

**Angelina College
Language Arts and Education
English 1301
Instructional Syllabus**

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.**

B. Intended Audience: The intended audience includes students who have satisfied the TSI writing requirements.

C. Instructor:

Name: Patty Rogers

Office Location: **LA103B (Liberal Arts Bldg.)**

Office Hours: Found in [COURSE INFORMATION] section of Blackboard and Unit schedule

Phone: (936) 633-3204

E-mail Address: **STARTING the 1st day of classes, MESSAGE VIA [E-MAIL] option IN BLACKBOARD.**

Utilize progers@angelina.edu for EMERGENCIES ONLY.

II. INTENDED STUDENT OUTCOMES:**A. Core Objectives Required for this Course**

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

B. Course Learning Outcomes for all Sections:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. 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.

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.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials, and Equipment –

*Hacker, Diana and Nancy Sommers. *The Bedford Handbook*. 10th Edition, Bedford/St. Martins, 2017.

* IN THIS CLASS, ALWAYS backup your essays to several platforms, so you do not experience any serious loss of major projects as they are due.

OTHER RESOURCES:

Supplemental Unit for Critical Thinking 1.1 available to all students via Blackboard

B. Assignments – *(Appropriate due dates, schedules, deadlines)*

(60%) ESSAYS: There will be a total of THREE major essays assigned. The first major essay will count 10%; the second major essay will count 20%; and the last major FORMAL RESEARCH essay will count 30% of the course grade, as it is the culmination project of the course.

*****Turning in your major essays: The final version of your essays will be typed; there is absolutely no exception. Additionally, you will be REQUIRED to SUBMIT A MINIMUM of ONE rough draft and a VERY basic outline for major essay 1 and Major Essay 3. Students MUST submit ONE rough Draft (as .DOC, .DOCX or .PDF files), and ONE Outline (as a .DOC, .DOCX or .PDF files), allow me some time to look those over, wait for my response, follow recommendations, and then submit a FINAL ESSAY for me to grade.

(15%) GRAMMAR EXERCISES: Grammar Quizzes may be found in the Exercises and Quizzes folder on the "GRAMMAR" link.

(15%) Discussion Questions: All students will correctly POST responses to the discussion questions thoroughly, paying attention to grammar and punctuation. In addition, a discussion posted as an "attached" file will NOT count. All students will CREATE a THREAD, and SUBMIT their responses in the available window for response; this process will allow all classmates to readily VIEW, ANSWER (by creating a thread and responding to the initial question), and THEN, enter the conversation by replying to posts. Students are encouraged to engage in the conversation.

(10%) FINAL EXAM: All students will take an online exam, covering fundamental knowledge, including grammar with emphasis in major sentence structure errors, MLA protocol, and documentation exercises to assess the overall comprehension of course material.

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

Educational Accommodations – 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 may fill out the Educational Accommodations application within your AC Portal, under the "Student Services" tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email access@angelina.edu. To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing shudman@angelina.edu.

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, Dean of Student Affairs, in Student Center, Room 101, or by email shudman@angelina.edu.

Attendance – A true evaluation of the teaching-learning situation involves a correlation between attendance and progress. Final evaluation must associate name, face, and class participation to effectively measure overall performance.

1. 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. In THIS online class, students MUST SATISFY ATTENDANCE REQUIREMENTS BY SUBMITTING daily homework AND other assignments, including grammar and MLA exercises, class discussions, outlines, rough drafts, final essays, etc. in a TIMELY manner. A missed/late assignment will equate to an absence. It is the responsibility of the student to withdraw officially in the College Records Office from a class the student no longer desires to attend. Failure to do so may result in a failing grade.

3. College 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 Records Office.

4. Excessive absences are defined as THREE OR MORE consecutive absences or FOUR OR MORE cumulative absences. A three-hour night class counts as two class periods.

5. Students will not be dropped and will be allowed to make up work for absences because of college authorized and sponsored activities. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time.
6. A student dropped because of excessive absences will be notified by mail by the College Records Office and will be directed to seek the approval of the instructor to be reinstated.
7. A student who fails to contact the College Records Office within one week of the date the notice was mailed will be dropped permanently from the class.
8. All make-up work is at the discretion of the instructor.

Additional Policies Established by the Individual Instructor - Attendance is mandatory and expected. In THIS online class, submitting correct assignments in a timely manner confirms your attendance; failure to submit an assignment constitutes an absence. If you incur up to FOUR absences before the last day to drop or withdraw (**JUNE 25, 2018**), you *may* be dropped from the class. Drop the course yourself before you get an F on your transcript. If I drop you, and you want to be readmitted, you will have to complete all missed coursework BEFORE you are readmitted. Failure to do so will forfeit your reentry into the class. *Failure to submit TWO major essays warrants immediate removal from the course. In addition, failure to "participate" in the online environment may also warrant removal from the course, especially if the instructor does not see any performance and/or participation from said student or if the student completes work and/or assignments but fails to follow BASIC DIRECTIONS with assignments.*

1. I will post the UNIT 1 schedule, which lists ALL assignments and DUE DATES for the first four weeks; thereafter, I will continue to post the Unit 2 schedule, outlining all assignments for the next four weeks until we've covered a total of four units for the semester. **ACCESS THE COURSE IMMEDIATELY. The first Unit IS the foundation Unit, so students need to engage in the course ASAP.**

2. REMEMBER: **If you get behind, playing "catch up" is NOT the best course of action---NOT in this course. If you get so behind in this online course, it is best you rethink taking the course a different semester** because the material becomes very detailed and convoluted, particularly as it pertains to our culmination project, the RESEARCH essay.

3. Again, please keep in mind that you are responsible for the material covered, so please do not email or call me to ask what you SHOULD be doing. **I REVEAL all the assignments due on the Unit Calendars, and specify ALL DUE dates, so you should READ all the material before hastily bombarding my email.** If you send me a message where you ask me something that has already been clarified in the content, I will ignore your message; again, in THIS online environment, you MUST remain vigilant and READ, READ, READ. I recommend that you reach out to other students in the course, particularly because you may want to ask them before you contact me. Networking remains a critical part of the college experience. If I note that there is a peculiar difficulty that students are having and I must address it, I will gladly do so. You CAN, however, (and I encourage you to) [E-MAIL] me for *SPECIFICS* or for clarification on particular concepts.

4. If you choose to e-mail me, I will NOT respond to an e-mail that **is intentionally lacking** in grammar. I understand minor mistakes, but if I cannot make any sense of the message due to ambiguity concerning what the question even is, do not be surprised if I do not respond. I expect that you read over your e-mails before sending them to me. I will be more than happy to help you out, but please understand that I cannot concede to a private lecture at your convenience if you failed to navigate the course content to inform yourself first.

5. Student participation in class discussions is expected. **All students will CREATE a THREAD and SUBMIT their responses in the available window for response.** Participation in this course translates into completion of assignments in a timely manner and following basic guidelines with assignments.

6. In this online environment, respect your fellow class members and the instructor at all times. Language that interferes with a learning environment will NOT be tolerated. **I reserve the right to permanently DROP a student for offensive language.**

7. Conferences are available by appointment. Please check my OFFICE hours carefully, and plan to see me if you experience any trouble throughout the semester. My office hours are in the [COURSE INFORMATION] section. I may quickly step out of my office to make copies, assist a student who needs help outside my office, or be in the process of assisting a student with advising, etc. All types of situations present themselves unannounced, so if I miss you, please leave me a message, and I will try to get back to you as soon as I possibly can via **Blackboard e-mail**. Office hours are for student matters, **so please feel free to reach out if you are struggling**. Please do NOT apologize for asking questions; if you have them PLEASE ask the questions sooner, rather than later.

8. If you cannot SUBMIT your BLOCK outline AND rough draft on the due date, don't bother. It will be too late, and please do NOT ask me to look over those if late. Follow deadlines as noted on your UNIT calendars. If you are ON campus, taking other classes perhaps, and you MUST see me, then do so DURING office hours, please.
9. All student information concerning this class will be released **solely and strictly to the individual student**, NOT to parents, legal guardians, or high school counselors. **I will share student information with NONE OTHER than the student him or herself**.
10. As part of the orientation process, **ALL students enrolled in this course will send an [E-MAIL] message VIA BLACKBOARD to the instructor, attesting to the fact that they have read and understand the course protocol outlined in the "Student Agreement Form" before ANY work is graded. Students MUST send the message telling me they have navigated the platform, have read the syllabus, the entire contents of the [COURSE INFORMATION] section, including the Student Agreement Form, and AGREE to course protocol. DO NOT MAKE THE MISTAKE OF FAILING TO REALLY READ all those documents!! "Scanning" documents is NOT an option in this course!!!** Students must understand that it remains their responsibility to inform themselves of the established guidelines in order to remain enrolled in the course. If I do NOT receive this message by the due date, I shall **DROP** a student from the course immediately.

CHEATING/PLAGIARISM:

It is the student's responsibility to do his/her own work and do it honestly. Cheating and plagiarism are serious offenses, which I shall deal with promptly. **If I find you cheating, or if I suspect plagiarism on an essay, you will receive an automatic F in the course.**

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.

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 tested at the beginning of the semester 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 (20-25% of the grade) to determine the student's mastery of mechanics and grammar. Further, all essays will be evaluated closely for correct usage, spelling, and correct use of sentence parts.

Approximately 20-25% of all class time will be given to drills on concepts. The *Bedford Handbook* with corresponding Internet resources will be the primary source for this continuing study. There will be no separate unit for the study of mechanics and grammar, but it will be a part of the writing unit.

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. The instructor need not "grade" or even see every composition, but there must be some immediate feedback for every writing that the student does. This feedback might be in the form of peer evaluation or response, a letter written to a pen pal in another class whereby there will be a written response from the receiving student, or perhaps a class response to a writing read aloud in class.

Argumentation:

Argumentation includes but is not limited to induction and deduction, logical thinking, fallacies in argument, 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 (20-25%).

B. Additional Content *(as required by the individual Instructor)*

Please see attached calendar for specifics

VII. EVALUATION AND GRADING:

A. Grading Criteria *(percents, extra credit, etc.)*

Evaluation: 4 or 5 Major Grades

75 to 80% At least 75% of the course grade must come from writing:

A. At least 60% of this writing grade must be from essay writing:

Example/illustration, comparison/contrast, definition, classification/division, process, cause-effect, argumentation.

B. The other 15 to 20% writing grade might come from journal writing, essay tests, correspondence (letters, editorials) creative writings, critiques.

20 to 25%

A separate grade for mechanics and grammar should be given to emphasize the importance of the mastery of acceptable usage and to prepare students for future proficiency tests. This grade should be derived from daily exercises, quizzes on spelling, diction, punctuation and other mechanics and from at least one major objective test.

B. Determination of Grade *(assignment of letter grades)*

90-100 percent -----> A

80-89 percent-----> B

70-79 percent-----> C

60-69 percent-----> D

50-and below-----> F

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 WILL be dismissed from this course with an F.**

Major errors include the following: Sentence Structure Errors: fused, comma splice, fragment and Agreement Errors: verb agreement errors and pronoun case agreement

Grading is dependent on several factors:

3-Major Essays
MAJOR ESSAY #1 ----→10%
MAJOR ESSAY #2-----→20%
MAJOR ESSAY #3-----→ 30%

-----For a total of 60%, SO THAT means,

1st essay @ 10%; 2nd essay @ 20%, and the 3rd (Research) essay @30%.....	60%
Discussion Questions/replies to other students' posts.....	15%
GRAMMAR Exercises, attendance, other course assignments.....	15%
FINAL EXAM.....	10%

VIII. SYLLABUS MODIFICATION:

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.