ARTS & COMMUNICATION DIVISION
ENGLISH 1301 HONORS: COMPOSITION I SYLLABUS
Fall 2016: 8/29-12/15

Course Name/Number: ENGL 1301 - HONORS
Instructor: Dr. Rufel Ramos
Office & Phone: G136, 972-860-7361
Office Hours: MW 9-10am; 11am-12pm
Office E-mail: rramos@dcccd.edu

Office Hours:
MW 9-10am; 11am-12pm
TR 9-9:30am, 12:30-1pm
rramos@dcccd.edu

REQUIRED TEXTBOOK/RESOURCES:
2. Reference: Purdue Online Writing Lab (OWL). Purdue U Writing Lab, 2016, owl.english.purdue.edu
5. Sources, Other:
   • “EFC Library.” Eastfield College, 2016, www.eastfieldcollege.edu/er/Library/

SUGGESTED RESOURCES:
• Radiolab. WNYC Radio, 2016, www.radiolab.org/

STUDENT LEARNING OUTCOMES (SLOS):
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.

HONORS PROGRAM SLOs:
From the National Collegiate Honors Council, upon successful completion of this course, students will:
1. Develop effective written communication skills (including the ability to make effective use of the information and ideas they study).
2. Develop effective oral communication skills (while recognizing that not all students are comfortable talking in class).
3. Develop the ability to analyze and synthesize a broad range of materials.
4. Develop an understanding of how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them, and/or understand how creative artists approach the creative process and produce an original work.
5. Become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an idea, while considering the consequences of their ideas, for themselves, for others and for society.

CORE OBJECTIVES
ENGL 1301 develops the following Core Objectives:
Critical Thinking - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
Communication - to include effective development, interpretation, and expression of idea through written, oral, and visual communication.
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making.
CORE OBJECTIVE DEVELOPMENT STATEMENTS:
ENGL 1301 develops **Critical Thinking** by requiring students to analyze a variety of texts in terms of audience, purpose and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.
ENGL 1301 develops **Communication** by requiring students to respond to a variety of texts in the form of revised and edited academic essays.
ENGL 1301 develops **Teamwork** by requiring students to engage in collaborative writing and editing processes such as peer review.
ENGL 1301 develops **Personal Responsibility** by teaching students the ethical and accurate use of research through proper citation and documentation.

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

| **In-Class Activities:** Attendance and participation of on-campus class sessions (documented sign-in sheets) | 10% |
| **Discussion Questions:** Written 50-word responses to the Reader’s Discussion Questions | 10% |
| **Short Essays:** 4 Short Essays: Outline, Peer Review*, and 700-word Final Draft**, with at least the Reader source*** |
| 1. (10%) Narration and/or Process Explanation |
| 2. (15%) Division (Analysis), Comparison/Contrast, or Classification |
| 3. (5%) Visual Analysis: timed (no peer review*), at least 500 words**, with provided image source*** |
| 4. (20%) Cause/Effect or Argument (Classic or Toulmin) |
| **Honors Project:** a Proposal Argument = Prep Work, Outline, Peer Review, 800-1000 word Final Draft with annotated Works Cited list of at least three sources. | 30% |

**Grading Scale:**

- **A= 90-100%**
- **B= 80-89%**
- **C= 70-79%**
- **D= 60-69%**
- **F= 0-59%**, participating
- **N=0-59%**, not participating (N negatively affects your Financial Aid)

**Total Grade:** 100%

ESSAY ASSIGNMENTS

**SHORT ESSAY TOPICS:**

**Essay 1: Narration and/or Process Explanation**
Using your response to Discussion Question 1, 13, or 15, write a Narration and/or Process Explanation essay.

**Essay 2: Division, Comparison/Contrast, or Classification**
Using your response to 4, 6, 9, or 14, write a Division, Comparison/Contrast, or Classification essay.

**Essay 3: Visual Analysis (Timed)**
Instructor will provide topic and visual image in class.

**Essay 4: Cause/Effect OR Argument (Classic or Toulmin)**
Using your response to Discussion Question 2, 3, 5, or 10, write a Cause/Effect essay OR Using your response to Discussion Question 7, 8, 11, or 12, write an Argument essay, using the Classic or Toulmin body paragraph method.

**HONORS PROJECT TOPIC: Proposal Argument**
Before the “Prologue,” Rebecca Skloot quotes Elie Wiesel from *The Nazi Doctors and the Nuremberg Code*: “We must not see any person as an abstraction. Instead, we must see in every person a universe with its own secrets, with its own treasures, with its own sources of anguish, and with some measure of triumph.”

Using the class discussion of this quote, write Proposal Argument arguing for a feasible solution to one specific problem, in 800-1000 words, with at least three college-level sources, and Work Cited annotated.

ASSIGNMENT CALENDAR/ COURSE OUTLINE

**Week 1: 8/29-9/3**
### READING ASSIGNMENT
- eCampus Orientation, Syllabus
- Introduction to the Reader: Explore the Reader website (especially the “Reader’s Guide” PDF) and view Laura Rivard’s PowerPoint.
- Begin reading from the Reader, The Immortal Life of Henrietta Lacks: “A Few Words About This Book” to “11: ‘The Devil of Pain Itself’”
  - HIGHLY RECOMMENDED: Use the “guided reading and discussion questions” section of Skloot’s “Teacher’s Guide” as you read to remember what you’ve read – take a few notes here and there for in-class discussion later on.

### WRITING ASSIGNMENT
- Syllabus Acknowledgement: After reviewing the Syllabus, post in our eCampus course site’s Discussion Board, under “Syllabus Acknowledgement”, this message: “I have read the syllabus and agree to its terms and policies.”
- Take reading notes to share in class.

### IN-CLASS ACTIVITIES: Discuss this week’s assignments

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<tr>
<th>Week 2: 9/4-9/10 (LABOR DAY HOLIDAY, 9/5)</th>
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<tr>
<td>READING ASSIGNMENT:</td>
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<td>- HIGHLY RECOMMENDED: Use the “guided reading and discussion questions” section of Skloot’s “Teacher’s Guide” as you read to remember what you’ve read – take a few notes here and there for in-class discussion later on.</td>
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<tr>
<td>WRITING ASSIGNMENT: Take reading notes to share in class.</td>
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<td>IN-CLASS ACTIVITIES: Discuss this week’s assignments</td>
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<th>Week 3: 9/11-9/17 (12TH CLASS DAY 9/12)</th>
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<td>READING ASSIGNMENT:</td>
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<td>- HIGHLY RECOMMENDED: Use the “guided reading and discussion questions” section of Skloot’s “Teacher’s Guide” as you read to remember what you’ve read – take a few notes here and there for in-class discussion later on.</td>
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<tr>
<td>WRITING ASSIGNMENT: Take reading notes to share in class.</td>
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<td>IN-CLASS ACTIVITIES: Discuss and workshop this week’s assignments</td>
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<th>Week 4: 9/18-9/24</th>
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<td>READING ASSIGNMENT:</td>
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<td>1. Finish reading from The Immortal Life of Henrietta Lacks: “Where Are They Now” to “Afterward”</td>
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<td>- HIGHLY RECOMMENDED: Use the “guided reading and discussion questions” section of Skloot’s “Teacher’s Guide” as you read to remember what you’ve read – take a few notes here and there for in-class discussion later on.</td>
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<td>- View The Writing Process PowerPoint and read Structures Ch.1-5 (pages 3-30)</td>
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<td>- MLA Final Draft Template to use ←SAVE &amp; USE FOR YOUR ESSAYS</td>
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<td>- View Sources PPT, read Structures Ch.13 (80-85), and look at EasyBib bibliography maker</td>
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<td>- View “Embedding Sources in Your Body Paragraph”</td>
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<td>- View Narration PPT and read Structures Ch.6 (31-36)</td>
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<tr>
<td>- View Process PPT and read Structures Ch.7 (37-46)</td>
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<td>WRITING ASSIGNMENT: Answer – in about 50-words per prompt — Discussion Questions 1, 13, and 15 in the “Reader’s Guide” PDF.</td>
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<td>Start Essay 1: Narration and/or Process Explanation</td>
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<td>- Review your responses to Discussion Questions 1, 13, and 15 for Essay 1 topic</td>
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<td>- Research other college-level sources, if needed.</td>
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<td>- Thesis statement, Outline &amp; Rough Draft → post these items in the Discussion Board</td>
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<td>IN-CLASS ACTIVITIES: Discuss this week’s assignments</td>
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<td>Week 5: 9/25-10/1</td>
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<td><strong>READING ASSIGNMENT:</strong> Review last week’s PowerPoints (<a href="#">Writing Process</a>, <a href="#">Narration</a>, <a href="#">Process</a>, <a href="#">Sources</a>) if needed.</td>
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| **WRITING ASSIGNMENT:** Finish Essay 1  
  - Peer Review a classmate’s draft  
  - Revise & edit your draft to create Final Draft – due 9/30 |
| **IN-CLASS ACTIVITIES:** Discuss and workshop this week’s assignments |

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<th>Week 6: 10/2-10/8</th>
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| **READING ASSIGNMENT**  
  - View [Division](#) PPT and read *Structures* Ch.8 (47-51)  
  - View [Comparison/ Contrast](#) PPT and read *Structures* Ch.9 (52-61)  
  - View [Classification](#) PPT and read *Structures* Ch.10 (62-63) |
| **WRITING ASSIGNMENT:**  
  - Answer – in about 50-words per prompt -- Discussion Questions 4, 6, 9, and 14 in the “Reader’s Guide” PDF.  
  - Start Essay 2: Division, Comparison/Contrast, or Classification  
    - Review your responses to Discussion Questions 4, 6, 9, and 14 for Essay 2 topic  
    - Research other college-level sources, if needed.  
    - Thesis statement, Outline & Rough Draft → post these items in the Discussion Board |
| **IN-CLASS ACTIVITIES:** Discuss and workshop this week’s assignments |

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<th>Week 7: 10/9-10/15</th>
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<td><strong>READING ASSIGNMENT:</strong> Review last week’s PowerPoints (<a href="#">Division</a>, <a href="#">Comparison/Contrast</a>, <a href="#">Classification</a>) if needed.</td>
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| **WRITING ASSIGNMENT:** Finish Essay 2  
  - Peer Review a classmate’s draft  
  - Revise & edit your draft to create Final Draft – due 10/14 |
| **IN-CLASS ACTIVITIES:** Discuss and workshop this week’s assignments |

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<th>Week 8: 10/16-10/22</th>
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| **READING ASSIGNMENT**  
  - View [Visual Analysis](#) PowerPoint  
  - View [Visual Analysis -- Student Sample: Chloe Jenkins](#) |
| **WRITING ASSIGNMENT:** Do Essay 3: Visual Analysis – due 10/22  
  - Instructor will provide directions and visual image in class. |
| **IN-CLASS ACTIVITIES:** Discuss and workshop this week’s assignments |

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<th>Week 9: 10/23-10/29</th>
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| **READING ASSIGNMENT**  
  - View [Cause/ Effect](#) PPT and read *Structures* Ch.11 (64-71)  
  - View [Argumentation](#) PPT and read *Structures* Ch.12 (72-76), especially Classic (Definition) and Toulmin (Points)  
  - Read student sample essays in Ch.14 – Classic (Definition) & Toulmin only (86-94). |
| **WRITING ASSIGNMENT:**  
  - Answer – in about 50-words per prompt -- Discussion Questions 2, 3, 5, and 10 in the “Reader’s Guide” PDF.  
  - Answer – in about 50-words per prompt -- Discussion Questions 7, 8, 11, or 12 in the “Reader’s Guide” PDF.  
  - Start Essay 4: Cause/Effect OR Argument (Classic or Toulmin)  
    - Review your responses to Discussion Questions 2, 3, 5, and 10, also Discussion Questions 7, 8, 11, or 12, for Essay 4 topic  
    - Research other college-level sources, if needed.  
    - Thesis statement, Outline & Rough Draft → post these items in the Discussion Board |
| **IN-CLASS ACTIVITIES:** Discuss and workshop this week’s assignments |
Week 10: 10/30-11/5

READING ASSIGNMENT: Review Cause/ Effect or Argumentation PowerPoint as needed.

WRITING ASSIGNMENT: Continue Essay 4
  - Peer Review a classmate’s draft
  - Revise & edit your draft to create Final Draft – due next 11/7

IN-CLASS ACTIVITIES: Discuss and workshop this week’s assignments

Week 11: 11/6-11/12

READING ASSIGNMENT: Review Cause/ Effect or Argumentation PowerPoint as needed.

WRITING ASSIGNMENT: Finish Essay 4: Cause/Effect or Argument (Classic or Toulmin)
  - Peer Review a classmate’s draft, if haven’t done so already
  - Revise & edit your draft to create Final Draft – due 11/7

IN-CLASS ACTIVITIES: For Monday: Finish Essay 4; For Wednesday and Friday: Discuss the Elie Weisel quote immediately before “Prologue: The Woman in the Photograph” – take notes!

Week 12: 11/13-11/19 (DROP DATE DEADLINE 11/17)

READING ASSIGNMENT: Read Structures Ch.15 “The Mixed-Mode Essay” (113-114), the “Proposal Argument” (77-78), and Ruth Gonzalez’s Proposal Argument in Ch.14 (105-112)

WRITING ASSIGNMENT: Start Proposal Argument
  - Review your class discussion notes of the Elie Wiesel quote for possible topics and claim statements.
  - Claim statement & outline → post these items in the Discussion Board
  - Research your three college-level sources (one must be the Reader) and create Works Cited entries for them

IN-CLASS ACTIVITIES: Discuss and workshop this week’s assignments


READING ASSIGNMENT: Review “Proposal Argument” in Structures (77-78) as needed.

WRITING ASSIGNMENT: Continue Proposal Argument
  - Rough Draft with Works Cited → post this in the Discussion Board

IN-CLASS ACTIVITIES: Discuss and workshop this week’s assignments.

Week 14: 11/27-12/3

READING ASSIGNMENT:
  - View “Annotated Bibliographies” in Purdue OWL.
  - Review Annotated Bibliography information in Structures Ch. 13 (84)
  - View “Annotated Works Cited Sample”

WRITING ASSIGNMENT: Continue Proposal Argument
  - Finish error-free and completed Works Cited page
  - Annotate (summarize, assess, reflect) each entry of the Works Cited page
  - Peer Review a classmate’s draft

IN-CLASS ACTIVITIES: Discuss and workshop this week’s assignments.

Week 15: 12/4-12/10 (No excused late work after this week.)

WRITING ASSIGNMENT/ IN-CLASS ACTIVITIES:
Finish Proposal Argument: complete peer review, correct errors in your draft, and finish your Final Draft

Week 16: Monday, 12/12

FINAL DRAFT of Proposal Argument due in eCampus by 12:00pm (noon), 12/12.
Final Course Grade can be viewed on eConnect, beginning 12/19/2016.

COURSE POLICIES

ATTENDANCE POLICY

- Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.
- If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.
- An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

LATE WORK POLICY

You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum of 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about why the work will be late prior to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is the last day of class, before Finals Week. Once Finals Week starts, the instructor will accept no late work.

CLASSROOM ETIQUETTE

While discussing Reader Responses and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmates; please have the courtesy to do the same.

ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy

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. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. 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, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1.dcccd.edu/cat0608/ss/code.cfm).

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) will receive one or more of the following penalties:

- The grade of zero (0) on that particular assignment.
- A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

INSTITUTIONAL POLICIES
CERTIFICATION POLICY AND CERTIFICATION DATE
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. The Fall 2016 certification date for regular term classes is Monday, September 12, 2016.

FINANCIAL AID STATEMENT
If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C237). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE
If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail by Thursday, November 17, 2016. You may also withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

STOP BEFORE YOU DROP: THE 6 DROP RULE
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.

DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/ .

TEXAS SUCCESS INITIATIVE (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tdi_requirements.cfm.

ADA STATEMENT—STUDENTS WITH LEARNING, MENTAL, OR PHYSICAL DISABILITIES
Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities, contact (DSO) at (972) 860-8348 voice/TDD.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name. (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written
inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

ACADEMIC HONESTY POLICY/CODE OF CONDUCT
Academic honesty is expected, and integrity is valued in the Dallas County Community College District. 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. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm. In this course, violators of the Academic Honesty Policy will receive an “F” for the work done under academic dishonesty and cannot be made up.

PRINTING ON CAMPUS
Printing in the Computer Lab (L108) and the Library (L200) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account before you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

RELIGIOUS HOLIDAYS/OBSERVANCES
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog section on Student Responsibilities.

STUDENT E-MAIL:
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to http://www.dcccd.edu/MSOffice. All communication should be conducted through your official student email account.

INCLEMENT WEATHER STATEMENT
In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the Dallas County Community College District and Eastfield College web pages will display a notification of any closings or delays. If there is no notice of changes or delays, then classes are in session as usual. You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

OBTAINING GRADES AT THE END OF THE SEMESTER
Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: http://econnect.dcccd.edu/. Telephone number: 972-613-1818.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE
The instructor reserves the right to amend this syllabus as necessary.

Note: Please post on the Discussion Board, under “Syllabus Acknowledgement” this message:
“I have read the syllabus and agree to its terms and policies.” Thank you.