

**Angelina College
School of Arts and Education
Department of English
English 0301, Composition Fundamentals
General Syllabus**

I. BASIC COURSE INFORMATION:

A. Course Description: The purpose of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. This course is designed to prepare students for college level reading and writing intensive courses, including English 1301. Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize, and make value judgments using critical thinking. The course fulfills TSI requirements for writing. Students will take this course in the same semester they take their English 1301 course. This course cannot be used toward credit for an associate degree and is not intended for transfer to a senior college.

Pre-requisite: satisfactory performance as defined by a C or better in INRW 0310, Integrated Reading and Writing I, or a score of 330-339 & Essay level 4 or 5.

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

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E-mail Address: agrimes@angelina.edu. Please communicate, using this email. **I only answer emails from students using their Angelina College e-mail. I only respond to student e-mails that actually have a question in them. I do not use the Blackboard messaging system.**

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.

- A. Core Objectives: Critical Thinking Skills (CT)-** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- B. Communication Skills (COM)-**to include effective development, interpretation and expression of ideas through written, oral, and visual communication
- C. Teamwork (TW)-**to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- D. Personal Responsibility (PR)-**to include the ability to connect choices, actions and consequences to ethical decision-making

E. Learning Outcomes-

Upon the successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

F. Course Objectives for all sections

1. The goal of English 0301 is to prepare students for college-level courses such as freshman composition, history, government, psychology, and other freshman college courses.
2. This co-requisite course to your English 1301 course is meant to be a supplement to the writing you are asked to do in the English 1301 course. While this is a separate course, and you will receive a separate letter grade for this course, you will receive more instruction in this environment regarding the processes involved in processes of research and writing.

III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

A. Assessments for the Core Objectives-

This course takes a process approach to academic writing; therefore, your grades and feedback come primarily from the production of various elements or parts of your essay or research components.

B. Assessments for Learning Outcomes for all sections—

1. Competency in locating explicit textual information, drawing complex inferences, and describing, analyzing, and evaluating the information within and across multiple texts of varying lengths will be assessed through in-class discussions which will ease students into inquiry regarding a text's content and focus. Such inquiry will begin in the form of direct questions asked of students regarding a given text that will be formerly assigned for reading prior to such discussions. In-class quizzes in response to reading will also be utilized to address this need.
2. Competency in comprehending and using vocabulary effectively in oral communication, reading, and writing will be assessed through required marginalia and required active reading strategies which will be directly applied to texts and demonstrated by each student for any/all assigned readings. Students will be required to markup any/all assigned readings and to share such markups, including any obscure definitions on text, questions, or critical insights.

3. Competency in identifying and analyzing the audience, purpose, and message across a variety of texts will be assessed through the students' participation in direct written responses to any quizzes and or informative sessions and or discussions.
4. Competency in describing and applying insights gained from reading and writing a variety of texts will be assessed through the student's required participation in argumentative and analytical writing.
5. Competency in composing a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose will be assessed through assigned essays requiring explicit thesis and focused support.
6. Competency in determining and using effective approaches and rhetorical strategies for given reading and writing situations will be assessed through roundtable sessions and conferences with students as the semester progresses.
7. Competency in generating ideas and gathering information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies will be assessed through the successful completion of written content illustrating the direct integration as well as critical insights of outside sources within the writer's work.
8. Competency in evaluating relevance and quality of ideas and information in recognizing, formulating, and developing a claim will be assessed through essays which will require specific assignment direction.
9. Competency in developing and using effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments will be assessed through the requirement of outlines, handwritten drafts, and a minimum of one typed rough draft prior to submission of final essay.
10. Competency in recognizing and applying the conventions of standard English in reading and writing will be assessed through major essays which will be graded with a rubric outlining such conventions

IV. INSTRUCTIONAL PROCEDURES:

A. Methodologies common to all sections

Methodologies primary consist of a combination of class lecture, class discussion, class workshops, and plenty of writing conferences.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials, and Equipment –

We will use the same textbook used in your English 1301 course. No additional textbooks will be required.

Other supplemental materials will be made available to you via Blackboard.

-Notebook or binder for keeping class notes and other class handouts organized

-**A USB drive is vital** to a college writing course

Personal ear phones or plugs for use in the lab

Stapler/paper clips

TECHNOLOGY REQUIREMENTS:

Since this course focuses on using Word processing to assist in the writing process, a significant amount of time may be spent in the computer lab working on a combination of writing or reading activities. Students are also required to use Blackboard to submit assignments and access course materials.

B. Assignments – The assignment are products produced in the writing and/or research process of each essay.

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.

Attendance – Students enrolled in a developmental course must not only attend, but must also participate and otherwise meet all of the requirements as outlined in the syllabus distributed by the instructor. Attendance is mandatory and the student may not "withdraw" from the corequisite course unless he or she also withdraws from the English 1301 course paired with this course.

Additional Policies Established by the Individual Instructor –I will keep these simple and to-the-point.

Attendance is mandatory and expected.

- If you incur more absences than allowed in the semester, you greatly decrease your chances of success in the course.
- If you take the online version of this class, your attendance will be taken according to online participation. Failure to submit an assignment on time will result in an absence being recorded.
- If you arrive to class within the first 10 minutes, you will be tardy.
- If you arrive to class after the first 10 minutes, you will be absent.
- If you are tardy, it is your responsibility to see me after class and remind me to change your absence to a tardy.
- Three tardies equal one absence.

Work and content missed as a result of being tardy or absent are the student's responsibility. I recommend that you find someone else reliable in the course to get class notes from. Also, look on the course schedule. Please do not ask me to give you a private lecture or fill you in on what was discussed in class. Please do not ask me if we did or will do anything important on a given day of the course. I consider everything we do important.

E-mail: Please follow these guidelines when communicating with me via e-mail (my preferred method of communication). Please keep in mind that **I do not respond to e-mails that do not adhere to the following guidelines:**

- Use your Angelina College e-mail. I do not respond to e-mail sent from personal e-mail accounts.
- Use a descriptive subject line in the e-mail.
- Communicate which specific class you are in and provide your first and last name in the e-mail.
- Check your spelling and your grammar. While I understand small errors, if I cannot understand what you are saying due to excessive grammatical errors and confusing writing, I do not respond.
- I do not check e-mail after 6:00 p.m. If you send an e-mail after 6:00 p.m., I will not see and respond to it until the next day.
- If you send an e-mail on the weekend (Saturday or Sunday), I usually don't check those until the following Monday. Sometimes I do, if I happen to be in my home office and see your e-mail when you send it.
- I do not respond to e-mails that do not ask a question. I wade through numerous e-mails every day. This is a time management issue for me, so that I can reply to those students who actually have questions they need answers to.

Cell phone and devices: Please refrain from using phones, laptop computers, or any other device during class. Sometimes I do allow you to use them, so you may bring them, but keep them on the silent mode and out of sight. If you are expecting a call because of an emergency, just sit close to the door, so you can discreetly exit the room and take your call.

Class Discussions: I encourage and expect students to participate in class discussion. I ask numerous questions, and when I do, I expect that my students know what is going on and care enough to engage in the educational process, in an effort to better understand material covered in the assigned reading or lectures.

Be respectful to your classmates and to the instructor. Common courtesy is all I ask. Please do not speak while the instructor is speaking, do not engage with devices during lecture or group work (unless told to do so), and actively take class notes over the concepts discussed in the class (this increases how much you will remember). Do not disrupt the learning environment in any way. I will warn you the first time, and I will ask you to leave and possibly drop you from the course if the disruptive behavior continues.

During quizzes, exams, or timed writings, students may not leave the class once these have begun.

Restroom needs and personal hygiene: Please take care of your personal needs before or after class. I understand if it is an emergency, and you need to exit the classroom. Please do so in a respectful, quiet, and discreet manner.

No food or drinks in class. You may bring in a container with a lid that prevents spillage. No foods that create excessive noise, have strong smells, or have a sticky or messy consistency.

Please do not bring children to the classroom, as this is an undue distraction to the learning environment. If you can't find a babysitter, it is okay to miss the class, as long as you are within the acceptable absence limits for the semester.

I do not accept essays that were written in other classes previously or concurrently.

Student information and grades: I only release student information to the student. I do not discuss grades via e-mail or telephone. Please see me in person to discuss your work or your grades.

Student feedback is through comments on papers and student conferences.

Graded Work: Essays are graded within 10-15 days. I do not accept work to grade via e-mail. All work must be submitted to Blackboard for assessment.

Late Assignment/Make-Up Policy:

Final drafts of essays are the only work accepted late in the course. The following policy applies to final drafts of essays submitted late:

- If submitted one day late (within 24 hours after due date and time)—20% deduction in total points possible.
- If submitted two days late (within 48 hours after due date and time)—40% deduction in total points possible.
- Final drafts submitted more than two days late (more than 48 hours after due date and time) will not be accepted.
- There are no late points available for any other assignment in the course.
- Students who miss for extracurricular or religious holy day observances on the day an assignment or essay is due, must arrange to turn in work before the work is due.

Assignment Requirements and Criteria: All major compositions assigned in this course have an assignment sheet that is provided to you. This assignment sheet communicates the assignment's learning goals and objectives and the overall requirements that must be met with each assignment. In addition to the assignment sheet, each major essay also utilizes a rubric in the grading process. The rubric can be accessed in Blackboard and is viewable in Blackboard, with the assignment link provided to the student. The rubric includes more detailed criteria and specific areas that will be assessed when the final draft of the essay is graded. You have access to the rubrics before you submit the work and after you receive a grade and feedback on the work. While detailed comments may be left on the document itself, the earned points are figured, according to where you landed in any given area of the rubric.

Grading: I am happy to visit with you regarding the quality of your work or questions regarding feedback on your work; however, I do not change grades unless there is a computational error in the way the grade was calculated. I also will not discuss feedback or grades on an assignment until you have had at least 24 hours to review and think about the feedback in an objective way.

Intellectual Property: All class materials are owned and copyrighted by either Angelina College or the instructor of the course. Students may not take photographs/screenshots of any aspect of the course and may not share any of the course material with students who are not enrolled in the course.

Technology: This course requires the use of MS Word and occasionally other types of software. The course assumes students are technically competent and know how to use the internet, use basic web browsers, and can quickly adapt to Blackboard, the learning management system used to organize the course.

Students are required to submit typed work as a MS Word file (.doc or .docx) or a rich text format file (.rtf). For some assignments (not essays), students may be allowed to submit a PDF file of the work. This will always be explained in the assignment criteria or description of the assignment.

Using any other type of software (Pages, Google Docs, or any cloud-based software) will give you problems with formatting the document properly and with uploading the file to Blackboard; therefore, no other software is suggested for the course. If the final draft of an essay is not submitted as a MS Word file or a rich text file, the file cannot be opened and viewed, and, therefore, will not be graded.

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 will be dealt with promptly. **If I find you cheating on a test or if you plagiarize an essay, you will receive an automatic "0" on the offending document with the possibility of an F for 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 out.

VI. COURSE CONTENT:

A. Required Content/ Topics – 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 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.

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, 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.

Reading Emphasis:

College level reading will involve but not be limited to the following reading comprehension and vocabulary areas: Vocabulary in context (synonym, antonym, general context, and examples), main idea, supporting details (major and minor supporting details), implied main idea, relationships (transitions I and II), inference, fact and opinion, and purpose and tone.

EVALUATION AND GRADING:

A. Method of Evaluation. All assignments are worth 100 points and will be averaged together for a course grade:

1 Essay #1 Idea Generation and Planning	100 points
2. Essay #2 Idea Generation and Planning	100 points
3. Essay #3 Idea Generation and Planning	100 points
4. Essay #1 Draft	100 points
5. Essay #2 Draft	100 points
6. Essay #3 Draft	100 points
7. Essay #4 Draft	100 points

700 possible points

Grading Scale:

A = 90-100 Average /	Exceptional Work
B = 80-89 Average /	Above Average Work
C = 70-79 Average /	Average Work
D = 60-69 Average /	Below Average
F = Below 60/	Failure

The course average will be determined by adding the total points of all assignments and dividing the total points by 7.

VIII.ABBREVIATED COURSE CALENDAR

A detailed calendar with all assignments and readings is available in Blackboard.

WEEKS 1-4: The Writing Process and Narrative as a mode of writing

WEEKS 5-8: MLA Documentation and the Academic Report as a mode of writing

WEEKS 9-11: Argumentation as a mode of writing

WEEKS 12-15: Revising and improving academic writing

WEEK 16: Final Exams

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.