Arts and Communications Division

English Composition I 1301.41245
Flex II Course: Fall 2018 (3 Credit Hours)

Class Times and Location:
Tuesdays and Thursdays 1:00 to 2:20
Eastfield Campus Room C203
Flex II: October 23 to December 13, 2018

Instructor: Kelly Savage
Office: N209
Office hours: Wednesdays 1:00-3:30; Thursdays 2:30-3:30; and Virtual Office Hours (via Blackboard IM, Skype, text, phone, etc.), Mondays 1:00-2:30

Email address: KellySavage@dcccd.edu

The best way to reach me is by email. Please include your course number (1301.41245) and full name in all emails. I will do my best to respond within 24 hours. If you have a time-sensitive issue, you are welcome to text me at 214-403-1060 or call and leave a message that I will return as soon as possible. Please remember to include your name and the class number in the text.

Textbooks and Other Course Materials:
- *Back to the Lake: A Reader and Guide, 3rd Edition*, by Thomas Cooley. ISBN 978-0-393-93736-7. NOTE: There is a new version of this textbook that is the same except that it has a section with MLA updates. You can buy either of these 3rd edition books, but the older version should cost less, and I will provide an alternate MLA guide for you to use anyway, so I would encourage you to get the best price. The textbook is NOT optional; it is required by the end of the first week of class.
- Microsoft Word – essays and other assignments that are required to be submitted through eCampus course links must be saved and sent as Microsoft Word files. No other file types will be accepted. As a student of DCCCD, you are eligible for a free Microsoft Office account; just follow the link in the “Student Email” section below.

Student Email:
All email communication regarding grades or course progress must be through your DCCCD Office365 student email account, per Eastfield’s confidentiality policies. The account is free. You may set it up by going to http://www.dcccd.edu/MSOffice.

Always include your full name and course section number when emailing. NEVER send an attachment with a blank email; always write a note to explain what you are sending. ALL emails must include a subject, salutation, body, and signature. See the attached PowerPoint for email etiquette related to emailing instructors (this is also posted in our course if you have trouble accessing it here): Email Etiquette.
Mission Statement:
Eastfield College English faculty members 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.

Course Description:
ENGL 1301: Composition I
2014 Core Curriculum Foundational Component Area: 010 Communications
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.) 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.
EVALUATION PROCEDURES

ASSIGNMENT DETAILS

ESSAYS:
You are required to complete four essays by the end of the course; all essays will be submitted electronically through the class eCampus website as Microsoft Word files; some may also need to be submitted as print copies. Assignment sheets that detail specific requirements for each essay are posted in the Essays section of the course website along with the links you will use to submit the final drafts. Please keep a copy of the essays after you submit them in case of technical problems. The instructor reserves the right to run any and/or all submitted essays through the SafeAssign plagiarism checking software.

Please note that while topics are primarily “open topic” so you can follow your interests related to the specific writing genre assigned, NO essay will be accepted if it supports any kind of discrimination against any group of people. The belief that ALL people, regardless of gender, sexuality, race, ethnicity, religion, socioeconomic background, etc., are equal and deserve equal rights must be respected in all interactions in this class.

Peer Reviews: Essay 2 and the Research Paper will be peer-reviewed by two classmates. Participation in peer reviews is a mandatory element of this class. You will be given specific, step-by-step instructions to guide you through the process. See note under Attendance section of this syllabus for more information about mandatory attendance on peer review days.

Source Documentation: Essay 3, the Research Paper, and assignments related to the Research Paper will require you to use MLA style source documentation. Those assignments must have direct quotes from sources, in-text citation parentheticals, and works cited pages. Learning how to correctly document and integrate sources in your writing is an important part of your writing journey in this class. Your Research Paper will not be accepted for grading if it is missing in-text citations or the works cited page.

Essay Revisions After Grading: If you score a low grade on an essay, you may revise and re-submit the work once for additional points. I will give extensive feedback on your graded essays; it’s up to you to apply the suggestions you deem most beneficial and work to make the paper stronger. Submit a print copy of the revised essay and staple the original essay and graded rubric behind it. Also include a note about what kinds of corrections you made. If the original essay you are revising was only submitted in electronic form, you can email the revised essay to me along with a note explaining the areas you improved. No revision will be accepted unless an explanation of the corrections is attached. You have THREE DAYS from the day the paper is returned to you to turn the essay in at the beginning of class or to email the revised draft as applicable. The research paper is an exception to this policy; it can only be submitted once and no revisions or corrections after it is graded will be allowed.

READING QUIZZES:
In addition to writing essays, you are required to do the assigned reading that is listed in your schedule. This will include chapter readings that explain various genres and writing strategies, some punctuation and/or style tips, student and professional essays, and/or short stories. Reading quizzes will consist of
multiple choice and/or short answer or short essay questions. Each quiz will clearly show you the chapter and readings on which the questions will be based. Some of the quizzes may also contain questions based on other assigned videos or documents listed in the schedule.

**EXERCISES:**
While you are expected to have a basic knowledge of grammar and punctuation skills coming in to this class, we will spend time working on specific grammar/punctuation topics. For each exercise, you will be responsible for reading posted documents, watching podcasts, and/or doing independent research to understand the grammatical concepts being reviewed or introduced to you. Then you will complete an exercise that will either be done in quiz format or given to you as a worksheet to complete and submit.

**JOURNALS:**
You will also earn points by writing journal entries. These will be submitted directly into the Journals course menu. Do NOT submit journals as file attachments; they must be typed into the textbox of the journal entry page. Journals will ask you to respond to a question or expand on a writing prompt. They are informal assignments, but using correct grammar, spelling, and punctuation is required.

**FINAL EXAM:**
The last component of the course is the final exam that will consist of multiple choice and short answer questions related to grammar, punctuation, source documentation, and writing strategies covered during the course. The exam will be taken online.

**GRADING SYSTEM**

Here is the breakdown of how your final grade for the course will be determined (you will be given a complete Course Schedule that shows all assignments and due dates when class begins):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essay 1 – Memoir (Narration + Description)</td>
<td>100 pts.</td>
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<tr>
<td>Essay 2 – Exemplification (with peer review)</td>
<td>100 pts. for the essay 25 pts. for peer review</td>
</tr>
<tr>
<td>Essay 3 – Visual Analysis</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>40 pts.</td>
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<tr>
<td>Source Summaries</td>
<td>60 pts.</td>
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<tr>
<td>Essay 4 – The Research Paper (with peer review)</td>
<td>150 pts. for essay 25 pts. for peer review</td>
</tr>
<tr>
<td>Journals</td>
<td>100 pts. (5 @ 20 pts. Each)</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>120 pts. (8 @ 15 pts. each)</td>
</tr>
<tr>
<td>Exercises: Grammar/Punctuation</td>
<td>130 pts. (6 @ 20 pts. each, 1 @ 10 pts.)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 pts.</td>
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**TOTAL POINTS POSSIBLE:** 1000

Course Grading Scale:

A = 900-1000  
B = 800-899  
C= 700-799  
D = 600-699  
F = anything below 600

**Note that grades will NOT be rounded.** The total number of points you earn will determine the letter grade you receive.
General Writing Expectations:
Students will compose essays that adhere to grammatical and stylistic standards of academic American English and that follow Modern Language Association (MLA) formatting and documentation style. Essays will need to adhere to stylistic, topic, and length requirements designated for each assignment. Essays will be graded according to students’ ability to follow specific assignment guidelines, grammatical instruction, and MLA style requirements.

MLA FORMATTING REQUIREMENTS
All essays must be submitted in MLA format. If by the second essay, you are still not in compliance with MLA standards, I reserve the right to not accept your paper for grading until it is corrected. Your book and our class documents will cover how to use MLA when documenting sources later in the semester; but for now, please be aware of the following basic requirements for your essays:

- Typed with Times New Roman font set at 12-point size
- Double-spaced with margins set at 1-inch
- Heading on the first page ONLY, which should include your name, the class name (English Comp I 1301-41245), my name, type of essay (for example: Essay 1: Memoir or Research Paper), and the date. The heading must be in the upper LEFT-hand corner of the first page only.
- Your last name and the page number should be listed in the upper right-hand corner of each page of the essay
- The first line of each paragraph should be indented the length of one tab (one-half inch).
- Do NOT skip lines between paragraphs. No extra spaces should be added before or after paragraphs. The default setting on some computers automatically adds that extra skipped line, so you may need to adjust your word processing program’s settings. Directions for how to remove those extra lines are posted in the “Essays” section of the class website.
- The whole document should be set to align left; do not justify any paragraphs.
- The title of your paper must be centered and must be original – do not title it with the name of the assignment; instead, choose a title that reflects the content of the essay and shows some creativity. Do NOT use bold, italics, underlining, increased font, or any other special effects on your title unless you are including a title within the title or have another specialized reason.

Other issues that may cause you to do a mandatory re-write before the essay is accepted for grading include:

- An excessive number of run-ons or fragmented/incomplete sentences
- Excessive misspellings (especially with words like it’s/its, they’re/their/there, too/to, and others of a similar nature)
- Use of second person “you” – you are allowed to use first person pronouns (“I,” “we,”) or third person pronouns (“he,” “she,” “they,”) in this class, but second person “you” or “your” is NOT allowed in academic writing! (Note: Many English instructors are uncomfortable with the use of first person “I” or “we” also, but I’m fine with it IF you deem it appropriate for the voice and style of your essay)
- An obvious lack of proofreading and editing effort that makes your work difficult to understand
If you format your work correctly and take the time to revise, edit, and proofread drafts before they are submitted, you can avoid losing points unnecessarily. Any work that you are asked to re-write that is not submitted in the three-day period that follows the return or by an otherwise mutually agreed upon time will not be accepted. This is a college-level writing class, and I will expect professionalism and effort to be reflected in all of your work.

*It is critical that you work with a rough draft and revise and edit it more than once before submitting a final draft.*

ATTENDANCE, LATE WORK, EXTRA CREDIT

**Attendance Policy/Participation:**
Regular class attendance and participation in class discussions are important parts of the learning experience in this class. **Students should come to class having done the reading assigned for the day and be prepared to discuss their thoughts and ideas.** It is difficult to improve your ability to express yourself through your writing if you do not practice your speaking skills and participate in intellectual debates and conversations.

Attendance is particularly important since this is a flex class that only meets for half of the semester. Therefore, a point-penalty will be applied to your final grade if you are absent for more than **THREE** class sessions. In other words, you can miss 3 classes throughout the semester without any explanation or documentation without your grade being affected. Your 4th absence will cause a **25-point deduction**, and every absence after that will cause **an additional 25 points** to be deducted from your final grade. Absences can be excused with no point-penalty only if documentation from an official source (such as a doctor) is provided. Notes from family members cannot make an absence excused. **NOTE:** Absences on Peer Review Days (noted in the Course Schedule) will count as **TWO absences per day**, and students will be required to exchange peer review drafts with classmates outside of class before the final draft of the essay is due to receive credit.

Additionally, students who attend class but do not participate (meaning they do not speak or contribute to discussions, have not read assignments, are consistently unprepared, and/or they spend time in class sleeping, going to non-related websites on the computer or phone, or texting) can also be counted as absent (and will be notified of such).

**Late Papers:**
Students sometimes come to me with creative and interesting reasons to miss a due date for an essay. While these can be entertaining, they will not be considered relevant. Computer problems, technical difficulties, errors with saving, confusion about formatting, not understanding what the essay was supposed to be about, not being able to think of a topic, etc., are not reasons that will dismiss the late point penalty. If you’re having trouble with an essay, please talk to me, read the assignment sheet and textbook chapter(s), and/or take the paper to the Writing Center (located in the Eastfield library) for help BEFORE the paper is due. **Late papers will receive 10 points off for each day** they are late, including weekend and non-school days, unless prior arrangements have been made. Extensions for the due date will only be given in special circumstances; and students may only request ONE extension during the semester. **Any essay not turned in within three days of the due date will receive a zero.**
NOTE: Please be advised that absolutely NO research papers will be accepted after the due date listed in the schedule. Any research papers submitted after that due date will receive a grade of 0/F. No exceptions will be given to this deadline for any reason!

Exercises, journals, and other assignments submitted late (but within three days of the due date) will receive a point-penalty at the discretion of the instructor; however, if these assignments are submitted more than three days late OR if answers to the assignments have been posted or discussed in class, they will not be accepted or graded. Peer Review projects can also not be accepted late. If there are other assignments that are excluded from the late-point policy, you will be notified of them in class, the Course Schedule, and/or in Course Announcements.

Extra Credit:

You can earn extra points for your essays by working with the Eastfield Writing Center.

You can earn extra points on your class grade by writing Cultural Event Papers. Details below!

Extra credit can be earned by visiting Eastfield’s Writing Center (in the library) and working on an essay draft. The Writing Center offers tutoring services to students with no appointment necessary. Bring a printed copy of your essay, and a tutor will sit down with you and offer advice and suggestions. Then he or she will give you a paper that verifies your session. Please staple that paper and the draft you worked on at The Writing Center to the back of the final draft of your essay or (if the final draft is not being submitted as a printed draft) give it to me at the beginning of the next class; then I will be happy to add 5 points to the paper’s final grade. The Writing Center is a free service Eastfield provides for students and should be utilized as much as possible. The tutors there are glad to help you revise drafts, and the service can be beneficial to both novice writers and those with more experience. Please note that the extra credit will only apply to essays taken to The Writing Center before the final draft is due; no extra credit will be given for working with the tutors on journals, exercises, etc.

Another way to earn extra credit points is to attend any cultural event and turn in a typed, double-spaced, two-page response to it. Cultural events papers should be written in paragraphs, have original titles, and be in MLA format (double-spaced, Times New Roman font, etc.). Each response can earn up to 20 points that will be added to your final grade-point total for the semester. You can attend and write about multiple events for a maximum of 50 extra points. A cultural event can be any event that is out of the ordinary and in which you can find a cultural viewpoint to discuss. Most school-sponsored activities can qualify as a cultural event. Things like plays, concerts, performances, readings, etc., are excellent sources for observation and can be both easy and fun to write about. Your response should clearly explain the circumstances/setting/details of the event, describe the sights, sounds, activities, and/or people that were seen, and should explain what your experience was like in general.

I encourage you to attend Eastfield events related to this year’s Common Book, Maus by Art Spiegelman. All common book events qualify as appropriate “cultural events” to use as the basis of an extra credit paper, and you may be offered extra credit for attending them (if so, we will discuss it in class and/or via course Announcements). Other occasions for extra credit may arise during the semester; if there is a relevant event or workshop offered at Eastfield, I will do my best to let you know about it in class and/or in the Announcements section of our course. If you hear of something at our school or an event you feel is noteworthy outside of our school, please let me and your peers in the class know about it.
You may do any or all of the extra credit options listed above; however, the **maximum number of points that can be added to your final grade is 50** (this does NOT include the extra credit points that are added to individual essays taken to The Writing Center, discussed above). There is NO link for you to submit extra credit papers on the course site. You must email them to me as Microsoft Word attachments to KellySavage@dcccd.edu or submit them in print at the beginning of a class. **Remember to include your full name and class information in all email and/or text correspondence along with a note explaining what you are submitting.**

**PLAGIARISM**

The biggest error you can make in any paper is to commit **plagiarism**, which carries severe penalties even when the plagiarism may be unintentional. To protect yourself, read what your book says about plagiarizing, pay attention to class discussions we have about it and/or announcements and documents posted, and read up on the terms and explanations given on the informative and helpful website **Plagiarism.org**. Claiming that you didn’t realize you were plagiarizing will NOT be a valid excuse; you are expected to understand what plagiarism is and avoid it at all costs. **Plagiarism will receive an automatic zero and could lead to your dismissal from the class or suspension from the college, so please, BE ORIGINAL.** Have fun writing what YOU like, saying what YOU want to say, and developing the skills to get your own thoughts, opinions, wisdom, and experiences across to others. **If an electronic version of your paper is requested at any point in the semester, whether you have already received a grade on the essay or not, you must have it or you will receive a zero for the assignment.**

**A plagiarized paper will be given a grade of zero.** Depending on the severity of the plagiarism offense, you may also receive a Failing grade for the entire course. Intentional plagiarism may carry heavier penalties and will be reported to school officials. If you are unfamiliar with what offenses constitute plagiarism, please refer to the Eastfield College Student Code of Conduct as explained in the Eastfield College and the district catalogs. In addition to obvious plagiarism such as copying another student’s work or buying papers from individuals or from the internet, **plagiarism also occurs in the following circumstances:**

- Writing quotations that do not give credit to the original author, either student or professional, either in print or from electronic sources; quotations must be clearly indicated by quotation marks or indentions (in the case of block quotes) and not only by in-text citations.
- Using material that is so closely paraphrased that it includes the original author’s exact words or order of sentences, or writing ideas and concepts that come from source material and are not your original thoughts; even writing just a few words that are copied directly from the source without proper documentation is plagiarism. When paraphrasing from a source, try to write from memory and avoid reading the source as you write to avoid this problem. When you take notes from a source, include quotation marks around the source’s language so you do not make mistakes as you include the information in your essays.
- Using summary information without giving credit to the source or substituting words for some of the specific language and not crediting the source for the basis of the information;
- Including facts, statistics, or other research information without citing the source;
- Citing a source in the in-text citation but not in the works cited page or failing to include a works cited page;
- Listing sources in a works cited page but not citing the source in the body of the paper.
If you have any doubt about whether your work could qualify as plagiarism, ask! Do NOT take a chance on being charged with this serious offense. I reserve the right to submit any paper to the college’s SafeAssign website to check for plagiarism.

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 un-administered 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, words, without proper documentation. For such an offense, a student will receive a zero on the assignment and can 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 that you put in quotation marks. 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. If you summarize, paraphrase or directly quote from an author, you must use the appropriate documentation because the “idea(s)” still belong to the author.

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://www1dccc.edu/cat0608/ss/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 will receive one or more of the following penalties:
  o The grade of zero (0) on that particular assignment.
  o A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
  o The professor may request that the student drop the class.
IMPORTANT DATES

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 23 (T)</td>
<td>First class meeting!</td>
</tr>
<tr>
<td>October 29 (M)</td>
<td>Certification day for our class (see note below)</td>
</tr>
<tr>
<td>November 22-25 (Th-Su)</td>
<td>Thanksgiving Holidays</td>
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<tr>
<td>December 1 (Sa)</td>
<td>Last day to withdraw from this class (see note below)</td>
</tr>
<tr>
<td>December 13 (Th)</td>
<td>Last day of class</td>
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CERTIFICATION POLICY AND CERTIFICATION DATE:
You must attend and participate in your on-campus or online course(s) 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. The certification date for this course is **Monday, October 29**.

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, December 1**. 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.

If you are receiving any form of financial aid, you should check with the Financial Aid Office before withdrawing from classes. If you withdraw, it may affect your eligibility to receive aid in the future and could cause you to have to repay funds you received for the current semester. If you fail to attend or participate after the drop date, this policy will also affect you. To speak with someone, please contact the Financial Aid Call Center at 972-587-2599 or by email at facc@dccc.edu, or visit one of our campus Financial Aid Offices (dcccd.edu/FinancialAidOffices).

CLASS POLICIES

The academic environment is a serious one whether students and the professor interact virtually or on campus. Therefore, **inappropriate behavior will not be tolerated**. Students must treat each other and the professor courteously when working together on campus and online.
This class is designed to develop your writing skills, which can only be done with practice, so get ready to write, write, write. Together we will explore issues that have meaning in our lives and learn about new people, places, and things that may affect how we view the world. The more personal and adventurous you can get with your writing, the more we will all enjoy it and the more everyone’s writing will improve.

Because we want to have the freedom to get personal, however, I’ll expect everyone here to be respectful and considerate at all times. Comments that are derogatory towards people based on race, gender, religion, or sexual preference will NOT be tolerated. Anyone using offensive slang with “hate” connotations to it will be asked to leave the class discussions. Being open-minded will help you learn more about the way other people think; and being objective will make you better at recognizing opportunities for improvement in your writing. It is important to use your own voice in your writing and to use your position and experiences in life to express your views through your writing. As we delve into discussions that may be controversial at times, arguing and expressing opposing views will be expected and even appreciated; but disagreements must be voiced appropriately and intelligently. We are now a community of writers, so let’s be supportive of each other’s efforts!

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE:
The instructor reserves the right to amend this syllabus as necessary. It is your responsibility to go over the contents of the syllabus carefully in order to understand what is expected of you in order to be successful in this class.

INSTITUTIONAL POLICIES and SERVICES

Institutional Policies relating to this course can be accessed from the following link: