ENGLISH 1301.180 : English Composition

MEETING DAY/TIME: T/TR 12:30-1:45 ● ROOM: ACADEMIC BUILDING, RM 007

Instructor: Mr. Douglas Powell
Email: dpowell7@angelo.edu
Office Location: Academic Building 004B
Office Hours: Monday/Wednesday 10:00-12:00; other times by appointment

Goals and Outcomes of English 1301
There is no such thing as universally “good writing.” What counts as “good writing” in one situation may be completely inappropriate and ineffective in others. So, if you want to succeed in college and beyond, you’ll need to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. Therefore, we’ll focus on learning to analyze new situations and respond to them appropriately. Instead of learning one right way of writing, you’ll work on becoming flexible writers who can transfer what you’ve learned in 1301 to new contexts and new genres. The table below lists specific core objectives and student learning outcomes for this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Course Student Learning Outcome</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Students will learn to 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 to support a thesis.</td>
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<td>Students will learn to 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>
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<tr>
<td>Communication</td>
<td>Students will learn to 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>
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<tr>
<td>Teamwork</td>
<td>Student will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers’ drafts.</td>
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<tr>
<td>Personal Responsibility</td>
<td>Students will learn to identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.</td>
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Required Texts and Materials:

- A zip drive or storage device for course materials
- (2) two-pocket folders
- A notebook for notes/group work/in-class writing and something to write with
Computer Requirements

Access to Blackboard
I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at https://blackboard.angelo.edu. To log in, you'll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, writing assignments, grading standards, and additional readings. Moreover, you will submit some reading and some writing assignments through Blackboard. In order to make sure everyone is familiar with using Blackboard tools, I will provide a brief tutorial illustrating how to use them the first day or week of class.

Microsoft Word
For all electronic submissions, you must save drafts in MS Word or an MS Word-compatible format. If you submit your draft in a different format, I will be unable to open your file and therefore cannot grade your draft.

Adobe Acrobat Reader
You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

Technical Support
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

Phone: 325-942-2911
Web Address: http://www.angelo.edu/services/technology/

Any course content-related questions should be directed toward me.

Attendance Policy
Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities. If you miss more than two weeks of class (six classes), you will not pass the course. In addition, if you come to class unprepared (e.g., without a draft on a peer-review day, without your textbook, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent.

Tardiness Policy
Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. Three tardies will constitute one class absence.

Observances of Religious Holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Conferences
Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for
a day/time you are available to meet. Be sure to record your conference appointment and show up on time because **missing a conference counts as a class absence**. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

**Classroom Decorum**

ASU students and instructors are bound by the terms of the **Code of Student Conduct**, which is published in the **Student Handbook** at [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/).

- **Show Respect:** You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect.

- **Food and Drink:** I do not allow full meals in the classroom (leave your combo meal at home, please), but I don’t mind if you bring something to drink or a non-disruptive snack (not smelly/doesn’t require utensils).

**Electronic Device Policy:**

In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

<table>
<thead>
<tr>
<th>Ipods/MP3s</th>
<th>Cell Phones</th>
<th>Laptops/Tablets</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="x" alt="x" /> <img src="x" alt="x" /></td>
<td><img src="x" alt="x" /></td>
<td><img src="x" alt="x" /></td>
</tr>
<tr>
<td><strong>Using your phone or Ipods/MP3 players to listen to music during class is never allowed.</strong> Please remove your headphones and put them away before class begins.</td>
<td>During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed. However, occasionally I will instruct students to locate information using their phones or record conference times in their phones. Furthermore, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.</td>
<td>You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard, to take class notes, and, in some cases, bring drafts for peer review.</td>
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</tbody>
</table>

**Penalties for Violating the Electronic Device Policy:** If I catch you using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. Believe me, you don’t want this. It’s very embarrassing. The second time it occurs, I will ask you to leave class and charge you with an absence.
Writing Assignment Submission

- Major writing assignments require you to submit multiple items along with the final draft in a two-pocket folder. Before you submit the final draft, I will distribute a checklist detailing the items you must include in the folder. If any required materials are missing, your folder will be returned and you will receive a 10 point deduction for each class day the packet is incomplete.

- Additionally, within the prompt for all major and minor writing assignments, I will specify the format you should use (font style/size, margins, page number placement, etc.). Please staple together multiple-paged documents.

- If you fail to submit any of the major writing assignments (literacy narrative, analysis, letter, or portfolio), you will not pass the course.

Late Work
I do not accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please do not e-mail me assignments after the due date unless you have my approval. However.

The "Late Pass"
I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one “late pass” per semester. This means, once a semester, I'll give you until the next class period to submit a late writing assignment (it could be either a low-stakes or major writing assignment) without penalty. For example, if you have a writing assignment due on Wednesday, I'll give you until Friday (the next class period) to submit it. Upon applying your “late pass,” I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

Final Portfolio
This is the culmination of all you've learned over the course of the semester, and it is graded accordingly. Worth 30% of your grade, it consists of two previously submitted major writing assignments that have been extensively revised during the last weeks of class. You will also compose a reflective piece in which you will articulate how the process of writing and revising the chosen major writing assignments helped you learn the course outcomes. I will distribute a separate prompt for the portfolio later in the semester.

Participation
Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded Blackboard discussion postings, graded in-class group work, and graded homework assignments. I do not offer make-ups for daily quizzes or exercises. A student must be present to receive credit for exercises graded as quizzes.

Peer Review
This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of their papers. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.
Using Student Writing in the Classroom
I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your colleagues' writing that are hard to learn from any other source. This means that each student might have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know when you turn it in. If you have concerns about this, please let me know.

Grade Determination:
Your semester grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Portfolio</td>
<td>30%</td>
</tr>
<tr>
<td>Sequence 1</td>
<td>10%</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>15%</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reflections</td>
<td>5%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>5%</td>
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</tbody>
</table>

Grading standards for individual writing assignments will be distributed as separate handouts.

Accommodation Statement
If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Plagiarism Policy:
Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism
Plagiarism can include any of the following:
- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
• Submitting writing that was substantially edited by another person.

**Procedures for Handling Plagiarism Cases**
If an instructor thinks a student may have plagiarized, he or she will follow these steps:
- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Office of Student Services;

**Possible Consequences**
The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:
- Adequately redo or revise the assignment in question,
- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

**Writing Center Information**
The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center's website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:
- **Traditional face-to-face tutoring:** Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.

- **E-submission of papers:** Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours.

**Location:** Porter Henderson Library, third floor, Room C305

**Fall and Spring Hours**
Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
Sunday: 1–4 p.m.