

# ENGLISH 1301T.04

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## ENGLISH COMPOSITION

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### **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.

English 1301T is a paired course. Upon successfully completing the course, students are TSI compliant and receive credit for 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.

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

**Reading: 351 or greater**

**Writing: Essay Score of 4 on the essay and a score of 240-390 on the multiple-choice section**

**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. In other words, students CANNOT drop a developmental course.**

### **STUDENT LEARNING 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.

#### **REQUIRED SOFTWARE AND MATERIALS:**

- Cengage MindTap online software

**NOTE: ACCESS TO THE ONLINE SOFTWARE WILL BE PURCHASED ONLINE 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
- \*ONE USB drive to be used **EXCLUSIVELY** for ENG1301T files

**It is recommended that students label the USB with their name, class and section, and instructor's name.**

**\*NOTE: Do not save any non-English 1301T files on this drive at any time throughout the semester.**

#### **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, 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.** It is also the student's responsibility to stay in touch with instructors in order to keep up with the 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.
- ❑ Being excessively late to class (fifteen or more minutes).

## **OTHER POLICIES:**

### **Daily Assignments Sheets:**

- Daily assignments sheets, 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 Daily Assignment Sheet for the day of the absence before contacting another student or the instructor.

### **Written 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.**
- Be sure to follow the instructor's specific directions when submitting assignments as stated on the Packet Order Checklist and Blackboard.
- Assignments must be completed ***in the order in which they are assigned.***
- 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](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 Software Assignments:**

- For most MindTap 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 MindTap 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 will be provided to students at the beginning of the semester.
- Students are **STRONGLY** encouraged to begin MindTap 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.
- ❑ 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:

10:00 - 5:00 Monday – Thursday  
10:00 - 12:00 Friday  
6:00 - 8:00 Wednesday evening  
1:00 - 4:00 Sunday afternoon

## **GRADES:**

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

Email Assignment(s)	2%
3 Essays (17% each) =	51%
3 Summaries (7% each) =	21%
Quizzes and Classwork =	6%
(MindTap work will constitute multiple quiz grades.)	
<u>*Exit Exam (if grade requirements are met)=</u>	<u>20%</u>
Total	100%

**\*NOTE: Eligibility standards for the Exit Exam are meeting the attendance requirements, a score of 70 or above on ONE summary, a score of 70 or above on TWO essays, completion of ALL assignments, an average of 70 or above on Aplia.**

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" 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.**

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, in order to request such accommodations prior to any being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

## **EMAIL ETIQUETTE:**

When questions about course assignments occur outside of a professor's office hours or the scheduled class sessions, students are encouraged to email the professors for assistance. Because professors receive many emails each day, it is important that a student's email messages attend to some basic conventions of

electronic communication. For example, emails should contain a helpful subject line. They should begin with a salutation, such as “Dear Dr. Jones” or “Hi, Dr. Jones.” They should end with the student’s full name along with the name and section number of the course. Finally, students should attempt to use properly punctuated and complete sentences in their emails. Messages don’t have to be perfectly edited, but instructor will not respond to carelessly written messages littered with typographical errors.

**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.**

## English 1301T Course Syllabus Fall 2019

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

Detailed lesson plans for each class day will be provided.

### **Week 1: August 26-30**

#### Policies and Procedures

- Signing in
- Printing Class Assignments
- Course Description and Syllabus
- Overview of Course Description and Syllabus
  - Fill out Student Information Form
  - Portfolio Requirements
- MindTap registration 2nd class period
- Checking access to Blackboard
  - Exchange contact information with classmates

#### Writing

- Diagnostic essay

#### MindTap

- Diagnostic Pretest
- Reading Critically
  - Using Capital Letters
  - Thinking Critically

### **Week 2: September 2-6**

**NO CLASS Monday, September 2 - Labor Day**

#### Policies and Procedures

- Review attendance policies, especially regarding lab time and absences
- Portfolio Requirements (Review of basic information in CD)
- Quiz over CD
- Writing Center Tutor introductions – lab

#### Writing

- Email assignment

#### Grammar

- Review of basic punctuation and capitalization

#### Reading

- Class Reading #1
- Introduction to critical reading
- Demonstration of text annotation
- Critical reading practice

- Introduction to article for critical reading for Summary 1

#### MindTap

- Reading for Topics, Main Ideas, and Details
  - Revising Run-on Sentences
  - End Punctuation

### **Week 3: September 9-13**

#### Policies and Procedures

- Review missed class work and grades and late work
- Peer editing stages and expectations
- Introduction to Summary Packets

#### Writing

- Summary writing – notes
- Practice summary
- Class analysis of Practice Summary
- Summary 1
  - Writing of Draft 1 of Summary 1
  - Global/Local Peer Editing of Draft 1 of Summary 1

#### Grammar

- Non-specific “you”
- Third person in summary writing
- X words and formal language
- Author tags
  - Using transitional words and phrases

#### Reading

- Assessment of critical reading of Summary 1 article

#### MindTap

- Revising Sentence Fragments
  - Using Concise Language
  - Using Commas

### **Week 4: September 16-20**

#### Policies and Procedures

- Review of peer editing stages and expectations
- Review of Summary Packets

#### Writing

- SUMMARY 1 PACKET DUE

#### Grammar

- Compound sentences
  - Comma plus FANBOYS
  - Semicolon plus logical connective plus comma

## Reading

- Summary 2 Article for critical reading

## MindTap

- Writing Topic Sentences
  - Including Supporting Ideas
  - Understanding Sound Alike and Look Alike Words
  - When to Use Commas
  - Correcting Common Comma Errors

## **Week 5: September 23-27**

### Policies and Procedures

- Review Peer editing requirements
- Review Summary Packet requirements

### Writing

- Summary 2  
Writing of Draft 1 of Summary 2  
Peer global and local editing of Summary 2 Draft 1  
Revision to create Final Draft of Summary 2  
SUMMARY 2 FINAL DRAFT AND BLACKBOARD SUBMISSION DUE
- Summary 3 (2nd class day of this week or 1st of next)  
Critical reading of article for Summary 3  
Summary 3 Draft 1  
Self-global editing  
Self-local editing  
Summary 3 Final Draft  
SUMMARY 3 PACKET DUE AT THE END OF CLASS

### Grammar

- Sentence conciseness

### Reading

- Summary 3 Article for critical reading

### MindTap

- Writing Unified Paragraphs
  - Writing Coherent Paragraphs
  - Varying Sentence Structure
  - Choosing Appropriate Language

## **Week 6: September 30-October 4**

### Policies and Procedures

- Individual writing conference requirements

### Writing

- Introduction to illustration (expository) essay
- Essay 1—Prompt  
Invention Strategies  
Brainstorming

- Freewriting
- Developing body paragraphs
  - Structure
  - Showing rather than telling in examples
- Essay 1 Thesis and Body Paragraphs
  - Graphic organizers
  - Essay 1 Draft 1: thesis and three or more body paragraphs [required for individual conferences]

#### Grammar

- Using and punctuating conjunctive adverbs in compound sentences

#### Reading

- Critical Reading Article for Essay 1
- Assessment of critical reading of article for Essay 1

#### MindTap

- Understanding the Rhetorical Situation
  - Writing Thesis Statements
  - Understanding the Writing Process
  - Practicing the Writing Process
  - The Rhetorical Situation

### **Week 7: October 7-11– Instructor Conferences**

#### Writing

- Essay 1
  - 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)

#### MindTap

- Organizing Your Essay
  - Essay Structure
  - Thesis Statements

### **Week 8: October 14-18**

#### Policies and Procedures

- Peer editing procedures and expectations

#### Writing

- ESSAY 1 DRAFT 2 DUE
- Essay 1
  - Peer global editing Essay 1 Draft 2
  - Introduction, conclusion, and title – notes
  - Revision to create Essay 1 Draft 3 (all paragraphs)
  - Peer global editing Essay 1 Draft 3 (all paragraphs)
  - Revision to create Essay 1 Final Draft

### Grammar

- Grammar topics based on student writing

### MindTap

- Writing Introductions and Conclusions
  - Writing Body Paragraphs
  - Narration
  - Topic Sentences
  - Supporting Ideas

### **Week 9: October 21-25**

#### Policies and Procedures

- Discussion of Essay Packet
- Review of late work policy

#### Writing

- Essay 1  
ESSAY 1 PACKET AND BLACKBOARD SUBMISSION DUE

### Grammar

- Grammar topics based on student writing

### Reading

- Article for critical reading for Essay 2

### MindTap

- Structure of Argument
  - Word Use
  - Basic Style

### **Week 10: March 28-November 1**

#### Policies and Procedures

- Review of no withdrawal policy

#### Writing

- Essay 2  
Review of illustration essay and introduction to Essay 2 Prompt  
Brainstorming  
Freewriting  
Review of thesis and body paragraph structure  
Graphic organizers  
Essay 2 Draft 1 (thesis + body paragraphs)

### Grammar

- Grammar topics based on student writing

### Reading

- Assessment of critical reading of article for Essay 2

### MindTap

- Analyzing Example Essays
  - Sentence Variety
  - Colons and Semi-Colons

- Quotation Marks

### **Week 11: November 4-8**

#### Policies and Procedures

- Required Writing Center visit

#### Writing

- Essay 2  
Peer global editing Essay 2 Draft 1 (thesis + body paragraphs)  
Review of introduction, conclusion, and title  
Creation of Essay 2 Draft 2 (all paragraphs with title)  
Required Writing Center visit  
Revision to create Essay 2 Draft 2

#### Grammar

- Grammar topics based on student writing

#### MindTap

- Quoting, Paraphrasing, and Summarizing
  - Understanding Plagiarism
  - When and Why to Quote
  - Introducing Quotations with Signal Phrases
  - Embedding Quotations in your Sentences
  - Citing Quotations

### **Week 12: November 11-15**

#### Policies and Procedures

- Looking Ahead: Final exam date and plan
- Portfolio Requirements

#### Writing

- Essay 2  
Peer local editing Essay 2 Draft 2  
Editing to create Essay 2 Final Draft  
Essay 2 Packet

#### Grammar

- Grammar topics based on student writing

#### MindTap

- In-Class Writing Assignments

### **Week 13: November 18-22**

#### Policies and Procedures

- Timed writing tips, policies, and procedures
- Preview MindTap post-test date and plan
- Preview final exam date and plan

#### Writing

- In-class Essay 3  
Pre-Writing

Graphic Organizer  
Essay 3 Draft 1  
Global Self-Revision  
Local Self-Revision  
Essay 3 Final Draft  
Essay 3 Packet Due

Grammar

- Grammar topics based on student writing

Reading

- Article for critical reading for Essay 3

MindTap

- Post-Test

**Week 14: November 25-29 (Thanksgiving Holiday Week)**

Policies and Procedures

- Review of Exit Exam requirements and schedule

**Week 15: December 2-6 [Dead Week]**

Policies and Procedures

- Review Exit Exam requirements and schedule

Writing

- Exit Exam summary
- Preparation for Exit Exam essay  
Pre-Writing  
Graphic organizers

Grammar

- Review based on student needs

Reading

- Exit Exam Summary article

**Week 16: December 9-13 [Finals Week]**

**EXIT EXAM for Eligible Students:**

**Monday, December 9 10:00-12:00**