This course syllabus is intended as a set of guidelines for English 1301. Both North Lake College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

**Professor Information**

Professor’s Name: Alex Kurian       Email: akurian@dcccd.edu
Office Location/Hours: K311/By appt.       Office Phone: 972-273-3201

**Course Information**

**Course Title/Credit Hours:** Composition I (3 cr.)

**Course Number-Section:** English 1301-7002

**Class Meeting Time:** M-F 9:45AM – 11:45AM

**Course Description:** English 1301 is the first half of freshman composition. The course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes.

**Course Prerequisites:** One of the following must be met: (1) Development Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) or have met the Texas Success Initiative (TS) Reading and Writing Standards.

1. Recognize that writing is a way to learn, communicate, record, and remember.
2. Examine a variety of texts as a basis for writing.
3. Understand and use the processes of writing: inventing, drafting, revising, and editing.
4. Understand the interrelationships among writing, reading, and critical thinking.
5. Use appropriate grammar, mechanics, and spelling.

Students who need help with specific skills are encouraged to visit the Writing Center (A-332).

**Required Textbooks**


**Course-Level Student Learning Outcomes** (See Addenda, also)

1. All students at the course level will demonstrate MLA rules for page formatting at 90% proficiency as measured by the English MLA Page Formatting Rubric, specifically, modeling the assessment process using the Page Formatting Rubric. CCICs 2, 6 EEOs 1, 5 Gen Ed SLOs 1.1, 2.2, 3.2
2. All students at the course level will write coherent, well developed, and mechanically correct essays at 80% proficiency as measured by the English Writing Rubric. CCICs 1, 2 5 EEOs 2, 3, 5 Gen Ed 1.1, 2.2
3. All students at the course level will demonstrate basic MLA documentation rules and formatting at 65% proficiency as measured by the English MLA Documentation Rubric. CCICs 2, 6 EEOs 1, 5 Gen Ed SLOs 1, 3

**Course Objectives**

Upon successful completion of English 1301, students will be able to write essays that appropriately address a variety of occasions, purposes, and audiences. Furthermore, students will be able to

1. Critically examine a variety of professional and student writings. (This objective satisfies CCIC 1-3 and EE0 4-5). To demonstrate this ability students will
   - recognize authors’ organizational strategies, biases, and purposes,
   - examine authors’ use of language, and
   - identify strengths/weaknesses of each writing.

2. Understand how to use word processing to facilitate the writing process. (This objective satisfies CCIC 1-4 and EEO 4-5.) At a minimum, students will know how to
• create documents,
• save documents,
• cut and paste within documents,
• computer edit documents, and
• print documents.

3. Understand the purpose of documentation and therefore avoid plagiarism. (This objective satisfies CCIC 1-3 and EEO 4-5.) To demonstrate this ability, students will show that they

• understand the differences between summary, paraphrase, and quotation;
• can create effective, accurate summaries and paraphrases;
• are familiar with MLA documentation;
• can critically evaluate appropriateness and reliability of secondary sources;
• have developed basic library research skills; and
• are familiar with electronic academic databases.

4. Understand the recursive nature of the writing process. (This objective satisfies CCIC 1-4 and EEO 1-5.) To demonstrate this knowledge, students will

• experiment with various pre-writing, invention, organization, and drafting techniques;
• practice revision by writing multiple drafts; and
• conduct final proofreading.

5. Interact with professor and classmates with an emphasis on listening and critical thinking. (This objective satisfies CCIC 1-3 and EEO 4-5.) At a minimum, students will participate in

• classroom discussion,
• peer editing, and
• group work.

6. Within specified time constraints, write papers for a variety of purposes and audiences. (This objective satisfies CCIC 1-4 and EEO 1-5.) At a minimum, students will write multiple in- and out-of-class essays that include the following:

• an in-class mid-term essay,
• an in-class final essay, and
• at least one source-based essay.

**Specific Course Outcomes**

All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

1. Students will complete a minimum of five essays or writing projects for grading.
2. Students will write a mid-term essay on an unannounced topic in one class period and a final essay on an unannounced topic in the final exam period.
3. Students will complete a significant amount of free-writing, journal writing, and response/reaction writing, to include reflection about their own reading and writing processes.
4. Students will read models of student and professional writing.
5. Students will address a range of audiences with varied levels of intimacy, shared knowledge, and agreement.
6. Students will write for a variety of purposes: to express, to inform, and to convince.
7. Students will produce multiple drafts of all graded papers written outside of class.
8. Students will engage in group activities that will include critical thinking, problem-solving, listening and responding.
9. Students will engage in peer review as a part of the writing process.
10. Students will refine mechanics and grammar skills as a part of the editing process.
11. Students will demonstrate basic library research skills, including the use of academic electronic databases.
12. Students will practice paraphrasing, summarizing, and quoting from documented sources.

Course Outline

Since English 1301 is a composition course, students are expected to write on a regular basis. In most cases, they will submit some written work each week. In addition to exercises, paragraphs, and quizzes that some professors may require, students will write at least seven essays (including the mid-term and final essays) for a specific purpose (expressive, informative, or persuasive) and for specific audiences. These essays will be at least 500-700 words or about two to three typed or word-processed pages. The professor will determine the specifics. Students will practice specific rhetorical techniques such as: description/narration, definition, classification, cause/effect, comparison/contrast, and process. They will also demonstrate a working knowledge of the MLA (Modern Language Association) guidelines for research papers. The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

See Course Calendar in Addendum D.
**Evaluation Procedures**

The grade earned in this course is a combination of the following individual grades:

- Attendance, class assignments, and participation: 10%
- Minimum of five essays or writing projects: 50%
- Mid-term essay on an unannounced topic written in one class period: 20%
- Final essay on an unannounced topic written in the final exam period: 20%

An **A** requires 90-100%; a **B**, 80-89%; a **C**, 70-79%; a **D**, 60-69%; an **F**, 0-59%. A grade of **C** or higher is required to earn a degree from North Lake College.

**Mid-Term and Final Essays**

Although most of the writing assignments in this course will call for extensive prewriting, drafting, reviewing, and editing, some writing assignments call for skills in composing a paper within a limited time. The essay topics for the mid-term and final exams will **NOT** be announced before the class, so students will have to plan, draft, and edit an acceptable essay of four or more paragraphs (about 500-600 words) during one class period. Although these papers will probably differ in quality and length from those written over a longer period of time, they are still expected to demonstrate a passing level of competency as indicated by the Departmental Writing Rubric (presented on the last page).

**Department of English Policies for Student Success**

**Attendance Policy**

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. Check Addendum D for your professor’s policy because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

**Policy on Late Papers**

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. Check Addendum D for your professor’s policies on accepting late papers.

**Student Responsibilities**

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (A-332) or meet with your professor when you need help or when you are directed to do so by your professor.

Classroom Etiquette

1. Follow your professor’s rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. In short, treat your classmates and professor with respect.

Institutional Policies for Student Success

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Addendum D for your professor’s policy re: academic dishonesty.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. http://www.northlakecollege.edu/resources/disability.html
Stop before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop.

Drop Policy

If you are unable to complete this course, you must officially withdraw by Wednesday, June 27, 2012. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

Financial Aid Statement

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

Counseling Services

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

The Academic Skills Center (ASC, Room A-332)

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.
- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or “fixing” papers, tutors focus on helping students develop and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through
eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**Exemplary Educational Objectives**

As part of the Core Curriculum, English 1301 satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to make appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

**Core Curriculum Intellectual Competencies:**

English 1301 satisfies the following Core Curriculum Intellectual Competencies specified by the Texas Higher Education Coordinating Board:

1. Reading: The ability to analyze and interpret a variety of printed materials—books, documents and articles—above 12th grade level.
2. Writing: The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.
3. Critical thinking: The ability to think and analyze at a critical level.
4. Computer Literacy: The ability to understand today’s technological society and to use computer-based technology in communicating, solving problems, and acquiring information.

Your professor will use Learning Activities from the following list or provide a list of Learning Activities customized for your course.
Addendum A: Learning Activities, Outcomes, and Assessments for a Mode-Based Essay

Learning Activity for Mode-Based Unit: In planning the mode-based essay, you must choose a topic appropriate for the required mode; your professor will provide a list of suitable topics or will approve your topic prior to your beginning the essay. Your mode-based essay will be developed around one or more of the following rhetorical strategies: (listed alphabetically) argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition, description/narration, exemplification, or process explanation/instructions. If required by your professor, you will a) participate in a professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions or webbing to determine what you know about your chosen topic, what you need to discover about your chosen topic, and where you might find this information; b) if required by your professor, gather supporting information and bring it to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for your assignment.

Learning Outcomes: You will choose an approved topic and write a mode-based essay of three or more pages plus a Works Cited page (if required by the assignment). Your essay will contain:

1. a focused thesis suitable to your essay’s topic and purpose
2. language and tone appropriate for your targeted audience
3. an organizational pattern appropriate to your selected mode
4. concrete substance such as specific details, sensory data, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. basic computer literacy (if appropriate)

Assessment: You will demonstrate competency by producing a coherent, mode-based essay that is word-processed (if appropriate). It will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

EEOs and CCICs: EEOs 1-6 and CCICs 1-4

Addendum B: Learning Activities, Outcomes, and Assessments for a Topic-Based Essay

Learning Activity for Topic-Based Unit: In planning the topic-based essay, you will choose a subject from your professor’s list or have your subject approved by the professor prior to beginning the essay. A topic-based essay is developed around a thematic approach to an issue. It may use one or more of the following rhetorical strategies: (listed alphabetically) argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition,
description/narration, exemplification, or process explanation/instructions. If required by their professor, students will a) participate in a professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions, and/or webbing to determine what they know about their chosen topic, what they need to discover about their chosen topic, and where they might find this information; b) if required by their professor, gather supporting information and bring to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for their assignment.

**Learning Outcomes:** The students will choose an approved subject and write a topic-based essay of three or more pages plus a Works Cited page (if required by the assignment). This essay will contain:

1. a focused thesis suitable to the essay’s subject and purpose
2. language and tone appropriate for the targeted audience
3. an organizational structure appropriate to the essay’s subject and purpose
4. concrete substance such as specific and sensory details, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. basic computer literacy

**Assessment:** Each student will demonstrate competency by producing a coherent topic-based essay that is word-processed (if appropriate). The essay will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

**EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

**Addendum C: Learning Activities, Outcomes, and Assessments for a Source-Based Essay**

**Learning Activity for Source-Based Unit:** In planning the source-based essay, the students will choose a topic from the professor’s list or have their topic approved by the professor prior to their beginning the essay. A source-based essay synthesizes information from multiple sources. It may use one or more of the following rhetorical strategies: (listed alphabetically) argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition, description/narration, exemplification, or process explanation/instructions. If required by their professor, students will a) participate in an professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions, and/or webbing to determine what they know about their chosen topic, what they need to discover about their chosen topic, and where they might find this information; b) if required by their professor, gather supporting information and bring to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for their assignment.
**Learning Outcomes:** The students will choose an approved subject and write a source-based essay of three or more pages plus a Works Cited page. This essay will contain:

1. a focused thesis suitable to the essay’s subject and purpose
2. language and tone appropriate for the targeted audience
3. an organizational structure appropriate to the essay’s subject and purpose
4. concrete substance such as specific and sensory details, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. information borrowed from one or more secondary sources
7. in-text documentation (following MLA guidelines) and the research specifics required by the professor
8. basic computer literacy

**Assessment:** Each student will demonstrate competency by producing a coherent word-processed source-based essay of three or more pages. The essay will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

**EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

**Addendum D: Learning Activities, Outcomes, and Assessments for the In-Class Mid-Term and Final**

**Learning Activity for the Mid-Term and Final Exam:** Choosing from your professor’s list of unannounced topics, you will write an analytical essay of three or more pages that presents and defends a position.

**Learning Outcomes:** You will: a) choose a topic, b) formulate a thesis, c) draft the essay, and d) edit/revise the essay before submitting it to your instructor for evaluation at the end of class. Each essay will contain:

1. a title that grabs your reader’s attention and sets the tone of the paper
2. a thesis statement (usually located in the introduction)
3. well-supported body paragraphs that develop your thesis
4. a complementary introduction and conclusion
5. appropriate transitional devices
6. correct grammar, usage, and mechanics
**Assessment:** You will demonstrate competency by writing an in-class, timed final essay on an unannounced topic. It will be evaluated based on content, organization, style, and mechanics.

**EEOs and CCICs:** EEOs 1-3, 5 and CCICs 1-3

The departmental rubrics begin on the next page.
# Addendum A: English Writing Rubric

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<th>Topic/Thesis</th>
<th>Unacceptable 0</th>
<th>Poor 2</th>
<th>Average 3</th>
<th>Good 4</th>
<th>Excellent 5</th>
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<tr>
<td>Has major errors in organization and development. Inadequate ideas and details. Ineffective thesis or no thesis. No evidence of audience.</td>
<td></td>
<td></td>
<td>Has a central idea organized clearly enough to convey its purpose, but unoriginal approach to topic, unfocused thesis, and undetermined audience.</td>
<td>Clearly, logically, and adequately states its central ideas with originality. Has clear, logical, and thought-provoking ideas; meaningful, thoughtful thesis; and a focused audience.</td>
<td></td>
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</tbody>
</table>

| Organization | Organization not logical or appropriate for thesis. | Illogical organization. | Uneven organization. | Supportive body paragraphs. Smooth flow from one point to another. | Concentration on a main purpose, with appropriate development and firm support. Clear overall organization. |

| Paragraph development | Paragraphs without purpose or focus. | Undeveloped or under-developed paragraphs. | Weak paragraph development. | Appropriate paragraph development. | Thorough paragraph development. |

| Sentence variety | Poorly constructed sentences. | Weak sentence variety. | Basic, predictable language and sentence structure. | Varied sentence structure. | Varied and effective sentence construction. |


| Mechanics/ Grammar | Serious errors in spelling, punctuation, and grammar. | Many distracting errors in spelling, punctuation, and grammar. | Distracting errors in spelling, punctuation, and grammar. | Some errors in spelling, punctuation, and grammar. | Freedom from distracting errors such as spelling, punctuation, and grammar. |

## Proficiency Percentage from Raw Score

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# Addendum B: English MLA Page Formatting Rubric

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<th>Categories</th>
<th>Unacceptable = 0 points</th>
<th>Acceptable = 14 points</th>
<th>Points earned</th>
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<td>Header</td>
<td>No header or header is manually inserted.</td>
<td>Has actual header with author’s last name, space, and page number automatically inserted.</td>
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<td>Heading</td>
<td>Missing one or more line of essential information.</td>
<td>Has four-line, double-spaced heading with required information in correct order (if paper has no title page).</td>
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<tr>
<td>Title</td>
<td>No title and/or title is bolded, underlined, and/or supersized.</td>
<td>Title is properly sized and formatted.</td>
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<tr>
<td>Margins</td>
<td>Has not set margins correctly.</td>
<td>Has correct margin for every side of the page.</td>
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<tr>
<td>Font and Size</td>
<td>Does not follow instructor’s rules for font choice and size.</td>
<td>Follows instructor’s rules for font choice and size.</td>
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</tr>
<tr>
<td>Paragraph Spacing</td>
<td>Paragraphs are single-spaced.</td>
<td>Paragraphs are double-spaced.</td>
<td>14</td>
</tr>
<tr>
<td>Paragraph Indentation</td>
<td>One or more paragraphs not indented.</td>
<td>Every paragraph is indented using one-tab stroke.</td>
<td>14</td>
</tr>
<tr>
<td>(must be one-tab, cannot be</td>
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<tr>
<td>done using spacebar)</td>
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## Proficiency Percentage from Raw Score

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## Addendum C: English MLA Documentation Rubric

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<th>Unacceptable = 0 points</th>
<th>Acceptable = 11 points</th>
<th>Points earned</th>
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<td>Internal Citation, Location</td>
<td>One or more citations is missing or in the wrong place.</td>
<td>Citations are present when needed and are appropriately placed.</td>
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</tr>
<tr>
<td>Internal Citation, Content</td>
<td>One or more citations has incomplete or incorrect information.</td>
<td>Citations contain complete, correct information.</td>
<td>11</td>
</tr>
<tr>
<td>Internal Citation, Format</td>
<td>One or more citations has improper comma, page numbers, or missing last name or article title.</td>
<td>Citations use name properly, are punctuated correctly, and do not contain incorrect page numbers.</td>
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<td>Internal Citation, Linkage</td>
<td>One or more citations has no corresponding Works Cited Entry.</td>
<td>Citations are properly tagged to correspond to Works Cited Entry.</td>
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<td>Works Cited, Location</td>
<td>Works Cited page is missing.</td>
<td>Works Cited page is last page of document.</td>
<td>11</td>
</tr>
<tr>
<td>Works Cited, Content</td>
<td>One or more entries has incomplete or incorrect information.</td>
<td>Entries contain complete, correct information.</td>
<td>11</td>
</tr>
<tr>
<td>Works Cited, Format</td>
<td>One or more entries has reversed name order, is indexed incorrectly, or is out of alphabetical sequence.</td>
<td>Entries are properly formatted and punctuated, indexed correctly, and alphabetically sequenced. Works Cited Page is properly titled.</td>
<td>11</td>
</tr>
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<td>Works Cited, Title</td>
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### Proficiency Percentage from Raw Score

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Appendix D: Professor’s Personal Policies

Course Information Document (Addendum to Syllabus)

Course Name: English Composition I
Credit Hours: 3
Course Number/Section: English 1301-7002
Class Time: M-F 9:45 AM – 11:45 AM
Office Hours: By Appointment

Instructor: Alexander Kurian, Jr
E-mail: alexkjr@hotmail.com or akurian@dccc.edu
Phone: 972-273-3201
Class Location: A221
Office Location: K311

Course Description: English 1301 is the first half of freshman composition. The course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes.

Course Objectives:
The main objective of this course is to enable you (the student) to write logical, organized and effective essays using a variety of techniques such as narration, cause-effect, comparison-contrast, and so on. Great emphasis is also placed on grammar, mechanics, diction, and essay formatting.

Course Texts:

Grading System:
5 essays @ 100 points each ................................................................. 500 points
1 Mid-term @ 200 points ........................................................................ 200 points
1 Final @ 200 points ................................................................................ 200 points
5 homework assignments @ 10 points each ........................................ 50 points
10 in-class writing assignments @ 5 points each .................................. 50 points
Total ........................................................................................................ 1000 points

Grade Computation:
900-1000 total course points = A Final Course Grade
800-899 total course points = B Final Course Grade
700-799 total course points = C Final Course Grade
600-699 total course points = D Final Course Grade
0-599 total course points = F Final Course Grade

Coursework Polices:
- All essays must be typed – any essay not typed will automatically get a zero. I will go over specific formatting issues for each essay in class.
- All other assignments can be handwritten (in PEN), but make sure your handwriting is legible. If I can’t read it, I can’t grade it. When in doubt, type!
- Assignments done in pencil will not get credit.
- I do not accept late work unless it is an emergency or there is a valid, documented reason.
- Do not throw away any assignments I grade/sign until final grades have been posted.
If you know you are going to be absent, you can e-mail homework assignments but I must receive them the BEFORE the start of class.

I DO NOT accept essays via e-mail.

Further Info on Assignments:
- MLA format is expected for essays (I will explain specifics in class).
- All essays should be at least 2 ½ pages but not longer than 4 pages (double-spaced).
- I will give you topics to choose from for each essay. Any essay that does not come from these topics will not receive credit.
- Turning in a rough draft is optional. It is an opportunity for me to go over your essay before you turn it in for a grade. I DO NOT allow rewrites or revisions of essays once they are graded.
- Mid-term and Final will be done in class and will be a short essay assignment.
- In-class writing assignments are a reward for being present (the entire time!) and being present on time. You will be asked to write briefly on a previously unannounced topic.
- If you leave anything in my mailbox in the Liberal Arts office (A310) make sure it is date/time-stamped. DO NOT leave anything under my office door.

Behavior Policies:
- No talking/whispering or passing notes during lecture.
- Be courteous in the way you deal with others in class.
- ALL electronic devices must be turned off once class starts.
- If you bring food/drink please clean up after yourself.
- To sum up, you should refrain from any behavior that interferes with the learning process. I assume that if you come to class, you are here to learn. If you have no desire to learn, it will be better for you and everyone else that you not come.

Attendance Policy:
- Be on time to class. Leaving and entering the classroom once class has started is extremely disruptive. If you know you will be late or need to leave early, inform me in advance.
- Attend class regularly if you want to do well (attendance will be taken at the start of every class). Do not expect me to repeat an entire lecture for you. If you do miss class, it is YOUR responsibility to find out what was done and what homework/assignments were assigned (if any).
- You are allowed 4 absences for the semester, regardless of the reason (I do not distinguish between excused/unexcused absences). After 4, for every absence, 20 points will be deducted from your total semester points.
- If an assignment is due the day you are absent, it is YOUR responsibility to make arrangements to submit it in advance. In order to turn in an assignment late, it must be an emergency situation and appropriate documentation related to the emergency will be required. These will be considered on a case by case basis.
- If you are late or leave class early, it will be counted as a ½ absence (provided you have been present for at least ½ of the class period).
- If you ever want to know your progress/standing in the class, ask me (I will not come after you!).

Plagiarism: Any student found guilty of plagiarism will automatically get a zero for the assignment and if it occurs more than once, will fail the course.
Weekly Calendar (I reserve the right to modify as necessary)

Week 1
6/6/12 – Introduction to course
6/7/12 – Ch.1: Reading to Write
6/8/12 – Ch.2: Invention [Due: HW #1]

Week 2
6/11/12 – Ch. 3 (Arrangement) [Due: HW #2]
6/12/12 – Ch.4 (Drafting) [Due: HW #3]
6/13/12 – Ch.5 (Editing) [Due: HW #4]
6/14/12 – Ch.6 (Narration) [Due: HW #5]
6/15/12 – Ch.6 (Narration)

Week 3
6/18/12 – Ch.10 (Cause-Effect) [Due: Rough Draft of Essay #1]
6/19/12 – Ch.10 (Cause-Effect) [Due: Essay #1 – Narrative Essay]
6/20/12 – Mid-Term Exam
6/21/12 – Ch.11 (Comparison-Contrast) [Due: Rough Draft of Essay #2]
6/22/12 – Ch.11 (Comparison-Contrast) [Due: Essay #2 – Cause-Effect Essay]

Week 4
6/25/12 – Ch.12 (Classification-Division) [Due: Rough Draft of Essay #3]
6/26/12 – Ch.12 (Classification-Division) [Due: Essay #3 – Comparison-Contrast Essay]
6/27/12 – Ch.14 (Argument-Persuasion) [Due: Rough Draft of Essay #4]
6/28/12 – Ch.14 (Argument-Persuasion) [Due: Essay #4 – Classification-Division Essay]
6/29/12 – Lecture: Research in Writing

Week 5
7/2/12 – In Class Extra Credit Opportunity [Due: Rough Draft of Essay #5]
7/3/12 – Final Exam [Due: Essay #5 – Argument/Persuasion Essay]

[Note: Last day to withdraw is June 27, 2012]