<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I  Engl 1302-33425</td>
<td>Instructor: M. Lancaster</td>
</tr>
<tr>
<td>SPRING 2015</td>
<td>Email: <a href="mailto:mlancaster@dcccd.edu">mlancaster@dcccd.edu</a></td>
</tr>
<tr>
<td>INTERNET</td>
<td>Office: D216</td>
</tr>
<tr>
<td>English Department Policy regarding written communication: Students must model grammatically correct communication during the duration of the course, in hopes that this attention to detail will become a life skill. This refers to any written work during the class and any emails sent to the instructor. If the email is not grammatically correct, then the student will be asked to revise the email and resend it BEFORE the instructor will answer. This also means no text-talk is allowed for any reason.</td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>Required Materials Including Textbooks (include ISBN)</td>
</tr>
<tr>
<td>DCCC Catalog:</td>
<td>Title: Inventing Arguments</td>
</tr>
<tr>
<td>In this course, students refine the writing, research, and reading skills introduced in English 1301. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a formal research paper.</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>THECB:</td>
<td>Authors: John Mauk and John Metz Publisher:</td>
</tr>
<tr>
<td>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.)</td>
<td></td>
</tr>
<tr>
<td>Discretionary 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.)</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>ISBN: (eText) 9781133711742</td>
</tr>
<tr>
<td>Prerequisite: One of the following must be met: English 1301 or its equivalent</td>
<td></td>
</tr>
<tr>
<td>Disclaimer – The instructor reserves the right to amend this syllabus as necessary.</td>
<td></td>
</tr>
</tbody>
</table>

Texas Core Objectives for Student Learning

Students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

4. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

**Student Learning Outcomes**

Upon successful completion of this course, students will:

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.

**CVC Learning Signature**

CVC’s Learning **Signature** is **One College Transforming Lives**. Cedar Valley College establishes clear **expectations** for students through **engagement** and **empowerment** leading to **excellence**.

**CVC Faculty and Staff expect students to:**
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

**CVC Faculty and Staff expect to:**
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

**Exams and Assignments**

Part 1: Rhetorical Situations

Part 2: Genres

Part 3: Processes

Part 4: Strategies

Part 5: Doing Research

Part 6: Media/Design

**Departmental Final Exam** (Students must earn an A, B or C on the Exam in order to pass the course, along with earning an A,B or C in the course itself.) Students who have not achieved a C in the course by the time the final exam is administered will not be allowed to take the final exam since both the coursework and final exam must be passed to pass the course.

**Evaluation Procedures**

The instructor will clearly identify the way each assignment will be graded.
## Grading Scale

All assignments will be judged using this grading scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-97</td>
<td>A+</td>
<td>89-87</td>
<td>B+</td>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>96-94</td>
<td>A</td>
<td>86-84</td>
<td>B</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>83-80</td>
<td>B-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
<td>66-64</td>
<td>D</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
<td></td>
<td></td>
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</tbody>
</table>

## Service Learning

The College offers a Service Learning Program that allows students to earn recognition for hours worked in a volunteer program with a local organization. See the Cedar Valley College web site for additional information.

[http://www.cedarvalleycollege.edu/CommunityMembers/Lists/WebPages/DispForm2.aspx?List=4910a51c-65b2-4293-9ecd%2D5f5aa383b44d&ID=17](http://www.cedarvalleycollege.edu/CommunityMembers/Lists/WebPages/DispForm2.aspx?List=4910a51c%2D65b2%2D4293%2D9ecd%2D5f5aa383b44d&ID=17)

## 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 six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give your more information on the allowable exceptions.

Remember that once you have accumulated six 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:

[http://www.dcccd.edu/Why/Reg/Registration/Pages/default.aspx](http://www.dcccd.edu/Why/Reg/Registration/Pages/default.aspx)

## Withdrawal Policy (insert 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 **February 28, 2015**. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. See institutional policies for additional information on withdrawals.

## Attendance Policy

Since this is an online class, no on-campus attendance is required. However, students are expected to log in and participate actively via eCampus. [http://ecampus.dcccd.edu](http://ecampus.dcccd.edu)

Try to check emails and access the class daily. You must show participation in this class prior to the certification date, January
27, 2015 by completing the Orientation Quiz and completing Class Discussion 1 A Portrait of Yourself as a Writer.

Emergency Closings

In case of weather that is severe enough to make you question whether the campus will be closed, the following information is provided:

The campus President will make the decision to close the campus on the day in question. The DCCCD offices of Public Information will work together to notify the media as soon as the decision is made. All major broadcast media will carry DCCCD inclement weather information.

In case of an emergency, contact the Cedar Valley College Police Department at 972-860-4290. The campus Police Department has officers on duty 24-hours-a-day to assist you.

The course will continue through eCampus, so always sign in and keep up with the work through the course eCampus site.

These plans are made to ensure the safety of DCCCD students and employees.

Classroom Policies

There will be no food or drink allowed in the classroom. ALL cell phones, l-pods, MP3 players, etc. are to be off and put away (out of sight). The class will come up with a consequence for those students who are caught texting or using any electronic device in the classroom during class time.

Course Outline

For maximum success in this course you should spend a minimum of 9 hours per week working on course material.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course/Part 1: Rhetorical Situations</td>
</tr>
<tr>
<td>Week 2</td>
<td>Part 1: Rhetorical Situations</td>
</tr>
<tr>
<td>Week 3</td>
<td>Part 2: Genres</td>
</tr>
<tr>
<td>Week 4</td>
<td>Part 2: Genres</td>
</tr>
<tr>
<td>Week 5</td>
<td>Part 2: Genres</td>
</tr>
<tr>
<td>Week 6</td>
<td>Part 3: Processes</td>
</tr>
<tr>
<td>Week 7</td>
<td>Part 3: Processes</td>
</tr>
<tr>
<td>Week 8</td>
<td>Part 4: Strategies</td>
</tr>
<tr>
<td>Week 9</td>
<td>Part 4: Strategies</td>
</tr>
<tr>
<td>Week 10</td>
<td>Part 5: Doing Research</td>
</tr>
<tr>
<td>Week 11</td>
<td>Part 5: Doing Research</td>
</tr>
<tr>
<td>Week 12</td>
<td>Part 5: Doing Research</td>
</tr>
<tr>
<td>Week 13</td>
<td>Part 6: Media/Design</td>
</tr>
<tr>
<td>Week 14</td>
<td>Part 6: Media/Design</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
QUALITY ENHANCEMENT PLAN
Cedar Valley College’s Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at: http://www.cedarvalleycollege.edu/QEP/default.aspx

INSTITUTIONAL POLICIES

Academic Advising
Academic Advising is a collaborative educational process whereby students and their advisors are partners in meeting the students' academic, personal, and career goals. This partnership is a process that is built over the student’s entire educational career at Cedar Valley College.

Educational planning is available to all students. First time in college students must meet with academic advisors prior to enrolling in classes; however, continuing students may choose to see faculty advisors, faculty counselors, and/or program coordinators after classes begin. All parties have clear responsibilities for ensuring a successful partnership. For more information, you may access: https://www.cedarvalleycollege.edu/FutureStudents/StudentServices/AcademicAdvising/Pictures/AdvisingSyllabus.pdf

Academic Honesty
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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.

ADA Statement
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972-860-8119.

Emergency Alert
Sign up for DCCCD Emergency Alerts to receive a text-message, e-mail and/or phone call when there is an unscheduled evacuation or closure of a DCCCD campus or office because of weather closures, utility outages, police or other emergencies. Subscribing is free, but standard text message charges from your cell phone provider will apply. Please refer to: http://www.dcccd.edu/SS/OnlineSvs/EmergAlerts/Pages/default.aspx
Financial Aid

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.

Health Center Services

Basic first aid for minor cuts, scrapes, insect stings, and heat, etc.

- Over-the-counter medications for headaches, fever, seasonal allergies, and colds
- Over-the-counter medications for mild allergic reactions
- Emergency sanitary pads
- Blood Pressure check
- Coordination with outside health agencies such as Carter Blood Care; Dallas County Health Dept. (HIV/STD testing--free, twice a semester); UT Southwestern mobile mammography; Immunizations once a month for children <19 y.o. from the DCDHHS; Agape Massage; and Employee Wellness Screening
- Rest area for stress relief, migraine headaches, post seizure activity
- AED (Automatic External Defibrillator) for CPR
- Confidential "talks"
- Assists with health related club activities when asked and time permits

Honors Credit Availability (if applicable)

You can earn Honors Credit in this course that will show the completion of an Honors Course on your transcript. Honors credit is important in transfer evaluation for graduation with both Associates and Bachelor degrees with honors. To gain Honors credit for this course you will need to:

1. Demonstrate advanced writing skills through synthesis and original thought in expanded writing projects, research papers, and critical essays. This will entail a minimum of ten pages of writing. You will be asked to read primary sources readings besides the textbook
2. Participate in an outside class activity by attending a lecture, exhibit or program outside of the class activities
3. You will practice your oral presentation skills with a 10-minute presentation to the class about a topic that you have researched

To qualify for Honors credit, you must sign an Honors Contract at the beginning of the semester. Meet with me to design your program and complete the contract form by (Insert appropriate dates for current semester) in order to meet the (Insert
appropriate dates for current semester) deadline for submission of Honors Contracts for approval. Finally, you must earn an A or B in the course in order to receive Honors Credit.

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Repeating this Course
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. More information is available at: http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx

Student Code of Conduct
As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at: https://www1.dcccd.edu/catalog/ss/code.cfm?loc=CVC

Tutoring Services
Room: C206
Phone: 972-860-2974

Hours:
Monday - Thursday: 10:00 a.m. - 7:00 p.m.
Saturday: 9:00 a.m. - 1:00 p.m.
Friday and Sunday: CLOSED