English 1301 Syllabus
Richland College

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Course Information
Course Title: Composition 1
Course Number: ENGL 1301
Section Number: 83452
Semester/Year: SP/2020
Credit Hours: 3
Class Meeting Time/Location: 04/06/20-05/14/20 Online
Certification Date: 04/19/20
Last Day to Withdraw: 05/02/20

Required Course Materials

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Prerequisites
Prerequisite Required: College level ready in Reading and Writing.
Course Description

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. (3 Lec.)

Coordinating Board Academic Approval Number 2313015112

Student Learning Outcomes

Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Graded Work

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.
Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal Paper (1 @ 20%)</td>
<td>1 @ 100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>5 @ 100 points each</td>
<td>10%</td>
</tr>
<tr>
<td>Discussions</td>
<td>5 @ 100 points each</td>
<td>5%</td>
</tr>
<tr>
<td>Journal</td>
<td>5 @100 points each</td>
<td>5%</td>
</tr>
<tr>
<td>Major papers (3 papers, including drafts @ 10% each)=30%</td>
<td>3 @ 100 points</td>
<td>30%</td>
</tr>
<tr>
<td>Major papers (3 papers, including revisions, @10% each) =30%</td>
<td>3 @ 100 points</td>
<td>30%</td>
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TOTAL: 100%

Final Grade

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
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</tbody>
</table>

Description of Graded Work

Note: A point system will be used for grading, using the following rubric: 0—25Pts
Content: 25%
Logic, Organization: 25%
Development: 25%
Grammar, Mechanics, Format: 25%

Assignments

Course Outline/Readings/Journals/ Discussions/Papers (Specific assignments are on E-Campus posted on Assignments)
Week 1-Orientiation Unit: Review Syllabus, Introductions, Discussion Board, Journal, Power Points, Units
Week 2-Unit 1 Chapters 1-4 Journal/Discussion/ Paper 1 Draft/Final Revision
Homework-due
Week 3-Unit 2 Chapters 5-8 Journal/Discussion/ Paper 2 Draft/Final Revision
Homework-due
Week 4-Unit 3 Chapters 9-12 Journal/Discussion/ Paper 3 Draft/Final Revision-
Homework-due
Week 5-Unit 4 Chapters 13-16 Journal/Discussion/ Paper 4 Draft/Final Revision-
Homework -due
Week 6-Unit 5 Chapters 17-20 Journal/Discussion/Homework-due
Paper 5 Research Proposal-due

All assignments must be typed, submitted on e-Campus Blackboard, using the appropriate Word format, and follow MLA guidelines, e.g., double-spaced 1" margins, 12-point font, Times New Roman, etc. All writing assignments will be submitted on their assigned due dates. ** *Final Drafts of writings will not be accepted without the prior submission of a Rough Draft* **The proper MLA heading should be utilized on all assignments and papers. Sources should be documented in the body of the paper as well as included in the Works Cited using MLA formats. Specific assignments and due dates will be posted on e-Campus Blackboard.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 1-5</td>
<td>Week 1-Orientation Unit: Syllabus, Introductions, Discussion Board, Journal, Power Points</td>
</tr>
<tr>
<td>2</td>
<td>Apr. 6-12</td>
<td>Week 2-Unit 1 Chapters 1-4 Journal1/Discussion1/ Paper 1 Draft/Final Revision1/Homework 1 -due Apr.12</td>
</tr>
<tr>
<td>3</td>
<td>Apr.13-19</td>
<td>Week 3-Unit 2 Chapters 5-8 Journal2/Discussion</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
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<tr>
<td>2/ Paper 2 Draft/Final Revision2/Homework 2 - due Apr.19</td>
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<tr>
<td>6/ May 4-10</td>
<td>Week 6-Unit 5 Chapters 17-20 Journal5/Discussion 5/Homework5 -due May 10</td>
<td>Read Chapters 17-20 Journal5/Discussion5/Homework5 -due May 10</td>
</tr>
<tr>
<td>May 11-14</td>
<td>Term Paper Proposal</td>
<td>Term Paper Proposal Paper 5 due May 14</td>
</tr>
</tbody>
</table>

**Description of Assignments:**

**Journal Assignments:**

Each Journal will be a response to an issue based upon your readings and your individual experiences. You will develop a response of a paragraph of 300 words minimum for each journal assignment using appropriate content, organization and logic, grammar, and mechanics.
Discussion Board Assignments:

Each Discussion Board assignment will be a question for discussion with your peers. You will post a response to the question with a paragraph of 200 words minimum at the beginning of each unit and then respond by the end of the unit due to two other students with a minimum of 50 words each, using appropriate content, organization and logic, grammar, and mechanics.

Homework Assignments:

Each Unit contains homework assignments based upon the readings and activities in the text. Each assignment will be due by the due date assigned in each unit. Students will apply appropriate content, organization and logic, grammar, and mechanics.

Paper Assignments:

Instructions for Essay # 1 – Summary/ Response

Summary-Response Paper Content Requirements: Essay is 3-5 pages long. Essay includes a summary and two sections of response. Essay includes a Works Cited page with a minimum of one source and corresponding in-text citations. The student will summarize and respond to the reading selections in the text and support the paper with documentations and citations from the text in the MLA format. A Works Cited page will be included at the end of the paper.

Here are the specifics:

Format: MLA paper format and documentation
Sources: At least two sources: the essay you are analyzing and a secondary source
Length: 3-5 pages, approx 300-500 words
Due Date: Refer to the assignment calendar for this course

You will complete this assignment in 2 stages:

Draft Review: You will submit your paper for a peer and instructor review.
Final Draft:  After revising your essay and when you are comfortable that the essay is in good shape, upload it via the link provided for the final draft of essay #1. The final draft will automatically be sent through “Safe Assign,” which is an originality checker used to help identify plagiarism.

Instructions for Essay #2 – Visual Analysis

Requirements: The Visual Media analysis includes a critical understanding of the connections between the text, the ad’s target audience, and how the ad appeals to the audience through the use or twisting of cultural myths, values, or beliefs. The analysis is thought provoking and appropriate. The author’s interpretation is clear and has been supported by the analysis. Specific examples are appropriate and clearly develop the thesis. Strong textual evidence supports the argument.

Assignment Description For this project, you will produce a media critique that analyzes how a specific magazine or television advertisement uses cultural myths, values, or beliefs to appeal to the target audience of the ad. You may choose to write about an advertisement that appears in any type of magazine. You should take into account the type of magazine in which the advertisement appears, and how that helps to define the target audience. As an alternative, you could choose to examine a television or radio advertisement, but if you do, you will need to have some way to save or copy the ad so you can view it as many times as you need to, or you might be able to find a copy of the ad on YouTube or the company’s website. As an alternative, you might pick an ad that is repeated frequently and take very good notes when you watch it. Your commercial needs to be LESS THAN TEN YEARS OLD. Otherwise, you will not be able to fully understand the cultural references made within it. Your critique will be based on your analysis of how the advertisement uses cultural myths (or twists), values, or beliefs to subliminally tell the audience what it means to be normal, a man, a woman, an American, or any other value that the commercial presents. Consider carefully whether the advertisement you analyze makes assumptions about its target audience and then uses those assumptions to appeal to certain values. Your job is to make the connections between the text, its target audience, and its appeals through cultural myths (or twists), values, or beliefs. After you analyze the commercial, you will discuss the implications of your findings. In other words, answer the following question about the myths, values, or beliefs that you discovered in the ad. What are the consequences of reinforcing these types of myths, values, or beliefs in society? The consequences maybe positive or negative (most likely they will be negative though). The implications section is where your sources will most likely fit best. However, you may integrate your sources anywhere in your essay. Use the Richland Library databases to find credible sources. This essay is your interpretation, so be assertive and use a declarative voice to make your argument.
A media critique is traditionally organized in the following way: 1. Summarize the ad—a strict summary no analysis (1 paragraph). 2. Introduction (1 paragraph) a. Hook b. Introduce something about media c. Provide context for your analysis: the target audience and when and where it was displayed, if that is important to your interpretation. d. Introduce myths and the consequences. e. End with your thesis. 3. Analyze—provide evidence to support your argument from the ad. In other words, describe what actions or words in the ad prove your thesis or claim (2-3 paragraphs). 4. Say something about the implications of your findings. The implications section is where you will probably include your scholarly sources (2-3 paragraphs). 5. Conclude. Refer back to the ad and why your thesis matters (1 paragraph). Remember that you MUST refer to the commercial in EVERY paragraph! Don't focus so much on the "issue" that you forget to explain how the ad supports your claim. Minimum Requirements Length: 3-5 pages, not including the Works Cited page. Style: Essay needs to conform to MLA standards, including double spacing in Times New Roman font, and must include a Works Cited page with correct in-text (parenthetical) citations for all quotes, paraphrases, and/or summaries. Sources: Two outside sources are required in addition to your commercial, for a total of three sources. Sources must be peer reviewed academic articles from reputable databases.

Here are the specifics:

**Format**: MLA paper format and documentation  
**Sources**: At least two sources: the essay you are analyzing and a secondary source  
**Length**: 3-5 pages, approx 300-500 words  
**Due Date**: Refer to the assignment calendar for this course

You will complete this assignment in 2 stages:

**Draft Review**: You will submit your paper for a peer and instructor review.  

**Final Draft**: After revising your essay and when you are comfortable that the essay is in good shape, upload it via the link provided for the final draft of essay # 4. The final draft will automatically be sent through "Safe Assign," which is an originality checker used to help identify plagiarism.

**Instructions for Essay # 3 - Rhetorical Analysis & Response**

You have already written a response paper. For your major essay, you will write another critical rhetorical analysis, combined with a response or rebuttal.
Approach your rhetorical analysis much like you have with the previous assignments in this unit. Summarize the article while identifying elements such as author, audience, purpose and context as a means of understanding how the text communicates its main idea (also known as a thesis). Also identify and provide examples of the types of appeals used by the author, pathos, logos, ethos, etc. Finally, evaluate the author's use of evidence.

The new element for this assignment is that you will be responding to the main idea or thesis of the text that you are analyzing. In other words, once you have established what the text’s thesis is and how it communicates that thesis (your analysis), you will then need to add your own voice, ideas and opinions to the mix. Think of it as joining a conversation. Do you think the author of the original text is mistaken? Has he/she failed to consider some important point? Or do you agree with the author? Perhaps you can provide additional reasons, examples and evidence to support the thesis. Sometimes you can both agree and disagree with the author, but if you do so, be sure to clearly identify which portions you agree with and which you disagree with. You can approach the response portion of the essay in one of three ways.

1. Agree: "I agree and can give you additional reasons and examples."
2. Disagree: "I disagree and will tell you why the author is mistaken."
3. Middle ground, but still specific: "Although I agree with ________, I do not accept that ________.

There’s one final requirement. In the response portion of your essay, I want you to integrate at least one secondary source. Your primary source will be the article that you are responding to, while a secondary source should be a different source that supports or adds credibility to your personal response or argument. So, your works cited page will have at least two citations, one for the primary source and one for the secondary source.

An outline of your full essay might look like this:

I. Introduction
   Identify the text, the author and the subject matter. Make sure your reader knows what you will be talking about in your analysis.

II. Rhetorical Analysis
   Analyze the rhetorical situation (audience, purpose, context, visual or spatial elements, auditory elements, etc.) Explain how these elements, along with the author’s use of logos, pathos, and ethos are used to persuade or convince the audience and evaluate the effectiveness of these elements. Evaluate the use of evidence. This section might be several paragraphs long.

III. Response
   Respond to the author’s thesis by agreeing/disagreeing. Add your own ideas opinions and examples. This is where you will include secondary sources.

IV. Conclusion
   Wrap up the essay by restating your conclusions and position on the topic.

In evaluating this essay there are a few specific things I will be looking for.
First, have you understood your chosen article? You can demonstrate this by accurately summarizing or paraphrasing the main ideas of the article in the beginning of your essay.

Second, have you applied the concepts of the rhetorical situation? Can you discuss author, context, appeals and evidence as it relates to your chosen article?

Third, have you woven important quotations into your response? I want to see that you can identify and quote important ideas in the source text. I also want to see that you can properly introduce and contextualize these quotations as described in "The Art of Quoting."

Fourth, have you provided your own ideas in a logical and consistent response?

Finally, have you properly identified your sources? Any time you paraphrase, summarize or quote, you need an in-text citation with a corresponding works cited entry. You should follow MLA format in making these citations. For this essay you should have at least two sources on your works cited page (your chosen article and a secondary source). If you include additional sources then those will also be included.

Here are the specifics:

**Format:** MLA paper format and documentation
**Sources:** At least two sources: the essay you are analyzing and a secondary source
**Length:** 3-5 pages, approx 300-500 words
**Due Date:** Refer to the assignment calendar for this course

You will complete this assignment in 2 stages:

**Draft Review:** You will submit your paper for a peer and instructor review.

**Final Draft:** After revising your essay and when you are comfortable that the essay is in good shape, upload it via the link provided for the final draft of essay #2. The final draft will automatically be sent through "Safe Assign," which is an originality checker used to help identify plagiarism.

**Instructions for Essay # 4 - Argumentation**

**Assignment Description**
Write a 300-500 word Argument Essay on one of the three topic choices: Education Issue, Ethical Issue, or Global Issue. Do not use any topics discussed in your textbook. Rather explore an issue you have current interest in arguing for a resolution. Follow the “They Say, I Say” approach in writing your essay. Familiarity with this approach is the key to success in this essay.

**Assignment Purpose (Content 25%)**
The purpose of this assignment is to develop your reading, thinking, and writing skills through the use of research, analysis, synthesis, evaluation and argumentation. In this essay you will:
• Read essays representing a variety of viewpoints about the issue you have chosen. **Analyze** the issue and the views of other writers, looking for a wide spectrum of positions/solutions. (Begin with the essay I gave you.)

• **Evaluate** the sources you find to determine their credibility and usefulness to your own essay.

• **Synthesize** the arguments of others (they say) and your own view (I say) through direct comparison. Example: Although X believes that Y should_______, my own view is that_________. The main difference in our views is______________. (There are many other templates in the book that you can use with or instead of this one.)

• Explore possible solutions/answers and **build your own argument** in response to your sources.

• Express your argument clearly, concisely, and convincingly.

• Write in MLA according to the conventions of English Grammar and Usage (Formal Register English).

**Organizing Your Paper (Organization 25%)**

**Part One—Introduction.** Give the background/context of the issue. Explain the specific issue and create reader interest. Use any method necessary to make your reader want to read your essay. How can you best lay the groundwork for an argument that is not only logical, but persuasive as well? That’s the question you need to consider. **Major Pitfall of Introductions:** They can bore the reader and they can fail to provide an overview of the issue.

**Part Two—They Say.** Fairly summarize (objectively and without bias) at least one position you will oppose in the next section of your paper. You may also include a source who supports your argument, but a better strategy is to use that source to support your view in part three. On the other hand, if two sources are known to directly oppose one another, it’s fine to include both in this section. Decide which strategy works best for your essay. **Major Pitfall of Part Two:** The writer reveals her position too early. Stay objective as you summarize others’ arguments.

**Important:** If the reader knows what you think about the issue by this point, you will not make an A or B on this paper.

**Part Three—I Say.** This section is the heart of your paper, your own argument and by far the longest section in the essay. It consists of your **claim**, the **reasons** behind your claim (why you believe your claim to be true) and the **evidence** you provide in support of your reasons. Be very careful not to use only one type of evidence for each reason you give in support of your claim. Ask yourself what types of evidence work best for each specific reason. For example, you might support a reason with an example, factual information such as statistics, and personal testimony from a source. **Major Pitfall of Part Three:** Just stating your position and the logical structure backing it up without carefully defining terms, explaining your ideas and directly
comparing them to the views of others. Example: While Mason believes that children who travel to the United States in search of their parents are ordinary immigrants, I maintain that these children are refugees and should be treated with the full protection of the law granted to refugees.

Part Four—Naysayer. To understand the Naysayer section you must read Chapter Six in They Say, I Say. Having a vague understanding of the concept of presenting a naysayer view and refuting it is a common problem that ruins the grade of many argument papers. When you read this section of the book and have questions, bring them to class.

Note: Sometimes students believe they are unfamiliar with the concept of a naysayer, but we all have a wealth of experience defending our views from those who will find weakness in them. If you have ever seen a debate, you know that all good debaters anticipate and counter the objections brought by the other side. This is not a new concept for you—just a new word.

Part Five—Conclusion. There is so much flexibility here, that rather than giving you a formula for this final part of the paper, I will bullet some possible approaches to ending the paper:

- Form a synthesis position, combining your own view with previous ones.
- Talk about the possible implications or extensions of your view. Show where the logic you set forth might be applied to an important closely related issue. Say where you might have gone.
- Answer the questions “Who Cares? and So What? They Say, I Say contains a brilliant chapter on these related questions. The authors point out that writers of arguments often forget to explain why their arguments matter—or under what circumstances they matter. They say that failing to answer these questions leaves the reader uninterested in what a writer has to say. They say that often the best approach is to answer these questions “up front,” so you may want to consider placing the questions at some earlier point in the paper. (I’m not trying to be vague; every paper is different in that there may be a place the questions and their answers fit best.)
- You might talk about some new interpretive ground that is yet to be explored.
- Use almost any interesting strategy to end your paper—except don’t say, “As I have shown in this paper....”

Form and Style
Follow MLA style. Include an interesting title. Use first person when you are distinguishing what you contend from what others say, but don’t overuse “I”. Write in Formal Register English spiced with the sound of your own voice. (For more information on this, see the chapter titled “Ain’t So, Is Not” in They Say, I Say.) Include a Works Cited page at the end of your paper.
Grammar
In this paper grammar will be weighted 25% of your grade. Each error—including MLA—will count one point off in the final draft. If you have 25 errors, the highest grade your paper can make is a 75.

Minimum Requirements:

- At least 300-500 words (Development 25%)
- Written in MLA format, including 12-font Times New Roman, in-text citation, and works cited
- Section Headings for each of the five parts listed above. You may change the names of the five parts, but have no more or less than the five parts listed above
- Mentions at least three other sources/writers by name
- At least five direct quotations in your essay.
- Accurate spelling of both the title of the sources and the authors’ names.

Here are the specifics:

Format: MLA paper format and documentation
Sources: At least two sources: the essay you are analyzing and a secondary source
Length: 3-5 pages, approx 300-500 words
Due Date: Refer to the assignment calendar for this course

You will complete this assignment in 2 stages:

Draft Review: You will submit your paper for a peer and instructor review.

Final Draft: After revising your essay and when you are comfortable that the essay is in good shape, upload it via the link provided for the final draft of essay # 3. The final draft will automatically be sent through “Safe Assign,” which is an originality checker used to help identify plagiarism.

Instructions for Paper 5-Term Paper Proposal

Requirements: The Term Paper Proposal is a summary of your thesis in an abstract (200 words); an outline of your Introduction, Topics, and Conclusion (2-3 pages); an annotated bibliography of proposed research sources (8 minimum sources). You will select the thesis for your proposal based upon an issue or argument of interest today and for further clarification and resolution in the future. You are not writing the whole paper, just a proposal. You will
submit your proposal for a peer and instructor review and then revise it for final submission.

Here are the specifics:

**Format:** MLA paper format and documentation for annotated bibliography

**Sources:** At least eight sources: a variety of opposing sources

**Length:** 3-5 pages, including abstract, outline, annotated bibliography

**Due Date:** Refer to the assignment calendar for this course

You will complete this assignment in 2 stages:

**Draft Review:** You will submit your proposal for a peer and instructor review.

Research Proposal Peer Review

Make sure to answer each question fully. Evaluate the following areas of your partner’s paper.

**Abstract**
Is the abstract a concise description of the proposal and understandable?

**Thesis**
Is the last sentence in your partner’s introduction the thesis statement? Yes No

How do you know this is the thesis statement?
Is the thesis argumentative? If yes, explain how you know and provide a possible opposing viewpoint. If no, suggest a way to make it arguable.

*Writer: If your partner answers “No” to the first question, you need to reorganize your introduction so your thesis is the last sentence in your introduction. If he/she says that your thesis is not argumentative, then you need to make sure to add a strong claim about your topic.*

**Topic sentences**
Look closely at your partner’s first three body paragraphs. Do any of the paragraphs begin with a quote, paraphrase, or summary of another source? Yes No

Mark any paragraph in the essay that needs a better topic sentence (remember, paragraphs should NOT begin with source material; instead they should begin with the writer’s claim or main idea).

*Writer: If your partner noted that you have topic sentences that include quotes, paraphrases, or summaries, you must revise and add a sentence that makes a clear connection to your argument.*
Transitions
Does your partner provide transitions as he/she moves from point to point? Mark any areas in the paper where your partner may need to add transitions. Provide suggestions from the provided list.

Citations
Do you see any information in the paper that appears to need a citation? In other words, are there any sentences that are not common knowledge that your partner needs to cite? Mark any areas in your partner’s paper.

Check the correctness of the citations. Do they include the author’s last name and page number when included? Is the period after the citations?

Use the provided guide in the text to double-check the citations, Annotated Bibliography, and Works Cited page.

Does your partner provide academic, peer-reviewed sources?

Detailed Support
Does your partner provide SPECIFIC support for each claim? Mark any place in the paper where your partner needs to add specific information to back up his/her claim. Provide questions he/she might answer to provide the necessary support.

Further Development
Provide FIVE questions that your partner needs to answer as he/she moves forward.

Formatting
Note any areas where your partner needs to correct MLA format. Make sure he/she used Times New Roman 12 pt font, has 1 inch margins all around, has the correct MLA heading, etc.

Grammar, Mechanics, and Style
Note any areas where your partner needs to correct grammar or mechanics. You might also note if your partner needs to remove first person pronouns or uses an informal style.

Final Peer Review Reflection
Summarize the feedback that you provided your partner. You must answer this question in 5 to 8 sentences. Use the back of this sheet if you need additional space.

How will this information help your partner improve his/her paper?

After reviewing your partner’s paper, what do you believe you need to double-check in your own work?

What have you learned while peer reviewing your partners’ papers throughout the semester?

**Final Draft:** After revising your proposal and when you are comfortable that the proposal is in good shape, upload it via the link provided for the final draft of essay #5. The final draft will automatically be sent through "Safe Assign," which is an originality checker used to help identify plagiarism.

**Attendance and Your Final Grade**
Your regular participation in an online course verifies your attendance and certification.

**Late Work Policy**
All assignments are due on the dates indicated on the course calendar on e-campus. Work not turned in when due on the class date will be deducted 10 points per day. If you become seriously ill or have an emergency, discuss with me via email, before or after class. No work will be accepted after the last class date.

**Other Course Policies**

**Classroom Etiquette**
Use Netiquette online avoiding cliché’s, slang, vulgar language, and informal diction. Respect others’ viewpoints and opinions with constructive language, responses, and civility.

**Institutional Policies**
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.
Richland Institutional Policies (http://www.richlandcollege.edu/syllabipolicies)