Welcome from Professor Roffino

Students,

Many college students don’t remember much about reading or writing. Some have already decided that it is hard and confusing to read textbooks and write papers. These students often end up here, in a developmental class, frustrated that they’re going to have to read a lot and write. Sound familiar? Good news. You’re in the right place, and this class might be a pleasant surprise.

Some students are indifferent to reading and writing but are, well, lazy. It’s okay to admit it. I was a lazy student once, too. However, some college classes can be challenging, and high school reading and writing skills aren’t enough. If you want to make it through college, you have to improve your skills. So if you want a college degree, this is a good chance to practice not being lazy. Trust me; you can always improve these student (and life) skills.

The truth is, reading and writing aren’t too different from basketball; they require a series of specific skills, and anyone can get better with practice. However, few people get better by practicing “basketball.” Instead, they practice dribbling, layups, three pointers, passing, or defending the lane. Reading and writing aren’t any different, so we’ll practice a lot of individual skills. Think of me as your coach, a coach that has some pointers, passing, or defending the lane. Reading and writing aren’t any different, so we’ll practice a lot of individual skills. Think of me as your coach, a coach that has some good ideas about how to practice efficiently. With the practice we do, you’ll see improvement. You will get better. Even more importantly, you’ll begin to realize that this stuff really isn’t so bad. Who knows? You may even grow to like it.

Welcome and good luck,

Mr. Roffino

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Student Learning Outcomes: Upon the successful completion of this course, students will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

(translated) Student Goals: By the end of this class, YOU should be able to:

1. Find facts, make important guesses, and explain and talk about the value of many kinds of readings.
2. Understand and use new vocabulary spoken out loud and in reading and writing.
3. Find and consider within readings: who an author is thinking about when writing, the author’s goals, and the overall and smaller points.
4. Find and use lessons learned from reading and writing different stuff.
5. Write lots of different stuff that proves a) you can “get” readings, b) you can stay on track, c) you can get to some good details and it flows in an order that makes sense, d) you can use the right words depending on what you hope to accomplish (no bad words or slang without a good reason).
6. When writing or breaking apart a reading, think about “rhetorical strategies,” such as Ethos, Logos, and Pathos (Google em – they’re interesting), which relate to being a believable writer/speaker, writing/speaking logically without flawed thinking, and thinking about how to get along with whomever you are writing/speaking to.
7. Prewrite lots of ideas and/or find or research info you can use when writing, and put in (with explanation) whatever might help complete any writing goal.
8. Check to see how helpful the points and support are when reading, coming up with, or writing an argument.
9. Learn and use helpful plans for reading and revision, so you can get better at writing papers on your own.
10. Learn English grammar and use it when reading and writing. Remember that effective use of grammar makes writing better.
**Intellectual Competencies:**

1. **READING:** ability to analyze and interpret a variety of printed materials—books, documents, articles, above 12th grade
2. **WRITING:** ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience—above 12th grade
3. **CRITICAL THINKING:** ability to think and analyze at a critical level
4. **COMPUTER LITERACY:** ability to understand our technological society, use computer-based technology in communication, problem solving, and acquiring information

**Developmental Courses, Non-Course Based Options, and BASE NCBOs:**
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level coursework. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes, such as English 1301/1302, History 1301/1302, and Math 1414. Students who do not meet assessment standards may complete prerequisites by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases, retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office.

**Student Placement in and Progression through the Developmental English Program:**
Students are placed in **BASW 0053** (lower course), **DIRW 0305** (middle course), or **DIRW 0310** (most advanced course) based on their scores on the particular placement tests they took such as SAT, ACT, TSIA, and other assessment instruments. A student must successfully complete that DENG course and all other higher-level DENG courses in order to progress to English 1301. This means that a student placed in BASW 0053 must successfully complete all three DENG classes, and a student placed in DIRW 0305 must complete DIRW 0305 and DIRW 0310.

**Required Course Materials:** Bring materials to class every day.

- **ONE Required Textbook (to be discussed in class)**
  
  *The Advanced Reading-Writing Connection*
  By John Langan  
  Publisher: Townsend Press (about $29)  

- PRINTED Course Calendar: To help improve time management skills, students will be required to bring the Course Calendar to class every day. It itemizes all major assignments, due dates, and quiz and exam dates (though I may occasionally make changes, which will always appear in eCampus).

- Either a Spiral Notebook (classwork, notes, outlines, article analyses, vocabulary, journals, and writing) or a binder with dividers and notebook paper.

- Internet Access: The best option, by far, is to ensure you have the internet at home since those who do are generally more successful at meeting important deadlines. If you do not have internet access at home, you can use campus computers or local library computers, but then you are subject to their hours of operation.

- USB Flash Drive: As we will be writing in class and many of the assignments we start may be continued later, having a flash drive will ensure that you can save your work quickly and take it with you.

- Pens of at least two colors and pencils.

**Late Work/Make-Up Policy:** To be considered on time, homework is due at the beginning of a class period. Regular daily homework will not be accepted late. Writing Assignments may be accepted up to ONE class meeting after the due date with either a C (70—acceptable) or an F (0—unacceptable).

**Attendance Policy:** Think of your classes like a JOB. You are expected to attend every single class. (In college there are really no “excused” absences, except for religious holy days.) Students have the responsibility to attend class and to consult with the instructor when an absence occurs. Translation: I will not come to you to be sure you understand what’s going on—you need to (take initiative and) come to speak with me after every absence.

Attendance in the course will indirectly be measured by daily vocabulary or homework grades. I will check for work every day, and if you are present and have your work, you will get credit. However, even if you do not have your work, I still want you to come to every class.

**Evaluation Procedures:**
The student will be evaluated according to his/her effort. Satisfactory completion of a minimum of 75% of all assignments is required before the student can take the FINAL. The criteria for passing to the next level are determined by the student obtaining specific scores and demonstrating competency on the final per the chart below.
ELEMENTS OF COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation- Classwork, Homework, Discussion Boards (5) &amp; Time Magazine Reading/Vocabulary Journals (6)</td>
<td>30%</td>
</tr>
<tr>
<td>Article Analyses (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Multi-Draft Essays (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale: 90-100 = A. 80-89 = B. 70-79 = C. Below 70 = F.
Note: To pass DIRW classes, a student must earn an overall grade of at least 70%.

NOTE: No research tools are to be used in developmental writing for your papers. Do not use Google or any other search engine. Do not research a topic in the library. The purpose of this class is to develop your own ability to think, to express yourself using Standard American English, and to enlarge your vocabulary.

Successful completion of this class is determined by the student 1) qualifying for the FINAL EXAM by having a course average of 70 or higher with 75% of coursework completed and 2) passing the FINAL EXAM. When a student passes the Final Exam, he/she will then enroll in DIRW 0310. If a student does not pass the class or Final Exam, he/she must RETAKE the same class to continue developing skills needed at the next level course.

Basic DIRW 0305 8-Week Calendar & Assignments

<table>
<thead>
<tr>
<th>Unit 1: Main Ideas and Supporting Details</th>
<th>Week 1-2</th>
<th>Essay 1: Grit, First and Final Due (*at end of unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Reading, Writing and Relationships</td>
<td>Week 3-4</td>
<td>Article Analysis 1 &amp; 2; Essay 2, First and Final Due (*at end of unit)</td>
</tr>
<tr>
<td>Unit 3: Readers and Writers: Purpose, Organization, &amp; Audience</td>
<td>Week 5-7</td>
<td>Article Analysis 3 &amp; 4; Essay 3, First and Final Due (*at end of unit); Essay 4, Final due before Course Final</td>
</tr>
<tr>
<td>Week 8</td>
<td>Course Final</td>
<td></td>
</tr>
</tbody>
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IMPORTANT DATES — SPRING 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16 (M)</td>
<td>Martin Luther King, Jr. Day Holiday</td>
</tr>
<tr>
<td>January 17 (T)</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 30 (M)</td>
<td>12th Class Day</td>
</tr>
<tr>
<td>February 23 -24 (R-F)</td>
<td>Day and evening classes will not meet.</td>
</tr>
<tr>
<td>March 13-17 (M-F)</td>
<td>Spring Break -- College buildings and offices will be closed.</td>
</tr>
<tr>
<td>March 20 (M)</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>April 12 (W)</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>April 14 (F)</td>
<td>Holiday</td>
</tr>
<tr>
<td>May 5 (F)</td>
<td>Last class day for spring.</td>
</tr>
<tr>
<td>May 8-11 (M-R)</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>
EASTFIELD/DCCCD POLICIES and NOTICES

TEXAS SUCCESS INITIATIVE: The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level coursework. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes, such as English 1301/1302, History 1301/1302, and Math 1414. Students who do not meet assessment standards may complete prerequisites by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available about TSI online in the college catalog.

DROP/WITHDRAWAL POLICY: Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail. 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 you need to withdraw. A “W” shows up on your transcript but does not hurt your GPA. The full drop and withdrawal policy is online in the college catalog.

**STOP BEFORE YOU DROP – the SIX DROP RULE**: For students who enroll 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 college counseling/advising center will give you 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. The full drop and withdrawal policy is online in the college catalog.

REPEATING THIS COURSE - DCCCD’S THIRD ATTEMPT POLICY: DCCCD charges 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 are exempt. Third attempts included courses taken at any of the DCCCD colleges since Fall 2002. The District’s policy for tuition charges relating to a third attempt is in the college’s catalog.

FINANCIAL AID STATEMENT: Failure to attend classes could result in a loss of Financial Aid (FA). If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Non-attendance or 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 HOLIDAYS: Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog section on Student Responsibilities.

PRINTING ON CAMPUS: Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty to the lab to create a print account before you can print. No change is made. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT of 1974 (FERPA): In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law. More information about the FERPA guidelines is available online in the college catalog.

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 send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a free student e-mail account here. (http://www.dcccd.edu/MSOffice). All communication should be conducted through your official student email account.

INCRLEMENT WEATHER STATEMENT: In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the Dallas County Community College District and Eastfield College web pages will display a notification of any closings or delays. If there is no notice of changes or delays, then classes are in session as usual. You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

OBTAINING GRADES AT THE END OF THE SEMESTER: Grade reports are no longer mailed. Convenient access is available online in eConnect or by telephone at DCCCD Touch Tone Services: 972-613-1818.

INSTRUCTOR’S RIGHT TO MODIFY: The instructor has the right to add, delete, or revise segments of this course syllabus.

Students with Disabilities: If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website or contact DCCCD Office of Institutional Equity at (214) 378-1633. Eastfield College Disability Services Office 972-860-8348

Title 9: A Note on Harassment, Discrimination and Sexual Misconduct: We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking); retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit here.

Eastfield College Title IX Coordinator: Rachel Wolf TitleIX-ECFC@dcccd.edu 972-860-7358

District Title IX Coordinator: Office of Institutional Equity LaShawn Grant TitleIX-District@dcccd.edu 214-378-1633

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