Class Times and Location:
Tuesdays 2:30 to 3:50 and Online
Eastfield Campus Room G118

Instructor: Kelly Savage
Contact Information:
Office: N209
Office Hours will be posted in our eCampus course Contacts menu section. Tentatively, office hours will be Wednesdays and Thursdays 1:30-3:30 and Virtual Office Hours (via Blackboard IM, Skype, text, phone, etc.), Mondays 1:30-2:30 and by appt.
Email address: KellySavage@dcccd.edu

The best way to reach me is by email. Please include your course number (1301.41480 HYB) and full name in the subject line of any emails you send me. I will do my best to respond to your emails within 24 hours.

If you have a time-sensitive issue, you are welcome to text me at 214-403-1060. Please remember to include your name and the class number in the text.

Textbook and Other Course Materials:
➢ Microsoft Word – essays and 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 semester; all essays will be submitted electronically through the class eCampus website as Microsoft Word files. No other file type will be accepted. Assignment sheets that detail the 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. You should keep a copy of your finished essays even after you have submitted 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 8th edition MLA style source documentation. Those essays 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 if it is missing in-text citations or the works cited page.

Essay Revisions After Grading: If you receive a low score on an essay, you may revise and re-submit the essay 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. Email the revised paper as a Word attachment; the body of the email must include a note explaining the areas you improved. Re-writes will NOT be accepted unless an explanation of the corrections is included. You have ONE WEEK from the day the paper is returned to you to email the revisions. 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. Some of the quizzes may also include 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 into this class, we will spend time working on specific grammar/punctuation topics. For each grammar 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.

DISCUSSION BOARDS:
You will also earn points by participating in discussion board forums. Details about what is expected in the discussion posts and responses are explained in the specific discussion board prompts. You are asked to write a minimum of 250 words in your initial post and respond to two of your peers' posts. Discussions will be graded on grammar, spelling, and punctuation, as well as content, so please proofread your work before you post. Discussions cannot be submitted as file attachments; your work should be written directly into the textbox of the discussion forum.

FINAL EXAM:
The last component of the course is the final exam, which will include multiple choice and short answer questions related to grammar, punctuation, and writing skills presented during the course. The Final will be timed. More information will be available closer to the end of the semester.

POINT TOTALS:
The course will have a total of 1000 points, and the points that you earn will determine your grade per the scale written below. Note that grades will NOT be rounded!

GRADING SYSTEM

Here is the breakdown of how your final grade for the course will be determined (you’ll be given a complete Course Schedule with due dates when class begins):

<table>
<thead>
<tr>
<th>Component</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>
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<tr>
<td>Essay 3 – Visual Analysis</td>
<td>100 pts.</td>
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<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 (plus peer review)</td>
<td>150 pts. for the essay, 25 for peer review</td>
</tr>
<tr>
<td>Discussions</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>
</tr>
</tbody>
</table>

TOTAL POINTS POSSIBLE: 1000

Course Grading Scale:
A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = anything below 600
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 1301-41480), 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 amount 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 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 class is a hybrid course that only meets once a week.** Therefore, a point-penalty will be applied to your final grade if you are absent for more than **TWO** class sessions. In other words, you can miss 2 classes throughout the semester without any explanation or documentation without your grade being affected. Your 3rd 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).

Because our class only meets once a week, it is also important to regularly log-in to our online class site. The eCampus system records each student's last log-in date so that the professor can monitor participation regularly. It is important to **check for announcements** frequently so that you can stay updated with current information about the class.

**Late Assignments:**
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 for help BEFORE the essay is due. All papers should be submitted through the corresponding assignment link in eCampus no later than midnight (technically 11:59 pm) of the due date (or earlier in the day if stipulated in the schedule). **Late essays 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.**

Exercises, quizzes, and discussions submitted late will receive a point-penalty at the discretion of the instructor; if these assignments are submitted more than three days late OR if answers to the assignments have been posted, they will not be accepted or graded. **Peer Reviews CANNOT be submitted late; the late policy does not apply to them. Other exceptions will be noted in the Course Schedule and/or Announcements.**

**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!**

**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](http://www.eastfield.edu/writingcenter), which is located on the right side of the Eastfield library. It offers tutoring services to students with no appointment necessary. Bring a printed copy of your essay draft to The Writing Center, and a tutor will sit down with you and offer advice and suggestions. Ask the tutor for proof of your visit; he or she will provide a paper with signatures that shows you were there. Then submit a copy of that note to me, and I’ll be happy to add extra credit points to your essay. You can scan and email a copy of the note (please explain what you are sending and which essay you are working on in the body of the email); OR you can take a picture of it and send it to me via text message (but be sure to put your **name and class number 1301-41404** in the text AND also make sure you get a text back from me verifying that I received it). However you choose to send the verification to me, as long as you are able to provide me with the proof that you took your draft to The Writing Center, 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.

The Writing Center also offers online tutoring. Hyperlinks and information for using that service are posted in our class site. If you submit your draft to the online tutors at least 48 hours before the paper is due, they should be able to return the draft with comments to you in time for you to make corrections. You can then send me an email notifying me of your use of the online tutoring service and attach the files they sent to you OR just forward the email the tutors send you to my email address. I will add **5 points to your paper’s final grade** if you use The Writing Center’s online services. These points will be added to individual essay grades and will not be part of the maximum number of points allowed for extra credit (you can do it once for each essay). No extra credit is given for working with tutors on the Exercises or Discussions. Extra credit
Another way to earn extra credit is to attend any Cultural Event and turn in a typed, double-spaced, two-page response to it. 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 then write about as many events as necessary 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 paper 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. Other occasions for extra credit may arise during the semester. For example, if there is a relevant event or workshop offered at Eastfield or if I hear of anything interesting happening locally, I will post information about it in the Announcements section of our course along with details about how many points may be earned for attending the event and/or writing about it. If you hear of anything interesting happening (especially if it is related to culture, English, reading, or writing), please let me know or post about it in our class discussion board!

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 Skills Center discussed above).

There is NO link for you to submit extra credit papers on the course site. You must turn in a print copy of your papers OR email them to me as Microsoft Word attachments to KellySavage@dcccd.edu. Remember to include your full name and class number (1301.41480 HYB) in all email and/or text correspondence. Also, a note must be included in the body of your email that explains what you are sending and why; please write with standard salutations and college-level spelling/punctuation, even when you are writing an email.

**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 or announcements about it, 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! 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.
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](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, 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. 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 (using the definitions given for both terms in the attached document, student “Responsibility”) 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.

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 27 (M)</td>
<td>Fall classes begin</td>
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<tr>
<td>August 28 (T)</td>
<td>First class meeting!</td>
</tr>
<tr>
<td>September 3 (M)</td>
<td>Labor Day Holiday</td>
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<tr>
<td>September 10 (M)</td>
<td>Certification day for our class (see note below)</td>
</tr>
<tr>
<td>November 15 (Th)</td>
<td>Last day to withdraw from this 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 13 (Th)</td>
<td>Last official 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) to receive federal financial aid. Your instructor is required by law to validate attendance in your on-campus or online course 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: 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, SEPTEMBER 10**.

**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 **THURSDAY, NOVEMBER 15**. 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 (dccc.edu/FinancialAidOffices).

CLASS POLICIES

The academic environment is a serious one both in the campus classroom and when students and the professor interact online. Therefore, inappropriate behavior will not be tolerated. Students MUST be mature, polite, and respectful when communicating with the professor and other students, particularly in the Discussion Forums. Students who choose to write or behave inappropriately will be prevented from entering the course online site or classroom until they have met with the professor to discuss the infraction and methods for improving online interaction. In addition, students exhibiting inappropriate behavior may be asked to drop the class.

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

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