**Instructor:** Taunya V. Dixon-Collins  
**Course:** English 1302  
**Section:** 65001  
**Credit Hours:** 3  
**Semester:** Summer I 2018  
***My Office:*** W-239***  

**Classroom/Times:** W-258 Mondays, Tuesdays, Wednesdays, Thursdays, and TWO Fridays 10:10 a.m.-12:10 p.m.  
**Division Office:** E40-Arts and Communications (214) 860-8624 – Martin Guerra-West, Dean  
***Office Hours:*** W – 9:30 -10:00 a.m. and 12:30-1:00 p.m. and by appt. with advance notice/request***  
Office hour time will be held in an open space/location at the college that can be agreed upon by the student and the professor. This might include but is not limited to the library (W-163), the main campus computer lab (W-141), an open hallway/corridor, the main Instructional Support Labs (W-139-W146), and/or the Writing Center (W-114).  
**Phone:** (214) 860-3692  
**Email:** tdixon-collins@dcccd.edu (emails are usually answered within 24 hours); there might be slower response times from me on Fridays, Saturdays, and Sundays  

**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 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.

### COURSE REQUIREMENTS

For regular, non-honors ENGL 1301, the most common requirement is for 4 essays of 3 pages or 1000 words each. The fifth essay is the departmental assessment essay, but many professors do not grade this essay for course credit.  

Honors English 1301 requires:

1) Students will complete a minimum of 5 graded essays; essay #1 and #2 must be approximately 2-3 pages each. Essays #3 and #4 (3-4 pages), and Essay #5 (4-6 pages), for a minimum of 7400 words for the course. Essay #5 may either be on a topic decided between the instructor and the student, or it may be the departmental assessment essay if that essay is graded for course credit.
2) Students will demonstrate comprehension of the QEP rubric by editing and revising drafts to achieve an evaluation of “exceeds expectations” in all appropriate elements of the rubric on at least one of the five essays.

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.

**English Honors Student Learning Outcomes: (Goal 1)**

1.1 Students will apply all phases of the writing process: prewriting, composing, revising, editing.
1.2 Students will appropriately develop their writing.
1.3 Students will apply the principles of usage to their writing.
1.4 Students will appropriately use information resources in their writing.
1.5 Students will apply the elements of critical thinking in their writing.

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

**ENGLISH 1301 RELATED STUDENT LEARNING OUTCOMES**

- Students will write well-developed, organized and multi-paragraph essays constructed in grammatically correct and idiomatic English.
- Students will produce MLA formatted, (Word) word processed documents free of formatting and/or typographical errors – (NOTE: general manuscript layout only: margins, heading, running header, double spacing, indentions, pagination, etc.)
- Students will identify bias and authority in print and other written sources.
- Students will incorporate appropriate opposing/alternative viewpoints and/or arguments within their essays.
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. (ACGM – Spring-Fall 2016 Online Catalog)

Prerequisite: ENGL 1301 or its equivalent

STUDENT LEARNING OUTCOMES - Goal 1 - SLOs for WICS (Writing-Intensive), English Honors, and WECS (Writing-Enhanced) Courses:

1.1. Students will apply all phases of the writing process: prewriting, composing, revising, editing.
1.2. Students will appropriately develop their writing.
1.3. Students will apply the principles of usage to their writing.
1.4. Students will appropriately use information resources in their writing.
1.5. Students will apply the elements of critical thinking in their writing.

Note: These SLOs reflect the five elements of the QEP/MVC Writing Rubric approved by the QEP Committee and the MVC Core Curriculum Committee in February, 2011.

Revised: February 9, 2017.

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

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.

EDUCATIONAL OUTCOMES
Upon completion of this course, the student should be able to:

→ Increase Reading Skills
1) identify the main ideas and supporting details in a variety of reading selections, ranging from student to professional works

2) analyze how the work of student and professional writers achieves the writers’ purpose

3) produce writing based upon your synthesis of written material with your own knowledge and opinions

→ Introduce Research Skills

1) locate and evaluate sources for writing tasks

2) demonstrate preliminary research skills: summarize, paraphrase, synthesize, and document information

Adopted: March 12, 2009, Department of English, Mountain View College, Communications and Teacher Education Division

ACGM’s 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.)

(ACGM - Spring-Fall 2016 Online Catalog)

Assessment Activity/Procedure – Departmental Essay

A rubric for the assessment is attached at the bottom of the syllabus.

“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.

NOTE: There is no particular grade/score tied to the departmental assessment; however, I do consider this a part of each student’s participation/attendance grade/score. The departmental assessment might or might not be part of your course during a particular semester.
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.
–Selected readings posted to eCampus - my former students’ models/samples
–Daily and weekly postings into the main Discussion Board via eCampus
–Weekly submission capability via the Internet inside the Grade Center/My Grades for all essays

1. A college-level dictionary of your choice
2. A USB/thumb drive to save your essays, etc.
3. A folder with pockets to be turned in at the session’s end with ALL drafts and graded originals
4. A workable email address for the ENTIRE 5 weeks via eConnect and eCampus
5. An MLA folder (this folder is specifically for all things MLA and any other class notes and materials)

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 at the above active hyperlink.

COMPUTER USE

Please do NOT bring your own laptop computers to my class/lab. When you use the computer lab, you are to abide by all the rules and regulations set forth by Mountain View College, the instructor and the computer lab. DO NOT change any of the screensavers, mainframe icons, etc.; you should NOT check or send e-mail, surf the net, download any inappropriate material, etc. The time we spend in the lab is strictly for scholarly, academic use only. Food and drink are NOT permitted in the computer lab. The District Policy for Computer Use 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.”

***PRINTING ON CAMPUS***: Printing in the Open Lab (W-60), the Library (W163), the Learning Skills Center (W170) and the Learning Resource Center will cost 10 cents a page. Students must bring a $1.00, $5.00, $10.00, or $20.00 bill to the lab to create an account. Accounts must be created before attempting to print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. Cash refunds are not possible. Accounts stay active as long as the account has value.

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.

**CELL PHONES and OTHER ELECTRONICS**
Cell phones, beepers, pagers, ipods, ipads, electronic games, headsets, tapes, CD players, DVD players, personal laptop computers, or ANY devices that are deemed as distractions to the instructor or the learning environment as a whole will **NOT** be tolerated. Please either turn them off or don’t bring them to class, period. You will be put out of class for the day and marked absent for causing any distractions to the learning process, as well as earn a grade of 0/F for any assignment(s) that class period. Repeat violators will be PERMANENTLY dismissed from class for the semester, and possibly earn a grade of 0/F for the course.

**Evaluation Procedure**

eCampus Grades Disclaimer

**NOTE**: Please allow up to 3 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 eCampus system.

**400 pts. ** **Essays.** You will need to complete approximately 4-5 essays (in-lab/class, out-of-lab/class, and online). Drafts will be written during the lab/class period (in-class) and will NOT be released by the professor until the student has written “enough” as deemed so by the professor. ALL drafts must be signed and dated by the professor before being allowed out of the lab/class and serve as the only PROOF that the student completed the work on site. Not having proof of the rough drafts may result in “SIGNIFICANT” reductions of a student’s grade of up to 50 points. Revisions can take place outside of class as well as in class. You are expected to turn in assignments on time. No **late essays** are anticipated and will only be accepted in emergency situations (with some sort of documentation for verification as determined by the instructor) and must be turned in by the NEXT class meeting, or it will automatically receive a grade of “0/F” for that particular paper/essay.

**Make-up work** will only be given/accepted under extremely extenuating circumstances as determined by the instructor.
NOTE: Allow “up to” two weeks for essays to be graded and e-returned. Essays are graded in the order in which they are “correctly” posted in eCampus as per established due dates and deadlines. This is the student’s responsibility, not technical support’s, customer service’s or the professor’s.

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

In support of the MVC Quality Enhancement Plan and its goal for improving your writing skills, this course includes a number of written assignments addressing subjects specifically related to your course and its content. During the development of your papers, you may receive assistance from one or a combination of the following sources:
1) instructor feedback on early drafts,
2) guided peer reviews of your compositions at various stages of development, and/or
3) guidance from a Writing Specialist in the MVC Academic Center for Writing (W114).
Additionally, you may receive feedback through use of the MVC Writing Rubric that will indicate both the strengths of your writing as well as areas that need attention.
Grades assigned on your writing exercises will constitute at least 30% of your final grade in the course.

300 pts. Daily Grades. (online weekly/daily discussion forums, online weekly/daily attendance, interactive grammar and punctuation drills, peer team/group assignments, online weekly/daily posting of commentary/peer responses, online peer edits/reviews, online student conferences when needed, online postings of all essays, quizzes, homework, or anything else that is due on the DUE DATES).
These assignments must be completed on the date they are due. 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 varied points. ***Reading assignments will be posted online via eCampus and in class.***

(See “Daily Grades” page 7) Attendance/Participation. Attendance at every class meeting is expected, and you are expected to stay the ENTIRE class time. However, I realize that “life happens.” Therefore, you will be allowed one (1) “excused and/or unexcused” absence this session. Excused absences are those that are of a medical emergency, death in the immediate family, or some other extreme circumstance(s). Unexcused are those absences wherein you simply do not show up for class for whatever reason. MORE THAN ONE (1) absence will result in you not being eligible for any “accumulated and/or earned” extra credit points on any assignment, test, quiz, daily grade, final exam, or any other portion of your grade in the course. NOTE: Not signing the sign-in sheet will result in you being marked absent for that class day. Even if late, it is your responsibility to sign in every class meeting. NOTE: You WILL be marked ABSENT for leaving class early.
Two (2) tardies or being late twice will equal one (1) unexcused absence. The instructor reserves the right to mark a student “absent” if that individual comes to class “excessively late” as determined by the instructor, or if the student leaves “excessively early,” before dismissal as determined by the instructor.
The District Policy can be found at the above hyperlink.

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 above hyperlink.

Note: If you are absent from class for ANY reason (beyond the three allowed absences), it is YOUR responsibility to contact me, via email preferably, or in my office, concerning the absence as well as to obtain any materials, handouts, assignments due, etc. The BEST rule of thumb though is to get with someone in your “peer group” and seek the assistance of your peers in catching yourself up with the rest of the class BEFORE returning back to class for the next session.
**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.

**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.

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

(100 pts. see “Essays” page 6) **FINAL EXAM** – This will be a research essay/project of some sort, usually considered Essay Four – MLA Research Argumentative/Persuasive or an Annotated MLA Research Bibliography. NOTE: Students attempting Honor’s credit must produce/compose, write Essay Four of **8 full pages** in length (7 text pages and 1 W. C. page).

**FINAL DAY** – Friday, July 6th

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**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.

**Repeating this Course**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at the above hyperlink.

**STOP BEFORE YOU DROP A COURSE !!!**

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 6 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 6 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, please refer to the above hyperlink.
DCCCD Drop Policy
If you are unable to complete this course, you must withdraw from it no later than Wednesday, June 27, 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 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.

NOTE: There will be on-going and active MLA Final Exam research related due dates and deadlines for actual grades/scores throughout the course, so consistent attendance is critical to your overall success on the Final Exam and to pass the course.

Your final course average/grade will be determined as shown:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Final Grade</th>
</tr>
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<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>
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<tr>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>599-0</td>
<td>F</td>
</tr>
</tbody>
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***Each assignment (including essays, pop-quizzes, grammar drills, etc.) is given both a numerical and alpha score as listed above. On the last page of this syllabus, there is a “universal” grading criterion for all essays with in-depth verbiage on the characteristics/qualities of alpha grades of A, B, C, D, and F. Also, there are “essay specific” grading criteria attached to each essay/paper that you write regarding the guidelines/rules of what constitutes an “A,” “B,” “C,” “D,” or “F” score for that particular assignment. I hand these out to students about a week before each essay is to be turned in for a score; each essay is incrementally graded more difficult than the last, so each criteria reflects this.***

Transcripts
You may obtain your grades online via eConnect on the MVC homepage. You WILL need your student college ID# to access your grade information online, as well as your password, username login, compatible browser, etc.

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 your papers 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 www.dcccd.edu and click on Student Services, Online Services, and Student NetMail. ALL students receiving financial aid must open a student NetMail account.

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 Centers – Instructional Support (FREE Tutoring!!!)**
Each student is entitled to free, drop-in services in these centers located at W-170 and W114. Many of our students qualify for specially funded tutorial assistance. More information on these services is available at (214) 860-8538 or [MVCilabs@dccc.edu](mailto:MVCilabs@dccc.edu)
(please see the flyers at the end of the syllabus).

**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](http://www.dcccd.edu/titleIX) and [www.mountainviewcollege.edu/syllabipolicies](http://www.mountainviewcollege.edu/syllabipolicies)

**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](http://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](http://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](http://www.mountainviewcollege.edu/syllabipolicies)
TENTATIVE Schedule of Readings and Assignments  (Information listed is subject to change at the instructor’s discretion.)

Week #1 – (Tuesday, June 5th – Friday, June 8th)

- Discussion Board Forum #1 – DUE – log into eCampus (Tuesday, June 5th)
- Discussion Board Forum #2 – DUE – log into eCampus (Wednesday, June 6th)
- Discussion Board Forum #3 – DUE – Log into eCampus (Thursday, June 7th)

- Monday, June 4th ---NO class login required
- Tuesday, June 5th ---First Day of Class Introductions
  - Introductions – Peer Team Groups/Learning Communities
  - Selected Readings-Former student writings – Argumentative/Persuasive genre/category
  - Discussion Board Forum(s)
  - Power Point Notes
  - MVC Online Library Databases and MLA
  - 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

- NOTE: Early, advance work on MLA 7th edition (2009 older version or 8th edition)---go to relevant Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum and Essay Four menu link

- Census Date - Friday, June 8th (4th CLASS DAY)

Week #2 – (Monday, June 11th – Thursday, June 14th)

- Discussion Board Forum #4 – DUE – log into eCampus (Tuesday, June 12th)
- ESSAY #1 - DUE on Monday, June 11th by 12:00 p.m. (noon)

- Power Point Notes
- Vocabulary Builder via www.freerice.com
- Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
- MVC Online Library Databases and MLA
- Selected Readings – Former student writings – Argumentative/Persuasive genre/category
- Discussion Board Forum(s)
- Rough Draft of Essay #2 DUE - Peer Edit/Review – Peer Team Groups/Learning Communities

- NOTE: Early, advance work on MLA 7th edition (2009 older version or 8th edition)---go to relevant Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum and Essay Four menu link

Week #3 – (Monday, June 18th – Thursday, June 21st)

- Discussion Board Forum #5 – DUE – log into eCampus (Wednesday, June 20th)
- ESSAY #2 - DUE on Monday, June 18th by 12:00 p.m. (noon)
- DUE Self-Assessment #1 – Tuesday, June 19th by 12:00 p.m. (noon)
Power Point Notes
Vocabulary Builder via www.freerice.com
Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
MVC Online Library Databases and MLA
Selected Readings – Former student writings – Argumentative/Persuasive genre/category
Discussion Board Forum(s)
Rough Draft of Essay #3 DUE - Peer Edit/Review – Peer Team Groups/Learning Communities
NOTE: Early, advance work on MLA 7th edition (2009 older version or 8th edition)---go to relevant Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum and Essay Four menu link
Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
Power Point Notes
MVC Online Library Databases and MLA
Discussion Board Forum(s)
Vocabulary Builder via www.freerice.com
NO class login required on Thursday and Friday, March 1st and 2nd – Faculty Professional Development Days
NOTE: Early, advance work on MLA 7th edition (2009 older version or 8th)---go to relevant Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum and Essay Four menu link

Week #4 (Monday, June 25th – Thursday, June 28th)

LAST Day to Withdraw with a grade of “W” – Wednesday, June 27th

-Discussion Board Forum #5 – DUE – log into eCampus (Thursday, June 28th)
-ESSAY #3 - DUE on Monday, June 25th by 12:00 p.m. (noon)

Power Point Notes
Vocabulary Builder via www.freerice.com
Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
MVC Online Library Databases and MLA
Selected Readings – Former student writings – Argumentative/Persuasive genre/category
Discussion Board Forum(s)
Rough Draft of Essay #4 DUE - Peer Edit/Review – Peer Team Groups/Learning Communities
NOTE: Early, advance work on MLA 7th edition (2009 older version or 8th edition)---go to relevant Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum and Essay Four menu link
Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
Power Point Notes
MVC Online Library Databases and MLA
Discussion Board Forum(s)
Vocabulary Builder via www.freerice.com
NO class login required on Thursday and Friday, March 1st and 2nd – Faculty Professional Development Days
NOTE: Early, advance work on MLA 7th edition (2009 older version or 8th)---go to relevant Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum and Essay Four menu link
Week #5 – (Monday, July 2nd – Friday, July 6th) --- LAST Class Week!!!

*****NO Class Login Required – Wednesday, July 4th - (Fourth of July Holiday)*****

-DUE Self-Assessment #2 – Tuesday, July 3rd by 12:00 p.m. (noon)
- ESSAY #4 - DUE on Thursday, July 5th by 12:00 p.m. (noon)

- Power Point Notes
- Vocabulary Builder via www.freerice.com
- Interactive grammar/punctuation drills (Grammar Bytes) and Purdue OWL
- MVC Online Library Databases and MLA
- Selected Readings – Former student writings – Argumentative/Persuasive genre/category
- Discussion Board Forum(s)
- Rough Draft of Essay #4 DUE - Peer Edit/Review – Peer Team Groups/Learning Communities
- NO class login required on Friday, March 30th – Good Friday Holiday

- NOTE: Early, advance work on MLA 7th edition (2009 older version or 8th edition)---go to relevant Discussion Board Forums as well as relevant links via the Questions for Me D. B. Forum and Essay Four menu link

FINALS DAY (Friday, July 6th)

-DUE – Vocabulary Builder on Friday, July 6th at 12:00 p.m. (noon) (You MUST show work inside the www.freerice.com website for 16 weeks’ worth of work @ 6 points per week and +4 points for an attempt to do the assignment/project)

- LAST CLASS DAY is Friday, July 6th NOTE: (please be in attendance and log 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>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
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<tr>
<td>90-100</td>
<td>-The A essay is superior.</td>
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<td>-The purpose of the assignment is fully achieved.</td>
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<td>-The essay demonstrates mastery of the assigned task and diligence in its presentation.</td>
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<td></td>
<td>-The writer has carefully followed all directives given by the instructor.</td>
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<td></td>
<td>-The assignment is clearly presented in the appropriate manner (i.e., the assigned strategy).</td>
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<td>-The assignment is exemplary in that it is well-formed and well-organized.</td>
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<td></td>
<td>-Ideas show evidence of careful reasoning. They are well-developed with specific, appropriate supporting details.</td>
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<td></td>
<td>-If the assignment calls for research, it is done and presented thoroughly and effectively.</td>
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<td></td>
<td>-All grammatical and stylistic elements of writing are done with care and precision.</td>
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<tr>
<td></td>
<td>-Sentence structure is varied and precise with no major errors.</td>
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<td></td>
<td>-Any supporting materials, required or included, demonstrate excellence</td>
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<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>80-89</td>
<td>-The B essay demonstrates a good attempt to perform the assigned task.</td>
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<td></td>
<td>-The purpose is mostly achieved.</td>
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<td></td>
<td>-The writer has followed all or most of the directives given by the instructor.</td>
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<td></td>
<td>-The assignment is presented in the appropriate style (i.e., the assigned strategy).</td>
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<td></td>
<td>-The assignment has good organization and exhibits a good attempt at formation.</td>
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<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>
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<tr>
<td></td>
<td>-If the assignment calls for research, it is done and presented thoughtfully and carefully.</td>
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<td></td>
<td>-Most of the grammatical and stylistic elements of writing are done well, but a few minor errors still exist.</td>
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<td></td>
<td>-Sentence structure is concise and mostly free of errors.</td>
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<td>-Any supporting materials, required or included, demonstrate a good effort in planning and presentation.</td>
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<tr>
<td>C</td>
<td>Acceptable</td>
</tr>
<tr>
<td>70-79</td>
<td>-The C essay demonstrates an acceptable attempt to perform the assigned task.</td>
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<tr>
<td></td>
<td>-The purpose is somewhat achieved.</td>
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<td>-The writer has followed most or some of the directives given by the instructor.</td>
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<td>-The assignment is presented in the appropriate style (i.e., the assigned strategy).</td>
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<td></td>
<td>-The assignment has satisfactory organization and formation.</td>
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<td>-Ideas show acceptable reasoning, but development may be general with a few specifics.</td>
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<td></td>
<td>-If the assignment calls for research, it is done and presented in a satisfactory manner.</td>
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<td></td>
<td>-Grammatical and stylistic elements of writing are sometimes done well, but errors exist.</td>
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<td></td>
<td>-Mostly, sentences are free of errors, but some structures may be troubled.</td>
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<td>-Any supporting materials, required or included, demonstrate a satisfactory effort in planning and presentation.</td>
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<tr>
<td>D</td>
<td>Poor</td>
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<tr>
<td>60-69</td>
<td>-The D essay demonstrates a poor attempt to perform the assigned task.</td>
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<td>-The purpose is attempted but to a limited extent.</td>
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<td>-The writer has followed some of the directives given by the instructor.</td>
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<td>-An attempt is made to appropriately present the assignment (i.e., the assigned strategy), but sometimes the style is only partially formed.</td>
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<td></td>
<td>-The assignment may have deficient organization and formation.</td>
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<td></td>
<td>-Unity and coherence are lacking in some way.</td>
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<td>-Some ideas may show an attempt to reason, but development is general to poor with few specifics.</td>
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<td>-If the assignment calls for research, it may be lacking or minimal.</td>
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<td></td>
<td>-Frequently, grammatical and stylistic elements of writing may have errors and may impede meaning.</td>
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<td>-Some sentences may be free of errors, but some structures may be troubled.</td>
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<td>-Supporting materials, required or included, may demonstrate an effort in planning and presentation.</td>
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<tr>
<td>F</td>
<td>Failing</td>
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<tr>
<td>0-59</td>
<td>-The F essay demonstrates an unacceptable attempt to perform the assigned task.</td>
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<td></td>
<td>-The purpose is not achieved.</td>
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<td>-The writer might or might not have followed some of the directives given by the instructor.</td>
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<td>-The writer might attempt to appropriately present the assignment (i.e., the assigned strategy).</td>
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</tbody>
</table>
- However, logic may be troubled or nonexistent.
- 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>
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<tbody>
<tr>
<td>Process (SLO 1.1)</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Pre-writing (brainstorming, inquiry, focusing)</td>
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<td>Composing</td>
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<td>Revising (Coherency, Clarity)</td>
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<td>Editing</td>
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<tr>
<td>Development (SLO 1.2)</td>
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<tr>
<td>Organization (patterns, modes)</td>
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<td>Sufficient paragraph development (support, examples, reasons)</td>
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<td>Single discernible thesis</td>
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<tr>
<td>Topics sentences and all discussion directly related to thesis</td>
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<tr>
<td>Appropriate (specific) audience</td>
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<tr>
<td>Usage (SLO 1.3)</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Punctuation</td>
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<tr>
<td>Vocabulary (appropriate to subject and audience)</td>
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<tr>
<td>Sentence Structure (avoid fragments, run-on’s and comma splices)</td>
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<tr>
<td>Sentence Variety (a balance of simple, compound and complex)</td>
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<tr>
<td>Use of Information Resources (SLO 1.4)</td>
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<tr>
<td>Appropriate citations according to institutional style sheet to avoid plagiarism (in line and parenthetical)</td>
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<tr>
<td>Appropriate documentation according to institutional style sheet to avoid plagiarism (in text and works cited)</td>
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<tr>
<td>Incorporate information appropriate to audience and subject</td>
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<td>Credible sources</td>
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<tr>
<td>Appropriate use of library-based sources (online databases, print, etc.)</td>
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<tr>
<td>Analyze, interpret, synthesize and evaluate information</td>
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<td>Critical Thinking Writing Components (SLO 1.5)</td>
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<tr>
<td>Accuracy: Makes reasonable, verifiable claims</td>
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<td>Precision: Includes precise, informative statements; contains no wasted material</td>
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<td>Depth: Develops the complexities of the problem reasonably for length of assignment</td>
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<td>Breadth: Addresses other viewpoints; anticipates objections</td>
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<td>Logic: Avoids logical fallacies; conclusions follow from premises</td>
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<td>Significance: Argument is worthy or appropriate</td>
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<tr>
<td>Fairness: Presents opposing viewpoints in good faith; avoids unacknowledged biases</td>
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<tr>
<td>Column Totals</td>
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<tr>
<td>Aggregate Writing Skill</td>
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</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           8:00am-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  8:00am – 9:00pm
Friday                8:00am-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.
NOTE: (Days and hours subject to change without notice)
For more information, contact
Instructional Support Labs – W-139 at
(214) 860.8538 or (214) 860-8879 and
MVCiLabs@dcccd.edu