

**Angelina College**  
**School of 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: Jason Rogers

Office Location: SBS 202A

**Office Hours:** Monday 11:25 until 2:30  
Wednesday 11:25 until 2:30  
Friday by appointment

Phone: 633-5335

E-mail Address: [jrogers@angelina.edu](mailto:jrogers@angelina.edu)

**II. Intended Student Outcomes**

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
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **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
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

**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 OF STUDENT LEARNING OUTCOMES:

#### 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 (Tentative)

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 text read in class.
5. Students will show the ability to use Edited American English in academic essay by composing a variety of essay employing EAE.

### 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

Same as above

### V. COURSE REQUIREMENTS AND POLICIES:

#### A. Required Textbooks, Materials, and Equipment –

*Bedford Handbook*, 10<sup>th</sup> edition

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

ESSAYS: There will be a total of four major essays assigned. These will comprise the majority of your grade for the semester, so please stay focused on your work in this area.

Turning in your major essays: The final version of your essays will be typed; there is absolutely no exception to this rule. Additionally, you will be REQUIRED to have a rough draft during writing workshop days denoting any revisions or additions/deletions made to your work. I need to see PROGRESSION of work. You will receive a grade for having your rough draft and for participating in the writing workshops. If you are absent on a writing workshop day, you will receive a 0 for the rough draft and a 0 for participation.

Note: Being absent on the day that a major paper is due does not excuse you from having the paper in on time. If you are not in class on the day that a paper is due, you will have points deducted for the paper being late. If you cannot come to class that day, have a friend, relative, classmate, etc. bring the paper, or call the instructor during his office hours to see if you can email it.

Note: You must get permission from the instructor to email a paper. If you email a paper without getting permission, the instructor will not accept it.

TESTS: Diagnostic, midterm, and final exams will be administered as scheduled.

\*\*\*Please refer to the attached schedule for further, more precise assignments.

**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 Dean Hudman, Student Center, Room 101. At a post-secondary institution, you must self-identify as a person with a disability; Dean Hudman 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 or by email [shudman@angelina.edu](mailto:shudman@angelina.edu).

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Student Center Building, Room 205B or 936-633-5293.

**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.
2. 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/expected. Please refrain from missing class since this will result in a definite deduction of your overall grade. If you incur up to four absences before the last day to drop or withdraw, you will be dropped from the class. If you want to be readmitted, you will have to complete all the incomplete coursework before you are admitted back to the class. Failure to complete all coursework as expected will automatically deny you the right to be readmitted. Additional absences leading up to a total of six absences after the noted date will qualify a student for an automatic F in the course.

It is your responsibility to remind me to change attendance if you suspect that you have already been marked absent. Please do this after class. Remember: It is absolutely your choice whether you wish to be in class or not. If you are 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, you will not be allowed to make up any work. Please keep in mind that you are still responsible for the material covered, so please do not call me and ask me what we did in class. I recommend that you find someone (for this, it would be helpful to get at least one classmate's phone number) and ask them first; then you can call me for specifics or for clarification on particular concepts. I will be more than happy to help you out, but please understand that I cannot concede to a private lecture for your benefit or at your convenience if you failed to come to class.

#### **Class Participation:**

1. Absolutely no cell phones or other electronic devices (other than those necessary to the class or for disabilities) are to be seen or heard.
2. Student participation in class discussions is expected. All students will partake of the peer editing for careful scrutiny of grammar deficiencies. Each student is expected to complete assignments as instructed.
3. Respect your fellow class members and the instructor at all times. Behavior that interferes with a learning environment will not be tolerated. If you would rather read a newspaper, do homework or reading for another class, pass notes, or talk to your neighbor, particularly while I am talking to the class, take an absence. If I have to stop a lecture because you are talking or ask you to stop talking more than once, you will be exited from the classroom immediately. If you disrupt class a second time, you will be dropped, and you will not be readmitted. I highly encourage participation in class discussions, but constant irrelevant comments or interruptions to a lecture are a distraction to your classmates. I will not allow that.
4. You may not leave the classroom once an in-class writing assignment or an exam has been handed out.
5. Take lecture notes or participate in discussion until the instructor dismisses class. Do not prepare to leave the classroom until class is dismissed.
6. Conferences outside of class are available by appointment. Please peruse my office hours carefully, and plan to see me if you experience any trouble throughout the semester.
7. Absolutely no eating or drinking in class. Absolutely no nicotine in any form to be used in class.

#### **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 in the course to being dismissed from the college. Courtesy and honesty 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 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 all 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, 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 (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 may 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:

4-Major Essays for the semester 60%

Grammar and Mechanics Tests 20%

Daily: Journals, quizzes, writing workshops, etc. 20%

**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.

English 1301 MW Class Schedule  
Fall 2018

August 27, 2018: Introduction to Class

August 29, 2018: Discussion: Rhetorical triangle, ethos, pathos, logos

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September 3, 2018: Labor Day: no class

September 5, 2018: **Assign First Major Paper!** (Personal Narrative with Dissonance)  
Discussion: The personal narrative and Dissonance  
Grammar: Fragments and Run-ons

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September 10, 2018: Discussion: Grammar

September 12, 2018: Discussion: Grammar Pronoun/antecedent agreement, Commonly Confused Words, and run-ons.

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September 17, 2018: **Bring rough draft to class for writing workshop**

September 19, 2018: Grammar discussion

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September 24, 2018: **First Major Paper Due!**  
**Assign Second Major Paper!** (Summary and Analysis)  
Logical Fallacies

September 26, 2018: Discussion: Summary and Analysis Workshop (in groups).

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October 1, 2018: Continue Workshop

October 3, 2018: **Bring rough draft of Paper 2 to class.**  
Writing workshop day.

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October 8 2018: **Second Major Paper Due!**  
**Assign Third Paper.**  
Using library resources

October 10, 2018: MLA documentation

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October 15, 2018: Research

October 17, 2018: Research

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October 22 2018: Rough draft workshop

October 24, 2018: **Third Paper Due!**  
Review for midterm

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October 29, 2018: Midterm Exam!

October 31, 2018: **Assign Fourth Paper**  
Critical Bench article workshop

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November 5, 2018: Avoiding plagiarism

November 7, 2018:	MLA documentation
November 12, 2018:	Crafting your argument
November 14, 2018:	Argument continued
November 19, 2018:	<b>Bring Rough Draft to Class!</b> Peer Review and writing workshop
November 21, 2018:	Thanksgiving holiday
November 26, 2018:	<b>Rough draft once again</b>
November 28, 2018:	<b>Fourth paper due!</b>
December 3, 2018:	Review for final exam
December 5, 2018:	Review for final exam
December 7-13, 2018:	Final Exams. Check Final Exam schedule for days and times