

Policy and Guidelines Concerning the Syllabus
Revised November 2021

When Title V of the Education Code was implemented at Cypress College, each division completely revised all course outlines. One of the most important parts of that outline revision was the requirement that each course be taught under a set of mutually agreed upon instructional objectives. To ensure that this goal continues, the Academic Senate passed a resolution that every instructor be required to prepare and distribute a syllabus at the beginning of the course. The goals in the syllabus must conform to the goals in the Title V revised course outline. The President's Cabinet passed this resolution as a campus policy on April 21, 1988.

The careful development of each syllabus is especially important since there is strong evidence that clarification of course objectives contribute significantly to student success and retention. Such a clarification of course expectations also protect faculty members in cases of petition and possible litigation by students.

To assist in developing an appropriate and complete syllabus for each course, a syllabus checklist, guidelines for the syllabus (pp. 2-7), a copy of the Cypress College Academic Honesty Policy (pp. 8-9), and a sample syllabus (pp. 10-16) are included in this section. ***Revision approved by the Cypress College Academic Senate, November 2021.***

QUICK CHECKLIST FOR SYLLABUS			
<i>All information in shaded boxes is required on your syllabus</i>			
1. COURSE INFORMATION		3. COURSE POLICIES	
a. Course Title & Name of College	✓	a. Grading Policy	✓
b. Course Prefix & Number		b. Attendance or Participation Policy	
c. CRN Number(s)		c. Academic Honesty Policy	
d. Semester & Year		d. Food, Beverage, & Tobacco Policy	
e. Scheduled Time & Location of Class and/or Lab		e. Electronic Devices Policy	
f. Canvas Course Site Information		f. Sexual Harassment/Discrimination Policy	
g. Welcome Statement			
h. Prerequisites, Co-requisites, Advisories			
i. Catalog Description			
j. Course Objectives			
k. Course Student Learning Outcomes (CSLOs)		4. CLASS SCHEDULES	
l. Textbooks and Required Materials		a. Lecture & Lab Topics	
m. Supplies		b. Assignments & Due Dates	
1) Resources		c. Testing Dates	
2. INSTRUCTOR INFORMATION		5. STUDENT SERVICES	
a. Instructor Name		a. Student Support Services	
b. Office Hours		b. Disability Support Services (DSS)	
c. Location of Office		c. Campus Safety Phone Number	
d. Voicemail Number		d. Emergency Procedures	
e. Email Address		e. Health Center	
f. Webpage Address (if have one)		f. Library	
		g. Learning Resource Center (LRC)	
		h. Student Rights & Responsibilities	

Syllabus Guidelines

Bolded items listed below are required on all syllabi. In addition, it is recommended that the other items be included:

*Faculty teaching any section online need to refer to the **Distance Education syllabus guidelines** for specific syllabus requirements for online instruction.*

COURSE INFORMATION

- **Course Title & Name of College**
- **Course Prefix & Number**
- CRN Number(s)
- **Semester & Year**
- **Scheduled Time & Location of Class and/or Lab**
 - If your lab is open during certain time frames – include this in your syllabus
- **Welcome Statement (written in student-centered language)**
- **Canvas Site Information**
 - **Class Meeting Times:** Synchronous or on-campus class meeting dates and times for hybrid courses, and if applicable, for online courses.
 - **Physical Class Location:** Building name and physical classroom number for hybrid courses and, if applicable, for online courses.
 - **Online Class Location:** Instructions for how to find and log into the course site on Canvas. Sample language: “This course will be offered [online, remotely, partially online]. Assignments, lectures, handouts, discussions, quizzes/tests, and supplemental materials will be posted in Canvas, and all your work will be uploaded to the Canvas course site. (Canvas is the “host” for our online courses at Cypress College.)
 - **Canvas is accessed through this web address:** <http://cypresscollege.instructure.com> (NOTE: There is no “www” in the address. This web address is case and space sensitive.) You should bookmark this site, or put it in your favorites, for easy access. To login to the course site, you must type in your MyGateway ID and password. Your MyGateway ID is your student ID number--excluding the @ sign and all zeroes, for example, 00001234. Your password is the same one that you use to register for classes. If you forgot your password, you may have to reset it.
When you log into the Canvas website, the Dashboard will open. There you will find the links your course(s) which will appear as colored rectangular boxes. Click on the “[Course Title]” course link and you will be taken to the course Homepage.
 - Email guidelines: specific guidelines for students.
 - Instructor availability
 - A statement stating when the instructor will and will not be available online/via email to students and expectations for response times.
 - Support Information:
 - How and when to contact the instructor when problems arise using the Canvas course site.
- **Additional Distance Education (DE) Guidelines**
 - Zoom information (see below)

- Privacy Statement
 - Authentication
 - Copyright Information about course materials (see below)
 - Add to “refer to” section in syllabus
 - **Campus Instruction Acceptable Use Policy**
 - A copyright notice must inform students how to comply with distance education fair use restrictions on the use of copyrighted materials. For example: “Any copyrighted materials used in this class are used for distance education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course, for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials”.
 - In addition, recordings of online/remote instruction and counseling sessions in platforms such as CypressZoom, Microsoft Teams, Google Classroom, and Cranium Cafe cannot be shared or posted without written consent of all individuals in the recording, including the professor. Cypress College and the State of California have strict privacy laws for class recordings and student confidentiality. Any student who records class or counseling sessions without consent, photos, or screenshots of class, and/or posts class or counseling recordings, will be subject to disciplinary action under the Student Code of Conduct (BP 5500 and AP 5500).
- **Prerequisites, Co-requisites, Advisories (if any)**
- **Catalog Description (include if pass/no pass option is available)**
- **Course objectives as written in the approved course outline.**
- Preceded by the statement “Upon completion of the course the student will be able to:”
 - Special note: Specific divisions, accredited by outside agencies, must provide unit objectives rather than, or in addition to, approved course objectives.
- **CSLOs (as established by the department. Found on CurricUNET)**
- **Textbooks & Required Materials – include:**
- Online bookstore web address: <https://www.cypresscollege.edu/bookstore/>
 - International Standard Book Number (ISBN)
 - OER resources
- **Supplies**
- Items such as the following would be included: blue books, Scantron sheets (type, number), material fees, attendance at plays and concerts, special equipment.
- **Resources**
- Could include reserved readings, annotated bibliographies.
 - **Computer Requirements & On-Campus Labs**
 - **Computer Skills:** List of the student computer skills necessary to be successful in the course; for example: comfort with web browsing, word processing, sending and receiving email, and saving coursework on a computer.
 - **Computer Equipment Requirements:** Current list of all hardware and software requirements as specified on the Distance Education web site. Also include login requirements, for example, “To access your online classroom you will need to

know your username and password, have internet access and a valid email account.”

- **Availability of On-campus Computers:** Statement to students that computers for distance education use are available in the Learning Resource Center.
- Note where these resources are available on campus.

INSTRUCTOR INFORMATION

- **Instructor Name**
- **Days & Times of Office Hours**
- **Location of Office (include building name & office room number)**
- **Voicemail Number**
- **Email Address**
- **Website Address (if applicable)**

COURSE POLICIES

- **Grading Policy (if pass/no pass option available, including deadline)**
 - Statement of grade weight and grading criteria for student assignments.
 - Statement of policy on make-ups, late assignments, and extra credit.
 - Statement of criteria for final grades.
 - It is important to define both online and, for a hybrid class, in-person participation in your grading policy. Required, consistent student participation is key to student retention and success in distance education classes and serves to create a sense of community.
- **Attendance or Participation Policy**
 - If instructor follows the college catalog policy of dropping students with a certain number of absences, how the instructor defines attendance should be included as well as specifically stating the number of absences that will cause the potential drop). In the case where a class is taught entirely online, instructors may drop students who have not been in contact with the instructor by the end of the first day of classes for that semester or short-term session.
 - Absences: After a student accumulates in any class more than one week’s absences (more than the number of times the class meets per week), consecutive or nonconsecutive, an instructor may drop the student according to the drop deadline dates. In the case of hybrid and online classes, an absence may be identified as “a missed assignment,” “a missed assignment series” or “inactivity in the course site as evidenced by Canvas’s tracking statistics.” It is up to the instructor to decide which system to use. It is also the instructor’s responsibility to specify in the written syllabus what constitutes “a missed assignment,” “a missed assignment series” or “inactivity in the course site.” For example, in a three-unit online class (that would typically meet on campus three hours a week), the fourth “missed assignment” or the fourth “missed assignment series” or eight consecutive days of “inactivity in the course site” could be grounds for dismissal.
 - Clarification of campus-sponsored field trips for student absences.

— **Academic Honesty Policy**

- “Academic dishonesty may result in an “F” on all or part of an assignment and referral to the dean.”
- Incorporate reference to the Cypress College Catalog and provide web address.
- If there are special behavioral requirements of the class, include those within the syllabus (e.g., Turnitin.com information).
- A summary with a direct link to the College Catalog on the Cypress College web site or the text of the complete policy. Students should be informed if and how plagiarism detection software is incorporated into the assignment submittal process. A distance education student authentication statement must be added to the college policy statement, for example: “By enrolling in a distance education course you agree that you are the one accessing and completing the work for this course and will not share your Canvas username and password with others.”

— **Food, Beverage, & Tobacco Use Policy**

- Food & beverage are not permitted in the classrooms.
- Smoking is restricted to areas 20 feet or further from buildings.

— **Electronic Devices Policy**

- All electronic devices are to be turned off while class is in session unless prior permission from the instructor is given.
- Any consequences if devices are used need to be stated (e.g., “if devices are used, the class may have a pop quiz.”)

— **Reference to Sexual Harassment & Discrimination Policy in Cypress College Catalog**

Diversity, Equity, & Inclusion Statement

— **Personalized, student-centered DEI, DEIA, or JEIE statement**

- Example #1: “We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at Cypress College, will work to promote diversity, equity, and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values. Each of us is responsible for creating a safer, more inclusive environment”.
- Example #2: “Respect for Diversity Equity Inclusion (DEI): It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your

suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.”

Source: University of Iowa College of Education (I added Equity and Inclusion to the statement)
<https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>

CLASS SCHEDULES

- Tentative Lecture & Lab Topics
 - Should include dates, preparation, and work due.
- **Tentative Assignments & Due Dates**
 - List of required student assignments such as: reading, essays, oral presentations, research papers, projects, etc., including due dates.
 - May list assignments as “Syllabus Assignment Sheet” and refer to in the syllabus (make note that it may be changed/adjusted at any time).
- **Testing Dates**
 - List the number and kind(s) of tests, including such things as: objective and/or essay.
 - Include dates of quizzes, midterms/exams, final exams (be clear if the final is comprehensive or not).

CAMPUS POLICIES: IMPORTANT DATES

- Important Dates
 - Add dates
 - Drop & Withdrawal dates
 - Beginning& end of semester dates

STUDENT SERVICES

- **Reference the list of Student Support Services found in the Schedule of Classes**
- **Disability Support Services (DSS)**
 - A student who feels they may need an accommodation based on the impact of a disability should contact Disability Support Services (DSS) at (714) 484-7104 or visit DSS on the first floor of the Cypress College Complex, Room 100. For students who have already been determined eligible for DSS services, please provide the instructor with the proper form from DSS in a timely manner, at the beginning of the semester and at least one week prior to the verified and identified need.
 - Website: <https://www.cypresscollege.edu/services/disability-support-services-dss/>
 - In-Person Office Hours: M-Th, 8 am – 5 pm; update each semester
 - Virtual Office Hours: M-F, 8 am – 5 pm; update each semester
- Charger Assessment Team (ChAT) - <https://www.cypresscollege.edu/chat/>
- Campus Safety Phone Number
 - (714) 484-7387
- Reference to Emergency Procedures
 - A statement such as the following could be included: “If required to evacuate a classroom/building, students will proceed to a clear and safe area away from the evacuated building. Take all personal belongings with you.”

- Reference to Health Center location and phone number
 - Location: Gym 2, 1st floor
 - (714) 484-7361
 - Hours: M-Th, 8 am-5 pm; update each semester

ACADEMIC SUPPORT SERVICES

- Reference to Library - provide hours of operation
 - Location: Library/LRC, 2nd floor
 - (657) 214-4639
 - In-Person Hours: M-Th, 9 am – 6 pm; update each semester
 - Virtual Hours: M-Th, 7:30 am – 9 pm; F, 7:30 am – 1 pm; update each semester
- Reference to Learning Resource Center
 - <https://www.cypresscollege.edu/academics/divisions-special-programs/librarylrc/library-learning-resource-center/learning-resource-center/>
 - (714) 248-4639
 - Provide tutor information where applicable
 - <https://www.cypresscollege.edu/academics/divisions-special-programs/librarylrc/library-learning-resource-center/learning-resource-center/tutorial-services/>
 - Provide hours of operation
 - M-Th, 9 am -7 pm
- Other academic & student support services for consideration
 - Academic Counseling
 - <https://www.cypresscollege.edu/services/counseling/online-counseling/>
 - (714) 484- 7015
 - Extended Opportunity Programs and Services (EOPS)
 - <https://www.cypresscollege.edu/services/eops-care-calworks-guardian-scholars/>
 - (714) 484-7368
 - Location: Cypress College Complex, Room 201, 2nd floor
 - Food Pantry
 - <https://www.cypresscollege.edu/student-life/student-activities/food-bank/>.
 - (714) 484-7199
 - Location: Student Activities Center, Gym 2, 2nd floor
 - Hours: M-Th, 8 am – 6 pm
 - Services available by division or department(s) (e.g., STEM2)
- Students Rights and Responsibilities
 - Students are expected to be knowledgeable of the guidelines, policies, and procedures in the Cypress College catalog.

(To avoid “I didn’t know,” the Curriculum Committee encourages faculty to set up some type of acknowledgement of receipt of the syllabus such as passing around a sign-off sheet for all class members to sign.)

ACADEMIC HONESTY POLICY (REV. 2005)

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge, and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty.

These include but are not limited to the following areas:

- 1) Students shall not plagiarize, which is defined as stealing or passing off as one's own ideas or words of another and as using a creative production without crediting the source. The following cases are examples of what constitutes plagiarism:
 - paraphrasing published material without acknowledging the source.
 - making significant use of an idea or a particular arrangement of ideas, e.g., outlines.
 - writing a paper after consulting with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledging the debt.
 - submitting under one's own name, term papers or other reports which have been prepared by others.
- 2) Students shall not cheat, which is defined as using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the instructor; and as misreporting or altering the data in laboratory or research projects involving the collection of data.
- 3) Students shall not submit an original paper or project to more than one class without approval from the second instructor. Instructors who do not accept previously submitted papers should so inform the students in the course syllabus.
- 4) Students shall not furnish materials or information to enable another student to plagiarize or cheat.

Plagiarism Prevention and Detection: In its commitment to academic honesty, Cypress College uses Turnitin.com software to prevent and detect plagiarism.

The instructor reserves the right to submit student assignments to Turnitin.com to check for textual similarities between those assignments, Internet sources and the Turnitin.com assignment database. Students will be required to electronically submit their written work for plagiarism checking. Assignments submitted to Turnitin.com will become part of their database and will be used only for plagiarism prevention and detection.

Students agree that by enrolling in a course, assignments may be subject to the above plagiarism prevention and detection processes. An instructor who has evidence that an act of academic dishonesty has occurred, after speaking with the student, is obligated to take the following steps:

- 1) Assign an appropriate academic penalty such as an oral reprimand (as in cases where there is reasonable doubt that the student knew that the action violated the standards of

honesty); or assign an “F” on all or part of a particular paper, project, or exam (for example, where there was proof that it was a one-time occurrence). In cases where an “F” was assigned, report the incident to all appropriate personnel. (See Step 3).

- 2) In cases where the dishonesty was serious, premeditated, or part of an ongoing scheme, request an ad hoc review board made up of at least three faculty from the department or division of the instructor involved. This review board is to be appointed by the Academic Senate President or his/her delegate in consultation with the department coordinator, or if none is in place, with the members of the department. Supply to the review board the documents which are suspect, and any other documents completed by the student which might help determine if academic dishonesty occurred. It would then be the responsibility of the review board to determine academic penalties as appropriate.
- 3) Report to the student involved, to the department coordinator, to the Division Dean, and to the Dean of Counseling and Student Development, the alleged incident of academic dishonesty, including relevant documentation, and recommendations for action that he or she deems appropriate.
- 4) The appropriate Division Dean shall maintain an academic dishonesty file of all cases of academic dishonesty with the appropriate documentation.
- 5) Students shall be informed when their names are inserted into the file and provided with copies of any appeals or disciplinary procedures in which they may become involved. The appropriate Division Dean may initiate disciplinary proceedings under Education Code, Article 3, Section 76030-76037; when two or more incidents involving the same student occur, he/she shall do so.
- 6) Students charged with violations resulting in disciplinary action have the right to appeal the findings to the Petitions Committee under the Rules and Procedures of Due Process.

CYPRESS COLLEGE
ENGLISH 100: College Writing
Spring 2021

Instructor:

Class Number: 24689

Day/Time: Mondays 10:30am - 12:35pm via Zoom

Office hours: Wednesdays 10:30am - 12:35pm via Zoom

Email:

Prerequisite: Acceptable score on the placement test, English 60 with a grade of “C” or better, ENGL 95 with a grade of “C” or better, or ESL 186 with a grade of “C” or better.

Placement: Assembly Bill (AB) 1805 mandates that community colleges “[i]nform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework” 78221.5 (a) (1). If you are concerned about your placement into this class, please speak to me about your options.

Required Texts

- [Interior Chinatown by Charles Yu](#)
 - You’ll need this by our second week.

Open Educational Resources

- [Purdue Online Writing Lab](#)
- [MLA Guide](#)

Also Required

- Access to Internet and an active email address
- Access to Canvas and Zoom
- This syllabus

Course Description

English 100 is a college level course in written communication. It is designed to develop reading, critical thinking, and writing strategies necessary for academic success. The emphasis is on writing expository essays. The course also requires the use of research and documentation skills. Duplicate credit not granted for ENLG 100H.

Course Objectives

Upon completion of this course, you, the student, will be able to:

- Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose
- Generate ideas for writing
- Formulate a thesis statement that clearly expresses the central idea of the essay

- Construct paragraphs that develop and support a main idea - Organize paragraphs into a logical sequence so that the central idea of the essay is developed to a logical conclusion
- Vary sentence structure and types effectively to indicate the meaning, relationship, and the importance of the ideas - Construct sentences with precise and appropriate words
- Vary word choice and sentences for different audiences and purposes - Present ideas as related to, but clearly distinguished from, the ideas of others, demonstrating the ability to use research techniques and MLA documentation to avoid plagiarism
- Support opinions and conclusions based upon the appropriate use of evidence and critical thinking - Proofread for errors and omissions of both form and substance
- Proofread and correct errors and omissions in content, capitalization, spelling, punctuation, usage, and grammar
- Organize and develop timed in-class essays - Organize and develop a response to essay exam questions
- Identify the main and subordinate ideas in writing and summarize in one's own words
- Identify different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally
- Draw reasonable conclusions from information in various sources, whether written, spoken, tabular, or graphic, and defend those conclusions rationally
- Distinguish between fact and opinion

Course Student Learning Outcomes (CSLOs):

1. **Outcome:** On any given essay, students will be able to formulate a thesis that clearly expresses the central idea of the essay, construct paragraphs that develop and support a main idea, and organize paragraphs into a logical sequence so that the central idea is developed to a logical conclusion.

Assessment: Students must demonstrate in a Research Paper, a requirement of English 100, the ability to formulate a thesis that clearly expresses the central idea of the essay, to construct paragraphs that develop and support a main idea, and to organize paragraphs into a logical sequence so that the central idea is developed to a logical conclusion with 70% accuracy.

2. **Outcome:** In a research paper, students will be able to present ideas clearly distinguished from the ideas of others, demonstrating the ability to use research techniques and MLA documentation.

Assessment: In a Research Paper, students should demonstrate the ability to present ideas clearly distinguished from the ideas of others, demonstrating the ability to use research techniques and MLA documentation with 70% accuracy.

HOW TO SUCCEED IN AN ONLINE CLASS

For some of you, this will be your first experience in an online course. You will no doubt find this to be a different experience than that of a face-to-face (f2f) class. The following are some things to consider as you begin this online learning experience.

Hold Yourself Accountable

I am here to work with you and help you, but you are accountable for your performance in the course. Expect to devote at least 3-4 hours a week to this class, if not more. As part of your responsibilities, you must make it a habit to check Canvas regularly and to review our Weekly Plan. Your accountability starts with your careful reading of this syllabus.

Review Our Weekly Plan

I send out a Weekly Plan each week to help you stay on track and organized. If you closely read and follow the Weekly Plan, you will significantly increase your chances of succeeding in this class.

Meet Deadlines

Assignments will always be due at **11:59pm on Wednesdays and Sundays.**

Participate

For this class, participating means showing up to Zoom meetings and completing assignments. **If you fail to show up to four class meetings or you miss two consecutive weeks' worth of assignments, you will be dropped from the course.**

Attend Zoom Meetings

We will be meeting once a week on Mondays via Zoom for lectures. In order to be counted present (and receive attendance credit), you will need to type your first and last name in the Zoom chat at the start of class. The class Zoom link can be found on our Canvas Homepage.

Be certain to adhere to the following guidelines when attending a Zoom meeting:

- Mute your microphone if you aren't talking
- Use your preferred name followed by your registered name
- Be on time (the meeting will lock after 5 minutes)
- Only post chat messages relevant to the lessons

Get to Know Canvas

The entirety of this course will take place on Canvas. This is where you will access course lectures, readings, quizzes, assignments, discussion posts, grades, messages, and so on. Take the time to familiarize yourself with [Canvas](#) by reviewing these [Canvas Student Video Tutorials](#).

Contact Me

If you have any questions, do not hesitate to message me via Canvas. I would prefer you contact me via Canvas. I will typically respond within a day, but please note that I rarely respond to messages after 6pm or on Fridays and Saturdays. **If you email me at 10pm on a Sunday about your assignment that's due in 2 hours, I will not respond.**

Monitor Your Grade

Check your grade on a weekly basis. Major assignments, like essays, will be graded within 2-3 weeks. Minor assignments will have a faster turnaround but will not be graded until after the due date. If you ever find that you didn't get the feedback that you needed on an assignment, then message me via Canvas. Be sure to ask me questions about specific parts of your assignment. This is an important part of the learning process, so engage me on this.

WHAT TO EXPECT FROM THIS CLASS

This will largely be a text-based class. This means you will need to do a lot of reading; you will read lectures, stories, essays, and your classmates' posts and papers. You will also be doing a lot of writing. You will be writing papers, completing quizzes, engaging in discussion posts, in addition to communicating with myself and your peers.

Essays

I will provide you with detailed information for each of the major essays and projects as they are assigned. Essays and projects will be broken up into small chunks (Introduction, Body Paragraph 1, Body Paragraph 2, etc.), which will be submitted throughout each unit.

Quizzes

You will, on occasions, be assigned a reading quiz. Quizzes are not timed, and you will be given multiple chances to take them. All quizzes must be answered in complete sentences, or they will not receive full credit.

Group Work

Your Rough Drafts of your longer essays will be submitted to your peers and will be read and evaluated by your classmates as part of our Peer Review assignments. Your Final Draft is what you will submit after you review your classmates' feedback. All drafts must follow MLA formatting guidelines, which you can find at the end of this syllabus.

Discussion Posts

Conversations we have via the Canvas discussion boards will make up a major part of the work in this course. In most cases, I will pose a question or issue to you, and you will respond to me and to your group members. The responses will form useful conversations about the issues we will be tackling within each unit, and they are meant to help you facilitate ideas for your longer essay assignments. Your first Discussion Post will have more detailed instructions.

Sensitive Course Materials and Content

Please note that some content in this course may be sensitive, controversial, and challenging to your personal beliefs or values. The purpose of this content is not to offend, but rather to engage in academic inquiry, increasing your understanding of people and cultures that are different from your own, as well as your own self-understanding. Respecting the diverse thoughts and perspectives we encounter is essential to this process. Please speak with me if you have any concerns about course content at any point during the semester.

GRADE DISTRIBUTION

Attendance via Zoom	10%
Unit 1: Quizzes, Discussion Posts, & Minor Writing Assignments (1400 Words)	10%
Unit 2: Quizzes, Discussion Posts, & Minor Writing Assignments (1400 Words)	15%
Unit 3: Quizzes, Discussion Posts, & Minor Writing Assignments (1400 Words)	15%
Major Writing Assignment: Essay #1(1000 Words)	15%
Major Writing Assignment: Essay #2(1200 Words)	15%
Major Writing Assignment: Essay #3(1600 Words)	20%
Total (8000 Words)	100 %

Grading Scale

100-90	A
89-80	B
79-70	C
69-60	D
59 and below	F

CLASS POLICIES

Drop Policy

- If you fail to submit ALL the first week's orientation assignments, you will be considered a No-Show and will be dropped.
- **If you miss more than two weeks' worth of quizzes or writing assignments, you will be dropped. This excludes Discussion Posts.** If you only complete Discussion Posts and nothing else for more than two weeks, you are subject to being dropped.
- If you do not submit any of the following Major Assignments, you will be dropped: Essay 1 and Essay 2.

I recognize that you are human beings, living through a global pandemic, with many commitments, stressors and challenges. If you have reached a point where you are struggling, **please, contact me** — I will work with you to help you create a path to success. While this class is important, your family and your health need to come first!

Late Work

No late work will be accepted with two exceptions. You will be given **one-week extensions** for any two assignments except for Essay 3. These should be saved for emergencies. If you wish to use one of these extensions, message me the following: the assignment name and the date you will need to submit it. The subject title should read: Assignment Extension.

Plagiarism

Your work will be submitted to a database that checks for plagiarized content. Do not copy and paste information from the Internet or any outside source without crediting it. This is considered plagiarism. If you plagiarize, you will face the following consequences:

- I will contact the head of the department and have the instance put on record.
- You will receive a zero for the assignment.
- If you plagiarize again, you will automatically fail the class.

The college standards of academic honesty will be applied in this class. Academic dishonesty may result in an “F” on all or part of an assignment and referral to the dean. The complete policy may be found in the College Catalog, the official publication addressing and guiding academic and student services policies. The professor reserves the right to submit student assignments to www.turnitin.com to check for textural similarities between those assignments, Internet sources and the Turnitin.com assignment database. Students will be required to electronically submit their written work for plagiarism checking. Assignments submitted to Turnitin.com will become part of their database and will be used only for plagiarism prevention and detection.

Attendance

Students who are absent the first day of class will be dropped from the class. You are responsible for your success in this class, so regular attendance is important. If you are not present to participate and complete class work, your grade will suffer.

If you miss a class, check our Weekly Plan for information on what is due. Lectures and assignments are always linked in the Weekly Plan. DO NOT message me asking what you have missed. DO message me if you have questions about any of the assignments or lectures.

Changes to the Syllabus

Occasionally, it might be necessary to make changes to the syllabus. I will announce these changes to the class, and it is the student’s responsibility to make the necessary changes. Withdrawal Policy It is your responsibility to complete this course or to withdraw from the class.

CAMPUS RESOURCES

English Success Center / Learning Resource Center

Located in the LRC-126, the English Success Center (ESC) provides students with supplemental learning opportunities designed to improve academic reading and writing skills. For more information or to see a tutor, visit their [website](#).

Sexual Harassment / Discrimination Policy

Students who believe they have been subjected to unlawful discrimination, including sexual harassment, or who seek information regarding the District’s Unlawful Discrimination Policy, should contact the Office of the District Director of Human Resources at (714) 808-4818.

Academic Accommodations

Students who feel they may need academic adjustments based on the impact of a disability should discuss this with me and contact Disability Support Services (DSS) at (714) 484-7104 or visit the DSS office in CCCPLX 100. To ensure the health and safety of all students, those who feel they may need evacuation assistance in the event of an emergency should speak with me as soon as possible.

Veterans Affairs

The Veterans' Resource Center and Cypress College Veterans Organization provide assistance in coordinating with academic counseling, disability accommodations, financial aid, veteran benefits information, and additional referral to campus, local, state and federal resources and services. The Veterans' Resource Center is located on the second floor of the Cypress College Complex, Room 215. Call (714) 484-7150 for more information.

Student Support Services

A Guide to Student Services can be found on pages 120-122 of the Schedule of Classes.

Outside Resources

The Purdue Online Writing Lab, also known as Purdue OWL, has many useful guides on essay writing, grammar, citations, formatting, and more. Website: <https://owl.english.purdue.edu/owl/>

CAMPUS SAFETY***Safety Escorts***

Campus Safety staff will provide personal safety escorts to students and staff upon request. Escorts are offered during the day, night, or evening hours. Call (714) 484-7387 for more information.

Emergency Telephones

Emergency telephones are available for use in the event of an emergency. These telephones provide members of our community with a convenient and quick method of contacting Campus Safety. Red emergency telephones are located inside most campus buildings, near the elevators. Blue emergency telephones are also located in outside locations. For more information, visit the Campus Safety page on the Cypress College website or call (714) 484-7387.

Campus Safety Phone Number

For emergencies, lost and found, and parking, call (714) 484-7387