

**Angelina College  
School of Arts and Education  
Department of English  
English 1301 Fall or Spring Term  
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.

**Name:** Aaron Grimes

**Office:** 103C **Office Phone:** (936) 633-5226

**Office Hours:** M: 3:00—5:00 p.m.

T: 1:00—3:00 p.m.

W: 3:00—4:00 p.m.

**E-mail Address:** [agrimes@angelina.edu](mailto: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.**

**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 essay

**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.

#### **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.

#### **V. COURSE REQUIREMENTS AND POLICIES: A.**

##### **Required Textbooks, Materials, and Equipment –**

- Hacker, Diana, and Nancy Sommers. *The Bedford Handbook*. 10th ed., Bedford St. Martins, 2017.
- A USB jump drive is A MUST FOR THIS CLASS. Get this ASAP. Always backup your essays.

##### **B. Assignments –**

**(40%) ESSAYS:** There will be three major essays assigned. Additionally, there will be a rewrite of at least one essay to complete the course requirements. Students must revise one major essay.

\*\*\*\*\*All final drafts must be typed, conform to the appropriate essay formatting guidelines for the course and must be saved and submitted to Blackboard for credit.

**(30%) Reading Quizzes:** 15 quizzes that reinforce reading assignments throughout the progression of the course. Each quiz is worth 20 points each for a total of 300 points or 30% of the course grade. You have three attempts for each quiz; I take the grade of the last attempt; I do not average the attempts together, and I do not take the highest grade of the attempts.

**(10%) LAB EXERCISES:** Lab exercises should be completed outside of class and provide reinforcement of specific skills that are required for college writing. These skills include grammar and writing information that will be helpful to student success. There are five (5) required labs throughout the course that can be accessed in the "Labs" menu link of Blackboard. (Note: you will need sound to hear the videos). Each lab

will require that the student provide a comprehensive summary and screenshot of the video. All submissions must be in correct MLA format.

**(10%) Group Assignments:** There will be 5 group assignments. Each assignment is worth 20 points for a total of 100 points or 10% of the course grade.

**(10%) Cumulative Final Exam:** There will be a cumulative final exam over the assigned reading of the course worth 100 points or 10% of the course grade.

\*\*\*Please refer to the class schedule (**found in Blackboard**) for specific assignments.

### **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](mailto: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](mailto: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.
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 for fall and spring semesters are defined as **THREE OR MORE consecutive absences** or **FOUR OR MORE cumulative absences**. Virtual classes must document equivalent participation. **For summer terms, excessive absences are TWO OR MORE consecutive or THREE OR MORE cumulative. 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 district (including early college high school) authorized and sponsored activities, or observed religious holy days**. 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. 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** –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 silent mode and out of sight. If you are expecting a call because of an emergency, just let me know before class starts and 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 format 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. 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.

#### 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.

**VII. EVALUATION AND GRADING:**

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

1. Essay #1(Narrative)	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

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1000 possible points

**Grading Scale:**

A = 900 – 1000 points /	Exceptional Work
B = 800 – 899 points /	Above Average Work
C = 700 – 799 points /	Average Work
D = 600 - 699 points /	Below Average
F = Below 600/	Failure

**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

**SYLLABUS MODIFICATION:**

The instructor may modify the provisions of the syllabus to meet individual class needs. Therefore, class attendance is very important.

