COURSE DESCRIPTION
Emphasizing the writing process, this course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisite: Students must complete or be exempt from the English Texas Success Initiative (TSI) requirements. Successful completion of this course results is 3 semester credit hours.

This course will meet completely online, specifically using Blackboard as the user interface platform. Accessing Internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expected. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for the ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

It is the student’s responsibility to ensure that the browser used to access course material is compatible with Blackboard. The faculty reserves the right to deny additional access to course assignments lost due to compatibility issues. Problems in this area need to be discussed with faculty at the time of occurrence, either via phone or email (preferred). Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage; then select “Test Your Browser.”

COURSE OVERVIEW
ASU’s Core Curriculum Committee has designated English 1301 as a core course. Every core course must help students develop four of the broad core objectives. The four designated for this class are critical thinking, communication, teamwork, and personal responsibility.

To that end, the following are the STUDENT LEARNING OUTCOMES (SLOs) for this course:
• Employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis.
• Comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.
• Take into consideration audience, context, purpose, conventions, and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.
• Work individually and collectively toward a shared purpose or goal with members of a team, creating and evaluating their peers’ drafts.
• Identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision making; also recognize and evaluate possible consequences of their decisions.

The SLOs will be measured by various assignments that require students to:
1. understand the nature of the writing process and use all of its phases in writing.
2. understand the principles of audience analysis and adapt language, structure, and detail to the needs of specific readers.
3. understand 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.
4. generate sufficient and appropriate detail to convince readers of the validity of the thesis.
5. be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays.
6. write prose largely free of errors in grammar, diction, usage, and mechanics.

REQUIRED TEXTBOOK AND MATERIALS
- Norton Field Guide to Writing with Readings and Handbook 4e
- One 2-inch three-ring binder for portfolio
- Five 3-ring dividers
- Package of highlighters with at least four colors
- Pens, pencils, and loose-leaf paper

ATTENDANCE
Students are expected to be active learners, which is reflected through attendance in an online course. In this course, attendance will be tracked using “academically related activity.”

What DOES count
• Participating in an assigned activity (e.g. submitting work, taking tests/quizzes, participating in assigned group work, posting in discussion boards)
• Completing interactive tutorials or interactive, computer-assisted instruction
• Discussing the course’s subject matter online with other students in the course or via email with the instructor

What DOES NOT count
• Attendance on your high school campus
• Logging into Blackboard
• Discussions not reflective of course subject matter (e.g. emailing the instructor about plans for submitting an assignment, requesting extensions for due dates, notifying the instructor of an illness, discussion board posts about extracurricular activities, etc.)

If it is determined that you are not attending class, the instructor will email you. Your school counselor will be copied on the email. Further actions will be determined at that point.

COURSE OUTLINE
This course will be divided into three modules. Two modules will focus on your critical reading and thinking skills; the other will focus on grammar. The modules will be scaffolded, meaning each will start with relatively simple assignments and build into more complex, rigorous work. Each module will culminate in a capstone assignment. A basic outline of the course follows:
Module 1 – *The Old Man and the Sea* paired with other works
Module 2 – *Their Eyes Were Watching God* paired with other works
  - All works are available in text free online. Some works are available free online in audio format. Links will be provided in Blackboard, but you are welcome to purchase or rent copies for yourself.
  - Covered topics will include but are not limited to critical reading and thinking, discourse, clarity, coherence, diction, syntax, metacognitive skills, purpose, inferencing, evidence, summary, analysis, synthesis annotating, paraphrasing, subtext, register, tone, voice, theme, characterization, point of view, setting, plot structure, poetic devices, essay structure, audience, print and graphic features, mood, logical fallacies, the writing process, and research and documentation. You will be expected to work individually and in groups, and you will write multiple drafts culminating in a final capstone prose piece.

Module 3 – Grammar
  - This module will span the entire semester and build your knowledge of Edited American English, including but not limited to diction, sentence structure, comma use, subject-verb agreement, noun-pronoun agreement, parallelism, coordination, subordination, precision, quotation marks, and italics. You will be expected to work individually and in groups. You will maintain a Grammar Journal, which will be randomly checked as daily work. There will be a final grammar module assignment.

Final Exam – The final exams for the Fall 2019 semester of this course will be assigned and due the week of December 9-13. The final exam will be cumulative, meaning you will have to write a prose piece demonstrating mastery of the topics covered in the course.

College-level courses may include controversial and/or sensitive material. Students are expected to have the mental and emotional readiness for college-level rigor and content.

**GRADES**
Rubrics will be provided as appropriate for course assignments. A student’s semester grade will be determined using the following percentages:

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<thead>
<tr>
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<th>Email 2%</th>
<th>Discussion Boards 10%</th>
<th>Daily Work 15%</th>
<th>Capstone 1 13%</th>
<th>Capstone 2 13%</th>
<th>Summaries 20%</th>
<th>Analyses 20%</th>
<th>Final 7%</th>
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</thead>
</table>

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

Anytime official grades are needed by your school district, the instructor will provide them in the appropriate manner. Students are not responsible for submitting official grades.

**LATE WORK**
All work, unless otherwise noted in the assignment instructions, is to be typed and submitted via Blackboard following the assignment instructions.

Late work will be accepted up to 72 hours after the original due date and time with a penalty of 10 points per 24 hours. After 72 hours, no late work will be accepted. Extenuating circumstances, which do NOT include school-related activities, will be evaluated on an individual basis.
WRITTEN WORK REQUIREMENTS
All typed work must follow current MLA guidelines, to include:

- I require Times New Roman, 12 pt font
- Double-spaced (no more, no less) throughout
- Appropriate header
- Appropriate heading
- 1” margins
- MLA general format requirements can be found using the Purdue OWL.
  - Do NOT include a title page
  - Do NOT include Section/Headings

NETIQUETTE
All communication in this course, including email, should employ the standards of Edited American English and reflect good netiquette:

- All caps = yelling
- Be professional, courteous, and respectful to all participants
- Use humor carefully; it can easily be interpreted as sarcasm or disrespect.
- Do not use emoticons; if your words do not convey your meaning, emoticons make it worse.

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.

The College of Arts and Sciences adheres to the Statement of 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
All students are required to follow the policies and procedures presented in these documents:

Angelo State University Student Handbook
Angelo State University Catalog
DISABILITIES
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.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is Mrs. Dallas Swafford, Director of Student Disability Services.

TITLE IX
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, Dr. Michelle Boone.

STUDENT ABSENCE FOR OBSERVENCE OF RELIGIOUS HOLIDAY
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.

FINAL DRAFTS: A FIRST-YEAR STUDENT WRITING ANTHOLOGY
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.

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.
**Course Calendar (subject to change)**

***This class will be taught based on the Angelo State University academic calendar.***

All course links, notes, assignments, and instructions will be located in Blackboard.

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<thead>
<tr>
<th>Week(s)/Dates</th>
<th>Reading</th>
<th>Writing/Grammar</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> Aug. 26-Aug. 30</td>
<td>Course Syllabus</td>
<td>Elements of a Sentence</td>
<td>Syllabus/Academic Integrity Quiz</td>
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<td>ASU Academic Integrity Policy</td>
<td>Sentence Fragments</td>
<td>Discussion Board (DB) #1</td>
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<td>Plagiarism Article/Video</td>
<td>Comma Splices, Fused Sentences</td>
<td>Online Learner Survey &amp; Response</td>
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<td>Ernest Hemingway, <em>The Old Man and the Sea</em> (TOMATS)</td>
<td>Verb, Subject/Verb Agreement</td>
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<td><strong>Week 2 – Week 7</strong> Sept. 3 – Oct. 11</td>
<td>Course notes as assigned <em>TOMATS</em></td>
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<td>DB #2 &amp; DB #3</td>
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<td>Diana George, “Changing the Face of Poverty”</td>
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<td>Email Assignment</td>
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<td>Winston Churchill, “Never Give In”</td>
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<td>Grammar Journal</td>
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<td>Multiple drafts of writing assignments</td>
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<td>2 Summaries</td>
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<td>Capstone Prose Work</td>
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<td><strong>Week 8 – Week 13</strong> Oct. 14 – Nov. 22</td>
<td>Course notes as assigned Zora Neale Hurston, <em>Their Eyes Were Watching God</em></td>
<td>Nouns/Pronouns</td>
<td>DB #4 &amp; DB #5</td>
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<td>Langston Hughes, “Dream Deferred”</td>
<td>Coordination/Subordination</td>
<td>Multiple drafts of writing assignments</td>
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<td>Appropriate Words</td>
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<td>Precise Words</td>
<td>2 Summaries</td>
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<td>Idioms</td>
<td>2 Analyses</td>
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<td>Unnecessary Words</td>
<td>Capstone Prose Work</td>
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<td><strong>Week 14</strong> Nov. 25 – Nov. 29</td>
<td>THANKSGIVING WEEK – Make-up Opportunity (specifics will be in Blackboard)</td>
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<td><strong>Week 15</strong> Dec. 2 – Dec. 6</td>
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<td>Part 1 of Final Exam</td>
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<td><strong>Week 16</strong> Dec. 9 – Dec. 13</td>
<td>Final Exam Week – Specifics will be posted in Blackboard</td>
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