

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

I. BASIC COURSE INFORMATION

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. Intended Audience Students who have satisfied TSI writing requirements.

Instructor Name: Bethany Gentry
Office Location: Huntington High School Room 208
Hours: Mon-Thurs 7:20 – 7:50 a.m. and by appointment
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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
- **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 (Tentative)

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 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, audiovisual 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 Class or online lecture notes, paper and pencil or online grammar exercises or research exercises, audio-visual presentations for view in class or outside of class.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials, and Equipment

***The Bedford Handbook* by Diana Hacker. 9th ed. Boston: Bedford/St. Martin's. A functioning computer and access to the internet.**

B. Assignments – See "TENTATIVE CALENDAR" on Blackboard

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 St, Lufkin, TX 75904, telephone 936.633.5201.

Attendance –From the Angelina College Policy Manual: Students are required to attend all lecture classes regularly and punctually or log in to Blackboard once a week. Responsibility for work missed because of illness or extracurricular activity is placed upon the student.

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.

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.

Additional Policies Established by the Individual Instructor –

If this course is a hybrid, these in- class policies apply as usual, and they apply when interacting with other students or faculty on-line.

Attendance—It is your responsibility to be prepared for and to be informed about class assignments. If you are absent from school you are still required to be prepared when you return and you must turn in assignments the day they are due unless discussed prior to due date.

Your Tentative Calendar is available on Blackboard. All assignments will be listed and turned in via Blackboard.

Make-up assignments must be arranged ahead of time. Online and hybrid students must log on at least once a week to get credit for having attended class. The hours you spend logged into the class will be part of your participation grade.

Email—This is the best form of communication. Unless Blackboard is down, please email me via Blackboard.

Disruptions—Students will be dropped from the course for continual disruptions or hostility (i.e. if I have to speak to you more than once). Hostility will not be tolerated. The classroom is to be a safe and comfortable space for both students and instructor. See Netiquette guidelines for online expectations.

Grading—I strive to return papers to you promptly. Do not ask me when you will be getting your papers back if it has been less than 2 weeks since they were submitted. (See additional policies under “evaluation and grading.”)

I do not discuss grades via phone; you will need to come to my office hours, per FERPA regulations.

Office hours—This time is to be used to clarify issues addressed in class, discuss papers, receive additional help, etc.

VI. COURSE CONTENT:

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing. 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.

VII. EVALUATION AND GRADING:

A. Grading Criteria

Compositions	60%
Grammar	20%
Discussion Board	20%

Unless otherwise stated, the papers assigned for this class must be computerized in correct MLA format.

Any student who misses a major exam or fails to submit a major essay will be dropped from the course. Only one late paper (no more than 24 hrs late) per semester will be accepted. 20 points will automatically be deducted from the paper. Extensions must be applied for ahead at least 2 days in advance.

Extra credit is not offered to individual students. Students may revise one essay per semester.

Plagiarism will result in automatic failure and dismissal from the course. Period.

B. Determination of Grade (assignment of letter grades)

- 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 4 major errors drops the grade to an F.

D+ = 68, D = 65, D - = 62, D - - = 60

F—failing. Shows little or no effort. Contains 4 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.

Examples of major errors:

CS - comma splice The boy ran, he fell down.

Frag - fragment Crying as he fell on the sidewalk.

Frag error - fragment error Although he was hurt; no one stopped to help him.

RO - run on or fused He hurt his knee it was bleeding.

S/V - subject/verb agreement Everyone laugh at him.

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.