



ENGL 1301.008 – HyFlex

Course Syllabus: Fall 2020

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	Office Hours 2f and Zoom 3-6 p.m.	Office Hours F2f and Zoom 9:30-11a.m. 12:30-3 p.m.	By Appointment	Office Hours F2f and Zoom 9:30-11 a.m. 12:30-2 p.m.	By Appointmen t	By Appointment

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description: (3 Credit Hours) This course is designed to improve academic writing skills. Students will read and write expository prose with an emphasis on the writing process and mastery of good writing skills. Course assignments may incorporate summary, analysis, and criticism of texts; exercises in effective argument and analysis; and the study and application of rhetorical approaches. Students will write essays throughout the semester and may also keep a journal or participate in group writing projects.

Prerequisite(s): TSI compliance

Student Learning Outcomes:

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

Evaluation/Grading Policy:

Participation/Quizzes	300 pts.	900 and above	A
Five Papers (100 pts ea.)	500 pts.	800-899	B
Presentation (100 pts)	100 pts.	700-799	C
Journal	100 pts.	600-699	D
Total	1000 pts	Below	F

Grades will be returned to the student as follows:

- Blackboard assignments within twenty-four hours of the due date.
- Papers and Presentations within one week of due date.
- Quizzes and Participation grades will usually be updated within one week, but the final total with any extra credit will be entered by finals period.

Required Instructional Materials: *Everyone's An Author*

Publisher: Norton **ISBN Number:** 978-0-393-61746-7
Additional Readings (power points, etc. . .) online

Optional Instructional Materials:

Two-Pocket Folder for Journal (Required)

A Flash Drive and WEPA Card (Recommended)

Minimum Technology Requirements:

As a HyFlex section, this course requires you to access a computer that can run Blackboard, Zoom, and Word. **You will be expected to attend classes one day a week and participate in the class' Zoom feed during class time on the other day as well as completing some assignments online as necessary.**

There are basically three options:

- 1) If you have your own computer and solid internet access at home, please use your own equipment there on the days you are scheduled for WEB attendance.
- 2) If you have your own computer, but less than optimal internet access, bring your laptop to campus and plan to access the campus' WiFi in one of the socially distanced areas available on-campus. Weather permitting, the best option for that is to remain outside away from others. If weather conditions are less than optimal, the campus is arranging socially distanced rooms you can use. You probably want to bring earbuds/headphones for privacy.
- 3) If you do not have your own computer, all computers available in the LRC and other campus computer labs are sufficiently equipped to complete class assignments and have been arranged for socially distancing. You probably want to bring earbuds/headphones for privacy. Additionally, there are computer kiosks available in the SUB and LRC from which you can check out one of a limited number of laptops for personal use.

Required Computer Literacy Skills: Basic Word Processing and Email skills

Course Structure and Overview:

This is a sixteen-week HyFlex ENGL 1301. That means that you will spend one day in the traditional classroom and access the class via Zoom the other day at the same time.

The class is focused on hands-on writing activities and the process that it takes to achieve them. Formal hour-long lectures are rare; hour-long writing sessions and discussions are not. In class, whether face-to-face or through Zoom, students will learn to compose, research, draft, and revise five formal papers. Class meetings will be reserved for lecture, discussion, writing activities, and practice as well as presentations. In class participation is an essential element in this course. Each student will be expected to do their best to participate in all activities which occur in class. These activities are designed to sharpen skills and provide tools for use in this and other classes. Participation in these activities directly affects the student's grade at the end of the semester.

Out of class, students are expected to complete all the readings (chapters, online readings, or handouts), finalize all papers, and complete all assignments by deadline.

Assignments:

Participation: This part of the course is primarily done through discussion and completion of in-class activities.

Papers: In class, we will be following the writing process from brainstorming to drafting to peer to reviewing to revision for five papers. Four of those papers will be turned in (with all drafts included) for 100 points each. The final paper will be a limited “research” project, which will also be created through the writing process, but in addition to the paper and its drafts, you will also be required to make a formal in-class presentation of results you discovered during the process. That paper, like the others, will be worth 100 points.

Presentation: As a result of the research project connected to the final paper of the semester, you will be expected to give the class a presentation of your findings. This is NOT reading the paper that you composed; it is highlighting the aspects of the research from which you believe your audience will learn the most. It is worth 100 points.

Journal: You will be required to keep a journal for the duration of the class. A journal is a place for you to explore ideas and experiment with concepts. In addition to a number of in-class activities that we will place in the journal, **you will be expected to write at least three entries a week—one vocabulary and two reader responses.**

Communications:

EMAIL (preferred contact): Check your NTCC email EVERYDAY. Email is the official form of communication used here at NTCC, and if you do not check it regularly, you will miss important deadline information. Most emailed questions to the instructor will be responded to within 24 hours, but usually within a few hours during normal waking hours.

TEXT MESSAGING (903-220-3658): I do not usually give my private phone number to students, but these are not usual times. I respect your privacy. Please respect mine. If you must text me, please identify yourself in the text and try to stay within normal business hours.

PHONE: The phone number at the top of the syllabus is to my campus office. I will only access and return messages to that number during my stated office hours.

Institutional/Course Policy:

Preparation:

While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. That means for your days in class, make sure you have read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil.

That means for your days via Web, you need to set up your computer well before class time and get signed in for the beginning of class. You should also have read the assignment BEFORE class; have your assignments finished and the textbook, blank paper for notes or activities, and a WORKING writing utensil available.

Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

Attendance:

Under normal circumstances, I track attendance carefully. And, attendance is still expected, but we have to be honest that it might be a little complicated this semester. Obviously, on the days you are scheduled to be in class, we can track that easily, and we can also track who has signed into the Zoom meeting just as easily. Where things become complicated are the days when technology problems (or life) get in the way of attendance, and we have to assume there might be several problems with attendance just given the situation the world is in at the moment.

So, while attendance will be tracked daily, I am also going to offer a weekly attendance quiz based on the lectures/activities of the week for folks who had to miss. If you run into problems during the week, over the weekend you can go back and view the Zoom recordings, then take the quiz in Blackboard before midnight on Sunday and still get your attendance points for the week (and, more importantly, keep up with the course work). Keep in mind, you only have to take the quiz if you miss class during the week. Quizzes will be available after Noon on Fridays and close at midnight on Sunday.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

Video Recording of Course Activities

Certain portions of this course may be recorded via video conferencing software to assist students in course material review or later viewing by a student who was not able to attend the live session. The recordings will be made available only to students within the course and will cease to be available upon completion of the course. Students may not retain, reproduce, or share recordings.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term):**Schedule:**

You should have read everything scheduled **before** class starts, whether you are in the physical class or in Zoom. For Section .008, you will be in the traditional Classroom for day A during a week and expected to tune in via Zoom for day B. Things in Bold are important "issues"—important assignment dates or class absences. Note the bold date in () is the beginning date of that week, not necessarily the date you are doing a particular assignment.

Week 1 (Aug 24): A) Introductions (in class) / B) Introductions & 'Training' Power point (via Zoom)
Do Diagnostic Writing Sample in Blackboard by 1:00 a.m. on Sunday, Aug 30.

Week 2 (Aug 31): Revising the Diagnostic: A) Chapters 1-4, p. 5-52 (in class)
 B) Chapter 7, p. 79-89 (via Zoom)

Week 3 (Sept 7): A) **No Class—Labor Day** / B) Skill-building (via Zoom)

Week 4 (Sept 14): A) Peer Review Training Session (in class) / Part II (via Zoom)

Week 5 (Sept 21): A) **Paper #1: Writing Sample Revision Due for Peer Review & Journal Check #1** (in class)
 B) Grammar Exercise (You can watch the others do Peer Review via Zoom if you like or just finish the Grammar Exercise in Bb by Friday, Sept 25.)

Week 6 (Sept 28): A) Chapter 12 (Writing a Narrative), p. 159-200 & **Paper #1 Writing Sample Revision Due** (in class) / B) Drafting the Narrative (via Zoom)

- Week 7 (Oct 5):** A) **Paper #2 Narrative Due for Peer Review** (in class)
 B) Skill-building Exercise (You can watch the others do Peer Review via Zoom if you like or just finish the Exercise in Bb by Friday, Oct 9.)
- Week 8 (Oct 12):** A) Chapter 14 (Reporting Information), p. 252-294 & **Paper #2 Narrative Due** (in class)
 B) Library (Chapters 19-22) (via Zoom)
- Week 9 (Oct 19):** A) Using Sources (Chapters 24-28) & **Journal Check #2** (in class)
 B) Skill-building Exercise (You can watch the others do Peer Review via Zoom if you like or just finish the Exercise in Bb by Friday, Oct 30.)
- Week 10: (Oct 26):** A) **Paper #3: Informative Due for Peer Review (in class)**
 B) Chapter 15 (Writing a Review) p. 297-340
- Week 11 (Nov 2):** A) Film & **Paper #3 Informative Due** (in class) / B) Drafting the Review (in class) (via Zoom)
- Week 12 (Nov 9):** A) Chapter 13 (Writing Analytically) p. 201-251 (in class) & **Journal Check #3 (in class)**
 B) Gathering Sources for Analysis (While the other half of the class is doing Peer Review)
- Week 13 (Nov 16):** A) **Paper #4 Review Due for Peer Review (in class)**
 B) Chapters 19-28 p. 445-636 (Chapters 25-26 in particular) (via zoom)
- Week 14 (Nov 23):** A) Drafting the Analysis, organizing the presentation, & **Paper #4 Review Due (in class)**
B) Thanksgiving—no class
- Week 15 (Nov 30):** A) **Presentations** (in class) /
 B) Presentations (via Zoom) & **Last Chance to turn in any Revisions**
- Week 16 (Dec 7):** **Finals Presentation Quiz & Journal Check #4**

Vocabulary:

In order to learn a new word or “correct” a word meaning in our minds, it is necessary to use the word(s) a number of times correctly. So, to help you with that process, you will be keeping one entry a week of vocabulary in your journal. In the Vocabulary Entry for the week, you should:

1. Write a brief definition of the word(s) and make note of where you found the definition. (As the semester continues, we will discuss how to formally credit sources, but to begin with, just make note of where you got the definition.)
2. Write a sentence for each word using it correctly.
3. After writing sentences for each word, compose a brief paragraph using all words appropriately and in relation to each other.

Words for Week 1:

There
 Their
 They're
 Its
 It's
 Expository
 Mode
 Argument (literary)
 Analysis
 Proficiency

Words for Week 2:

Affect
 Effect
 Conscience
 Conscious
 Rhyme
 Rhythm
 Principle
 Principal
 Misspell
 Judgment

Words for Week 3:

Good
 Well
 assume
 presume
 comprise
 compose
 Consist
 Inherent
 Inherit
 Irony

Words for Week 4:

Lose
 Loose
 Lay
 Lie
 Reign
 Rein
 Rain
 Cite
 Site
 Sight

After Week 4, we will be adding the idea of “frontiering” to your vocabulary.