Eight Things You Need to Know for This Class:

I have taught writing classes for a number of years, and I love my job more with each semester. I enjoy encouraging students and helping them to succeed. Over the years, I’ve identified eight things every student in my classes should know:

1) Good writing is simply a series of skills, so anyone can improve with practice.
   If writing papers seems hard or complicated, it may be because you have not thought about it as simply a series of steps or skills. Reading, summarization, analysis, drafting sentences, organizing ideas, sequencing points, looking for errors or awkward language. Each can be practiced and improved, and all are necessary to strong writing. Whenever you practice any sort of skills and try to pay at least a little attention, you naturally get better. As we progress through the semester, though, I will advise you on where your strengths are and where you need to focus more effort to make your practice more effective.

2) Reading, writing, listening, and speaking in English are all interrelated, so we will practice all of these.
   Think of me as your reading and writing coach. I will assign work and practice that will help you advance in these skills, and I’ll continue to coach you as you improve. Look to my feedback on your writing to see where you need to be spending more time.

3) Strong writing requires thorough thinking, so we’ll practice asking questions and thinking critically.
   Why do some teenagers listen to their parents while others don’t? Why can some individuals break through challenges while others can’t? Issues can be complicated, but college writing requires closer analysis and unique perspectives. This class will help you practice and improve your critical analysis skills.

4) Want to improve fast? Practice a) even when you think you’re done, and b) regularly, not in fits and starts.
   After you’re done with your writing, if you can devote any more time, try harder. Revise more. Write more. Ask questions of your writing. Seek feedback. This way, you will grow even more between drafts and essays. Also, no one learned to run a marathon by just practicing the week before. Writing skills, like any skills, grow more if you practice them over a period of time. Be prepared to write and get feedback and write and get feedback over the whole length of the class for you to see the most improvement.

5) College generally requires far more outside time than class time, so you MUST plan your homework time.
   Imagine your weekly schedule before you started this class. Maybe you work. Maybe you take care of family members. Hopefully you have hobbies. Now, understand that to be successful in your classes, some of that time must be redirected for homework and study time. Where will it come from? It MUST come from somewhere. You must actively MANAGE YOUR TIME or your semester will end with disappointment.

6) People can achieve anything if they believe they can.
   If you want to be a doctor, just believe that you, yes YOU, are capable, learn the steps you’ll need to take, push yourself, and you can do it. If you want to write TV scripts for Modern Family, you can do it. If you want to pass this class (even if you think writing is hard), you can do it. Believe it. Your MINDSET controls your future.

7) Know your resources.
   Rely on your classmates. In fact, get some email addresses and phone numbers. ASAP. Like now. No really. Also, visit the Writing Tutors in the library and the OSER office. They are there for you. Use them. They will save you time and increase your chances for success.

8) Struggling (with anything)? Ask for help.
   In high school, people mistakenly learn that not knowing something is a sign of weakness. It isn’t. It’s a normal state for ALL people at multiple points of their lives, especially as they try new things. As such, when YOU don’t know something, ASK SOMEONE. It’s really an act of courage. I am here to help, and so are your classmates. There are many solutions to every problem, but you won’t get any help if you don’t ask. I intend to help you on your path to success and advocate for you whenever I can.

Sincerely,
Mr. Roffino
ENGL 1301 Catalogue Course Description:
Prerequisite: One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND DCCCD Writing score prerequisite requirement.

Course Description: 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.)

Coordination Board Academic Approval Number 2313015112

STUDENT LEARNING OUTCOMES
In this ENGL1301 course, every student 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
This ENGL 1301 course 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.

ACADEMIC HONESTY, PLAGIARISM, & COLLUSION
All writing you turn in must be your own.

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.

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 a 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. 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.

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 this 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.

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 online in the District Catalog.

Essays which contain plagiarism or collusion will receive a ZERO (0) and are not eligible to be returned for revision (R) or editing (E).

Need more explanation on Plagiarism & Collusion?
All writing must be submitted in MLA format or it will not be accepted. Essays that do not meet minimum requirements will be returned for either revision (R) or editing (E). These essays count as late work and must be returned revised and/or edited within two class periods. LATE ESSAYS can earn only a C (70) if acceptable or an F (between 50 and 0) if unacceptable.

EXPECTED Length for most ESSAYS: about 3 to 5 full pages (800-1500 words)
EXPECTED Length for Mini-Essays: about ¾ to 1½ page (200-500 words)

MLA Formatting:
DOUBLE-SPACED
FONT: 12 point, Times New Roman
MARGINS: 1 inch (on all four sides)
PARAGRAPHS: All indented with “Tab” key
HEADING: at top left first page
HEADER: (last name & pg#) at top right of every page.

Use the Purdue OWL website for MLA questions and examples: http://owl.english.purdue.edu/owl/resource/747/01/
RECOMMENDED BOOKS (NONE REQUIRED)

Recommended 1 (not Required): *The Norton Field Guide to Writing (with Readings and Handbook)*
- Paperback: 1232 pages
- Publisher: W. W. Norton & Company; Fourth edition (January 19, 2016)
- Average Customer Review: 4.5 out of 5 stars (252 customer reviews)

OR Recommended 2 (not Required):
*Little Seagull Handbook with Exercises, 2nd or 3rd Edition* by Bullock
- Paperback: 912 pages
- Publisher: W. W. Norton & Company; 2nd or 3rd edition

Optional: *The Complete Maus* by Art Spiegelman
- Paperback: 296 pages
- Publisher: Penguin Books, Limited (UK); unknown edition (October 1, 2003)
- ISBN-10: 0141014083
- Average Review: 4.7 out of 5 stars (1,239 customer reviews)

OTHER REQUIRED MATERIALS

Internet Access: Students in this writing course should have access to the internet. Many assignments are due online; if for any reason your internet connection is down, you should have a backup plan, such as using a friend’s, campus computers, or a business’s (such as Starbucks or the library).

USB Jump Drive: Students are required to bring course work to every class ELECTRONICALLY and a jump drive is the easiest way to do this. Students may also save their work in an online CLOUD, like OneDrive, Google docs/Drive, Dropbox, or on a laptop.

Notebook and Pen/Pencils: Students should always have a pen or pencil and some kind of paper for every class period. Welcome to college. Be prepared.

IMPORTANT DATES — FALL 2018

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>August 27 (M)</td>
<td>Classes Begin</td>
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<tr>
<td>September 1 (S)</td>
<td>6th Class Day (Certification Date)</td>
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<tr>
<td>September 3 (M)</td>
<td>Labor Day Holiday</td>
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<tr>
<td>September 4 (T)</td>
<td>Classes Resume</td>
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<tr>
<td>October 4 (R) *</td>
<td>Last Day to Withdraw for 8-week courses</td>
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<tr>
<td>October 18 (R)</td>
<td>Final Exams / Final Class</td>
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INSTITUTIONAL POLICIES and SERVICES

*Click here* to find more information about many topics concerning Eastfield and DCCCD students, including policies on the drop process, concealed firearms, free campus counseling, among others.

Or copy and paste this link: https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx