

Angelina College
School of Arts and Education
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: Ms. Fischer

Office Location: 100D – Polk County Center

Office Hours:

Polk County Center in Livingston: MW 9:00 a.m. – 11:30 a.m. and by appointment (contact me before driving a distance).

Virtual and Phone conferences: By appointment. Email me **directly** at mfischer@angelina.edu to schedule a conference. Please email me directly and **not** through Blackboard. You may use a school, work, or personal email account.

Phone: (936) 633-4576

E-mail Address: mfischer@angelina.edu Please **email me directly and not through Blackboard.**

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**

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 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, 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.

B. Methodologies determined by the instructor
See A above

V. **COURSE REQUIREMENTS AND POLICIES:**

A. Required Textbooks, Materials, and Equipment –

Hacker, Diana and Nancy Sommers. *The Bedford Handbook*. Bedford St. Martin's, 2017.

B. Assignments – See "TENTATIVE CALENDAR" document

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 member from the Office of Student Success & Inclusion will contact you once the application is received.

At a postsecondary 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.

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: Hudman, Dean of Student Affairs, in Student Center, Room 101, (936) 633-5292 or by email, shudman@angelina.edu.

Attendance –From *the Angelina College Policy Manual*: A true evaluation of the teaching-learning situation involves a correlation between attendance and progress.

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.

It is the responsibility of the student to withdraw officially in the College District admissions and registrar’s office from a class the student no longer desires to attend.

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 and/or non-participation will be dropped by the instructor after notifying the student through the Records office. 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. 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.

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.

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.

The form for notification of absences is in the office of admissions and will include the following:

1. Student name and identification number;
2. Name of religious institution and tax code number;
3. Name and date of holy day(s);
4. Class(es) to be missed;
5. Schedule for delivery of form by student to instructor(s);
6. Conditions and deadlines for completing missed assignments;

7. Instructor's signature and date; and
8. Student's signature and date.

A student dropped because of excessive absences will be notified by the Records office and will follow the stated procedure on a readmission form if reinstatement is desired. All students in developmental education must obtain readmission approval of the instructor and the Vice President and Dean of Instruction.

All make-up work is at the discretion of the instructor.

Attendance in developmental courses is guided by the Texas Success Initiative rules and regulations and additional steps are required.

Additional Policies Established by the Individual Instructor –

Instructor Expectations

You can expect that I will:

- communicate clearly the expectations of each assignment.
- be available for questions, comments, and assistance.
- respond to your emails (usually within 48 hours).
- return your assignments within a reasonable frame of time (one week for homework; two weeks for papers).
- respect your individual beliefs and interests.
- respect your privacy.
- grade your work fairly.

Student Expectations:

You are expected to:

- participate actively and complete assignments regularly. **Students who fail to complete at least one assignment (a written assignment, if applicable) in every module will be marked absent. Two or more absences may result in being dropped from the course.**
- work independently to overcome individual weaknesses in writing, regardless of whether these issues are addressed in the course.
- notify me when having difficulty understanding material and/or when you do not agree with my comments on your assignments.
- meet with me or with a tutor if you are not satisfying the expectations of the assignments.
- **keep track of your own grades.** Blackboard often has errors, and my settings are sometimes reversed when the Blackboard system is updated. I check the gradebook settings from time to time, but do not assume your average is always accurate on Blackboard. Do the math yourself, and if you think your online average is inaccurate, contact me.
- participate actively in online discussions, writing thoughtful responses to your classmates' posts.
- respect your classmates' interests, beliefs and privacy.

Attendance and Participation:

Online attendance is based on participation. Logging into Blackboard is not enough. You must complete at least one assignment in each module to be marked present. **If a written assignment is included, you MUST complete the written assignment in order to be counted as present. If you attempt only the multiple choice quizzes and ignore the written assignments, you will be marked absent.**

Failing to complete assignments in two or more modules may result in being dropped from the course. Failing to follow instructions on assignments may also result in acquiring an absence and/or being dropped from the course.

Plan on not getting dropped at all, but if you are dropped, please contact me to set up a plan for readmission. Readmission is not guaranteed.

If extenuating circumstances prevent you from participating in class, please contact me as soon as possible and let me know how you plan to keep up with the work. I cannot guarantee that you will be able to stay in the course, but I will do my best to help you succeed.

Email Policy:

I will do my best to respond to your emails in a timely manner, but before sending me an email, please show me the following considerations:

- Email me directly and not through Blackboard. I realize that most instructors ask that you email them through Blackboard. The reason they make this request is so that they can keep track of which class you are from. Unfortunately, I have found that the Blackboard system is unreliable, so please email me directly at mfischer@angelina.edu.
- Do not ask me about your grades. You may email me to set up a conference where we may discuss your scores, but I cannot answer grade-related questions through email.
- Read your feedback on graded assignments before asking me about your scores.
- Read the instructions for all assignments before emailing me with questions about the requirements.
- Read questions in the “Ask a Question” discussion forum to find out if another classmate has already posed your same question.
- Post your question in the “Ask a Question” discussion forum. Unless your question deals with your individual assignment(s), please post questions about assignment requirements, course material, etc. in this forum so that everyone can benefit from the answers. If you wish, you are free to post your question anonymously in this forum.

Plagiarism will not be tolerated in this course. There are no excuses for plagiarism, and I do not have any tolerance for students who commit plagiarism. It is *your responsibility* to make sure that you understand the plagiarism policy. If you have any questions about what can be considered plagiarism, you *must ask those questions before you submit any assignments.*

Acts of plagiarism include:

- using another person’s ideas or words without giving credit.
- failing to indicate with quotation marks which words are taken from a source, even if the sources are cited.
- failing to indicate that you are paraphrasing or summarizing a source.
- failing to practice proper MLA citation in papers that refer to secondary sources.
- having another person write some or all of your paper.
- having another person correct or revise your paper.
- submitting a paper that you have written for a different class.

Degrees of Plagiarism

1st Degree Plagiarism occurs when a student submits a paper that is completely plagiarized, contains a plagiarized paragraph, or contains paragraphs that are heavily laced with plagiarism. This includes purchasing a paper, using an essay posted on the internet, having another person write, correct or revise the paper, copying the structure of another article/book/website, and/or **not using quotation marks to indicate which words are taken from a source** (regardless of whether the source is cited). Even if some of the writing is the student’s own, **papers that are**

more than 20% plagiarized will be penalized for 1st Degree Plagiarism. Students who commit 1st Degree Plagiarism will automatically and irrevocably **FAIL THE COURSE**. Depending on the severity of the plagiarism, **these students may also be subject to academic discipline.**

2nd Degree Plagiarism occurs when a student submits a paper that contains many plagiarized passages. Some of the writing may be the student's own; however, the student borrows several phrases or sentences from other sources without indicating through **quotation marks** and citations that the writing is not her or his own. **Papers that are between 10% and 20% plagiarized** (or that plagiarize a full sentence) will be penalized for 2nd Degree Plagiarism. Students who commit 2nd Degree Plagiarism **will receive a zero on the assignment** without the opportunity to revise. If these students commit *any form of plagiarism* again, they will automatically and irrevocably **FAIL THE COURSE**.

3rd Degree Plagiarism occurs when students use a few phrases from sources without indicating with quotations and/or citations that these words are not their own. This usually happens when students are not aware of how to cite their sources and/or are unsure of how to rephrase the material in their own words. **Students who commit 3rd Degree Plagiarism will lose between ten and thirty points on the assignment, depending on the severity of the offense.** If these students commit *any form of plagiarism* again, they will automatically and irrevocably **FAIL THE COURSE**.

Students who submit work they have written for another course will receive a zero on the assignment without the opportunity to revise.

If you commit plagiarism this semester, I will determine whether your act falls under 1st, 2nd, or 3rd degree.

Tips for Avoiding Plagiarism:

- Do not wait until the last minute to begin an assignment. Begin assignments the same day they are assigned. If you do wait until the last minute, remember that losing points for lateness or not submitting a paper at all will not damage your academic record nearly as much as submitting a plagiarized paper will.
- When taking notes from a text, NEVER copy sentences word-for-word. Instead, rephrase these ideas into your own words, noting the author and the title of the source. If you must copy any words or phrases, put bold quotations around these terms so that you later know that they are not your own.
- **Do not have a web browser open while you are writing your paper.**
- Introduce sources in your paper when you use their ideas. For example, "According to Dr. Smithers, a professor of English at the University of Pink Elephants, Melville's own frustrations as a writer shaped his development of the character Bartleby" (141).
- Practice proper MLA citation.

Cheating will not be tolerated in this course.

- You are expected to complete your own work individually. Collaborating on an assignment is not allowed. If this occurs, all students involved will either receive a zero on the assignment or fail the course.
- Unless noted otherwise, you are expected to complete your quizzes and exams without notes. Using extra resources is not allowed and will be considered cheating.
- Students caught cheating in any way on a quiz or exam will receive a zero.
- Students caught cheating and/or plagiarizing in this course on more than one occasion will fail the course.

Late Penalties for Discussions

- Graded discussions **must be completed before the deadline**. No credit will be given for late participation.

Late Penalties for Homework and Quizzes

- If submitted within 24 hours of the original deadline, 10 percent will be deducted from the grade of late submissions.
- If submitted between 24 hours and 48 hours of the original deadline, 20 percent will be deducted from the grade.
- **After 48 hours, homework assignments and/or quizzes will no longer be accepted.**

Late Penalties for Papers and Major Exams

- Major papers and online exams WILL BE ACCEPTED late. For papers, three percentage points will be deducted each day after the deadline up until seven days. For exams, ten points will be deducted per day unless you can prove that extenuating circumstances prevented you from taking the exam. Computer problems **will not** be considered extenuating circumstances.
- After seven days, exams and/or papers may not be accepted.
- **If you have an obstacle that prevents you from submitting a major paper on time, please discuss your situation with me privately.**

“My computer shut down” is not an excuse. It is your responsibility to save all of your work. If you lose a paper because you did not save it properly, you need to start that paper over again. If your computer is damaged and you cannot **NEVER TELL ME THAT YOU DON’T HAVE YOUR PAPER BECAUSE YOU ARE HAVING PROBLEMS WITH YOUR COMPUTER.** If you ever *do* tell me that you do not have your paper because you are having computer problems, I will be tempted to deduct five points from your grade for not having the foresight to prepare for such a situation. If you ever fail to turn in your assignment because you have computer problems and never bothered to save your work in a reliable fashion, it is in *your* best interest to simply start the paper over again and hand it in when you are finished, which should be within two or three days of the deadline.

VI. COURSE CONTENT:

Content will include rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

VII. EVALUATION AND GRADING:

A. Grading Criteria

Discussions (5%)

Homework and quizzes (15%)

Essay One (15%)

Essay Two (20%)

Essay Three (20%)

Annotations (10%)

Midterm (5%)

Final Exam*** (10%)

(includes an in-class essay)

*****IMPORTANT: STUDENTS WHO DO NOT PASS THE FINAL EXAM WILL NOT PASS THE COURSE!!!**

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 (90-100)	Excellent
B (80-89)	Good
C (70-79)	Average
D (60-69)	Minimum Passing
F (59 or below)	Failure

Standard Grading Policy for the English Department for all Essays Assigned:

A--above average. Good organization and exceptional content with 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 three 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 **SIX 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 students will be dismissed from this course with an F.

Major errors include the following:

Sentence Structure Errors: fused, comma splice, fragment.

Agreement Errors: verb agreement and pronoun case agreement.

Examples of major errors:

Fr—Fragment

Which is why she ran away.
Running through the alleys.

Fr error—Fragment Error

While Mr. Chokumchild lectured the girl; the other students sat quietly.

RO—Run-on or Comma Splice

The boy called his mother, she wasn't home.
Henry went to the dance he said it wasn't as fun as he thought it would be.

S/V—Subject-Verb Agreement

She like that boy.
The wonder of the trees are how their leaves change color.
They runs to the game.

PA—Pronoun Agreement Errors

Steve asked Betty and I to mow the lawn (instead of "Steve asked Betty and *me* to mow the lawn").

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.

Tentative Schedule: This schedule provides the general layout of the semester. All modules contain assignments, quizzes, and/or discussions. Major assignments are noted below.

NOTE: Because I tailor my courses to each section's needs, this schedule is subject to change. Log into the course regularly, and pay attention to what is actually assigned throughout the semester.

Module One: Orientation Part One: An introduction to the course (Monday, January 14th – Friday, January 18th)

Module Two: Sentence Structure (Monday, January 14th – Wednesday, January 23rd)

Module Three: Sentence Structure (Thursday, January 24th – Tuesday, January 29th)

Module Four: Essay Structure (Wednesday, January 30th – Tuesday, February 5th)

Module Five: Essay Structure Continued (Wednesday, February 6th – Friday, February 8th)

Essay One Due – Saturday, February 9th. The drop box for this essay will appear in this module, but please complete all of the minor assignments by Friday, February 8th.

Module Six: Conjunctions, Clauses, and Commas (Saturday, February 9th – Friday, February 15th)

Module Seven: Description (Saturday, February 16th – Friday, February 22nd)

Midterm Module (Saturday, February 23rd – Thursday, February 28th)

WARNING: Most likely, you will get an extra module at some point in the second half of the semester. You are required to take a standardized assessment for the department; unfortunately, I am never provided with the materials for this assessment until the very last minute. This makes it difficult to plan the semester, and it guarantees that the dates will change slightly in the second half of the semester (I will never make due dates earlier than what you see here). Expect a surprise module, but don't worry too much. The work should not be too intensive. It just might interrupt the flow of the course.

Module Eight: Introduction to Research (Friday, March 1st – Wednesday, March 6th)

Essay Two Due – Wednesday, March 6th

Module Nine: Research Continued (Thursday, March 7th - Thursday, March 21st)

Annotations Due – Thursday, March 21st

Module Ten: Refining a Thesis (Friday, March 22nd – Monday, April 1st)

Module Eleven: Responding to Opposing Arguments (Tuesday, April 2nd – Tuesday, April 16th)

Module Twelve: Integrating Research (Wednesday, April 17th – Monday, April 22nd)

Module Thirteen: The Final Essay (Tuesday, April 23rd – Saturday, April 27th)

Essay Three Due: Saturday, April 27th

Final Exam (Wednesday, May 1st – Tuesday, May 7th)

- This exam may be proctored. If it is proctored, you will have a choice of either taking the exam at the Angelina College Testing Center in Lufkin, taking the exam with a proctor at an extension center, or paying to use a service called ProctorU. At a cost of about \$15-\$20 an hour, a representative from ProctorU will watch you take the exam from home through your web camera. This service makes some people uncomfortable, but sometimes students choose this option because they cannot make it to a testing center.