Instructor: Taunya V. Dixon-Collins
Course: English 1301
Section: 66401
Credit Hours: 3
Semester: Summer II 2018
***My Office: W-239***

Classroom/Times: INET - Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, AND Sundays
Division Office: E40-Arts and Communications (214) 860-8624 – Martin Guerra-West, Dean
***Office Hours: varies by week/day – I am usually logged into eCampus on during the week at 8:00 a.m.-9:00 a.m.***

Phone: (214) 860-3692
Email: tdixon-collins@dcccd.edu (emails are usually answered within 24 hours – except Friday-Sunday, longer times might occur)

NOTE: PLEASE, do not send any assignments, essays or other eCampus content related materials to this address without advance permission from me as there is no guarantee that your work will be received, or on time as per due dates and deadlines! All course content must be correctly submitted to the correct location in eCampus as per the directives and the syllabus. Any personal and/or private issues CAN be sent to my office email address.

COURSE PRE-REQUISITE
ACGM (Academic Course Guide Manual) Course Pre-requisite as per Texas Higher Education Coordinating Board
NOTE: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

COURSE DESCRIPTION
This course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes.

ACGM (Academic Course Guide Manual) Course Description as per Texas Higher Education Coordinating Board
Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is 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.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES ASSESSED
- Communication: Communicate ideas orally and in writing with clarity, logic, proper grammar, and appropriateness for audience and occasion.
• **Information Competency**: Apply research skills necessary to retrieve and evaluate information.

• **Critical Reading**: Employ reading strategies to demonstrate learning, to analyze information, to formulate judgments, and to make recommendations.

• **Technological Competency**: Identify technology appropriate for tasks and use the technology effectively.

ACGM (Academic Course Guide Manual) SLO’s as per Texas Higher Education Coordinating Board

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 – AACU (Association of American Colleges and Universities)

• **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

• **Communication Skills** - 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 Skills** – to include the ability to connect choices, actions and consequences to ethical decision-making

“Sample” Essay Assessment Procedure – Departmental Essay

Using a provided rubric, a selected group of instructors will score the sample essays (individually or together). These scores will then be aggregated to produce the program level assessment data for the following semester.

Criteria for Success – Departmental Essay

For the program level assessment only, every rubric item must be passed by an agreed upon %tage of the sample.

Data Analysis – Departmental Essay

The data will be analyzed to highlight the strengths and weaknesses of the students’ writing abilities. Using this data, the English department will create goals, discuss methods of instruction, implement pilot projects, or quite possibly, seek resources that will aid faculty in instructional approaches.

INTELLECTUAL COMPETENCIES

1. Reading—the ability to analyze and interpret a variety of printed materials, books, documents, and articles (above 12th grade level).
2. Writing—the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience (above 12th grade level)
3. Critical Thinking—think and analyze at a critical level
4. Computer Literacy—understand our technological society, use computer-based technology in communication, solving problems, acquiring information
Textbooks AND other Requirements
NO textbook is required for purchase in this course.

NOTE: Students MUST use Microsoft Word software AND have Internet access to Blackboard that generates eCampus to pass the course.

1. A college-level dictionary of your choice
2. Access to Microsoft Word or compatible software---FREE for DCCCD enrolled students via eCampus login
3. A workable/functional email address for the ENTIRE Summer 2018 semester via eCampus and eConnect

Institutional Policies

Institutional Policies relating to this course can be accessed from the following link: www.mountainviewcollege.edu/syllabipolicies

STUDENT CODE OF CONDUCT
You are expected to be familiar with and abide by the Student Code of Conduct found online at www.mountainviewcollege.edu/syllabipolicies. Although this is an online course, you are to use classroom netiquette over the internet and conduct yourselves as adults enrolled in a college level learning environment. If you have questions about this, please let me know immediately. Sharing/displaying inappropriate images, downloads, pictures, writings, language, or anything else not conducive to the learning process/environment is strictly prohibited and grounds for you being permanently dismissed from this online course.

COMPUTER / TECHNOLOGY USE The District Policy found at http://pol.tasb.org/Policy/Download/358?filename=CR(LOCAL).pdf&NoBranding=True states: “Use of College District computing resources and facilities requires that individual users act in compliance with College District policies and procedures, and failure to comply may result in restriction or revocation of access to College District resources. Computing ‘resources and facilities’ include, but are not limited to, College District-owned host computer systems, networks, peripheral equipment (such as modems, terminals, and printers), computers and workstations, software, data sets, storage devices (such as CDROMS, hard and soft disks, and the like), and all computer communications controlled, administered, or accessed directly or indirectly by the College District or by any user.”

You are expected to log into eCampus every day as this is a portion of your Attendance/Participation grade. Required readings, assignments, exercises, activities, Discussion Board posts, critical deadlines, announcements, etc. are posted, updated, revised, modified, etc. on an on-going basis as per the professor’s discretion.

PLAGIARISM
You are expected to do your own work. Plagiarism (unauthorized use of another’s ideas as your own, be it from another student, a book, a magazine, the internet, a newspaper, etc.) will result in an “F” for the assignment and the course. As defined by the District via the hyperlink www.mountainviewcollege.edu/syllabipolicies: “Plagiarism is the appropriating (taking in a way that is illegal or unfair), 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.”

**ACADEMIC HONESTY**
Students should be aware of disciplinary actions for **ALL** forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

It is the faculty member’s responsibility to inform you about the **consequences** of copying or cheating on an essay or any assignment, test, etc. You need to know what results emerge from such actions, which fall into the category of academic dishonesty. **In this course, you will receive a grade of "0,,” on that particular assignment or test, and possible failure of the course if you are guilty of cheating/plagiarising** (see explanation above). Please do not put yourself in a situation that would result in such action.

Be **VERY** clear about what work may be completed in collaboration with other students. Even when you are asked to work together on assignments, it is still expected that YOU will complete and submit your OWN work. While your classmates may help you with materials, all assignments should be written using YOUR thoughts and words.

**Evaluation Procedure**

eCampus Grades Disclaimer

**NOTE:** Please allow up to **3-4 days** for grades to be posted into eCampus. Make sure that you have your correct user name, password, student ID, etc. to be able to access the eCampus interface. This might also mean that you have to change your computer’s internet browser to be compatible with the Blackboard eCampus system.

**300 pts.** **Essays.** You will need to complete approximately 3-4 essays (with the “minimal” required page length). You are expected to turn in assignments on time. No **late essays** are accepted and **will automatically receive a grade of “0/F” for that particular paper/essay.**

**** **Allow up to 1 week for essays to be graded.*****

**350 pts.** **Daily/Weekly Grades.** (Discussion Board Forum posts, attendance, participation, weekly online interactive grammar drills, peer group assignments, etc.) These assignments must be completed on the date they are due as per all directives. These assignments cannot be turned in late or made up later, unless otherwise indicated by the instructor. Daily grades are graded as one assignment counting for varying point values.

***Reading assignments from the text will be posted online.***

**Attendance.** You are expected to log into eCampus DAILY.

The **District Policy** found at [www.mountainviewcollege.edu/syllabipolicies](http://www.mountainviewcollege.edu/syllabipolicies) states:
“Students are expected to attend regularly all classes in which you enroll. You have the responsibility to attend class and to consult with the instructor when an absence occurs. Under Texas Education Code, Section 51-911, all institutions of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose.”

**Make-up work** is only allowed under extenuating circumstances as determined by the instructor.
Attendance every day and week is expected, and you are expected to post commentary online as well as other required assignments DAILY/WEEKLY. **Excused** absences are those that are of a medical emergency, death in the immediate family, or some other extreme circumstance(s) that has been brought to the attention of the professor. **Unexcused** are those absences wherein you simply do not login and/or participate in class for whatever reason. **Note:** If you are not able to log into eCampus for ANY reason, it is YOUR responsibility to contact me, via my office email, concerning the absence as well as log into eCampus to obtain any materials, handouts, assignments due, etc. Communication contact with your Peer Team Group – Learning Community is critical to stay abreast of happenings in the course.

**RELIigious 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 section on **Student Responsibilities** at www.mountainviewcollege.edu/syllabipolicies

**Participation (See Daily/Weekly Grades – above).** (online daily/weekly discussion forums, online daily/weekly attendance, online daily/weekly posting of commentary, online peer reviews, online student conferences when needed, online postings of all essays, quizzes, homework, or anything else that is due on the DUE DATES).

**200 pts. (2) Self-Assessments.** These two assignments are to be true and honest reflections of and from you. There is “almost” no “right or wrong” answer here, just your internal evaluation of yourself, work ethic, contribution to the online learning community, knowledge of technology, attitude adjustment/improvement, experience with online learning, course material/content, etc.

**150 pts. Vocabulary Builder.** Google the following: www.freerice.com and follow my specific directives for completing these assignments. **NOTE:** Please submit the document as ONE, single file, not separate attachments; follow my former students’ samples/models posted in eCampus.

**FINAL DAY – Wednesday, August 8th**

Your final **course grade** will be determined as shown:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>899-800</td>
<td>B</td>
</tr>
<tr>
<td>799-700</td>
<td>C</td>
</tr>
<tr>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>599-0</td>
<td>F</td>
</tr>
</tbody>
</table>

***Each assignment (including essays, attendance, etc.) is given both a numerical and alpha score as listed above. At the bottom of this syllabus, there is a “universal” grading criterion (also posted in eCampus) for all
essays with in-depth verbiage on the characteristics/qualities of alpha grades of A, B, C, D, and F. Each essay is incrementally graded more difficult than the last, so each criterion reflects this.***A holistic approach is used for grading/scoring essay writing assignments.***

**FINANCIAL AID STUDENTS:**

**CERTIFICATION STATEMENT**
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy. All students receiving financial aid must open an Email account through NetMail. See directions in this syllabus for opening an Email account.

**REPEATABILITY ISSUE:**
Pending legislative action and DCCCD Board approval, 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. For complete information and updates, go to: Additional details can be found at [www.mountainviewcollege.edu/syllabipolicies](http://www.mountainviewcollege.edu/syllabipolicies).

**DCCCD Drop Policy:**
If you are unable to complete this course, you must withdraw from it no later than **Tuesday, July 31, 2018**. Withdrawing from a course is a formal procedure that you must initiate. The instructor cannot do it for you, except under the most extenuating of circumstances. If you simply quit attending/logging into class, you will receive a failing grade, “0/F.” However, if you must miss class or if you are not able to complete the semester, you should contact the instructor first, since other arrangements might be possible.

Transcripts are no longer mailed to your home address. You may obtain your grades online at [http://econnect.edu/](http://econnect.edu/) or by phone at (972) 613-1818. You WILL need your College ID# to access your grade information both online and via phone.

**STUDENT E-MAIL:**
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. A DCCCD student account is free. You may set it up by going to [www.dcccd.edu](http://www.dcccd.edu) and click on Student Services, Online Services, and Student NetMail.

**NOTE:** It is YOUR responsibility as a student to ensure you have an accurate, workable, and functional email address in BOTH eConnect AND eCampus for the duration of the course. This is very important because I often use either or both of these systems to communicate with the class and with students individually. I don’t know that it makes a difference if the email address is the same or different; the address just needs to be functional.

**ADA Statement:**
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at (214) 860-8691 in the “S” or Student Services building, first floor. Additional details can be found at [www.mountainviewcollege.edu/syllabipolicies](http://www.mountainviewcollege.edu/syllabipolicies)
Learning Skills and Learning Resource Centers:
Each student is entitled to free, drop-in services in these centers located at W-170 and W-114. Many of our students qualify for specially funded tutorial assistance. More information on these services is available at (214) 860-8538 or MVCilabs@dcccd.edu The Ink Spot or Writing Center is located in W-114 where the focus is all on writing. (See the flyers at the end of the syllabus for further details).

SEXUAL HARASSMENT: Mountain View College has a zero tolerance policy on sexual harassment. All students shall report complaints of sexual harassment informally to the college Human Resources Director or formally to the Vice Chancellor of Educational Affairs. Title IX compliance links: www.dcccd.edu/titleIX and http://www.mountainviewcollege.edu/Academics/Documents/Institutional%20Policies.pdf

EMERGENCY AND INCLEMENT WEATHER PROCEDURES:
In case of emergency or inclement weather conditions, Mountain View College students should contact MVC’s inclement weather hotline at 214-860-8888 or visit our college web site. Additional details can be found at www.mountainviewcollege.edu/syllabipolicies

EQUAL OPPORTUNITY
Educational opportunities are offered by Mountain View College without regard to race, color, age, national origin, religion, sex, disability, or sexual orientation. Additional details can be found at www.mountainviewcollege.edu/syllabipolicies

FALL Semester 2018
Note: Students should register as early as possible. By registering early, students may take full advantage of academic advisement and may have more course options available. Check the colleges for registration.

DISCLAIMER:
This syllabus may be changed or altered if revisions become necessary. Additional details can be found at www.mountainviewcollege.edu/syllabipolicies
TENTATIVE Schedule of Readings and Assignments (Information listed is subject to change at the instructor’s discretion.)

**Week #1** (Tuesday, July 10\textsuperscript{th} – Friday, July 13\textsuperscript{th}) - ESSAY #1 - DUE on Thursday, July 12\textsuperscript{th} by 12:00 p.m. NOON

- Discussion Board Forum #1 – DUE – log into eCampus
- Discussion Board Forum #2 – DUE – log into eCampus
- Discussion Board Forum #3 – DUE – log into eCampus

- **Tuesday, July 10\textsuperscript{th}**---First Day of Class
- Introductions – Peer Team Groups/Learning Communities
- Selected Readings-**Descriptive/Description** writing
- Discussion Board Forum(s)
- Power Point Notes
- Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
- Rough Draft of Essay #1 DUE - Peer Edit/Review
- Work on Vocabulary Builder via [www.freerice.com](http://www.freerice.com)

- **NOTE:** Early, advance work on MLA 7\textsuperscript{th} edition (2009 older version)---go to later Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum

- **Census Date** - Friday, July 13\textsuperscript{th} (4\textsuperscript{th} counted class day)

**Week #2** (Monday, July 16\textsuperscript{th} – Friday, July 20\textsuperscript{th}) – ESSAY #2 - DUE on Friday, July 20\textsuperscript{th} by 10:00 p.m.

- Discussion Board Forum #4 – DUE – log into eCampus

- Power Point Notes
- Vocabulary Builder via [www.freerice.com](http://www.freerice.com)
- Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
- MVC Online Library Databases and MLA
- Selected Readings-**Comparison/Contrast** writing
- Discussion Board Forum(s)
- Rough Draft of Essay #2 DUE - Peer Edit/Review – Peer Team Groups/Learning Communities
- **NOTE:** Early, advance work on MLA 7\textsuperscript{th} edition (2009 older version)---go to later Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum

**Week #3** (Monday, July 23\textsuperscript{rd} – Thursday, July 26\textsuperscript{th}) - ESSAY #3 - DUE on Thursday, July 26\textsuperscript{th} by 10:00 p.m.

- Discussion Board Forum #5 – DUE – log into eCampus

**DUE Self-Assessment #1** – Monday, July 23\textsuperscript{rd} by 10:00 p.m.

- Selected Readings – **Cause/Effect** writing
- Discussion Board Forum(s)
- Vocabulary Builder via [www.freerice.com](http://www.freerice.com)
Interactive Grammar/punctuation drills (Grammar Bytes) and Purdue OWL

Rough Draft of Essay #3 DUE - Peer Edit/Review – Peer Team Groups/Learning Communities

Powerpoint Notes

NOTE: Early, advance work on MLA 7th edition (2009 older version)---go to later Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum

Week #4 (Monday, July 30th – Thursday, August 2nd)
- Discussion Board Forum #6 – DUE – log into eCampus
- Discussion Board Forum #7 – DUE – log into eCampus

LAST Day to Withdraw with a grade of “W” – Tuesday, July 31st

MLA Research Argumentative/Persuasive Project or Annotated Bibliography

Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL

Power Point Notes

Discussion Board Forum(s)

Vocabulary Builder via www.freerice.com

NOTE: Early, advance work on MLA 7th edition (2009 older version)---go to later Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum

Week #5 (Monday, August 6th – Wednesday, August 8th)
- Discussion Board Forum #8 – DUE – log into eCampus

DUE – Self-Assessment #2 on Monday, August 6th by 10:00 p.m.

DUE – Vocabulary Builder on Wednesday, August 8th at 10:00 a.m. (You MUST show work inside the website for 20 days’ worth of work @ 7.5 points per day)

Peer Team Groups/Learning Communities

Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL

Discussion Board Forum(s)

LAST CLASS DAY is Wednesday, August 8th NOTE: (please be in attendance by logging in on the LAST day of class to avoid a major deduction from your Attendance/Participation grade)
Grading Criteria

The following criteria define how grades will be determined for all essays that are due for a score and turned in by the DUE date.

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Grade Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>- The A essay is superior.</td>
</tr>
<tr>
<td></td>
<td>- The purpose of the assignment is fully achieved.</td>
</tr>
<tr>
<td></td>
<td>- The essay demonstrates mastery of the assigned task and diligence in its presentation.</td>
</tr>
<tr>
<td>90-100</td>
<td>- The writer has carefully followed all directives given by the instructor.</td>
</tr>
<tr>
<td></td>
<td>- The assignment is clearly presented in the appropriate manner (i.e., the assigned strategy).</td>
</tr>
<tr>
<td></td>
<td>- The assignment is exemplary in that it is well-formed and well-organized.</td>
</tr>
<tr>
<td></td>
<td>- Ideas show evidence of careful reasoning. They are well-developed with specific, appropriate supporting details.</td>
</tr>
<tr>
<td></td>
<td>- If the assignment calls for research, it is done and presented thoroughly and effectively.</td>
</tr>
<tr>
<td></td>
<td>- All grammatical and stylistic elements of writing are done with care and precision.</td>
</tr>
<tr>
<td></td>
<td>- Sentence structure is varied and precise with no major errors.</td>
</tr>
<tr>
<td></td>
<td>- Any supporting materials, required or included, demonstrate excellence</td>
</tr>
<tr>
<td>B</td>
<td>- The B essay demonstrates a good attempt to perform the assigned task.</td>
</tr>
<tr>
<td>Good</td>
<td>- The purpose is mostly achieved.</td>
</tr>
<tr>
<td>80-89</td>
<td>- The writer has followed all or most of the directives given by the instructor.</td>
</tr>
<tr>
<td></td>
<td>- The assignment is presented in the appropriate style (i.e., the assigned strategy).</td>
</tr>
<tr>
<td></td>
<td>- The assignment has good organization and exhibits a good attempt at formation.</td>
</tr>
<tr>
<td></td>
<td>- Ideas show good reasoning and development, with many details included, but some aspects of development and/or reasoning may be slightly uneven.</td>
</tr>
<tr>
<td></td>
<td>- If the assignment calls for research, it is done and presented thoughtfully and carefully.</td>
</tr>
<tr>
<td></td>
<td>- Most of the grammatical and stylistic elements of writing are done well, but a few minor errors still exist.</td>
</tr>
<tr>
<td></td>
<td>- Sentence structure is concise and mostly free of errors.</td>
</tr>
<tr>
<td></td>
<td>- Any supporting materials, required or included, demonstrate a good effort in planning and presentation.</td>
</tr>
<tr>
<td>C</td>
<td>- The C essay demonstrates an acceptable attempt to perform the assigned task.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>- The purpose is somewhat achieved.</td>
</tr>
<tr>
<td>70-79</td>
<td>- The writer has followed most or some of the directives given by the instructor.</td>
</tr>
<tr>
<td></td>
<td>- The assignment is presented in the appropriate style (i.e., the assigned strategy).</td>
</tr>
<tr>
<td></td>
<td>- The assignment has satisfactory organization and formation.</td>
</tr>
<tr>
<td></td>
<td>- Ideas show acceptable reasoning, but development may be general with a few specifics.</td>
</tr>
<tr>
<td></td>
<td>- If the assignment calls for research, it is done and presented in a satisfactory manner.</td>
</tr>
<tr>
<td></td>
<td>- Grammatical and stylistic elements of writing are sometimes done well, but errors exist.</td>
</tr>
<tr>
<td></td>
<td>- Mostly, sentences are free of errors, but some structures may be troubled.</td>
</tr>
<tr>
<td></td>
<td>- Any supporting materials, required or included, demonstrate a satisfactory effort in planning and presentation.</td>
</tr>
<tr>
<td>D</td>
<td>- The D essay demonstrates a poor attempt to perform the assigned task.</td>
</tr>
<tr>
<td>Poor</td>
<td>- The purpose is attempted but to a limited extent.</td>
</tr>
<tr>
<td>60-69</td>
<td>- The writer has followed some of the directives given by the instructor.</td>
</tr>
<tr>
<td></td>
<td>- An attempt is made to appropriately present the assignment (i.e., the assigned strategy).</td>
</tr>
<tr>
<td></td>
<td>- Sometimes the style is only partially formed.</td>
</tr>
<tr>
<td></td>
<td>- The assignment may have deficient organization and formation.</td>
</tr>
<tr>
<td></td>
<td>- Unity and coherence are lacking in some way.</td>
</tr>
<tr>
<td></td>
<td>- Some ideas may show an attempt to reason, but development is general to poor with few specifics.</td>
</tr>
</tbody>
</table>
- If the assignment calls for research, it may be lacking or minimal.
- Frequently, grammatical and stylistic elements of writing may have errors and may impede meaning.
- Some sentences may be free of errors, but some structures may be troubled.
- Supporting materials, required or included, may demonstrate an effort in planning and presentation.

**F**
- The **F** essay demonstrates an unacceptable attempt to perform the assigned task.
- The purpose is not achieved.

**Failing**
- The writer might or might not have followed some of the directives given by the instructor.

**F**
- The writer might attempt to appropriately present the assignment (i.e., the assigned strategy).

**Failing**
- However, logic may be troubled or nonexistent.

**0-59**
- The assignment may have some organization and formation, but it is flawed in some way (e.g., loses focus, is tangential).
- Many ideas lack reasoning and/or development.
- If the assignment calls for research, it may be lacking or nonexistent.
- Some attempt may be made to form grammatical and stylistic elements of writing adequately, but errors often exist and may impede meaning.
- Some sentences might be free of errors, but some structures may be troubled.
- Any supporting materials, required or included, demonstrate minimal effort in planning and presentation or are nonexistent.

**NOTE:** The **F** grade may also be given to assignments wherein the student has turned in the assignment too late or has been found to have plagiarized, to have fabricated information regarding the assignment, or to have displayed ANY unethical behavior regarding the assignment.
# Self and Peer Writing Assessment Rubric - Mountain View College

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Assignment Expectations</th>
<th>Meets Assignment Expectations</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process (SLO 1.1)</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>- Pre-writing (brainstorming, inquiry, focusing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Composing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Revising (Coherency, Clarity)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Editing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development (SLO 1.2)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Organization (patterns, modes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sufficient paragraph development (support, examples, reasons)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Single discernible thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topics sentences and all discussion directly related to thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriate (specific) audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Usage (SLO 1.3)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Vocabulary (appropriate to subject and audience)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sentence Structure (avoid fragments, run-on’s and comma splices)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sentence Variety (a balance of simple, compound and complex)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Information Resources (SLO 1.4)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriate citations according to institutional style sheet to avoid plagiarism (in line and parenthetical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriate documentation according to institutional style sheet to avoid plagiarism (in text and works cited)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Incorporate information appropriate to audience and subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Credible sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriate use of library-based sources (online databases, print, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Analyze, interpret, synthesize and evaluate information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking Writing Components (SLO 1.5)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Accuracy:</strong> Makes reasonable, verifiable claims</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Precision:</strong> Includes precise, informative statements; contains no wasted material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Depth:</strong> Develops the complexities of the problem reasonably for length of assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Breadth:</strong> Addresses other viewpoints; anticipates objections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Logic:</strong> Avoids logical fallacies; conclusions follow from premises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Significance:</strong> Argument is worthy or appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Fairness:</strong> Presents opposing viewpoints in good faith; avoids unacknowledged biases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Column Totals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Centers’ Hours

W-144 **Reading** Center (214-860-8838)
Monday – Thursday 7:30am-9:00pm
Friday 7:30am-4:00pm
Saturday Closed
Sunday Closed

W-172 **Language** Center (214-860-8889)
Monday – Thursday 7:30am – 9:00pm
Friday 7:30am-4:00pm
Saturday 9:00am-3:00pm
Sunday Closed

W-141 **Open Computer Lab**
(214-860-8687)
Monday – Thursday 7:30am - 9:00pm
Friday 7:30am-4:00pm
Saturday 8:00am-4:00pm
Sunday Closed

W- 145 & 146 **Math Tutoring Center**
(214-860-8712)
Monday – Thursday 7:30am – 9:00pm
Friday 7:30am-4:00pm
Saturday 8:00am-4:00pm
Sunday Closed

W-114 **Writing** Center (214-860-5606)
Monday – Thursday 7:30am - 9:00pm
Friday 7:30am-4:00pm
Saturday 7:30am-4:00pm
Sunday Closed

Learning Centers’ Guidelines

1. All students must login and out when using the lab.
2. Please make sure all Electronic and hands free Devices are turned off and put away, in backpacks, purses, or pockets.
3. Students may use their own headphones while working programs required by instructors for class.
4. We do not allow consumption of food, drinks, candy, or gum in the lab at any time.
5. These computers are for academic purposes only. Viewing of pornography, inappropriate materials, Myspace, Facebook, Twitter, games, etc… at anytime for any reason will not be allowed.
6. You will not be allowed to print anything except homework for Developmental Reading, Writing, ESOL, classes. No exceptions will be made.
7. Children are not allowed in these labs at anytime for any reason.
8. And remember all of these rules were put into effect so we all can respect each other’s different learning styles. So, please no chatting and help keep this lab as quiet as possible.
Web Sites and Centers Used by Instructors

Visit us online...

(Click on individual lab links for more info and to see all we offer!)

WRITING
Wisesoft
www.wisesoft.com

Click on the Owl
School Code: MVC
User ID: Type the letter w followed by the student ID#.
(Example: w1234567)
Password: dwri

www.engrade.com
www.aplia.com
http://ecampus.dcccd.edu/

READING
Wisesoft – www.wisesoft.com
Click on the Owl
School: MVC
User ID: The letter R followed by your student ID#
(Example: r1234567)
Password: drea

www.townsendpress.com
http://ecampus.dcccd.edu

MATH

Hawke’s Learning
www.coursecompass.com
www.mymathlab.com
www.interactmath.com
www.mystatlab.com

(Days and hours subject to change without notice)
For more information, contact Instructional Support at 972.860.8538 or
MVCilabs@dccd.edu