I. DCCCD CATALOGUE DESCRIPTION OF ENGLISH 1302:

2014 Core Curriculum Foundational Component Area: 010

Communications Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. (3 Lec.)

Coordinating Board Academic Approval Number 23.1301.51 12

Student Learning Outcomes:
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Core Objectives:
ENGL 1302 develops the following Core Objectives:

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

Core Objective Development Statements:
ENGL 1302 demonstrates Communication by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.
English 1302 demonstrates Critical Thinking by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.
English 1302 students demonstrate Teamwork through peer editing and peer review of research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.
English 1302 develops Personal Responsibility by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.
Students also demonstrate the ethics of working as a team member.

Source: Eastfield College Department of English

Congratulations!
You are enrolled in a hybrid fast track class.
What you should expect?

1. English 1302 will be your life for the next five weeks. Smile! Besides class time, you may expect to spend an additional 11-12 hours each week outside of class on homework, such as reading, viewing supplemental material, researching, planning, drafting, revising, and editing.
   Seriously, you will not have much time for anything else, but there’s a big payoff.

2. The big payoff: This class provides you the opportunity to complete all Student Learning Outcomes and Core Objectives of a traditional English 1302 course in just five weeks. More smiles!!

II. A Special Letter for you:

Dear Student,

Thank you for enrolling in English 1302! This course begins where English 1301 ended; it reinforces the writing skills you learned in English 1301, but it also adds some new ones that will expand your composition talents, especially research and persuasive skills. The assignments in this course are linked by a common theme--- making the world a better place through service to others.

At this stage in your education, you probably know that writing is a complex and rewarding
process, but you will have a team of fellow writers, me included, to guide and help you along the way.

By the end of the semester you can expect to be a confident writer, ready for a world where good writing truly does matter. The textbook itself, *Writing in the Works* (as you can tell by the title) provides you with the writing and reading skills and concepts essential in college and in various other writing environments, such as work. The text is an essential support tool. Good readers make good writers.

You can also expect me to provide an enriching learning environment, and this syllabus is the first step. Rely on it to be the accurate guide to this course, so if you are absent, you will never have to ask, “Did I miss anything?” This syllabus and all major assignments are available on eCampus.

Lastly, thank yourself for spending your time and money to expand your wisdom. It is ultimately your responsibility to learn, and I have faith you will be successful.

I am honored to be your teacher.

Warm regards,

Stephanie

### III. TEXTBOOKS and OTHER COURSE MATERIALS

You will need *Writing in the Works* immediately because we use it in class every day. **It is required, not optional.** If you are unable to purchase or rent *Writing in the Works* right now, limited copies are available in the library.

*Writing in the Works*, 3rd edition, by Blau and Burak  
ISBN 9781285904559
Folder with pockets for submitting assignments.  
Folder with brads or a ½ inch binder for portfolio  
Set of tabbed dividers for portfolio

### IV. POLICIES

A. General: Be nice and be prepared.

B. Technology Usage  
   General: Be nice and be prepared.  
   Technology Usage  
   Computer Classroom  
   Please DO use the computers and printers for in-class writing only.  
   Kindly finish your drinks or snacks before you enter the class.

Technical Requirements  
   You will need a laptop or PC with reliable Internet access to complete this class - you will not be able to complete your studies using only a tablet or mobile device.

At the start of this class I expect you to be able to do the following:

- write and edit word processed documents  
- send and receive email  
- search for and navigate information available on the Internet  
- download files and use online forums.
You should also be aware of the essentials of computer security to keep your
data and personal information safe.

Before you can work with the materials for this class you need to make sure that
your browser can read PDF files. If you try to open any of the PDF links or files
and get an error, please go to Adobe to download the latest version of Acrobat
Reader. If you are using a mobile device you will need to have an app that is able
to read PDF files (go to your preferred app store for various options).

C. Academic Honesty:
When you sign your name on a paper, you are saying, "I wrote this," unless you
explicitly state otherwise. Since this is a writing course and you will be conducting
research, you might be unclear about how sources can and cannot be used in your
work. Please read the following carefully:

This is what Plagiarism looks like:
• 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,
• using words from a source without attributing the source,
• changing a few words but keeping the sentence structure of the
original source,
• using the ideas of another without giving credit to the source.

This is what Collusion looks like:
• working with someone so closely on your paper that large sections
have been re-worded by someone other than you.
• letting someone else edit your paper, meaning that person
corrects
errors in grammar, usage, and mechanics.

Collaboration with others is encouraged during peer review, but the final paper
should be entirely your own writing and mostly edited by you. For example, you may
get help from the writing tutors in L 351, but the grade you get for your paper should
reflect your writing ability—not someone else’s.

Both plagiarism and collusion are serious academic offenses, and they have
equally serious consequences, including any of the following:
1 a performance grade of “0” for the assignment,
2 the assignment of additional work,
3 reduction of performance grade for the course
4 a permanent block on all DCCCD coursework—quite serious.
Always attribute sources used in your writing, and you will be fine.

For more information, refer to the DCCCD Student Code of Conduct
(https:ww1.dcccd.edu/catalog/ss/code.cfm).

D. Attendance
When you are in class, something important will happen because of you.
When you are not in class, you will miss something important. Period.
I consider any absence excused, meaning it was necessary, but your Daily
Participation points for that day will be “0’s,” and any absence does impact your
learning and your final course grade. Missing even one day is not a good idea at all.

E. Daily Participation:
Participation is essential in a writing course. Contrary to what many people believe, writing is not a solitary act; instead, writers write for an audience and a purpose, and we all need input from peers, friends, colleagues. These “fresh eyes” benefit both the writer, who ends up with a better paper and the reader, who exercises critical reading and thinking skills. Therefore, your reward for Daily Participation is a grade based on what happens in class: daily quizzes, practice exercises, Individual Review Draft grades, Peer Review Draft grades and Instructor Review Draft grades.

F. Academic Calendar
First Class day: November 11
Last day to withdraw without a "W" (Certification Date) November 14
Thanksgiving Holiday November 26
Last Day to withdraw course with a "W" December 7
Final Exam: December 14

G. Emergency campus closings
If the campus is unexpectedly closed, due to events such as inclement weather, we will continue to communicate via eCampus, so be sure to stay updated by checking the Brookhaven College website and your computer inbox.

H. Writing Assignment FAQ’s

1. HELP!!!
   Where can I get extra help with my writing?
   ✓ Free tutoring by appointment or drop-in at The Writer’s Corner, L 351.
   ✓ ME (also free) ! I have new office furniture and am eager to have visitors. Friend, it’s my job to help you.
   ✓ Free websites:
     http://owl.english.purdue.edu/
     http://grammar.quickanddirtytips.com/
     http://www.chompchomp.com/
   Optional Purchase: Enhanced InSite (24/7 online tutoring through Cengage Publishing

2. FORMAT
   Is there a certain format for papers?
   Yes.
   College papers follow MLA format standards. See pages 509-510, 532-535 in Writing in the Works, and/or the following web site:

3. LATE PAPERS
   What’s the policy for late papers?
   a. On the due date:
      It’s not late if you submit a paper on the due date to the Communications Division Office while the office is open (L 367, 972-860-4555).
Office hours vary, so call ahead and follow these steps:
   a. Make and keep a copy of the assignment.
   b. In the log book, write the date, your name, & my name.
   c. Include my name on the folder containing your paper.
   d. Leave your folder in the assignment tray.
   e. Please remember to thank the kind lady in the office.

b. After the due date, or when the Communication Division office is closed:
   Late papers lose 10 points per day. Also late papers will not be evaluated
   as promptly as on time submissions. Turn late papers in to the
   Communications Division Office when it re-opens by following the
   above directions.

4. EARLY DRAFTS
   Should I turn early drafts in with the Instructor Review Draft?
   Yes.
   Early drafts are required because they show your writing process.

5. MAKE-UP
   Can I make up Daily Participation points?
   Usually not, but ask to be sure.

6. EXTRA CREDIT
   Can I earn extra credit?
   Yes.
   See the “Extra Credit Opportunities” button on eCampus.
   Note: Do not expect extra credit to substitute for actually mastering the
   Student Learning Outcomes of this course.

V. COURSE OUTLINE
   This course consists of seven overlapping Learning Units:

   Unit 0: Review of the Writing and Reading Process
   An overview of English 1301 Student Learning Outcomes

   Unit 1: Charity Proposal
   (Chapter 14), a persuasive paper advocating support of a charitable
   service organization This paper will analyze, interpret, evaluate, and
   synthesize primary and secondary sources for the ethical and logical uses
   of evidence.

   Unit 2: Research Plan
   (Chapter 14), a persuasive paper explaining and justifying your plan for
   successful completion of your research paper. This paper will analyze,
   interpret, evaluate, and synthesize primary and secondary sources for the
   ethical and logical uses of evidence and will incorporate visually
   persuasive design elements.

   Unit 3: Portfolio
   a collection of your finest writing, the summary of a semester of learning.
   The portfolio is a privilege which allows you to showcase your writing at
   its end-of-semester best.

   Unit 4: Public Service Message (PSM) Analysis
   (Chapter 13), a persuasive paper evaluating the effectiveness of a PSM
   This paper will analyze, interpret, and evaluate a PSM for the ethical and
   logical uses of evidence and design elements.
Unit 5: Humanitarian Profile
(Chapter 7), an MLA documented informative research paper providing an in-depth perspective of an individual who has devoted his/her life to serving others. This paper will synthesize both primary and secondary sources and will analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.

Unit 6: Collaboration
a team Power Point or Prezi presentation demonstrating critical thinking, ethical behavior and visual design skills. This presentation will seek to answer to the question, what motivates humanitarians to serve others?

Unit 7: MLA Documentation (Chapters 15, 16)
In this unit students will learn to apply the conventions of MLA style, Including how to attribute and integrate sources.

VI. GRADE EVALUATION

A. Course Requirements and Percentages

10% = Daily Participation.

10% = Writing in the Works (WitW) Chapter quizzes (Chapters 7, 12, 13, 14)

10% = Collaborative Oral/Visual Project

10% = Final Exam, a multi-paragraph in-class essay which employs the rules for Standard English and demonstrates critical thinking, as well as evaluative skills

30% = Humanitarian Profile

30% = Portfolio

B. Grading Scale

90-100 %= A
80-89 %= B
70-79 %= C
60-69 %= D
0-59 %= F

An F may also be given for flagrant plagiarism.

Note: Please read the “Brookhaven College Grading Standards for English Essays” at the end of this syllabus.
We will follow this calendar, but I reserve the right to make any necessary changes. I try to proofread carefully, but if your “fresh eyes” find any errors or omissions in this calendar, please let me know. We writers need to help each other. It’s a good idea to print this calendar and use the check boxes on the left as you complete the assignments; also bring your textbook, *Writing in the Works* and writing materials to every class.

<table>
<thead>
<tr>
<th>Class 1</th>
<th>WELCOME!</th>
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<tbody>
<tr>
<td>Tue.</td>
<td>INDEPENDENT STUDY TIME</td>
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<tr>
<td>11/10</td>
<td>Assignments to be completed before next class:</td>
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<tr>
<td></td>
<td>Good readers make good writers, so here are some readings to help prepare you for this semester. If you have trouble remembering what you read, underline, highlight, take notes, read to your dog—whatever works for you. Sneaky tip ☺️: if you take notes, you may use those notes to help you with the chapter quizzes.</td>
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<tr>
<td></td>
<td>□ Read the syllabus carefully. (see eCampus under COURSE INFORMATION)</td>
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<td></td>
<td>□ Unit 0 Review: Steps 1-3 (see eCampus under LEARNING UNITS)</td>
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<td></td>
<td>□ Unit 1 Charity Proposal: Step 1 (see eCampus under LEARNING UNITS)</td>
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<td></td>
<td>□ You will be writing a Welcome Letter next class, so if noises distract you, bring something to block sound. Also bring a flash drive or some way to save your Welcome Letter because you will need it for your final essay.</td>
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<tr>
<th>Class 2</th>
<th>ON CAMPUS TIME</th>
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<tr>
<td>8:15-10:20 in M 123.</td>
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<tr>
<td>Wed.</td>
<td>Classroom Topics:</td>
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<tr>
<td>11/11</td>
<td>Course expectations; How to “ace” this class; discussion of syllabus Balancing work and play; Unit 0: Review Step 3 Interview Overview Unit 1 Charity Proposal: Steps 2 &amp; 3; Unit 6 Portfolio: folder &amp; “About Me”; Enhanced InSite;</td>
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<tr>
<td>9:30-10:20 In-Class Writing: Welcome Letter</td>
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<tr>
<th>Class 3</th>
<th>INDEPENDENT STUDY TIME</th>
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<tbody>
<tr>
<td>Thu</td>
<td>Assignments to be completed before next class:</td>
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<tr>
<td>11/12</td>
<td>□ Unit 0 Review Step 3 Interview summary</td>
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<td></td>
<td>□ Unit 1 Charity Proposal Steps 4-5: Individual Review Draft:</td>
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<td></td>
<td>□ Unit 6 Portfolio:</td>
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<td>1. Bring to the next class the ½ inch binder or folder and tabbed dividers for your portfolio</td>
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<td></td>
<td>2. Write a one paragraph typed draft of the “About Me” section of your portfolio. Discuss your skills, values, and goals, plus add a photo of you.</td>
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<tr>
<td></td>
<td>□ Unit 7 MLA Documentation: Steps 1-4</td>
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</table>
***Important reminder: We cannot use the classroom printers for these drafts. You need to print your copies BEFORE class

Class 4
Mon. 11/16

Due: Unit 0 Review: Step 3: Interview Summary
Unit 6: Portfolio preparations
   “About Me” paragraph
   Binder and tabbed dividers for your portfolio

Classroom Topics:
Who am I? activity;
Unit 1: Charity Proposal:
   Step 1 Chapter 12 Quiz
   MLA format; SafeAssign; Peer Review Guidelines
   Types of appeal: Practice 12.1; Logical Fallacies: Practice 12.2;
Unit 7: MLA Documentation;
   Bibliographic instruction on finding evidence to support your Charity Proposal

Class 5
Tue. 11/17

INDEPENDENT STUDY TIME

Assignments to be completed before next class:
   □ Unit 1 Charity Proposal:
      Print an excellent BHC database article and annotate it like this:
      - Underline and a “Q” by any sentences interesting enough to quote and be prepared to explain why.
      - [Bracket] information or anecdotes (little stories) about someone/something affected by the problem
      - Wavy line under information which is common knowledge and will not need to be cited.
      - ★ Star by a fact or statistic that surprises or interests you.
   □ Unit 1 Charity Proposal: Steps 6: Peer Review Draft
   □ Step 7: Safe Assign Submission
   □ Study “The Difference Myth” p. 397+ and be prepared to discuss the thesis, the support sources, and types of appeal.

***Important reminder: We cannot use the classroom printers for these drafts. You need to print your copies BEFORE class

Day 6
Wed. 11/18

DUE: Unit 1 Charity Proposal: Step 6 Peer Review Draft (100 daily pts.)
Unit 1 Charity Proposal annotated article (10 daily pts.)

Classroom Topics:
Unit 1. Charity Proposal Step 6: Peer Review; Reflection writing; MLA format guidelines; Proofreading tips; Submission Guidelines; SafeAssign;
Unit 3: Portfolio: “About this Portfolio”;
Future linked assignments:
   Unit 2: Research Plan,
Unit 5: Humanitarian Profile, Research question:
What inspired_____________ to become a humanitarian?

***If you miss this peer review, you may earn partial credit for it by working with a
Writer’s Corner tutor (L 351) and providing proof of this tutoring.

Day 7
Thu.
11/19
INDEPENDENT STUDY TIME

ASSIGNMENT TO BE COMPLETED BY NOON FRIDAY, November 20
☐ Unit 1 Charity Proposal: Step 8 Instructor Review Draft
☐ Submit the Instructor Review Draft of the Charity Proposal folder to the
Communications Division Office, L 367 (972-860-4555) (200 daily pts.)

Assignments to be completed before next class:
☐ Unit 2 Research Plan: Step 1 Read
☐ Unit 3: Portfolio: Type a draft (one paragraph) of the “About This Portfolio” for the
Charity Proposal
☐ Unit 5 Humanitarian Profile: Steps 1-3 Prepare
☐ Unit 7 MLA Documentation: Step 6: Learn about annotated bibliographies.

Day 8
Mon.
11/23
DUE: Unit 5 Humanitarian Profile: Step 4, Individual Review Draft
(5 pts. towards the research paper grade)
Unit 3 Portfolio: “About This Portfolio” for the Charity Proposal
(10 daily pts.)

Classroom Topics:
Unit 2 Research Plan:
    Step 1: Chapter 14 Quiz
    Step 2: Video
Unit 5 Humanitarian Profile Overview
    Step 1: Chapter 7 Quiz
Unit 7 MLA Documentation: Step 6
Bibliographic instruction on finding sources from the BHC library and on using
NoodleTools. If, with the help of the librarian today, you are still unable to find at
least five meaty articles about your Humanitarian Profile person, you will have to
select a different person NOW. Add every good article to NoodleTools.

Day 9
Tue.
11/24
INDEPENDENT STUDY TIME

Assignments to be completed before next class:
☐ Unit 2 Research Plan: Steps 3-5; Peer Review Draft
☐ Unit 2 Research Plan: Steps 6: SafeAssign

Day 10
Wed.
11/25
DUE: Unit 2 Research Plan: Step 5 Peer Review Draft (100 daily pts.)
Classroom topics:
Unit 2: Research Plan Peer Review; Reflection writing; MLA format guidelines; SafeAssign; Proofreading tips; Submission Guidelines; Unit 7: Research time; MLA documentation

***If you miss this peer review, you may earn partial credit for it by working with a Writer's Corner tutor (L 351) and providing proof of this tutoring.

Day 11
Fri.
11/27
INDEPENDENT STUDY TIME

Assignments to be completed before next class:
- Unit 2 Research Plan : Step 7 Instructor Review Draft folder
- Keep looking for great articles on your Humanitarian Profile person and add these to your NoodleTools list
- Continue working on your portfolio.
- Unit 4: PSM Analysis: Steps 1, 2 Prepare

Day 12
Mon.
11/30
DUE: Unit 2 Research Plan: Step 7 Instructor Review Draft folder
(200 daily pts.)

Classroom topics:
Catch our breaths day!
Unit 3: Portfolios
Unit 4: PSM Analysis; Visual Literacy practice analyzing and creating an “excuses” PSA, p. 438;
Unit 5: Humanitarian Profile Overview
Unit 6 Collaboration: Creating Effective Oral/Visual Presentations

Day 13
Tue.
12/1
INDEPENDENT STUDY TIME

Assignments to be completed before next class:
- Keep looking for great articles on your Humanitarian Profile person and add these to your NoodleTools list
- Continue working on your portfolio.
- Unit 6 Collaboration: Step 5. Prepare for your team presentation next class
- Unit 6: Collaboration: Step 5. Post your presentation as a file exchange on your eCampus team discussion site by midnight, Tuesday, December 1.

Day 14
Wed.
12/2
DUE: Unit 6 Collaboration: Step 5. Oral/Visual Team Presentation

Classroom topics:
Unit 3: Portfolio
Unit 6 Collaboration Step 6: Self-Evaluation forms
Unit 5 Humanitarian Profile Reflection writing; MLA format guidelines;
Day 15
Thu.
12/3
INDEPENDENT STUDY TIME
Assignments to be completed before next class:
- Unit 3: Complete your portfolio. Fold over the Performance Evaluation sheets and the Instructor Review draft so they remain private.
  - If the portfolio is late, 10 points are deducted for each **day** past the due date.
  - **If** the portfolio is on time at **8:15 am**, 50 bonus points are added to your daily grade.
- Unit 5: Humanitarian Profile: Print your two best articles and follow these instructions for showing how this article will provide essential information for your Humanitarian Profile:
  - Read and annotate your article like this:
    - **Underline** and a “Q” by any sentences interesting enough to quote and be prepared to explain why.
    - **[Bracket]** any information or anecdotes (little stories) which reveal why this person was inspired to help others.
    - **Wavy** line under information which is common knowledge and will not need to be cited.
    - **★ Star** by information that surprises or interests you.

Day 16
Mon.
12/7
Due: Unit 3: Portfolio (worth 30% of your final grade)
Two marked articles (worth 10 pts. of your research paper grade)
Classroom topics:
Sharing day; Being on time, having your portfolio ready, and participating in the sharing will earn you 50 BONUS daily points.
Unit 5 Humanitarian: Drafting suggestions: write a section at a time and remember to cite as you write;
Step 5: **NY Times** Humanitarian Profiles;
Handling quotations, summaries, paraphrases;

Day 17
Tue.
12/8
INDEPENDENT STUDY TIME
Assignments to be completed before next class:
- Unit 5 Humanitarian Profile; Step 6: Peer Review Draft, FIVE pages or more, appropriately divided into paragraphs. Cite as you write. Also, remember to include parenthetical citations and a works cited page (The works cited page is in addition to the five page minimum).
- Unit 5 Humanitarian Profile Step 7: SafeAssign
- Print **one additional** copy of all pages. Total = two (2) complete copies
- Again, remember to cite as you write and to integrate quotes
- Review the model research paper on pp. 532-536.
Day 18

Wed. 12/9

**Due:** Unit 5 Humanitarian Profile Step 6: Peer Review Draft
Two copies of + works cited page
(worth 25 points towards your research paper grade)

**Classroom Topics:**
Peer Review; Reflection writing;

**Assignments to be completed before next class:**
Well, you know what to do, don’t you?
Breathe deeply and say, “I can do this!”

***If you miss this peer review, you may earn partial credit for it by working with a Writer’s Corner tutor (L 351) and providing proof of this tutoring.

Class 19

INDEPENDENT STUDY TIME

Thu 12/10

**Assignments to be completed** BY NOON FRIDAY, November 6 and turned in to the Communications Division office (L 367)

Unit 5 Humanitarian Profile: Step 8 in folder/notebook, secured by brads
(worth 30% of your final grade).

Late papers lose ten points per day past the due date.

Instructions:
☐ Assemble your research paper in a new, plain paper folder or 1/2 inch notebook. The folder/notebook should include the following items secured by brads in this order:
  1. Final Draft of at least five pages with in-text parenthetical citations
  2. Plus a Works cited page
  3. Copies of at least two annotated secondary sources in alphabetical order by author’s last name.
  4. Early drafts and reviews by teacher and peers

What’s next? More Brookhaven courses, naturally!

☐ Review the Student Learning Outcomes, Core Objectives (see page 1 of syllabus), your Welcome Letter, “Advice to my Son” by Peter Meinke, your progress this semester, and the team handout sheets.

Class 20

Mon. 12/14

**Classroom Topics:**

**Final Exam:** a multi-paragraph in-class essay which employs the rules for standard English and demonstrates critical thinking, as well as evaluative skills (worth 10% of your final grade)
Good Bye,

It has been a pleasure to be in class with you this semester. You've worked hard, but I hope you've also had fun and feel you have improved as a writer, thinker, and reader. Keep in mind that, with few exceptions, whatever you plan to do with your life, your ability to express yourself clearly in writing will be, to some degree, a measure of your success. The world at large will truly expect you, as a graduate of college English, to be able to communicate clearly,

Your name vs. my brain:
When I see you in the future, be kind enough to remind me of your name.
Your writing, your ideas, your personality will be in my memory, but, sadly, names sometimes escape me.

Brookhaven College Grading Standards for English Essays

Student essays are evaluated and graded based on the criteria shown below. The grade reflects elements that are included or are missing from the essay. The omission of all or only a few of the requirements noted within each grade range will affect the overall grade. Comments and correction marks are attached to encourage students as well as help them improve their approach to organization, research, writing, and formatting of their submissions.

The A Paper
Thesis: The essay exhibits originality of thought in stating a stimulating and insightful central idea that is ideally suited to the essay's specific audience and purpose.
Organization: All ideas in the paper flow logically. Paragraphs are unified and effective in support of the paper's purpose. Paragraphs are coherent: the writer uses effective and appropriate transitions between ideas and paragraphs.
Development: Ideas demonstrate critical thinking with clarity, accuracy, and depth. Ideas are supported using actual and/or hypothetical examples, statistics, expert opinion, evidence, and/or reasons.
Style & Mechanics: The essay exhibits excellent academic tone and diction: it includes no repetition, offers varied sentence structure, is stylistically original, and chooses effective words and phrases. The essay has no comma splices or run-on sentences or other errors in punctuation, spelling, grammar, and mechanics.
Research and Documentation: If the essay uses outside sources, the sources are integrated smoothly. The writer engages with the works of others and accurately and fairly represents the ideas of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.
Format: The essay follows MLA guidelines.

The B Paper
Thesis: The essay exhibits a central idea that is well-suited to the essay’s specific audience and purpose.
Organization: Most ideas in the paper flow logically. Most paragraphs are unified and effective in support of the paper’s purpose. Most paragraphs are coherent: the writer frequently uses effective and appropriate transitions between ideas and paragraphs.
Development: Ideas demonstrate critical thinking with clarity and accuracy but with little variety of supporting evidence and/or less depth than the A paper. Each major idea is supported.
Style & Mechanics: The essay exhibits good academic tone and diction. Although the essay may have minor repetitions and lack some originality, it has variety in sentence structure, is stylistically competent, and exhibits generally effective word and phrase choices. The essay has minimal errors in punctuation, spelling, grammar, and mechanics; these minimal errors do not obstruct meaning.
Research and Documentation: If the essay uses outside sources, the sources are attributed and integrated into the writer’s own work. The writer engages with the works of others and accurately and fairly represents the ideas of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.
Format: The essay follows MLA guidelines.

The C Paper
Thesis: The essay exhibits a central idea that may lack depth or state the obvious and/or may need more
narrowing or expanding for the essay’s specific audience and purpose.
Organization: Some ideas in the paper flow logically. Some paragraphs are unified and effective in support of the paper’s purpose. Many paragraphs are coherent: the writer occasionally uses effective and appropriate transitions between ideas and paragraphs.
Development: Each major idea has some support, but individual concepts may have little in-depth support and may (in a research essay) rely more on source material than on the writer’s original ideas.
Style & Mechanics: The essay exhibits acceptable academic tone and diction but may be frequently repetitious or lack variety in sentence structure. The essay may have multiple errors in usage, word choice, punctuation, spelling, grammar and/or mechanics; however, the errors do not obstruct meaning.
Research and Documentation: If the essay uses outside sources, the sources are attributed and for the most part integrated into the writer’s own work. The writer somewhat engages the works of others and represents the ideas of others fairly, but not fully. In-text citations lead clearly to a correct Works Cited page.
Format: The essay follows MLA guidelines.

The D Paper
Thesis: The essay states a central idea that is misaligned with the essay’s actual ideas.
Organization: Many ideas in the paper do not flow logically. Many paragraphs are not unified. Most paragraphs are incoherent: the writer occasionally uses ineffective and inappropriate transitions between ideas and paragraphs.
Development: Quantity of support for ideas is small to non-existent. In a research essay, sources are overused, but little supporting evidence expresses the writer’s own ideas.
Style & Mechanics: The essay exhibits a lack of academic tone and diction, is frequently repetitious, and/or has little to no variety in sentence structure. The essay has numerous errors in word choice, spelling, punctuation, grammar, and/or mechanics; these errors obscure meaning.
Research and Documentation: If the essay uses outside sources, the sources are poorly integrated and/or do not support the essay significantly. Some ideas of others are not presented accurately or fairly and are not captured fully. In-text citations are incorrect or missing, and/or the Works Cited page is incorrect or missing.
Format: The essay mostly follows MLA guidelines.

The F Paper
Thesis: The essay does not exhibit a central idea.
Organization: Most ideas in the paper do not flow logically. Paragraphs are not unified and are ineffective in support of the paper’s purpose. Paragraphs are incoherent: the writer frequently uses ineffective and inappropriate transitions between ideas and paragraphs.
Development: Quantity of support for ideas is small to non-existent. In a research essay, the writer depends too heavily on sources for development. Some major ideas are not developed at all. Paragraphs may contain support that does not relate to the paragraphs’ main ideas.
Style & Mechanics: The essay fails to demonstrate college-level academic tone and diction, spelling, punctuation, grammar, and mechanics. These errors obscure meaning.
Research and Documentation: If the essay uses outside sources, the sources are poorly integrated and do not support the essay significantly. Most, or all, ideas of others are not presented accurately or fairly. In-text citations are missing. The Works Cited page is incorrect or missing.
Format: The essay mostly does not follow MLA guidelines.

COMMUNICATIONS DIVISION SYLLABUS ADDENDUM

IMPORTANT DATES — FALL 2015
Classes Begin Labor Day Holiday (Campus Closed) Last day to drop course without a “W” (Certification Date) Last Day to drop course with a “W” Spring 2016 registration begins for continuing students Thanksgiving Holiday (Campus Closed) Semester Ends
Monday, August 31 Monday, September 7 Monday, September 14 Thursday, November 19 Tuesday, November 24 Thursday, November 26-
Sunday, November 29 Thursday, December 17
DROP/WITHDRAWAL POLICY
Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, refer to DCCCD Dropping a Course Policy (https://www1.dcccd.edu/catalog/ss/oep/dw.cfm).

FINANCIAL AID STATEMENT
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

RELIGIOUS HOLY DAYS
A student shall be excused from attending classes, or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence.

ADA STATEMENT
Students are responsible for notifying the Disability Support Services Department of their need for assistance. Students with documented disabilities, such as mobility impairment, hearing or visual impairment, learning, and/or psychological disorders are eligible for services. Disability Support Services is located in Building S, Room 136 and may be reached by telephone at 972-860-4673 or by email bhcADAservices@dcccd.edu.

ACADEMIC INTEGRITY
The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities.
Scholastic dishonesty is a violation of the Student Code of Conduct and is punishable as stated in college policies. For more information, refer to the Student Code of Conduct in the Brookhaven College Student Handbook (https://www1.dcccd.edu/catalog/ss/code.cfm).

REPEATING THIS COURSE
The Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition being charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester.

GRADE REPORTS
Final grade reports are not mailed to students. You may obtain your final grades online in eConnect (https://econnect.dcccd.edu).

FERPA
The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. For more information, refer to FERPA in the Brookhaven Course Catalog (https://www1.dcccd.edu/catalog/about/privacy.cfm?loc=2).