This course syllabus is intended as a set of guidelines for English 1301. Both North Lake College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Professor Information

Professor’s Name: Ivan Dole (Professor D) Email: idole@dcccd.edu

Office Location/Hours: A 375 Office Phone: 972.273.3076

Course Information

Course Title/Credit Hours: Composition I (3 cr.)

Course Number-Section: English 1301-73009; 73502

Class Meeting Time: MW 12:30-1:50 (73009) & TR 5:45 pm – 7:05 pm (73502)

Course Description: English 1301 is the first half of freshman composition. The course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes.

Course Prerequisites: One of the following must be met: (1) Development Reading 0093 AND Developmental Writing 0093; (2) Developmental Integrated Reading and Writing 0310; (3) Successful Completion of an NCDW (Non-course based developmental writing instruction); (4) English as a Second Language (ESOL) 0044 AND 0054; or (5) or have met the Texas Success Initiative (TS) Reading and Writing Standards.

1. Recognize that writing is a way to learn, communicate, record, and remember.
2. Examine a variety of texts as a basis for writing.
3. Understand and use the processes of writing: inventing, drafting, revising, and editing.
4. Understand the interrelationships among writing, reading, and critical thinking.
5. Use appropriate grammar, mechanics, and spelling.

Students who need help with specific skills are encouraged to visit the Writing Center (A-332).

**Required Textbooks**


*The Other Wes Moore: One Name, Two Fates* by Wes Moore  **ISBN-10:** 0385528205

**ISBN-13:** 978-0385528207

**Program Level Outcomes**

ENGL 1301 develops the following objectives from the Texas Higher Education Coordinating Board (THECB):

1. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and/or visual communication

   - **Written**: Process and produce effective written communication adapted to audience, purpose, and time constraints.
   - **Visual**: Effectively interpret visual images or produce effective visual images.

2. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

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

**Course-Level Student Learning Outcomes**

ENGL 1301 supports the following learning outcomes from the Texas Higher Education Coordinating Board (THECB):

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.

**Student Learning Outcomes**

All essays in this course comply with the three learning outcomes from the Texas Higher Education Coordinating Board (THECB):

1. Participate in a group activity that requires research, data collection, and reflection, using the departmental assignment and/or the professor-approved list of tasks and questions. Students will demonstrate 75% proficiency. [P.L. 1, 2, 3, 4; C.L. 2, 3, 4, 5]
2. Complete a visual interpretation, analysis, or synthesis project in standard written American English. Specific occasion, audience, and purpose are clearly outlined. Students will demonstrate 70% proficiency as measured by the Visual Communication Rubric. [P.L. 3, 4, 5; C.L. 3, 4, 5]
3. Compose multiple drafts before submitting a developed research-based argument essay using proper research and substantiation. Research is delivered in standard written American English. Specific occasion, audience, and purpose are clearly outlined. Students will demonstrate 75% proficiency as measured by the English Research Rubric. [P.L. 1, 2, 3, 4; C.L. 2, 3, 4, 5]

**Course Outline**

Since English 1301 is a composition course, students are expected to write on a regular basis. In most cases, they will submit some written work each week. In addition to exercises and quizzes that some professors may require, students will write at least six essays, which includes a visual analysis, research-based argument, mid-term and final with a specific purpose (expressive, informative, or persuasive), occasion, and audience. These essays will be at least 700+ words on three or more typed or word-processed pages. The professor will determine the specifics. Students will practice specific rhetorical techniques such as description/narration, definition, classification, cause/effect, comparison/contrast, and process. They will also demonstrate a working knowledge of the MLA (Modern Language Association) guidelines for research papers.

**Evaluation Procedures**

The grade earned in this course is a combination of the following individual grades:

- Attendance, class assignments, and additional essay and/or participation (including research group activity) 20%
- Minimum of four essays or writing projects (including visual activity) 40%
- Mid-term essay on an unannounced topic written in one class period 20%
- Final essay on an unannounced topic written in the final exam period 20%

An **A** requires 90-100%; a **B**, 80-89%; a **C**, 70-79%; a **D**, 60-69%; an **F**, 0-59%. A grade of **C** or higher is required to earn a degree from North Lake College.

Last update 21-Mar-17
Institutional Policies for Student Success

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Appendix A for your professor’s policy re: academic dishonesty.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. [http://www.northlakecollege.edu/resources/disability.html](http://www.northlakecollege.edu/resources/disability.html)

Stop before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at [https://www1.dcccd.edu/6drop](https://www1.dcccd.edu/6drop).

Last update 21-Mar-17
Drop Policy

If you are unable to complete this course, you must officially withdraw by Thursday, April 27, 2017. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

Early Registration Permission Form

During priority registration, a student may request a permission form from his or her instructor to register early. However, only the instructor may determine whether the student will pass. A student must submit this form to an advisor upon registering for the next course. An instructor may also email an advisor directly to approve a student’s early registration, but this must be done on NLC Outlook.

Financial Aid Statement

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

Counseling Services

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311. For additional information go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx

The Academic Skills Center (ASC)

The ASC provides a variety of services designed to help students develop and improve their writing and language skills. In the ASC, we have:

- The iRead Lab which offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The ESOL lab, with computer access, is open for students to work on assignments or homework.
- Free tutoring for students enrolled in foreign language courses at North Lake.

Last update 21-Mar-17
• The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.

• The Online Writing Lab (OWL) for students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
  o After logging on to eCampus, click on the Community Tab at the top.
  o Type “Owl” in the search field and click “Go.”
  o Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  o Once enrolled, students can receive services from the OWL.

• The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.
  For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**Department of English Policies for Student Success**

**Attendance Policy**

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. Check Appendix A for your professor’s policy because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

**Policy on Late Papers**

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. Check Appendix A for your professor’s policies on accepting late papers.

**Academic Integrity**

Throughout this course, you will pursue your studies with integrity and honesty; this means you will provide the appropriate credit for any words, thoughts, ideas, and data that are not your own. Plagiarism includes the following:

• Failure to cite the source of any material borrowed from an outside source properly, including failure to use quotation marks, paraphrases, and bibliographic information.
- Submitting any assignment that you did not write for this class without consulting your instructor (this includes assignments written for another class, essays purchased online or written by someone else).

If you are caught plagiarizing, you will receive a zero, but for any subsequent incidents, you will fail the course and be reported to the dean.

**Student Responsibilities**

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (A-332) or meet with your professor when you need help or when you are directed to do so by your professor.

**Classroom Etiquette**

1. Follow your professor’s rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. In short, treat your classmates and professor with respect.

**Your professor will use and provide Learning Activities customized for your course.**

**Appendix A: Professor’s Personal Policies**

**Technology Connectivity Issues are NOT an Excuse**

Please note that eCampus connection or Turnitin.com connection issues are NOT an excuse for late papers. If you are unable to connect to eCampus or Turnitin.com and upload an assignment, send me an email and a copy of the assignment to my email address: idole@dcccd.edu as proof that you attempted to post the assignment on time.

In the email, you must tell me that you were unable to connect to the eCampus system or the Turnitin.com system, and you MUST show verification that you contacted the eCampus Help Desk for assistance (eCampus Help Line: 9726696402 or 18663747169) or the Cengage assistance line.

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You must then upload the assignment as soon as the system is once again available.

**NOTE:** Send assignments to my email ONLY if eCampus is down and you have attempted to contact the Help Desk for verification that the system was unavailable. **I will NOT grade an assignment that comes to my email. It must be posted in the appropriate program to count for grading purposes.**

**Participation & Attendance**

Your attendance and participation is required in my class every class period. Missing class periods or being unprepared, and therefore unable to participate, will be detrimental to your overall score in the course.

**Policy on Late Papers (submissions and word limit)**

Assignments are due on the date and time shown in the syllabus unless otherwise specified. **I DO NOT TAKE LATE WORK.**

**Email and Netiquette (Internet Etiquette)**

All emails and internet correspondence should follow all grammatical rules and the appropriate punctuation. You should avoid any text messaging jargon, symbols, or intense colors. Make sure you provide a brief heading in the subject area, a message in the comment area, your name, and the course/section that you are a part of. Before you send out any correspondence to me or anyone else in the class, make sure you **think before you send.**

Emails requiring assistance will be returned within 48 hours during the work week (Monday after 8 a.m. through Friday at 5 p.m.) and will be returned within 72 hours over the weekends, starting at 5 pm on Friday. I typically do not check emails after 9 p.m. on weekdays and not at all on weekends unless an essay is due. I am unavailable on holidays. Please keep this in mind and do not wait until the last minute to contact me regarding questions about assignments, essays, or any other matters that may need immediate assistance.

**Graded Essay Turnaround**

Due to the number of students in this class, topic focus, and submission time please give me approximately 14+ days to return your essays.

Last update 21-Mar-17
**8 weeks**

**Tentative Schedule**

_This schedule is subject to change._ Read your syllabus daily and complete all assigned readings and homework assignments prior to class time. Make sure you bring all books and assigned materials to class on the assigned days.

Assignments under the Assignments column are due BEFORE class.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>AssignmentsDUE</th>
<th>Novel</th>
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<tr>
<td>1</td>
<td>Unit 1 Writing about self</td>
<td>• In class: (1) Syllabus, community building, reading time (first 15 minutes of class), Blackboard instruction (specif. DB), <strong>Essay 1 Definition Assignment</strong> (2) Reading discussion, Jean Paul Gee article and video • <strong>Hybrid: Pretest, Discussion Board 1</strong></td>
<td>Read Ch 36 (pg 356-366) &amp; “Guys Vs. Men” Barry pg 915</td>
<td>Purchase the Novel Read pg. 1-25</td>
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<td>2</td>
<td>Unit 1 Writing about self &amp; Unit 2 Writing about others</td>
<td>• In class: (1) Reading time, <strong>Peer Review</strong> (2) Reading discussion, <strong>Essay 2 Profile Assignment</strong>, • <strong>Hybrid: Discussion Board 2</strong></td>
<td><strong>Peer Review DUE (1) Final Essay #1 DUE (2)</strong> Read Ch 16 pg 191 – 204 “Jimmy Santiago Baca: Poetry as Lifesaver” Baker pg. 858</td>
<td>Read pg. 26-62</td>
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<td>3</td>
<td>Unit 2 Writing about others &amp; Unit 3 Writing about American Society</td>
<td>• In class: (1) Reading time, Essay 2 <strong>Peer Review</strong> (2) Reading discussion, <strong>Essay #3 Visual Analysis Assignment</strong> • <strong>Hybrid: Discussion Board 3</strong></td>
<td><strong>Peer Review DUE (1) Final Essay #2 DUE (2)</strong> Read CH 8 (pg. 52-86) &amp; “Changing the Face of Poverty: Nonprofits and the Problem of po...</td>
<td>Read pg. 63-107</td>
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<td>Unit 3 Writing about American Society</td>
<td>Unit 4 Writing about Global Society</td>
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<td>4</td>
<td>• In class: (1) Reading time Visual Analysis in class activities (2) Visual analysis in class activities</td>
<td>• (1) In Class: <strong>Midterm</strong> (2) Reading time/reading discussion, <strong>Essay #4 Argument Assignment</strong>, Thesis statement Handout and discussion, Toulmin Method Handout &amp; Discussion</td>
<td>Read pg. 108-145</td>
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<td>• Hybrid: Discussion Board 4</td>
<td>• Hybrid: (Craft a Prezi or PPT that analyzes the use of the Toulmin Method in the Stiglitz article)</td>
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<td>5</td>
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<td>(1) Essay # 3 DUE (2) Read CH 10 (pg. 119 – 149) &amp; “Of the 1%, by the 1%, for the 1%” Stiglitz pg. 746</td>
<td>Read pg. 146-186 COMPLETETHE BOOK!</td>
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<td>6</td>
<td>• In Class: (1) Reading time, Annotated Bibliography handout and discussion, library time (2) Reading Discussion, Complete Annotated Bibliography in class <strong>AB DUE at the end of class</strong></td>
<td>(1) Bring complete thesis statement to class (2) <strong>Annotated Bibliography DUE</strong></td>
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<td>7</td>
<td>• In Class: (1) <strong>Peer Review Essay #4</strong> (2) Complete Final Essay in class Essay Due at the end of class • Hybrid: Discussion 5</td>
<td>(1) Draft DUE Essay # 4 (2) <strong>Final Essay #4 DUE</strong></td>
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<td>• Final Exam</td>
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DCCCD OIE Faculty Syllabi Statement - Spring 2017

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

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: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices
Brookhaven 972-860-4673
Cedar Valley 972-860-8119
Eastfield 972-860-8348
El Centro 214-860-2411
Mountain View 214-860-8677
North Lake 972-273-3165
Richland 972-238-6180

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 www.dcccd.edu/titleIX.

College Title IX Coordinators
Brookhaven Terri Edrich TitleIX-BHC@dcccd.edu 972-860-4825
Cedar Valley Grenna Rollings TitleIX-CVC@dcccd.edu 972-860-8181
Eastfield Rachel Wolf TitleIX-EFC@dcccd.edu 972-860-7358
El Centro Shance’ Moore TitleIX-ECC@dcccd.edu 214-860-2138
Mountain View Regina Garner TitleIX-MVC@dcccd.edu 214-860-8561
North Lake Rosemary Meredith(acting) TitleIX-NLC@dcccd.edu 972-860-3992
Richland Bill Dial TitleIX-RLC@dcccd.edu 972-238-6386
Dallas Colleges Online Le’Kendra Higgs TitleIX-LEC@dcccd.edu 972-669-6672

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

Last update 21-Mar-17