Amy Monroy, BA, MA  
Brookhaven College  
amonroy@dcccd.edu  
Communications Division

ENGL 1301.23207  FA2015: 22 JAN – 14 MAY  
Room L-372  12 p.m.-1:20 p.m.  
Division Office: 972-860-4555  
In-Box (Division Office):  L 367

Contact instructor via email; appointments taken Tue/Thur 9-10 and 1:30-2:45

CATALOG DESCRIPTION OF ENGLISH 1301 (COMPOSITION I) – A CORE COURSE

Course Description. English 1301 allows intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. The emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style. The course focuses on writing the academic essay as a vehicle for learning, communicating, and demonstrating critical analysis. (3 credit hours) Pre-Requisite: One of the following must be met: 1) Developmental Reading 0093 AND Developmental Writing 0093; 2) English as a Second Language 0044 and 0054; or 3) have met Texas Success Initiative (TSI) reading and writing standards AND DCCC Writing score prerequisite.

Student Learning Outcomes

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.

Upon successful completion of English Composition 1301 students will be able to –

A. Demonstrate knowledge of individual and collaborative writing processes.
B. Develop ideas with appropriate support and attribution.
C. Write in a style appropriate to audience and purpose.
D. Read, reflect, and respond critically to a variety of texts.
E. Use Edited American English in academic essays.

Core Objectives

English 1301 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 ideas 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

TEXTBOOK AND COURSE MATERIALS

Required Texts

You can look in Follett, the on-campus bookstore, or at Follett online (http://www.bkstr.com/Home/10001-10654-1?demoKey=d). You have options of buying, renting or borrowing texts in digital or print form from any source or vendor you like. Procure them any way you normally would any text; you don’t have to BUY everything, but you must HAVE access to everything when classes begin. (Hint: check the Brookhaven College and other libraries.)


Required Software (Access Codes) – this you must acquire through Follett (hint: check other DCCCD campuses for copies)

Kirzner. Enhanced In-Site. 5th ed. Cengage. Essays are submitted to this service – you MUST HAVE THIS BEFORE THE FIRST ESSAY DUE DATE. All essays to be read by instructor will be submitted to InSite; essays submitted any other way will not be read or graded. Be sure this includes the Wadsworth Handbook.

Expected Skills: Word processing, basic computer, email and internet skills; familiarity with eCampus and eConnect. Work will be accepted in MLA format only. No excuses for late, incompatible or incorrectly formatted work. Visit J-122 or library floor 2.5 for help, or enroll in an ITSC course (introductory courses in using Office, internet, basic computer usage).

Recommended Materials/Equipment: Flash drive and/or cloud storage (DropBox, etc); binder for notes, in-class work, paper copies, backup copies. BRING ALL WORK, PAST AND ONGOING, TO EVERY CLASS.

GRADE EVALUATION

A. Course Requirements and Point Values (assignment type or order may change, but are representative of past assignments)

| Essay One      | Short Article: Informative |
| Essay Two      | Response                   |
| Essay Three    | Analysis                   |
| Essay Four     | Persuasive (Timed)         |
| Essay Five     | Film Criticism/Timed       |
| Essay Six      | Self-Assessment/Reflection |
| (Essays averaged) |                           |
| Presentation   | In-class presentation; self-assessment |
| Writer's Notebook | All essay writing processes, journaling, inspiration, etc. |
| Participation  | Attendance, attention, preparedness, punctuality, attitude, etc. |

B. Grading Scale

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

Keep track of your grades! Some of the Daily Grades may include Binder and/or grade checks! Your PRESENTATION GRADE depends on your keeping, thinking about, and writing about your daily progress.

C. Letter Grade Explanation

Assignments generally include a prompt, guidelines, examples, references, and a grading rubric.

I will mark the first incident of an error or weakness in a paper; that does NOT mean that is the only time that error appears – it means you need to correct that problem and look for additional, similar problems throughout the paper. Papers returned to me without corrections made may be penalized or returned for not meeting MSS.

We'll spend quite a bit of time evaluating our own and others' work this semester. We'll learn that truly helpful evaluations should contain a clearly defined standard and criteria for meeting that standard. Here below are the standards with letter grades and the criteria used by the Brookhaven faculty to evaluate your work.

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. 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.
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. 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. 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. 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. 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 and are ineffective in support of the paper’s purpose. (This part seems to be about development rather than organization.) 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 obstruct meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are poorly integrated and/or do not support the essay significantly. 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. 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 seriously obscure meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are poorly integrated and do not support the essay significantly. In-text citations are missing. The Works Cited page is incorrect or missing.

**Format:** The essay largely does not follow MLA guidelines.
D. Minimum Submission Standards – see eCampus link
Brookhaven College Communications Division has a policy for all submitted work. Work that does not meet Minimum Submission Standards may be returned. Students have 48 hours to bring the essay up to MSS. Returned essays cannot receive a grade higher than 70 (“C”), are graded as I can get to them, and are returned without comment.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-22</td>
<td>Course intro: tech &amp; skills expectations; materials; syllabus</td>
<td>Visit eCampus (all are 23206); read FAQs; confirm personal info, computer compatibility; see class pg</td>
<td>Intros; Syllabus Safari Start readings due 02-03 Start Global Weirdness</td>
</tr>
<tr>
<td>01-27</td>
<td>College v high school writing Mini-lesson: how to read a textbook (layout/typography)</td>
<td>Create cloud storage account Download free Office Suite Read: WT Ch 30</td>
<td>Help peers navigate eCampus, set up cloud account, download Office</td>
</tr>
<tr>
<td>01-29</td>
<td>Writing Sample in class</td>
<td>WWF: MLA formatting Read: WT Ch 1-3</td>
<td>Word doc, cloud-saved. Start future reading assgts</td>
</tr>
<tr>
<td>02-03</td>
<td>Writing Process; intro Essay 1</td>
<td>Read: WT Ch 14 &amp; 15 Read: Essay 1 prompt/tutorial WWF: A Writer’s Notebook</td>
<td>Create a “Writer’s Notebook” digital folder; details WWF</td>
</tr>
<tr>
<td>02-05</td>
<td>Writing Process; essay elements</td>
<td>Read: WT Ch 16 &amp; 20 Scan: WT Ch 21; read 426-430</td>
<td>WN: Pre-writing for Ess 1 Present info from WT (WWF)</td>
</tr>
<tr>
<td>02-10</td>
<td>Evaluating/giving feedback</td>
<td>Read: Ch 18 &amp; 19 Read: Samples in WWF</td>
<td>Bring RD Ess 1 to peer Bring Ess 1 rubric</td>
</tr>
<tr>
<td>02-12</td>
<td>Learning from reading</td>
<td>WWF: “Active Reading Strategies” WWF: “Critical Reading”</td>
<td>ESSAY 1 DUE Reflection Ess 1</td>
</tr>
<tr>
<td>02-17</td>
<td>Global Weirdness</td>
<td>Read: GW cover to ch 6, scan Epilogue &amp; References Read: WWF layout/typography; questions over GW</td>
<td>WN: GW response; answer questions (WWF) See Climate Central website</td>
</tr>
<tr>
<td>02-19</td>
<td>Campus closed</td>
<td>Read GW ch 7-14, group assgts Read WT ch 26; ch 8</td>
<td>Annotate &amp; make notes; post to Discussion Board</td>
</tr>
<tr>
<td>02-24</td>
<td>Global Weirdness; intro Ess 2</td>
<td>Read GW group assignments in WWF Read Ess 2 in Essay Prompts</td>
<td>WN: QPS from GW Groups present chapters</td>
</tr>
<tr>
<td>02-26</td>
<td>Essay 2 organizing, outlining</td>
<td>Read GW assgts WWF: organizing &amp; outlining; essay examples</td>
<td>WN: prewriting, invention</td>
</tr>
<tr>
<td>03-03</td>
<td>Ess 2 revising strategies; revising feedback</td>
<td>GW complete assigned readings WWF: See essay examples</td>
<td>Outline Essay 2</td>
</tr>
<tr>
<td>03-05</td>
<td>Ess 2 editing strategies, feedback</td>
<td>Review relevant WT &amp; eCampus references</td>
<td>RD Ess 2 due Bring &amp; rubric for peer</td>
</tr>
<tr>
<td>03-10</td>
<td>SPRING BREAK no class</td>
<td>Complete Essay 2</td>
<td></td>
</tr>
<tr>
<td>03-12</td>
<td>SPRING BREAK no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03-17</td>
<td>Rhetorical grammar workshop</td>
<td>WWF “Sentences” &amp; “Rhetorical Grammar” PPTs</td>
<td>WN: Ess 2 reflection</td>
</tr>
<tr>
<td>03-19</td>
<td>Text Analyses; intro Essay 3 analyses [may sub problem/solution]</td>
<td>Read: WT 7 &amp; 8; assigned examples; Ess 3 prompt WWF: excerpts.</td>
<td>Group analyses WN: pre-writing, invention, group assignments</td>
</tr>
<tr>
<td>03-24</td>
<td>Essay 3 work</td>
<td>Read: Essay 4 prompt/tutorial</td>
<td>RD Essay 3 due Peer Reviews</td>
</tr>
<tr>
<td>03-26</td>
<td>Essay 4: Application Proofreading workshop</td>
<td>Read: WWF examples; tutorial</td>
<td>WN: Ess 4 (app) prep Essay 3 proofreading</td>
</tr>
</tbody>
</table>
03-31 | Library: Research for Ess 4 | Read: WWF tips; Works Cited | ESSAY 3 DUE
04-02 | Essay 4 work – outlines; timed writings | Read: WWF – outlining; short fiction/analysis | WN: Ess 3 reflection
|  |  | Bring Ess 4 (app) outline | Outline is part of Ess grade
04-07 | Intro visual literacy & film crit | Read: WWF - film writing examples; approaches to film crit; literary terms | ESSAY 4 – TEST CTR
|  |  | Identify literary elements | Discuss your favorite film
|  |  | WN: film notes | Practice film writing
04-09 | Film & narrative | Read: WWF literary terms Ref: WT ch 7 & 36 | WN: film notes
04-14 | View practice film | Review readings & refs (QPS) | WN: film notes
04-16 | Analyze/interp practice film |  | WN: pre-writing Ess 5
04-21 | Film for Essay 5 |  | WN: film notes
04-23 | Film for Essay 5 | Read: Film writing conventions, WWF | WN: film notes; approaches
04-28 | Intro Ess 6 | Read: Essay prompt; tutorials; examples in WWF | ESS 5 TEST CTR BY 04-27
04-30 | Incorporating visuals, layout principles into text | Read: WWF PPTs visuals, layouts; references/resources | Due: learning you want to emphasize; evidence to review
|  |  | WN: film notes | WN: Reflection Ess 5
05-05 | Effective presentations | Read: Ch 32 See: presentations in WWF | ESSAY 6
05-07 | Self-Assessment/Reflection | Keep WN citations for script! | Due: Writer’s Notebook
|  |  | Bring: Script & show RDs | Practice film writing
05-12 | Self-Assessment/Reflection | Cite Writer’s Notebook, essays, lectures, texts | Due: Slideshow portfolio
05-14 | Alternate day for presentations | See Final Exam Schedule | 04-02

COURSE CALENDAR – tentative; subject to change. See eCampus

IMPORTANT DATES—SPRING 2015
January 2 (F) | College Buildings and Offices Open
January 12 (M) | Faculty Reports
January 19 (M) | Martin Luther King, Jr. Day Holiday
January 20 (T) | Classes Begin
February 2 (M) | 12th Class Day
February 19 (R) | Conference Day- day and evening classes will not meet.
February 20 (F) | Professional Development Day- Friday day classes will not meet. Friday evening, Saturday and Sunday classes will meet.
February 23 (M) | Classes Resume
March 9-13 (M-F) | Spring Break- College buildings & offices will be closed for the week.
March 16 (M) | Classes Resume
April 3 (F) | Holiday
April 6 (M) | Classes Resume
April 16 (R) | Last Day to Withdraw
May 11-14 (M-R) | Final Exams
May 14 (R) | Semester Ends
May 18 (M) | Last Day for faculty to submit grades electronically through eConnect to the Registrar’s Office
May Graduation | Ceremony dates may vary at the colleges depending on space available.

***The syllabus and calendar may be adjusted at any time at the instructor’s discretion.***
CLASROOM POLICIES

A. Participation Policies and Classroom Etiquette

1. **Registration proof.** Anyone not on the eConnect roll the first class meeting must provide registration/payment proof to remain in class. Get a copy of your receipt from the Cashier in the S Building and return to clas.

2. **Participation.** May count toward attendance and/or “Work Ethic” portion of essay grades. You must arrive on time, stay the entire length of class, and **participate** (by attitude, posture, behavior, cooperation, attentiveness, and preparedness) to receive full credit for a day’s attendance. Coming unprepared, sleeping, taking calls, texting, talking out of turn, working on other assignments (even one for the class, if it’s not what the class is doing), slumping down and looking bored, looking at the clock, and listening to or watching something not part of the class are examples of *not* participating. Likewise, failure to turn in assignments, or to cooperate in group activities or in-class assignments, or speaking or behaving disrespectfully to anyone in the class all count against participation. If you’re not participating in class, you’re not in class. Non-participation is distracting and disruptive; if you’re doing it, I might ask you to leave. Participation is the way you prove accountability and responsibility, and earn trust and privileges. Non-participation=absent, so you’d lose your daily attendance points.

3. **Absences Allowed.** I give you two (2) absences without penalty. Missing a class does not excuse you from work due that day, nor does it exempt you from assignments due the next class. Consult the calendar and classmates, but, especially, eCampus and announcements to be ready for the next class.

4. **Sign-In.** You are responsible for signing in at each class; always ask for the sheet. You may *not receive attendance credit without a signature*. If all else fails, sign and date a sheet of paper and turn it in to me; take the initiative.

5. **Absence Notification.** Email me if you will be late or absent, and arrange to turn in assignments on time. See **Writing Assignment Policies.** Contact classmates to find out what happened in class – remember that the *syllabus and calendar may be adjusted at any time at the instructor’s discretion*. You must be prepared for the next class and must turn in any assignments due. However, if you have questions about doing the assignments (not, "What is it"), please feel free to email me.

6. **Breaks.** You may take very brief breaks (phone, bathroom, etc). Just be warned that an extended departure may count against attendance/participation.

7. **Instructor Absence.** You are expected to remain in class and wait for my arrival for at least 20 minutes – past that, something’s seriously wrong, and I may not be coming. However, unless I am unable to, I will always have a substitute or send someone to tell you what to do. Collect any work due, create a sign-in sheet, put my name on it, and take everything to L-367 and leave it in the turn-in box. Ethics 101: Always uphold your end of an obligation. My absence without a substitute or late arrival, naturally, would never count against you, and I would be sure to make it up to you. But you’re still not excused from deadlines.

8. **Illness.** Please do not come to class ill. Because assignments are usually made well ahead of their due dates, illness is rarely accepted as an excuse for late work.

9. **Campus Closings.** Please consult the campus website or schedule for campus closings. Failures to meet a deadline because of published campus closings will not be excused. Consult the BHC website to determine whether or not classes will meet. Be sure to check your campus email before you leave for class, too! If campus is closed, look for instructions from me, and *be prepared to “meet,” virtually. We’ll work online.*

10. **Technology Use.** No technology should be out or on during class, unless instructor-directed. Let me know if you feel you need an exception. Devices should be set to vibrate only. Please step outside if you need to read or respond to a text. Unless I direct you to use them, you should not be looking at the screens. It goes without saying that it’s disrespectful and a waste of time for you to be staring at your phone during class. I reserve the right to ask anyone displaying this form of disrespect for me and classmates to leave the class.

B. Academic Honesty

**Plagiarism** is using someone else’s ideas or words without giving credit. It is not just a serious academic and ethical offense, it is illegal. Plagiarism can take several forms, including, but not limited to, the following:
• Turning in an assignment, any part of which you did not originate;
• Cutting and pasting a paper together from various sources without recognizing them;
• Using words or ideas from a source without correction attribution and citation (even unintentionally); and/or
• Changing a few words, but keeping the sentence structure of the original source.
• Turning in, as an original assignment, work partly or wholly created for something else, even if partly changed, without acknowledging it. (You’re quoting yourself without attribution.)

**Collusion** is another form of academic dishonesty. Collusion is working with someone so closely on your paper that large sections have been re-imagined, reworded, or rearranged by someone other than you. This also applies to having someone correct large portions of grammar and punctuation: proofreaders may only indicate a sample error, identify it and direct you to a source for how to repair it – they may not show you how to repair errors or point out many, most or all errors. Collaboration, on the other hand, is encouraged, but the final paper should reflect your ideas, construction, organization, mechanics, and style. Using programs to achieve the effect of raising the diction, grammar, punctuation, or style levels of your paper falls into the same category. If you’re unsure how much help is too much, err on the side of using less. Be sure to give credit to anyone who helps you in any way!

**Padding.** Padding is doctoring a work to make it appear longer than the ideas in it. It is calculated deception. Examples would be choosing a heavier or wider font, or a larger point size, in order to lengthen the paper; or, for the same purpose, increasing the margins or the line, word, or letter spacing; or, breaking words, lines, or paragraphs beyond the automated widow-and-orphan protection. In the same vein, I penalize as padding any wordiness, redundance, or repetitiveness that seems less than innocent. Edit and proofread!

**Recycling.** Turning in something you’ve already written ahead of the assignment or for another class. All assignments include using the full writing process.

I may give a zero (0) for any work, not just essays or final drafts, that exhibits mild academic dishonesty. I may also report the incident to the dean. A more serious or second incident may turn your final grade into an “F.” I am much more generous with honest effort that may not be dazzling than I am with even a hint of deception.

**C. Assignment Policies**

• All assignments submitted in class are due at the beginning of class the day they are due, whether or not I ask for them. My not asking for them doesn’t override the due date policy.
• You may not work on an assignment in class, unless that is our class activity.
• All assignments, unless otherwise specified, are to be typed, endorsed, and follow MLA formatting and conventions.
• Printed assignments are enclosed in plain manila folders labeled with your name and class/section numbers.
• Low participation and performance and failure to do essay preparatory assignments may be factored into essay grades. Because writing is a skill and discipline, effort is rewarded, to a degree.
• Turn in WHATSOEVER you have, even if you think you did it “incorrectly.” I may ask you to re-do something, but you will be able to turn in your essay for a grade.
• Turn in assignments, even if you have questions. Waiting for response from me does not give you permission to turn in an assignment late.
• When in doubt, ALWAYS assume something listed on the calendar or essay guideline IS due that day, and turn it in – don’t count on me to remind you. Announcements on eCampus always contain the most current and accurate due dates.
• It would be extremely rare, but, if I should move up a due date, the work is due then. It’s your job to keep up with changes to the calendar. There is always ample time to apply a full writing process for every assignment, if begun early enough.
• Final essay drafts are often turned in with, and/or may require preparatory exercises and drafts; save all of your work.

- **Keep ALL of your notes, drafts, sources, feedback, et cetera, that you use to produce your essays. You must be able to produce them on demand, to provide evidence if you have a question about a grade, or to provide material for a portfolio.**

**D. Make-Up or Late Work**

• For a documented and justifiable reason, and with otherwise strong class participation and performance, ONE ESSAY may, at my discretion, be turned in up to two days late with a 10-point deduction. Late work is graded when I can and has no feedback.
• Daily work, quizzes, and essay preparatory assignments may not be turned in late or made up.
• The first and last essays due may not be turned in late.
• No late work may be turned in the last week and final-exam week of the semester.
• ALWAYS BACK UP AND PRINT OUT YOUR WORK REGULARLY AS YOU ARE WORKING; EMAILING A COPY TO YOURSELF IS A GOOD SAFEGUARD. Cloud computing can be invaluable (e.g., Dropbox, Google Docs).
• Keep multiple copies of everything – beware of putting everything on a flash drive. Those get lost too often.
• Have backup plans for technology failures – I don’t accept them as excuses.
• Extra credit work not usually offered, but is entirely at instructor’s discretion and convenience.
• “Incomplete” grade generally is not offered.
• Work returned for not meeting Minimum Submission Standards is treated as late work: graded when I can and with no feedback.

Late work gets put to the back of other, on-schedule work turned in for grading. Turning in work late puts you behind. If you turn in an essay or draft late, you will not receive constructive criticism quickly enough to help you with the next assignment.

E. Assignment Formatting – see Youtube for a how-to-format-a-paper-in-MLA-style video

1. All printed assignments, unless otherwise specified, are typed on plain white paper, stapled as needed.

2. All assignments, unless otherwise specified, are endorsed on page 1 as below, but double-spaced:

Your Name
ENGL 1301.2000 (your section number)
Amy Monroy
Date -- Abbreviate assignment name (e.g., RD Essay 1 or DG 3)

3. All assignments, unless otherwise specified, are formatted according to MLA standards:
   • No cover sheet
   • 1” margins top, sides, bottom
   • Running header at ½-inch margin, last name and page number (Doe 3)
   • Double-spaced throughout, NO EXTRA SPACING ANYWHERE, EVER!
   • 12-pt Times Roman or Times New Roman font (regular weight) for ALL text
   • Left-aligned

4. All assignments, unless otherwise specified, follow MLA-style conventions:
   • Third-person point-of-view narration: he, she, they, it or noun (ball, Bob) subject
   • Simple present tense (“historical present”): The author uses strong words.
   • Active voice: I ate the pie rather than The pie was eaten by me

5. Staple or paperclip multiple pages of printed documents. (Don’t ask me for this! Not high school, folks.)

6. All assignments, unless otherwise specified, contain appropriate titles, not the label of the assignment.

WITHDRAWING
16 April -- Last day to drop with a “W.” Failure to withdraw will result in a performance grade, usually an “F.” Students may withdraw in person through Advising, S113, online through eConnect, or by mail, fax, or proxy. Please see the schedule or website for more information. Students must initiate the drop procedure themselves. Note the six-drop limit and third-attempt tuition policy (see addendum).

GETTING ADDITIONAL HELP – see eCampus Resources and Help links

1. Instructor Help. I am happy to meet with students individually. Please email your request at least a day and a half prior to your preferred meeting day and time. (See eCampus for how to send an email to me; I won’t read an email not in the form I expect.) I want to hear from you, especially about any concerns you may have. I check my campus email once a day, usually mid-morning, Monday through Thursday. I will contact you within 24 hours or post an Announcement that answers the question. If I am unable to answer your question before an assignment is due, do not panic – I still consider that you made a good-faith effort to contact
me, so you would not be penalized, provided you turn in SOMETHING. Not receiving clarification about an assignment does not give you permission to miss the deadline: turn in what you have. When in doubt, ALWAYS TURN IN SOMETHING. However, do try to utilize campus, peer, print, and online resources for help. Questions specific to a test, to an assignment, or about criticisms I’ve offered (that were not discussed in class or are not already in the syllabus, calendar, or assignment sheet) should be directed to me. For example: “Is it okay if my response is a series of questions?” Or, “Is it okay to use the first-person tense if I’m telling a story that happened to me?” Or, “What do you mean by . . .?” Questions about mechanics -- for example, grammar, punctuation, or MLA format or conventions -- can be answered by a variety of reference sources. I will not answer: “What did I miss?” or questions I’ve already answered in class or in handouts. Consult fellow students and eCampus.

2. Campus Help. Please take advantage of the Writer’s Corner, tutoring in the J-Lab, or support classes. If you are the first in your family to attend college, you may qualify for special assistance. Also look for campus writing workshops.

3. Online Help. The textbook website gives writing-support links; I also provide links in eCampus to some online support.

4. Peers. Ask your friends, classmates, or co-workers to read your work; ask them to be hard. But be careful; friends/family tend to offer too much help, and then you’ll end up with issues of academic integrity.

5. Library. Don’t forget to use the librarians! They love to help with research and MLA questions.

6. Tech Support. This class doesn’t teach this. If you are weak at using Word (or compatible word-processing software), email, eCampus, et cetera, consider taking a computer skills course. Inability to access or use email, eCampus, SafeAssign, campus website, library databases, word processing, et cetera, are NOT excuses for late work. It is YOUR responsibility to make sure your contact info, including email, is current in eCampus and eConnect. If you’re weak in this area allow EXTRA TIME to complete your assignments: don’t wait to complete or submit an assignment. Note that MOST tech problems are with the user, not the technology.

INSTITUTION AND COMMUNICATIONS DIVISION POLICIES

DROP/WITHDRAWAL POLICY: Writing 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, you may access 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 124 and may be reached by telephone at 972-880-4673 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. The Student Code of Conduct can be found in the Brookhaven College Student Handbook or online at 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 at econnect.dcccd.edu.

**FERPA:** The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. For more information about FERPA, you may access [https://www1.dcccd.edu/catalog/about/privacy.cfm?loc=2](https://www1.dcccd.edu/catalog/about/privacy.cfm?loc=2).

***The syllabus and calendar may be adjusted at any time at the instructor's discretion.***

**INSTRUCTOR NOTE**

Hello, Fellow Students!

Whether you love making up stories or you’d rather eat rocks than read or write, everyone brings something valuable to writing, and everyone brings weaknesses and hang-ups. You don’t have to be able to write poetry, but everyone needs to be able to communicate clearly – and everyone can do that. That is, as long as you’re willing to do the work. You can’t memorize a few answers and take a quiz to pass this class. You can only pass by practicing every day. Writing is just like acquiring any skill – to play the piano or soccer well, you have to practice intensely every day. In the beginning, it’s slow, awkward and painful, but with repetition, you will gain speed, efficiency and excellence. You’ll do things without having to think about them. BUT you must practice them as you would other skills.

If you are willing to devote substantial, high-quality time to this class, and if you are willing to work with me, peers, and others, you should do well.

*Amy Monroy*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-22</td>
<td>Course intro: tech &amp; skills expectations; materials; syllabus</td>
<td>Visit eCampus (all are 23206); read FAQs; confirm personal info, computer compatibility; see class pg</td>
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<tr>
<td>01-27</td>
<td>College v high school writing Mini-lesson: how to read a textbook (layout/typography)</td>
<td>Create cloud storage account Download free Office Suite Read: WT Ch 30</td>
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<tr>
<td>01-29</td>
<td>Writing Sample in class</td>
<td>WWF: MLA formatting Read: WT Ch 1-3 Word doc, cloud-saved. Start future reading assgts</td>
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<tr>
<td>02-03</td>
<td>Writing Process; intro Essay 1</td>
<td>Read: WT Ch 14 &amp; 15 Read: Essay 1 prompt/tutorial WWF: A Writer’s Notebook Create a “Writer’s Notebook” digital folder; details WWF</td>
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<tr>
<td>02-05</td>
<td>Writing Process; essay elements</td>
<td>Read: WT Ch 16 &amp; 20 Scan: WT Ch 21; read 426-430 WN: Pre-writing for Ess 1 Present info from WT (WWF)</td>
<td></td>
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<tr>
<td>02-10</td>
<td>Evaluating/giving feedback</td>
<td>Read: Ch 18 &amp; 19 Read: Samples in WWF Bring RD Ess 1 to peer Bring Ess 1 rubric</td>
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<tr>
<td>02-12</td>
<td>Learning from reading</td>
<td>WWF: “Active Reading Strategies” WWF: “Critical Reading” ESSAY 1 DUE Reflection Ess 1</td>
<td></td>
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<tr>
<td>02-17</td>
<td>Global Weirdness</td>
<td>Read: Gw cover to ch 6, scan Epilogue &amp; References Read: WWF layout/typography; questions over GW WN: GW response; answer questions (WWF) See Climate Central website</td>
<td></td>
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<tr>
<td>02-19</td>
<td>Campus closed</td>
<td>Read GW ch 7-14, group assgts Read WT ch 26; ch 8 Annotate &amp; make notes; post to Discussion Board</td>
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<tr>
<td>02-24</td>
<td>Global Weirdness; intro Ess 2</td>
<td>Read GW group assignments in WWF Read Ess 2 in Essay Prompts WN: QPS from GW Groups present chapters</td>
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<tr>
<td>02-26</td>
<td>Essay 2 organizing, outlining</td>
<td>Read GW assgts WWF: organizing &amp; outlining; essay examples WN: prewriting, invention</td>
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<tr>
<td>03-03</td>
<td>Ess 2 revising strategies; revising feedback</td>
<td>GW complete assigned readings WWF: See essay examples Outline Essay 2</td>
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<tr>
<td>03-05</td>
<td>Ess 2 editing strategies, feedback</td>
<td>Review relevant WT &amp; eCampus references RD Ess 2 due Bring &amp; rubric for peer</td>
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<tr>
<td>03-10</td>
<td>SPRING BREAK no class</td>
<td>Complete Essay 2</td>
<td></td>
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<tr>
<td>03-12</td>
<td>SPRING BREAK no class</td>
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<tr>
<td>03-17</td>
<td>Rhetorical grammar workshop</td>
<td>WWF “Sentences” &amp; “Rhetorical Grammar” PPTs WN: Ess 2 reflection</td>
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<tr>
<td>03-19</td>
<td>Text Analyses; intro Essay 3 analyses [may sub problem/solution]</td>
<td>Read: WT 7 &amp; 8; assigned examples; Ess 3 prompt WWF: excerpts. Group analyses WN: pre-writing, invention, group assignments</td>
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<tr>
<td>03-24</td>
<td>Essay 3 work</td>
<td>Read: Essay 4 prompt/tutorial RD Essay 3 due Peer Reviews</td>
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<tr>
<td>03-26</td>
<td>Essay 4: Application Proofreading workshop</td>
<td>Read: WWF examples; tutorial WN: Ess 4 (app) prep Essay 3 proofreading</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Read: WWF &amp; References</td>
<td>Notes/Reminders</td>
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<tr>
<td>03-31</td>
<td>Library: Research for Ess 4</td>
<td>Read: WWF tips; Works Cited</td>
<td>ESSAY 3 DUE</td>
</tr>
</tbody>
</table>
| 04-02  | Essay 4 work – outlines; timed writings                                    | Read: WWF – outlining; short fiction/analysis | WN: Ess 3 reflection  
Bring Ess 4 (app) outline  
Outline is part of Ess grade  
ESSAY 4 – TEST CTR  
Identify literary elements  
Discuss your favorite film  
WN: film notes |
| 04-07  | Intro visual literacy & film crit                                          | Read: WWF - film writing examples; approaches to film crit; literary terms | ESSAY 4 – TEST CTR  
Identify literary elements  
Discuss your favorite film  
WN: film notes |
| 04-09  | Film & narrative                                                           | Read: WWF literary terms  
Ref: WT ch 7 & 36 | Practice film writing |
| 04-14  | View practice film                                                         | Review readings & refs (QPS) | WN: film notes |
| 04-16  | Analyze/interp practice film                                               | WN: pre-writing Ess 5 |
| 04-21  | Film for Essay 5                                                           | WN: film notes |
| 04-23  | Film for Essay 5                                                           | Read: Film writing conventions, WWF | WN: film notes; approaches |
| 04-28  | Intro Ess 6                                                                | Read: Essay prompt; tutorials; examples in WWF | ESSAY 5 TEST CTR BY 04-27  
Due: learning you want to emphasize; evidence to review  
WN: Reflection Ess 5 |
| 04-30  | Incorporating visuals, layout principles into text                         | Read: WWF PPTs visuals, layouts; references/resources | ESSAY 5 TEST CTR BY 04-27  
Due: learning you want to emphasize; evidence to review  
WN: Reflection Ess 5 |
| 05-05  | Effective presentations                                                    | Read: Ch 32  
See: presentations in WWF | ESSAY 6  
Due: Writer’s Notebook  
Bring: Script & show RDs |
| 05-07  | Self-Assessment/Reflection                                                 | Keep WN citations for script! | Due: Slideshow portfolio |
| 05-12  | Self-Assessment/Reflection                                                 | Cite Writer’s Notebook, essays, lectures, texts | Due: Slideshow portfolio |
| 05-14  | Alternate day for presentations                                            | See Final Exam Schedule |