The Writer’s Odyssey
Dallas County Community College District
Eastfield College
Arts, Language and Literature Division

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ORIENTATION
For you to be a success in this course, you are required to view the online orientation. After reading viewing this power point, working through the orientation checklist, and reading the syllabus, feel free to ask questions and get information about the best way to proceed through the course.

ENGL 1302: Composition II

Course Description:
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

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.
ENGL 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.
ENGL 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.
ENGL 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.

STUDENT E-MAIL
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to communicate with your professor, you must open a student e-mail account. The account is free. You must activate your account by going to [www.dcccd.edu](http://www.dcccd.edu) and by clicking on Student Services, Online Services, and Student NetMail. You must list this email account on the class website (see Personal Information section in Ecampus.)

COURSE MATERIALS
Paperback ISBN: 9781465247858  
eBook ISBN: 9781465263414
Welcome to The Writer’s Odyssey! You are about to embark on a journey into the fascinating world of writing. On your journey, you’ll meet two instructional gurus, five distance learning students (and a few of their friends), and a host of working writers who will be sharing their insights about the world of writing.

Embedded Librarian and Embedded Tutor

Two particularly unique features of this course are a librarian specifically tasked with aiding students with the research parameters of this class and a tutor from Eastfield LINK (Writing Center) who will take scheduled time to work with students on any element of the writing process. Click on the buttons on Ecampus for more information.

Educational Objectives

- Students will critically read and analyze research materials and document in appropriate MLA style.
- Students will compose academic prose that demonstrates clear purpose, logical organization, and relevant support through evaluation and synthesis.
- Students will establish and maintain a clear, controlling idea that serves as a claim statement in an essay.

Course Objectives

Working in a spirit of inquiry and dialogue, upon successful completion of this course, you will:

- Apply a variety of invention strategies that generate topics and ideas suitable for writing at an analytical level.
- Apply a variety of organizational strategies that support a logical progression of ideas and supporting evidence.
- Apply a variety of revision strategies that clarify and enhance the writer’s approach to the topic.

Course Expectations

To complete this course successfully, you should do the following:

- Participate in the course orientation activities.
- View all the thirty-minute video lessons.
- Complete all the assignments in the section under Assignments in eCampus (Blackboard)
- Prepare and submit all writing assignments.

Remember that you must turn in all assignments to receive a passing grade in the course. Assignments should be turned in on the assigned due dates unless you have special permission from the instructor. You may not turn in a substantial amount of work at the same time. You may NOT turn in all assignments at the end of the semester. This is not a self-paced course.

Formatting

Please follow these instructions when writing your papers:

- Writing assignments must be typed.
Use a Times New Roman font and font size of 12 point.

Double-space. (No extra spaces between paragraphs.)

Remove any extra spaces between paragraphs. (You may have to change a default setting.)

One inch margins all around. (Most programs are defaulted for this.)

Pay attention to spelling, grammar, and punctuation.

Due dates for all assignments are noted in the Course Calendar below.

On the first page (not in the header), in the upper left hand corner, you should type a heading that includes your name, the class (with section number), date, and assignment. Each page after the first should have your last name, a blank space, and the page number in the upper right hand corner (use the header feature). Center your title. Run the spell check and proofread carefully.

See pages 125-126 of *The Active Writer* for other information.

**MAKE-UP POLICY** No work may be made up.

**COURSE/ASSIGNMENTS GRADES**

Your final grade will be assessed using the following values:

**Essay Assignments**

<table>
<thead>
<tr>
<th>Essay #</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>#1</td>
<td>(10%)</td>
</tr>
<tr>
<td>#2</td>
<td>(12%)</td>
</tr>
<tr>
<td>#3</td>
<td>(18%)</td>
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<tr>
<td>#4</td>
<td>(25%)</td>
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</tbody>
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**Process**

- One Syllabus/Orientation Quiz
- Reading Quizzes
- Video Quizzes
- Discussion Thread Responses

**COURSE GRADE**

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = 60-69
- **F** = 0-59 OR more than 5 absences

You will find the [Grading Standards for Essays](#) below this syllabus. **NOTE:** if the surface problems in an essay are so numerous or so severe that they make it difficult for readers to focus on your meaning or understand what you are trying to say, an assignment may get a "flat F" (all other criteria irrelevant). Time permitting, you might be required to re-write an F paper.

**ATTENDANCE/PARTICIPATION POLICY**

**Online Participation:** To be considered present and earn the relevant process points, you need to be fully prepared, present (both mentally and physically) for all online activities, and a productive participant in all process activities. Examples of productive participation include behaviors such as listening carefully to others, making relevant comments, asking useful questions, responding thoughtfully.

**Participation and feedback:** As a part of the attendance policy, you should note my guidelines on properly formatted writing assignments. After two warnings to format work correctly, I stop reading any
writing assignments that do not adhere to the formatting guidelines provided for you on this syllabus and in your textbook and available on the course website. This is because I believe the student may not be reading feedback, and thus not fully participating in the course.

Discussion Board Participation: Because the Discussion Board is part of our college classroom and not a chat room or a form of IM, you will need to use Standard American English. Fortunately, the discussion board now includes Editing Tools, so correct and proofread your posts before hitting Submit or Publish. Although you cannot remove a post once you have submitted or published it, you can modify your own posts to correct careless editing or add explanations, etc. For other important information about Discussion Board posts and replies, read the Netiquette Rules handout under Course Documents. If posts or replies violate the Netiquette Rules in either content or form, I will remove them and the author will receive a zero for that board. If that happens more than twice, the writer will be blocked from Discussion Board participation. For full credit, you need to post a short, but complete response to the question or prompt provided and also a reply to four other posts. Also, while I do not wish to discourage good dialogue, all posts must be made on different days for full credit. Keep in mind that while you do not have to write an essay here, responses like “I agree” or “I don’t like this” won’t suffice. Each post should probably be a strong paragraph in length.

Attendance: In this course, on-line activities (e.g. writing, talking, reading, and responding) play an important role in your development as a writer, reader, and learner, so your attendance and participation are crucial for your success. To be considered present, you need to be a productive participant (see the definition above) who is prepared and has completed the on-line work by the appropriate deadline.

WITHDRAWAL POLICY/DATE & STUDENTS RECEIVING FINANCIAL AID

IT IS YOUR RESPONSIBILITY TO DROP A COURSE OR WITHDRAW FROM THE COLLEGE. FAILURE TO DO SO WILL RESULT IN RECEIVING A PERFORMANCE GRADE, USUALLY A GRADE OF “F.” THE LAST DAY TO DROP/WITHDRAW IS March 30, 2014. Important information you need to know about dropping courses. Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if 

1. the student was able to drop the course without receiving a grade or incurring an academic penalty;
2. the student's transcript indicates or will indicate that the student was enrolled in the course; and
3. the student is not dropping the course in order to withdraw from the institution.

Grade of N = given to students who do not attend class regularly after the official drop date yet remain registered in the course. The “N” will affect the student’s ability to receive financial aid, and the student may be asked to return funds received for the course not being attended.

DIVERSITY

The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others’ ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, et cetera, will not be tolerated.

AMERICANS WITH DISABILITIES

If you are a student with disabilities and/or special needs who requires ADA accommodations, please contact your college Disability/Special Services Office.
CHANGE OF ADDRESS

If your address changes, you must immediately notify (in person or in writing) the campus admissions office where you are enrolled in order to be certain that you receive all necessary information. This is important. If you have enrolled before and your address has changed since then, please point this out to the registrar. In addition, please notify your instructor of any change of address or change of e-mail address.

ACADEMIC HONESTY AND PLAGIARISM

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences, words. For such an offense, a student will receive a zero on the assignment and can receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension. If you summarize, paraphrase or directly quote from an author, you must use the appropriate documentation because the ‘idea(s)’ still belong to the author.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1dcccd.edu/cat0608/ss/code.cfm).

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English 1301 class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document, student “Responsibility”) will receive one or more of the following penalties:

- The grade of zero (0) on that particular assignment.
A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).

The professor may request that the student drop the class.

**REPEATING THIS COURSE**

Effective Fall, 2005, the Dallas County Community Colleges will charge additional tuition to students registering for the third of 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 charges. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the DCCCD colleges since the Fall, 2002 semester. See **Third Attempt to Enroll in a Course at** [http://www.dcccd.edu/thirdcourseattempt](http://www.dcccd.edu/thirdcourseattempt).

**ABSENCE FOR OBSERVANCE OF HOLY DAYS**

Please notify your instructor during the first 15 days of the semester of any days you expect to be absent from any required meetings or tests for religious observance. You will be allowed to make up work missed on these days.

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**Course Calendar**

*Information here can also be found on Ecampus*

**Essay #1**

Click on “Orientation” tab and read the power point carefully
Click on “Syllabus” and read carefully.
Take Orientation / Syllabus quiz under “Assignment” tab. Must be complete by March 17 at Midnight.

Read the rules of netiquette under “Course Documents”
View videos 1—“Everyday Research,” 2—“Elements of Argument,” and 3—“Refining a thesis” under “Videos”

Take video quizzes #1, 2, and 3 under “Assignments. Must be complete before March 18 at Midnight.

**Reading:**

- *The Active Writer:* Chapters 2, 3, and 5
- *The Illustrated Man:* “Prologue: The Illustrated Man,” “The Veldt,” and “The Rocket Man.”

Reading Quiz #1 due by Midnight March 19.

Essay #1 due by Midnight March 20.

**Essay #2**

View videos 4—“Building Support,” 5—“Voicing an Argument,” 6—“Gathering Research,” and 7—“Integrating Research”

Take video quizzes 4-7 by Midnight March 23.

**Reading:**

- *The Active Writer:* Chapters 6, 7, and 8
- *The Illustrated Man:* “Kaleidoscope,” “The Exiles,” and “Marionettes, Inc.”

Reading Quiz #2 due by Midnight March 25.

Essay #2 due by March 27.
Essay #3
View videos 8—“Documenting Research,” 9—“Arguing with Agility,” and 11—“Arguing with Intensity”
Take video quizzes 8, 9, and 11 by Midnight March 30.

**Last day to drop with grade of “W”—March 30.**

Reading: *The Active Writer*: Chapters 9 and 10
*The Illustrated Man*: “The Visitor” and “The Rocket”

Reading Quiz #3 due by Midnight March 31.

Essay #3 due by Midnight March 31.

Essay #4
Reading: *The Illustrated Man*: Read the rest of the book
Reading Quiz #4 due by Midnight April 3

All discussion board posts must be complete by April 4.

Essay #4 due by Midnight, April 6.

Please complete Course Evaluation.

**STANDARDS AND GRADING:** Grades on written work will range from A to F based on content as well as form and must be appropriate (and approved) according the criteria set forth for each paper. The following criteria will serve as qualitative standards:

**A** This is an excellent paper, an innovative, creative, and perceptive response to the assignment. It states and develops its central idea with originality. Its ideas are clear, logical, and innovative. The support is not only interesting and relevant but boldly thought-provoking. It contains all the positive qualities of good writing listed below: structurally flawless and demonstrates a clear application of creative insight. The “A” range paper is not at all formulaic or clichéd.
1. substance; meaningful, not hackneyed, ideas
2. concentration on a main purpose with strong development and firm support
3. careful construction and organization of sentences and paragraphs
4. careful choice of effective words and phrases
5. freedom from flagrant errors in spelling, punctuation, and grammar.
6. effective use of any research and source material with appropriate documentation
7. strong and clear thesis around which the entire paper revolves

**B** This paper goes beyond a routine response to the assignment. It contains most of the qualities of an “A” essay as described above. A significant central idea clearly defined, supported with concrete, substantial, and consistently relevant detail. It is comparatively free of errors in the use of English. Although the B paper clearly and logically develops a central idea, it lacks the originality of thought and style which characterizes the A paper.

**C** This average paper carries out the assignment in a competent way. It has a central idea that is somewhat developed and organized, but not clearly enough to convey its purpose to the reader as the A and B papers above. It may, in fact, have few errors in the use of English but a weak
thesis. Basically, it lacks the vigor of thought and expression, which would entitle it to an above-average rating.

D This is a paper that begins to meet the requirements of the assignment but is flawed in one or more of the following ways. It indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain serious errors in the use of English and fail to present a central idea or to develop it adequately. If a thesis exists, it is extremely weak (unclear and/or difficult to identify). However, D papers barely meet the goals of the assignment.

F The failing paper does not meet the requirements of the assignment or has several interrelated flaws in purpose, support, organization, voice and tone, and style; it is the combination of these distracting flaws that renders the paper essentially ineffective. It indicates failure to state and develop a main idea. It may also indicate failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. The following are weaknesses which characterize F caliber writing:
1. inadequate statement or development of main idea
2. sentence problems (syntax and semantics)
3. agreement errors: verb and pronoun
4. verb tense errors
5. spelling errors on final drafts prepared out of class.
6. lack of a thesis
7. content inappropriate according to assignment standards/instructions as well as previous approval by the instructor.
8. plagiarism (see syllabus and DCCCD Student Code of Conduct)

General Writing Hints

Essays that generally succeed at a greater level are those where the writer has taken the task and the subject seriously (which does not mean a sense of humor is out of place), shown some originality where needed, and revised a great deal from draft to draft. The best papers demonstrate that real thinking has occurred, not just regurgitation of stale and disparate thoughts. While writing is not the easiest or most enjoyable task you are likely to have, your attitude and approach may make the difference between doing well and just doing.

Take the time to compose your papers as if you really care about the subjects. You are likely to gain more from the experience of writing if you do a little at a time, rather than all at the last minute. Try to connect what you read for class to what you are trying to say in each paper. Try to learn something new with each paper. You’ll also note that only one of the assignments has a length requirement. Pay attention to all parameters for each assignment, and review carefully all handouts and power points designed to help you.

Failure to adhere to proper writing and formatting conventions can result in lower grades or having the paper returned to you to be re-done. (I generally return papers to be revised when I have reached five errors in sentence-level writing and/or documentation.) Note that all topics must be approved by the instructor.

Essays not formatted properly or which do not adhere to the standards of written English at this level will not be graded. If a paper is returned to you to be revised, a zero is recorded until
the revision is complete. Also note that the use of Wikipedia for any work whatsoever will earn the writer an automatic zero.