

Angelina College
School of Arts and Education
Dept. of Language Arts and Education
ENGL 1301

I. BASIC COURSE INFORMATION:

A. ENGL 1301--Composition. 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: Students who have completed TSI requirements.

C. Instructor: **Jeff Parish**

Office Location: LA 109D

Office Hours: Tuesday 3:00-4:00

Thursday 1:00-3:00

Friday 9:00-12:00

Phone: 936-633-5283

E-mail Address: jparish@angelina.edu [Preferred method of contact.]

NOTE: Please do not contact me via Blackboard. It may be days before I see it.

II. INTENDED STUDENT OUTCOMES:

A. Core Objectives Required for this Course

1. **Critical Thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication:** 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 intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

B. Course Learning Outcomes for all Sections

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

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 researched essays and other written compositions. Students will prepare visual aids to use in oral presentations over literary works being studied. 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 demonstrate 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 make choices in the composition of written assignments that 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 research processes by engaging in a guided research project.
2. Students will demonstrate the ability to develop ideas and synthesize primary and secondary sources within focused academic arguments by preparing a major research paper over a literary topic.
3. Students will demonstrate the ability to analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence by preparing a researched essay that requires this ability.
4. Students will demonstrate the ability to write in a style that clearly communicates meaning, builds credibility, and inspires belief or action by preparing a research paper over a work of literature.
5. Students will apply the conventions of MLA style correctly in regards to page format, in-text citations, and works cited entries in a research paper.

IV. INSTRUCTIONAL PROCEDURES:

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.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks and Recommended Readings, Materials and Equipment

The Bedford Handbook by Diana Hacker, and Nancy Sommers. 10th ed. Boston: Bedford/St. Martin's, 2017. ISBN: 978-1-319-07143-1.

NOTE: Special Software **is not** required for this course, just the book. HOWEVER, a jump drive is definitely a good idea.

- B. 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.

1. **Attendance** – Attendance is required as per Angelina College Policy and will be recorded every class period. Students may be dropped from a class for excessive absences. Excessive absences are defined as three or

more consecutive absences or four or more cumulative absences from regularly scheduled class periods. Virtual classes must document equivalent participation. 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. Records will be turned in to the Registrar at the end of the semester. Do not assume that non-attendance in class will always result in an instructor drop. **You must officially drop a class or risk receiving an F.** This is official Angelina College Policy.

Excused absences: Students will not be dropped and will be allowed to make up work for absences because of (1) College District (including early college high school) 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.

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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.

- 2. Additional Policies Established by the Instructor:** Attendance is mandatory and expected. Please refrain from missing class since this will result in a definite reduction of your overall grade. If you incur up to FOUR absences before the last day to drop or withdraw, 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. Try to be on time; if you are more than 15 minutes late, you are absent.
- a. 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.
 - b. REMEMBER: It is absolutely YOUR CHOICE whether you wish to be in class or not. Simply informing me of the absence does not exempt you from the classwork, and you are still responsible for the material missed during your absence. You will get a zero on work that you miss due any absence not designated as excused in college policy. You will NOT be offered the opportunity to make up any missed coursework unless you inform me of the absence in a timely manner, and we have made **prior** arrangements concerning your absence.
 - c. Again, please keep in mind that you are still responsible for the material covered, so please do not call (or email) 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 him or her first; then you can call me for SPECIFICS or for clarification on particular concepts.
 - d. If you choose to e-mail me, please **use your Angelina College e-mail account** and **be sure to include the day and time your class meets**. I may not respond to e-mail from a private e-mail account. 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 come to class.

C. Class Participation

1. I realize you probably have cell phones or similar devices with you. Unless otherwise arranged, you are expected to refrain from being on any such device during class.
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(S), 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. Most assignments are completed online, but in the case that a writing assignment or an exam is done in class, you MAY NOT LEAVE once the assignment has been handed out. ***NO CELL PHONES ALLOWED ON A TEST DAY
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 check my office hours carefully, and plan to see me if you experience any trouble throughout the semester.
7. Absolutely no eating, drinking, dipping, or smoking in class.
8. This is a delicate subject, but please make sure your personal hygiene is appropriate for close quarters in a learning environment, and do not engage in personal hygiene-related activities that should be accomplished in private.
9. Please DO NOT bring your child to class. If you bring your child to class, I will ask you to leave immediately. Please note that the presence of a child in the class is not conducive to learning.
10. If you cannot bring a rough draft on the due date, don't bother to bring it in later. It will be too late, and please do NOT ask me to look over it if it's late. Stick to deadlines as noted on your class calendar. I DO NOT READ entire essays unless you come visit me during office hours.
11. Student information concerning this class will be released solely and strictly to the individual student.

D. Cheating

1. You may not work collaboratively (together) with another student or any other person to complete any work. I am giving you the grade, so I expect the work to be your own.
2. You may not allow any outside person to edit your essays. You are supposed to be learning how to do this yourself. If you allow someone else to edit your paper, this is cheating. Any paper that is edited by another person will receive a zero.
3. **Plagiarism**--if you borrow anything from another source--even an idea, you must cite where it comes from. If you borrow something without citing it, this is cheating. To discourage this practice I will run your paper through a database that compares it to information from over a million websites and every student paper submitted to me within the last 3 years. If you plagiarize, I will catch you. A paper which uses plagiarized material will receive a zero.

4. You may not submit papers that you have written for other classes in the past.
5. More than one instance of cheating will result in your receiving a grade of "F" for the semester.
6. ***It is your responsibility to read the AC Code of Student Conduct and become familiar with what you can and cannot do in a class at AC.***

E. 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. GENERAL CLASSROOM PRACTICES

- A. The instructor may modify the provisions of the syllabus to meet individual class needs. Therefore, class attendance is very important.
- B. **Course Requirements:** Demonstrate a civil regard for all present in class each day by acknowledging respectfully their opinions and values: listen attentively when others are speaking; avoid undue distraction such as tardy arrivals, early departures, use of cell phones, earbuds, headphones, Bluetooth devices. (these devices should be turned off and packed away during class), and private conversations.
- C. **Delivery Method of Feedback and/or Graded Material:** Feedback is through comments on papers and/or student conferences.
- D. **Standards for Instructor Response and Availability:** Essays are graded within 10-15 days.
- E. **Late Assignment/Make-Up Policy:** All readings should be completed PRIOR to the class for which they have been assigned. The student is expected to finish all of the class assignments on time and comply within the guidelines of each project. Assignment hours outside of class time may be used as an extension of class time, not as a replacement. Assignments that are late receive a 20% initial point deduction with additional points reoccurring in 20% increments every 24 hours that the assignment is not submitted. Assignments will not be accepted late after 48 hours. Exams cannot be made up after the fact. Please make sure to be available for scheduled exams. If you must miss, know that I generally do not provide make-up exams. (Initial late penalty = (-20%); 24 hours later = (-40%). Papers received later will receive a zero.
- F. **Failure to Meet Minimum Requirements:** Any assignment, paper or project that does not meet the minimum assignment requirements will lose 20% from the maximum possible grade (so an assignment worth 100 points will lose 20; an assignment worth 50 points would lose 10). This occurs when assignments do not meet basic requirements specifically indicated by instructional materials or lecture.

Examples of where minimum requirement penalty is applied:

- Failure to use MLA 8th Edition rules on your essay.
 - Failure to meet minimum page number expectations (2.8 is not 3.0)
 - Failure to meet the minimum source requirements (3 sources is not 4)
 - Failure to submit the required assignment approach (a report is not an analysis, or a report is not an argument or vice versa)
- G. **Extra Credit:** During the semester, I may announce extra credit assignments in class. Any extra credit will be available to the entire class; I will not give individual extra credit assignments, so do not ask. Occasionally, I may provide bonus points opportunities in class; these points may not be made up due to tardiness or absence, even if it is an excused absence.
 - H. **Intellectual Property:** Classroom materials, PowerPoint presentations and lecture are all part of teacher/class property. Students will not be directly provided PowerPoints or other notes. Photography or recordings in class are against policy.

- I. **Absences:** Aside from those laid out in college policy, there are no excused absences. It is your responsibility to obtain missed information through another student and to make sure that you get what you need to remain successful.
- J. **Late Arrivals:** Class will begin with the time indicated on the schedule (time is set according to the college's network). If you arrive after the classroom door is closed, do not knock. I may not admit students who have arrived after the closing of the door unless they have communicated with me prior. You will be marked absent and subjected to Angelina College's absent student policy for each course. It is your responsibility to obtain any information that you have missed (from a classmate).
- K. **Technology:** Basic computer literacy is a necessary part of this course. Saving, transferring and formatting files for submission to Blackboard are required skills in this course. If you find that you are lacking some of these skills, please go to the tutoring center on the second floor of the Angelina College Library. While some of these issues might be resolved during class-time, this is not a computer literacy course.
 - NOTE: Technical problems, such as computer malfunction or lost data, will not be considered an acceptable excuse for late or missed work. You should plan ahead sufficiently so that any legitimate technical problems you encounter do not result in a late or missed assignment. Should you fail to plan appropriately, it is your responsibility to deal with the associated consequences.
- L. Microsoft Office, Word and other Office products are required. The use of any other software may result in grade deductions because of formatting issues; exceptions will not be made for students who choose to use other software resulting in a deviation from course expectations. Google Docs and Open Office are examples of software where problems may occur.
- M. Cell phone and personal electronics use is not allowed during class lecture. If you have a device that is out or interrupts the lecture or other class content, you will be asked to leave. If you do have to take a call or a text in an emergency situation, please quietly leave the classroom and take care of your business.

VII. EVALUATION AND GRADING:

Method of Evaluation. Final grades for the semester are based on the following point system:

1. Essay #1(Comparison/Contrast)100 points	100 points
2. Essay #2 (Report)	100 points
3. Essay #3 (Argument)	100 points
4. Essay #4 (Required Rewrite)	100 points
5. Labs (5 @ 20 pts each)	100 points
6. Group Assignments (5 @ 20 pts each)	100 points
7. Weekly Reading Quizzes (15 @ 20 pts each)	300 points
8. Cumulative Final Exam	100 points

Grading Scale (1,000 points possible):
 A = 900 – 1,000 points / Exceptional
 B = 800 – 899 points / Above Average
 C = 700 – 799 points / Average
 D = 600 - 699 points / Below Average
 F = Below 600 / Failure

IMPORTANT DATES:

- Class Begins: January 14
- Official Census Date: January 30
- **Mid-Semester:** March 8
- Spring Break: March 11-15
- Last Day to Withdraw with a "W": April 1
- Final Exams: May 3-9

VIII. COURSE SCHEDULE:

Please Note: All assignments for this course are due by Thursday @11:00 PM for each given week. Any item turned in later will be subject to the course late penalty schedule.

Week 1

WEEK 1 – TOPIC: Writing Strategies, Invention

Week of January 14:

- Introduction/Welcome/Syllabus/Basic MLA and Etiquette
- Read: From: Fredrick Douglas, “How I Learned to Read and Write” (Outside Reading)
- Read “How is College Different from High School?” (Outside Reading)
- Read: Ch. 57: MLA Manuscript Format; Sample Research Paper, pp. 662-673
- **Assign Essay #1:** My career then and now
- **Student Grading Agreement Due**
- **Reading Quiz #1 Due**

Week 2

WEEK 2 – TOPIC: The Writing Process

Week of January 21:

- Read Part I: The Writing Process: pp 5-19; Drafting the introduction p 28; Drafting the Body p 31; Drafting the Conclusion p 33
- Rhetorical Situations (Purpose, Audience, Genre, Stance, Media Design, Writing in an Academic Context).
- Discussion: Comparison Essay; Generating Ideas and Text; Drafting and Beginning and Ending
- Discuss Group Assignment #1
- Read Sample Then and Now Essay and Discuss in class.
- **Reading Quiz #2 Due**

Week 3

WEEK 3 – TOPIC: The Writing Process

Week of January 28:

- Group Assignment #1
Introduction to parts of speech.
- **Lab Assignment# 1 Due**
- **Group Assignment #1 Due**
- **Reading Quiz #3 Due**

Week 4

WEEK 4 – TOPIC: Writing Strategies

Week of February 4:

- Read: Drafting and Revising a Working Thesis p. 19;
- Building Effective Paragraphs PPT
- Thesis and Controlling Idea PPT
- Group Assignment #2: Thesis Exercise
- Nouns

- Discuss Academic Reporting
- **Assign Essay #2 Academic Report**
- **Group Assignment #2 Thesis Exercise Due**
- **Essay #1 – Comparison Essay/ Then and Now Essay Due**
- **Reading Quiz #4 Due**

Week 5

WEEK 5 – TOPIC: Outside Sources

Week of February 11:

- Discuss writing full citations and formatting the Works Cited page
- Discuss finding sources and evaluating sources
- Read: Writing MLA Papers pp 569-582; Directory to MLA Works Cited Models pp. 611-665
- Reading Strategies PPT/Basic MLA PPT
- Read Student Example of an Academic Report (Outside Reading)
- Pronouns

- **Assign Group Assignment #3 (MLA Citation Worksheet)**
- Read Reading Actively p. 115; Outlining to Identify Main Ideas p. 120 and Analyzing to Demonstrate your Critical Reading p. 124.
- **Reading Quiz #5 Due**

Week 6

WEEK 6 – TOPIC: Documenting Outside Sources

Week of February 18:

- Read: MLA in-text citations pp.599-610
- Discuss MLA in-text citations
- Verbs

- **Lab Assignment #2 Due**
- **Reading Quiz #6 Due (Basics of MLA Citations)**

Week 7

WEEK 7 – TOPIC: Integrating Outside Sources

Week of February 25:

- Read: Writing Guide: How to Write an Analytical Essay p 110
- Arguments PPT
- Subject-verb agreement
- **Group Assignment #3 Due**
- **Reading Quiz #7 Due**

Week 8

WEEK 8 – TOPIC: Elements of Argument

Week of March 4:

- Analyzing Text PPT
- Ethos, Pathos, Logos
- Sentence errors
- **Assign Group Assignment #4 (Works Cited Page)**

- Read Reading and Writing Arguments: 130-143
- Assign Essay #3: Argumentative Essay
- **Essay #2 Academic Report Due**
- **Reading Quiz #8 Due**

SPRING BREAK

Spring Break – TOPIC: Not school

Week of March 11:

- Fun
- Relaxation
- Sleep
- Etc.

Week 9

WEEK 9 – TOPIC: Basics of Research

Week of March 18:

- Readings: Developing a Research Plan
- Read Thinking Like a Researcher: Gathering Source pp 525-536.
- Read Managing Information; Taking Notes Responsibly pp -543-550.
- Read Evaluating Sources pp 552-561
- Passive voice

- Thesis/Introductory Paragraph Workshop
- **Group Assignment #4 Due**
- **Lab Assignment #3 Due**
- **Reading Quiz #9 Due**

Week 10

WEEK 10 – TOPIC: Basics of Research

Week of March 25:

- Read / Review of MLA / Integrating Sources/ Readings: Integrating Sources pp 585-594
- Parallel writing
- **Assign Group Assignment #5 (in-text citations)**
- **Reading Quiz #10 Due**

Week 11

WEEK 11 – TOPIC: Basics of Research

Week of April 1:

- *April 1 is the last day to withdraw with a W.*
- Lab Time/ In Class Writing / Polishing the Product
- Final Essay Checklist/Evaluations
- **Reading Quiz #11 Due**

Week 12

WEEK 12 – TOPIC: MLA Style

Week of April 8:

- **Lab #4 Due**
- **Essay #3 Due: Argumentative Essay**
- **Reading Quiz #12 Due**

Week 13

WEEK 13 – TOPIC: Revising and Improving Academic Writing

Week of April 15:

- Revising and Academic Writing PPT
- Read: Revising Checklist and Handout
- **Reading Quiz #13 Due**

Week 14

WEEK 14 – TOPIC: Revising and Improving Academic Writing

Week of Week of April 22:

- **Lab #5 Due**
- **Group Assignment #5 Due**
- **Essay#4: Revision Essay Due**
- **Reading Quiz #14 Due**

Week 15

Week 15 – TOPIC: Revising and Improving Academic Writing

Week of April 29:

- **Review for Final Exam**
- **Reading quiz #15 Due**

Week 16

WEEK 16 – TOPIC: Final Exam (online)

- **Final Exams May 3-9**