ENGL 1301 – Composition I
6-Week Flex Term: November 9 – December 17

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Rachel Maverick</th>
<th>Term:</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>English 1301</td>
<td>Section:</td>
<td>81460/91415</td>
</tr>
<tr>
<td>Delivery:</td>
<td>Online</td>
<td>Email:</td>
<td><a href="mailto:rmaverick@dcccd.edu">rmaverick@dcccd.edu</a></td>
</tr>
<tr>
<td>Office:</td>
<td>L222</td>
<td>Phone:</td>
<td>(972) 238-3764</td>
</tr>
</tbody>
</table>

Office Hours (Virtual only): 11:00 A.M. - 12:00 P.M. M-F

Course Communication
Email is the primary method of communication for this online class. All inquiries must be submitted via email. The instructor responds to most student emails within twenty-four hours on working days. Students must include this information in each email: student’s name, course name, and course section number. Emails must be appropriately detailed and must show sensitivity to audience. If students have questions for the instructor after communicating their specific concerns via email, they’re welcome to schedule phone conferences or office visits.

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.

DCCCD Catalog Information
ENGL 1301 - Composition I (3 Lec.)
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement.
Coordinating Board Academic Approval Number 2313015112

ENGL 1301 Learning Outcomes
Upon successful completion of this course, students will be able to do the following:
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.

Required Texts
No required textbooks. All course materials are available online.
To access the course material:
1. Go to: http://ecampus.dcccd.edu/
2. Click on “Access eCampus”
3. For Username, enter your student ID number preceded by an “e” (for example: “e1234567”)
4. Enter your password. The default password is the same as your username.
5. In the box on the right, you should see a list of courses in which you are enrolled. Click on English 1301—Composition I.
6. Use the menu on the left to navigate the site.

Email is the primary means of commination in this course. To update your email:
1. Follow 1-4 above.
2. Under the “tools” box on the left, click on Personal Information.
3. Click on “Edit Personal Information.”
4. Provide a working email address in the space provided
5. Click “Submit” at the bottom of the page.

Online Courses
The instruction for this course is entirely online. You will be asked to read texts, watch video clips, listen to audio clips, participate in discussion boards, write essays, and take quizzes—all online. The lessons and instructions are on our eCampus course page, which you should check daily for announcements and to keep up with the course material. You must have access to the minimal technological requirements (listed on the “Getting Started” page on eCampus) to complete the course requirements, which include completing and submitting assignments in Microsoft Word. You should also have some experience working on a computer, writing emails and essays, and communicating online.

Course Outline
This course has five units. To access each unit, go to the eCampus page for this course, select the left course menu called “Lessons and Assignments,” and begin going through the units. This is not a self-paced course; all of the assignments have due dates, which are outlined in the assignment calendar located on the eCampus course page. Along with the syllabus, be sure to read or view the course orientation, which provides details about completing the assignments. Here is a basic outline of the units and the assignments in each unit:

Unit 1: Yourself as a Writer
This unit lays the groundwork for the reading and writing skills that will be developed throughout the course.
- Discussion Board 1
- Reading Quiz 1
- Grammar Quiz 1

Unit 2: How We Use Language
In this unit, we will begin examining our use of language in different contexts. We will learn how voice, audience and purpose influence the way we speak and write to one another.
- Discussion Board 2
- Reading Quiz 2
- Grammar Quiz 2
Unit 3: Analysis
This unit is an introduction to a skill we refer to as analysis. Analysis means breaking a subject or text down into its constituent parts so that one can understand how it functions or creates meaning. The "texts" that we will focus on in this unit will be visual texts.

- Discussion Board 3
- Reading Quiz 3
- Grammar Quiz 3
- Essay 1 Peer Review
- Essay 1 Final Draft

Unit 4: Joining the Conversation
In this unit, you will practice reading and responding to the writing of others with a focus on summarizing, quoting and paraphrasing.

- Discussion Board 4
- Reading Quiz 4
- Grammar Quiz 4
- Essay 2 Peer Review
- Essay 2 Final Draft

Unit 5: Introduction to Research & Argument
In the final unit of the course, you will learn how to write an argumentative research essay. You will practice how to conduct research, evaluate sources, integrate quotations, and make arguments.

- Discussion Board 5
- Reading Quiz 5
- Grammar Quiz 5
- Essay 3 Peer Review
- Essay 3 Final Draft
- Essay 4 (Timed Final Exam)

Assignment Calendar
This calendar provides due dates for the course orientation and graded written assignments. For detailed assignment information, access the related lessons from the course menu. There you will find step-by-step instructions for all reading and writing assignments. Assignments and due dates are subject to change with appropriate notice to students via announcement or email. No credit is given for late discussion or group work. Detailed late-work policies are listed in the course syllabus and at the end of this document. Please review these policies carefully. Assignments are due by 11:59 P.M. (Central Standard Time). Read the “grace policy” that follows this calendar.

<table>
<thead>
<tr>
<th>Date Due (by 11:59 P.M. C.S.T.)</th>
<th>Assignment</th>
<th>Category</th>
<th>Unit</th>
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<tbody>
<tr>
<td>Monday, November 9</td>
<td>Course Orientation</td>
<td>Course Preview</td>
<td>Getting Started 1</td>
</tr>
<tr>
<td>Tuesday, November 10</td>
<td>Class Discussion 1 (initial post)</td>
<td>Discussions</td>
<td>1</td>
</tr>
<tr>
<td>Tuesday, November 10</td>
<td>Class Discussion 1 (peer replies)</td>
<td>Discussions</td>
<td>1</td>
</tr>
<tr>
<td>Tuesday, November 10</td>
<td>Unit 1 Reading Quiz</td>
<td>Reading Quizzes</td>
<td>1</td>
</tr>
<tr>
<td>Wednesday, November 11</td>
<td>Unit 1 Grammar Quiz</td>
<td>Grammar Quizzes</td>
<td>1</td>
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<tr>
<td>Wednesday, November 11</td>
<td>Class Discussion 2 (initial post)</td>
<td>Discussions</td>
<td>2</td>
</tr>
<tr>
<td>Thursday, November 12</td>
<td>Class Discussion 2 (peer replies)</td>
<td>Discussions</td>
<td>2</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Category</td>
<td>Value</td>
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<tr>
<td>Thursday, November 12</td>
<td>Unit 2 Reading Quiz</td>
<td>Reading Quizzes</td>
<td>2</td>
</tr>
<tr>
<td>Friday, November 13</td>
<td>Unit 2 Grammar Quiz</td>
<td>Grammar Quizzes</td>
<td>2</td>
</tr>
<tr>
<td>Friday, November 13</td>
<td>Class Discussion 3 (initial post)</td>
<td>Discussions</td>
<td>3</td>
</tr>
<tr>
<td>Monday, November 16</td>
<td>Class Discussion 3 (peer replies)</td>
<td>Discussions</td>
<td>3</td>
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<tr>
<td>Monday, November 16</td>
<td>Unit 3 Reading Quiz</td>
<td>Reading Quizzes</td>
<td>3</td>
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<tr>
<td>Tuesday, November 17</td>
<td>Essay 1 Peer Review (initial post)</td>
<td>Peer Reviews</td>
<td>3</td>
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<td>Wednesday, November 18</td>
<td>Unit 3 Grammar Quiz</td>
<td>Grammar Quizzes</td>
<td>3</td>
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<tr>
<td>Thursday, November 19</td>
<td>Essay 1 Peer Review (peer replies)</td>
<td>Peer Reviews</td>
<td>3</td>
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<tr>
<td>Saturday, November 21*</td>
<td>Essay 1 Final Draft</td>
<td>Essays</td>
<td>3</td>
</tr>
<tr>
<td>Saturday, November 21</td>
<td>Class Discussion 4 (initial post)</td>
<td>Discussions</td>
<td>4</td>
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<tr>
<td>Monday, November 23</td>
<td>Class Discussion 4 (peer replies)</td>
<td>Discussions</td>
<td>4</td>
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<td>Monday, November 23</td>
<td>Unit 4 Reading Quiz</td>
<td>Reading Quizzes</td>
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<td>Wednesday, November 25</td>
<td>Essay 2 Peer Review (initial post)</td>
<td>Peer Reviews</td>
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<td>Monday, November 30</td>
<td>Essay 2 Peer Review (peer replies)</td>
<td>Peer Reviews</td>
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<td>Tuesday, December 1</td>
<td>Unit 4 Grammar Quiz</td>
<td>Grammar Quizzes</td>
<td>4</td>
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<td>Thursday, December 3**</td>
<td>Essay 2 Final Draft</td>
<td>Essays</td>
<td>4</td>
</tr>
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<td>Friday, December 4</td>
<td>Class Discussion 5 (initial post)</td>
<td>Discussions</td>
<td>5</td>
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<td>Monday, December 7</td>
<td>Class Discussion 5 (peer replies)</td>
<td>Discussions</td>
<td>5</td>
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<td>Tuesday, December 8</td>
<td>Unit 5 Reading Quiz</td>
<td>Reading Quizzes</td>
<td>5</td>
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<td>Wednesday, December 9</td>
<td>Unit 5 Grammar Quiz</td>
<td>Grammar Quizzes</td>
<td>5</td>
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<tr>
<td>Thursday, December 10</td>
<td>Essay 3 Peer Review (initial post)</td>
<td>Peer Reviews</td>
<td>5</td>
</tr>
<tr>
<td>Monday, December 14</td>
<td>Essay 3 Peer Review (peer replies)</td>
<td>Peer Reviews</td>
<td>5</td>
</tr>
<tr>
<td>Wednesday, December 16***</td>
<td>Essay 3 Final Draft</td>
<td>Essays</td>
<td>5</td>
</tr>
<tr>
<td>Thursday, December 17</td>
<td>Personal Reflection Essay &amp; Peer Review Survey</td>
<td>Final Exam</td>
<td>5</td>
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</table>

**Grace Policy:** Alternative due dates are given for Essays 1-3 only. In order to garner feedback beyond a grade for these final drafts, students must meet the original due dates. In other words, always aim for the due dates listed in the assignment calendar. Use these “back-up” due dates only if you have a very urgent need. If you use an alternative due date, you will still have access to the essay grading standards provided to all of the students in this class.

* Essay 1 Alternative Due Date: Friday, November 23  
** Essay 2 Alternative Due Date: Saturday, December 5  
*** Essay 3 Alternative Due Date: Thursday, December 17

**Participation and Attendance**

Students are expected to access and utilize the course materials and activities in eCampus on a frequent basis. As a minimum expectation, students should access the course website daily.

As a general guideline, the student should be actively learning through working with the online lesson materials for a minimum of 3 hours per week (some weeks will require more time) and dedicate at least the same amount of additional time for studying and reviewing the lesson materials either offline or online. The student should be actively writing, revising, and editing for at least 3-6 hours each week. In total, to be successful, students should spend a minimum of 9-12 hours working on course materials each week of the regular, 16-week semester. Flex Term
students should expect to spend substantially more time. For example, in an 8-week flex term, double the time estimations listed above to get a sense of how much time is involved.

Students should also pay close attention to course announcements and emails. It is the student’s responsibility to maintain a working email address in eCampus. The instructor is not responsible for updating the student’s email address in eCampus, nor is she responsible for maintaining the student’s email settings. For example, students’ email accounts must not filter out class emails.

**Late-Work Policies**

Ample time has been allotted to complete each assignment. All assignments are expected on or before the deadlines indicated in the Assignment Calendar, which is available from the beginning of the semester. Students are expected to plan in advance to allow time to complete all graded assignments by their due dates/times. Tip: do not wait until the last minute to submit work.

Technical problems should first be reported to Technical Support; then the instructor should be informed of the situation. Technical issues do not guarantee late-work approval.

No credit is given for late submissions of discussion posts or group responses to working drafts under any circumstance. Do not request the submission of late discussion or group assignments, and do not expect late discussion or group work to be read by the instructor or by other students. Other types of late work will be considered on a case-by-case basis; a student’s request must be submitted via email and in a timely manner (no more than three days after a missed assignment).

Do not submit late assignments (in eCampus or via email) without permission. The instructor will not read or accept work that is posted after a due date has passed unless the student has the written permission of the instructor. In other words, the instructor does not automatically look for and grade late assignments, and students should not call to request late work. Email instead.

Students must contact the instructor during the first week of the course if they have questions about these late-work policies. Students should not wait until the end of the term to inquire.

**No individual extra credit is provided in this course.**

**Evaluation Procedures**

All assignments are graded on a 100 point scale with A = 90 - 100, B = 80 - 89, C = 70 - 79, D = 60 - 69, F = 59 and below. An F may also be earned for flagrant plagiarism. The final course grade is calculated by **weighted percentages** in the following **categories**:

- Reading Quizzes (5): **10%** of final course grade
- Grammar Quizzes (5): **5%** of final course grade
- Class Discussions (5): **15%** of final course grade
- Group Participation in Peer Reviews (3): **15%** of final course grade
- Final Drafts of Essays 1-3: **50%** of final course grade
- Essay 4 (Timed Final Exam): **5%** of final course grade
Your current grade average, which is based upon completed and graded assignments, is available at all times in the My Grades area of the course eCampus site. Your final course grade will be available in eCampus at the completion of the course. To determine your final grade manually, add all of the graded assignments in each category, determine the average in each category, and then multiply the average category grades by the percentage weighted. Add all of the totals.

Important Note: Number grades are rounded to the nearest whole number (0.50 rounds up, 0.4999 rounds down). Grades will not be curved or adjusted for a student close to a cut-off between letter grades. Students may contact the instructor if they discover calculation errors in their grades, and students may certainly ask for clarification. However, please note that the instructor does not, under any circumstance, “negotiate” individual or final course grades.

Netiquette
As part of the online orientation information for this class, the student will review online practices for civil and appropriate communication with other students and with the professor.

Richland College Quality Enhancement Plan (QEP)
Richland College’s QEP is called Learning to Learn: Developing Learning Power. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto http://www.richlandcollege.edu/qep/

Academic Honesty
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 http://www.richlandcollege.edu/conduct.

Plagiarism is using someone else’s words or ideas without giving credit and is a serious academic offense. It can range from:
• Turning in a paper any part of which you did not write,
• Cutting and pasting a paper together from various sources without attributing the sources correctly,
• Changing a few words but basically keeping most of the words and sentence structure of the original,
• Using the ideas of another without giving credit to the person who originally had the idea.
• Using the exact words of the source without using quotation marks even if you give the name of the source. More on plagiarism: http://owl.english.purdue.edu/owl/resource/589/01/

Collusion is working with someone so closely on your paper that large sections have been reworded by someone other than you. Collaboration with others is encouraged in the writing process (getting ideas, planning, revision, editing), but the final paper should be entirely your own writing, and edited mostly by you. Both plagiarism and collusion are serious academic offenses. Consequences will include the following:
• a performance grade of "0" for the assignment or test,
• documenting the incident in the your DCCCD file,
• taking other appropriate disciplinary actions.

Works that are plagiarized will receive scores of zero. If a student plagiarizes, he or she may fail the course, and a plagiarism notice may be added to that student's permanent college record. Even if a student paraphrases or summarizes from another writer’s work, if the student does not give credit where it is due, he or she is still committing plagiarism. If a student tacks on a works cited entry at the end a discussion thread or essay draft, but does not show where he or she used the source in the body of the writing, the student is still committing plagiarism. If in doubt, ask your instructor before submitting an assignment. Some instances of plagiarism are unintentional; however, intentionality does not factor into the plagiarism policy for this course.

“Recycling”: Papers written for another class, or written in previous semesters, will not be accepted. The purpose of a writing course is to practice your writing. Turning in old work defeats that purpose.

Help with Writing
• The Writing Center is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. More info online at: http://www.richlandcollege.edu/writing/
• The English Corner is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. No appointment is necessary. More information is available online at: http://www.richlandcollege.edu/englishcorner/
• Additional help is available on-line at: http://www.owl.english.purdue.edu

Academic Progress
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed; they are available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Course Drop Date
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course. Please see the list of Important Dates on the Academic Calendar webpage at http://www.richlandcollege.edu/academiccalendar/. The last day to withdraw with a “W” is December 8, 2015. (The course certification date is November 12, 2015.)

Institutional Policies
Please see the document: www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

Disclaimer
The instructor reserves the right to amend this syllabus and the assignment calendar as necessary.