English Composition

COURSE DESCRIPTION, OUTCOMES, and OBJECTIVES

The core purpose of this course is to help you become a better writer, reader, thinker, and scholar. The course (which is required of students who are not TSI complete or exempt in English) is designed to help prepare you for other writing tasks in your college career and for life after college, as well as to encourage you to explore the practical uses and personal pleasures of writing.

This course offers substantial practice in the production of effective prose essays as well as in the comprehension and analysis of selected readings. In-class activities are supplemented with practice in a software program designed to complement the course work. You’ll learn about and practice the writing process, engage in critical thinking and reading, analyze texts, and thoughtfully respond to others’ writing as you develop your identity and abilities as a writer.

Successful completion of the course achieves two goals: 1) meeting the English TSI requirement and 2) providing credit for freshman composition, English 1301. Upon successful completion of this course you should

- Take notes routinely;
- Understand the nature of the writing process and use all of its phases in writing;
- Understand the principles of audience expectations and adapt language, structure, and detail to the needs of specific readers;
- Understand the basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand your purpose and follow your progression of ideas;
- Generate sufficient and appropriate detail to convince readers of the validity of your thesis;
- Be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays;
- Write prose largely free of errors in grammar, diction, usage, and mechanics;
- Demonstrate an improved ability to read and understand a text (essay prompt, article, essay);
- Demonstrate an improved ability to identify and paraphrase a thesis, main points, and major details from a reading; and
- Demonstrate an improved ability to use electronic environments for drafting, reviewing, revising, and editing texts.
DEVELOPMENTAL EDUCATION REQUIREMENTS: State Mandated Placement

A student’s placement in English 1301T is based on State of Texas requirements. Unless a student is exempt from meeting TSI (Texas State Initiative) standards, state law requires that student to participate in a developmental activity determined by the Department of English and Modern Languages if the student scores less than the minimum standard on the reading or writing sections of the TSI assessment. The State has set the following passing standards in reading and writing.

**English Cut-Scores on Approved TSI Assessment**

- **Reading:** 351 or greater
- **Writing:** Essay Score of 5 OR a combination of Essay Score of 4 with Multiple Choice of 363 or greater

A student required by state or university regulations to participate in a developmental education program must be continuously enrolled until that program is successfully completed (*Bulletin*).

TSI requirements can be met by successfully completing the English 1301T course.

If you use a flash drive, I recommend you label the drive with your name and phone number or email address.

To view additional information about the ASU Core Curriculum Objectives for English 1301T and related course assessments, please see the last section of the syllabus before the schedule.

In an effort to help you achieve the learning outcomes above, I have prepared lessons, readings, and class assignments, listed in the pages below, that will help you:

- Develop skills in expressing yourself in writing
- Gain factual knowledge about academic and some creative writing (the terminology of writing)
- Learn fundamental principles, generalizations, and theories (the writing process, writing as thinking).

At the end of the semester, I’ll ask you to complete a survey in which you will indicate your sense of how you have progressed in these three objective areas.

**COURSE TEXTS, MATERIALS, AND RESOURCES**

You will need to obtain these items as soon as possible, preferably by the first week of the semester. I will not give extensions for assignments because texts/materials have not yet been obtained.

- Cengage Aplia online software program (*NOTE:* Access to the program will be purchased online in class.)
- One 2-inch three-ring binder for portfolio
- A package of five 3-ring folder dividers
- Package of highlighters with at least four colors
- One USB drive (Optionally, you may use Google Drive or a similar means of saving)
- 8 ½” X 11” 3-hole college-ruled notebook paper
- Writing utensils (pens, pencils)
- One 3-hole puncher (optional, but useful)

**COURSE EXPECTATIONS: MY RESPONSIBILITIES**

You can expect me to deliver clear lessons, to answer questions you have about course content and materials, to be punctual and prepared, and to treat you with courtesy and fairness. It is my job to provide opportunities for you to learn; it your job to take advantage of those opportunities.

**COURSE WORK: YOUR RESPONSIBILITIES**

Please understand that this course will challenge you. If you want to do well in this class, you should plan to devote a lot of time and energy to it. You will need to ask questions when you have them and work hard to find answers to those questions. You will not do well in this class if you plan to regularly miss class or remain passive and disengaged from class discussions and activities. Students who hope to earn an “A” will consistently do the following:
GRADED COURSE WORK

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes, Class work, and Aplia work</td>
<td>(6%)</td>
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<tr>
<td>Email Assignment</td>
<td>(2%)</td>
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<tr>
<td>Summaries (3 x 7% each)</td>
<td>(21%)</td>
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<tr>
<td>Essays (3 x 17% each)</td>
<td>(51%)</td>
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<tr>
<td>Exit Exam with Passing</td>
<td>(20%)</td>
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| Total:                              | (100%)     |

Grading Scale:

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- 59 and Below F

Here are some other important items related to assignments:

- All assignments are due no later than by the end of the class period (unless otherwise specifically indicated).
- Handwritten assignments will not be accepted for assignments that should be typed.
- Plagiarism and cheating will result in automatic failure of the assignment and may result in failure of the course.
- Completely and carefully read all reading assignments according to the reading schedule
- Take careful notes during class lectures and discussions
- Focus specifically on course material during class sessions
- Work hard on all assignments, attending to all details (multiple hours per week outside of class)
- Work proactively through challenging tasks (be self-motivated; push yourself to perform better than you have before)
- Study readings and lecture notes prior to quizzes
- Understand seeking appropriate assistance is a sign of maturity
- Ask questions of others and answer them for others when possible
- Prepare yourself for success before each class period (get enough rest, eat breakfast and lunch, complete all homework, print any necessary documents, etc.)

GRADING

Course projects and assignments and their associated grade percentages are listed at the left. If you have a question about your status in the class at any point in the semester, feel free to contact me to set up a brief appointment. I will also periodically update your course grades and absences on Blackboard.

PASSING EXIT PORTFOLIO

The Exit Portfolio is a virtual portfolio (i.e., it doesn’t go into a physical folder) consisting of work you will have already done in the semester. In order to be eligible to write the Exit Exam, you must meet the attendance requirements, and you must have a passing Exit Portfolio, which must consist of a score of 70 or above on one summary, a score of 70 or above on two essays, and an average of 70 or above on Aplia.

ASSISTANCE ON ASSIGNMENTS

You are welcome to contact me regarding help with assignments provided you do it in a timely manner (see “Contacting Me” section of the syllabus). My office hours are always open to students who would like assistance. However, do not ask me for assistance at the last minute or for extensive help on the day your assignment is due; I will not give it. Plan ahead.

COURSE ASSIGNMENTS

In this course, you will complete various daily assignments and activities; actively participate in workshops, conferences, class discussions, and opportunities to share your work; read and contemplate assigned texts; and compose essays. You should be aware that any student work may be used as a model for classroom instruction. Here’s a bit more information on some of these assignments:
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 feedback that indicates the strengths and weaknesses of the essay and assign a grade. Please carefully attend to these submission guidelines when you submit final drafts.

**Written Work: Electronics Information**

- **Saving Work:** All written assignments are written and saved on a USB drive, the student P drive, and/or Google Docs in Microsoft Word and must be able to be opened on a university computer.

- **Submitting Work:** All major assignments are submitted online to Turnitin in Blackboard as well as in a paper folder with various documents you’ve created. Be sure to follow my specific directions when submitting assignments as stated on the Packet Order Checklist and Blackboard.

- **Computer Work:** ASU has computer labs in two areas on campus where students may work on out-of-class assignments for 1301T. Access to Blackboard is also available in all campus computer labs and to anyone who has a personal computer that is internet capable.

- **Lab Locations:** Computer labs can be found in the following areas:
  - Library Learning Commons
  - Math/Computer Science Lab—Room 111, MCS Building

Operating hours are posted in each lab and are also available online at: http://www.angelo.edu/services/technology/labs/computer-access.php

- **ASU Computer Access:** To use the computer labs on campus and to access the computer programs used in class, students must have a University computer access account. Students are usually issued an ASU email and a computer access account when they register. Students who do not have an account must take their ASU Student ID or receipt for classes of the current semester to the Math/Computer Science Lab. All students must have their computer access account by the second day of class.

**Written Work: Policies on How to Receive Credit**

- **Daily Agendas:** Daily agendas, which list assignments covered in class as well as homework assignments, are posted in Blackboard and remain there all semester. A student who is absent should access the agenda for the day of the absence before contacting another student or the instructor.

- **Formatting:** Written work must follow the formatting style discussed in class.

- **Assignments as Models:** Any student work may be used as a model for classroom instruction.

- **Conferences:** Occasionally you will meet with me or a Writing Center tutor in or outside of class in a short conference to discuss your writing. This will give you a chance to ask questions about your writing and me (or a tutor) a chance to answer them. Missing conferences equals absences.

- **Make-Up Work:** Only major written assignments may be turned in late or made up. Daily coursework and quizzes completed during class time cannot be turned in late or made up. However, if a student is absent during a peer editing workshop, the peer editing must be made
WC Hours of Operation
(during long semesters):
10:00 - 5:00  Mon. – Thurs.
10:00 - 12:00  Friday
6:00 - 8:00  Wed. evening
1:00 - 4:00  Sun. afternoon

What WC Tutors Do/Don’t Do:
The Writing Center tutors provide assistance at any stage of the writing process; however, tutors do not complete a student’s work, and they do not proofread a student’s work. Tutors teach students how to effectively revise their own writing, helping students to develop the skills they need to plan, draft, and revise their work.

up outside of class on the student’s own time before the next class meeting. All instructions regarding peer editing must be followed.

- **Incomplete Assignments:** No final written assignment (paragraphs, summaries, and essays) will be accepted for full credit without the required prewriting exercises, drafts, and peer editing activities. Ten percent of the final grade will be deducted from any written assignment grade for which an incomplete packet is submitted.
- **Late Work:** Ten percent will also be deducted from the grade of any major written assignment that is submitted after the due date and time. After one week, the late writing assignment will receive a grade of zero.
- **Submission Order:** Writing assignments must be completed in the order in which they are assigned; that is, all previous writing assignments must have been turned in for a new writing assignment to be graded.
- **All Work Due, Even If Late:** However, each final written assignment packet must still be submitted in the order that it is assigned. In other words, even if a written assignment receives a grade of zero because it is over a week late, that assignment must still be submitted before any subsequent written assignments will be accepted and graded.

**Aplia Software Assignments**
- **No Deadline Extensions:** For most Aplia work that is assigned as lab work and/or homework, students are given a week to complete the assignments. For this reason, no deadline extensions for Aplia assignments are given.
- **Contact Cengage with Technical Difficulties:** If any technical difficulties are encountered, it is the responsibility of the student to contact Cengage for assistance. The Cengage contact information will be provided to students at the beginning of the semester.
- **Don’t Procrastinate:** Students are strongly encouraged to begin Aplia assignments the day they are given, rather than waiting until the last hour of the final day before they are due.

THE WRITING CENTER

 Writers always benefit from other writers' opinions. For example, professional writers depend on their editors for constructive criticism. In 1301T, students will rely on the instructors, their peers, and the tutors in the Writing Center, an academic support service available to all ASU students. The Writing Center is located on the third floor of the Porter Henderson Library, Room C305.

You should plan to visit the Writing Center frequently throughout the writing process for each of your out-of-class writing assignments. I may also require you to visit the WC. In this case, the final copy of a written assignment will not be accepted for full credit unless you have completed the required work in the WC.
Please feel free to email me whenever you like. I only ask that you take the time to attend to a few basic communication conventions and that you realize it might take me as long as 24-48 hours to get back to you.

Be sure to check your ASU email and Blackboard at least once per day. I sometimes send the class announcements via these media.

If you dislike or are unable to abide by the attendance policy, you may want to enroll in a different class instead of this one.

To clarify, there are no “excused” and “unexcused” absences in this class. You simply have your total number of absences. You are allowed up to five absences for occasions when you are prevented from coming to class, whatever those occasions might be.

CONTACTING ME

When questions about course content occur to you outside of my office hours or our scheduled class sessions, I encourage you to email me for assistance. However, because professors receive many emails on any given day and because you are communicating within a professional environment, it’s important that your email messages attend to some basic conventions of electronic communication:

- Helpful subject line (before email); Ex: “Question about Essay 3”
- Greeting or salutation (to begin email); Ex: “Hello, Mrs. ______,”
- Body of email
- Full name and section number at end; Ex: “Thanks,
Devon Jacobs
ENG 1301T.####

Finally, I ask that you attempt to use properly punctuated and complete sentences in your emails to me. They don’t have to be perfectly edited, but I will not respond to carelessly written messages littered with typographical errors. In short, emailing is not texting. Please remember the different expectations for the two.

I ask all students to maintain professionalism and courtesy. If you have a question regarding your status in the class or about a grade, you must discuss it with me via a face-to-face meeting.

I am available via phone only during regular office hours. Email is usually the best way to contact me. I will do my best to respond to emails within a 24-48 hour period during the workweek. Do not expect a response on the same day if you email after 5 p.m. Replies to emails on weekends are rare. Plan ahead when sending emails so that you allow yourself adequate time to receive a response.

CONTACTING YOU

Since you are responsible for any course information sent electronically, you are required to check your email and Blackboard regularly (at least once per day) so as to stay up-to-date with the course.

ATTENDANCE

Absence Limit: I require students to attend class, and I take attendance every day. I realize that sickness or emergencies can occur. Such absences should not occur for any student more than five times this semester.

Students with more than five absences (for any reason) will no longer be eligible for a passing grade in the course.

Contact the Office of Student Affairs: Students are expected to attend all classes, conferences, and required Writing Center activities unless prevented from doing so by illness, bona fide emergencies, or circumstances beyond their control. Should a serious illness, emergency, or other crisis occur, it is the student’s responsibility to contact the Office of Student Affairs immediately so that professors may be informed. In all cases, I determine whether an absence will be considered legitimate and if work can be made up.
Accrual of Absences: Furthermore, the following circumstances may also result in an absence:

- **Being unprepared for class activities.** Because this is a student-centered class that relies heavily on collaborative learning, adequate preparation is essential. Should a student attend class unprepared, that student will not be able to participate in activities planned for that day and will be counted absent. Do not neglect to complete homework assignments. Always take completed homework assignments to class each day.

- **Removal from class for inappropriate classroom behavior.** Including but not limited to failing to participate, sleeping in class, and texting (or other cell phone use).

- **Missing fifteen minutes of class at any time (including during the lab portion) or leaving during class repeatedly.** Because your presence is required for you to learn, you should not make a habit of being late to class or of leaving during class. If you come in late or if you know you will need to leave class early, sit close to the door so as not to disturb those around you when you enter or exit the classroom.

- **Missing, being late to, or being unprepared for a conference.**

For any class that you miss, please also understand that the following consequences will apply:

- I will not allow you to make up (for credit) any assignment or exercise given and completed within the class period you missed (with the exception of peer editing sessions).

- It is your responsibility to determine what you missed during your absence by asking your classmates, visiting Blackboard for the class assignments and handouts for that day, and by seeing me during my office hours. You may also email me if you still have questions. When you are absent, it is **your responsibility** to contact your classmates and me to stay up with your work.

- If you disagree with an absence count I record in Blackboard, you have two weeks from the day the absence occurred to contact me to discuss it. No changes will be considered after two weeks.

**Locked Door:** Class begins promptly. You are considered late if you are more than a few minutes late to class. After I have closed the classroom door, it will stay locked until the end of class and no student will be allowed in the classroom (i.e., late arrival = accruing an absence). This is for the protection of the students and the learning environment.

**Prior Notice of Absences:** I appreciate an email to let me know if you’ll be absent and the reason why. If you are an ASU athlete or a student involved in other ASU activities (choir, drama, etc.), you will need to provide me with a schedule of classes you will miss due to university-sanctioned events. If your schedule requires you to miss more than five class sessions, you should plan to take another course that better fits your schedule.
If you are absent for a legitimate reason, you still accrue an absence, but you can usually make up work late for full credit if you make arrangements with me.

What constitutes a legitimate absence is determined by me. Legitimate absences typically only include family emergency or illness. I'll usually ask for paper documentation for legitimate absences.

If you are absent for a reason that's not legitimate, you accrue the absence, and you cannot make up the work late for credit. It may be possible, though, to turn it in early for credit.

Missed Work:
- If you are absent, it is your responsibility to make up the work missed before the next class meeting so that the completed homework can be brought to the next class meeting. Being absent does not excuse you from being prepared for class on your return or from having all necessary materials in the essay submissions.
- If you know of an absence that will occur, it is your responsibility to contact your instructor in advance and to complete assigned work by the agreed-upon deadline. Unless I give specific permission otherwise, you should submit the assignment to me prior to your absence if you wish to receive credit for it. Submitting a daily assignment on time for a day you are absent will not substitute for your presence and participation in class that day.
- Because students can know the dates for university-sponsored events before they happen, university-sponsored events do not usually count as legitimate reasons for not turning work in on time.

Personal Emergencies: Sometimes things fall apart. If you encounter a personal tragedy or some emotional distress that causes you to miss classes, get in touch with me as soon as you can. I don’t need all of the details, but at least I’ll know you haven’t dropped the course or been eaten by a bear.

Observances of Religious Holidays: A student who intends to observe a religious holiday should make that intention known in writing to me prior to the absence. A student who is absent from classes for the observance of a religious holiday 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.

LATE /MAKE-UP WORK
As has already been stated in this syllabus, I do not accept late work. The only exception to this rule is the late policy for your major assignments and for peer editing sessions.

LOST WORK/QUIZ ISSUES
We all know that hard drives can fail and flash drives can disappear, so it is important you back up all of your work in multiple locations. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

EXTRA CREDIT
I may offer extra credit assignments from time to time to the whole class, but I do not offer individual students extra credit assignments when students ask for them. Stay on top of your coursework.
If you are expecting an important phone call due to an extremely rare circumstance (a family member is in critical condition in the hospital, you are expecting a call from your child’s school, etc.), just let me know. I’ll ask you to put your phone on vibrate and sit near the door that day so you can leave if you need to.

I quoted this policy and the next (on academic honesty and special accommodations) directly from official university operating policy text. They express important information that I take seriously. If you have questions about these policies or requests for special accommodations, please ask me. I’ll be sympathetic.

CLASSROOM ENVIRONMENT
The Department of English and Modern Languages has established the following rules for the computer classroom.

**Electronics**: As a courtesy to classmates and instructors, students must turn off and put away all electronic devices (phones, laptops, iPods, etc.) before class begins. **Do NOT use ear buds or headphones in class unless specifically allowed to do so for work on a specific project determined by the instructor.**

**Other Distractions**: Tobacco in any form is prohibited in the classroom, as is any behavior (sleeping in class, doing coursework for other classes, being on a non-authorized website, talking disruptively, etc.) that impedes me teaching or you learning. Food and drink are not permitted in the classroom. Failure to observe and follow any of the class policies, or being asked by the instructor to leave the classroom, is grounds for dismissal from class and being given an absence. **Please remember that absences are strictly limited for the semester.**

**Unauthorized Programs/Sites**: Authorized software and websites can be found on the Start/Programs menu, on the desktop, and/or on the approved website used for the class. Use of unauthorized software and/or websites is prohibited and is grounds for an absence.

**Leaving the Room**: Exit all programs and log off before leaving class. Retrieve USBs from the computer.

**Obscenity**: Be aware that “a person commits an offense if he intentionally or knowingly displays or distributes an obscene photograph, drawing, or similar visual representation or other obscene material and is reckless about whether a person is present who will be offended or alarmed by the display or distribution” (Penal Code: Title 9, Ch. 43, Subch. B, Sec.22).

STUDENT HANDBOOK
In addition to these course policies, students are responsible for familiarizing themselves with and following the information in the ASU Student Handbook, available at [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/).

**ACADEMIC HONESTY**
ASU expects its students to maintain complete honesty and integrity in their academic pursuits. “All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the ASU Bulletin and in the ASU Student Handbook. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course.”

The ASU Academic Honor Code applies to all work assigned in this (and every) class. **All of your work must be original and produced exclusively for this class.** Reading activities and essays, for example, are individual assignments to be completed by each student, not as collaborative activities with friends, classmates, parents, etc. **Plagiarism** is when a student uses anyone else’s rephrased ideas OR exact words as his or her own. Nothing should be submitted that is not a student’s own original work. A student who plagiarizes or who assists such plagiarism may receive an **F in the course**. (A good rule of thumb is that you can receive verbal feedback and advice from others, but no one should write any section of your essay for you.) When academic dishonesty occurs, instructors will communicate with the student concerning the penalty and
SOME HELPFUL CAMPUS RESOURCES FOR STUDENTS

- Contact ASU Health Clinic and Counseling Services at (325) 942-2171 from 8 a.m. – 5 p.m., M-F. Search angelo.edu for more info.
- The ASU Tutor Center is next to the Writing Center on the third floor of the Library building—two excellent resources.
- The Freshman College has information about many useful resources for first year college students—and college students in general. Search “Freshman College” at angelo.edu.

This very last section (to the right) is included for administrative purposes and contains additional details on course objectives and assessments.

Final Note: I reserve the right to make changes to the syllabus and schedule during the semester as deemed necessary. You will be notified of any changes in class, via email, and/or via Blackboard.

the student’s right of appeal. Students can refer to the Academic Honor Code for complete details.

SPECIAL ACCOMMODATIONS

“Persons with disabilities that may warrant academic accommodations must contact the Office of Student Affairs, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”

ASU CORE CURRICULUM OBJECTIVES FOR ENGLISH 1301T AND RELATED COURSE ASSESSMENTS

Students in English 1301 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.

Critical thinking will be demonstrated in an analytical essay.

- Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.
- Students will then develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication will also be demonstrated in an informative essay.

- Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.

Teamwork will be demonstrated in a peer editing exercise.

- Students will consider different viewpoints as a member of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers’ drafts, presentations, and arguments.
- Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

Personal responsibility will be demonstrated in a final essay and portfolio.

- Students will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.
COURSE SCHEDULE

This schedule is always subject to change based on class needs. Any changes will be announced in class and/or via Blackboard. Unless otherwise indicated, all assignments are due at the beginning of class on the day they are listed.

- Because this is a student-centered class that relies heavily on collaborative learning, your adequate preparation for each class day is, of course, essential. If you are unprepared for class and asked to leave, you are expected to catch up on your work from that day as well as be prepared for the next class meeting.
- Detailed lesson plans for each class day will be provided in the form of Daily Agendas.
- Look ahead at reading assignments. Start them early if you need extra reading time, and read them carefully for full comprehension. If your mind wanders, try stopping and starting again, or try annotating. It will help you better understand and remember what you read if you take notes.
- Unscheduled quizzes may be given on any information in reading assignments or on information discussed in class.
- Exercises and practices will be assigned and you are required to complete them. You need to purchase access to Aplia, which includes online supplemental materials you are required to use. Aplia assignments will go on throughout the semester.
- Course policies on plagiarism and attendance are strictly enforced. Plagiarism, intentional or because of carelessness, may result in failure of the course.

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<th>Date</th>
<th>Policies and Procedures</th>
<th>Reading Assignments</th>
<th>Writing Assignments</th>
<th>Grammar</th>
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<td>9/3</td>
<td><strong>LABOR DAY HOLIDAY: NO CLASS</strong></td>
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<tr>
<td>9/4 – 9/9</td>
<td>• Review attendance</td>
<td>• Class Reading #1</td>
<td>• MLA document</td>
<td>• Review</td>
<td>Main Ideas and</td>
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<td>policies, esp. regarding</td>
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<td>lab time and absences</td>
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<td>template creation</td>
<td>punctuation</td>
<td>o Main Idea (Level 2)</td>
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<td>• Files and file names</td>
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<td>o Implied Main Ideas</td>
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<td>• Portfolio Requirements</td>
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<td>• Quiz over Course</td>
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<td>• Critical reading</td>
<td>• Introduction to</td>
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<td>Summary 1</td>
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Unless otherwise indicated, all assignments are due at the beginning of class on the day they are listed.
### Week 3

**9/10 - 9/16**
- Review
  - Missed class work and grades
  - Late work
- Peer editing stages and expectations
- Introduction to summary packets
- Assessment of critical reading of Summary 1 article

### Week 4

**9/17 - 9/23**
- Review
  - Peer editing stages and expectations
  - Summary packets
- Summary 2 article for critical reading
- SUMMARY 1 PACKET AND E-SUBMISSIONS DUE

### Week 5

**9/24 - 9/30**
- Review
  - Peer editing requirements
  - Summary packet requirements
  - Late work
- Summary 3 Article for critical reading
- SUMMARY 2 PACKET AND E-SUBMISSIONS DUE

### Week 6

**10/1 - 10/7**
- Individual conference requirements
- Critical reading article for Essay 1
- Assessment of critical reading of article for Essay 1
- SUMMARY 3 PACKET AND E-SUBMISSIONS DUE
- Introduction to Illustration Essay and Essay 1 prompt
  - Essay 1: Prompt
    - Guided exploring
    - Narrowing topic – narrowed and specific
    - Audience Analysis
    - Thesis
  - Developing body paragraphs
    - Structure
    - Analysis of models
    - Showing rather than telling in examples
  - Essay 1 Thesis and Body Paragraphs
    - Graphic organizer
  - Write Essay 1 Draft 1: thesis and three body paragraphs ➔ [required for individual conferences]
### Week 7

**10/8 - 10/14**

- **Class meetings cancelled for Essay 1 Draft 1 conferences**
  - Essay 1 Draft 1 **required** instructor conferences regarding global concerns in thesis and body paragraphs
  - Draft 2 with revised thesis and body paragraphs (homework after conference)

### Week 8

**10/15 - 10/21**

- Peer editing procedures and expectations
  - Essay 1
    - Essay 1 Draft 2 with revisions from instructor conference **due**
    - Peer global editing Essay 1 Draft 2
    - Notes on introductions, conclusions, and titles Essay 1 Draft 3 – all paragraphs
    - Peer global editing Essay 1 Draft 3 – all paragraphs
    - Revision to create Essay 1 Draft 4

### Week 9

**10/22 - 10/28**

- Discussion of Essay Packet
  - Review of late work policy
  - Article for critical reading for Essay 2
  - Essay 1
    - Essay 1 Draft 4 due
    - Peer local editing of Essay 1 Draft 4
    - Essay 1 Final Draft
    - Essay 1 Packet creation and BB e-submissions instructions
    - ESSAY 1 PACKET AND E-SUBMISSIONS DUE

### Week 10

**10/29 - 11/4**

- Review of no withdrawal policy for English 1301T developmenta l courses
  - Assessment of critical reading of article for Essay 2
  - Essay 2
    - Review of illustration essay and introduction to Essay 2 prompt
    - Exploring
    - Audience Analysis
    - Review of thesis and body paragraph structure
    - Graphic organizers
    - Essay 2 Draft 1: thesis and 3 body paragraphs

### Week 11

**11/5 - 11/11**

- Policies for required Writing Center visit
  - Essay 2
    - Peer global editing Essay 2 Draft 1
    - Review of introduction, conclusion, and title
    - Essay 2 Draft 2: all 5 paragraphs with title
    - Required Writing Center visit
    - Revision to Essay 2 Draft 3

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### Purpose and Focus: Writing Situations and Strategies
- Thesis Statements (ISP)
- Development and Support: Supporting Ideas
- Organization and Structure: Coherence and Organization

### Purpose and Focus: Thesis Statements and Topic Sentences
- Thesis Statements (ISP)
- Development and Support: Supporting Ideas
- Organization and Structure: Coherence and Organization

### Purpose and Focus: Logical and Critical Thinking
- Sentence Variety and Style:
  - Academic Style
  - Basic Style
  - Capitalization
- Agreement: Subject-Verb Agreement
- Subject-Verb Agreement (ISP)
- Agreement: Consistency
- Parallelism (ISP)
- Foundations of Writing: Prepositions

### Purpose and Focus: Writing Situations and Strategies
- Sentence Logic: Modifier Use
- Modifier Use (ISP)
- Author’s Use of Language: Transitions (Level 2)
- Author’s Use of Language: Transitions (Level 3)
- Recognizing Transitional Words, Phrases, and Sentences (ISP)
- Foundations of Writing: Verbs

### Purpose and Focus: Logical and Critical Thinking
- Agreement: Pronouns
- Pronoun Use (ISP)
- Perfect Tenses
- Progressive Tenses
### Week 12

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<tr>
<th>11/12 - 11/18</th>
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<tr>
<td>• Looking ahead: Final exam date and plan</td>
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<td>• Portfolio requirements</td>
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<tr>
<th>11/19 - 11/20</th>
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<tr>
<td>• Timed writing tips, policies, and procedures</td>
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<td>• Aplia post-test date and plan</td>
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<td>• Final exam date and plan</td>
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<tr>
<th>Article for critical reading for Essay 3</th>
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<tr>
<td>Essay 2</td>
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<tr>
<td>• Essay 2 Packet creation</td>
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<td>• Blackboard e-submissions instructions</td>
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<tr>
<td>• ESSAY 2 PACKET AND E-SUBMISSIONS DUE</td>
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<tr>
<td>• Practice with in-class timed writing exercise</td>
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</table>

| Essay 2 Draft 3 (created after WC visit) |
| Essay 2 Draft 4 |
| Peer local editing of Draft 4 |
| Essay 2 Final Draft assigned as homework |
| Assemble Essay 2 packet to submit next week |

| Essay 2 Final Draft |
| Essay 2 Packet creation |
| Blackboard e-submissions instructions |
| ESSAY 2 PACKET AND E-SUBMISSIONS DUE |
| Practice with in-class timed writing exercise |

| Grammar topics based on student writing |
| Sentence Logic: Word Usage |
| Foundations of Writing: Advanced Usage |
| Sentence Structure: Possession |

### Week 13

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<th>11/21 - 11/25</th>
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<td>THANKSGIVING HOLIDAY BREAK: NO CLASSES</td>
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### Week 14

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<th>11/26 - 12/2</th>
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<tr>
<td>• Review exit exam requirements and schedule</td>
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<tr>
<td>• Review of portfolio requirements</td>
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| Essay 3 |
| In-class timed writing |
| Essay 3 Draft 1 |
| Self global editing Essay 3 |
| Self local editing Essay 3 |
| Essay 3 Final Draft |
| Essay 3 Packet creation |
| BB e-submissions instructions |
| ESSAY 3 PACKET AND E-SUBMISSIONS DUE AT THE END OF THE CLASS PERIOD |

| Diagnostic Assessment Post-Test |

### Week 15

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<th>12/3 - 12/9</th>
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<tr>
<td>• Review exit exam requirements and schedule, including portfolio</td>
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<td>• Practice critical reading for exit exam</td>
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| Portfolio assessment for exit exam |
| Preparation for exit exam summary |
| Preparation for exit exam essay |
| Exploring |
| Graphic organizers |
| Models |

| Review based on student needs |

### Week 16

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<th>Finals Week Exit Exam</th>
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<tr>
<td>MW English 1301.T06 = Wednesday, December 12th, 1:00 – 3:00 p.m.</td>
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<td>TR English 1301.T08 = Tuesday, December 11th, 8:00 – 10:00 a.m.</td>
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