ANGELO STATE UNIVERSITY DUAL CREDIT PROGRAM
COURSE SYLLABUS 1301

COURSE PREFIX AND NUMBER COURSE TITLE
ENGL 1301 Section: 1 Semester: Fall 2018 Composition I
Instructor: M. Beth Franklin
Contact: mfranklin@lometaisd.org

ACGM Description:
ENGL 1301
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.
Note: ENGL 1301 is a prerequisite for all 2000-level literature courses.

LECTURE HOURS: 3 Hours  Lab Hours: 0 Semester Credit Hours: 3
Prerequisites: None

INTRODUCTION AND PURPOSE:
The purpose of Composition I is to review basic language/grammar techniques to enable the student to use those techniques in effective writing. The student should gain experience in expressing ideas in well-organized, clearly defined prose. This course not only provides writing experiences, but it also gives partial fulfillment of AUS’s English requirements and transfers to senior institutions.

INSTRUCTIONAL MATERIALS:
The Scarlet Letter by Nathaniel Hawthorne
Huckleberry Finn by Mark Twain
Check with instructor for more textbook information.

Supplies: Paper, pen, pencil, Scantron answer sheets as required, examination blue books, notebook(s), collegiate dictionary, thesaurus

OBJECTIVES/STUDENT LEARNING OUTCOMES:
Upon completion of this course, the student should be able to:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

**Assessment**
The students' success in completing these objectives will be measured using a set of examinations and assignments described in detail under the section of this syllabus headed “Method of Evaluation”.

Annual Assessment Plan will be implemented each year to review course.

**DESCRIPTION OF INSTITUTIONAL CORE OBJECTIVE (ICO’s):**
Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board approved a 42-semester credit hour core curriculum for all undergraduate students in Texas, including a statement of purpose, six core objectives, and common component areas.

**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 Objective College SLO Course SLO
General Learning Activities Assessment

**Critical Thinking Skills**
CT1: Generate and communicate ideas by combining, changing or reapplying existing information
Brainstorm, prewrite, several drafts, multiple edits, produce final draft
Embedded assessments from papers, tests, and rubrics.

**Communication Skills**
CS1: Develop, interpret, and express ideas through written communication
Pre-write, multiple drafts editing, produce final draft
Embedded assessments from papers, tests, and rubrics.
Communication Skills
CS2: Develop, interpret, and express ideas through oral communication
Prewrite multiple drafts, editing, producing a presentation to the class, listening to others' presentations
Embedded assessments from papers, tests, and rubrics.
Communication Skills
CS3: Develop, interpret, and express ideas through visual communication
Pre-write, multiple drafts, editing, producing a powerpoint presentation, listening to others' presentations
Embedded assessments from papers, tests, and rubrics.
**Teamwork**

TW1: Integrate different viewpoints as a member of a team*
Round table writing, class discussion, pair share, group work
Embedded assessments from papers, tests, and rubrics.

Teamwork TW2: Work with others to support an accomplish a shared goal
Round table writing, class discussion, pair share, group assignments, peer editing
Embedded assessments from papers, tests, and rubrics.

**Personal Responsibility**

PR1: Evaluate choices and actions and relate consequences to decision-making
Brainstorm for cause-effect essay, write and edit several drafts to produce a final draft
Embedded assessments from papers, tests, and rubrics.

The students' success in completing the core objectives within the Foundational Component Area of Communication will be measured using rubric, exam, or embedded assessment activity.

**Methods of Instruction:**

This course will be taught face-to-face and by various delivery methods. Audio-visual materials and computer-based technology will be used when appropriate.

**Methods of Assessment:**

The students' success in completing the core objectives within the Foundational Component Area of Communication will be measured using rubric, exam, or embedded assessment activity.

*Grades in this course will be based on the following evaluative criteria:*

Exams/essays will be given during the semester. The average of these exams/essays will make up 50% of the students’ grades. The instructors have discretion for assignments beyond SLOs which count 25%. The comprehensive final exam will count 25%.

Letter grades for the course will be based on the following percentages:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- Below 60% F

**Course Outline:**

In order for students for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course, in compliance with the standards of the Texas Education Agency. The course will
include a review of the principles of grammar, punctuation, and sentence structure; spelling drill and vocabulary; selected readings; theme writing with emphasis on organization, paragraph development, and multi-paragraph composition development, along with emphasis on SAT and ACT writing models.

**Class Policies:**
Regular attendance at all class meetings is expected. Disruptions in class will not be tolerated.

**General Requirements:**
Students shall be awarded three credit hours for each successful completion of a college course in which the student is concurrently enrolled while in high school.

**Content Requirement:**
In order for students to receive state graduation credit for concurrent enrollment, content requirements must be met or exceed the essential knowledge and skills in a given course, in compliance with the standards of the Texas Education Agency.

**Course Description:**
A review of the principles of grammar, punctuation, and sentence structure; spelling drill and vocabulary; selected readings; theme writing with emphasis on organization, paragraph development, and multi-paragraph composition development.

**Outcomes:**
The student shall master the following elements:
1. Capitalization
2. Commas and end marks
3. Colons and semicolons
4. Quotation marks
5. Pre-writing exercises
6. Organizing and brainstorming
7. Usage
8. Short themes
9. Multi-paragraph descriptive compositions
10. Multi-paragraph narrative compositions
11. Process compositions
12. Expository compositions
13. Subject-Verb Agreement
14. Pronoun-Antecedent Agreement
15. Apostrophes
16. Hyphens and dashes
17. Thematic compositions based on literary works
18. Mythology, as exposition
19. Current events, as exposition
**Timeline:**
I. First Six Weeks
A. Mechanics
1. Review and test over capitalization
2. Review and test over commas and end marks
3. Review and test over colons and semicolons
4. Review and test over quotation marks
B. Preparation
1. Organizing and brainstorming
2. Pre-writing exercises
3. Grading standards established
4. Practice compositions assigned
C. Persuasive compositions assigned (samples)
1. Compulsory military service
2. Regulation of Internet
3. Professional ethics versus business investment
4. Technology versus endangered species
5. U.S. involvement in the Middle East
6. Federal healthcare versus balancing the budget
7. Salary caps for athletes or corporate executives
D. Mythology (from Edith Hamilton’s Mythology)
  1) The Gods, 2) Stories of Love and Adventure, 3) The Trojan War, 4) The Odyssey, 5) Oedipus Rex, and 6) Medea

**Second and Third Six Weeks**
1. Mechanics
1. Subject-Verb Agreement
2. Pronoun-Antecedent Agreement
3. Usage
4. Apostrophes
5. Hyphen and Dash
2. Fiction
1. *The Scarlet Letter*
2. *Frankenstein*
3. *Lord of the Flies*
• Novels will vary by semester. Literature may be substituted when applicable to the needs of the class.

**Statements**

**Student Disability Services**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as
provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting:

- Ms. Dallas A. Swafford Director of Student Disability Services
- 325-942-2047
- dallas.swafford@angelo.edu  Houston Harte University Center

Title IX Statement
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:

- Michelle Nicole Boone, J.D. Director of Title IX Compliance
- Michelle.boone@angelo.edu 325-486-6357 Mayer Administration Building 204

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information. Incomplete Grade Policy It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Student Conduct Policies Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

Academic Integrity Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin.

Resources to help you understand this policy better are available at the ASU Writing Center.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of
course readings in printed or electronic form without written permission from the copyright holders or publishers.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents: Angelo State University Student Handbook  Angelo State University Catalog.

Mary Beth Brown-Franklin
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EDUCATION
McNeese State University, Lake Charles, LA: July 1986
Master of Education

Northwestern State University, Natchitoches, LA: May 1980
Bachelor of Arts in Journalism and Public Relations

CERTIFICATIONS
• Texas Educator’s Certificate to teach English/Language Arts in grades 8-12.
• Texas Educator’s Certificate to teach Journalism in grades 8-12.
• Louisiana Educator’s Lifetime Certificate to teach English/Language Arts in grades 8-12.

TEACHING AND PROFESSIONAL EXPERIENCE

Lometa ISD, Lometa, TX
Dual Credit English Teacher/ English Teacher grades 7, 9, 10/Journalism Teacher
2018-Present
Developed syllabus and overall course structure, and administered all grades. Taught English and literature for grades 9 and 10 and English in grade 7. Served as yearbook adviser andUIL journalism coach.

Central Texas College, Killeen, TX
2012-2018
Taught one section of freshmen English (ENGL 1301-1302) per semester at Lometa High School, Lometa, TX as a night class. Designed in-depth units providing an overview of the major genres of expository and argumentative writing. Provided instruction for writing within academic and professional contexts.

Lampasas ISD Lampasas, TX
Lampasas High School
AP English IV; Journalism I; Advanced Newspaper I, II, III and IV; and Advanced Yearbook I, II, III teacher; College English 1301-1302; College English 2322-2323; Taught one section of sophomore English (ENGL 2322 and 2323) per semester. Designed in-depth units providing an overview of the major genres of expository and argumentative writing. Provided instruction for writing within academic and professional contexts.

Socorro Independent School District, El Paso, TX
June 2002 to July 2005
Dyslexia Specialist
Killeen Independent School District, Killeen, TX  
August 1998- May 2002  
English II teacher and Dyslexia Specialist

Mississippi County Christian Academy, Dell AK  
August 1995 to May 1997  
English IV; English II; 6th Grade Reading teacher

Beauregard Parish Schools  
Merryville High School, Merryville, LA  
August 1984 to May 1991  
English II; English III; Yearbook; Speech teacher