

# El Paso Community College Syllabus

## Instructor's Course Requirements

### Spring 2015

#### I. Course Number and Instructor Information:

English 1301: Expository English Composition (CRN: 24241)

Instructor: Isela Maier

E-mail: [mrive101@epcc.edu](mailto:mrive101@epcc.edu) or use Blackboard email (preferred)

Office Hours: Wed 11-12noon at VV library (C200B); also available by appointment.

#### II. Textbooks and Materials:

##### A. Required Texts

- Bullock, Richard, Goggin, Maureen Daly and Weinberg, Francine. The Norton Field Guide to Writing with Readings. New York: Norton, 2013, Third Edition.
- Hacker, Diana. A Writer's Reference with Writing about Literature. Seventh Edition.

##### B. Materials

- One folder with pockets; a laptop if available; a flash drive to prepare and save your work and a stapler with staples.

#### III. Course Requirements and Evaluation

##### A. Course Requirements:

This course will emphasize the essay writing and revision processes. Students will study literary models in order to learn different approaches to writing. Although a basic essay format will be introduced, students are encouraged to develop their own writing styles. This course will be Blackboard enhanced. A short introduction will be given at the beginning of the semester.

##### B. Evaluation

- a. Essays: Students will write 5 (five) major essays, three out of class essays and two in class essays. Essays should be typed and properly formatted according to MLA standards (see handout). Essays will constitute approximately 70% of your grade, including drafting, revising, editing and class participation (peer review). Quizzes, letter to the editor and writing projects will comprise 30% of your grade.
- b. Peer collaboration: Peer review/editing sessions are scheduled on the syllabus and require students to be present to take advantage of these exercises. You and your fellow students will analyze drafts of each other's papers; therefore, students must have a complete typed rough draft of the essay for peer collaboration. You will lose 10 points from your essay grade if you don't have one in class or if you are absent. However, if you attend class and participate even if you don't have your paper ready for peer editing, you won't lose the full 10 points (maybe only 5 or 8 points depending how much work you have completed by that day). Peer critiquing may help to improve your writing through receiving the suggestions of your classmates and by helping you learn how to analyze.
- c. Quizzes/writing projects: All reading assignments are subject to quizzes. Quizzes are listed on the syllabus and will be given during the first 5 to 10 minutes of class; time will not be extended if you are late. Missed quizzes will not be made up. Writing projects will include reader responses and reading questions. The project assignments should be typed, be at least one full page, follow MLA format style, be relatively free of errors and must address the prompt/questions completely. Complete instructions for writing projects will be given out in class.
- d. Rewrites/Late Papers: In order to receive full credit, all work must be submitted on time. Please do not skip or come in late to class in order to finish an essay. Essays may be rewritten **only** at the instructor's request. If I think that you have either

misunderstood the assignment or that your errors are too many for me to grade your paper, I may ask you to rewrite it at least once before assigning a grade. Once the paper is graded, the grade is final. No exceptions. **Late papers will not be accepted.** If you know you will be absent, work must be submitted ahead of time. Exceptions will be rare and absences must be documented. It is the student's responsibility, whether present or absent, to obtain all material presented and to complete all course assignments. Keep all of the work you do for this class until final grades are posted. The instructor is not responsible for lost papers. Record your grades for all of your assignments so that you always know your point total and grade.

Your grades will be determined using the following points system:

Literacy Narrative	50
Writing a Profile (50 pts essay/50 pts presentation)	100
Analyzing a Text	100
Arguing a Position	100
Persuasive essay	100
<b>Total essay points</b>	<b>450</b>
Letter to the editor @ 50 pts.	50
7 Quizzes @ 10 pts	70
8 writing projects @ 10 pts.	80
<b>Total points</b>	<b>200</b>
<b>Total Course Points</b>	<b>650</b>

<b>Point distribution:</b>
<b>A =585-650</b>
<b>B = 520-584</b>
<b>C = 455-519</b>
<b>D = 390-454</b>
<b>F =389 -below</b>

#### IV. Instructor's Policies

##### A. Attendance

Roll will be taken daily. Class and group activities are a big part of this class. Please notify the instructor of any illness or crisis which may result in absences; document your absence whenever possible. Students may be dropped after three unexcused absences; **however, obligation for withdrawal from the class rests with the students.** If you wish to withdraw from the class with a W, do so by **April 17, 2015**. Students who stop participating in class and have not withdrawn by the withdrawal date deadline will receive an "F" grade for the course.

##### B. Communicating with the instructor:

Please feel free to consult with me through Blackboard at any time during the semester or come see me during my office hours with any concerns you may have about your class performance. If at any time you begin to feel lost, don't just disappear, we can talk about it and find the best solution.

##### C. Tardiness

Habitual tardiness and/or habitual early departures from class may affect your final grade. Three (3) tardies equals one (1) absence.

##### D. Classroom Conduct

Rudeness or disruptive behavior will not be tolerated. Therefore, I will manage the classroom environment to promote a positive learning experience for all students. If a student disrupts the class, he/she will be asked to leave the room and will be marked absent. Disruptive conduct includes talking while the instructor is speaking, interrupting other students or the instructor, texting or playing on cell phone, doing work for other classes during class, engaging in any other type of rude, disrespectful behavior, or any other violation in the EPCC Student Code of Conduct handbook. You can access a digital copy of the handbook at

[http://www.epcc.edu/CSD/Documents/Student\\_Handbook.pdf](http://www.epcc.edu/CSD/Documents/Student_Handbook.pdf). Please turn off your cell phones and any other electronic devices while you are in class.

**D. Academic Dishonesty:**

Academic dishonesty is an act by a student to use and/or represent the work of other individuals as that of his or her own production and/or creation. Academic dishonesty can take different forms: cheating, plagiarism, and/or collusion. Cheating consists of obtaining information from someone other than the instructor during an exam. Plagiarism is submitting someone else's work under your name and collusion is the unauthorized collaboration with another person in preparing your written work and submitting it as your own. Depending upon the instructor's evaluation of the severity of the dishonest act, students may be penalized by receiving a failing grade for the assignment, or for the entire course.

**E. EPCC Writing Centers:**

Each campus at El Paso Community College has a writing center or lab to assist you. Valle Verde campus offers online writing lab (OWL) services for students.

<http://start.epcc.edu/Student/Tutorial/Writingcenter/owlpage/owl/owl2.html>

You will also be using the college library to do research, please visit the library at

<http://www.epcc.edu/library/Pages/default.aspx>

- F. Students with Disabilities:** EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**V. Calendar** \*\*Calendar is subject to change

**Schedule of Assignments (English 1301-24241)**

All reading assignments are from *The Norton Field Guide to Writing with readings (NFG)* and *A Writer's Reference (WR)*. Books and materials must be brought to each class meeting.

Week 1 Jan 19 (no class), 21 & 23	Intro to course and Blackboard. Review of requirements. Syllabus <b>Writing project 1</b> Diagnostic essay <i>The Norton Field Guide to Writing (NFG)</i> read "Generating Ideas and Texts" (pp. 259-265) <i>NFG</i> - read "Drafting" (pp. 266-268) and "Beginning and Ending" (p 299)
Week 2 Jan 26, 28 & 30	<i>NFG</i> - read "Rhetorical Situations" (pp. 1-18) Discuss rhetorical situations: Purpose, Audience, Genre, Stance and Media/Design <b>Writing project 2</b> – In your own words, define the rhetorical situations (in class) <i>NFG</i> - read "Writing a Literacy Narrative" (pp. 27-51) <b>Quiz #1:</b> "Write or Wrong Identity" (p. 27) and "Mother Goose in Monterrey" (p. 37)
Week 3 Feb 2, 4 & 6	<i>NFG</i> - read "Se Habla Espanol" (p. 629) and "How do you go from this...to this" (p. 649) Discuss Manuscript Format - read in <i>A Writer's Reference (WR)</i> by Diana Hacker (p. 429) Writing a thesis/5 paragraph essay – Handout <i>NFG</i> – read "Guiding Your Reader" (pp. 312-317) <b>Writing project 3</b> – Engaging with the Text, p. 632, answer question #5 (begin in class) <b>Quiz # 2</b> Quiz on manuscript format (essay paper requirements)
Week 4 Feb 9, 11 & 13	<i>NFG</i> - read "Literacy Behind Bars" (p. 640) <b>Writing project 4</b> – Engaging with the Text p. 644, answer question #5 (begin in class) <i>NFG</i> - read Narrating (pp. 387-395) & Dialogue (pp. 376-381) Rough Outline/working thesis Work on essay #1: Literacy Narrative essay
Week 5 Feb 16, 18 & 20	Bring in literacy narrative rough draft essay for peer collaboration <i>NFG</i> - read "Assessing Your Own Writing" (pp. 269-274); "Getting Responses and Revising" (pp. 275-279); and "Editing and Proofreading" (p. 282-286) <i>WR</i> – read "Composing and Revising"(pp. 3-54) <b>Essay #1:</b> due Feb 18 - Literacy Narrative (Submit in a folder, include rough drafts and peer evaluations)

	<p><b>Writing project 5</b> - response to literacy narrative (in class)  <i>NFG</i> – read Profiles (pp. 191- 204)</p>
<p>Week 6  Feb 23, 25  &amp; 27</p>	<p>Literacy Narrative returned  Basic grammar review - Please bring to class: <i>A Writer's Reference</i>  <i>NFG</i> – read Profiles – continue  <i>NFG</i> – read Describing (pp. 367-375)</p>
<p>Week 7  Mar 2, 4  &amp; 6</p>	<p><i>NFG</i> –Read “On Campus, It’s One Big Commercial” (p. 837); “Marlen Esparza: Going the Distance” (p. 848); “Jimmy Santiago Baca: Poetry of a Lifesaver” (p 858)  <b>Writing project 6</b> – Interview material for profile essay – identify dominant impression  <b>Quiz #3</b> – “Drawn to a Larger Scale” (p. 863) and “Defying the Odds: Victor Cruz” (p. 867)  <b>Essay #2:</b> due Mar 6 - Profile Essay (QEP)- Be prepared to give a brief presentation of essay in class</p>
<p>Mar 9-13</p>	<p><b>Spring Break</b></p>
<p>Week 8  Mar 16, 18  &amp; 20</p>	<p><i>NFG</i>- Begin reading “Academic Writing (pp. 19-24)  <i>NFG</i> - read "Analyzing Texts" (pp. 52-81)  <b>Quiz #4</b> on readings “A Spirit Reborn” (p. 62) and “The Fashion Industry: Free to be an Individual” (p. 52)  <i>NFG</i> – read “We are the 99 Percent” Joins the Cultural and Political Lexicon” (p. 679)  Discuss Essay #3 Text Analyzing</p>
<p>Week 9  Mar 23, 25  &amp; 27</p>	<p>The Appeals (ethos, pathos and logos handout)  Discuss possible projects for analysis  <i>NFG</i> – read “How the Text Works: What it Says, What it Does” (pp. 405-411)  Begin on essay # 3  Bring essay #3 for peer collaboration</p>
<p>Week 10  Mar 30, Apr 1  &amp; Apr 3</p>	<p><b>Essay # 3</b> : due Apr 1 - Analyzing Texts  Introduction to Arguing a Position  <i>NRG</i> - read "Arguing a Position" (pp. 119-149); and "Developing a Research Plan" (pp. 421-430)  <b>Quiz #5</b> on “Organ Sales will Save Lives” (p. 119)  Discuss letter to the editor  Consult El Paso Times Editorial section/letters to the editor  <b>Writing project 7</b> In groups, write a letter to the editor (everyone in the group will receive the same grade)</p>
<p>Week 11  Apr 6, 8  &amp; 10</p>	<p>WR - read "Researching (pp. 331-368)  <i>NRG</i> - read "Finding Sources" (p. 432-452); "Evaluating Sources" (pp. 453-456);  "Quoting, Paraphrasing, and Summarizing" (pp. 462-474)  <b>Create/respond: write a new letter to the editor</b> of the El Paso Times (due: Apr 10)  Review topics for Essay #4: Arguing a Position mini research paper</p>
<p>Week 12  Apr 13, 15  &amp; 17</p>	<p>Library orientation (students must have a topic and a working thesis statement)  <b>Quiz # 6</b> on orientation  <i>NRG</i>- “Acknowledging Sources, Avoiding Plagiarism” (pp. 475-479)  <i>NRG</i> - read “Analyzing the Argument and Logical Fallacies” (p. 411)(338-340)  <b>(April 17-last day to drop with a “W”)</b></p>
<p>Week 13  Apr 20, 22  &amp; 24</p>	<p><i>NRG</i> - read "Anti-Intellectuals: Why We Hate Smart Kids" (p. 754)  <i>NRG</i> - read "MLA Style" (pp. 373 - 419); in <i>A Writer's Reference</i> sample paper (pp. 437- 440);  Bring in a polished rough draft copy of argumentative paper for peer evaluation (make revisions and bring revised version to the next class)  Discuss Works cited page/annotated bibliography; <i>NFG</i>- read (pp. 480 – 523)</p>
<p>Week 14  Apr 27, 29  &amp; May 1</p>	<p><b>Quiz # 7</b> – Works cited page  Revision and editing continue, in class and out of class  <b>Essay #4:</b> due Apr 29 - Arguing a position - (include all rough drafts and peer evaluations; submit copy of the research paper to instructor through Blackboard)</p>
<p>Week 15  May 4, 6  &amp; 8</p>	<p>In class conferences/catch up/extra credit  <b>Writing project 8</b> - offer a critical self-reflection of your growth as a writer throughout the semester  Brainstorm for final essay</p>
<p>Week 16  May 13</p>	<p><b>Final Essay #5:</b> In-class writing assignment: Persuasive essay (Wed. May 13, 9a-11a)</p>

