COURSE SYLLABUS
SPRING SEMESTER 2013

English 1302 & History 1302, (Section 4802)
Learning Community

Instructors

Prof. Michael Walker
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Office: G215
972-860-7166
Office Hours:
MWF 10.00 – 11.00
TR 8.00 – 9.00

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Office Hours:
MW 8.30 – 9.00/10.00 – 11.00
TR 8.30 – 9.30

If you are unable to meet during posted office hours please see us to make an appointment.

COURSE DESCRIPTION: English 1302: Composition II (3 credit hours)

Prerequisite: English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing.

In this course students refine the writing, research, and reading skills introduced in English 1301. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a formal research paper. (3 Lec.)

Coordinating Board Academic Approval Number 2304015135

COURSE DESCRIPTION: History 1302 (3 credit hours)

We will survey the history of the United States from 1877 to the present and will consider the development of American society in the 20th century; the response the urban-industrial environment, the United States as a world power, and post World War II society. We will focus on the questions of immigration, race, and the role of the United States in the world.

History and the study of history is not simply recognition of chronologies and timelines nor is it only concerned with presidents and wars. We will consider the lives of ordinary people and look to understand the effect of major events on their lives. Our shared objective is that you will be able to identify the cultural, economic and political meaning of these areas of study.
REQUIRED BOOKS:


Course Objectives – English 1302:

INTELLECTUAL COMPETENCIES:

- **Reading**—ability to analyze and interpret a variety of printed materials, including books, documents, articles, above 12\(^{th}\) grade
- **Writing**—ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience, above 12\(^{th}\) grade
- **Critical Thinking**—think and analyze at a critical level
- **Computer Literacy**—understand our technological society, use computer-based technology in communication, solving problems, acquiring information.

EXEMPLARY EDUCATIONAL OBJECTIVES:

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 select appropriate communication choices
3. **To understand** and appropriately apply modes of expression, such as, descriptive, expositive, 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
6. **To develop** the ability to research and write a documented paper and/or to give an oral presentation

Course Objectives – History 1302:

INTELLECTUAL COMPETENCIES:
Analyze and interpret a variety of printed materials - books, documents and articles – at a college level.

Produce clear, correct and coherent prose adapted to purpose, occasion and audience – at a college level.

Analyze and interpret various forms of spoken communication and possess sufficient literacy skills of writing and reading - at a college level.

Think and analyze at a critical level.

EXEMPLARY EDUCATIONAL OBJECTIVES:

1. **Examine** social institutions and processes across a range of historical periods, social structures, and cultures.
2. **Develop and communicate** alternative explanations or solutions for contemporary social issues.
3. **Understand** the evolution and current role of the U.S. in the world.
4. **Differentiate and analyze** historical evidence (documentary and statistical) and differing points of view.
5. **Recognize and apply** reasonable criteria for the acceptability of historical evidence and social research.
6. **Identify and understand** differences and commonalities within diverse cultures.

STUDENT LEARNING OUTCOMES:

(English 1302)

Upon completion of the English program at Eastfield College, students should be able to:

- Critically read and analyze college-level material.
- Compose academic prose with a clear purpose and effective, logical, and relevant support.
- Apply various strategies to locate, evaluate, and synthesize ideas for a range of writing tasks.
- Establish and maintain a clear controlling idea that serves as a thesis/claim statement in an essay.
- Develop an essay that employs convincing evidence resulting in a sequence of effective and organized paragraphs.
- Compose effective, grammatically sound sentences.
- Use the library and Internet as tools to locate and assess college-level reading materials.
- Apply MLA format and style to cite sources within an essay.
- Successfully revise, edit, and proofread an essay.
- Compose an essay applying computer-based technology.
- Demonstrate effective participation in a collaborative activity.
- Collaborative learning:
1. Can be an effective team player.
2. Should be able to participate effectively in a cooperative learning setting through individual research, writing, and speaking. (Contribute to the work through individual research, writing, and speaking.)
3. Be open to others’ ideas. Be capable of arriving at consensus.

(History 1302)

Upon successful completion of this course, students will be able to:

- Demonstrate a broad knowledge of the chronology of major events and trends in U.S. history from 1877 to the present.
- Demonstrate the ability to identify and evaluate historical sources, distinguishing between primary and secondary sources.
- Demonstrate knowledge of the causes of various conflicts (such as wars, social movements, political movements, and economic conflicts) and the effects of their outcomes during the course of U.S. history from 1877 to the present.
- Demonstrate a knowledge of how American institutions and leaders have been challenged by the impact of progressivism, isolationism, changing patterns of migration, global terrorism, and rapidly changing technology.
- Demonstrate a knowledge of the importance of political leadership, global interdependence, changing life styles and values, diverse demographics, and the desire for security in the period from 1877 to the present.
- Demonstrate the importance of expansionism, manifest destiny, and western settlement during the course of U.S. history from 1877 to the present.
- Demonstrate writing skills by successfully producing a written exercise.

WRITING EXPECTATIONS: Students will compose essays that adhere to grammatical and stylistic standards of academic American English and that follow Modern Language Association (MLA) style. Essays will need to adhere to stylistic, topic, and length requirements designated for each assignment. Essays will be graded according to students’ ability to follow specific assignment guidelines, grammatical instruction, and MLA style requirements.

FINANCIAL AID STUDENTS: If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Failure to contact the instructor will result in your name being submitted to the Financial Aid Office as a “non-attendee.” All students receiving financial aid must open an Email account through NetMail. See directions in this syllabus for opening an Email account.

Financial Aid Statement for Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

ACADEMIC HONESTY AND PLAGIARISM: Academic honesty is of utmost importance! 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. The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of The Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. 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 1302 class found guilty of cheating on an examination or of plagiarism (using the definitions given for both terms in the attached document, student “Responsibility”) 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 and frequency of the student’s dishonesty or plagiarism).
- the professor may request that the student drop the class.

“W" DATE: April 18, 2013 is the deadline for students to drop this class with the grade of W. Failure to officially withdraw from this course by this date will result in a performance grade being assigned, and usually this grade is an F or an N.

STOP BEFORE YOU DROP!! 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 6 courses during your entire undergraduate career unless the drop qualifies as an exception. The Eastfield College Advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 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 the following weblink: https://www1.dcccd.edu/coursedrops.

Repeating This Course: (Third Attempt to Enroll in a Course)
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition 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 additional 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. See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/

EVALUATION: In this course, grades will be based on each student’s performance on their assignments and class participation. For the essays, please refer to the attached grading criteria that details how grades are assigned. Grades given for daily activities will be based on the purpose and nature of the assignments. We will use the following letter/number grades:

- **A** = 90 — 100
- **B** = 80 — 89
- **C** = 70 — 79
- **D** = 60 — 69
- **NG** = No Grade (given at the instructors’ discretion—student will rework the assignment for a grade)
- **F** = 59 or below with regular class attendance throughout the semester
- **N** = given to students who do not attend class regularly yet remain registered in the course. The “N” will affect the student’s ability to receive financial aid.

COURSE/ASSIGNMENTS GRADES:
Assignments will be evaluated using the following point values:

- One Essay Assignment 100
- One Timed Writing Essay @ 100 Points 100
- One Research Paper & Presentation @ 150 Points 150
- Exams – 4 @ 100 Points Each 400
- Ten Quizzes @ 10 Points each 100
- Creative Project 150
- History Children’s Book 150
- Attendance & Participation @ 50 Points 50

| Total Points Possible | 1200 |

COURSE GRADE: Semester grades will be assigned according to a 1200-point scale:

<p>| 1080 – 1200 | A |
| 960 – 1079 | B |
| 840 – 959 | C |
| 720 – 839 | D |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Description</th>
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<tbody>
<tr>
<td>A</td>
<td>- The A assignment is superior. The purpose of the assignment is fully achieved. It demonstrates mastery of the assigned task and diligence in its presentation.</td>
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<td>- The writer has carefully followed all directives given by the instructor.</td>
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<td>- The assignment is clearly presented in the appropriate manner (i.e., the assigned argumentative strategy).</td>
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<td>- The assignment is exemplary in that has a well-formed and well-organized content.</td>
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<td></td>
<td>- Ideas show evidence of careful reasoning. They are well-developed with specific supporting details.</td>
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<td></td>
<td>- If the assignment calls for research, it is done and presented thoroughly and effectively.</td>
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<td></td>
<td>- All grammatical and stylistic elements of writing are done with care and precision.</td>
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<td></td>
<td>- Sentence structure is varied and precise with no major errors.</td>
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<td></td>
<td>- Any supporting materials, required or included, demonstrate excellence in planning and presentation.</td>
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<tr>
<td>B</td>
<td>- The B assignment demonstrates a good attempt to perform the assigned task. The purpose is mostly achieved.</td>
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<td>- The writer has followed all or most of the directives given by the instructor.</td>
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<td></td>
<td>- The assignment is presented in the appropriate style (i.e., the assigned argumentative strategy).</td>
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<td>- The assignment has good organization and exhibits a good attempt at formation of content.</td>
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<td></td>
<td>- Ideas show good reasoning and development, with many details included, but some aspects of development and/or reasoning may be slightly uneven.</td>
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<td>- If the assignment calls for research, it is done and presented thoughtfully and carefully.</td>
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<td>- Most of the grammatical and stylistic elements of writing are done well, but a few minor or perhaps even a major error exists.</td>
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<td>- Sentence structure is concise and mostly free of errors.</td>
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<td>- Any supporting materials, required or included, demonstrate a good effort in planning and presentation.</td>
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<tr>
<td>C</td>
<td>- The C assignment demonstrates an acceptable attempt to perform the assigned task. The purpose of the assignment is performed satisfactorily.</td>
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<td>- The writer has followed most or some of the directives given by the instructor.</td>
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The assignment is presented in the appropriate style (i.e., the assigned argumentative strategy).

The assignment has satisfactory organization and formation of content.

Ideas show acceptable reasoning, but development is general with only a few specifics.

If the assignment calls for research, it is done and presented in a satisfactory manner.

Some of the grammatical and stylistic elements of writing may be done well, but often multiple errors exist.

 Mostly, sentences are free of errors, but some structures may be troubled.

Any supporting materials, required or included, demonstrate a satisfactory effort in planning and presentation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Definition</th>
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<tr>
<td>D Poor</td>
<td>The D assignment demonstrates a poor attempt to perform the assigned task. The purpose of the assignment is performed in a limited or partial manner. The writer has followed some of the directives given by the instructor. An attempt is made to appropriately present the assignment (i.e., the assigned argumentative strategy), but sometimes the style is only partially formed. The assignment has deficient organization, and formation of content is lacking in some manner, i.e. depth of understanding, coherence, unity. Some ideas may show an attempt to reason, but development is general to poor with few specifics. If the assignment calls for research, it is usually lacking. Some of the grammatical and stylistic elements of writing may be done acceptably, but errors exist and may impede meaning. Some sentences are free of errors, but some structures may be troubled. Supporting materials, required or included, demonstrate an effort in planning and presentation but may be limited in scope or in understanding or good judgment.</td>
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<tr>
<td>F Failing</td>
<td>The F assignment demonstrates an unacceptable attempt to perform the assigned task. The purpose is not achieved. The writer might have followed some of the directives given by the instructor. The writer might attempt to appropriately present the assignment (i.e., the assigned argumentative strategy). The assignment may have organization and formation of some type of content. Many ideas lack reasoning and development. If the assignment calls for research, it may be lacking or nonexistent. Some grammatical and stylistic elements of writing may be done well, but errors often exist and may impede meaning. Some sentences are free of errors, but some structures may be troubled. Any supporting materials, required or included, demonstrate minimum effort, and often planning and/or presentation are nonexistent.</td>
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Regarding Late Assignments: Deadlines are a part of the professional world and of life. Therefore, all unexcused late work will receive a penalty. If you are having trouble with an assignment or have
another problem, please notify us as soon as possible so that we can make other arrangements.

Immediately after class up to the end of the day = 5-point grade deduction
Each additional calendar day after the due date up to day four = ten points per day
After four days = the assignment receives a zero and may not be turned in.

ATTENDANCE: Attendance is mandatory. All students are expected to attend all class sessions. If the student is unable to attend a class session it is their responsibility to inform the instructor as soon as possible for the reason for missing a class and provide valid documentation (doctor’s note or so forth). It is the right of the instructor to determine whether this is an excused absence or unexcused absence. It is also the responsibility of the student to check with fellow students to see what they missed and try to make up the assignments. Students are allowed up to 2 excused absences during the course of the semester. Any more absences after that will negatively affect your grade. More than 6 absences will result in a failing grade.

CLASSROOM ENVIRONMENT: The academic environment is a serious one and is not a “party” atmosphere. Students in this class are expected to behave with decorum and courtesy to the professor and to all their fellow course students. **Bad behavior will not be tolerated.** Students who choose to behave inappropriately will be taken out of the class and may not return until they have met with the professor to discuss inappropriate behavior and methods for improving in-class behavior. In addition, students exhibiting inappropriate behavior may be asked to drop the class.

EMERGENCY/INCLEMENT WEATHER PROCEDURE: In case of emergency or inclement weather conditions, Eastfield students should listen to KEOM-FM Radio Station (88.5) as the primary media source. In partnership with the Mesquite Independent School District, Eastfield College Administration will notify KEOM immediately after a decision is made to cancel classes on any given day of inclement weather or for emergency purposes. Students may also monitor other local radio and television stations. The earliest an announcement may be broadcast on KEOM Radio is 6 a.m. Students may also refer to the Eastfield College web page (www.eastfieldcollege.edu) or the Inclement Weather announcement under the Features area of the front page. **The announcement will be posted on the Eastfield College website immediately following the college president’s decision to close the college.**

REPEATABILITY ISSUE: Pending legislative action and DCCCD Board approval, 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. For complete information and updates, go to the following online address: http://www.dcccd.edu/ThirdCourseAttempt/.

**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 your papers 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. Set up your email immediately by going to www.dcccd.edu and click on Student Services, Online Services, and Student NetMail. All students receiving financial aid must open a student NetMail account.

**Eastfield College Email Policy**
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: [http://www.dcccd.edu/netmail/home.html](http://www.dcccd.edu/netmail/home.html)

**RELIGIOUS HOLIDAYS/OBSERVANCES:** I respect your religious rights, and I will gladly work with you so that you may observe your religious holy days. Students who will be absent from class for the observance of a religious holiday not covered in the DCCCD holiday schedule must notify me in advance so that we may do any necessary rescheduling for test and/or assignment deadlines. Please refer to the college catalog section on “Student Responsibilities.”

**ADA SERVICES:** If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Eastfield College Disability Services Office at 972-860-8348. For any testing accommodation, you must go through the EFC Disability Services Office.

**INCOMPLETES:** Incompletes are reserved for emergency situations only. Students who request an incomplete must have proof of an emergency extenuating circumstance and must have the majority of course work completed. (Please do not request an incomplete if you have not done well on a particular assignment or on your course grade.)

**OBTAINING YOUR GRADES AT THE END OF THE SEMESTER:** Eastfield College is doing its part to be green. 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. Website address: [http://econnect.dcccd.edu/](http://econnect.dcccd.edu/). Telephone number: 972-613-1818. Please—**do not email the instructor** to ask for your semester grade.

Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

**PRINTING ON CAMPUS:** Printing in the Computer Lab (L-108), Library, and Learning Assistance Center will cost 5 cents a page. Students must bring a $1.00, $5.00, $10.00, or $20.00 bill to the lab to create an account. Accounts must be created before attempting to print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. Cash refunds are not possible. Accounts stay active as long as the account has value.
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.

English 1302 & History 1302
Learning Community
Academic Calendar

Week 1 – Jan 22 - 24

Introduction to the Learning Community
In-Class Activities
Plagiarism
Diagnostic Writing
Reconstruction discussion

Week 2 – Jan 29 - 31

Chapter 21 (History)
Quiz 1
The definition of Argument
Types of argument
Discussion and work on Essay 1
Begin reading Water for Elephants

Week 3 – Feb 5 – 7

Chapters 22 & 23
Quiz 2
Refining and working on a thesis/claim
Discussion of Research
Continue reading Water for Elephants
Week 4 – Feb 12-14

Chapter 24
Quiz 3
Quiz 4
MLA discussion
Discuss *Water for Elephants*
Essay 1 Due on Feb 8
Intro to Children’s Book

Week 5 – Feb 19-21

Chapter 25
Exam 1

Week 6 – Feb 26-28

Chapter 26
Quiz 5
Discussion of readings and research
Discussion of History Book Assignment

Week 7 – Mar 5-7

Chapter 27
Quiz 6
Understanding peer review and formulation of arguments
Start reading *The Namesake*

Week 8 – Mar 12-14

Chapters 28 / 29
Quiz 7
*History Book Assignment Due*
Introduction to Research paper

Spring Break – March 18-22

Week 9 – Mar 26-28
Chapter 30
Quiz 8
Introduction to Creative Project
Reading of the week
Persuasive/convincing argument
Exam 2
The Namesake

Week 10 – Apr 2-4

The Namesake
Chapter 31
Quiz 9
Timed Writing

Week 11 – Apr 9-11

Quiz 10
Research Essay and the possibilities
Exam 3

Week 12 – Apr 16-18

Peer Review of Research Papers

(Last day to withdraw with a W is Apr 18)

Week 13 – Apr 23-25

Presentation of Research Papers
Research Papers Due

Week 14 – Apr 30 – May 2

Presentation of Group Creative Projects

Week 15 – May 7-9

Open for Discussion

Final Exam Week
Exam 4

Have a wonderful Summer break!