COURSE OBJECTIVES

English 1301T is required of students who are not TSI complete or exempt in English. English 1301T emphasizes the writing process and critical reading skills. This course offers substantial practice in the production of effective prose essays as well as the comprehension and analysis of selected readings. In-class activities are supplemented with practice in a software program designed to complement the class work. Successful completion of the course achieves two goals by 1) meeting the English TSI requirement and 2) providing credit for freshman composition, English 1301.

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.

- **Minimum TSI Scores to be Considered College-Ready**
  - Reading: 351 or greater
  - Writing: Multiple choice score below 340, score 4, 5, or 6 on ABE Writing diagnostic, AND score of 5 on essay

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.

STUDENT OUTCOMES

Upon successful completion of the English 1301T course, students 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 the writer’s purpose and follow the progression of ideas;
• Generate sufficient and appropriate detail to convince readers of the validity of a 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.

ASU Core Curriculum Objectives for English 1301 and Related Course Assessments

Students in English 1301T 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 completing a variety of assignments.

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 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.

REQUIRED SOFTWARE AND MATERIALS
• Cengage MindTap Accelerate online software (ACCESS WILL BE PURCHASED IN CLASS)
• One 2-inch three-ring binder for portfolio
• Five 3-ring dividers
• One 3-hole punch (optional, but useful)
• Package of highlighters with at least four colors
• Ready access to your Eng 1301T files, whether that be a thumb drive, your student P: drive, or Google docs. There will be no excuses for not having access to your own files/work. This is an issue of personal responsibility.

ATTENDANCE
Excessive absences (more than SEVEN absences FOR ANY REASON) will cause a student to become ineligible to receive a passing grade in the class.

❑ Students are expected to attend all classes, labs, 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 Office of Student Affairs immediately so that professors may be informed. For prolonged absences, it is the student’s responsibility to stay in touch with instructors in order to keep up with work.
❑ If a student misses class for any reason, it is that student’s responsibility to check with a classmate AND check Blackboard for the class assignment and handouts for that day.
❑ If a student is absent, it is the student’s 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.
❑ If a student is aware of an absence that will occur, it is that student’s responsibility to contact the professors in advance and to complete assigned work by an agreed-upon deadline.

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, cell phone use or texting
❑ Missing any 15-minute portion of a class meeting

OTHER POLICIES

Daily Assignments Sheets
• Daily assignments sheets, which list materials and 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 Daily Assignment Sheet for the day of the absence before contacting another student or the instructor.

Written Work
• All written work will demonstrate mastery of Edited American English. This includes emails.
• All written assignments are typed, and they are to be saved in a location readily-accessible using a classroom computer.
• Be sure to follow the instructor’s specific directions when submitting assignments as stated on the Packet Order Checklist and in Blackboard.
• Assignments must be completed in the order in which they are assigned, whether you will be receiving credit for the work or not.
• 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. 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

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.**

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

- No final writing assignment (paragraph, summary, and essay) 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 writing assignment grade for which an incomplete packet is submitted.

- Ten percent will be deducted from the grade of any writing assignment that is submitted after the due date and time. After one week, the late writing assignment will receive a grade of zero.

- **ANY** student work may be used as a model for classroom instruction.

**MindTap Accelerate Software Requirements**

- For most MindTap Accelerate work that is assigned as lab work and/or homework, students are given a week to complete the assignments.
- For this reason, **NO DUE DATE EXTENSIONS** for MindTap Accelerate assignments are given.
- If any technical difficulties are encountered, it is the responsibility of the student to contact Cengage for assistance. The Cengage contact information is available on the Cengage web page.
- Students are STRONGLY encouraged to begin MindTap Accelerate assignments the day they are given, rather than waiting until the last hour of the final day before they are due.

**COMPUTER CLASSROOM**

The Department of English and Modern Languages has established the following rules for the computer classroom:

- **Food, drinks, and tobacco products are prohibited.** Please leave all food and drink outside the room.
- 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).
- 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.
- Exit all programs and log off before leaving class. Good or bad, any work done with your username will be credited to you.
- Retrieve USBs from the computer.

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 students at ASU. The 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. Students should plan to visit the Center frequently throughout the writing process for each of their out-of-class writing assignments. Instructors may also require students to visit the Center. In this case, the final copy of a written assignment will not be accepted for full credit unless the student has completed the required work in the Center.

The Center is located on the third floor of the Porter Henderson Library in Room 305C. Hours during long semesters are as follows:
- 10:00am - 5:00pm Monday – Thursday
- 10:00am - 12:00pm Friday
- 6:00pm - 8:00pm Wednesday evening
- 1:00pm - 4:00pm Sunday afternoon

GRADES
A student’s semester grade will be determined using the following percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email Assignment</td>
<td>2%</td>
</tr>
<tr>
<td>3 Essays (17% each)</td>
<td>51%</td>
</tr>
<tr>
<td>3 Summaries (7% each)</td>
<td>21%</td>
</tr>
<tr>
<td>Quizzes and Classwork</td>
<td>6%</td>
</tr>
<tr>
<td>(MindTap Accelerate work will constitute multiple quiz grades.)</td>
<td></td>
</tr>
<tr>
<td>*Exit Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*NOTE: Students be eligible to write the Exit Exam. To be eligible, students must meet attendance requirements, score of 70 or above on ONE summary, score of 70 or above on TWO essays, AND earn an overall average of 70 or above on MindTap Accelerate.

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

ASU ACADEMIC HONOR CODE
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. **Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.**
In English 1301T, **the ASU Academic Honor Code applies to ALL work assigned in the 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. **A student who plagiarizes or who assists such plagiarism may receive an F in the course. Plagiarism will be discussed extensively in class.** Nothing should be submitted that is not a student’s OWN original work.

When academic dishonesty occurs, instructors will communicate with the student concerning the penalty and the student’s right of appeal. Students can refer to the Academic Honor Code for complete details.

**BEHAVIOR**
Appropriate classroom decorum is required at all times. Inappropriate behavior will warrant removal from class and an absence recorded for attendance on that day. **Remember: Absences are strictly limited for the semester.**

**DISABILITIES**
Persons with disabilities that may warrant academic accommodations must contact the Student Affairs Office, Suite 112 in the Houston Harte University Center, to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made. Accommodations are applied from the time they are received by the instructors; they will not be applied to previous assignments.

**ELECTRONIC DEVICES**
As a courtesy to classmates and instructor, **students must turn off all electronic devices during class. 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.**

**FINAL DRAFTS: A FIRST-YEAR STUDENT WRITING ANTHOLOGY**
**Editorial Policy**
The anthology features exceptional prose pieces written in response to English 1301/T prompts that fall into the following categories:

- Writing for self-expression: personal/reflective pieces,
- Writing in the academy: pieces written for academic audiences, or
- Writing in the world: pieces written for public audiences.

Each year, English 1301/T instructors nominate the strongest student submissions within their fall sections for inclusion in *Final Drafts.* As the name suggests, drafts should be polished and already very close to publication-ready at the time of submission. In making their recommendations, instructors should consider how much revision/editing a draft would need for it to meet publication standards and if the student would be willing and available to work under the instructor’s editorial guidance. From this instructor-filtered submission pool, an editorial board then selects exceptional pieces for final publication in the following spring semester.
English 1301T Course Schedule
Fall 2019

****THE COURSE SCHEDULE IS ALWAYS SUBJECT TO CHANGE BASED ON CLASS NEEDS.****

Note: Unless otherwise indicated, all assignments are due at beginning of class. Because this is a student-centered class that relies heavily on collaborative learning, your adequate preparation for each class day is essential.

- Time management is a must, both in and out of class.
- Unscheduled quizzes may be given on any information in reading assignments or on information discussed in class.

REMINDER: COURSE POLICIES ON PLAGIARISM AND ATTENDANCE ARE STRICTLY ENFORCED. PLAGIARISM, INTENTIONAL OR BECAUSE OF CARELESSNESS, MAY RESULT IN FAILURE OF THE COURSE. ATTENDANCE CAN AFFECT GRADES.

Week 1: August 26-30
- **Topics Covered**
  - Course Syllabus
  - Academic Integrity/Performance Agreement
  - Punctuation/Capitalization
- **Reading/Writing**
  - Diagnostic Essay (in-class)
  - Begin Email Assignment
- **MindTap Accelerate**
  - Purchase in class on Aug. 30 (BRING A WAY TO MAKE YOUR ONLINE PAYMENT!)
  - Plagiarism video
  - Email unit

Week 2: September 3-6
- **Topics Covered**
  - MLA Format
  - Annotations
  - Critical Reading & Thinking
- **Reading/Writing**
  - Email assignment due Friday, Sept. 6 by 1145 pm
  - Article for Summary #1 - annotations
- **MindTap Accelerate**
  - Pre-Test
  - Style
  - Reading for Topics, Main Ideas, & Details
  - Reading Critically
  - Understanding Fact & Opinion
Week 3: September 9-13

- **Topics Covered**
  - Effective Summarizations
  - Peer Editing
  - Grammar & Mechanics

- **Reading/Writing**
  - Summary #1 Discovery Draft
  - Summary #1 Editing & Revisions
    - Summary #1 Final Draft/Packet due Sunday, Sept. 15 by 11:45pm

- **MindTap Accelerate**
  - Using Capitalization
  - Quotation Marks
  - Apostrophes
  - End Punctuation
  - Parentheses and Dashes
  - Hyphens
  - Ellipses

Week 4: September 16-20

- **Topics Covered**
  - Grammar & Mechanics
  - Commas
  - Article for Summary #2 - Annotations

- **Reading/Writing**
  - Summary #2 Discovery Draft
  - Summary #2 Editing & Revisions
    - Summary #2 Final Draft/Packet due Sunday, Sept. 22 by 11:45pm

- **MindTap Accelerate**
  - Using Words
  - Reading Critically
  - Thinking Critically

Week 5: September 23-37

- **Topics Covered**
  - Grammar & Mechanics
  - Prewriting
  - Audience
  - Expository Writing

- **Reading/Writing**
  - Summary #3 – All Steps in Class

- **MindTap Accelerate**
  - Using Commas
  - Writing Sentences
Week 6: September 30 – October 4

- **Topics Covered**
  - Grammar & Mechanics
  - Introductions
  - Thesis Statements

- **Reading/Writing**
  - Essay #1 – Article Annotations

- **MindTap Accelerate**
  - Understanding the Writing Process
  - Practicing the Writing Process
  - Description

Week 7: October 7 – 11

- **Topics Covered**
  - Graphic Organizers
  - Body Paragraphs
  - Conclusions

- **Reading/Writing**
  - Essay #1 – Discovery Drafts
  - Essay #1 – Required Instructor Conferences

- **MindTap Accelerate**
  - Writing Thesis Statements
  - Writing Introductions & Conclusions
  - Writing Paragraphs

Week 8: October 14-18

- **Topics Covered**
  - Grammar & Mechanics
  - Editing & Revision

- **Reading/Writing**
  - Essay #1 – Multiple Drafts
  - Essay #1 Final Draft/Packet due Friday, Oct. 18 by 1145 pm

- **MindTap Accelerate**
  - Thesis Statements
  - Topic Sentences
  - Supporting Ideas

Week 9: October 21-25

- **Topics Covered**
  - Grammar & Mechanics
  - Review Annotations, Introductions, & Body Paragraphs

- **Reading/Writing**
  - Essay #2 – Article Annotations
  - Essay #2 – Discovery Draft
- **MindTap Accelerate**
  - Modifiers
  - Conjunctions & Sentence Structure
  - Consistency
  - Common Verb Errors
  - Pronouns

**Week 10: October 28-November 1**

- **Topics Covered**
  - Grammar & Mechanics
  - Review Conclusions
- **Reading/Writing**
  - Essay #2 – Multiple Drafts
  - Essay #2 – Required Writing Center Visits
- **MindTap Accelerate**
  - When to Use Commas
  - Correcting Common Comma Errors
  - Colons & Semicolons

**Week 11: November 4-8**

- **Topics Covered**
  - Grammar & Mechanics
  - Review of Editing & Revision
- **Reading/Writing**
  - Essay #2 – Peer Review
  - Essay #2 Final Draft/Packet due Wednesday, Nov. 13 by 1145pm
- **MindTap Accelerate**
  - Essay Structure
  - Writing Body Paragraphs
  - In-Class Writing Assignments

**Week 12: November 11-15**

- **Topics Covered**
  - Grammar & Mechanics
  - Review Critical Reading & Thinking
  - Review Essay Structure
- **Reading/Writing**
  - Essay #3 – Article Annotations
  - Essay #3 – Discovery Draft
- **MindTap Accelerate**
  - Make-Up Opportunity
Week 13: November 18-22

- **Topics Covered**
  - Style
  - Word Use
  - Grammar & Mechanics

- **Reading/Writing**
  - Essay #3 – Completed In-Class
  - Essay #3 Final Draft/Packet due Friday, Nov. 22 by end of class

- **MindTap Accelerate**
  - Post-Test – You will know your final MindTap Accelerate average once you complete the post-test.

Week 14: November 25-29 (Thanksgiving Week)

- **Topics Covered**
  - TBD

- **Reading/Writing**
  - TBD

Week 15: December 3-7

- **Topics Covered**
  - Eligibility for Final Exam
  - Review of Summaries & Essay Writing

- **Reading/Writing**
  - Part I of Final Exam – in-class summary

Week 16: December 9 – 13: The final exam in this course, for those who are eligible, is on Monday, December 9, 8am-10am.