Instructor: Sarah T. Egger  
Room: L311  
Date/Times: Tues & Thurs. 7-8:20 p.m.

Contact Information: 214-725-7079.  
Office: C236  
Phone: 972-391-1047  
Email address: sarahegger@dcccd.edu  
Hours Available: by appointment


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

Course Description:  
ENGL 1302: Composition II  
1302 (3 Credit Hours)  
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.  
Prerequisite Required: ENGL 1301.

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. (3 Lec.)

Coordinating Board Academic Approval Number 2313015112

Student Learning Outcomes:  
Upon successful completion of this course, students will:  
1. Demonstrate knowledge of individual and collaborative research processes.  
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

**Core Objectives:**
ENGL 1302 develops the following Core Objectives:

- **Critical Thinking** - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- **Communication** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Core Objective Development Statements:**
ENGL 1302 demonstrates Communication by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.

ENGL 1302 demonstrates Critical Thinking by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.

ENGL 1302 students demonstrate Teamwork through peer editing and peer review of research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.

ENGL 1302 develops Personal Responsibility by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.

**ENGL 1302 Curriculum Guidelines**
English 1302 courses will require the following:

- **A minimum of four formal essays** that emphasize the different elements of argument, persuasion, incorporation of academic research, and the application of critical thinking skills.
- **One argumentative essay must respond to or use visual/visual media,** be constructed according to MLA format and documentation guidelines, be submitted as a digital file, include one minimum source, and have a strong claim.
- **One of the four required,** formal essays of argument or persuasion providing students an opportunity to focus on in depth academic research, synthesis, and MLA documentation.
- **At least one of the four required, formal essays undergoes collaborative peer review.**
- **All four of the required essays typed.** The use of SafeAssign for essay submission is highly recommended.
• Academic research introduced and practiced at all levels including the use of online databases, of the library collection, and of appropriate Internet resources.
• Review and practice in MLA style formatting and documentation guidelines
• Critical reading and analysis of an assortment of resources, including student and professional writing that model different elements of argument, persuasion, and incorporation of academic research.

Assignments: You are expected to turn in every assignment on time regardless of absences, illnesses, or other responsibilities. LATE WORK WILL NOT BE ACCEPTED. Only assignments missed due to excused absences will be accepted and must be completed within two days.

Writing Expectations: Students will compose essays that adhere to the grammatical and stylistic standards of academic American English and that follow Modern Language Association (MLA) style. All major essays must be typed in MLA format.

Grading Policy: Each grading period will consist of a minimum of 12 grades. Class Activities 15%, Grammar quizzes 10%, Reading quizzes 20%, Written essays 40% and Final exam 15%.

A 90 to 100
Such an essay contains a clearly stated thesis which reflects original and creative thought. The thesis statement appears in a strong and interesting introductory paragraph, which clearly demonstrates a plan and purpose. The thesis is then supported by connecting body paragraphs blending unity and coherence. Furthermore, the essay contains a strong, effective voice with specific details, good diction, free of mechanical errors, and ends with an adequate sense of closure.

B 80 to 89
These papers contain the same qualities as “A” papers except they may contain some minor grammatical errors, and they lack the general sophistication found in “A” essays, especially in diction, choice of words, details, voice, etc.

C 70 to 79
The thesis statement in such papers may be quite simplistic. While they display a sense of organization with developed supporting paragraphs and a sense of unity, smooth transitions may be lacking, diction may be very elementary, and the sense of voice is weak or missing entirely. Such papers have very little sense of unity.

D 69
Such essays may contain an immature thesis, a vague thesis, or no introductory paragraph. They may contain an attempt at organization but display a faulty topic. Paragraphs are poorly developed, ideas are repeated, and details may be lacking. Such papers have very little sense.

F 68 and below
These essays are poorly written, have no thesis or one which is trite or immature. Logic may be faulty, details scarce or inappropriate, and such essays have poor paragraph development.

List specific criteria for grades and the percent or point value of each criterion. Include weighting of assignments, exams, etc. Also include your method of calculating final grade, using points, percentages, etc., and the number and type of exams and major assignments.
8/28 Tuesday:  
1st day of class review of syllabus

8/30 Thursday:  
Chapter 6: Developing an Argument of Your Own  
Planning, Drafting, and Revising an Argument pg. 221-222  
Brainstorming pg. 223  
Freewriting Activity  
Clustering Activity  
Thesis pg. 230  
Paragraph pg. 238  
Activity pg. 252  
Sample Essay pg. 258-260

9/4 Tuesday:  
Chapter 7: Using Sources  
Notes pg. 273  
Cornell Note Taking  
1st Draft-Final Draft pg. 280-282 (read your drafts aloud)  
Activity pg. 287  
Leading In/Out of a Quotation pg. 287  
Integrating quotes handout packet  
Quotes quiz  
MLA Format: Citation within the Text pg. 289-306  
Checklist pg. 307  
Student Essay pg. 309-314

9/6 Thursday:  
Chapter 1: Critical Thinking  
Critical Thinking pg. 3-4  
Generating Ideas pg. 16-19  
Thinking through an Issue: Gay Marriage pg. 4-8  
Writing activity #3 pg. 9  
On Flying Spaghetti Monsters:... pg. 9-13  
Stirred and Strained: pg. 14-16  
Fitbits for Bosses pg. 24-28  
Activity #1 pg. 28  
Military Women in Combat: pg. 31-32  
Activity #4 pg. 32

9/11 Tuesday:  
Chapter 2: Critical Reading  
Active Reading pg. 35-37  
Activity pg. 41 (turn in before reading Why I changed my mind…)  
Why I Changed My Mind on Weed pg. 37-40  
Reading with a Careful Eye pg. 42-46  
Activity pg. 46  
Summarizing and paraphrasing pg. 47-52  
Strategies pg. 52-56 SEE Method  
1st Amendment Junkie pg. 57-60  
Executions Should be Televised pg. 62-63
Writing Activity #2 pg.63
Why the Pledge of Allegiance Should be Revised pg. 64-66
Activity #8 pg. 67

9/13 Thursday:
Chapter 2 Continued
Protecting Freedom of Expression on Campus pg. 75-78
Activity #3 pg. 77
Thinking Further: pg. 77
Exercise pg. 78
Chapter 3: Critical Reading: Getting Deeper into Argument
Persuasion, Argument, Dispute pg. 80-81
Logos, pathos, ethos
Reason vs Rationalization
Induction/Deduction pg. 83-88
Assumptions pg. 89-104
Being Green at Ben and Jerry’s pg. 111-113
Writing activity #4 pg. 115
When “Identity Politics” Is Rational pg. 116-119
Writing activity #2 pg. 119

9/18 Tuesday:
Chapter 3 Continued
It’s Hard Enough Being Me pg. 122-123
Activity #3 pg. 124
The Harmful Myth of Asian Superiority pg. 124-125
Activity #2 pg. 125
Just Take Away Their Guns pg. 126-128
Activity #5 pg. 129
Why Asking for a Job Applicant’s Facebook Password is Fair
Game pg. 132-133
Activity #1 pg. 134
pg. 135-137
Activity #3 pg. 138

9/20 Thursday:
Chapter 4: Visual Rhetoric: Thinking about Images as Arguments
Analyzing Photos Handout
Use of Visual Images pg. 139-142
HOMEWORK Activity pg., 142
Seeing vs Looking pg. 143-145
Activity pg. 145 respond
Levels of Images pg. 149-150
Exercise #1 & 2 pg. 150
Accommodating pg. 152-156
Exercise pg. 153
Politics and Pictures pg. 157-158
Exercise pg. 158
Writing About a Political Cartoon pg. 160-162
Exercise pg. 163 (find a political cartoon)

9/25 Tuesday:

Chapter 4 Continued
Using Visuals in Your Own Paper pg. 169-170
Exercise #1 & 2 pg. 171
Exercise #1 pg. 172
The Boston Photographs pg. 173-177
Assign 1st essay

9/27 Thursday:

Chapter 5: Writing an Analysis of an Argument
Analyzing an Argument pg. 181-187
Checklist pg. 186-187
For Environmental Balance Pick up a Rifle pg. 188-192
Writing activity #3 pg. 190
Student Essay pg. 193-194
Checklist pg. 195
Grammar Quiz

10/2 Tuesday:

Chapter 5 Continued
Bring Back Flogging pg. 196-198
Writing activity #3 pg. 198
Violent Media Is Good For Kids pg. 199-202
Writing activity #4 pg. 202
Animal Liberation pg. 205-215
Activity #6 pg. 216
Writing activity #4 pg. 219

10/4 Thursday:

Chapter 8: A Philosophers View: The Toulmin Model
Claim, Grounds, Warrant pg. 326-327
Backing pg. 328
Qualifiers pg. 329
Rebuttal pg. 330
Grammar Quiz

10/9 Tuesday:

Chapter 8 Continued
Writing activity pg. 331 for Locavore reading
The Locavore Myth: Why Buying From Nearby Farmers Won’t Save the Planet pg. 332-334
Chapter 9: A Logicians View: Deduction, Induction, Fallacies
Deduction pg. 335-344
Induction pg. 345-349
Mills Method pg. 350-351
Fallacies pg. 352-363 Slippery Slope, Red Herring,
10/11 Thursday:  
**Chapter 10: A Psychologist’s View: Rogerian Argument**  
*Communication: Its Blocking and Its Facilitation* pg. 375-379  
*Letters to a Southern Baptist Minister* pg. 380-383  
Writing activity #1 pg. 383  
Grammar Quiz  

10/16 Tuesday:  
**Chapter 11: A Literary Critics View**  
*Arguing about Literature* pg. 384  
*Mending Wall* pg. 390-396  
Writing activity #3 pg. 397  
*To His Coy Mistress* pg. 397-398  
Activity #5 pg. 399  
*The Story of an Hour* pg. 400-401  
Activity #3 pg. 404  

10/18 Thursday:  
**Chapter 11 continued**  
*“The Greater Part of the Stories Current Today We Shall Have to Reject”* pg. 405-407  
Activity #1 pg. 407-408  
*Thinking about Government Funding for the Arts* pg. 408  
Activity #5 pg. 408  
**Chapter 12: A Debates View: Individual Oral Presentations and Debate** pg. 409-411  
Audience pg. 412-413  
Delivery pg. 413-414  
Standard Debate Format pg. 41-416  
Grammar Quiz  

10/23 Tuesday:  
**VIDEO I AM**  
Assign 2nd Essay  

10/25 Thursday:  
Discussion of video and written response  
**Chapter 13:**  
*Debate on Student Loan Debt Doesn’t Go Far Enough* pg. 422-424  
Activity #1 pg. 424  
*Forgive Student Loans? Worst Idea Ever* pg. 425-426  
Activity #1 pg. 426  
In class time for essay  

10/30 Tuesday:  
**Chapter 14:**  
*Technology in the Classroom: Useful or Distracting* pg. 427  
Activity #5 pg. 429  
*The Education-Technology Revolution Is Coming* pg. 427-428  
Writing activity #1 pg. 430  
2nd Essay Due
11/1 Thursday:  
**Chapter 14 Continued**  
*Cyberslacking in Shanghai: What My Students Taught Me* pg. 430-433  
Activity # 5 pg. 434  
**Chapter 15**  
*The Local Food Movement: Is It a Better Way to Eat?* Pg. 435  
*Math Lessons for Locavore* pg. 435-436  
Writing activity #3 pg. 437  
Grammar Quiz

11/6 Tuesday:  
**Chapter 15 Continued**  
*The Myth of the Rabid Locavore* pg. 438-440  
Activity # 3 pg. 440  
**Chapter 16: The Current State of Childhood Is “Helicopter Parenting” or “Free-Rang Childhood” Better for Kids?**  
*Millennials Are Selfish and Entitled, and Helicopter Parents Are to Blame* pg. 441-442  
Activity # 3 pg. 443  
Writing activity #1 pg. 443  
*The One-Sided Culture War against Children* pg. 444-448  
Activity # 2 pg. 448

11/8 Thursday  
Handout before viewing  
VIDEO 2081  
Assign 3rd Essay  
Discussion of video  
In class time for essay

11/13 Tuesday:  
**Chapter 17: Genetic Modification of Human Beings: Is It Acceptable?**  
*Building Babies from the Genes Up* pg. 449-452  
Writing activity #1 & 2 pg. 453  
*Genetically Modified Humans? No Thanks* pg. 453-454  
Activity # 2 pg. 454  
**Chapter 18:**  
*Mandatory Military Service: Should It Be Required?* Pg. 455  
*The Draft Would Compel Us to Share the Sacrifice* pg. 455-457  
Writing activity #3 pg. 457  
Analyzing a Visual: pg. 457  
Activity # 1 & 2 pg. 457

11/15 Thursday:  
**Chapter 18 Continued**  
*We Need Trained Soldiers: Not a Horde of Draftees* pg. 458-460  
Activity # 4 pg. 460  
**Chapter 19: College Education: What Is Its Purpose?**  
*3 Reasons College Still Matters* pg. 463-466  
Activity # 7 pg. 467
No, It Doesn’t Matter What You Majored In pg. 467-468
Activity # 4 pg. 469
We Don’t Need More Humanities Majors pg. 469-470
Activity # 6 pg. 471

3rd Essay Due

11/27 Tuesday:
Chapter 18 Continued
We Need More Humanities Majors pg. 471-473
Writing activity #4 pg. 474
Why I Teach Plato to Plumbers pg. 474-476
Activity #2 pg. 476
Mathandscience pg. 477-479
Activity # 1 pg. 479
Commencement Address, Kenyon College pg. 480-486
Activity # 11 pg. 487
Assign Research Essay

11/29 Thursday:
Chapter 20: Race and Police Violence: How Do We Solve The Problem?
The Birth of a New Civil Rights Movement pg. 488-494
Writing activity #4 pg. 494
Grammar Quiz
In class time for essay

12/4 Tuesday:
In class time for essay

12/6 Thursday:
Review for final exam
In class research time

12/11 Tuesday:
FINAL EXAM & Research Essay Due

12/13 Thursday:

Attendance Policy: Students are required to attend all class meeting. You have one absence to use without being penalized, but use it wisely. If a true emergency arises, please email me or phone me of your absence. Any missed work is due the next time you attend class. NO EXCEPTIONS Any absences exceeding 2 or more will have one point deducted for each absence from their final grade.

Classroom Etiquette: Cell phones should be on vibrate as not to disturb any other student. When class projects are presented, all students will be courteous of one another.

ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD
Code of Student Conduct published in the DCCCD Catalog at
http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Submitting work/essays from previous classes/assignments for assignments in this class will also constitute cheating. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment, will not get to make it up, and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1dcccd.edu/cat0608/ss/code.cfm).

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English class found guilty of cheating or of Plagiarism (using the definitions given for both terms above) will receive one or more of the following penalties:
- The grade of zero (0) on that particular assignment, without the opportunity to redo or make up the grade
- A course grade of F (for repeated plagiarism)
- The professor may request that the student drop the class

INSTITUTIONAL POLICIES

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 November
15, 2018. 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.

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

***STOP BEFORE YOU DROP: THE 6 DROP RULE***
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.

DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/.

FINANCIAL AID STATEMENT
If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C237). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students
who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

**TEXAS SUCCESS INITIATIVE (TSI)**
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at [https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm](https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm).

**ADA STATEMENT—STUDENTS WITH LEARNING, MENTAL, OR PHYSICAL DISABILITIES**
Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities, contact (DSO) at (972) 860-8348 voice/TDD.

**FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT of 1974 (FERPA)**
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

**ACADEMIC HONESTY POLICY/CODE OF CONDUCT**
Academic honesty is expected, and integrity is valued in the Dallas County Community College District. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but it not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at [https://www1.dcccd.edu/cat0406/ss/code.cfm](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).

RELIGIOUS HOLIDAYS/OBSERVANCES
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog section on Student Responsibilities.

STUDENT E-MAIL:
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to https://www1.dcccd.edu/netmail/activate.cfm All students receiving financial aid must open a student NetMail account. You can check your NetMail by going to http://www.dcccd.edu/netmail/home.html

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.

DCCCD OIE Faculty Syllabi Statement- FALL 2016
The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault,
Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: [https://www.dcccd.edu/SS/OnCampus/DisSvs/DisSvsOffices/Pages/default.aspx/](https://www.dcccd.edu/SS/OnCampus/DisSvs/DisSvsOffices/Pages/default.aspx/) or contact DCCCD Office of Institutional Equity at (214) 378-1633.

**College Disability Services Offices**

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>972-860-4673</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>972-860-8119</td>
</tr>
<tr>
<td><strong>Eastfield</strong></td>
<td><strong>972-860-8348</strong></td>
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<tr>
<td>El Centro</td>
<td>214-860-2411</td>
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<tr>
<td>Mountain View</td>
<td>214-860-8677</td>
</tr>
<tr>
<td>North Lake</td>
<td>972-273-3165</td>
</tr>
<tr>
<td>Richland</td>
<td>972-238-6180</td>
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</tbody>
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**A Note on Harassment, Discrimination and Sexual Misconduct**

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit [www.dcccd.edu/titleIX](http://www.dcccd.edu/titleIX).

**College Title IX Coordinators**
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Title IX Email</th>
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<td><strong>District Title IX Coordinator</strong></td>
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<td>Office of Institutional Equity</td>
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