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| Angelina College | Liberal Arts Division | Fall 2016 English 0310 C71161S |
| Instructor: <i>W.T. Dowden</i> | Instructional Syllabus | College Writing Techniques I |

I. BASIC COURSE INFORMATION:

A. Course Description: English 0310: **Development of fundamental writing skills such as idea generation, organization, style, utilization of Standard English, and revision.** *College Writing Techniques.* This course involves intensive diagnosis of specific individual writing deficiencies and strengths. Emphasis is on spelling, grammar, punctuation, fluency and organization of ideas. Is relevant as a refresher. Three classroom hours (in two meetings) and at least one lab hour each week. This course cannot be used toward credit for an associate degree and is not intended for transfer to a senior college. Lab fee.

B. Intended Audience: The intended audience includes students who have not satisfied the TSI writing requirements.

C. Instructor

Name: William T. Dowden

Email: wdowden@angelina.edu

Office hours: as needed

Office Location: Livingston Center

Office Phone: 936.633.6075

II. STATEMENT OF PURPOSE: Through the Texas core Curriculum, students gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

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A. Core Objectives:

- **Critical Thinking Skills (CT)**- include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)**- include effective development, interpretation and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills (EQS)**- include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork (TW)**- includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)**- includes the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility (SR)**- includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

B. Learning Outcomes-

Upon the successful completion of this course, students will have demonstrated the ability to:

- Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
- Determine and use effective approaches and rhetorical strategies for given writing situations.
- Generate ideas and gather information relevant to the topic and purpose, incorporating the idea and words of other writers in student writing using established strategies.

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- Evaluate relevance and quality of ideas and information to formulate and develop a claim.
- Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
- Edit writing to conform to the conventions of Standard English.

C. Course Objectives for all sections –

I. Expression of ideas:

- Express single ideas clearly in complete sentences using proper grammar and mechanics for standard written English
- Express precisely and fluently multiple ideas in sentences.
- Organize clearly and develop completely an idea in paragraph form.
- Arrange paragraphs into logical order in essay form.

To develop students' self-confidence by permitting them to begin at their individual levels and to progress at their individual rates.

II. To encourage individual responsibility for one's own progress.

D. Course Objectives as determined by the instructor – See C above.

III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

A. Assessments for the Core Objectives- (TBA-final formulation is still in progress)

B. Assessments for Learning Outcomes for all sections—

- Competency in composing various texts that demonstrate clear focus, logical development of ideas, and usage of appropriate language that advances the writer’s purpose will be assessed through the successful completion of one or more paragraphs with revision and one standard essay with revision that shall require multiple drafts prior to submission and significant revision. Assessment will also be demonstrated through the departmental final exam which includes a minimum of one timed in-class

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paragraph which will show focus, logic, idea development, and appropriate usage to support the student's claim in argumentative writing.

2. Competency in determining and using effective approaches and rhetorical strategies in given writing situations will be determined by requiring the students to compose various forms of writing, including personal narration, process analysis, compare/contrast, argument, and any other type of writing that will advance students' knowledge base.
3. Competency in idea generation and information gathering that is relevant to topic and purpose as well as incorporation of such ideas and the words of other writers in student writing using established strategies will be assessed through the requirement of at least one essay's use of outside sources as well as integration of evidence that will show student's ability to work with the words of other writers
4. Competency in evaluating the relevance and quality of ideas and information to formulate and develop a claim will be assessed through student's requirement to participate in pre-writing techniques.
5. Competency to develop and utilize effective revision strategies to strengthen student's ability to compose college-level writing assignments will be assessed through the rigorous approach of student-teacher conferences to address individual student revision needs as well as through a peer review approach to address such needs.
6. Competency in editing student writing which conforms to the conventions of Standard English will be assessed through the scheduling of student peer-to-peer reviews, which will be a part of a standard course. Roundtable sessions will also be encouraged in addition to the completion of modules in the online lab component.

C. Assessments for the Course Objectives as determined by the instructor – See B above.

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IV. INSTRUCTIONAL PROCEDURES:

A. Methodologies common to all sections

Methodologies that may be utilized in presenting course content include lecture notes, visual presentations, paper and pencil or online grammar exercises which give immediate feedback, workshops for student writings in progress, and student presentations to groups and instructor.

B. Methodologies determined by the instructor

See A above

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials, and Equipment –

Fawcett, Susan. *Evergreen: A Guide To Writing Wit Reading Pkg,*

ISBN 978-1-3370-8759-9 Copyright 2016, 10th Anniversary Edition.

Spiral notebook with pockets or loose-leaf binder with paper for notes and in-class writing

Students' Angelina College email address.

A pocket folder for turning in formal essays (the portfolio)

A USB drive for saving written work

I encourage students to get a dictionary and thesaurus. Also, students can download

dictionary.com as a free app.

B. Assignments –

Students will receive an Assignment Sheet for each paragraph paper or essay that is required.

PARAGRAPHS AND ESSAYS: There will be a total of three major written assignments with revision. All written assignments will be peer-reviewed, evaluated by the instructor, and revised by the student author for a final grade. The best two out of three paragraphs will be included in the writing portion of the final course grade.

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TESTS: A mid-term and a Final Exam will be administered. These two major exams comprise the Major Exam portion of the final course grade.

QUIZZES: Chapter quizzes and reading quizzes will be assigned both in-class and on-line.

READING QUIZZES: Reading quizzes will be given in-class over previously assigned readings from the textbook and other sources

TURNING IN PORTFOLIOS: Major assignments must be typed, stapled, and presented in a pocket folder (portfolio) to the instructor at the beginning of class on the due date. I will only accept assignments presented in a portfolio. Late portfolios will be deducted ten (10) points per day (I usually do not count Saturday and Sunday) until turned in according to instructions. I will not accept final written assignments by email unless the assignment directly indicates the student to do so, or the student has contacted me previously and made clear arrangements. Students should consult the specific Assignment Sheet for the exact documents that are required in the portfolio.

CRITICAL THINKING JOURNALS: Students ~~will~~ may be required to keep up with in-class, daily journal entries and will be required to turn in entries with a specific assignment. These journal entries will be a form of expressive writing and will not be graded for grammar or mechanical errors. Journal entries also will be used for brainstorming, organization, revision, as well as reflection writing after a particular essay has been turned in. All entries in this journal will encompass the topic of writing and the writing process. The objective for journal writing is to help students become better writers by making them more conscious of what, how, and why they write. All entries should be clearly dated.

LAB: You will be required to complete grammar exercises on the Aplia website(www.cengagebrain.com) during the semester. Specific grammar exercises will be

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assigned and must be completed throughout the semester. **Students must work on Lab activities on their own time in order to complete the lab requirement for the semester.**

Students are welcome to use their own ear phones in the computer lab. More information regarding this aspect of your grade will be forthcoming as the semester progresses.

EXTRA POINTS FOR TUTORING: Students who work with on-campus tutors in the STAC (Student Tutoring and Access Center) will receive one bonus point for each visit. The student must receive a signature in writing from the tutor to receive the bonus points. Students will be required to use Smarthinking, but if a student uses additional Smarthinking results, he or she will receive a bonus of 5 points added to the paragraph or essay. Smarthinking results must always be added to the portfolio. Bonus points will be added to the writing assignment that the student produces to the instructor during the same time period.

C. Course Policies – (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.)

Academic Assistance – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Karen Bowser, Room 208 of the Student Center. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Bowser will assist you with the necessary information to do so.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. Inquiries regarding the non-discrimination policies of AC should be directed to: Dr. Patricia McKenzie, Vice President and Dean of Instruction, 3500 South First, Lufkin, TX 75904, telephone 936-633-5201.

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Attendance – Students enrolled in a developmental course must not only attend class regularly, but should also actively participate in class and meet all of the requirements as outlined in the syllabus distributed by the instructor. Attendance is mandatory and the student may not “withdraw” from a developmental course until TSI (The Texas Success Initiative, Texas Education Code – Section 51.3062) requirements have been satisfied.

Under the requirements of the Success Initiative, failure to attend and participate in required developmental classes and labs may result in mandatory withdrawal from college as defined in the contract for attendance and participation.

From the *Angelina College Policy Manual*: Students are required to attend all lecture classes regularly and punctually. Responsibility for work missed because of illness or extracurricular activity is placed upon the student.

A true evaluation of the teaching-learning situation involved a correlation between attendance and progress. It is the responsibility of the student to attend all classes and a record of attendance will be kept for all classes by the instructor.

College District instructional standards allow the instructor to set the educational objectives and requirements for each course. The student who does not meet these requirements because of excessive absences may be dropped by the instructor on a notice to the College District admissions office using either a first or second drop slip. The position of the instructor on submitting a non-attendance drop should be stated in the syllabus.

Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods.

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Students will **not** be dropped and will be allowed to make up work for absences because of (1) College District authorized and sponsored activities, and (2) religious holy days. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time

A student dropped because of excessive absences will be notified by mail by the College District admissions office and will be directed to obtain a readmit form and seek the approval of the instructor for admission. All students in developmental education must obtain approval of the instructor and the vice president and dean of instructor.

A student who fails to contact the College District admissions office within one week of the date the notice was mailed will be dropped permanently from class.

All make-up work is at the discretion of the instructor. Make-up work, if offered, must be completed within the assigned due date and will not be further extended.

Additional Policies Established by the Individual Instructor –

Attendance: Attendance is expected. I will take attendance at the beginning of the class session. If the student is late to class, it is the responsibility of the student to confirm that his or her presence has been noted. It is the student's responsibility to remind the instructor on the day that the student was tardy to class to change the attendance record for that session if he or she suspects that they have been marked absent. Please do this after class. If a student incurs more than four absences, he or she may be dropped from this class. Students with six absences or more will be immediately dropped from class unless the student can work out a plan with the instructor before returning to class. Remember: It is absolutely your choice to be in class. If you must be absent, however, you will not be credited nor pardoned for material missed during class. Unless you make prior arrangements (in a timely manner) with me concerning an absence,

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it is up to the instructor's discretion whether you will be allowed to make up any work. I encourage students to network with each other in and outside of class in order to have professional resources when necessary.

Students must consult the class calendar regularly in order to be prepared for class. Additionally, students are encouraged to visit with me by email and during office hours.

Attendance Grade: Each student will receive a grade based on his or her attendance. The Attendance grade works as follows:

100 points—no more than one (1) absence

90 points-- no more than two (2) absences

80 points—no more than three (3) absences

70 points—no more than four (4) absences

More than four (4) absences will result in a "0" for this specific grade.

The attendance grade is 10% of the final course grade.

Class Participation:

- 1. Students should be on time for class.** Students should be in their seats and ready to work when class time starts. Excessive tardiness (more than two) will have consequences to the attendance grade. Be professional and punctual!
- 2. Cell phones should be put on silent.** Students should refrain from texting and/or interacting with a phone during class. If there is an emergency, please step outside of the classroom if you need to talk. Other electronic devices (other than those necessary to the class or for disabilities) must be cleared by the instructor before use in the classroom. Students should put their phones and electronic devices out of sight during class time.
- 3. Student participation individually and in groups is expected at the college level.** All students will participate in class discussions and peer-editing. Each student is expected to complete assignments as instructed.

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4. **Respect your fellow class members and the instructor at all times. Behavior that interferes with a learning environment will not be tolerated.** Please refrain from talking when I am lecturing. Only once will I stop the lecture and ask a student to discontinue talking. The second time I have to stop lecture because of a student's interruption, the student will be asked to leave class, and will not be readmitted to the next class session until he or she talks to me personally about the situation. Our classroom is a community of students, and all students are encouraged to participate in class in asking questions and providing comments; remember, our classroom is a professional atmosphere, and must be treated as such. I do my best to allow students time to converse in almost every class session. Therefore, I expect and will maintain order within the classroom setting in order to facilitate the optimal learning environment.

5. Students should not leave the classroom once an in-class writing assignment or an exam has been handed out. **Additionally, students should recognize that leaving and re-entering class causes interruptions, so this activity should be kept to a minimum during regular class time in order to respect all members of the classroom. If you need to leave and re-enter class, please be as quiet and professional as possible.**

6. **Take lecture notes or participate in discussion until the instructor dismisses class.** Please refrain from preparing to leave the classroom until class is dismissed. **Students are not allowed to sleep during class.** Be professional! Students will receive one warning about sleeping in class; if the student sleeps in class again, he or she will be asked to leave the classroom and will be marked absent for the class session.

7. Conferences outside of class are available during scheduled office hours or by appointment.

8. Eating and drinking beverages is discouraged in the classroom; however, if you need to bring a beverage to class, be responsible and clean up appropriately.

9. Please do not bring children to class. Please understand that the presence of a child in the college classroom is not conducive to learning and is an inappropriate place for children.

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CHEATING/PLAGIARISM: It is the student's responsibility to do his/her own work. Cheating and plagiarism are serious offenses which will be dealt with promptly. If you are found guilty of cheating or plagiarizing, you will be punished. Punitive measures may range from receiving an F on the specific assignment, an F in the course, or being dismissed from the college. Courtesy, honesty, and scholarship require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one's own is plagiarism. The subject matter of ideas thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

COMPLAINTS/QUESTIONS:

If you have any complaints or questions, please see me first; I can usually help resolve the problem. In the event that I cannot, I will direct you to the appropriate person who will be able to help you out.

VI. COURSE CONTENT:

A. Required Content/ Topics – *(common to all sections)*

Mechanics Emphasis: Mechanics and grammar study is an ongoing one that is an integral part of the writing process. Each student will be given a Diagnostic at the beginning of the semester for lab activities and will be given specific assigned studies to correct any weaknesses. Each student will be given a major test at the end of the semester to determine the student's mastery of mechanics and grammar. Further, all written assignments will be evaluated closely for

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correct usage, spelling, and correct use of sentence parts. Approximately 40-50% of all class time will be given to drills on concepts.

Essay Writing: College level essay writing is chiefly expository writing with some occasional creative writings, if desired. The process approach to teaching writing will be used to promote unified writing and thinking processes. The teacher will initiate brainstorming or other heuristics to encourage free and fluent expression---then introduce different rhetorical modes for developing and organizing paragraphs and full essays. Each class time or homework assignment should require some writing.

Argumentation: Argumentation includes but is not limited to induction and deduction, logical thinking, fallacies in argument, and emotional appeals. Argumentative writing may be taught throughout the semester or in a two to three week unit. At least one grade should be from an argumentative essay.

B. Additional Content—Students will have additional readings throughout the semester.

Students should consult the course calendar and be prepared for each class session.

VII. EVALUATION AND GRADING:

A. Grading Criteria

B. Evaluation: Final grades are determined by the following criteria: Diagnostic 5% (50 points for taking the test); Attendance 10% (100 points possible); ~~In-class Journal Entries 5% (50 points possible)~~; Quizzes 10% (100 points possible); Paragraph Portfolio 15% (150 points possible); Essay Portfolio 15% (150 points possible); *Aplia* Exercises 20% (200 points possible); Mid-term Exam 15% (150 points possible); Final Exam 10% (100 points possible).

C. Exit Developmental Classes (TSI): As of Fall 2012 (not retroactive to previous semesters), the student enrolled in English 0310 must make a B or better to transition to English 0320.

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To exit developmental English classes (TSI-complete), the student will need to take

one of the following steps:

1) Make a B or better in English 320 or

2) Take and pass the TSI Assessment in Writing

D. Determination of Grade: Total possible points = 1000

900 – 1000 points = A

800 – 899 points=B

700 – 799 points=C

600 – 699 points =D

Below 600 points =F

Grading depends on the following factors:

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| Diagnostic | 50 points | 05% |
| Paragraph portfolio w/revision | 150 points | 15% |
| Essay portfolio w/revision | 150 points | 15% |
| Journal Entries | 50 points | 05% |
| Quizzes | 100 points | 10% |
| Mid Term Exam | 150 points | 10% |
| Aplia/Cengage | 200 points | 20% |
| Attendance | 100 points | 10% |
| Final Exam | 100 points | 10% |
| Total Points Possible: | 1000 points | |

900 – 1000=A; 800 -899=B; 700-799=C; 600 – 699=D; below 600 = F

VIII. SYLLABUS MODIFICATION

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The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.