

NORTH LAKE COLLEGE

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Irving, Texas 75038-3899

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT



Course Syllabus: English 1301 (Fall 2013)

Liberal Arts Division Office: A-310

Phone: (972) 273-3480

Call the office for hours of operation.

This course syllabus is intended as a set of guidelines for English 1301. Both North Lake College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Professor Information

Professor's Name: Laura Knudson

Email: Lknudson@dcccd.edu

Office Location/Hours: By appointment

Office Phone: 972-273-3480

Course Information

Course Title/Credit Hours: Composition I (3 cr.)

Course Number-Section: English 1301 – 71024

Class Meeting Time: Tues/Thurs 11:00 – 12:20 (8/26/13 – 12/12/13)

Course Description: English 1301 is the first half of freshman composition. The 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.

Course Prerequisites: One of the following must be met: (1) Development Reading 0093 AND Developmental Writing 0093; (2) Developmental Integrated Reading and Writing 0310; (3) Successful Completion of an NCDW (Non-course based developmental writing instruction); (4) English as a Second Language (ESOL) 0044 AND 0054; or (5) or have met the Texas Success Initiative (TS) Reading and Writing Standards.

1. Recognize that writing is a way to learn, communicate, record, and remember.
2. Examine a variety of texts as a basis for writing.

3. Understand and use the processes of writing: inventing, drafting, revising, and editing.
4. Understand the interrelationships among writing, reading, and critical thinking.
5. Use appropriate grammar, mechanics, and spelling.

Students who need help with specific skills are encouraged to visit the Writing Center (A-332).

Required Textbooks

Fowler, H. Ramsey, and Jane E. Aaron. *Little, Brown Handbook*. 12th ed. New York:

Pearson, Longman, 2012. ISBN: 0-205-213073.

Kirzsner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing*. 12th ed. New York:

Bedford St. Martins, 2012. ISBN: 0-312-67684-0.

Course-Level Student Learning Outcomes (See Addenda, also)

1. All students at the course level will demonstrate MLA rules for page formatting at 90% proficiency as measured by the English MLA Page Formatting Rubric, specifically, modeling the assessment process using the Page Formatting Rubric. CCICs 2, 6 EEOs 1, 5 Gen Ed SLOs 1.1, 2.2, 3.2
2. All students at the course level will write coherent, well developed, and mechanically correct essays at 80% proficiency as measured by the English Writing Rubric. CCICs 1, 2 5 EEOs 2, 3, 5 Gen Ed 1.1, 2.2
3. All students at the course level will demonstrate basic MLA documentation rules and formatting at 65% proficiency as measured by the English MLA Documentation Rubric. CCICs 2, 6 EEOs 1, 5 Gen Ed SLOs 1, 3

Course Objectives

Upon successful completion of English 1301, students will be able to write essays that appropriately address a variety of occasions, purposes, and audiences. Furthermore, students will be able to

1. Critically examine a variety of professional and student writings. (This objective satisfies CCIC 1-3 and EE0 4-5). To demonstrate this ability students will
 - recognize authors' organizational strategies, biases, and purposes,
 - examine authors' use of language, and
 - identify strengths/weaknesses of each writing.

2. Understand how to use word processing to facilitate the writing process. (This objective satisfies CCIC 1-4 and EEO 4-5.) At a minimum, students will know how to
 - create documents,
 - save documents,
 - cut and paste within documents,
 - computer edit documents, and
 - print documents.
3. Understand the purpose of documentation and therefore avoid plagiarism. (This objective satisfies CCIC 1-3 and EEO 4-5.) To demonstrate this ability, students will show that they
 - understand the differences between summary, paraphrase, and quotation;
 - can create effective, accurate summaries and paraphrases;
 - are familiar with MLA documentation;
 - can critically evaluate appropriateness and reliability of secondary sources;
 - have developed basic library research skills; and
 - are familiar with electronic academic databases.
4. Understand the recursive nature of the writing process. (This objective satisfies CCIC 1-4 and EEO 1-5.) To demonstrate this knowledge, students will
 - experiment with various pre-writing, invention, organization, and drafting techniques;
 - practice revision by writing multiple drafts; and
 - conduct final proofreading.
5. Interact with professor and classmates with an emphasis on listening and critical thinking. (This objective satisfies CCIC 1-3 and EEO 4-5.) At a minimum, students will participate in
 - classroom discussion,
 - peer editing, and
 - group work.
6. Within specified time constraints, write papers for a variety of purposes and audiences. (This objective satisfies CCIC 1-4 and EEO 1-5.) At a minimum, students will write multiple in- and out-of-class essays that include the following:
 - an in-class mid-term essay,
 - an in-class final essay, and
 - at least one source-based essay.

Specific Course Outcomes

All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

1. Students will complete a minimum of five essays or writing projects for grading.
2. Students will write a mid-term essay on an unannounced topic in one class period and a final essay on an unannounced topic in the final exam period.
3. Students will complete a significant amount of free-writing, journal writing, and response/reaction writing, to include reflection about their own reading and writing processes.
4. Students will read models of student and professional writing.
5. Students will address a range of audiences with varied levels of intimacy, shared knowledge, and agreement.
6. Students will write for a variety of purposes: to express, to inform, and to convince.
7. Students will produce multiple drafts of all graded papers written outside of class.
8. Students will engage in group activities that will include critical thinking, problem-solving, listening and responding.
9. Students will engage in peer review as a part of the writing process.
10. Students will refine mechanics and grammar skills as a part of the editing process.
11. Students will demonstrate basic library research skills, including the use of academic electronic databases.
12. Students will practice paraphrasing, summarizing, and quoting from documented sources.

Course Outline

Since English 1301 is a composition course, students are expected to write on a regular basis. In most cases, they will submit some written work each week. In addition to exercises, paragraphs, and quizzes that some professors may require, students will write at least seven essays (including the mid-term and final essays) for a specific purpose (expressive, informative, or persuasive) and for specific audiences. These essays will be at least 500-700 words or about two to three typed or word-processed pages. The professor will determine the specifics. Students will practice specific rhetorical techniques such as: description/narration, definition, classification, cause/effect, comparison/contrast, and process. They will also demonstrate a working knowledge of the MLA (Modern Language Association) guidelines for research papers. The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

| Assignment Name | Description | Required Readings | Due Date |
|-----------------|-----------------------------|----------------------|------------------|
| Essay One | Description essay | See Reading Calendar | 9/19/13 |
| Essay Two | Exemplification | See Reading Calendar | 10/10/13 |
| Mid-Term Essay | In-class, Unannounced topic | See Reading Calendar | 10/17/13 |
| Essay Three | Definition | See Reading Calendar | 10/31/13 |
| Essay Four | Compare/Contrast | See Reading Calendar | 11/14/13 |
| Essay Five | Cause/Effect | See Reading Calendar | 12/5/13 |
| Final Essay | In-class, Unannounced topic | See Reading Calendar | Week of 12/12/13 |

Evaluation Procedures

The grade earned in this course is a combination of the following individual grades:

| | |
|--|-----|
| Attendance, class assignments, and participation | 10% |
| Minimum of five essays or writing projects | 50% |
| Mid-term essay on an unannounced topic written in one class period | 20% |
| Final essay on an unannounced topic written in the final exam period | 20% |

An **A** requires 90-100%; a **B**, 80-89%; a **C**, 70-79%; a **D**, 60-69%; an **F**, 0-59%. A grade of **D** or higher is required to earn a degree from North Lake College.

Mid-Term and Final Essays

Although most of the writing assignments in this course will call for extensive prewriting, drafting, reviewing, and editing, some writing assignments call for skills in composing a paper within a limited time. The essay topics for the **mid-term and final exams** will **NOT** be announced before the class, so students will have to plan, draft, and edit an acceptable essay of four or more paragraphs (about 500-600 words) during **ONE** class period. Although these papers will probably differ in quality and length from those written over a longer period of time, they are still expected to demonstrate a passing level of competency as indicated by the Departmental Writing Rubric (presented on the last page).

Department of English Policies for Student Success

Attendance Policy

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. **Check Addendum D for your professor's policy** because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

Policy on Late Papers

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. **Check Addendum D for your professor's policies on accepting late papers.**

Student Responsibilities

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (A-332) or meet with your professor when you need help or when you are directed to do so by your professor.

Classroom Etiquette

1. Follow your professor's rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. In short, treat your classmates and professor with respect.

Institutional Policies for Student Success

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion."

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Addendum D for your professor's policy re: academic dishonesty.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. <http://www.northlakecollege.edu/resources/disability.html>

Stop before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a "W." Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at <https://www1.dcccd.edu/6drop>.

Drop Policy

If you are unable to complete this course, you must officially withdraw by **Thursday, November 14, 2013**. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

Financial Aid Statement

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

Counseling Services

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

The Academic Skills Center (ASC)

The ASC provides a variety of services designed to help students develop and improve their writing and language skills. In the ASC, we have:

- The iRead Lab which offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The ESOL lab, with computer access, is open for students to work on assignments or homework.
- Free tutoring for students enrolled in foreign language courses at North Lake.
- The Writing Center to help students clarify writing tasks, understand instructors' requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The Online Writing Lab (OWL) for students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
 - After logging on to eCampus, click on the Community Tab at the top.
 - Type "Owl" in the search field and click "Go."
 - Next, click on the double drop-down arrows *next to* "NLC-OWL2," and then click on "Enroll."
 - Once enrolled, students can receive services from the OWL.
- The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

Exemplary Educational Objectives

As part of the Core Curriculum, English 1301 satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to make appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

Core Curriculum Intellectual Competencies:

English 1301 satisfies the following Core Curriculum Intellectual Competencies specified by the Texas Higher Education Coordinating Board:

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: The ability to think and analyze at a critical level.
4. Computer Literacy: The ability to understand today's technological society and to use computer-based technology in communicating, solving problems, and acquiring information.

Your professor will use Learning Activities from the following list or provide a list of Learning Activities customized for your course.

Addendum A: Learning Activities, Outcomes, and Assessments for a Mode-Based Essay

Learning Activity for Mode-Based Unit: In planning the mode-based essay, you must choose a topic appropriate for the required mode; your professor will provide a list of suitable topics or will approve your topic prior to your beginning the essay. Your mode-based essay will be developed around one or more of the following rhetorical strategies: (listed alphabetically) argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition, description/narration, exemplification, or process explanation/instructions. If required by your professor, you will a) participate in a professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions or webbing to determine what you know about your chosen topic, what you need to discover about your chosen topic, and where you might find this information; b) if required by your professor, gather supporting information and bring it to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for your assignment.

Learning Outcomes: You will choose an approved topic and write a mode-based essay of three or more pages plus a Works Cited page (if required by the assignment). Your essay will contain:

1. a focused thesis suitable to your essay's topic and purpose
2. language and tone appropriate for your targeted audience
3. an organizational pattern appropriate to your selected mode
4. concrete substance such as specific details, sensory data, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. basic computer literacy (if appropriate)

Assessment: You will demonstrate competency by producing a coherent, mode-based essay that is word-processed (if appropriate). It will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

EEOs and CCICs: EEOs 1-6 and CCICs 1-4

Addendum B: Learning Activities, Outcomes, and Assessments for a Topic-Based Essay

Learning Activity for Topic-Based Unit: In planning the topic-based essay, you will choose a subject from your professor's list or have your subject approved by the professor prior to beginning the essay. A topic-based essay is developed around a thematic approach to an issue. It may use one or more of the following rhetorical strategies: (listed alphabetically) argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition,

description/narration, exemplification, or process explanation/instructions. If required by their professor, students will a) participate in a professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions, and/or webbing to determine what they know about their chosen topic, what they need to discover about their chosen topic, and where they might find this information; b) if required by their professor, gather supporting information and bring to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for their assignment.

Learning Outcomes: The students will choose an approved subject and write a topic-based essay of three or more pages plus a Works Cited page (if required by the assignment). This essay will contain:

1. a focused thesis suitable to the essay's subject and purpose
2. language and tone appropriate for the targeted audience
3. an organizational structure appropriate to the essay's subject and purpose
4. concrete substance such as specific and sensory details, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. basic computer literacy

Assessment: Each student will demonstrate competency by producing a coherent topic-based essay that is word-processed (if appropriate). The essay will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

EEOs and CCICs: EEOs 1-6 and CCICs 1-4

Addendum C: Learning Activities, Outcomes, and Assessments for a Source-Based Essay

Learning Activity for Source-Based Unit: In planning the source-based essay, the students will choose a topic from the professor's list or have their topic approved by the professor prior to their beginning the essay. A source-based essay synthesizes information from multiple sources. It may use one or more of the following rhetorical strategies: (listed alphabetically) argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition, description/narration, exemplification, or process explanation/instructions. If required by their professor, students will a) participate in an professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions, and/or webbing to determine what they know about their chosen topic, what they need to discover about their chosen topic, and where they might find this information; b) if required by their professor, gather supporting information and bring to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for their assignment.

Learning Outcomes: The students will choose an approved subject and write a source-based essay of three or more pages plus a Works Cited page. This essay will contain:

1. a focused thesis suitable to the essay's subject and purpose
2. language and tone appropriate for the targeted audience
3. an organizational structure appropriate to the essay's subject and purpose
4. concrete substance such as specific and sensory details, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. information borrowed from one or more secondary sources
7. in-text documentation (following MLA guidelines) and the research specifics required by the professor
8. basic computer literacy

Assessment: Each student will demonstrate competency by producing a coherent word-processed source-based essay of three or more pages. The essay will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

EEOs and CCICs: EEOs 1-6 and CCICs 1-4

Addendum D: Learning Activities, Outcomes, and Assessments for the In-Class Mid-Term and Final

Learning Activity for the Mid-Term and Final Exam: Choosing from your professor's list of unannounced topics, you will write an analytical essay of three or more pages that presents and defends a position.

Learning Outcomes: You will: a) choose a topic, b) formulate a thesis, c) draft the essay, and d) edit/revise the essay before submitting it to your instructor for evaluation at the end of class. Each essay will contain:

1. a title that grabs your reader's attention and sets the tone of the paper
2. a thesis statement (usually located in the introduction)
3. well-supported body paragraphs that develop your thesis
4. a complementary introduction and conclusion
5. appropriate transitional devices
6. correct grammar, usage, and mechanics

Assessment: You will demonstrate competency by writing an in-class, timed final essay on an unannounced topic. It will be evaluated based on content, organization, style, and mechanics.

EEOs and CCICs: EEOs 1-3, 5 and CCICs 1-3

The departmental rubrics begin on the next page.

Addendum A: English Writing Rubric

| | Unacceptable 0-7 pts. | Poor 8-9 pts. | Average 10-11 pts. | Good 12pts. | Excellent 13-14 pts. |
|--|---|--|---|---|---|
| Topic/Thesis | Lacks a central idea and purpose. Includes no indication of an audience. Represents a seemingly random collection of information. | Uses a weak central idea and purpose. Uses a weak indication of audience. Lacks focus on the topic. | Generally states a central idea. Shows consideration of audience. Focused enough to achieve its purpose. | Clearly, logically, and adequately states and focuses on a central idea and purpose. Shows some imagination in its approach to its topic. Uses a clear reference to audience. | Creatively, clearly, logically, and adequately states and focuses on a central idea and purpose. Demonstrates thoughtful attention to audience. Uses clear, logical, and thought-provoking ideas. |
| Organization | Lacks organization. Fails to flow from one point to another. Lacks transitions. | Uses confusing connections among supporting points. Fails to flow from one point to another. Lacks transitions. | Uses appropriate connections among supporting points. Inconsistent flow from one point to another. Uses unoriginal transitions. | Uses logical connections among supporting points. Ensures consistent flow from one point to another, yet uses some original transitions. | Uses a logical, clear, connected arrangement of supporting points. Ensures a consistent flow from one point to another. Uses original transitions. |
| Paragraph development | Lacks supporting ideas and details. Provides no explanation; no elaboration. | Provides minimal and/or inadequate supporting ideas and details. | Provides general explanation, and some supporting ideas and details. | Provides general explanation and elaboration on unified supporting ideas and details. | Ensures adequate and creative explanation and elaboration on unified and unique supporting ideas and details. |
| Sentence variety and construction | Incorporates incorrectly constructed sentences. Contains syntax errors. Lacks variety in sentence structure. | Incorporates basic, repetitive, and predictable sentence structures. Contains syntax errors. | Varied sentence structures, but sentences are often unoriginal and less effective. | Incorporates varied sentence structures, but sentences are unoriginal. | Incorporates varied and creative sentence structures such as, compound/complex, balanced, and parallel sentence structures. |
| Language choices | Incorporates inadequate word and phrase choices. Incorporates an unclear and confusing choice of words and phrases. | Relies on a limited vocabulary, or contains a weak and/or confusing choice of words and phrases. Incorrectly uses literal and figurative devices. | Diction is appropriate but simplistic. May rely on clichés, common or informal language. Inappropriate use of literal and figurative devices. | Appropriate words and phrases and literal and figurative devices. | Ensures a creative and careful choice of words and phrases. Adequately and creatively uses literal and figurative devices. |
| Style | Lacks voice and tone. Fails to address the writing situation. Lacks contextual language. | Contains an inconsistent and/or weak voice and tone. Attempts to address the writing situation. Misapplies contextual language. | Contains an unoriginal yet consistent voice and tone. Adequately addresses the writing situation. Utilizes common contextual language. | Effectively employs consistent voice and tone. Appropriately addresses the writing situation. Utilizes correct contextual language and form. | Creatively employs consistent, and creative voice and tone. Addresses the writing situation exceptionally well. Utilizes correct contextual language and form. |
| Mechanics/ Grammar | Contains errors in spelling, punctuation, and grammar that interfere with understanding. | Contains distracting errors in spelling, punctuation, and grammar that reduce understanding. | Contains few errors in spelling, punctuation, and grammar. | Contains infrequent errors in spelling, punctuation, and/or grammar. | Ensures writing is free from distracting errors in spelling, punctuation, and grammar. |

Addendum B: English MLA Page Formatting Rubric

| Categories | Unacceptable = 0 points | Needs Improvement = 7 | Acceptable = 14 points | Points Earned |
|--|--|---|---|---------------|
| Header | No header or header is manually inserted. | Header is lacking one or more components (i.e. author's last name or accurate page number) | Has actual header with author's last name, space, and page number automatically inserted. | |
| Heading | Missing heading | Missing one or more line of essential information (student's name, instructor's name, class, and date) or arranged incorrectly. | Has four-line, double-spaced heading with required information in correct order (if paper has no title page). | |
| Title | No title | Title is bolded, underlined, italicized, and/or supersized. | Title is properly sized and formatted. | |
| Margins | Has not set margins correctly. | Margins not set consistently throughout the document. | Has correct margin for every side of the page. | |
| Font and Size | Does not follow instructor's rules for font choice and size. | Font choice and size changes throughout the document. Font formatting is not consistent. | Follows instructor's rules for font choice and size. | |
| Paragraph Spacing | Paragraphs are single-spaced or too much spacing. | Paragraph spacing is inconsistent throughout the paper. | Paragraphs are double-spaced. | |
| Paragraph Indentation (must be one-tab, cannot be done using spacebar) | One or more paragraphs are not indented. | Paragraph indentation is not consistent with every paragraph. | Every paragraph is indented .5, using one-tab stroke. | |

Proficiency Percentage from Raw Score

| Raw Score | = to % | Raw Score | = to % |
|-----------|--------|-----------|--------|
| 98 | 100 | 42 | 43 |
| 84 | 86 | 28 | 29 |
| 70 | 71 | 14 | 14 |
| 56 | 57 | 0 | 0 |

Addendum C: English MLA Documentation Rubric

| Categories | Unacceptable | Needs Improvement=7 | Correct= 14 | Points Earned |
|-----------------------------------|--|--|---|----------------------|
| In-Text Citation, Location | Citations are completely missing. | Some citations are missing or in the wrong place. | Citations are present when needed and are appropriately placed. | |
| In-Text Citation, Content | Citations have incomplete or incorrect information. | Some citations have incomplete or incorrect information. | Citations contain complete, correct information | |
| Internal Citation, Format | Citations have improper comma, page numbers, or missing last name or article title. | Few citations have improper comma, page numbers, or missing last name or article title. | Citations use name properly, are punctuated correctly, and do not contain incorrect page numbers. | |
| Internal Citation, Linkage | Several citations have no corresponding Works Cited Entry. | Some citations have no corresponding Works Cited Entry. | Citations are properly tagged to correspond to Works Cited Entry. | |
| Works Cited, Location | Works Cited page is missing. | Works Cited page is incorrectly placed. | Works cited page is last page of document | |
| Works Cited, Content | Entries have incomplete or incorrect information. | Some entries have incomplete or incorrect information. | Entries contain complete, correct information. | |
| Works Cited, Format | Entries have reversed name order, are indexed incorrectly, or out of alphabetical sequence, or no hanging indent. | Some entries have reversed name order, are indexed incorrectly, or out of alphabetical sequence, or hanging indent is inconsistent. | Entries are properly formatted and punctuated, indexed correctly, and alphabetically sequenced, and consistent hanging indent. | |
| Works Cited, Title | Works Cited Page is not titled or incorrectly titled. | Title is not in initial caps and/or centered on page. | Works Cited Page is properly titled. | |

Appendix D: Professor's Personal Policies

Books

I teach from the texts listed on page 2 of this syllabus. I realize that there are earlier editions of both texts which are cheaper, and I have no problem with students using the cheaper texts. You are free to use whatever edition of the texts you wish; however, you are responsible for the readings. If your text does not have the same readings, or has readings on different page numbers, you will need to locate the readings on your own. Google is an excellent source for this, as is our school library (the readings in the assigned texts come from other texts; therefore, you should be able to find them elsewhere, whether on the internet or otherwise).

Attendance Policy

Attendance in this class is essential and required. I require your attendance in both of its senses; not only your physical presence, but your mental attendance as well. You will not sleep or do other activities in class besides what I have asked you to do. Likewise, being unprepared for class is unacceptable.

You are expected to attend all classes. If you miss class, do not expect me to repeat a lecture given during your absence. Group work, daily writing grades, and in-class work such as quizzes cannot be made up. Likewise, being on time to class is important. Furthermore, attendance affects your grade. Any student arriving fifteen minutes or more late to class, sleeping, using their phone, or talking amongst themselves in class will be counted absent for the day. Any student who is absent for three classes (15% of the semester) will incur a ten point penalty on their overall course grade; there will be a further ten point penalty for each additional absence.

Your attendance and participation during peer review is also required and is part of your grade for each unit. Failure to attend and/or participate in peer review will result in a ten point penalty on the final essay grade for that unit.

Come to class on time and be ready to work; you will have a much more enjoyable and rewarding experience if you do.

Assignments

All formal written work is expected to be typed, except in-class writing. All final papers must be turned in to Turnitin.com (which we will cover in class), and be formatted according to MLA standards, or they are not complete and your grade will be penalized.

All paper assignments will be covered in detail well before they are due. If you ever have questions about an assignment, please ask. I would rather spend time helping you understand an assignment before it is due than receiving work that does not meet the assignment requirements. You may also show me drafts at any stage of development, or talk to me about your plans for an assignment to see if you are on the right track, or to ask for help.

You will also be required to participate in peer review sessions for each of your essays. These sessions are held in class; failure to participate in mandatory peer review will result in the loss of one letter grade from the assignment.

Last updated Aug-13

Policy on Late Papers

I don't accept late work; any essay not turned in during the class period it is due will not receive credit. If you have extreme extenuating circumstances (personal hospitalization, immediate family hospitalization, death in the family), talk to me as soon as possible, and we will work something out. Procrastination and voluntary obligations are not extenuating circumstances. I reserve the right to ask for documentation.

You must submit the final draft of your essays to Turnitin.com prior to the start of class. Draft essays for workshopping should be in hard copy form I do not accept e-mailed essays or those turned in to my mailbox unless it is an emergent situation or InSite is down.

Technological difficulties are not an excuse.

The library has computers and printers for your use. Always back up your work, even if it is only via an email to yourself through Gmail or similar. Never save work solely to a thumb drive. Never save work solely to a library computer. Investigate free options such as Dropbox and Google Docs. Excuses such as "my computer crashed" are the same as "I didn't plan ahead."

Classroom Etiquette

This is a learning environment, so turn off all electronic devices (cell phones, mp3 players, etc.); they break into your and the other students' concentration. Unless you or someone in your immediate family suffers from a life-threatening disease or faces a catastrophic event, phone calls and text messages will not be tolerated during the time you are in this classroom.

Each student is required to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn (and are kind of the point of higher education). We may disagree sometimes, but we will always be respectful of one another—I will accept nothing less.

Academic Dishonesty Policy

Academic dishonesty is a serious crime. Forms of academic dishonesty include:

- **Collusion** - lending your work to another person to submit as his or her own
- **Fabrication** - deliberately creating false information on a works cited page
- **Plagiarism** - the presentation of another person's work as your own, whether you mean to or not; allowing another writer to write any part of your essay is also plagiarism.
- **Self-plagiarism** - (also known as "recycling fraud") is the reuse of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or without citing the original work.

Plagiarism is easy to avoid; simply acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source, check with me. I take academic dishonesty very seriously. You are expected to write your own work and document any materials that you borrow from. When you submit work to me via Turnitin.com or through any other mechanism, you are stating unequivocally that this is work you have created independently. Regardless of how much or how little you've cheated, plagiarism and the like will result in the following actions, which in turn may result in suspension or expulsion: Failure of the course and notification to college authorities.

To reiterate: If you commit academic dishonesty in any of its forms, even if it is just one sentence,

you will fail the entire course.

Seek help from the writing center or me before you make a bad decision.