ENGLISH 1302: COMPOSITION II SYLLABUS
Spring Flex II Term 2017: 3/20-5/11 (8 weeks)

**REQUIRED TEXTBOOK/RESOURCES:**

**SUGGESTED RESOURCES:**

**STUDENT LEARNING OUTCOMES (SLOs):**
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.
English 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.
English 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.
English 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.

**UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE**

- **Reader Responses**: read & comment on *Structures* Ch. 14 essays; comment on classmates’ responses **10%**
**Quizzes:** 15 multiple-choice over grammar, mechanics, argument, and MLA documentation 15%

**Essays:**
- **Essay 1:** a Timed Online Rough Draft, at least 300 words + Syllabus Acknowledgement (5%)
- **Essays:** for each one: Outline, Peer Review, and MLA Style Final Draft with Works Cited list
  - **Essay 2:** Classic or Toulmin Argument 700-800 words with 0-3 college-level sources (10%)
  - **Essay 3:** Rebuttal or Rogerian Argument, 700-800 words with 1-3 college-level source (15%)
  - **Essay 4:** Visual & Ethical Argument, 700-800 words with at least 3 college-level sources (20%)
  - **Essay 5:** Proposal Argument, 1200-1500 words with at least 5 college-level sources (25%)

**Total Grade:** 100%

**Grading Scale:**
- A= 90-100%
- C= 70-79%
- F= 0-59%, participating
- B= 80-89%
- D= 60-69%
- N=0-59%, not participating (N negatively affects your Financial Aid)

**ASSIGNMENT CALENDAR/ COURSE OUTLINE**

**Week 1: 3/19-3/25 (CERTIFICATION DAY 3/25)**

**READING ASSIGNMENT:**
- eCampus Orientation & Syllabus: Post in our eCampus course site's Discussion Board, in the “Syllabus Acknowledgement” forum, this message: “I have read the syllabus and agree to its terms and policies.” DUE by Mon, 3/20 (This acknowledgement counts towards the “Certification of Attendance” required by the Registrar’s Office.)
- The Writing Process PowerPoint and Structures Ch.1-5 (pages 3-30).
- “Peer Review Presentation” in Purdue OWL
- Argumentation PPT and Structures Ch.12 (72-79).
- Sources PPT and Structures Ch.13 (80-85).

**WRITING ASSIGNMENT:**

**Essay 1: TIMED Diagnostic Essay DUE Mon, 3/20**

**Topic:** Rough Draft a short essay (about 300 words long), describing your writing confidence after ENGL 1301.
- Use any strategy that you currently know to write this essay. Don’t worry – this is only a diagnostic, to see what you already know about essay writing, and will only be counted as a completion grade (full credit for doing it).

**QUIZZES:** all due by 3/25 -- Tip: Review grammar and mechanics at Purdue OWL site.
- Quiz 1: Combine Sentences with Transitions (using semicolons & commas)
- Quiz 2: Comma
- Quiz 3: Semicolon & Colon
- Quiz 4: Apostrophe
- Quiz 5: Quotation
**Week 2: 3/26-4/1**

**READING ASSIGNMENT:**
- Review Argumentation PPT and Structures Ch.12 (72-79); pay close attention to the Classic (Definition) and Toulmin (Points) methods of argument structure
- Review Sources PPT and Structures Ch.13 (80-85).
- Student example of Classic argument essays: “Stereotyping Is Wrong” by C. Smith (86-88)
- Student example of Toulmin argument essays: “Quality Headphones” by Stephen Klehm (91-92)

**WRITING ASSIGNMENT:**
Post your answer to the Reader Response prompts below to the Discussion Board and “reply” to at least one classmate’s Reader Responses – all due 3/27
- **Reader Response 1**: Do you agree with Smith, that all forms of stereotyping is wrong? Why or why not?
- **Reader Response 2**: Do you agree with Klehm, that “poor” people (like college students) should pay more for better quality consumer products (like expensive name-brand headphones) if they can afford it? Why or why not?

**Work on Essay 2:**
Turn your RR1 or RR2 into either a Classic or Toulmin argument essay – post outline and rough draft in Discussion Board; peer review a classmate’s rough draft; then submit your final draft using the “Essay” menu button – all DUE by 4/1.

**QUIZZES: all due by 3/31**
- Quiz 6: Quote or Paraphrase
- Quiz 7: Claims
- Quiz 8: Evidence
- Quiz 9: Logical Fallacies
- Quiz 10: Primary & Secondary sources
- Quiz 11: Two Parts of Documenting Sources

**Week 3: 4/2-4/8**

**READING ASSIGNMENT:**
- Review Argumentation PPT and Structures Ch.12 (72-79); pay close attention to the Rebuttal (Debate) and Rogerian (Compromise) methods of argument structure; pay close attention to “Supporting Details” (78) for embedding sources in your essay.
- Review Sources PPT and Structures Ch.13 (80-85).
- Student example of Rebuttal argument essays: “For the Love of Pit Bulls” by Hamilton Pacheco (95-98)
- Student examples of Rogerian argument essay: “A Christian Defense of Harry Potter” by Caroline Pecena, (99-104)

**WRITING ASSIGNMENT:**
Post your answer to the Reader Response prompt below to the Discussion Board and “reply” to at least one classmate’s Reader Response. – due 4/3
- **Reader Response 3**: Do you agree with Pacheco, that his Homeowner’s Association (HOA) is wrong to ban residents from owning certain “dangerous” dog breeds like pit bulls? Why or why not? Similarly, do you disagree with a rule that also bans actions or behaviors that you must obey or had obeyed in the past? Why or why not? What was the rule, and why do you disagree (or agree) with it?
- **Reader Response 4**: Do you agree with Pecena’s compromise, that parents can censor what their own children read as long as they don’t censor other people’s children? Why or why not? Similarly, have you experienced a tension in a group in which you had to live or work with the opposing side? How did you (or how would you) come to a compromise to heal that tension or accommodate the opposition while staying true to your position?

**Work on Essay 3:**
Turn your RR3 or RR4 into either a Rebuttal or Rogerian argument essay – do some research (at least one college-level source required – tip: any of the Reader Response assigned readings are college-level sources); post outline and rough draft in Discussion Board; peer review a classmate’s rough draft; then submit your final draft using the “Essay” menu button – all DUE by 4/8.

**QUIZZES: all due by 4/7 – Tip:** Review in-text and Works Cited at Purdue OWL site.
- Quiz 12: In-text Citation
- Quiz 13: In-text Citation
- Quiz 14: Works Cited
- Quiz 15: Works Cited

**READING ASSIGNMENT:**
- Read Purdue OWL’s article “Elements of Analysis”
- View University of Alabama’s “Visual Analysis 101” PPT.
- Review Argumentation (especially Toulmin and Rogerian argument)
- Read David Griner’s Poynter article, “How KKK Rally Image Found New Life 20 Years after It Was Published”.

**WRITING ASSIGNMENT:** Work on Essay 4: The Visual & Ethical Argument
- View the “Visual Analysis with Ethical Decision-Making: The Position Paper” handout
- Brainstorm the elements of the photo from at least two opposing sides’ point of view
- Research two other college-level sources
- Post your outline in the Discussion Board
- Compose your Rough Draft and post it in the Discussion Board

**Week 5: 4/16-4/22**

**READING ASSIGNMENT:** View last week’s info as needed.

**WRITING ASSIGNMENT:** Finish Essay 4
- Post your outline in the Discussion Board, if you haven’t done so already
- Compose your Rough Draft and post it in the Discussion Board, if you haven’t done so already
- Peer Review a classmate’s draft
- Revise & edit your draft
- Submit your final draft – all DUE by 4/19

**IN-CLASS ACTIVITIES:** Discuss info for next week on 4/20


**READING ASSIGNMENT:**
- Review Argumentation PPT and Structures Ch.12 (72-79): pay close attention to the Proposal (Problem-Solving) method of argument structure and to “Supporting Details” (78) for embedding sources in your essay.
- Review Sources PPT and Structures Ch.13 (80-85).
- Student example of Proposal argument essay: “Solving Childhood Obesity in America” by Ruth Gonzalez, Structures Ch. 14 (105-112)

**WRITING ASSIGNMENT:**
Post your answer to the Reader Response prompts below to the Discussion Board and “reply” to at least one classmate’s Reader Responses – all due 4/23
- **Reader Response 5:** Do you agree that Gonzalez’s solution to solving childhood obesity – parents only buying healthy foods and modeling healthy eating for their kids—will work, that is, is the solution as easy as it sounds? Why or why not? Similarly, have you experienced or witnessed a problem that others believe cannot be solved? Do you agree with them? Why or why not?
- **Reader Response 6:** Which one of your previous essays could you easily revise as a Proposal argument, and why?

**Work on Essay 5:**
Turn your RR5 or RR6 as a Proposal argument.
- Do some research (at least 5 college-level sources required)
- Outline your Proposal argument
- Begin drafting

**READER RESPONSES ARE DONE!**

**Week 7: 4/30-5/6**

**READING ASSIGNMENT:**
- Review prior PowerPoints and Structures as needed.
- View “Peer Review Presentation” in Purdue OWL.

**WRITING ASSIGNMENT:** Work on Essay 5
- Post Outline & rough draft (with Works Cited) in Discussion Board
- Peer review a classmate’s rough draft
- Revise & edit your draft
When you do this, you are demonstrating the ability of understanding and comprehension. Write, unless you are using a direct quote. The author will put synonyms into the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even 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, unless you are using a direct quote. 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.

Week 8: 5/8-5/11

READING ASSIGNMENT:
- Review prior PowerPoints and Structures as needed.
- View “Peer Review Presentation” in Purdue OWL.

WRITING ASSIGNMENT: Finish Essay 5
- Remember to post Outline & rough draft (with Works Cited) in Discussion Board, if you forgot.
- Remember to peer review a classmate’s rough draft, if you forgot.
- Submit your final draft using the “Essay” menu button – all DUE by 5/9 before 11am.

ESSAYS ARE DONE!
LAST DAY TO SUBMIT LATE WORK IS 5/11 before 11am

Final Course Grades can be viewed on eConnect, beginning 5/15/2017.

COURSE POLICIES

ATTENDANCE POLICY
- Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.
- If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.
- An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

LATE WORK POLICY
You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about why the work will be late prior to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is the last day of class. After that date, the instructor will accept no late work.

CLASSROOM ETIQUETTE
While discussing Reader Responses and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmate; please the courtesy to do the same. As for smartphone/tablet/laptop: only use them for class-related tasks (not applicable for online-only classes).

ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy
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 http://www1.dcccd.edu/cat0506/ss/code.cfm

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 or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even 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, unless you are using a direct quote. 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.
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://www1.dcccd.edu/cat0608/ssi/code.cfm).

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) 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.

**INSTITUTIONAL POLICIES**

**CERTIFICATION POLICY AND CERTIFICATION DATE**

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. **This course’s 2016 certification date is Saturday, March 25, 2017.**

**FINANCIAL AID STATEMENT**

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C100). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

**DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE**

If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail by **Saturday, April 29, 2017.** You may also withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

**STOP BEFORE YOU DROP: THE 6 DROP RULE**

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 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. For more information, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops).

**DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate 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 higher tuition to be 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. More information is available at: [http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/](http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/).

**TEXAS SUCCESS INITIATIVE (TSI)**

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 course work. 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. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at [https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm](https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm).
Students With Disabilities
Institutional Equity make sure that college district policies and federal and state laws related to sexual assault, Title IX, compliance policies and procedures. The institutional equity and compliance officer and the DCCCD Office of Institutional Equity (DSO) is confidential. If you are eligible for accommodations, please inform DSO to forward your accommodation request to your instructor as soon as possible, preferably at the start of the semester or program. For more information about the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSOffices or contact the DCCCD Office of Institutional Equity at 214-378-1633.

ADA STATEMENT—STUDENTS WITH LEARNING, MENTAL, OR PHYSICAL DISABILITIES
Please see the “DCCCD Office of Institutional Equity Statement” below.

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.

ACADEMIC HONESTY POLICY/CODE OF CONDUCT
Academic honesty is expected, and integrity is valued in the Dallas County Community College District. 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. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm. In this course, violators of the Academic Honesty Policy will receive an “F” for the work done under academic dishonesty and cannot be made up.

PRINTING ON CAMPUS
Printing in the Computer Lab (L108) and Library (L200) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account before you can print. No change is made in the lab. 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).

RELIGIOUS HOLIDAYS/OBSERVANCES
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.

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 student e-mail account. The account is free. You may set it up by going to http://www.dcccd.edu/MSOffice. All communication should be conducted through your official student email account.

INCLEMENT 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 or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: http://econnect.dcccd.edu/. Telephone number: 972-613-1818.

DCCCD Office of Institutional Equity Syllabi Statement- Spring 2017
The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and carrying out compliance policies and procedures. The institutional equity and compliance officer and the Office of Institutional Equity make sure that college district policies and federal and state laws related to sexual assault, Title IX, Title II (Americans With Disabilities Act) and the Military Veterans Full Employment Act are followed 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 inform DSO to forward your accommodation request to your instructor as soon as possible, preferably at the start of the semester or program. For more information about the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSOffices or contact the DCCCD Office of Institutional Equity at 214-378-1633.

College Disability Services Offices
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) or 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 nonconfidential resources and reporting options available to you. If you wish to keep the information confidential, please contact 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 you 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 dcccd.edu/TitleIX.

College Title IX Coordinators

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<thead>
<tr>
<th>College</th>
<th>Coordinator</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Brookhaven</td>
<td>Terri Edrich</td>
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<td>972-860-4588</td>
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<td>Cedar Valley</td>
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<td>972-860-5222</td>
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<tr>
<td>Eastfield</td>
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<td>972-860-7325</td>
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<td>El Centro</td>
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<td>214-860-2626</td>
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<tr>
<td>Mountain View</td>
<td>Regina Garner</td>
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<td>214-860-5675</td>
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<tr>
<td>North Lake</td>
<td>Francynne Maynard</td>
<td><a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a></td>
<td>972-860-3980</td>
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<tr>
<td>Richland</td>
<td>Bill Dial</td>
<td><a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a></td>
<td>972-238-6352</td>
</tr>
<tr>
<td>Dallas Colleges Online</td>
<td>La’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6590</td>
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District Title IX Coordinator

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


MISSION

Eastfield College English faculty help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE

The instructor reserves the right to amend this syllabus as necessary.

Note: Please post on the eCampus course site Discussion Board, under “Syllabus Acknowledgement,” this message:

“I have read the syllabus and agree to its terms and policies.”
Thank you.