

El Paso Community College
Syllabus
Instructor's Course Requirements
Fall 2013

I: Course Number and Instructor Information:

English 1301, CRN #12046 (TR 5:30-6:50 p.m.)

CRN #12047 (TR 7:00-8:20 p.m.)

Expository English Composition

Professor: Craig Wynne

E-mail: cwynne1@epcc.edu

Office: Part-time office, Building B, Room 242

Office Hours: Tuesday 4:45 – 5:15 p.m. & 8:30 – 9 p.m., Thursday 4:15-5:15 p.m., or
by appointment (please schedule this at least 24 hours in advance)

II: Texts and Materials

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing*. 3rd ed. New York: Norton, 2013.

Hacker, Diana and Nancy Sommers. *A Writer's Reference with Writing About Literature*. 7th ed. Boston: Bedford/St. Martins, 2011.

Supplemental handouts and readings from professor (TBD)

A double-pocket folder for handouts

A notebook or laptop with which to take notes (more about laptop policies in the Instructor Policies section)

Access to the class Wiki and Engrade

Two exam/Blue books to be purchased at the college store

III – Course Requirements

Assignment #1 – Literacy Narrative (My Writing Experience) 10%

Assignment #2 – Midterm Exam (Visual Analysis) 10%

Assignment #3 – Annotated Bibliography – Community Issue 10%

Assignment #4 – Argumentative Essay – Community Issue 15%

Assignment #5 - Final Exam (Textual Analysis) – 15%

Weekly Wiki Postings – Original 15%

Weekly Wiki Postings – Response 10%

Class Participation – 15%

Engrade: I will use a program called Engrade in order to calculate your grades. I will provide you with access to this program by the fourth week of class. Through it, you can keep track of your grades, as well as your attendance. It is your responsibility to log on. If you have a question or concern about your grade, you need to let me know early in the semester.

Drafts: You will write out Essays #1, 3, and 4 in drafts, all of which are an important part of the overall writing process. You need to complete each step in order to receive full credit for the final draft of each essay. You will write two rough drafts for feedback: the first one will be submitted to me, and the second one will be submitted to your peers for review. For each draft that is not submitted on time, one full letter grade will be deducted from your final draft grade.

In-Class Writing: Essays #2 and #5 will be completed in class. We will do much preparation for these essays, and you will know the topic before the exam (but not the actual question).

Original Wiki Postings: Each week, you will write a response to the readings in the appropriate week of the Wiki. For example, For Week One's readings, you will post in the "Week One" section of the Wiki. Each original posting should be 150-200 words and should consist of your thoughts about the readings. For example, what did they make you think of? Did you connect anything to anything else you've read? Movies or television shows you've seen? Things you've observed or experienced? There is no wrong way to do this. However, it should not be a mere summary or regurgitation of what you've read; I want YOUR thoughts on what you're reading, however crazy you think they may be (and they probably aren't). Original postings should be completed by 4 p.m. on the Sunday after the week of the reading. For example, Week One's postings should be completed by 4 p.m. on Sunday, September 1. Responses like "I have nothing to say" are not acceptable.

Responses to Wiki Postings: In addition to writing your original postings, you will also respond to a classmate's posting. Your response should address the person posting (for example, "Erica, I think you are right when you say..."). They should be between 50-100 words. Responses like "I agree" are not acceptable. Put some thought into your responses. These are due on the Tuesday after the original responses are turned in. For example, responses to Week One's postings should be completed by 4 p.m. on Tuesday, September 3. Since both of my sections will share the same Wiki space, you may also respond to someone not in your section.

Class Participation: Class participation will be assessed on a daily basis. Each of you will start off the course with the full 15% (100 points) for class participation. You can lose points (out of the 100 for class participation) for the following:

Craig Wynne 9/4/13 6:05 PM

Comment [1]: I use this program because I have found it more user-friendly than Blackboard when it comes to viewing grades.

Craig Wynne 9/4/13 6:06 PM

Comment [2]: The English Department at El Paso Community College requires Essay #5 to be completed in class during Finals Week. I have students complete the second essay in class in order to practice timed writing.

Craig Wynne 9/4/13 6:12 PM

Comment [3]: I prefer to use Wikis over Blackboard because they are more user-friendly than the Blackboard system.

Craig Wynne 9/4/13 6:13 PM

Comment [4]: I seek to build classroom community by having students discuss the course content with each other outside of the classroom. Since I have two sections of this course, I would also like to have students who may never meet physically correspond with each other, which is why both sections share the same Wiki space.

- Late arrival (up to 10 minutes after the beginning of class): 5 points
- Late arrival (after 10 minutes after the beginning of class): 5 points and an absence on your record
- Leaving class early without having cleared it with the instructor previously: 5 points and an absence on your record
- Engaging in off-task behavior (texting, being on Facebook or non-course related websites, sleeping, doing work for other classes): 5 points
- Coming to class without a textbook or writing materials, or being otherwise unprepared: 5 points
- Other evidence of not being engaged with the class (saying “I don’t know” to a question or an evasive response that shows not having read the material): 5 points
- Engaging in behavior that disrupts the learning of the class (talking while another is speaking): 10 points, dismissal from the class session, and an absence on your record for the first occurrence; 20 points, dismissal from the class session, another absence on your record, and a referral to the Dean for the second occurrence
- Outright refusal to follow directions and other behavior that directly respects the instructor or a classmate: 20 points, dismissal from the class session, an absence on your record, and a referral to the Dean

Participation will be documented on Engrade. If you see anything less than “100” under the “Class Participation” category and are unsure of why, it is your responsibility to contact me. If you have lost all 100 points from this category, points will continue to be deducted from your total grade. I will contact you if this occurs and inform you of how the total points will work.

IV – Instructor Policies

Attendance: The majority of class time will be spend discussing and workshopping, so your attendance is essential for participation. You are allowed two absences (one full week) without penalty. **There is no such thing as an excused absence, so make sure you use these for illness or a family emergency.** Each subsequent absence will result in a full letter grade deduction. If you miss more than three weeks’ worth of classes (six classes) and you do not drop before the deadline, you automatically fail the course regardless of your progress on assignments – no exceptions. **I will not drop you; you need to do this yourself.**

Conversely, if you show up for **every** class on time, you will receive an extra five points (out of the total 100) toward your final grade. For some people, this has meant the difference between a B and an A.

Punctuality: See the “class participation” category for this policy.

Craig Wynne 9/4/13 6:14 PM

Comment [5]: This policy is held in place in order to ensure a smooth flow and to hold students accountable for being engaged in class. I do make exceptions in extreme circumstances, such as family and illness.

Essay Preparation: All must be typed – dark ink, 8 and one half x 11 inch on white paper, double-spaced, with proper one-inch margins and spacing between paragraphs. Use a 12-point standard typeface, Courier or Times Roman. Exceptions are in-class writing and the final exam. All essays must conform to MLA (Modern Language Association) format, which we will discuss in class.

Submission of Essay Drafts: For Assignments #1, 3, and 4, you will complete three drafts. Your first draft will be submitted to me, and your second draft will be submitted to your classmates for peer review. First and final drafts must be submitted to my e-mail. Peer review sessions will be conducted in class, so you should bring hard copies. If you do not have drafts ready for a peer review session, you will be asked to leave and marked absent for the class session. You will also lose a full letter grade from the assignment. If you do not submit a first draft by the deadline, you will lose a full letter grade from the assignment.

Late Work: First and second drafts will not be accepted or commented on if they are late, and they will not be accepted through any venue other than e-mail. Final drafts will be accepted up until three regular days (not class days) after the due date, and will also only be accepted through my EPCC e-mail. For every day it is late, your grade will be deducted by a full letter, up to three days. I will not accept any assignments after that.

Revision of Essays: You may choose to revise Assignments #1, 2, and 3 for a higher grade during the semester. If you are interested in revision, you must meet with a tutor at the Writing Center for assistance at least once in order to receive credit and show me evidence that you did so. You also must have submitted the assignment on time, and I must have gotten the sense that you put in a solid effort on those assignments. With Essay #2, you must have taken it on the scheduled date, October 10. The last day to submit revisions is Wednesday, November 27 at 9 p.m. through e-mail. **This is optional, not required.**

Plagiarism: Plagiarism is the acceptance of someone else's work in any form as your own, and will not be tolerated. Cases of plagiarism will be discussed with the instructor and reported to the Dean, and may result an "F" for the course.

Concerns/Problems: If you have a concern or problem with some aspect of the course, it is your responsibility to contact me. I encourage you to see me during my office hours early in the semester if you are having trouble, or even if you want to discuss something more in-depth. You may contact me by e-mail as well. When you do contact me by e-mail, I want you to write it in a professional tone. We'll be talking about audience a lot in this course, and I

want you to keep in mind that you're speaking to a professional audience. This is how it should look.

Dear Mr. Wynne:

Write the content of your e-mail here. Make sure you've proofread for proper spelling, grammar, and punctuation. Do not use IM language ("2" for "to," "u" for "you," etc.).

**Sincerely,
Your Name**

If your e-mail does not follow this format, I will not respond. In addition, please do not ask a question that can be answered by looking at the syllabus or an assignment sheet, nor should you ask a question about an assignment within 24 hours of the due date. I will not respond if your e-mail falls under one of those criteria either. You need to prepare and to follow directions.

V – Course Calendar – I will most likely make changes and additions to readings during the semester, and it is your responsibility to keep up, in class and through Blackboard. FG indicates *Norton Field Guide to Writing*. We will use *A Writer's Reference* as I get to know your writing habits and patterns.

Week One – 8/27 & 8/29	Icebreakers, Policies and Procedures, Electronic Communication (Class meets in Computer Lab on 8/29 – Come prepared with your log-in information so you can get onto the school's computers!)
	HW: Read FG Chapters 1 – 5, Chapters 24 & 25
Week Two – 9/3 & 9/5	Writing Process, Rhetorical Situations
	HW: Read FG Chapter 7, "Mother Tongue," (pg. 633-639 in FG), "Se Habla Espanol" (pg. 629-632 in FG)
Week Three – 9/10 & 9/12	The Literacy Narrative
	HW: Complete Essay #1 First Draft, Read "Rebel Music" (pg. 624-628 in FG), "Literacy Behind Bars" (pg. 640-644 in FG)
	Assignment #1 First Draft Due to Instructor via e-mail Sunday, 9/15 at 9 p.m.

Week Four – 9/17 & 9/19 Strategies	<p>The Literacy Narrative (con't), Revision</p> <p>HW: Read FG Chapters 25-28</p> <p>Assignment #1 First Draft Returned to Students via e- mail by 9/22</p>
Week Five – 9/24 & 9/26 #1	<p>Revision Strategies, Peer Review Basics, Essay</p> <p>Peer Review (bring two copies of Essay #1 to class</p> <p>9/26</p> <p>HW: Complete Assignment #1 Final Draft</p> <p>Assignment #1 Final Draft Due to Instructor at 9 p.m.</p>
9/29	
Week Six – 10/1 & 10/3 Orientation	<p>Intro to Visual Analysis, Writing Center</p> <p>HW: Read FG Chapter 8, "Changing the Face of Poverty" (pg. 667-678 in FG), "We are the 99 Percent" (pg. 679-683 in FG)</p>
Week Seven – 10/8 & 10/10	<p>Visual Analysis, Assignment #2 written in class 10/10</p> <p>HW: Post a 250-300 word response on the Wiki answering the following question: Describe an experience where you've had to conduct research. This can be academic or non-academic. What was your topic? What purpose were you trying to achieve? What was the process like? This should be completed by Sunday, 10/13@4 p.m. Responses to classmates' postings are due Tuesday.</p>
Week Eight – 10/15 & 10/17	<p>Community Issue/Topic Choice Exercise, the Annotated Bibliography, Library Orientation</p> <p>HW: Find two sources related to your topic using the library's databases. Write a 250-300 word</p>

response on the Wiki in which you describe why the sources you chose are effective. In addition, you will describe the process you undertook in finding your sources. Include links to the sources, if applicable.

Week Nine – 10/22 & 10/24

Source Credibility, Research, MLA

HW: Complete Assignment #3 First Draft, Read FG Chapter 33; “Anti-Intellectualism” (pg. 754-758 in FG); “Should Gamers be Prosecuted” (pg. 727-730 in FG)

Assignment #3 First Draft Due to Instructor 10/28 at 9 p.m.

Week Ten – 10/29 & 10/31

Intro to Argument & Argumentative Strategies

HW: Read “Of the 1%...” (pg. 746-753 in FG); “Kenneth Cole...” (pg. 759-763 in FG)

Assignment #3 First Draft Returned to Students by 11/3

Week Eleven – 11/5 & 11/7

Argumentative Strategies (con’t); Assignment #3 Peer Review (bring two copies to class on 11/7)

HW: Complete Assignment #3 Final Draft

Assignment #3 Final Draft Due to Instructor 11/10 at 9 p.m.

Week Twelve – 11/12 & 11/14

Argumentative Strategies (con’t); Opinion Pieces

HW: Read *New York Times* Opinion Pieces (TBD)

Assignment #4 First Draft Due to Instructor 11/17 at 9 p.m.

Week Thirteen – 11/19 & 11/21

Textual Analysis; Final Exam Discussion

HW: Read *New York Times* Opinion Pieces (TBD)

Assignment #4 First Draft Returned to Students by 11/24

Week Fourteen – 11/26
class

Independent Work Time in Computer Lab (**no**
11/28 – Happy Thanksgiving!)

HW: Read Chapter 28 in FG

Revisions to Assignment #1 and #3 Due
11/27 at 9 p.m.

Week Fifteen – 12/3 & 12/5

Peer Review Assignment #4 (bring two copies to
class 12/3), Final Exam Review (12/5)

Assignment #4 Final Draft Due to Instructor
12/8 at 9 p.m.

Week Sixteen – 12/10

Final Exam

CRN#12046 TR 5:30-6:50 (12/10 from 5:30-
7:30 p.m.)

CRN#12047 TR 7:00-8:20 (12/10 from 7:30-
9:30 p.m.)