

ENGL R101: COLLEGE COMPOSITION

History

1. Apr 23, 2021 by Elissa Caruth (ECaruth)
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Originator

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College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R101

Course Title (CB02)

College Composition

Banner/Short Title

College Composition

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

This course provides development of skills in written expression, especially expository themes, including training in research techniques and preparation of a research paper. It is designed to develop critical thinking, analytical, and rhetorical skills. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

(L) Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

70

Maximum Contact/In-Class Lecture Hours

70

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

140

Maximum Outside-of-Class Hours

140

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

210

Total Maximum Student Learning Hours

210

Minimum Units (CB07)

4

Maximum Units (CB06)

4

Prerequisites

ENGL R097 or ENGL R100 or eligibility for ENGL R101 as determined by the college's multiple measures assessment process.

Entrance Skills**Entrance Skills**

Students must be able to read critically, and write a college-level essay that includes a thesis statement, well-formulated paragraphs, and be familiar with MLA documentation.

Prerequisite Course Objectives

ENGL R097-Write short essays of at least five paragraphs with effective introductory paragraphs; well-organized, coherent, and detailed support of thesis; and effective conclusions

ENGL R097-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage

ENGL R097-Demonstrate familiarity with the principles of research and documentation

ENGL R097-Write a short paper incorporating documentation

ENGL R100-Use pre-writing techniques in thought/information gathering.

ENGL R100-Develop a thesis.

ENGL R100-Employ logical organizational strategies in writing essays.

ENGL R100-Write short (500-word) essays with effective introductory paragraphs; well-organized, coherent, and detailed support of thesis; and effective conclusions.

ENGL R100-Revise content and rewrite for fluent expression.

ENGL R100-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage.
ENGL R100-Successfully use principles of research and documentation systems.
ENGL R100-Read college-level materials and recognize the main idea.
ENGL R100-Summarize and paraphrase.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL R097 or eligibility for ENGL R101 as determined by the college's multiple measures assessment process.

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Prerequisite

Requisite

ENGL R100 or eligibility for ENGL R101 as determined by the college's multiple measures assessment process.

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Recommended Preparation

Requisite

Eligibility for ENGL R101 as determined by the college's multiple measures assessment process.

Requisite Description

Other (specify)

Specify Other Requisite Description

AB 705 mandate

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Write an essay demonstrating basic sentence-level competency. |
| 2 | Using MLA, accurately document information from appropriate academic sources with in-text parenthetical citations keyed to a list of works cited. |
| 3 | Using MLA, properly format the layout of a Works Cited list. |
| 4 | Create MLA Works Cited entries with appropriate content and form. |
| 5 | Write an essay with a thesis that synthesizes an original argument. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Write multiple-page expository and persuasive essays |
| 2 | Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage |
| 3 | Research a topic, analyze and synthesize information, and report findings in a properly documented essay |
| 4 | Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays |
| 5 | Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence |

Course Content**Lecture/Course Content**

1. Plagiarism and how to avoid it
2. Review of principles of ENGL R097 and R100 as needed
 - a. Sentence Mechanics
 - b. Paragraphing techniques
 - c. Essay organization: introduction, thesis, body, conclusion; coherence
3. The Writing Process
 - a. Heuristics, pre-writing techniques
 - b. Drafting the essay
 - c. Revising
 - d. Editing/Proofreading
4. Critical thinking and analysis in reading and writing
 - a. Overview of traditional logic and critical thinking
 - b. Reading critically
 - i. Student essays
 - ii. Professional essays
 - iii. An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts
 - iv. Book length works of fiction or non-fiction or the equivalent.
 - c. Reason and support in writing
5. Rhetorical considerations
 - a. Audience
 - b. Purpose
 - c. Voice/persona
 - d. Content
6. Modes of development – a minimum of six essays from these modes
 - a. Description
 - b. Narration
 - c. Illustration/example
 - d. Comparison and contrast
 - e. Definition
 - f. Classification
 - g. Process analysis
 - h. Causal analysis
 - i. Rhetorical analysis
 - j. Opinion/Assertion
 - k. Argumentation/persuasion
7. Style
 - a. Diction
 - b. Syntactical variation
 - c. Tone
8. Writing from sources

- a. Introduction to library sources and other databases
 - b. Note taking, excerpting, paraphrasing, summarizing
 - c. Documentation (using MLA parenthetical documentation format; may introduce other formats, such as footnote systems, APA, etc.), works cited
9. Timed writing strategies
- a. Essay examinations
 - b. Writing proficiency exams

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Quizzes
Reports/papers
Research papers
Skills tests or practical examinations
Essays

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities
Class discussions
Collaborative group work
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Representative Course Assignments

Writing Assignments

1. Essays ranging in length from two to six pages
2. A minimum of eight pages of documented research to be distributed over one or more formal essays
3. A combination of formal out of class essays and timed writings
4. Formal writing completed in class and out of class will total a minimum of 5,000 words.

Reading Assignments

1. Professional expository, opinion, and persuasive essays representing diverse rhetorical modes and diversity of backgrounds with an emphasis on non-fiction works.
2. An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts
3. A college-level handbook on writing and documentation.
4. Book length works of fiction or non-fiction or the equivalent.

Other assignments (if applicable)

1. Research for documented essays, incorporating a variety of sources and research methodology

Outside Assignments**Articulation****C-ID Descriptor Number**

ENGL 100

Status

Approved

Comparable Courses within the VCCCD

ENGL M01A - English Composition

ENGL M01AH - Honors: English Composition

ENGL R101H - Honors: College Composition

ENGL V01A - English Composition

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Kennedy, Kennedy, and Muth. The Bedford Guide for College Writers with Reader, Research Manual, and Handbook, 11th ed. Bedford/St. Martin's, 2017.

ISBN 978-1-319-04687-3

Resource Type

Other Resource Type

Description

Book-length work of non-fiction with a sustained theme or argument.

Resource Type

Other Resource Type

Description

Research sources: library print materials and databases, Internet sources.

Resource Type

Other Resource Type

Description

College-level reader (if not included in rhetoric) with an emphasis on non-fiction .

Resource Type

Textbook

Classic Textbook

Yes

Description

Van Rys, Meyer, VanderMay, and Sebranek. The College Writer: A Guide to Thinking, Writing, and Researching. Cengage, 2018.
 ISBN-13: 978-1-305-95806-7

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
 Hybrid (51%–99% online)
 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.

Video Conferencing

Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates

Department Chair

10/14/2021

Dean

10/14/2021

Technical Review

MM/DD/YYYY

Curriculum Committee

10/27/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

11/10/2021

Board

MM/DD/YYYY

CCCCO

11/24/2021

Control Number

CCC000276448

DOE/accreditation approval date

MM/DD/YYYY

Reviewer Comments

Steven Hall (shall) (Thu, 14 Oct 2021 22:03:51 GMT): Units and hours are correct.

Scott Wolf (swolf) (Tue, 26 Oct 2021 14:12:33 GMT): DE: Reviewed, looks fine!

Evan Hess (ehess) (Tue, 26 Oct 2021 22:05:06 GMT): Textbooks look good!

Alex Lynch (alynch) (Wed, 27 Oct 2021 17:48:04 GMT): The course objectives and content look great.

Cynthia Navarro (cnavarro) (Wed, 27 Oct 2021 18:45:24 GMT): SLOs and Objectives for Accessibility look good. In Objective 5, "time" is acceptable, students with accommodations may request additional time so no change is needed.

Arion Melidonis (amelidonis) (Wed, 27 Oct 2021 19:55:15 GMT): SLO's: Looks good Methodology: Add specific methods of instruction

Krista Mendelsohn (kmendelsohn) (Thu, 28 Oct 2021 16:15:06 GMT): Title, CB Codes, Field Trips, Family, Repeatability: all look good.

Krista Mendelsohn (kmendelsohn) (Thu, 28 Oct 2021 16:15:55 GMT): Requisites: add Entrance Skills statement for prerequisites. Add Requisite Justification for prerequisites.

Krista Mendelsohn (kmendelsohn) (Thu, 28 Oct 2021 16:16:55 GMT): Rollback: Please review the comments made by the Curriculum Committee, make any changes, and "Start Workflow" again before Nov. 3.

Steven Hall (shall) (Thu, 04 Nov 2021 02:06:14 GMT): Units and hours are still correct. :)

Key: 3030

Basic Information and Course Description

English 101: College Composition

Professor Caruth

Availability: If you have questions or concerns, I am happy to help; I am available online via email, Monday through Thursday from 9:00am - 3:00pm. If you would like to meet via Zoom, just email me for an appointment; I am available Monday through Thursday from 9am to 3pm. I am not available Friday, Saturday, or Sunday.

Course Description:

This class is an English composition class.

There is a lot of reading.

There is a lot of writing.

This class is fast paced and demanding.

Assignments are due each week.

No late work is acceptable, but I am willing to work with you, so please reach out if you need help or support.

Regular access to a computer and reliable Internet access will help you participate successfully in this class. If you need a computer or hotspot, please call or email the library directly:

805-678-5819

or

occirculation@vcccd.edu

This is a transfer level course and, as such, assignments will be demanding.

This course will focus on the principles of writing essays, research and documentation, critical thinking, reading, and essay-exam taking skills.

Let's plan on making this a fun course and avoid some of the more "boring" parts of English.

Catalog Description:

ENGL R101 College Composition

4 Units Hours: 4 lecture weekly

C-ID: ENGL 100

This course provides development of skills in written expression, especially expository themes, including training in research techniques and preparation of a research paper. It is designed to develop critical thinking, analytical, and rhetorical skills. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P."

Field trips may be required.

Applies to Associate Degree.

Transfer credit: CSU, UC

OC GE: D1

CSU GE-Breadth: A2

IGETC: 1A

Student Learning Outcomes and Course Objectives

By the end of the class, students are expected to write clearly and accurately in a variety of contexts and formats while checking, editing, and revising their written work for correct information, appropriate organization, essay format, clear documentation of outside sources, style, and grammar.

The information and instruction will be provided for you to accomplish these outcomes during the course of the semester. Please review the following learning outcomes and objectives for the class below.

Course Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

1. Write an essay demonstrating basic sentence-level competency.
2. Using MLA, accurately document information from appropriate academic sources with in-text parenthetical citations keyed to a list of works cited.
3. Using MLA, properly format the layout of a Works Cited list.
4. Create MLA Works Cited entries with appropriate content and form.
5. Write an essay with a thesis that synthesizes an original argument.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Write multiple-page expository and persuasive essays.
2. Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage.
3. Research a topic, analyze and synthesize information, and report findings in a properly documented essay.
4. Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays.

5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Caveat:

This syllabus functions as an agreement between you, the student, and me, the instructor. By virtue of enrolling in this class, you agree to follow the terms and policies set forth by this document as well as the college. However, the items contained within this syllabus may be subject to change as deemed necessary by me, the instructor, with or without prior announcement.

The syllabus is non-negotiable.

If you have questions or concerns, I am happy to help!

If you have questions or concerns, I am happy to help!

If you have questions or concerns, I am happy to help!

Availability:

Email 9am-3pm, Monday through Thursday.

[Email: ECaruth@vcccd.edu](mailto:ECaruth@vcccd.edu)

If you would like to meet via Zoom, just email me for an appointment; I am available Monday through Thursday from 9am to 3pm.

I have office hours on campus and online on Monday from 11am-12pm; however, if you wish to meet in person, email me first so that I can arrange to meet you outside in a safe location for both of us. I may not be available at all Friday, Saturday and Sunday.

Send all correspondence via email.

I usually respond within approximately twenty-four hours during my stated availability.

Only send one or two emails, please. Multiple emails crowd out other emails, which deserve equal attention.

If you need help, be sure you email me within the above stated availability. I do my best to respond to you in a timely manner; however, I may not always be able to get back to you as quickly as you would like.

Responses are not automated.

I am one person responding to many of other people. Your understanding and patience are appreciated.

Equity Pledge

I believe in equity and fairness for all the students in my classes, on this campus, and the world at large.

As such, ALL are welcome and respected in this class.

Any disrespect is not tolerated.

No racist, ageist, sexist, homophobic, intolerant, hostile, or bullying language or behaviors are tolerated.

Respect and open-mindedness are welcome and encouraged.

This is my pledge to you, and by your enrolling in this class, it is your pledge to one another.

If you have concerns or questions, please email me; I am happy to help you.

Emailing Professor Caruth

Email is the best way to communicate when we are not in class together.

Please be aware that I have many, many students, and professional obligations, so I may not respond to your email immediately, even during my set availability. I do my best to respond to you as quickly as possible.

Send all correspondence via the online classroom.

It is a dedicated space for you.

Here is how to email:

- 1. Look to the far left menu and click Inbox**
- 2. Look at the top right of the page for the little pencil in a box icon and click n that to open a new message**
- 3. Type my name, Elissa Caruth, in the To: line**
- 4. Add a subject in the Subject line**
- 5. Compose your email and click send**

Please do your best to write using standard grammatical conventions when you email your professor. Avoid text language in your emails. For example, do not use things like: im, ur, thx, ima.

Here are a few dos and don'ts when you email your professor:

DON'T send *anything* like this to your professor. It is completely inappropriate, disrespectful, potentially harassing and bullying. I have included explanations for each.

"I also understand that your life doesn't revolve around us students and your job as a Professor."

Actually, it does.

"you always seem to give me horrible grades" or "let me know why I received such a low grade on my essay. I had two professors on campus look this over and I also had a CSUN student look it over."

Students earn grades. Please review the feedback for assignments when appropriate, comments on attachments, and the section on Grades in the Syllabus. Grading and grades are clearly explained in the syllabus and in each assignment, parameters and requirements for grades are clearly explained. If you need help or have questions, it is best to email your instructor first.

"Hey there Elisa"

Refer to your professors as Professor or Doctor, whatever is their appropriate title or how they have asked you to refer to them.

"hey, I wish that you could relax a little professor caruth. I missed my essay because i had a ton of eWorld from my other classes. I'm trying to tell you that I submitted the paper but for some reason it is not on the submission board but if you'd trike I could show you the dating on my back up from the cloud where I put it just in case something like this happened because this is the second time this happens. I'm trying lift my grade up.. And the essay wasn't on the list of assignments, which is why I missed it! I know, it's on the syllabus."

Rules are set for the entire class. All assignments are posted in several locations in the class, email receipts are sent to each individual student when assignments are successfully submitted. That is the only acceptable form of documentation to prove that assignments are submitted. There are always at least multiple days and hours available to turn in assignments, frequently more. Due dates are clearly posted in several locations and explained in the syllabus.

Remember, too, that by virtue of enrolling in classes at Oxnard College, you agree to the Student Code of conduct, which is included for you in the Student Handbook.

DO send emails like these:

"Hi Professor Caruth-

I just noticed I didn't get credit for Week 2 discussion. Not sure which one that is to be honest. Can you tell me? I am positive, I have completed all the English comp assignments up to date, including discussions.

Thank you"

"The comment box is altering my outline and changing the letters to numbers of my microsoft word file when it is pasted in the comment box!

I cannot find a fix. I noticed I had this problem on my draft as well. Instead of keeping my Roman numerals, and A,B,C's it is replacing them with 1,2,3's. Can you please look at the attachment, because that seems to be right. So frustrated :0("

While these emails clearly express frustration, they are polite and appropriate.

REMEMBER: Your online instructors are real people who are answering your emails individually and grading your work in a timely manner. Of course, if you have questions or need help, contact your instructor, but remember the human reading your email. Would you say the same thing in person to your instructor that you type in an email?

Thanks!

Prof. C

Required Text and Materials:

There are no required books for this class. Everything you need is provided for you in the class in the modules.

If you have questions, please feel free to email Prof. C: [Professor Caruth's Availability](#)

Course Requirements

1. Please and thank you work well. Please use them regularly, thank you.
2. Be honest.
3. Be Positive. Always be positive in your thinking and work. You will find you work better and accomplish more with better results.
4. Participating regularly in the Discussions and completing other required assignments.
5. Try not to be shy--participate. You are valuable to this class. Your ideas and contributions are helpful as well as welcome.
6. Respect yourself, your classmates, and your instructor both in class and out. Disrespect of any kind is not tolerated, including but not limited to rude or inappropriate emails, Discussions, etc.
7. Complete assignments on time. Anything that is assigned to you must be completed on or before the posted due date. No late papers or homework will be accepted. No work is acceptable via email.
8. All work is due online on the date assigned. Organize your time wisely to arrange for plenty of time to compose, revise, proofread, and type your assignments before they are due. Save

your work on your computer, so you have a backup. The assignment links online are set to be open for very specific times. Once the assignment link has closed, you may not turn in late work. Once an assignment link has closed, you will see an error message indicating that you no longer have access to the assignment. Any work sent via email is not acceptable and may not be acknowledged or considered for a grade. Make sure you have regular access to a working, virus free computer. **If you need a computer or hotspot, please go to the library, and one will be provided for you.** A bit of advice: If an assignment is due at 11:30pm, don't login at 11:27pm. 11:30 really means 11:29:59, so be sure you plan ahead.

9. **Turn in original work.** This means only work you write yourself. Plagiarized work of any kind is grounds for failure of the assignment and entire class with the possibility of further disciplinary action from the school and/or district. There are lectures and links posted all semester about proper documentation. Information is also included in your textbook. See the definition of plagiarism included in the syllabus and a department definition of plagiarism on the [English Department](#) webpage. Be aware that the college has software that detects and identifies copied materials and your work may be submitted to this software.
10. Be polite and respectful in your correspondence. **DO NOT WRITE IN ALL CAPITALS**; it is the same as yelling. dnt rite like a txt, k? It is also inappropriate.
11. Refer to the syllabus for general questions and class policies. It will be posted all semester.
12. Make sure you are registered in the correct class and all your fees are paid.

Student Responsibilities

The Oxford English dictionary defines responsible as:

- *having an obligation to do something
- *being the primary cause of something and so able to be blamed or credited for it
- *involving important duties, independent decision-making
- *having to report to (a superior or someone in authority) and be answerable to them for one's actions
- *capable of being trusted: *a responsible adult*
- *morally accountable for one's behavior

This means students are accountable for their work and behaviors in this class and on this campus whether physically or virtually, reliable and dependable for their actions including but not limited to academic performance, honesty and ethics, obligations and/or commitments including but not limited to work in their classes; students are expected, as responsible adults, to be trustworthy and have a capacity for mature, responsible decisions and behaviors while being accountable those decisions and behaviors.

As such, students are expected to act in a mature, respectful, and responsible manner while attending Oxnard College.

Students are to complete assigned work, be prepared for class by having required materials, adhering to assignments deadlines and the class schedule, being a mature adult, being respectful of one's self, one's peers, and instructor while in class and out of class.

Should you exhibit or participate in any unwonted, inappropriate or disrespectful behavior, you could be dropped from the class or you may be reported to the college for further discipline.

Students are expected to act in a mature, respectful, and responsible manner at all times and in all communications with one another and the instructor.

You are to complete your work, be prepared for class by having required texts and materials, a working computer with reliable and consistent Internet access, being a mature adult, being respectful of yourself, your peers, and instructor while in class and out of class.

You may wish to review the Student Conduct Code, which is the next link.

Student Expectations

This is transfer level course and is required for your AA or AA-T degree.

As such, assignments will be rigorous and expectations will be high.

Students are expected to have college-level writing skills, which include but are not limited to basic grammar, mechanics, and syntax.

Students are expected to be able to write well-developed paragraphs.

Students are expected to be able to write basic essays and have familiarity with MLA format and basic documentation.

Students are expected to have basic knowledge of the library and research skills.

Students are expected not to plagiarize and write honestly and ethically.

Student Code of Conduct

The purpose of these standards is to ensure a safe, respectful and productive learning environment for VCCCD students, staff, faculty and administrators. In order for the colleges and the district to fulfill their mission of student learning achievement, all employees must feel secure in their work setting. Student conduct that negatively impacts the ability of students to meet their educational goals or employees to carry out their professional job responsibilities will be subject to the terms of this procedure. Definitions: The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student. The procedures shall be made widely available to students through the college catalog and other means. Students who violate any of the following standards for student conduct while at the district office, on the college campus or during off-campus college-sponsored activities are subject to the procedures outlined in Administrative Procedures 5520: Student Discipline Procedures:

1. Causing, attempting to cause, or threatening to cause physical injury to another person or to one's self.
2. Possession, sale or otherwise furnishing a weapon, including but not limited to, any actual or facsimile of a firearm, knife, explosive or other dangerous object, or any item used to threaten bodily harm without written permission from a District employee, with concurrence of the College President or designee.
3. Use, possession, distribution, or offer to sell alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs while on campus or while participating in any college-sponsored event.
4. Presence on campus while under the influence of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs except as expressly permitted by law. (Use or possession of medical marijuana is not allowed on any college property.)
5. Committing or attempting to commit robbery or extortion.
6. Causing or attempting to cause damage to District property or to private property on campus.
7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
8. Willful or persistent smoking (including e-cigarettes or use of similar mechanisms) in any area where smoking has been prohibited by law or by regulation of the College or the District. Smoking is prohibited on the Oxnard College campus, including buildings, open spaces and parking lots.
9. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyber-bullying.
10. Engaging in harassing or discriminatory behavior. The District's response to instances of sexual harassment will follow the processes identified in Board Policy and Administrative Procedures 3430.
11. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.
12. Disruptive behavior, willful disobedience, profanity, vulgarity, lewd, or other offensive conduct, on campus or during campus sponsored activities.
13. The persistent defiance of authority or abuse of District/ college personnel.
14. Academic dishonesty, cheating, or plagiarism.
15. Dishonesty, forgery, alteration or misuse of District/college documents, records or identification, or knowingly furnishing false information to the District/college or any related off-site agency or organization.
16. Unauthorized entry to or use of District/college facilities.
17. Engaging in expression which is obscene, libelous, or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on college/District premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
18. Violation of District/college rules and regulations including those concerning student organizations, the use of District/ college facilities, or the time, place, and manner (see AP 3900) of public expression or distribution of materials.

19. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
20. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording or photography of an academic presentation in a classroom or equivalent site of instruction, including but not limited to written class materials, except as permitted by District policy, or administrative procedure.
21. Violation of professional ethical code of conduct in classroom or clinical settings as identified by state licensing agencies (Board of Registered Nursing, Emergency Medical Services Authority, Title 22, Peace Officers Standards & Training, California Department of Public Health).

Students who engage in any of the above are subject to the procedures outlined in AP 5520.

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Counseling

The college offers “counselors to provide individual and group counseling sessions in which students feel free to discuss educational plans, career interests, and personal concerns, as part of the process of making meaningful life decisions.”

For more information on Oxnard College counseling services, call 805-986-5816 and/or click on the following link: [Counseling Department](#)

Educational Assistance Center (Disabled Student Services)

Services are provided for students with verified disabilities. Students note: *It is imperative that you request accommodation within the first two weeks of the semester so that the instructor can make proper arrangements.* Please provide your instructor with a letter from the EAC, verifying your disability and listing the tools and services the campus has available for helping you succeed. The EAC can then work with the instructor to provide the needed accommodations.

For more information, click on the link here: [Educational Assistance Center \(Links to an external site.\)](#)

If you believe you have a learning, or other disability, you may wish to consider making an appointment with the EAC in order to get assistance with your education. If a disability exists, you will be eligible for EAC services. Call 805-986-5830 or visit the EAC office in the Student Services Building.

Statement of Reasonable Accommodations from the EAC:

Oxnard College and faculty fully support the Americans with Disabilities Act (ADA). The Educational Assistant Center (EAC) will arrange and provide for accommodations for students with verified disabilities, whether physical, learning or psychological.

If you have a documented disability and need accommodations, please contact the Educational Assistance Center at (805) 678-5800 or email at oceac@vcccd.edu. For those of you that may be struggling in your course work, the EAC offers free Learning Disability (LD) assessment and accommodations for those that qualify. Common accommodations are a personal counselor, audio-books, extended testing time, priority registration, an additional one hour of tutoring, and many more. If interested, please contact the EAC to set up an appointment.

Homework, Essays, Revision, Late Assignment Policy, Feedback on Assignments

All assignments will be available only during the specific unit of study in which they are assigned.

All readings, quizzes, and assignment due dates are included in the course syllabus, and in each unit of study as well as the syllabus and Assignment link in the menu to the left.

Homework (Weekly Journals):

Weekly Journals, which are your regular homework assignments, are a way for you to understand yourself as a writer, to generate ideas, and to get your creative channels flowing.

You will be writing Weekly Journals extensively and may share some of the entries with one another. What you write in your Weekly Journal may be developed into a longer essay if it is appropriate.

Weekly Journals will be included in unit, usually each week; links to the journal assignments will be included under the Content link on the home page. It will include **Weekly Journal** as part of the title. There may be several journals each week. Pay attention to the due dates and specific instructions for each journal. You can also access Weekly Journals under the Assignments link.

You must always add an attachment to every single thing you turn in. Only use Word documents or Rich text documents --> google docs, .doc, .docx, or .rtf for the attachment. I cannot open anything else. If I cannot open your attachment to evaluate your work, your grade on that assignment may be affected. Always copy and paste the exact same thing that you write on the attachment into the comment box.

Essays:

You will write multiple essays and multiple Weekly Journals throughout the course of the semester. Essays will vary in length. Weekly Journals will be a minimum of 250 words each.

Specifics for each assignment will be provided when they are each assigned. Each essay assignment will be titled Essay Assignment and be included in Content in the unit where it is assigned with accompanying lecture material. Weekly Journals will be titled Weekly Journals and included in Content in the unit where assigned. Both Weekly Journals and Essay Assignments will be included in Assignments as well.

Always read assignments *before* you complete the actual assignment. You will be able to access assignments either via the link provided under Content or by going directly to the Assignment link in the menu bar just above this. It is your responsibility to review *carefully* the Essay Assignments and Weekly Journals assignments to make sure you follow all the requirements set forth. If you have any questions at any time, feel free to contact me. I am happy to help. Here is my availability: [Professor Caruth's Availability](#)

MLA (Modern Language Association) format must be used for all assignments, essays and Weekly Journals. Information on MLA style can be found in your textbook, as well as our class lectures and online in the links provided for you. Class lectures will be referred to as **Lecture**. Lectures include specific information pertinent to your work as well as page references and/or links you may need to complete your work successfully. Proper MLA format, documentation, quoting, and paraphrasing will be addressed and referred to throughout the semester. Review the Lectures and links provided.

All work is to be completed and submitted online. Always review the assignments carefully before you submit your work. Work is only acceptable via the actual assignment link. No work or parts thereof are acceptable if sent via email and may not be considered or acknowledged.

Essays and Weekly Journals are part of a unit. Each unit will have a theme to explore in various genres of literature. All assignments will be given at the start of each unit. All assignments will have specific start and end (due) dates. Be mindful of these dates. No late work is accepted. All grades are final unless otherwise specified.

All assignments will have a grading grid with general comments and point values for various elements of each specific assignment. Grading grids are tailored to each specific assignment. Additional comments may be provided. If you would like additional comments, please feel free to make a request, and I am happy to accommodate. Additional comments may be provided on essays. Weekly Journals will only have the grading grid commentary.

In addition to the grading grid, essays may have some detailed comments in the first several paragraphs; general comments may also be provided. Thereafter, it is up to you to find similar areas to revise and/or correct in the remainder. Essays will be returned to you as a .pdf attachment with your name and essay number, like this: ElissaC1.pdf Grammatical, syntactical and mechanical errors may be identified once and/or highlighted in some manner. Comments may be included throughout. Read comments and corrections carefully to incorporate changes into revisions and/or future essays. If you would like additional commentary, feel free to request it; I am happy to accommodate your request.

To view comments on your final essays, open the attachment. Comments or questions may also be accessible via Grades where you will see any general comments. You may wish to print out the copy of your final essay that has comments to help you review for future essays.

You must submit an attachment with every assignment you submit and copy and paste the exact same thing that is on the attachment into the comment box. Only use Word documents or Rich Text Format --> google docs, .doc, .docx, or .rtf for your attachment. I cannot open anything else. If I cannot open it, I cannot properly assess it, which may affect your grade. You will also be required to copy and paste your work into the comment box as well. Do both, always. You should receive an email receipt of all assignments you submit.

Feedback for Assignments:

All assignments will include feedback and suggestions in a Grading Grid/rubric unless otherwise specified. The Grading Grid may be available for you to see when you submit your assignment. Once a grade has been assigned, you can access feedback by checking the assignment in the Assignment link in the menu bar above or by going to Grades in the menu bar above and searching for your particular assignment.

Final essays may have some detailed comments in the first several paragraphs; general comments may also be provided in addition to the Grading Grid. Thereafter, it is up to you to find similar areas to revise and/or correct in the remainder.

To view comments on your final essays, open the attachment, which is returned to you. Comments or questions may also be accessible via Grades where you will see feedback from the Grading Grid.

You may wish to print out the copy of your final essay that has comments to help you revise and for future essays.

Additional feedback is always available for you on any assignment, please just ask, and I am happy to provide you with additional feedback. You are always welcome to see me during office hours as well, and there is tutorial help available at the [Writing and Reading Center \(Links to an external site.\)](#)

Revisions:

You may revise only essay #1 once. A revision link will be provided usually within the following week after the essay is due. Late essays are ineligible for revisions. You may not revise any essays other than #1. If you do not turn in an essay, you may not submit a revision. You may not revise any other assignments.

You may earn up to ten additional points for your revision. These additional points will be added to your overall essay score resulting in the final grade for your essay.

You may not revise timed essays or Weekly Journals.

Revisions may not have comments or an attachment, only a grade.

Revisions that do not show significant revision work may not earn additional credit.

Late Assignment Policy:

Please make every effort to submit your work in the given timeframe. If you are having difficulty, please email me.

Consistently late work may be penalized.

Typically, late work is not acceptable.

Accessing Assignment Feedback

Every assignment has feedback.

To access feedback for your assignments, there are several things you can do.

First, look to the right of your screen for "Recent Feedback." You may need to scroll down a little to find it.

Click the assignment for which you wish to access the feedback. This will take you to that assignment.

Once you have accessed the assignment, there are two areas you can click for feedback:

1. In the top right, click "Show Rubric" to see comments and points assigned.
2. Look towards the top right for "View Feedback" to see comments and corrections on your submitted work.

You will also see what you attached and what you copied and pasted into the comment box and if there are any additional comments.

If you need help or have questions, feel free to email I'm happy to help,

Submitting Assignments and Due Date Policy

All assignments will be available within the unit in which they are assigned.

All of your readings, assignments, and quizzes *due dates* are included multiple locations in the online classroom.

Specifics for each assignment are included within the specific assignment link when it is available; assignments and other work are available in each unit of study.

Every assignment you submit must be added as an attachment AND copied into the assignment box. Failure to do both may affect your grade on the assignment. If you need help your work, feel free to ask me. I am happy to help.

Use Google Docs, Word Documents (.doc, .docx), Rich Text Formula (.rtf), or .pdf for your attachments. Your work must be accessible. If it is not accessible, you may not be granted a second chance to turn it in and your grade on the assignment may be affected. If you need help formatting your work, feel free to ask me. I am happy to help.

All work is due on a specific day by 11:59pm unless otherwise specified. Do not wait until the last minute to submit your work. Technically, 11:59 means 11:58:59; however, waiting until 11:57, or a similarly close time, may prohibit you from successfully submitting your work. Plan accordingly. All assignments will be open and available for you for several days. Do not send me a picture, screen capture or narrative explaining that you logged on at 11:57, or 11:55, or 11:20, and could not submit your work. If you wait to login and cannot submit your work, you have missed the assignment submission window. Allow sufficient time to submit your work.

All of your readings, assignments, and quizzes are included in the syllabus.

Dates may change. Assignments and quizzes may be added, modified, or deleted. Check the online classroom frequently.

Plagiarism and Cheating

Plagiarism

We will be writing a lot. The temptation and ease in which one can copy or borrow is ever present. **Plagiarism is cheating.** You are stealing someone's intellectual property if you plagiarize. If you plagiarize on any work in this class, you automatically fail the assignment, may fail the class, and if reported, may face further disciplinary action from the college and/or the district. **The school has software, which detects and identifies plagiarized work. Be aware that all your work may be submitted to this software.** If you have questions about your work and whether or not it is plagiarized, read the definition below or ask me before you turn it in. I am happy to help you. It is better to ask me for help before the assignment is due and during my stated availability rather than after an assignment is submitted.

DO NOT PLAGIARIZE!

The first, and hopefully only, incident of plagiarism will result in a failing grade for the assignment or quiz that was plagiarized.

If a second assignment or quiz is plagiarized, then a failing grade for the entire class may be assigned as well as the student being reported to the Dean and Vice President of the college for disciplinary actions.

Plagiarism is a serious crime.

If you need help or have questions, contact Professor Caruth or see a tutor in the Writing Center for help.

Plagiarism is defined by the Random House Webster's College Dictionary as the unauthorized use of the language and thoughts of another author and the representation of them as one's own.

In other words, plagiarism means presenting anyone else's material as if it were your own. Simply put, it is copying. It includes material, whether intentionally or unintentionally used from friends, parents, acquaintances, and tutors, as well as from written and/or online sources. Plagiarism may be intentional or unintentional; regardless of which type is committed, both are serious and grounds for failure or other potential disciplinary action. How to use borrowed information will be posted in the online classroom as well as discussed in class and in your textbook; however, it is always your responsibility, whether or not this information is posted, to submit original work, always. Original work means work that you write by yourself without the help of an outside source like the Internet, a book, or a person who writes down your ideas in their words. Original work is work you create from your own brain all by yourself. When you copy and paste, when you copy, even if you put it in your own words, you are copying. When you tell someone else, your friend, a tutor, your parent, your ideas and they write it down for you using their words, this is also dishonest work and is also considered plagiarized. See below for other examples of plagiarism. This list is not exclusive, nor is it exhaustive.

The following are examples of plagiarism:

- *Copying and pasting from the Internet, even if you put it in your own words, even if you copy from several sources and put it all on one document, anything you copy and paste from the Internet and claim as yours.
- *Copying anything from anywhere.
- *Downloading, cutting and/or pasting information from the Internet or any other computer database, software, or any printed text available online or a hard copy even if you change one or two words or rearrange the existing work.
- *Paraphrasing without proper documentation. Paraphrasing closely to the original. Multiple paraphrases closely linked with or without proper citation.
- *Having someone help you with your essay and using their words instead of your own.
- *Copying someone else's paper or any portion thereof.
- *Buying a paper or any portion thereof.
- *Having someone else write any portion of your paper.
- *Copying any portion of your paper from a book or other source without using proper documentation.

*Providing inaccurate documentation, for example, an in-text citation that does not refer to the actual source of information.

*Failing to document all materials from outside sources, both in direct quotes and/or paraphrases.

*Turning in a paper of almost all direct quotations and paraphrases, with or without citation or improper citation.

*Any combination of the above considered by the professor as plagiarism.

We will discuss the proper way to document quotations, paraphrases, and borrowed ideas during the semester; however, it is your responsibility to submit work honestly and ethically regardless of what has been posted in the online class.

Any work suspected of plagiarism may result in a penalty assignment for the entire class.

Any work suspected of plagiarism at any time may be failed with the potential to receiving a failing grade in the entire class.

The possibility of being reported to the school may result in further disciplinary action.

It is your responsibility and obligation as a responsible, mature student to save all your sources, notes and drafts of your original work should you be questioned about the veracity of your work, including all assignments and essays.

Cheating

Cheating on any work is absolutely unacceptable. Cheating consists of plagiarism, using cheat sheets during an exam, copying someone else's answers during an exam or for homework, etc.

The exams and quizzes are open book and open note, so organize your books and notes before the exam. You should have all you need, so cheating isn't necessary, is it? You are always welcome to email me at any time with any questions; I'm happy to help.

If you feel you must cheat, reevaluate your reason for education and attending college.

Cheaters are ultimately failures. What do you want to be?

Discussions

Discussions are assignments and are worth 10% of your overall grade in this class.

Discussions are a way for us to engage in a class discussion and exchange various ideas in a fairly informal setting. If we were in a real classroom, it would be like having a class discussion.

Watch [Canvas Participate in Discussions \(Links to an external site.\)](#).

Unless otherwise specified, Discussions require three total postings to earn full credit: One original posting and a response to two other people for a total of three postings. The postings should be thoughtful and consist of appropriate college-level writing, in other words, no texty spelling or language. Postings should reflect depth of thought, which means something beyond a few short words or a phrase or two. Postings should be multiple, well-constructed sentences addressing the topic and reflective of thought and care.

Discussions are graded minimally on the amount of postings, minimum three, and the content of the post. You are welcome, but not required, to post beyond three; however, it will not earn extra credit.

If all goes well, meaning there are three thoughtful posts, here is the point breakdown:

1 post = 3 points

2 posts = 7 points

3 posts = 10 points

Discussions are only available for the unit in which they are assigned. Thereafter, they disappear.

I usually grade Discussions a day or two after they are due. For example, if the Discussion is locked at 11:59pm on a Sunday, I typically grade them on Monday or Tuesday.

Remember, 11:59pm really means 11:58:59. If you log in at, say 11:57, this is probably not enough time to do your Discussion, or any work, and no extensions will be given. Please note that Discussions are available from noon on Sunday until 11:59pm the following Sunday, a full week, so there are multiple days on which to post. You may wish to check in a few times during the week for the fullest and most beneficial use of the discussions.

Read the following information carefully as it provides information and instruction for Discussions relevant for the entire semester.

Since we do not meet in a classroom where we would be able to talk to each other, we talk in Discussions.

Discussions are for you, so you may not see me comment too much, but I read everything you write in the discussions.

You are graded on discussions, so be sure to participate frequently. Unless otherwise directed, **to earn full credit in Discussions, you must post three times**, like this: Post one original idea in response to the prompt, and post at least two responses to others' postings. Post thoughtfully and with evidence to prove you have read and thought about the

assignments. Post beyond something like, "Great idea, Becky. I agree." This type of response may only earn partial credit.

These are conversations, so they require a sense of decorum and polite communication. Please review the [Netiquette](#)

Remember, this is a class discussion, so exhibit and participate in college-level, mature behavior and dialogue. No texting language or abbreviations. Don't worry about spelling, do your best, but do be aware this is a public forum on which you are graded.

This Discussion is open for a set period of time, so make note of when it closes. No late Discussions are acceptable, at all.

Make note of Discussion dates as they are temporary. Once a Discussion is closed, it is closed and will disappear. Discussions cannot be opened for individual students.

If you need help or have any questions or concerns, feel free to email. I'm happy to help. [Professor Caruth's Availability](#)

Prof. C

Participation

This is a fully online class.

There will be several attendance quizzes throughout the semester. Please complete the attendance quiz. Not completing the quiz may result in being dropped from the class. If you need help at any time, please feel free to email me; I am happy to help you. [Professor Caruth's Availability](#)

Participation in discussions, class work, homework, group work, and other elements of the class are all factored into participation.

Check the online class frequently. This means several times a week for updates, changes, and other such postings. If participation is erratic, or inappropriate in any way, your final grade may be significantly affected. Bear in mind that other irresponsible behavior may also effect this portion of your grade.

There is no extra credit or make-up work for lack of participation. The Oxnard College Catalog of classes states: "Absence for any reason does not relieve the student from the responsibility of completing all class assignments. It is also the responsibility of students, at the beginning of the semester, to become aware of the attendance and absence policies of the instructor for each class in which they are enrolled. When a student's absence exceeds 1/9 of the total class contact hours for the session (e.g., absence from a semester-long class equal to twice the numbers of hours the class meets in one week), the instructor may, request that the Admissions and Records Office drop a student from the class and that a grade be recorded in

accordance with the policy for dropping a course." Though it is ultimately your responsibility to drop the class since you enrolled in the class, it is my prerogative as the instructor to drop you if your attendance in class is erratic or not at all. No advance warning will be given should you be dropped. There is a mandatory attendance assignment given within the first week of classes. Students failing to complete this assignment will be dropped. Thereafter, other attendance assignments may be issued. Failure to complete the attendance assignments may result in being dropped from the class or your grade may be lowered significantly.

This class is fully online, so please arrange your time accordingly. Each week's work and assignments will be posted by noon on Sunday of that week. Assignments will be due by 11:30pm, unless otherwise specified, on Wednesdays and Sundays usually of the same week. The due dates will be posted with each assignment. You can check in [MODULES](#) and [SYLLABUS](#) for due dates. Plan accordingly. If your work or extracurricular obligations continually present a problem, ask for help. There are no late assignments permitted. No work is acceptable via email. Due dates are clearly posted and available all semester. Make note of due dates.

If you decide to drop this class at any time, you should do so. As stated above, it is the instructor's prerogative to drop you from the course, but ultimately the responsibility lies with you. Understand that if you stop attending and do not drop, you may receive an **F** on your transcripts. It is your responsibility either to remain enrolled or drop the class. Check your schedule of classes for the last day to drop. If you simply stop attending class and do not formally drop, you will receive a grade based on the work you have completed with the possibility of earning an **F**.

Other registration questions and important dates are clearly contained within the schedule of classes, which you can access online [Oxnard College Website](#)

Tests and Quizzes

You may be asked to take several tests and/or quizzes during the semester.

Any kind of cheating is absolutely unacceptable. Don't cheat.

Practice exams may be given online before actual exams when possible. Therefore, if you do not take the practice exam and you then do not understand the actual exam format, you may not make it up. There are no make-up exams.

If you fail to take an exam or quiz, whether it is a pop quiz or an announced event, you forfeit your grade with no possibility to make-up the exam or quiz. If you miss the window of time to take an exam online, it may not be extended for you. If you miss an exam online, you get no credit and no opportunity to take a late exam or make-up exam. Read the instructions for each exam online carefully as they may provide information crucial for successfully taking an exam online. If you have questions, I am happy to help you, but it is best to contact me during my stated availability before you submit your exam.

Unless otherwise stated, exams and quizzes are open book and open note.

Document anything you may copy even if you put it in your own words. Plagiarized answers from any outside source subject the answer if not the entire exam to a failing grade.

Exam Policy

Exams and quizzes are available for a limited time if given online; if exams and quizzes are given in class, they are only given on certain days, which are discussed in class only.

Exams online are due by 11:30pm on assigned days and times or over an assigned timeframe. Remember, 11:30 really means 11:29:59.

For the final exam, check the Final Exam Schedule on the college webpage for the date and time assigned by the college. The Final Exam Schedule is accessible all semester.

For all exams: If you have questions, email me before you take the exam during my stated availability.

For all exams: You have one opportunity to take an exam.

For all exams: There are no make-up exams or do-over exams.

For all exams: If you miss the exam, you cannot make-it up.

For all exams: There are no extensions.

For all exams: There are multiple questions. You can go back and forth through the questions. Click "Save" after each question so that you can save your answer if the exam is given online.

For all exams: Be sure you click "Submit Quiz" when you are done if the exam is given online otherwise your exam may not submit and there are no extensions.

For all exams: DO NOT send any exams or parts thereof to any of my emails. Exams are only acceptable when completed in the exam link if the exam is given online. Exams or any part thereof sent to any email may not be acknowledged or considered.

For all exams: Answers on exams are submitted to plagiarism detection software if the exam is given online. If one question on the exam is deemed plagiarized, then entire exam is counted as zero credit.

For all exams: Unless otherwise specified, all exams are closed note and closed book; internet browsing is prohibited.

For online exams: Exams must be taken during the assigned timeframe or on the assigned day and time.

For online exams: You cannot login and logout of the exam. Once you login, you must complete the exam. If you logout, you cannot apply to take the exam again.

Types of questions and possible point values:

Your exams and quizzes may have questions on them as listed and explained below.

Point values are variable depending on how many questions are on the exam or quiz and the types of questions included on the exam or quiz.

Exams and quizzes are unique to each class each semester.

True or False = 1 point. Answer if the question or statement presented is true or false.

Multiple Choice = 1 -5 points. Answer or respond to the question or statement with the best choice from a selection of potential answers. Not all possible answers will be correct. There will be one most correct answer.

Multi-select. 1-5 points. These are similar to multiple choice, but there are more than one correct answer.

Short Answer = 2 - 6 points. Answer the question with at least three grammatically correct and complete sentences.

Super Short Answer = 1 or 2 points. Answer the question with a short phrase or word.

Paragraph = 10 - 20 points. Write a complete, well-developed paragraph of at least seven grammatically correct and complete sentences in response to the prompt provided. Read the instructions carefully, quotes and in-text citations may be required.

Essay = 25-50 points. There will be at least one essay question on the exam. Answer the prompt provided by writing at least five well-developed paragraphs consisting of at least seven grammatically correct and complete sentences each. The essay should answer the prompt provided, include at least three properly cited quotes and a Works Cited entry following the essay.

Final Exam

The final exam and review will be during the last week of class.

The final exam is administered during finals week. Specific dates will be assigned for the exam by the college. It may be available only for several days during the final exam week. It will not

be open during the entire final exam week, so review the final exam information carefully when it is available to you.

There are no make-up exams. Early exams are permitted only via the procedure and policy set forth by the school. Plan ahead. It is highly unlikely that a petition to take the final exam early will be approved unless the circumstances are truly extenuating. The link for the final exam schedule is included in the course syllabus. Information for the final exam is also available in Modules, Final Exam. You can also click [Final Exam Review and General Information](#) for more specific information about the exam. If you fail to take the exam, you have forfeited your grade.

There are no make-up exams for the final. There is no extra credit offered for the final. It is a final grade.

Final grade requests will be honored only within twenty-four hours of completion of the final exam. Send final grade requests to my campus email only: ECaruth@vcccd.edu. You may only be provided with the final grade in the class. It is not an invitation to negotiate or dialog about your grade nor is it an opportunity to request records of all your grades. Your grades on all your work should be posted and available for you to see all semester. Keep track of your grades and work in the class.

<<LINK TO FINAL EXAM SCHEDULE>>

Extra Credit

You may be assigned small extra credit assignments during the course. They will only be in Weekly Journals or Discussions if assigned.

These assignments are entirely optional and voluntary.

Extra credit does not replace or enhance existing assignments or tests or compensate for any missed work or other lack of participation.

Extra credit is applied to your overall Weekly Journals or Discussions grade only depending on where the extra credit is assigned.

Extra credit does not guarantee an increased grade, nor does it substitute any missing, incomplete, or poorly done assignments, tests, or lack of participation.

It may help you, so it is encouraged, but not required.

Collaborative Learning

We may be working in small discussion groups. These small groups, often referred to as groups or group work, are also known as collaborative learning. I ask that you participate in these learning situations; grades may be assigned.

There is always a point to these endeavors; make the most out of them. You may be graded on your participation in these groups.

These group assignments are often fun, so try to enjoy them. Frequently, these group activities become essay assignments, so pay attention to what you are doing and take good notes, always.

Grades and Grading

Grades are final and non-negotiable.

All grades are set to default at zero. Once you complete work and a grade is assigned, you will see the grade under the Grades link.

You may only revise essay #1.

Grading:

Your overall grade in this class is a letter grade.

Your grade will rely heavily upon how much work you complete and the quality.

Each assignment will have a grading grid with points and specifics for how each assignment is graded. Grading grids will provide comments as well.

Your work is assigned a numeric grade. Each assignment will have the specifics. You can approximate the numeric value with a letter grade; see the material following.

There may be pop-quizzes throughout the semester in addition to assigned quizzes and exams.

Turn your work in on time! Due dates are clearly posted throughout various locations in the online classroom. No late work is accepted. No work is accepted via email. Work sent to any email may not be acknowledged or considered.

Not turning in an assignment by the assigned due date or not following posted directions may result in an automatic forfeit of that grade with no opportunity to revise or make it up.

No late work is acceptable, at all.

Any work that is not turned in on the due date may receive no credit.

Any work submitted via email may not be acknowledged or considered for a grade. Do not send any work via email. I may not respond to, grade or consider any work sent via email.

Only you control your grade in this class. I am happy to help you with your work, but I will not proofread, edit, research or write your essays for you. Please feel free to ask for help via email within this class. I am happy to help you. Email well before the assignment is due if you need help. I cannot help you if you email me at 11:29pm on a Sunday night.

Your final grades will be based cumulatively on the work you have done during the semester. Again, your grades should be posted for you to see all semester.

During the course of the semester, do not ask me your grade. You can easily access your grades in the online classroom. You should keep track of this for your records. I am happy to help you understand the grading and the Grades page, where everything is always posted for you to see so that you can keep track of your grade. Check your grades frequently throughout the semester.

It is your responsibility to keep track of your grades at all time throughout the course of the summer. I am happy to help you understand how grading works, but I will not give you an estimate of your grade nor will I tell you if you are passing or failing the class. This information will be posted for you under Grades.

The distribution of your grade is clearly explained in this syllabus, as is the weight of each assignment. Be aware, once again, that your participation may be a portion of your grade. This can affect your grade significantly if your behavior is disruptive and/or disrespectful in any regard.

Final Grades:

Grade requests are honored at the end of the semester only within twenty-four hours after final exams have been completed. Only send email grade requests to <ECaruth@vcccd.edu>. Thereafter, final grade requests will not be acknowledged. Final grades are available online, so you don't even need to email me. **Grades are non-negotiable.**

How essays and assignments are graded:

Every assignment will have a Grading Grid. The Grading Grid provides detailed, standard comments and criteria for each assignment. Extensive feedback is provided in each grading grid.

In addition to the detailed and specific feedback in each Grading Grid, more comments that are specific to your individual work may be provided. You will see the word NOTE followed by specific, individualized comments. If you would like additional feedback, feel free to email me, and I am happy to accommodate your request.

Essays may have additional editorial comments and corrections on the first page only.

All essays will have the Grading Grid.

When comments and editorial work are provided, I use Track Changes in Microsoft Word to provide editorial comments and corrections. I save your work as a .pdf file and return it to you as an attachment

Essays have various component parts.

Essays are worth a total of 100 points possible.

Weekly Journals are worth a total of ten points possible.

Grades are visible all semester. Check your grades regularly.

All your assignments are worth a percentage of your overall grade in class. See below for those percentages.

If you have any questions at any time regarding your grades, feel free to ask. Here is [ADD LINK](#)

Your letter grade will be based on the following 100 percent scale:

Discussions (Participation): 15% -- final grade, no revision

Homework (Weekly Journals): 15% -- final grade, no revision

Essay 1: 10% -- revision permitted once only

Essay 2: 10% -- final grade, no revision

Essay 3: 10% -- midterm exam-- final grade, no revision

Essay 4: 10% -- final grade, no revision

Essay 5: 20% -- research paper -- final grade, no revision

Essay 6: 10% -- final exam -- final grade, no revision

Each of the above represents a category in your overall grade. In each of these categories, there are multiple assignments with varying point values (You can easily see what the assignments

are in each category and their individual point values by accessing Grades in the menu bar). Each of the assignments in each category is calculated to reflect the cumulative grade for the specific category. Each category is then added together for the sum total of your cumulative grade in the class. Grades are based on a point system, not a curve.

The graphic below explains how to understand the Grades page. If you have additional questions or need help, feel free to email me or come by my office during [Professor Caruth's Availability](#). ([Links to an external site.](#)) I am happy to help.

Tentative Grading Scale for Essays, Assignments, Quizzes:

10-9; 100-90	A range
8; 89-80	B range
7; 79-70	C range
6; 69-60	D range
5-0; 59 or below	F range

Holistic Grading:

This style of grading is used for timed essays. It is based on the assumption that the essay is a first draft. It takes into consideration, loosely, the following grading standards for any take home essays.

Essay Grading Standards:

This is a rough outline for what is expected in your essays. It is subject to change/fluctuate without notice based on the many variables of writing.

A Range Essay:

*Few errors, such as sentence structure, verb tense, etc.

*A clear thesis sentence.

*Clearly developed statements of organization in a distinct introductory paragraph.

*Supporting evidence for the thesis and statements of organization in the following and corresponding paragraphs. Evidence may be details, examples, citations, including quotations, paraphrases all properly and correctly documented.

*Clear paragraph structure, including clear topic sentences and development, and transitions.

*Complete sentences, varied and strong sentence structure, and variety.

*Clear and developed organization throughout the essay and paragraphs.

*Balance among statements of organization and supporting evidence.

*Spelling is correct. This includes appropriate word choice, correct homonyms, proofreading that does not rely 100% on spell check!

*Original and critical thought and analysis applied to the topic and proving the thesis.

*Modern Language Association format followed. That is, one inch margins all around text, double spacing, standard type and size, name in top right corner of first page if not a research essay. Number each paper and include last name on each page in the top right corner; for example: Caruth 2.

*All requirements set forth in the original assignment followed.

*Strong conclusion that concludes and does not restate the introduction, but rather answers and/or solves the thesis.

B Range Essay:

*Limited errors.

*Clear thesis.

*Strong introduction with apparent statements of organization.

*Statements of organization evidenced in the body of the essay.

*Evidence to support the thesis and statements of organization.

*Clear paragraph structure with topic sentence, development, and transitions evident.

*Clear organizational structure adhered to.

*Balance among statements of organization. Support and evidence not as balanced or evident.

*Spelling correct -- minimal errors, appropriate word choice, correct homonyms, etc.

*Thought applied to topic with evidence of critical thinking and analysis.

*MLA format followed.

*Requirements in assignment followed.

*Conclusion that concludes and does not restate the introduction.

C Range Essay:

*Numerous errors.

*Implied, brief, or somewhat clear thesis.

*Statements of organization apparent, but not very strong, lacking in quality or clarity, and/or detail.

*Organization attempted, but not too clear, wandering, or vague.

*Numerous misspellings, incorrect or inappropriate word choice, incorrect homonyms.

*Little balance among statements of organization, support unclear or lacking.

*Paragraph structure lacking, no clear topic sentences or transitions.

*Thesis a restatement of original question.

*Incorrect or inappropriately cited evidence.

*MLA format loosely followed.

*Requirements of assignment loosely followed or overlooked.

*Conclusion restates thesis and does not offer much conclusive thought.

D Range Essays:

*Many errors

*No thesis, weak introduction with statements of organization lacking, unclear, or confusing.

*Little or no supporting evidence.

*Unclear or no organizational structure, paragraph structure or development.

*Little or no balance among statements of organization.

F Essays. Significant, egregious errors throughout, failure to follow the stated requirements of the assignment. The grade will be recorded as a zero and will remain so unless you revise by the assigned due date when available. This does not apply if the essay assignment does not allow for revisions.

Need to Know

1. This class is rigorous.
2. This class requires a lot of reading.
3. This class requires a lot of writing.
4. This class requires regular attendance.
5. **If you need help, ask:**

[Professor Caruth's Availability](#)

[Writing and Reading Cente \(Links to an external site.\)](#)r

[Counseling](#)

[Educational Assistance Center \(Disabled Student Services\)](#)

External Links:

[Writing and Reading Center \(Links to an external site.\)](#)

[Online Writing Center \(OWL\) \(Links to an external site.\)](#)

[Accessibility score: Low Click to improve](#)[The Dream Resource Center](#)

I am a member of an UndocuAlly community network, and I am available to listen and support you. As an UndocuAlly, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding Undocumented Student status. The **OC Dream Resource Center can be reached at (805)678-5295 or ocdreamcenter@vcccd.edu**. My goal is to help you be successful and to maintain a safe and equitable campus.