>	<p>Mini-lesson: Creating an Outline → Work on position essay outline.</p> <p>Read “The Curious Case of Nicki Minaj” Discussion questions. http://www.out.com/entertainment/music/2010/09/12/curious-case-nicki-minaj</p>
<p>Monday 9/18</p>	<p>Come to class prepared to discuss: “Their Eyes Were Reading Smut” http://www.nytimes.com/2006/01/04/opinion/their-eyes-were-reading-smut.html?_r=0 and “Don’t Blame the Eater” http://www.nytimes.com/2002/11/23/opinion/don-t-blame-the-eater.html Come to class with min. two discussion questions. Work on outline.</p>
<p>Wednesday 9/20</p>	<p>Position Essay Outline due Discuss Visual Literacy. Come prepared for lecture. HW due: Email examples of visual manipulation</p>
<p>Friday 9/22</p>	<p>In class review and analysis of emailed visuals – Team work assignment</p>
<p>Monday</p>	<p>Read “The Boys of Iwo Jima” → Analyze the Iwo Jima</p>

9/25	Memorial.
Wednesday 9/27	Read “The New Colossus” → Analyze Statue of Liberty http://www.libertystatepark.com/emma.htm
Friday 9/29	Position Essay due Discuss objects. Work on visual argument essay outline.
Friday 10/02	Watch <i>X-Men Documentary</i> . Analyze X-men HW Due: Choose object for subject of Visual Argument Essay.
Monday 10/04	Free day: Will be working on visual teamwork assignment and visual argument essay
Wednesday 10/06	Team Essay and presentation due Mini-lesson: Integrating Quotations
Friday 10/09	Photo Essays http://www.english.illinois.edu/maps/depression/photoessay.htm http://www.fastcodesign.com/3040772/exposure/the-gun-toting-ladies-of-texas-in-pictures http://www.fastcoexist.com/1681121/beautifully-mashed-up-photos-show-the-glory-and-wreckage-of-detroit Discussion questions
Monday 10/11	First half of Visual Examples Due. Arrive prepared to discuss and analyze.
Wednesday 10/13	Second half of Visual Examples Due. Arrive prepared to discuss and analyze.
Friday 10/16	Visual Argument Essay Outline due Read “The Persisting Vision: Reading the Language of Cinema” http://www.nybooks.com/articles/2013/08/15/persisting-vision-reading-language-cinema/
Monday 10/18	Read “The Girls in the Cartoons” by Helen White Streicher Read “Children’s TV, Where Boys Are King” Discussion questions. http://www.nytimes.com/1991/05/01/movies/children-s-tv-where-boys-are-king.html?pagewanted=all Work on Visual Argument Essay.
Wednesday 10/20	Read and analyze sample proposal essay in preparation for upcoming essay.
Friday	Peer Review of upcoming essay

10/22	
Monday 10/23	Visual Argument Essay due Read and analyze another proposal essay. Begin researching proposal points.
Wednesday 10/25	Read and analyze “A Modest Proposal” Jonathan Swift Watch clips from “The Life of Brian” Continue Researching Proposal Essay points.
Friday 10/27	HW: Read “Turkeys in the Kitchen” Discussion questions. Continue researching Proposal Essay points.
Monday 10/30	Work on Proposal Essay draft (at least two full pages) due next class.
Wednesday 11/1	HW: Proposal Essay draft due In Class: Read “A Nation in Need of a Vacation”
Friday 11/03	Peer reviews of Proposal Essay (You will be unable to participate if you arrive after 7:45).
Monday 11/06	Peer reviews of Proposal Essay (You will be unable to participate if you arrive after 7:45).
Wednesday 11/08	Proposal Essay due Read “Batting Clean-Up and Striking Out” Dave Barry. Discussion questions. Begin Compare/Contrast research.
Friday 11/10	Read and discuss “Neat People vs. Sloppy People” Suzanne Britt Jordan → Continue research for Compare/Contrast essay.
Monday 11/13	Read “Live Free and Starve” by Chitra Divakaruni In class discussion.
Wednesday 11/15	Read “Be Cool to the Pizza Dude” by Sarah Adams Discussion questions. Continue Compare/Contrast research.
Friday 11/17	Compare/Contrast outline due
Monday 11/20-24	NO CLASS
Monday 11/27	Begin working on Compare/Contrast Essay. Read “Add Cake, Subtract Self-Esteem” by Caroline Knapp. Discussion questions.
Wednesday	In class reading assignment TBA

11/29	
Friday 12/1	X-Men Documentary II
Monday 12/4	Continue working on Compare/Contrast Essay
Wednesday 12/6	Continue working on Compare/Contrast Essay.
Friday 12/7	Compare/Contrast Essay due NLT thirty minutes after the start of class