

McLennan
C O M M U N I T Y
COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

Freshman Composition 1
ENGL - 1301 - 091

Stephen Swanson

NOTE: This is a 16-week online course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

AN EQUAL OPPORTUNITY INSTITUTION

Fall 2020

FRESHMAN COMPOSITION 1

ENGL 1301.091

Course Description:

Focuses on developing the core skills of reading, critical thinking, writing, and researching. Emphasizes writing processes and outcomes and includes attention to standard language conventions.

Prerequisites and/or Corequisites:

TSI complete in Reading and Writing or the equivalent.

Course Notes and Instructor Recommendations:

Google Apps/Mail: Please familiarize yourself with this software, since this class will use it for delivering coursework and maintaining an updated course syllabi and calendar. Instructional courses about Google Docs/Drive/Plus are available through Google and YouTube, but you should also contact Prof. Swanson for questions about use and the Information Systems office (299-8077) for account help.

Grades/Attendance: While I do use Brightspace's gradebook, the ways that they add and depict scores do not always reflect where you are at. Therefore, I recommend that you contact me whenever to answer questions/concerns about grades via e-mail. You just have to be sure to e-mail my MCC account from your MCC account to ensure the greatest account security.

Email: I use my MCC and Google email accounts as my primary means of contacting students. Students are responsible for 1) regularly checking their messages in this account (at least once per day), 2) ensuring that their inbox is not full so that they can receive messages, and 3) ensuring that they remember their username and password. Students should only use their MCC email accounts when sending me email.

Instructor Information:

Instructor Name: Stephen Swanson

E-mail: sswanson@mcclennan.edu; sswanson@students.mcclennan.edu

Office Phone Number: 299-8922

Office Location: Faculty Office Building 222

Office/Teacher Conference Hours: f2f or online by appt.

Other Instruction Information:

Required Text & Materials:

Title: *Rules for Writers*

Author: Hacker and Sommers

Edition: 9th

Publisher: Bedford/St. Martin's

ISBN: 9781319361303

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Title: *Make It Stick*
Author: Brown
Copyright Year: 2014
Publisher: Harvard UP
ISBN: 9780674729018

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found [here](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf) (https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

*** [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)**
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Methods of Teaching and Learning:

Includes lectures, class discussion, in-class/out-of-class viewing & reading assignments, group work, regular discussions, quizzes, and multiple essay projects.

For this course, we will be using Brightspace, Google Drive/Docs, and Classroom extensively.

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To join the Google Classroom, you need to navigate to classroom.google.com, login with your MCC email and password, click to join a class, and enter the following code: **“rlmv36c”** (arr-ell-em-vee-three-six-see).

In addition to the Stream, where essay drafts will be written and turned in, you should also familiarize yourself with the “About” section, which is where I put a lot of the resources and links for the course. I try to duplicate these in Brightspace. If something is missing, email me asap so I can correct/add them.

Important Teaching and Learning Definitions:

“In-class”: The term “in-class” refers to time spent engaging with Brightspace or Google Classroom in a manner similar to face-to-face courses: reading lectures, completing quizzes, or watching course videos.

“Out-of-class”: The term “out-of-class” refers to time spent engaging with reading, homework, or writing and thinking similar to face-to-face courses’ homework: reading, watching resource videos, doing research, writing and revising drafts.

Working Ahead:

In general, I’ve structured the course for students to complete each “unit” of work in conjunction with their classmates. Therefore, the course includes assignments (particularly course discussions on Google Classroom and Essay Peer Reviews) that cannot be completed before the class progresses to that point in the course.

However, because I know that students often like to or need to work ahead, I’ve made all of the Units, Unit Overviews, and writing assignments accessible from the start of class. Students are welcome to read and work ahead as much as possible, but since this course focuses on skill development and skill development takes time, practice, and feedback, then the course deliberately expects students to slow down at points and reflect on and receive feedback on their writing, reading, and thinking skills from their instructor and peers.

Course Objectives and/or Competencies:

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.

Course Competencies:

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate.

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Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking (CT)** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill (COM)** -- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork (TW)** -- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

Course Outline or Schedule:

ENGL 1301 Schedule for Fall 2020

Assignments are due before **11:59p** on the last day listed for that Unit unless otherwise noted in the schedule.

You should note that Units overlap weekends to allow students to adjust their schedules. (Go from a Friday to the next Sunday, while the next Unit begins before the last Unit is “due”)

(Any schedule changes will be given in class or changed in this document)

(RfW= Rules for Writers, MIS= Make It Stick)

Unit 01: 8/24 - 8/30

Topics-

- Why We're Here
- Lessons of Learning Well
- Getting Started Successfully...It's a State of Mind and Body;
- Google Apps/Classroom
- Initial Handouts: Schedule & Journals

Assignments Due-

- Join Google Classroom (rlmv36c);
- Read Syllabus
- E-mail Prof. Swanson from your student email
- Discussion 01

Unit 02: 8/28 - 9/6

Topics-

- The Writing Process;
- Discussion of Reading.

Assignments Due-

- Re-read Syllabus

- Read [Anne Lamott Handout on Google Classroom](#)
- Discussion 02

Unit 03: 9/4 - 9/13

Topics-

- Discussion of Learning
- Essay 1 Assignment
- Revising from Sketch to RD
- Personal Essay (Process)

Assignments Due-

- Read *MIS* pp. ix-22 (Preface- Chap. 1)
- Read RfW pp. 2-21, 464-476: Sections “Exploring, planning, and drafting” & “MLA format; sample research paper”
- Discussion 03
- Essay 1 Sketch due

Unit 04: 9/11 - 9/20

Topics-

- Revising (Purpose & Meaning)
- Peer Review

Assignments Due-

- Read RfW pp. 21-54: Sections “Revising, editing, and reflecting” & “Building effective paragraphs”
- Discussion 04
- Essay 1 Rough Draft due
 - Share copy of E1 RD with peer partner (via Google Docs)
 - DUE 11:59p 9/21

Unit 05: 9/18 - 9/27

Topics-

- Complete Peer Review
- Reading Differently;
- Intro to Essay 2: “Writing about Reading”;
- Applying and Responding to What We Read.
- Writing a Review; Essay 2 Assignment
- Revising for Topic and Thesis.

Assignments Due-

- Complete peer review on peer partner’s copy (via Google Docs)

- DUE 11:59p 9/23
- Discussion 05
- Read *MIS* pp. 23-45 (Chap 2);
- Read RfW pp. 56-71 “Reading and Writing Critically” Section
- Final Draft Essay 1 due (w/ Peer Review and Smarthinking).

*****9/27 is the last day to make and keep a “conference” for 50 pts*****

Unit 06: 9/25 - 10/4

Topics-

- Making it Stick.
- Citation, Sources, and Revision;
- Work/Discussion

Assignments Due-

- Discussion 06
- Read *MIS* pp. 46-66 (Chap. 3).
- Read RfW pp. 78-107, Sections: “Reading arguments” & “Writing arguments”
- Essay 2 Sketch due.

Unit 07: 10/2 - 10/11

Topics-

- Learning About Learning
- Revising Essays

Assignments Due-

- Discussion 07
- Read *MIS*, pp. 67-101 (Chap. 4).

*****10/11 is the last day to make and keep a conference for 25 pts*****

Unit 08: 10/9 - 10/18

Topics-

- Revision
- Peer Review

Assignments Due-

- Complete Revision Goals
- Discussion 08
- Rough Draft Essay 2 due
 - Share copy of E2 RD with peer partner (via Google Docs)

- DUE 11:59p 10/19

Unit 09: 10/16 - 10/25

Topics-

- In-Class Essay 1
- Self-evaluation

Assignments Due-

- Complete peer review on peer partner's copy (via Google Docs)
 - DUE 11:59p 10/21
- "In-Class" Essay 1
- Discussion 09
- Read *MIS*, pp. 102-130 (Chap. 5)

Unit 10: 10/23 - 11/1

Topics-

- "In-class" work and Conference
- Discussion and Work

Assignments Due-

- Read RfW 358-370: Sections "Thinking like a researcher; gathering sources"
- Read *MIS*, pp. 131-161 (Chap. 6)
- Discussion 10

Unit 11: 10/30 - 11/8

Topics-

- Source-based/Research Essays (introduction to...);
- Sentences and Punctuation;

Assignments Due-

- Read *MIS*, pp. 162-199 (Chap. 7).
- Review RfW 165-229; 267-329: Sections "Grammar Basics" & "Punctuation" & "Mechanics"
- Discussion 11

Unit 12: 11/6 - 11/15

Topics-

- Prompting Research/Finding Sources.
- Applying Research/Sources;

Assignments Due-

- Final Draft Essay 2 due;
- Read *MIS*, pp. 200-256 (Chap. 8);
- Read RfW 370-391: Section “Managing information; taking notes responsibly”
- Discussion 12

Unit 13: 11/13 - 11/22

Topics-

- Developing Research/Sources;
- Reading for Writing.

Assignments Due-

- Have 8 sources & Prelim Rhet. Situation (extra credit) turned in on Classroom
- Discussion 13

Unit 14: 11/20 - 11/29

Topics-

- Work & develop
- Revising (Clarity and Style);

Assignments Due-

- Essay 3 Sketch
- Read RfW 107-164: Section “Clarity”
- Discussion 14

Unit 15 & Final: 11/27 - 12/8

Topics-

- Peer Review
- Revision.
- Revising (Grammar);

Assignments Due-

- Review and follow RfW 165-229 & 267-329: Sections “Grammar” & “Punctuation” & “Mechanics”
- Discussion 15
- Rough Draft of Essay 3 Due 11:59p 12/2.
- Peer Review Shared Due 11:59p 12/3.
- Peer Review Complete 11:59p 12/5.
- **Final Essay 3 - due 11:59p on 12/7**
- **“In-Class” Final Essay - due 11:59a on 12/8**

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Course Grading Information:

Course Grading Scale

- A = 895-1000 pts.
- B = 795-894 pts.
- C = 695-794 pts.
- D = 595-694 pts.
- F = 594 and fewer pts.

Planned Assignments/Graded Content:

1. **Essays, including rough and final drafts of each, ([10+20+40]+[20+30+100]+[50+50+200]=520 pts.):** There will be 3 essay projects that will include graded pre-writing, revision, and drafting processes along with the final essay. They will range from 2 to 5 minimum pages and will each require students to display particular goals and growth in the process of writing.
2. **In-Class Essays (50+50=100 pts.):** We will have 2 “in-class”, timed essays
3. **Discussions (130 pts):** Every week, on Google Classroom, I will post a question/reading/prompt for discussion. You will need to read/think/write appropriately and post a comment on that post of at least 100 words that addresses the exercise/discussion.
4. **Quizzes (100 pts.):** We will have quizzes in every unit over the readings, lectures, or work due for the class period. There will be more than 100 points offered. So, students should definitely try their best but not fixate on any particular question or quiz. Quizzes assess your reading and preparation for course material. If you struggle, contact me so we can talk about your reading and note-taking strategies.
5. **Participation and Preparedness (100 pts.):** Students will receive a grade reflecting how well they demonstrate their out-of-class preparedness and willingness to engage, constructively, to class discussions and projects.
6. **Conference (50 pts.):** Students must make and keep one out-of-class appointment with Professor Swanson before the deadline, either in person or digitally. The student is expected to arrive with materials and questions to discuss the project/paper at hand.

Readings/Quizzes:

- Quizzes will be given on any assigned readings or activities in every unit. Unit readings should generally be done first, well before the date scheduled. Not reading or not reading with adequate attention can result in significant loss of points.
- Missed quizzes cannot be made up for any reason, but only the top 10 quizzes will count towards the final grade.

Electronic Submission Policies:

Almost all assignments will be required to be submitted electronically via Google Classroom. Since it is becoming increasingly important for workers to manage electronic information, students must follow the following guidelines when submitting electronically or risk a loss of 10% off of the top of the assignment's worth.

- Students should generally create their assignments in Google Docs and attach them to the appropriate assignment immediately. (Or, the option in Classroom exists to create the

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document in the assignment and have it saved automatically in the Classroom assignment. I recommend *strongly* that students use it.)

- In the event that Google Docs is down for a prolonged period, you should e-mail your work as an attachment to me before the required time and date to avoid losing full credit.
- Assignments must be titled/saved so that their file name follows the general format: Last name first name filename.
 - So, I would title the file for this syllabus: Swanson Stephen Syllabus Su2 2019.
 - Do not use special characters such as “#” or “/” or “\$” in the title, as they can cause problems in storage and recovery.
- Assignments must be submitted as Google Docs. If you need help converting your document to a Google Doc, please contact me significantly before an assignment is due.

***NOTE:** It can be hard to get used to a new electronic program. Please do not wait until the last minute to do things. Also, do not hesitate to ask for help (from me, IT (299-8077), and/or the Student Support Center/Writing Lab).

Writing Grading Standards:

The rubric, below, is what I use to guide my grading of all written assignments. It describes my standards for grading. This is a prose-style description of the qualities required for each grade level. We will be discussing the specific aspects and their worth as the semester progresses, but you should become familiar with what each grade represents.

If you have questions about what I mean or am looking for, then please schedule an appointment early in the semester to talk to me. Here is my rubric:

- **An A paper** (90-100%) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.
- **A B paper** (80-89%) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.
- **A C paper** (70-79%) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppy or monotony, significant problems with mechanics, grammar, spelling, and diction.
- **A D paper** (60-69%) is below average and may present a thesis that is too vague or too

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obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

- **An F paper** (59% and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

NOTE: Notice how high the standards for “A”, “B”, and even “C” papers are. This might be significantly different from your experience in other classes or in high school.

Participation:

Participation does count for 10% of your final grade. The rubric also gives a clear idea of the expectations for the student behavior in the class. A student must meet all of the requirements to earn a particular grade level. For example, a student who “adds to the quality of the discussion...” (A-level) but has three absences classes over the term (C-level) will probably not earn above a C for participation.

A (90-100)

- Prepare before every class/unit – including clearly demonstrating that they’ve completed the work and reading the material necessary BEFORE that class period/unit.
- Ask questions if they do not understand the material.
- Add to the quality of the discussion by consistent out-of-class preparation and thoughtful and positive participation in class discussions and other assignments.
- Do all the homework assignments prior to their deadlines and, moreover, turn in thoughtful, detailed, thorough, and well-written homework assignments.

B (80-89)

- Prepare before every class assignment.
- Normally ask questions when they do not understand the material and goes beyond the minimum expectations for participation in assignments.
- The class benefits from their participation because they have prepared their work and demonstrate a fundamental understanding of the material. However, these students have not yet fully committed themselves to mastering the material.
- Do most of the work. Some of the assignments, however, are a bit sparse and a bit superficial.

C (70-79)

- Prepare before class assignments except on rare occasions.
- Although uncertain about the subject matter, they infrequently ask questions in class
- Rarely volunteer for discussion beyond the minimum requirements and often demonstrate superficial or insufficient engagement with the course material and process through a lack of preparation.

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- Their participation, though mostly adequate in quantity, fails to demonstrate active participation and seems to default to a passive observation.
- Do not do some homework assignments and tend to do the bare minimum required to complete each assignment.

D (60-69)

- Often demonstrate a lack of preparation during the course period.
- Although uncertain about the subject matter, they rarely ask questions or engage with the instructor or peers.
- Participation is limited to completing only the minimum of work.
- Students participate in class discussions but sometimes they do so in disrespectful ways.
- Frequently miss assignments. Usually do the bare minimum needed to complete an assignment.
- Appear to place the responsibility for learning almost entirely on the course/instructor.
- Through their neglect of preparation, they fail to contribute significantly to course lectures, discussions or other assignments.

Failing

- Have more than 6 absences.
- Rarely prepare for class.
- Very infrequently ask questions and rarely engage with faculty or peers.
- Behave in inappropriate ways in the class discussion, or other assignments.
- These individuals deter other students from learning through disrupting the educational atmosphere.
- Have not turned in a significant amount of assignments.

Late Work, Attendance, and Make Up Work Policies:

Grading Guidelines for All Assignments:

- ***No late work will be accepted.*** “Late,” for this course is defined as after the deadline set for the assignment on the schedule above. The only exceptions will be made to students who contact me beforehand and receive a reply detailing the accommodations or students who meet the unforeseeable, excused absences as per MCC’s attendance policy.
- All graded work must be typed and submitted electronically (in the case of essays), double-spaced, in standard 12-pt font and follow all conventions of an MLA paper. **There will be a sample paper written in standard MLA form available in “Samples” on Google Classroom.**
- Assignments must **ALWAYS** meet the minimum length & source requirements and address the prompt/assignment.

Rough Draft/Sketch Grading

- Rough drafts and sketches must always meet the minimum expectations for the assignment in terms of formatting, topic, length, and source requirements.
- **Think of rough drafts as very close to final drafts.** They should represent a significant

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mid-point in the writing process, not the beginning.

- Rough drafts that fail to meet minimum requirements in terms of topic, length, or source requirements can be immediately reduced by 5% for each requirement missed.
 - Those that fail to meet minimum length requirements by more than 25% will immediately receive an additional 20% reduction. (ie. A 3 page draft for a 4 page assignment will only be able to earn a maximum of 75% of the available points.)

Final Draft Grading

- When submitting final drafts, students must always include the files of their peer reviewed rough draft and Smarthinking review along with the final draft itself. Missing these will result in a 10% deduction per missing element.
- Final drafts that do not meet MLA formatting or citation guidelines in any way will lose an immediate 10% of the available points and, depending on the severity of the citation errors, could be turned over for consideration for academic dishonesty.
- Final draft submissions that clearly do not meet the assignment in respect of length, topic, or source requirement can immediately be reduced by 10% of the available points.
 - Those that fail to meet the minimum length required by more than 25% will see an additional deduction of 40% off of the possible grade. (ie. A 300 word draft for a 400 word assignment will only be able to earn a maximum of 50% of the available points.)
- In all cases, you do have the right and responsibility to ask for clarification about why and how the assignment does not meet the basic, minimum standards for the assignment.
 - Final drafts of Essays 1-2 that lose 30% or more off the top of their total score will be immediately returned with a zero, pending revision. Students will have to meet with me, as per revision requirements, and revise their paper by the assigned revision time. Students who do not revise will earn an automatic zero.

Smarthinking:

For every essay assignment, I will be requiring that you submit drafts to Smarthinking, an online tutoring program accessed through our Brightspace page, for an “Essay Review” at least once per essay assignment between the rough and the final draft due dates. We will be taking time to go over the submission process and techniques for using the service to get additional help with your writing. However, there are a few general things that I want to apprise you of before you go into using the service:

- Make sure that you familiarize yourself with the interface *before* you have to submit a paper.
- When you fill out the “Submission Form”, be as specific as possible about the description of the assignment and the kind of help you are requesting.
- Since Smarthinking can take 24-48 hrs. to read and respond to your essay draft, you need to make sure that you submit early enough. You will want to give yourself enough time to get the feedback, make changes, and possibly submit it again for additional review. This means that submissions later than a day or two before the final draft is due **will not** likely assist your writing to much degree.
- The Smarthinking review **MUST** be submitted with the final draft or risk losing 10% off of the total grade for the draft.

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Revisions:

Students have the opportunity to rewrite the Final Drafts for Essays 1 and 2. Revisions will be graded at the end of the term and applied only if they change the overall grade for the course.

To earn a higher grade on a rewrite, you must:

1. Make an appointment and meet with me before completing a rewrite,
2. Have originally submitted a draft on time,
3. Revise and/or reorganize a significant portion of the essay,
4. Resubmit the revision on time, no later than one week from the day returned, and
5. Be accompanied by the previously graded paper upon which the rewrite is based or by a draft with my comments.
6. Points lost for being late cannot be made up for any reason, and points for peer reviews will have a limited ability to earn those points depending on the situation and time restraints.

Student Behavioral Expectations or Conduct Policy:

Online/Hybrid Attendance:

Attendance in an online course obviously differs from a face-to-face course. However, in an online course, student preparation and participation become even more important in order for the course to encourage student development and grow in knowledge and skills.

Students who miss assignments in a unit by the date and time of the syllabus will be counted “tardy”. Three tardies equal an absence.

Therefore, students who fail to complete more than one required assignment for the unit by the deadline (or miss a deadline for a rough or final draft) can be counted as “absent”.

Failing to turn in sketches, rough drafts, or final drafts will equal an automatic absence.

Academic Integrity Definitions:

PLAGIARISM:

the use of someone else’s work without crediting or properly adapting materials from that work. If you use quotes, ideas, opinions, arguments, examples, summaries, paraphrases, statistics, outlines, graphics, etc., you must cite your sources. Info not cited is considered plagiarized unless it is all common knowledge or your own observations or ideas. Plagiarism is easy to detect and almost as easy to prove. Please cite sources.

MULTIPLE SUBMISSION OF PAPERS FOR COURSES:

Normally, a paper done for one class may not be submitted in another class. However, if work in two different classes is similar but differs in significant ways, it may be acceptable. To be safe, you should get written approval first (by showing me the work done for the other class), before revising your work for this class.

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getting someone else to do your work. You should get help outside of class, and I encourage everyone to make at least one visit to the Writing Center to see what type of tutoring assistance is offered. After all, the goal in this course is that you learn to write better. But if you let others actually do your work, I will probably notice and you may fail the course. **Note: Large discrepancies in quality between writing assignments may result in the requirement of additional timed or proctored work,**

Violations of the Academic Integrity Policy:

will lead to an automatic zero for the assignment and can lead to an “F” for the course, depending on the level of the violation. All violations will be submitted to Student Development and will be recorded in the case that students have further problems with academic integrity.

It is **MUCH** better to ask for help than to beg for forgiveness. I’m here to help, and we have lots of resources to assist students who are struggling and think that cheating might be a way out. It is not worth getting caught and penalized.

*** Click Here for the MCC Academic Integrity Statement**

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

*** Click Here for the MCC Attendance/Absences Policy**

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

FRESHMAN COMPOSITION 1

ENGL 1301.091

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

*** Click Here for more information about Title IX**

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

** You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*