English Syllabus
Richland College

Instructor Information
Name: Justine White
DCCCD Email: JustineWhite@dccc.edu
Office Phone: 972-671-6745
Office Location: Del Rio 210
Office Hours: MW 12:30 PM – 2:00 PM; F 12:30 PM – 1:30 PM
Division Office and Phone: L208, 972-238-6943

Course Information
Course Title: English (Compositions II) for Health Professionals
Course Number: 1302
Section Number: 83006
Semester/Year: SP2020
Credit Hours: 3
Class Meeting Time: MWF 9:05 – 10:10
Location: Medina 214
Certification Date: February 3
Last Day to Withdraw: April 16

Course Prerequisites
English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing. Coordinating Board Academic Approval Number 2313015112

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.
Student Learning Outcomes
Upon successful completion of this course, students will be able to do the following:

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

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

Required Course Materials
- No required text
- A computer with internet for accessing eCampus
- Microsoft Word and the Cloud for storing assignments and essays (available for FREE; see Start Here First tab)
• A printer for printing essays for peer reviews
• A composition notebook

You can get FREE SCHOOL SUPPLIES (pens, paper, notebooks, etc.) at the Student Supply Exchange in the English Corner in Bonham 228.

Richland offers free use of computers with internet and Microsoft Word. You can also print at $.10 a page in any computer lab or in the library. The closest lab to our classroom is D229.

If you have any issues accessing your eCampus account, please contact the Help Desk at 972-669-6402 or helpdesk@dcccd.edu. You cannot complete this course without eCampus access.

**Graded Work**

**Summary of Graded Work**

Writer’s Notebook, 10%
Assignments, 10%
Peer Reviews, 10%
Essay Drafts, 5%
Occupations Exploration Essay, 15%
Presentations with Outline, 10%
Annotated Bibliography, 10%
Short Essays, 10%
Argumentative Research Essay, 15%

90 – 100 % = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
0 – 59% = F

**Description of Graded Work**

You will write three major essays in this class: a career exploration essay, and an annotated bibliography, and a formal research essay. You will also present on a topic in your field with a peer. You will write several short essays as well. However, most of your grade is comprised from in-class activities/writings, peer reviews, and participation in group activities. You cannot pass this class by simply writing papers; attendance is vital.

All papers are only accepted online through Safe Assign on eCampus. You will be required to submit a draft (that I will comment on), followed by a final that is free of all
plagiarism and cited correctly. There will be several peer edits that are graded based on bringing your completed drafts and participating in the review process.

**Late Work Policy**

No late work is accepted.

**Attendance and Your Final Grade**

Although I don’t take attendance, it is extremely important; daily work, cooperative learning, and peer reviews are the majority of your grade. Class is not simply a reiteration of the readings. In class, we will practice critical reading and writing skills to become better readers and writers. Simply writing a paper is not enough to pass this class (see grading section for more details). I understand circumstances arise where you may need to miss class; however, excessive absences will affect your grade negatively.

**Furthermore, if you miss more than seven (7) class hours you will automatically FAIL this course.**

**Obtaining Final Course Grades Using eConnect**

Final Grade Reports are no longer mailed; they are available online at eConnect or by telephone at 972-613-1818. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

**Other Course Policies**

**What to do if you are ABSENT**

It is considered common courtesy to email your professor BEFORE you are absent (even the morning of is better than nothing). However, it is not your professor’s responsibility to tell you what you missed. **Your first job is to look at the syllabus.** If you missed any lectures, find them in eCampus and take notes over them in your notebook. Next, if
you missed any activities, download them from eCampus and complete them. Bring your completed activity to class when you return. If you missed a group activity, get with your group to find out what you missed and whether or not you can complete it. Go to your group for questions. They are your BEST resource! Be proactive if you are absent and complete any and all work by the time you return. You should apply this process to ALL of your college classes.

Classroom Etiquette

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, prior research, and/or study when responding orally in class. Please be prepared to back up any points you make.

Use “The Hidden Rules of College,” posted in the English Corner handouts, as your guide for classroom etiquette. Participation in this course does not include doing work unrelated to this course during class. Please do not text, talk, email, or surf the net unless it is part of a classroom discussion. Sleeping in class is not acceptable either. Please be respectful of your peers and use appropriate language for a classroom.

Email Policy

All emails sent for class must include your name and course/section number. Please use an appropriate and clear subject line and write clearly and professionally. I may not respond to emails without a student name, so make sure to include your name in the email. I will try to respond to emails the same day. Emails sent after 6:00 PM or on weekends when no homework is assigned will be answered the next school day. I do NOT answer emails on weekends.
To update your email, follow these instructions:
1. Login to eCampus
2. Under the “Tools” menu on the left, click on “Personal Information”
3. Click on “Edit Personal Information”
4. Provide your current email address in the space provided
5. Click “Submit” at the bottom of the page

Academic Honesty

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Student Code of Conduct.

In this class, any form of academic dishonesty on any assignment will result in a grade of zero (0) for the assignment. A second instance of academic dishonesty will result in a failing grade of an F for the entire course.

Help with Writing

- The English Corner is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. You may also use the Corner as a study area to complete your homework. No appointment is necessary. The Corner is open from 9AM – 5PM.
- The English Corner is also available online to help you. Just click on the red Community tab after you login to eCampus. Then, click on the Online English Corner.
- The Writing Center is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226.
- Additional help is available online at Purdue's Online Writing Lab (OWL).

Course Drop Date

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop
date for this course. Please see the list of Important Dates on the Academic Calendar webpage at Academic Calendar.

Academic Progress

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check Advising for more details.

Academic Accommodations

If you wish to discuss academic accommodations, please contact me and the disability office as soon as possible. I am ready and willing to help you succeed. You can contact the Disability Office on the web by phone at 972-238-6180.

Disclaimer

The instructor reserves the right to amend this syllabus as necessary.

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)

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In-Class Lectures/Topics</th>
<th>In-Class Activities</th>
<th>HOMEWORK Due by 11:59 PM on the DATE LISTED!</th>
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<tbody>
<tr>
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<tr>
<td>1/20</td>
<td>1/20</td>
<td>• NO CLASS</td>
<td>• n/a</td>
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<tr>
<td>1/22</td>
<td>1/22</td>
<td>• Syllabus and policies</td>
<td>• Syllabus and</td>
<td>• Look through eCampus and investigate our class</td>
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<td></td>
<td></td>
<td>• Hidden Rules of College, handout</td>
<td>policies</td>
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<td></td>
<td></td>
<td>• How to use Track Changes in MS Word</td>
<td>• Writing over Hidden Rules of College</td>
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<td>• How to use Track Changes in MS Word</td>
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<td></td>
<td>• Download BB and dictionary apps</td>
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<td></td>
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<td></td>
<td>• Read and annotate Case Study 1: “Promoting the Health of Young Adults in Urban Public Universities: A Case Study from City</td>
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</table>
| Week 1 | 1/27 | • 10 Tips for Active Reading, handout  
• Annotating Sources, handout | • Complete Note Taking for Health Professions Majors online | University of New York” by Nicholas Freudenberg, et al.  
• Bring printed/marked up copy to class |
| Week 2 | 1/27 | • 10 Tips for Active Reading, handout  
• Annotating Sources, handout | • Organize Base Groups  
• Review annotations  
• Discussion of reading  
• Create notecards | • Read and take the quiz over Reading and Studying in College for Health Professions Majors  
• Read and annotate “Multimillion-Dollar Project Confirms Value of Clinic-Based Pharmacy Care” by Kate Traynor |
| 1/29 | • Effective Summaries, PPT | • Summary workshop | • Revise summary over “Multimillion-Dollar Project Confirms Value of Clinic-Based Pharmacy Care” by Kate Traynor |
| 1/31 | • Rhetorical Analysis, PPT | • Complete Summary Workshop  
• Discussion of reading | • Final draft of Traynor summary due to eCampus by 11:59 PM  
• Read and annotate The I Search Paper chapters 6 and example essay  
• Treasure Hunt due Monday |
| Week 3 | 2/3 | • Health Professions Occupations Exploration Assignment | • Review assignment  
• Visit Health Careers Resource Center  
• Complete questionnaire  
• Discussion Board | • Complete initial discussion board over questionnaire and respond to TWO classmates by 11:59 PM  
• Schedule interviews, site visits, etc. for Exp. Essay |
| 2/5 | • How to Use the Library Database, PPT | • Using the Library Databases, Medline, Pubmed, and Academic Search Complete  
• Research group activity | • Begin researching and writing |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Tasks</th>
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</thead>
</table>
| **Week 4** | 2/7 | • Source Credibility, PPT  
Primary, Secondary, and Tertiary Sources, PPT  
• Fake vs Credible New Activity  
• Continue researching and writing |
| 2/10 | • Scholarly vs. Popular Sources, handout  
• Research for Exp. Essay in class  
• Continue researching and writing |
| 2/12 | • APA Reference Page, PPT  
• APA Reference Page Worksheet  
• Read and annotate “Domestic Minor Sex Trafficking: An Emerging Health Crisis” by Dana Kaplan and Kathleen Kemp  
• Continue researching and writing |
| 2/14 | • APA In-text Citations, PPT  
• APA In-text Citations Worksheet  
• APA Citations and Plagiarism Quiz on eCampus due by 11:59 PM |
| **Week 5** | 2/17 | • Paragraphing and the Tell, Show, Share Method  
• The Art of Quoting, PPT  
• Quoting Workshop  
• Introduction and three paragraphs of research over your career for the discussion section due to eCampus by 11:59 PM |
| 2/19 | • PPT Paraphrasing, PPT  
• Paraphrasing Workshop  
• Complete interviews and site visits no later than Tuesday; bring notes to next class |
| 2/21 | • How to Write a Profile, handout  
• Write up interview and site visit sections  
• Draft of Interview for the discussion section due to eCampus by 11:59 PM |
| 2/24 | • Revise discussion section  
• Continue writing |
| **Week 6** | 2/26 | • Integrate interview into the discussion section  
• Write methodology  
• Bring Reference page/sources for Exploration Essay to class on Monday |
| 2/28 | • NO CLASS, district conference day  
• Methodology section of essay due to eCampus by 11:59 PM |
| **Week 7** | 3/2 | • Creating a correctly formatted  
• Complete essay for formal peer review |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3/4</td>
<td>Peer Review</td>
<td>Bring a hard and electronic copy of the occupations essay to class for the peer review. <strong>Final draft of Occupations Exploration Essay due to eCampus by 11:59 PM</strong></td>
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<td></td>
<td>3/6</td>
<td>Presentations Assignment</td>
<td>Review assignment, Choose topics and groups for presentations. <strong>Begin preliminary research for presentations</strong></td>
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<td></td>
<td>3/9</td>
<td>n/a</td>
<td>Research in class. <strong>Continue researching</strong></td>
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<td>3/11</td>
<td>n/a</td>
<td>Concept Map: Generate ideas</td>
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<td></td>
<td>3/13</td>
<td>Oral Presentations and PowerPoints, handout</td>
<td>How to design and present oral presentations. <strong>Prepare for presentations: practice, practice, practice. Attend at least ONE Health Professions Day Seminar next week</strong></td>
</tr>
<tr>
<td>9</td>
<td>3/16-3/20</td>
<td>SPRING BREAK</td>
<td>n/a. <strong>n/a</strong></td>
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<tr>
<td></td>
<td>3/23</td>
<td>n/a</td>
<td>Complete Outlines and presentations in class. <strong>Attend at least ONE Health Professions Day Seminar this week. Prepare for presentations: practice, practice, practice</strong></td>
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<tr>
<td></td>
<td>3/25</td>
<td>n/a</td>
<td>Presentations in class. <strong>Prepare for presentations: practice, practice, practice</strong></td>
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<tr>
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<td>3/27</td>
<td>n/a</td>
<td>Presentations in class. <strong>Write summary of seminar visit. Complete the Peer Evaluation over your Group Presentation on eCampus by 11:59 PM</strong></td>
</tr>
</tbody>
</table>

**Unit Three**
| Week 11 | 3/30 | • Argumentative Research Essay Assignment  
• Developing a Research Plan, PPT  
• Research Plan, handout | • Review assignment  
• Choose topics | • Summary of Health Professions Day Seminar due to eCampus by 11:59PM, Unit Two  
• Begin preliminary research |
| --- | --- | --- | --- | --- |
| Week 11 | 4/1 | • Creating Thesis Statements, PPT  
• Outlines, handout | • Create a working thesis | • Continue research in databases  
• Read and annotate “Organ Sales Will Save Lives” by Joanna MacKay |
| Week 11 | 4/3 | • Arguing and Evidence, PPT | • Discussion of reading  
• Ten Questions for Critical Reading and Thinking | • Continue researching  
• Begin writing over the weekend |
| Week 12 | 4/6 | • Annotated Bibliography Assignment | • Review assignment  
• Research in class | • Continue researching and writing |
| Week 12 | 4/8 | • n/a | • Research day in class | • Continue researching and writing  
• Read and annotate the handout Common Logical Fallacies |
| Week 13 | 4/10 | • SPRING HOLIDAY, NO CLASS | • n/a | • |
| Week 13 | 4/13 | • Logical Fallacies, PPT | • Logical fallacies group | • Read and annotate “The Effect of Falsely Balanced Reporting of the Autism–Vaccine Controversy on Vaccine Safety Perceptions and Behavioral Intentions” by Dixon and Clarke by 11:59 PM  
• Write the annotated bibliography |
| Week 13 | 4/15 | • Peer Review | • Bring a hard and electronic copy of the annotated | • Final draft of Annotated Bibliography due to eCampus by 11:59 PM |
| Week 14 | 4/17 | • Counterargument and Refutation Paragraphs, PPT and handout | • Counterargument and refutation group activity | • Outlines due to eCampus by 11:59 PM  
• Bring your sources to class Friday for your counterargument and refutation paragraphs |
| — | 4/20 | • Counterargument and Refutation, PPT and handout | • Write counterargument and refutation paragraphs for essay | • Complete counterargument and refutation paragraphs |
| Week 15 | 4/22 | • Peer Review | • Bring counterargument and refutation | • Counterargument and refutation paragraphs due to eCampus by 11:59 PM |
| — | 4/24 | • Supporting paragraphs | • Write three supporting paragraphs | • Write 3 supporting paragraphs |
| — | 4/27 | • Peer Review | • Bring supporting paragraphs to class | • Three supporting paragraphs due to eCampus by 11:59 PM |
| — | 4/29 | • Synthesis, PPT | • Synthesis group activity | • Write background/history paragraph |
| — | 5/1 | • Synthesis, PPT | • Synthesis group activity | • Write introduction and conclusion paragraphs  
• Formal Cornell Notes of one article due by 11:59 PM |
| Week 16 | 5/4 | • n/a | • Revise supporting paragraphs in class | • Finish writing essay  
• Bring essay to class on Wednesday |
| — | 5/6 | • Peer Review | • Review and correct citations in class | • Polish final draft |
| — | 5/8 | • Notebook Check | • Notebook Check | • Final draft of argumentative research essay due to eCampus by 11:59 PM |
| Week 17 | 5/11 | • Final exam | • Final exam | • n/a |
| — | 5/13 | • NO CLASS | • n/a | • n/a |