ENGLISH 1301
English Composition (3-0)

Instructor Information:
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Available M-F during Homeroom and by appointment M-Th after 3:45 p.m.
Writing Conferences always available a week before major essays are due.

Course Description
Course Prefix/Number: English 1301  Course Title: English Composition
Brief Course Description: English Composition (3-0). Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Required Materials

Please also have:
- Pens/pencils
- Folder with pockets and brads
- Notebook paper
Foundational Component Area: Communications. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

*SLO – Student Learning Outcomes

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<tr>
<th>Core Objective</th>
<th>University SLO</th>
<th>Course SLO</th>
<th>General Learning Activities</th>
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<tr>
<td>Critical Thinking</td>
<td>CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.</td>
<td>Employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information gathering to support a thesis.</td>
<td>Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.</td>
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<td>CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.</td>
<td>Comprehend, analyze, synthesize and evaluate their own communication and that of others to raise questions, make assertions and generate discussion about a topic or question.</td>
<td>Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.</td>
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<td>Communication</td>
<td>CS1: Develop, interpret, and express ideas through effective written communication.</td>
<td>Take into consideration audience, context, purpose, conventions and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.</td>
<td>Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.</td>
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<td>Teamwork</td>
<td>TW1: Consider different viewpoints as a member of a team.</td>
<td>Work individually and collectively toward a shared purpose or goal with the members of their team, creating and evaluating their peers’ drafts.</td>
<td>Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.</td>
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<td>Personal Responsibility</td>
<td>PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.</td>
<td>Identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making; also recognize and evaluate possible consequences of their decisions.</td>
<td>Students will draft multiple papers, prepare and present projects and will evaluate their participation and the work of others in various class activities.</td>
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Coursework Policy and Procedures

As this is a college level course you are expected to keep up with all course work and stay on top of your schedule. **No late work will be accepted.**

Therefore, it is your responsibility to turn in any and all work before you expect to be gone. The only exception will be in the case of medical emergency, and a doctor’s note must be provided. This means football, basketball, baseball, softball games, band competitions, UIL activities, track meets, FFA events, and all other extracurricular activities do NOT excuse you from homework or due dates. You have a schedule. Make note of assignment due dates on your personal schedule.
Electronic malfunction will not be an excuse for late work. DO NOT wait until the last possible second to submit an assignment. If you are submitting a paper through TurnItIn, a digital receipt will be sent to your angelo.edu email account. Be sure you obtain this confirmation as “proof” your paper was turned in. If you do experience technical difficulties, email me your concerns and contact e-learning for assistance. Ramport will provide you a link to their contact information.

Blackboard®
This course operates with the Blackboard website, where you will find important announcements, the TurnItIn® dropbox for submission of papers, assignment prompts and guidelines, and handouts. You will find the Blackboard site at http://blackboard.angelo.edu. You should check the site often to stay abreast of assignments, changes to the syllabus and announcements. Pearson REVEL will also be integrated with Blackboard. We will use this link for the textbook readings, writings, quizzes, etc.

The Draft Process
Because this is a writing intensive course, I have blocked each Wednesday specifically for writing. This means, regardless of where you are in your writing process, I will dedicate the period to assisting you in whatever questions or concerns you have with your assignments. This may also be used for peer review or individual time for you to work on any assignment for this course.

For each of our four writing cycles in the course, you will create at least three complete drafts.

- Draft 1: Reviewed by me during a one-to-one conference. (On notebook paper, skip every other line.)
- Draft 2: Submitted through TurnItIn® for Peer Review feedback
- Final Draft: Re-submitted to me through TurnItIn® for a grade.

Your classmates and I will provide formative comments on your first drafts that will help you focus your revision efforts on some of the most important areas of your essays. For final drafts, I will provide summative comments that explain the strengths and weaknesses of the essay. I will also assign a grade to this draft. The rubric for each assignment will be provided at the end of the syllabus.

Grammar
Grammar practice will come in the form of videos and quizzes found in Appendix B of REVEL “Avoiding Ten Common Writing Errors.”

All writing will be graded in accordance to when we cover above topics. If a topic has been covered, errors found according to topic will receive a 10-point reduction for each error found. It is important that you apply what is taught to your own writing – otherwise, what is the point?

Academic Honesty and Plagiarism
Goldthwaite CISD and Angelo State University expects you to maintain complete honesty and integrity in your academic pursuits. This includes avoiding plagiarism. Plagiarism is defined as using ideas and information from other sources without giving appropriate credit to the original sources. Plagiarism includes taking information from people you do not know (the Internet) and from people you do know (your friends). Study groups are permissible but only if each student turns in an original document of their own unless otherwise specified. If you are caught plagiarizing, intentionally or not, you will receive a zero on the assignment, and you could possibly receive a failing grade in the course. Additional discipline could involve letters being placed in your permanent file and action taken by Angelo State University resulting in possible suspension or expulsion.
Participation
Attend and remain alert in every class period. Our class sessions will consist of class discussions, group activities, in-class exercises, and individual work time. I expect you to actively participate in each of these forms of learning. Grading policy for participation is below.

Grading
Participation/Assignments 40% Final draft Essays 20%
(Reading Quizzes, Journals, Initial Drafts, Grammar practice, Peer Reviews, Class discussion)
Midterm w/Visual 20% Final Essay 20%
Revision/Grammar Final

Course Organization: The assignments are subject to change per instructor/student need and are not in full detail.

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<tr>
<th>Date</th>
<th>Reading/Writing</th>
<th>Grammar</th>
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<td>August 17-18</td>
<td>Classroom Rules and Expectations</td>
<td>No ASU Coursework</td>
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<td>August 21-25</td>
<td>Go over syllabus and explore Blackboard. Access to REVEL The Longman Reader through Blackboard available Aug. 23rd. Go through Appendix A. “A Guide to Using Sources.” All quizzes must be completed by Monday at 6 p.m.</td>
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<td>Week 1</td>
<td>* Read/review Chapter 1 “Reading Critically”</td>
<td>Fragments review and quiz due Wednesday by 6 p.m.</td>
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<td>Week 2</td>
<td>* Read/Review Chapter 3 “Description” Quiz due Tuesday 6 p.m.</td>
<td>Comma Splices and Run-ons – due Wednesday by 6 p.m.</td>
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<td>Sept. 5-8</td>
<td>* Choose 1st major essay topic and turn in pre-writing of your choice by Wed.</td>
<td>Note: At the end of each chapter, a page with “Additional Writing Topics” will be provided. This is where you will find the essay topics you may choose from for your essay writing assignments.</td>
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<td>* Read “El Hoyo.” Complete the pre-reading journal, 1 &amp; 4 from Close Reading Questions and all of Writer’s Questions – due at the beginning of class Friday.</td>
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<td>Week 3</td>
<td>* Read “The Storm This Time” and complete 1 &amp; 2 of Close Reading Questions and 1 – 3 of Writer’s Questions. Due at the beginning of class Friday.</td>
<td>Faulty Subject-Verb Agreement – due Wednesday by 6 p.m.</td>
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<td>Sept. 11-15</td>
<td>* Draft of description writing due Tuesday * Peer Review due Thurs.</td>
<td>Note: Don’t forget the Writing Conference opportunity.</td>
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| Week 4 | Sept. 18-22 | * Final copy of description writing due Thursday to TurnItIn  
* Begin Chapter 5 – Exemplification. | Faulty Pronoun Agreement – due Wednesday by 6 p.m. |
|---|---|---|---|
| Week 5 | Sept. 25-29 | * Read/Review Chapter 5 
Exemplification – quiz due Monday by 6pm. 
* Choose topic and draft the exemplification essay by Thursday. 
* Read “Temple Grandin” and complete the pre-reading journal and answer 1 & 2 of the Close Reading questions and 2-4 of the Writer’s Questions by the beginning of class Friday. | Misplaced and Dangling Modifiers - due Wednesday by 6 p.m. |
| Week 6 | Oct. 2-6 | * Peer Review Tuesday at the beginning of class. 
* Read “Bombs Bursting in Air.” Complete the pre-reading journal and take the quiz by Thursday. 
* Exemplification Essay Due Friday. | Faulty Parallelism – due Wednesday by 6p.m. 
**Note: Don’t forget the Writing Conference opportunity.** |
| Week 7 | Oct. 9-13 | * Read/Review Chapter 7 Process Analysis – quiz due Wednesday by 6 p.m. 
* Prewrite, including visual idea due Thursday. 
* Read “What Shamu Taught Me about a Happy Marriage.” Complete the pre-reading journal and the Writer’s Questions. | Comma Misuse – due Wednesday by 6 p.m. |
| Week 8 | Oct. 17-20 | * Read “The Fine Art of Complaining.” Complete the pre-reading journal and the Writer’s Questions due Wednesday at the beginning of class. 
* Draft of Process Analysis essay due Thursday. 
* Peer Review due Monday. | No grammar assignment this week. 
**Note: Don’t forget the Writing Conference opportunity.** |
| Midterms | Week 9 | Process Analysis essay due with visual representation for presentation due at the beginning of class Thursday. | No grammar assignment this week. |
| Week 10 | Oct. 23-27 | Read/Review Chapter 8 Comparison-Contrast and Chapter 9 Cause and Effect Overviews. Choose which organizational genre you wish to write for your next essay and have quizzes and a prewrite completed by Friday. | Apostrophe Misuse – due Wednesday by 6 p.m. |
| Week 11 | Nov. 6-10 | Student choice – Select two pieces to read and complete the reading/writer’s craft questions and quizzes by Thurs. | Confusing Homonyms – due Wednesday by 6 p.m. |
| Week 12 | Nov. 13-16 | * Read/review Chapter 11 Argumentation-Persuasion. Quiz due by Wednesday end of class.  
* Read “Farming and the Global Economy.” Complete the Writer’s Questions and the quiz by Friday at the beginning of class. | Misuse of Italics and Underlining – due Wednesday by 6 p.m. |
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| Week 13 | Nov. 27-Dec. 1 | * Read “The Damned Human Race.” Complete the Writer’s Questions and the quiz by Thursday at the beginning of class.  
* Choose one additional reading from this chapter. Complete the Writer’s Questions and take the quiz by next Wednesday at the beginning of class. | Review - Appendix B Quiz: Avoiding Ten Common Writing Errors |
| Week 14 | Dec. 4-8 | * Choice selection due Wed.  
* Argumentation/Persuasive Essay Due Friday | Review –Appendix B. Shared Writing: Fix the errors.  
**Note: Don’t forget the Writing Conference opportunity.** |
| Week 15 | Dec. 11-15 | Finals Week  
Instructions will be given in class and on Blackboard  
(Expect a Grammar Exam and to turn in a revised copy of one of the essays completed this semester.) |
| Dec. 18-20 | No ASU coursework. |