

Angelina College
Liberal Arts Division
English 1301, Composition I
Instructional Syllabus

8/025/2016

I. BASIC COURSE INFORMATION:

A. Course Description: Three hours credit. Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating and critical analysis. Three lecture and one lab hour each week. Lab fee.

B. Intended Audience: Students who have satisfied TSI writing requirements.

C. Instructor: Edith Miller

Office Location: L103C

Office Phone: 936-633-5336

Office Hours: MW 8:00 to 9:00 am and 11:00 am 1:00 pm.

I am available in L106, the Liberal Arts Computer Lab, (936-633-5334), on MW from 1:00 to 3:00 pm and TR from 8:00 to 9:30 am. I will offer some evening hours on Thursdays for phone conferences and also some Friday morning hours in Crockett.

Those times will be announced in class and on Blackboard in Announcements.

E-mail Address: emiller@angelina.edu

Liberal Arts Office in the Liberal Arts Building office: 936-633-3275

Fax for Liberal Arts Office: 936-633-5456

LA Division Office in Social and Behavioral Sciences Building: 936-633-5222

Blackboard Enhancement: To access Blackboard, go to www.angelina.edu and then click on Blackboard (the icon is on the right side of the screen). For your Blackboard User Name, use the first 3 digits of your student ID number, the initial of you first name, your last name, all lower case with no space. For your password, use the entire student ID number. Once you log on to Blackboard, you will see my course listed there with your other Blackboard courses. Click on my course title to access the course. The same username and password are used to access the computers in L106.

II. STATEMENT OF PURPOSE

Through the Texas Core Curriculum, students will 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.

Core Objectives:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes:

- Demonstrate knowledge of individual and collaborative writing processes
- Develop ideas with appropriate support and attribution
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts
- Use Edited American English in academic essays

III. ASSESSMENT MEASURES

A. Assessments for the Core Objectives:

1. **Critical Thinking:** Students will read expository prose critically to distinguish between perception and inference, surface and implied meanings, fact and opinion. Students will formulate and develop arguments and critical theories about issues, argumentative prose, and literary interpretations. A rubric will be used to assess critical thinking skills as demonstrated through embedded questions on standardized exams.
2. **Communication:** Students will write modal essays and other written compositions. Students will prepare visual aids to use in oral presentations to accompany the compositions being prepared. A rubric will be

used to assess the effective development, interpretation and expression of written, oral, and visual communication as demonstrated through embedded questions on standardized exams.

3. **Teamwork:** Students will engage in teamwork exercises to assess each member's ability to consider different viewpoints and work towards a common goal. These exercises may include a mixture of peer editing in groups, group research projects, and group oral presentations of findings. A rubric will be used to assess teamwork as demonstrated through embedded questions on standardized exams.
4. **Personal Responsibility:** Students will be required to demonstrate their ability to connect choices and actions, engage in ethical decision-making, and understand its consequences. A rubric will be used to assess personal responsibility as demonstrated through embedded questions on standardized exams.

B. Assessments for Course Learning Outcomes

1. Students will demonstrate knowledge of individual and collaborative writing processes by composing a variety of essays.
2. Students will show the development of ideas with proper support and attribution by preparing essays using appropriate MLA documentation.
3. Students will demonstrate the ability to write in a style appropriate to audience and purpose by composing essays with a variety of purposes directed to different types of audiences.
4. Students will demonstrate the ability to read, reflect, and respond critically to a variety of texts by composing essays that directly address the ideas discussed and issues raised in texts read in class.
5. Students will show the ability to use Edited American English in academic essays by composing a variety of essays employing EAE.

IV. INSTRUCTIONAL PROCEDURES:

A. Methodologies common to all sections

Methodologies that may be utilized in presenting course content include in class or online lecture notes, paper and pencil or online grammar exercises or research exercises which give immediate feedback, in person or email workshops for student writings in progress, audio-visual presentations for view in class or outside of class, online discussions (synchronous or asynchronous), student presentations to groups or to instructor only, and guest participants.

B. Methodologies determined by the instructor

SUMMARY of Final Course Grade

- 20% Mechanics
- 10% Journal
- 30 % first three essays
- 40% last two essays

MECHANICS EMPHASIS: 20% OF TOTAL COURSE GRADE

-10%--We will spend time reviewing grammar and mechanics. Over the course of the semester, we will have four grammar tests. Those four test grades averaged together will count as one grade worth ten percent of your final course grade. I give no makeup for these four tests but will offer an optional test at the end of the course that will replace the lowest quiz grade. For some that lowest grade will be a zero for a missed test. Do not miss more than one of the 4 quizzes since only one grade gets replaced with the optional test grade.

-10%-- Ten percent of your final course grade will come from a comprehensive mechanics and grammar test covering all the material from previous four grammar and mechanics tests. The grammar final is the only grammar test that you can make up if you have a justifiable absence.

COMPOSITION: 80% OF TOTAL COURSE GRADE

Journal: 10% of final course grade. Journal assignments will vary but will primarily be prewritings for essays and group reviews. You will also have short quizzes over reading assignments, in-class writing assignments used to check competence in grammar, library database assignments, etc. We will also have a standardized quiz for assessment of Core Objectives before the end of the course that will count as journal entry credit. Each journal assignment will have a point value and at the end of the semester, those point values will total more than 100 points, but 100 is the maximum points added to the course grade. Journal entries, as daily grades, cannot be made up if missed.

Essays: 70% of final course grade. Final drafts of five essays will be required this semester. Three essays will be revised using Writers's Workbench. The fifth essay will be written in class as this course's final exam. We will write the initial draft during the next to last class day and then have a chance to revise it last class day. Essays 1, 2, and 3 will each be worth 10% of your final grade. Essay 4 will require library database research and documentation and thus will have two grades assessed, each counting as 10% of your final grade. Essay 5 is the final for this course; its grade will count double and thus is 20% of your final grade.

Follow the class schedule for all due dates.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks and Recommended Readings, Materials and Equipment

- The Norton Field Guide to Writing with Readings and Handbook, 3rd edition
- The Writer's Workbench computer program provided by Angelina College in our Writer's Workbench Lab in room L106 in the Liberal Arts Building. It is also available on a few of the computers in the library.
- Access to Blackboard available in all labs and all computers connected to the Internet but Writers Workbench is not available except on campus.

B. 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 Sellestine Hunt Associate Dean of Student Services, Student Center, Room 200. **At a post-secondary institution, you must self-identify as a person with a disability;** Ms. Hunt will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, [\(936\) 633-5292](tel:936-633-5292) or by email shudman@angelina.edu.

Attendance – 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 involves 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.

It is the responsibility of the student to withdraw officially in the College District admissions and registrar's office from a class the student no longer desires to attend.

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 course 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.

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.

In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A "religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

The form for notification of absences is in the office of admissions and will include the following:

1. Student name and identification number;
2. Name of religious institution and tax code number;
3. Name and date of holy day(s);

4. Classes to be missed;
5. Schedule for delivery of form by student to instructor(s);
6. Conditions and deadlines for completing missed assignments;
7. Instructor's signature and date; and
8. Student's signature and date.

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 the dean of instruction.

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.

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: Mr. Steve Hudman, Student Center Building, Room 205B or 936-633-5296.

All make-up work is at the discretion of the instructor.

1. Additional Policies Established by the Instructor

If an emergency arises, contact me as soon as possible by sending an email to emiller@angelina.edu See the contact information at the beginning of this syllabus for more detailed information.

I will drop a student who misses class excessively according to school policy; I will not sign a readmit slip for a student unless the student has turned in all assignments and is passing. When I take roll, if you are not present, you are absent. If you leave class before class is dismissed, I will mark your presence as an absence. If you decide to discontinue the class, make sure you go to the Records Office and take care of the drop yourself. Do not assume I have done so for you.

The goal of each class time will be to advance your writing skill through the study, evaluation, and application of the various writing processes. The material covered in one class period is foundational for the next class period. To prevent confusion and frustration, you need to attend class. When class time begins, I will shut the door and the door will automatically be locked. If you arrive late, knock on the door, and I will let you in. The locked door is for security and is not intended to frustrate you. If I have already taken roll, you are counted absent, but I may not have taken roll, so do come in. Plus, missing class puts you outside the loop, unsure of what the class is doing, so do not miss class even if you are late and are counted absent.

Just as a reminder, the skills you learn in this classroom are the beginning of college writing. These skills will be practiced and polished through the years as you move forward into other courses and into an age of technological achievements. This course is critical to your future advancement and success. Be self-disciplined: Do not blow off this course. Do not miss class.

If an assignment is missed, I give no make-up work. If a mechanics quiz is missed, I give no make-up. If a journal entry is due, I give no make-up and take no late work. These assignments are daily grades, and when students do not attend daily, the daily grade will suffer. In other words, do not get behind in your work, and do not miss class.

Student Behavior

Poor student behavior distracts, and I will not tolerate anything that interferes with my ability to teach or that interferes with the ability of any of my students to learn. The student who competes with me for the attention of my class will end up being dropped from my class. **The rules of behavior are actually simple, common-sense courtesies:**

- no abusive language (in verbal form or in print form on clothing)
- no talking when the teacher has the floor or when another student has the floor.
- don't forget personal hygiene
- come to class on time
- do not leave class early
- no visiting friends outside the door during class time--that includes both visual and verbal communication
- no eating food in the classroom
- no headphones

- no P.D.A. (public displays of affection)
- no talking on or texting on cell phones in class (**I reserve the right to confiscate the intrusive cell phone**)
- no chewing tobacco, dipping snuff, or spitting
- no coming to class high or drunk
- no sleeping in class
- no sitting next to chatty high school buddies. If I hear chit chat while someone else has the floor, I will warn once verbally, with the second time warning I will separate students, and then the third instance will have no warning. The students will no longer be in my class.
- no bad apples (those students who spread bitterness towards having to need an education to survive in this world) or those students who whine, complain, and want to blame everyone else for personal problems. IN other words, those with attitude problems that make them unteachable and create dissension in the class.)
- I will warn a disruptive student once regarding poor behavior, but after an initial warning, being dropped from the class for continued bad behavior is a real possibility. ***Don't get between me and my ability to teach my class.

VI. COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines.

See Sec. IV. B. for description of the course activities and see the class schedule for due dates and deadlines attached to the end of this syllabus.

VII. EVALUATION AND GRADING:

Standard Policy according to Student Handbook

A (90-100)	Excellent
B (80-89)	Good
C (70-79)	Average
D (60-69)	Minimum passing
F (50 or below)	Failure

Standard Grading Policy for the English Department for all Essays Assigned

- A—above average. Good organization, exceptional content, No more than one major Error.
A+ = 98, A = 95, A- = 92, A - - = 90
- B—above average. Good organization, exceptional content, and only one or two major errors.
B+ = 88, B = 85, B - = 82, B - - = 80
- C—average. Organization, clear content, no more than 3 major errors.
C+ = 78, C = 75, C - = 72, C - - = 70
- D—below average. Either lacks content and/or organization or has many major errors.
More than 5 major errors drops the grade to an F.
D+ = 68, D = 65, D - = 62, D - - = 60
- F—failing. Shows little or no effort. Contains 6 OR MORE major errors. F = 50.
- 0—no grade. Did not turn in work, plagiarized an essay, or did not write on the assigned topic.

Please Note: In the case of a plagiarized essay or research paper, a student may be dismissed from this course with an F. Whether or not the material plagiarized is a whole essay or a single sentence, do not commit intellectual dishonesty.

Major errors include the following: Sentence Structure Errors: fused, comma splice, fragment and Agreement Errors: verb agreement errors and pronoun case agreement. Not following a specific instruction for the assignment is also a major error.

Examples of major errors:

cs—comma splice	The boy ran, he fell down.
fr—fragment	Crying as he fell on the sidewalk.
frag. error	After he fell; his knee started bleeding.
ro—run on or fused	He hurt his knee it was bleeding.
s/v—subject/verb agreement	Everyone laugh at him.
n/p—noun/pronoun agreement	No one saw their teachers coming. Him was laughing at hisself.
verb form	Sue set on the chair watching the sun set.

A sentence that makes no sense and thus has no identifiable major error is also a sentence structure error and thus a major error. Writing a sentence that does not communicate is a waste of paper and ink or of computer memory. I usually mark such sentences with "Huh?"

Standard Policy for Miller's English 1301 sections:

Your sentence structure, verb forms, and pronoun forms are most important. Furthermore, you have no reason to have misspelled words because the computer will point them out to you. Be self-disciplined and correct them. I will take off one point for each misspelled word, including capitalization errors, wrong words, and apostrophe errors.

Examples of stylistic errors that really irritate me:

- Including within any sentence the inverted sentence pattern “there” followed by a form of the verb “to be.” I will take off five points from your essay grade for the first occurrence.
- The word “this” not followed by a noun. I will take off five points from your essay grade for the first occurrence.
- Ignoring the vague word section of Writer’s Workbench. I will give a 5 point bonus to the final grade of an essay written using a grade 13 readability level or better (figured as the average of all four vocabulary scores as long as the paper is properly typed so that the program can analyze the paper properly).
- Ignoring the Diction and To BE Verbs section of Writer’s Workbench. I will give a five point bonus to the final grade of anyone who manages to write a paper with 6% to 12% “to be” verbs.

The style section includes several ideal elements. If you achieve all eight as described in my Introduction to the Lab handout, instead of the 10 points listed above as being possible, I will add 15 points to your final essay grade.

Summary of Grades:

Ave. of Grammar quizzes	100
Grammar Final	100
Journal Grade	100
Essay One	100
Essay Two	100
Essay Three	100
Essay Four	200
Essay Five	<u>200</u>
	1000 points

Total Number of possible points equals 1000.

For an A you need 900+ points

For a B you need 800 to 899 points

For a C you need 700 to 799 points

For a D you need 600 to 699 points

Anything below 600 is an F but **If one of the essays is not turned in or the grammar final not taken, the final grade for this course is an F. Do not avoid writing. Seek help when struggling with writing.**

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.