Arts and Communications Division Fall 2018  
English 1301.41003 3 Credit Hours  
Class Meets: MW 1:00-2:20 pm L302

Minimum Technology Requirement:  
- Access to eCampus/Blackboard and active EFC email account via Eastfield College  
- Word processor to complete and submit papers in a typed format. This word processor must be able to export files as MS Word documents (.doc or .docx file extensions) without changing the formatting of the original document. ALL ESSAYS MUST BE TYPED.  
- Access to the Internet to view materials  
- Ability to keep a backup (via flash drive, email or cloud service of everything you turn in!)

Course Description (from Eastfield College Catalog): Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. (3 Lec.) 

Coordinating Board  
Academic Approval Number 23.1301.51 12

Student Learning Outcomes:  
Upon successful completion of this course, students will:  
1. Demonstrate knowledge of individual and collaborative writing processes.  
2. Develop ideas with appropriate support and attribution.  
3. Write in a style appropriate to audience and purpose.  
4. Read, reflect, and respond critically to a variety of texts.  
5. Use Edited American English in academic essays.

Core Objectives:  
ENGL 1301 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 1301 develops **Critical Thinking** by requiring students to analyze a variety of texts in terms of audience, purpose and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.

ENGL 1301 develops **Communication** by requiring students to respond to a variety of texts in the form of revised and edited academic essays.

ENGL 1301 develops **Teamwork** by requiring students to engage in collaborative writing and editing processes such as peer review.

ENGL 1301 develops **Personal Responsibility** by teaching students the ethical and accurate use of research through proper citation and documentation.

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**Method of Evaluation:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Essays (4)</td>
<td>50%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>40%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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</tbody>
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[Attendance, punctuality, peer reviews (self - and peer review of essays which culminate in substantial revision of essays) and active engagement in class activities (which might include grammar exercises tests/quizzes, admit/exit slips, outlines, and presentations)]

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**Course Policies:**

**Class Website and Email:**

You will be required to use eCampus in this course. Use it to check for class announcements, email classmates or me, participate in on-line class discussions, and submit all assignments. You may access the site through the Internet by going to: [http://ecampus.dcccd.edu](http://ecampus.dcccd.edu). **Tech Support for eCampus can be found by calling: 972-669-6402.** You may also access eCampus by going to the Eastfield College Home Page at [http://www.eastfieldcollege.com](http://www.eastfieldcollege.com) and clicking on “eCampus.” If you do not have a computer at home, you may access eCampus from the Library Computer Center in L200. **For course and grade-related questions or sending files, please set up a free student Outlook account by going to [http://www.dcccd.edu/MSOffice](http://www.dcccd.edu/MSOffice).**

**Attendance:**

Because attendance and active participation is an important factor in your success in this course, you should not miss or fail to actively participate. You will be doing a lot of group work with something due every class so when you miss it hurts both you and group members. You must be in class to succeed. However, I know that life happens – to all of us, so if you do miss class, contact me as soon as possible, but do NOT ASK ME WHAT YOU MISSED. Find out what you missed from a classmate and get notes from him/her. **If you have 2 absences, your final course grade will be lowered by one full letter. After 3 absences, you should expect to fail the course.** Students who miss more hours than are allowed are advised to drop, as they will not receive a
passing performance grade. Those who miss too many classes and do not drop the course will receive an “F” for the course.

What constitutes an absence?
- Three tardies of 14 or fewer minutes constitute one absence.
- Missing more than 15 minutes of class, either by arriving late or leaving early, is an absence.
- Not being in class, regardless of the reason, is an absence.
- Leaving class to take or make phone calls will also be considered an absence.
- Not having your rough draft completed and printed on the day drafts are due for peer review will be considered an absence.
  - Peer review is not optional. If you must miss a peer review day, you must do a LINK/Writing Center visit instead and obtain proof of this visit. Papers without this proof WILL NOT BE ACCEPTED.

You are responsible for following the course calendar to keep up with work you may have missed; however, class work missed due to an absence or tardy cannot be “made up” for a grade.

Late Work Policy:
Papers are due the beginning of class on the due date. Not being in class is not an excuse for not turning work in. If you are sick or must miss for another reason, you must get me your paper or work by the start of class time.
- Smaller assignments will not be accepted if turned in late.
- Because essays are worth more, however, and I know that life does happen, you may have ONE grace period of twenty-four hours on an essay, no questions asked. After that, any papers or assignments turned in late will receive an automatic 0.

Cell Phone Policy:
All cell phones and other electronic devices must be turned to silent or vibrate mode and put away before class begins. These devices should never be in your hand during class unless we are using them for instructional purposes.

Delivery Method of Feedback and/or Graded Material:
Feedback and grades will be posted in the eCampus gradebook. I provide universal comments which are focused more on content and organization than on sentence-level problems with grammar and such.

Essays:
Students will be required to write essays during the semester. Essays 1-4 must be in MLA format, typed, double-spaced, and 900-1300 words. Pay attention to spelling, punctuation, and grammar. Comments will be available in Blackboard as well. Please note that I do not read drafts. If you need assistance, solicit your classmates, schedule an appointment with me (three days before the due date) or visit the Library Commons (EFC Writing Center in the Library. Feedback is provided on essays and it is important that you read all comments and implement those ideas and suggestions on your revisions and future assignments. To find the comments, once your grade is posted, click on the grade and you should see an attachment. To ensure that you are able to see all of the comments, click on “Review;” “Track Changes;” then, “All Markup.” If you do not see an attachment, please notify me immediately. Use Times New Roman or Courier and 12-point font size. Consult an updated MLA handbook (8th edition) or the Purdue University OWL (Online Writing Lab) in the MLA section of our course homepage. You will find the grading rubric for essays in the syllabus and Course Packet.

Quizzes:
Scheduled quizzes are given primarily over assigned readings (though some may cover video lessons or lectures). The format and frequency of quizzes are determined as the instructor deems necessary.

Admit/Exit Slips/One-Minute Papers:
Brief writing assignments that require you to reflect and/or summarize the reading or topic for that day.

**Discussion Board**
Because the Discussion Board is part of our college classroom, you will need to use Standard American English. Fortunately, the Discussion Board includes editing tools, so correct and proofread your posts before hitting “Submit.”
Also, you cannot remove a post once you have submitted it, you can modify your own posts to correct careless editing or add explanations, etc. For the other important information about the Discussion Board posts and replies, read the Netiquette Rules 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 the Discussion Board participation. For full credit, you need to post a short but complete response to the question or prompt provided and also reply to one other post. Keep in mind that while you do not have to write an essay here, responses like “I agree” or “I don’t like this” are not acceptable. Each post should be a good paragraph in length.

**Exams**
You may have a midterm exam which will be over the basics of argument. At the end of the semester, you will be given a final exam covering the basic concepts of the course or be required to submit a final project. More information on both will be available later in the semester closer to the appointed times.

**Standards for Instructor Response and Availability:**
Assignments will be graded within two weeks of submission (if I need more time, I will send an email), Feedback will be given in the comments section of the Blackboard gradebook and possibly sent directly to individual students in a Word document. Directions on how to access these comments will be provided.

Emails to me will be answered in 24 hours during the work week and by Monday afternoon if sent during the weekend.

**Revision:**
Rather than be assigned a grade which never changes for each discrete piece of writing, you will have the opportunity to revise to make your writing stronger. Through the process of peer review you will have many opportunities to get necessary feedback from both your classmates and myself. The LINK/Writing Center is also available for extra help. Tutors at the LINK/Writing Center are available by appointment. www.eastfieldcollege.edu/tutoring

**INSTITUTIONAL POLICIES**
For the latest Eastfield policies go to:


**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 it not limited to, cheating on a test, 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. 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), Library, and Learning Assistance Center (LAC) 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).

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.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE
The instructor reserves the right to amend this syllabus as necessary.

*Please see eCampus for the course calendar.
Grading Criteria for Essays
English 1301: Rhetoric and Composition I

Grading Criteria: The following descriptions can help you understand the difference between a very good essay and an average one.

C: The grade of C literally means “average,” so, since this is a 1000-level Common Core class, a C paper is what your average college freshman typically produces when he/she gives a strong effort. To earn a C, you should first indicate the larger conversation to which you’re responding (“they say”) before providing a thesis that claims anything via ethos, logos, and pathos appeals (“I say”). You should answer the “so what?” and “who cares?” questions, provide sufficient evidence to support your thesis, make sure your paper meets every requirement listed on the assignment sheet, and give your paper a discernible structure. The ideas you present should demonstrate that you understand the rhetorical concepts that we have addressed in class. Moreover, show that you have responded actively and thoughtfully to peer and instructor feedback on your first submission. Grammatical and syntactical mistakes should not impede my understanding of your analysis.

B: The grade of B literally means “above average,” so a B paper is what an above-average college freshman typically earns when he/she gives a strong effort (certainly your average college freshman can earn a B with exceptional effort). To earn a B, first build on the skills needed to earn a C. A B paper demonstrates nearly flawless execution of all aspects of the assignment. In addition to making a clear, well-supported argument, you might provide more compelling answers to the “so what?” and “who cares?” questions. You might describe in a particularly high level of detail how you mastered the rhetorical appeals necessary in argument; do so by providing ample, specific examples and anecdotes. Also, show that you understand the importance of word choice, voice, and style, in addition to grammatical competency.

A: The grade of A literally means “excellent,” so an A paper is what at an excellent college freshman (a student in the 80th percentile or above) might produce if he/she gave maximum effort. (Again, average or above-average students may also earn As with extraordinary effort and sustained hard work.) Please note that an A paper is the most difficult to describe in the abstract because, by definition, an A paper is somewhat surprising. To earn an A, you should continue to build on the foundations discussed above. An A paper demonstrates flawless execution of all aspects of the assignment with a high degree of detail and sophistication. An A paper provides overwhelming evidence by drawing on numerous examples and anecdotes. As always, you should demonstrate your command of style, voice, mechanics, and usage.

If you receive a D on a paper, carefully consider the criteria listed above for a C. I give Ds to papers when writers, while demonstrating a general understanding of the topic and concepts, have not fulfilled all the requirements listed on the assignment sheet or have failed to respond to all my comments on their first submission. If you misunderstand the assignment; show little understanding of the required rhetorical concepts; or ignore the technical requirements of topic, length, or format, your paper may receive an F.
Class Certification/Syllabus Acknowledgement

I, _____________________________, (print name) do hereby acknowledge that I have received the syllabus for Professor McCovery’s English 1301 class. I understand my responsibilities and am aware of all class policies, including those on attendance, paper submission procedures, late work, makeup and retesting, technology issues, student e-mail, cell phone use, as well as the grading scale, methods of evaluation, classroom decorum, academic honesty/plagiarism. I understand that failure to follow these policies and procedures may result in a failing grade for the course.

I also acknowledge that I have read the syllabus section on Academic Honesty and Plagiarism. I understand what constitutes academic dishonesty and plagiarism. I understand the consequences for academic dishonesty and/or plagiarism are severe and can result in multiple penalties, including assignment penalties, course grades of F, and professor requested class drops. I understand that multiple resources are available to help me avoid plagiarism, and that I am expected to make use of these resources.

I understand that any and all questions about the syllabus, grades, assignments, and due dates should be directed to Professor McCovery, before issues arise. I also understand that e-mail is an effective way to communicate with the professor, but that in order to receive a response in a timely manner I must follow the e-mail protocols located in the syllabus under Course Policies.

Printed Name/ID#: ________________________________________

Signature: _______________________________________________

Date: ___________________________________________________