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I. INTRODUCTION
ENGL 1301 is the first semester of Freshman English and is designed to meet the first semester English requirement for students transferring to a senior college or for students desiring the general education of the first two years of college. The course aims primarily at helping the student develop skills and techniques necessary for writing effective expository prose. Emphasis is placed on sentence structure, word choice, paragraph development, and organization of the whole essay. Analysis of selected expository prose is used to guide the student in writing.

II. LEARNING OUTCOMES
Upon successful completion of this course, Composition I, students will be able to do the following:
A. Organize their thoughts into effective sentences.
B. Organize sentences into paragraphs which adequately expand a central thought.
C. Organize paragraphs into a logical, coherent composition which effectively communicates the writer's ideas to his readers.
D. Develop ideas with appropriate support and attribution
E. Use Edited American English in academic essays

III. INSTRUCTIONAL MATERIALS
St. Martin's Handbook, Andrea A. Lunsford and Alyssa O’Brien  
Literature The American Experience, Prentice Hall Texas Edition  
Literature The British Tradition, Prentice Hall Texas Edition  
The Scarlet Letter, Nathaniel Hawthorne - optional

IV. COURSE REQUIREMENTS
A. Reading Assignments: Text reading assignments from The St. Martin’s Handbook and literature anthologies will be given frequently. This material is to be carefully studied in preparation for class lecture and discussion.
B. Papers: Several essays will be written during the semester, some of which should be written in class (see Units Two and Three of the “Course Outline”). These assignments will be supplemented by out-of-class exercises. An outline may be required for submitted essays.
C. Class Performance:
   1. Attendance Policy:
      a. Regular and timely attendance is required in this course. I will promptly take attendance within the first five minutes of class, after which you will be counted absent. If you come in late, it is your responsibility to make sure you are counted present (you will need tardy pass from attendance office). Students are responsible for keeping track of their own absences and tardies throughout the semester. In this course, excessive absences and tardies/early departures will have consequences. Also, in this class there is no such thing as an “excused” or “unexcused” absence. Students are given a certain number of
“free absences they are allowed to use for emergency situations. However, once students use all of their “free absences,” if they have an emergency and must miss class they will be withdrawn from the class. The only exception to this rule is school extra-curricular events.

The attendance and tardy policy is as follows:

2 tardies or early departures (5-10 minutes) = 1 absence

5 absences allowed without penalty; no doctor’s notes or explanations required unless you miss a major exam and need a make-up exam

6 absences = automatic withdrawal from course by instructor

b. If you come into class after an assignment has already been passed back, please do not ask for your assignment until after the class is over. It is unfair to the other students in class to wait until the professor searches again for your paper because you were not there the first time. Just ask for it after class, and I will be happy to supply it to you.

c. In deciding whether to attend class, please do not ask your professor if she is covering anything important that day. The course is carefully planned out – every single day is important.

d. If you know that you are leaving early (getting checked out), try to sit as close to the door as possible so as not to disrupt others. Similarly, if you arrive in class late, just slip in as quietly as possible and take the first seat you come to.

e. If emergencies arise that require an absence from a class, be sure to get the notes and all other information that was covered in class from a colleague you trust. Expecting the faculty member to outline the class session in an independent message to you is not realistic as a professor typically has approximately 100+ student in his/her classes each semester.

2. Classroom Behavior: Most students exhibit appropriate behavior in class, but there is some disagreement on what “appropriate” behavior is. At times, a consumer culture creeps into the classroom, with students sometimes perceiving faculty as employees hired to serve them. This is not the appropriate comparison – a professor is not here to give you what you want, but rather to help you obtain what you need. A professor is more like a physician. Just as any doctor who tells you “everything is fine” so that you will be happy (when everything is not fine) should be sued for malpractice, any faculty member who gives you an “A” regardless of your performance or allows anything to happen primarily because that is what will make you happy is doing you and other students a disservice.

3. Learning is a group activity, and the behavior of each person in class in some way or the other affects the learning outcomes of others. If we keep those thought and the following rules in mind, the classroom experience will be a better one for everyone involved.

4. Constructive (not negative) class participation is required. The instructor is responsible for putting 100% effort into making this class a success, but the student is also equally responsible for putting his/her 100% into the class as well. It takes effort on all of our parts to reach this goal. Whether you feel the instructor or the material is entertaining or not does not affect your responsibility to do the best you can do to make the course successful.

5. Students must complete all assignments on time. Essays are due at the very beginning of class unless otherwise noted. Earthquake, fire, flood, and catastrophic illness are the only reasonable excuses for a later submission. You want the professor to know who you are for the right reason.

6. Students are expected to know and observe all college regulations found in the Angelo State Student Handbooks.

7. Students will not sleep, carry on private conversations, read newspapers or other printed materials (other than coursework), or complete other assignments during class. If you sat in a business meeting and read a magazine, or talked to your neighbor about your weekend the whole time, or just laid your head down and went to sleep while the boss was outlining a new strategy, you’d likely be fired or demoted. The same standard applies here. In return, I promise to listen when you are talking to me and to treat you with respect. Also, students are expected to bring all required books and materials to class, actively pay attention, take notes, ask questions, and make constructive comments.

8. If you are so tired that you cannot keep your head up, you should just not attend class. I realize that environmental factor affect this, including warm rooms, dimmed lights, and material that may not be
interesting to you. However, laying your head on the desk or sleeping in class is rude, and it is distracting to others. (Would you consider me rude if you invited me to a party, and I slept on your sofa during the event?) I’ll try to make class interesting, but remember that my primary goal is to teach you, not entertain you. Also, students caught willingly sleeping and/or laying their heads down during class will be counted absent for that class.

9. Do not start zipping up your bags or backpacks and rustling papers before the end of the class period. There’s sufficient time for you to get to your next class without disrupting the last few minutes of this class. If one person does it, it seems to trigger others to do it, and it makes the last few minutes (when very important announcements are often made) less than optimal for everyone.

10. Student should turn cellular phones and other devices off or on silent during class. Also, no iPods or other types of portable music or video players are allowed unless otherwise noted. Students caught using these during class lecture will be counted absent for that class. You do not have my permission to audio or video tape my lessons.

11. Student should not bring any food or drink other than bottled water in a clear bottle into the classroom and may take no food or drink into the classroom computer lab.

12. I would like our classroom to be as positive and comfortable of a learning environment as possible for everyone. Thus, students should conduct themselves like professionals and not use any language (both verbal and non-verbal) that might be considered offensive or threatening to other members of the class (i.e. vulgar, discriminatory, profane, or obscene language).

13. Student should not discuss grades during class. Please schedule a conference with me if you have a question or comment about your grades; but please allow at least one 24-hour “cooling off” period before you do so. The receiving of less-than-desirable grades often causes strong, negative emotions to erupt inside of us and can result in our saying things in the heat of the moment which are hasty and which we later regret. Thus, I will not discuss grades with any student until at least 24 hours has passed since the student received the grade so that this is enough time for emotions to subside. Also, students are expected to keep a personal record of all of their grades throughout the semester (keep all returned assignments as documentation – if I input your grade in the grade book incorrectly, you must have documentation to prove the correct grade). Student are also expected to allow at least two weeks from the time an essay is turned in before asking the instructor for his/her grades and comments.

14. Should you have any problems, questions, or complaints about this course, please consult me before speaking to a higher authority.

12. Generally, I really dislike people getting up and leaving during the middle of my classes (it is very distracting), but should you have an emergency and/or need to use the restroom after class has begun, do not feel you need to ask permission to leave. This is the only situation where leaving class will be permitted.

B. Specific

1. Reading assignments from the textbook will be given frequently. Students must study this material to prepare for class, lectures, and discussions. The instructor reserves the right to give unannounced reading quizzes at any point in the semester to ensure the readings are being done.

2. Students will write a research paper – more information will be given to students prior to beginning this assignment. It is a major assignment for this class.

3. Students will not read or use any outside literary criticism for regular assignments (to include but not be limited to Cliffs Notes, Spark Notes, Master Plots etc.) to write essays, since students are expected to write their own ideas about their reading, unless the instructor requires additional outside sources. Papers from previous classes are not acceptable. Under no circumstances will plagiarism and/or cheating of any kind be tolerated. Such scholastic dishonesty is punishable by stated in the Angelo State Student Handbook. All student essays may be submitted to Turnitin.com for the purpose of scanning them for possible plagiarized material. Note: Any student who hears about or sees any kind of cheating or plagiarizing going on in this class is strongly encouraged to inform the instructor – doing so may lead to extra points being added to the student-witness’ grade and to justice being served in our classroom.
Please read the definition and statement on plagiarism below in order to make sure you understand exactly what plagiarism is and is not:

**Plagiarism: Statement and Definition**

Though no definition can be wholly inclusive, the following definition sets the boundaries on what is acceptable academic behavior:

Plagiarism is an act in which a student uses someone else's words or ideas without due acknowledgment in order to gain some form of reward.

Certain words and ideas in this simple-sounding definition need to be clarified:

a. "uses someone else's words" is the unacknowledged use either of any original or important words from another source, or three or more consecutive words from any unacknowledged source.

b. "uses someone else's . . . ideas" includes use without acknowledgment of any interpretative idea, even a general idea taken from a general source, or any fact not in general knowledge. It also includes use of the paraphrased, altered, condensed, or simplified phraseology from an unacknowledged source. It is plagiarism when the unacknowledged use occurs in any written work, including "homework" or practice work that will be graded or is presumed to be the work of the individual presenting it.

c. "without due acknowledgment" means any situation in which the instructor cannot tell that the writer is not the primary source of the ideas and/or words. Simply placing a work in a reference or works cited list is not enough. Neither is placing a parenthetical reference at the end of the paragraph. There is a clear need for both the accuracy of quotations marks, appropriately placed parenthetic references, and an accurate works cited page. If any one of these is missing, plagiarism could result.

d. "someone else's" includes, but is not limited to, any work that has been published, including books, multi-volume works, academic journals, popular magazines, or any papers/notes produced as "study guides" or "study aids." It includes all electronic sources. The phrase also includes the use of any unpublished work, whether produced by a fellow student or not, whether borrowed, stolen, or paid for (including work from internet paper services). It does not include broad general knowledge or lecture information given in the class for which the paper is written. The writer must check with the instructor to determine if the use of class/lecture notes is an acceptable source of information. The phrase also includes excessive aid accepted from, or given to, other students, even in spoken form. Excessive aid, for instance, includes ideas dictated to a student and placed in the student's paper. In English 1301 and English 1302, the phrase includes either allowing someone else to correct, amend, or edit (even verbally) work to be turned in for a grade, or doing such editing. The obvious exception is peer editing done in the class or with the consent of the instructor.

e. "reward" means benefit, tangible or intangible, received by any party involved in the acts of plagiarism or cheating.

**Ignorance of the precise definition of plagiarism is no more an excuse than ignorance of the law is an excuse. It is up to the student to become aware of the general principles and the specific criteria of individual instructors.**

**Cheating: Statement and Definition**

Cheating is more often than not more clear an offense than is plagiarism. Cheating is an act of:

a. giving, receiving, and/or aiding in either the giving or receiving of any unauthorized information during testing.

b. communicating the contents, general or specific, of any test of quiz to include the lending or borrowing of past tests or quizzes when the instructor has not specifically sanctioned this act.

c. using in the testing area any covert and unacceptable means of receiving or giving information, and

d. taking a test/quiz for another student.

Beyond tests and quizzes, if a student turns in one paper for two classes without gaining consent from both instructors, it is considered an act of dishonesty and, therefore, an act of cheating (i.e., receiving double credit for a single assignment).

Any time a student is in doubt about what he or she is going to do, it is the student's responsibility to check with the instructor before doing it. Also, when you submit a paper there is the possibility that it may in turn be submitted to
Turnitin.com or other plagiarism detection sources. Such sources may allow free access to your paper by other internet users.

4. Make-up work for in-class assignments will be given only in the event of an excused (verifiable) absence and only with the instructor’s permission. Upon return, students are allowed three days for make-up work. Also, students are solely responsible for getting the notes they missed and for seeking me out in order to schedule make-up exams. Note: If daily reading quizzes are given, these grades cannot be made up.

**E. Grading Standards:**

Major Errors:
Each of the following errors carries a substantial penalty.
The chapters in the *The St. Martin’s Handbook* that explain each error are given in parentheses.
ME 1: Glaring error in case or reference (32)
ME 2: Lack of subject-verb or pronoun-antecedent agreement (31)
ME 3: Sentence fragment (37)
ME 4: Comma splice (36)
ME 5: Run-on sentence (36)
ME 6: Misspelling of common words (28)
ME 7: Misuse of semicolon (45)
ME 8: Other glaring errors (for example, failure to capitalize a proper noun or use of a non-standard word such as “ain’t” or “hisself”)

*In some cases, the above mentioned chapters may not align with the edition you are using.*

**V. EXAMINATIONS**

A. Unit examinations may be given at the end of Units One and Four.
B. Unannounced quizzes covering assigned material may be given from time to time.
C. For the final exam, an essay with a minimum of 500 words is required, objective part optional. The objective part, if given, may count no more than 30% of the final exam grade.
D. Make-up examinations will be given only in the event of an excusable absence. The instructor will determine the time of the make-up on an individual basis. Students must be prepared for class the day they return and will have one week from the date to make-up all missed assignments.

**VI. SEMESTER GRADE COMPUTATIONS**

A. The possible grades for the course are A, B, C, D, or F.
B. The semester grade will be computed on the following basis:

<table>
<thead>
<tr>
<th>Written Assignments</th>
<th>60% of semester grade</th>
<th>600-800 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams</td>
<td>15% of semester grade</td>
<td>150 points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25% of semester grade</td>
<td>250 points</td>
</tr>
</tbody>
</table>

**Total points** 1000-1200 possible
VII. COURSE OUTLINE

A. Unit One:
1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to apply the basic rules of grammar, mechanics, and punctuation and will be able to understand plagiarism and ways to avoid it.

2. **Learning Activities:**
   a. Read Chapters 14, 28, 31, 32, 35, 27, 44-48, and 52 in *The St. Martin’s Handbook*
   b. Complete various exercise in *The St. Martin’s Handbook*
   c. Unit exam

**NOTE:** Unit Four may be covered concurrently with Units Two and Three. For example, a student might be writing a definition essay and studying the handbook chapter on wordiness, parallelism, etc.

B. Unit Two:
1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to do the following:
   a. Define purpose and audience in writing an essay.
   b. Demonstrate skills in choosing and limiting a subject, outlining, writing thesis statements and introductory/concluding paragraphs.

2. **Learning Activities:**
   a. Classroom lecture/discussion
   b. Reading assignments: *The St Martin’s Handbook*, Chapters 1-5, and literature anthologies
   c. Written essays
   d. Plan and write at least five 500-word compositions

3. **Unit Outline:**
   a. *The St. Martin’s Handbook*
      1. Thinking about purpose and audience
      2. Planning and shaping an essay
      3. Drafting and reviewing an essay
      4. Thesis
      5. Beginning and ending
      6. Order of ideas
      7. Methods of Development: Assign one essay from at least five of the following sections of *The Longman Reader:*
         (a) Description
         (b) Narration
         (c) Exemplification
         (d) Comparison and Contrast
         (e) Division and Classification
         (f) Definition
         (g) Cause and Effect Analysis
         (h) Process Analysis

C. Unit Three:
1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to do the following:
   a. Explain the importance of using persuasive skills in the writing exercise.
   b. Construct several types of arguments, the nature of evidence, and emotional appeal individually and collaboratively.
c. Research a variety of topics from a variety of reliable sources.
d. Integrate the information gathered through research to present coherent argumentation.

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments
      1. The St. Martin’s Handbook, Chapters 7-9
      2. Written essay
      4. Demonstrate the learned skills by writing a 500 word-argumentative essay.

3. Unit Outline:
   a. The St. Martin’s Handbook
      1. Reading and Thinking Critically
      2. Writing Argument
      3. What is Argumentation-Persuasion?
      4. Why Do Writers Use Argumentation-Persuasion?
      5. Using Argumentation-Persuasion in an Essay

D. Unit Four:
1. Learning Outcomes: Upon successful completion of this unit, the student will be able to communicate cogently and to identify and write effective sentences.
2. Learning Activities:
   a. Classroom lecture/discussion
c. Unit exam
3. Unit Outline:
   a. The St. Martin’s Handbook
      (1) Diction
         a. Exactness
         b. Wordiness
         c. Appropriateness
      (2) Effective Sentences
         a. Sentence unity
         b. Subordination and coordination
         c. Misplaced parts, dangling modifiers
         d. Parallelism
         e. Shifts
         f. Emphasis
         g. Variety

NOTE: Unit Four will be covered concurrently with Units Two and Three. For example, a student might be writing a definition essay and studying the handbook chapter on wordiness, parallelism, etc.

Final Examination:
An essay with a minimum of 500 words is required; objective portion is optional. The objective part, if given, may count not more than 30% of the final exam grade.
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