

Oakton Community College
EGL 096-003: Developmental Composition I

Instructor: Isaac Ewuoso	Meetings: Monday and Wednesday
Email: iewuoso@oakton.edu	Time: 9:30am- 11:05am
Phone: 847.635.1910	Credits: 3 (3 lecture; 0 lab)
Mailbox: Leave papers with secretaries in B206	Location: Skokie/Ray Hartstein Campus Room P234
Office Room: B206	
Office Hours: 11:00am-12:00pm (Wed) Or by appointment	

Welcome to EGL-096! I'm looking forward to a great semester and getting to know you as a thinker, writer, and reader. I am committed to helping you succeed in this course. For this reason, this syllabus contains lots of important information that you need to know¹. The theme of this course is *Finding Your Voice in Academic Writing*. Reading and writing assignments will challenge us to think about ways we can use our experience, knowledge, and understanding to write personal narratives and essays in an academic context. We will read essays from notable writers, examining how they craft topic sentences, state their claims, add supporting details and reasons to their paragraphs, draw conclusions, and polish their texts.

Course Description

This course prepares students for college writing. Content includes the writing process, sentence structure, paragraph organization, basic essay structure, grammar, and mechanics. This course is a reading and writing workshop, which means that you will “learn by doing.” Over the course of the semester, you will do the following:

- ❖ Watch/read and respond to a variety of written or visual texts
- ❖ Create, revise, and edit a series of writings
- ❖ Reflect on your own processes as a reader, writer, thinker, and learner.

As a student in the course, your responsibilities include the following:

- ❖ **Attend class**
- ❖ **Do the required work**
- ❖ **Take an active role in your learning**

My responsibilities as your instructor include the following:

- ❖ Learn about **your needs and goals** as a reader and writer
- ❖ Shape the course to **fit those needs** and those of your classmates

¹ **Disclaimer about Changes to Syllabus**

This syllabus and the D2L schedule are subject to change throughout the term. In fact, they will almost certainly need to be updated throughout the term. If that happens, the changes will be posted on D2L and/or announced in class. Students are responsible for keeping up to date with these changes, even if they are not in class on the day such changes are made.

Table of Contents

OFFICE HOURS.....	1
COURSE DESCRIPTION	1
COURSE OUTCOMES	3
PREREQUISITE	3
REQUIRED TEXTS:.....	3
ACADEMIC INTEGRITY & STUDENT CONDUCT	3
YOUR RIGHTS & RESOURCES.....	3
SEQUENCE OF TOPICS	4
METHODS OF INSTRUCTION:	4
DIFFERENTIATED INSTRUCTION STRATEGIES (“DIS”)	4
FREEWRITES.....	5
COURSE POLICIES & GUIDELINES	5
RELIGIOUS OBSERVANCES.....	5
CLASSROOM BEHAVIOR.....	5
GROUP WORK/DISCUSSION	6
PEER REVIEWS.....	6
ATTENDANCE	6
LATE WORK POLICY	6
ABSENCE.....	6
CELL PHONES & LAPTOPS	6
EMAIL POLICIES.....	7
FORMATTING YOUR WORK	7
INSTRUCTIONAL MATERIALS	7
DESIRE 2 LEARN (D2L).....	7
ASSIGNMENT SUBMISSION.....	7
RECOMMENDED MATERIALS.....	8
WHAT TO BRING TO CLASS.....	8
METHODS OF EVALUATING STUDENT PROGRESS	8
POINTS.....	8
GRADING SCALE	9
OTHER COURSE INFORMATION.....	9
GETTING WRITTEN FEEDBACK ON ESSAYS	9
GETTING FURTHER ASSISTANCE AT OAKTON.....	10
LEARNING CENTER (READING & WRITING LAB)	10
COMPUTER LABS	10
TRIO SERVICES	10
ACADEMIC ADVISING SERVICES	10
IMPORTANT DATES.....	10
FOOD FOR THOUGHT	10

- ❖ Help you further develop your knowledge of academic culture

Course Outcomes

At the end of this course, you will be able to:

- ❖ Write, plan, and revise topic sentences, paragraphs and brief essays based on personal experience and assigned course readings.
- ❖ Edit and proofread their own work in order to improve grammar, sentence structure, and ideas
- ❖ Recognize and correct sentence fragments and run-on sentences, and correctly use simple, compound, and complex sentences, as well as the conventions of Standard English.
- ❖ Use techniques of summary, paraphrase and direct quotation as needed in working with course readings.
- ❖ Demonstrate an understanding of plagiarism and source documentation

Prerequisite

Placement test

Required Texts:

Supplemental materials will be uploaded onto D2L (See “instructional materials”)

Academic Integrity & Student Conduct

Students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- ❖ cheating,
- ❖ plagiarism (turning in work not written by you, or lacking proper citation),
- ❖ falsification and fabrication (lying or distorting the truth),
- ❖ helping others to cheat,
- ❖ unauthorized changes on official documents,
- ❖ pretending to be someone else or having someone else pretend to be you,
- ❖ making or accepting bribes, special favors, or threats, and
- ❖ any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Please review the Code of Academic Conduct and the Code of Student Conduct, both located online at www.oakton.edu/studentlife/student-handbook.pdf

Your Rights & Resources

- ❖ If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the **Access and Disability Resource Center** at the Des Plaines or Skokie campus. Call the ADRC office at **847.635.1759** to arrange an appointment with an ADRC staff member. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.

- ❖ Oakton Community College is committed to maintaining a campus environment emphasizing the dignity and worth of all members of the community, and complies with all federal and state **Title IX** requirements.
- ❖ Resources and **support for pregnancy-related and parenting** accommodations; and **victims of sexual misconduct** can be found at www.oakton.edu/title9/.
- ❖ Resources and support for **LGBTQ+ students** can be found at www.oakton.edu/lgbtq.
- ❖ **Electronic video and/or audio recording** is not permitted during class unless the student obtains **written permission from the instructor**. In cases where recordings are allowed, such content is restricted to **personal use only**. Any distribution of such recordings is strictly prohibited. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.
- ❖ For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation by Oakton’s **Access Disabilities Resource Center (ADRC)**, applicable federal law requires instructors to permit those recordings. Such recordings are also limited to personal use. Any distribution of such recordings is strictly prohibited.
- ❖ Violation of this policy will result in disciplinary action through the Code of Student Conduct.

Sequence of Topics

A detailed sequence of topics and smaller assignments will appear on D2L, as the daily agenda. Here is an overview of the major assignments this semester.

- ❖ **3 Major Essays:** Students will write 3 major essays. Each of these essays will include an early draft and a final draft. Final drafts will be evaluated on the quality of the writing.
- ❖ **Revision Essays (Optional):** For extra-credit, students may revise the final drafts of the 3 major essays in the class.
- ❖ **Midterm:** Students will write a timed, in-class essay in response to an assigned reading. This will be evaluated based on the quality of the writing.
- ❖ **Final Exam:** Students will select a final essay topic to write about. More information to follow in the course of the semester.

Methods of Instruction:

Differentiated Instruction Strategies (“DIS”)

Learning to write at a college level is difficult for everyone. We all learn to use spoken language quite easily, while learning to write well takes many, many years of schooling. **I do not expect perfection. I expect students to grow** as writers as they revise their essays and as they progress over the semester.

Each of us has our own way of learning, so **we will use a variety of methods of instruction to teach the class** (“DIS”). This may include at-home assignments, brief lectures, group activities, in-class writing, whole-class workshops, peer review, workbook-style exercises, multimedia presentations, reading experiments, individualized conferences, etc. Expect each class meeting to differ from those before.

Since I expect this class to have a small number of students, students will be required to meet one-on-one with me for a writing conference. In **writing conferences**, you bring a draft of your writing, we read it together, and

discuss what works well and what can be improved. Writing conferences may happen both during scheduled class times and at times to be arranged with each student.

Freewrites:

During most class meetings, we will pause to do some freewriting. When you freewrite, you write (usually by hand) for a specified amount of time without stopping. You will be assigned a topic. The purpose of freewriting is to make you more comfortable with the physical and mental acts of writing within a specified time frame. It also helps you to “think” on paper. When you “freewrite,” you do not worry about spelling, sentence structure, or grammar. You are merely working to get the ideas from your head onto the paper.

Course Policies & Guidelines:

Since we learn to write by doing, students will be doing *a lot* of reading and writing throughout the semester. On average, expect to spend about 12 – 18 hours per week outside of class on assigned work. Students who have major obligations outside this class (e.g., employment, family responsibilities, or many other courses) **should carefully consider whether they can make the time commitment for success in this course.** If students have concerns about this, it is best to discuss them with me or your academic advisor **at the start of the term.**

Religious Observances

Please speak with me **at the beginning of the semester** if you have a religious observance (holiday) that will prevent you from coming to any scheduled class or completing any assignment. If you inform me in advance, we can make alternative arrangements, so you are not penalized for missing class or missing the work due on that day.

Classroom Behavior

This is a college class, and students are expected to behave with the maturity of a college student. Please treat both me and your classmates with professionalism and respect. When students act disrespectfully or disruptively in the classroom, it makes it difficult for others to learn and it makes it difficult for me to teach.

Therefore, we will observe the following rules for the classroom:

1. Treat classmates and the instructor with **civility** and **respect** at all times—the same level of respect you wish to receive from others.
2. When disagreeing with what others say, **avoid taking a hostile or personal tone.**
3. **Do not talk or create disruptions while another student or the instructor has the floor.** This is distracting and disrespectful.
4. **Do not speak out of turn or immediately blurt things out.** Students who wish to talk should **raise a hand** and wait to be called on. This is necessary so everyone can be heard.
5. **Electronic devices can be a major distraction.** I would generally prefer that you turn these off and put them away in the classroom, and only use them outside. However, I will let you know if there are times when it is appropriate to use them in the classroom.
6. **Feel free to quietly excuse yourself** from the classroom should the need arise (i.e., if you need to get a snack, use the restroom, check your cell phone, etc.). No need to ask for permission.

Additionally, we will observe the following rules **when we are in computer labs:**

7. No food or drink allowed in the classroom. Leave this stuff at the table by the entrance. Spills and messes can damage the computers.

8. Keep the computers off until you have been asked to turn them on. This not only prevents distractions, but it is hard to hear one another over the sound of computers humming.
9. Use computers only **for class-related purposes** (no Facebook, YouTube, shopping sites, etc.). Remember that **Oakton monitors your activity on campus computers**, and teachers are able to block your access to certain content.

If students violate the policy on classroom behavior or other Oakton policies on student conduct as outlined in the student handbook, it **may lower their participation grade**. Students may receive a verbal warning after class, may be asked to leave class, or may be referred to the administration.

Group Work/Discussion

I will lecture on some occasions, but mostly will foster discussion and group work DAILY. Please contribute to discussions and group work **each day** you come to class.

Peer Reviews

Peer review not only enhances your editing skills, but also provides you with feedback on your essay before it is graded. Furthermore, it provides an opportunity for you and your classmates to exchange ideas about the readings and see a variety of different approaches to the assignment. **To receive peer review points, you must be in class with a draft of your essay.**

Attendance

Attendance in this class is **required**. If you know that you are going to be late or miss a class, please e-mail me to let me know. **You are allowed three (3) absences during the semester** for whatever reasons you decide are important — emergency, illness, family responsibility, bad roads, work, etc. Use these absences carefully. **If you are absent more than THREE times, you cannot pass this course.**

Late Work Policy

Late work is **not accepted**. Papers are submitted through D2L at the date and time listed on the assignment (unless otherwise specified). I generally read all submissions at one time and comment on them. You are responsible for getting your papers in on time; **I do not hound students who do not do their work. Lack of planning on your path does not constitute an emergency on mine.**

Absence

If you miss class, it is your responsibility to contact me or another student to find out what you missed and what you need to do for the next class session. If you miss one day and are not prepared for the next, then essentially you have missed two days.

Students who stop attending class OR who attend class sporadically may be dropped by the instructor at the midterm.

You do not get a free pass to skip assignments or readings due in the week you are absent. You are still required to do the assigned work for the day and take an **active role in your learning**. If you have been placed with a group of peers for a project, you must reach out to them as well.

Cell Phones & Laptops

Cell phones must be turned off and put away during class. Additionally, please refrain from using your laptop during class unless it is necessary for an ADS accommodation.

Email Policies

Please check your Oakton email on a daily basis, since this is how I will contact you about announcements, class cancellations, missing assignments, etc. Students are encouraged to contact me by email (iewuoso@oakton.edu), and I will generally respond quickly. If problems come up throughout the term, it is *your* duty, as a responsible college student, to communicate with me right away, usually by email. I can be flexible and help you out, but I usually cannot do much for students who, due to whatever problems, completely disappear and fail to communicate with me.

Do not send me messages through D2L. They will not get forwarded to me. Please make sure that your email includes your name. begin with a formal address (i.e., “Dear _____”), write in complete sentences, and **sign your name**. Generally, **email works best for asking quick questions**. For more involved issues, raise them in class, or come to office hours. **Student assignments are not accepted by email.** Because of privacy laws (FERPA), **teachers cannot disclose student grades over email.**

Formatting your Work

To receive credit, format your work as follows:

1. All at-home assignments must be typed, unless announced otherwise. **Handwritten work will not be accepted.**
2. Only the following file types are accepted: RTF, DOC, and DOCX. Most modern word processors enable saving in one of these formats, though it may require a few extra steps.
3. Any typed work should be **double-spaced in 12-point Calibri or Times New Roman Font** (or comparable), with one-inch margins on all sides. Do not add extra spaces between paragraphs, or anything else that inflates page length.

Work may be marked down for formatting that artificially inflates the page-length.

Instructional Materials:

There is no required textbook to purchase. You will, however, need access to a good electronic dictionary. I recommend www.learnersdictionary.com or www.merriam-webster.com.

Desire 2 Learn (D2L)

This course will use the Desire 2 Learn (D2L) course management software. Think of D2L as the course homepage. Throughout the term, students will use D2L for downloading/printing copies of course documents, keeping updated with class assignments and the course schedule, and submitting certain assignments. Students will receive course announcements through D2L “news.” Please set up D2L so that you are notified by email or text message whenever new news is posted to D2L.

Assignment Submission

D2L contains a folder for submitting work. This folder is the primary method for turning in work. **Hard copies or emailed documents are accepted, but only in emergencies and other extraordinary circumstances.** Only the following file types are accepted: DOC, DOCX, and RTF. Most modern word processors enable saving in one of these formats. Do not paste essays into the text field, submit links to files that are stored in the cloud (e.g., Google Docs), or submit work in Apple Pages format. Students are solely responsible for triple-checking that assignment submissions have gone through, that the correct file was submitted, and it was submitted to the proper folder. Files submitted via the assignment submission folders are time-stamped, and students receive a receipt verifying their submission. You may also email me about your work in emergencies. In other words, “D2L ate my homework” is not a valid excuse.

At the beginning of the term, we will go through an in-class orientation to D2L. It is generally straightforward to use, but it may take some getting used to early on. Students who have trouble using D2L or finding the needed documents should email (iewuoso@oakton.edu), and I will be glad to help or email the needed documents. For students who have not emailed, “I couldn’t figure out D2L” is also not a valid excuse.

Recommended Materials

- Students should have access to a computer, a printer, and word-processing software outside of class. If you do not have this at home, they are available at no cost here on campus in the labs.
- Students should have a planner/calendar for keeping track of due dates and for planning out time. There are many good phone apps for this.

What to Bring to Class

Unless instructed otherwise, please bring the following to each class meeting:

- ❖ Pens, pencils, and highlighters
- ❖ A notebook with lined paper
- ❖ All course documents
- ❖ A folder or binder in which to keep assignments and handouts
- ❖ Notebook for notetaking during class
- ❖ At least one flash drive; Alternatively, consider using cloud storage like Google Docs or Dropbox
- ❖ Planner/calendar
- ❖ A sense of humor and a willingness to take risks

Methods of Evaluating Student Progress:

Points

Points help me keep track of attendance and work turned in on time. Each day, I will assign points to the following activities:

- ✓ Attendance (5 points per day – 0 pts. if you arrive more than 10 minutes late)
- ✓ Participation (5 points per day)
- ✓ Reading strategies (50 points max)
- ✓ Papers, reading logs, and other assignments turned in on time (50-100 points)
- ✓ Miscellaneous point-earning activities such as conferences (10 points)

Points give us both a “visual” of assignments you have turned in. They tell me, at a glance, what score you received on a reading log or other assignment (check plus $\checkmark+$ = 50 points, check \checkmark = 40 points, and check minus $\checkmark-$ = 30 points).

A paper receiving 50 points or less requires significant revision, while a paper at 90 points or higher is almost “done” and not subject to as much revision.

There are 1000 available points in this class. Final grades will be assessed based on the following:

Your overall grade in the course is calculated as follows:

- Participation and Attendance: 50 points
- Peer Reviews: 50 points
- Literacy Survey: 50 points
- Literacy Narrative Essay: 100 points
- *This I Believe* Essay: 150 points

- Reading Response Essay: 150 points
- Midterm (In-Class assignment): 200 points
- Final Essay: 250 points

Students will have opportunities for extra credit throughout the term. These opportunities may include extra credit for volunteering to have entire essay drafts shared anonymously with the class for workshop activities or presenting work to the class.

At the end of the semester, students receive a pass/fail grade based on their overall performance throughout the term.

Grading Scale:

- 90% – 100% = Pass (minimum 900/1000 points)
- 80% – 89% = Pass (minimum 800/1000 points)
- 70% – 79% = Pass (minimum 700/1000 points)
- 0% – 69% = Fail

Students who pass EGL-096 and earn a percentage of 70%-89% will move up one level, that is, have their writing placement changed to EGL-097. Students who pass EGL-096 and earn a percentage score of 90%-100% will move up two levels, that is, have their writing placement changed to ENGL-101. Students who fail will have no change to their writing placement.

Other Course Information:

Sharing Student Writing

We do not improve our writing much via lecture. Instead, we learn much by looking at examples of student writing in order to examine what works well and critique what can be improved. For this reason, I will occasionally present short excerpts of actual student writing to the class for discussion. Always, the authors will be kept anonymous, and any criticisms must remain constructive. Students should let me know if they wish to opt out of having their writing shared in this way.

Getting Written Feedback on Essays

To improve your writing, it is important to read and incorporate written feedback from teachers. Teachers put much time into this feedback. However, teachers have limited time, and cannot respond to everything.

I do not provide written feedback on early drafts, but you should take these to office hours for feedback (see below). I will provide written feedback on the *final* drafts of essays 1 – 3, except in the following circumstances:

- The final draft was submitted late (without being excused).
- No early draft of the essay was submitted on time.
- No substantive revisions were made between the early draft and final draft.

Office Hours

Students who would like to know their grade information or receive individualized guidance with any work for this course should come to office hours. Office hours is time teachers have set aside to work with students one-on-one. Because of time constraints, I cannot provide every student with detailed, written feedback on every piece of work handed in. Instead, that is what office hours are for.

Getting Further Assistance at Oakton

Learning Center (Reading & Writing Lab)

The Learning Center has many ways to help you improve your grammar, writing and reading skills, including Tutoring, Online Tutoring, Computer Programs and Videos, Conversation Groups, Study Skills Assistance, and Workshops for native and non-native students.

For reading and writing assistance contact the learning center at the **Des Plaines campus** in room **2400** or call **847.635.1658** to make an appointment. If you are at the **Skokie campus**, the location is **A135** or call **847.635.1434** to make an appointment. The learning centers at both campuses offer walk-in hours when you do not need to make an appointment.

Computer Labs

The computer labs are open to all Oakton students, faculty, staff, and Alliance for Lifelong learning students registered for classes that require computer use. If you are at the Skokie campus, the location is **P230**. You can print your homework and assigned readings there as well. If you have issues logging on to a computer, contact the Information Technology staff; they have an office space in the lab.

TRIO Services

TRIO staff are here to help you achieve your educational goals at Oakton. Students who participate in TRIO are more than twice as likely to achieve their academic goals. TRIO Student Support Services provides the following services to eligible students: Academic Course Selection & Advising, Transfer Guidance, Financial Guidance, and College Success Strategies. All services are free to eligible students. If you are at the Skokie campus, their office is in room A135 or call 847.635.1420 for more information.

Academic Advising Services

Not sure what course to take next? Wondering how best to meet degree requirements? Whatever your educational aspirations, Advising Services is your “go to” place for help. If you are at the Skokie campus, their office is in room A100 or call 847.635.1400 for additional information.

Important Dates

Last date to withdraw from 16-week courses and have course dropped from record	September 16, 2019
Last day to withdraw with a “W” from 16-week courses; Students will receive a grade in all courses in which they are enrolled after October 21	October 21, 2019
Registration opens for Spring 2019 semester	November 13, 2019
Last day of student attendance	December 11, 2019

Food for Thought

- ❖ “If I waited for perfection, I would never write a word.” — Margaret Atwood
- ❖ "A journey of a thousand miles begins with a single step"— Lao Tzu
