# English 1301T: English Composition

## Instructor
Mrs. Alyse K. O’Hara

## Email
aohara@angelo.edu

## Office Location
Academic 002

## Office Hours
- **M** 10:00AM-12:00PM
- **W** 10:00AM-12:00PM
  - 2:00PM-3:00PM (and by appointment)

## Teaching
- **TR** 8:00AM-10:30PM
- **TR** 1:00-3:30PM

## Sections
- 1301.T02
- TR 8-10:30
  - Room A 033

- 1301.T03
- TR 1-3:30
  - Room A 033

## 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 classwork. Successful completion of the course achieves two goals by (1) meeting the English TSI requirement and (2) providing credit for first-year 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:

- **Reading:** You are considered college ready if your score falls within the range of 351–390.
- **Writing:** You are considered college ready in two ways: (1) if you score a 4 on the essay and a score in the range of 340–390 on the multiple-choice section. (2) You are also considered college ready if you score below 340 on the multiple-choice section, score a 4, 5, or 6 on the ABE Writing Diagnostic test, and score a 5 on the 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. In other words, students CANNOT drop a developmental course without complete withdrawal from all other courses for the semester.

## Required Materials
- Cengage MindTap online software – access to the online software will be purchased online in class during the first week
- One 2-inch three-ring binder to be used as your class portfolio
- Five 3-ring dividers with tabs to label each section
- One 3-hole punch (optional, but useful)
- Package of highlighters with at least four colors
- One USB flash drive to be used *exclusively* for ENG1301T files
  
  Note: Do not save any non-English 1301T files on this flash drive at any time throughout the semester.
Student Learning Outcomes

Upon successful completion of English 1301T, 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 (assignment prompt, article, essay);
- Demonstrate an improved ability to identify and paraphrase a thesis, main points, and major details from a reading; and
- Demonstrate and 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 writing 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.
**Grade Determination**

Your semester grade will be determined as follows:

**Percentage Allocation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email Assignment(s)</td>
<td>2%</td>
</tr>
<tr>
<td>Summary 1</td>
<td>7%</td>
</tr>
<tr>
<td>Summary 2</td>
<td>7%</td>
</tr>
<tr>
<td>In-Class Summary 3</td>
<td>7%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>17%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>17%</td>
</tr>
<tr>
<td>In-Class Essay 3</td>
<td>17%</td>
</tr>
<tr>
<td>Quizzes and Classwork</td>
<td>6%</td>
</tr>
<tr>
<td>(MindTap work will constitute multiple quiz grades throughout the semester)</td>
<td></td>
</tr>
<tr>
<td>*Exit Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Grade Determination**

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

**NOTE:** Eligibility standards for the Exit Exam are as follows: (1) You must meet the attendance requirements for the course, (2) you must earn a score of 70 or above on at least ONE summary, (3) you must earn a score of 70 or above on at least TWO essays, and (4) you must earn a total average of 70 or above on MindTap. If you do not meet the eligibility standards, you cannot take the Exit Exam and cannot pass the class.

Grading standards for individual writing assignments will be distributed as separate handouts.

**Attendance Policy**

Excessive absences (more than 5 absences for classes meeting twice per week) 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 or missing any portion of class/lab time (fifteen or more minutes) will result in an absence.
- Failure to attend the lab session at the end of class will constitute an absence.
**Tardiness Policy**

Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy if you arrive 10 minutes after our scheduled class time begins. Three tardies will constitute one class absence.

**Class Cancellations**

In the event of inclement weather, ASU may cancel classes. If this happens, you will receive an email to your student account, and I will also make an announcement on Blackboard. Additionally, I will notify students via Blackboard if I must cancel class or office hours. Please be sure to check your email and Blackboard regularly.

**Classroom Environment**

ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at https://www.angelo.edu/student-handbook/.

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.**

**Electronic Devices:**

As a courtesy to classmates and instructor, students must put away all electronic devices during class. Do NOT use earbuds or headphones in class unless specifically allowed to do so for work on a specific project determined by the instructor.

**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.

**Daily Assignments and Participation**

To succeed in this course, you will need to show up to class on time with any homework or reading assignments completed, bring necessary materials to class, actively engage with the instructor and your classmates, and contribute to any activities being done in class. I will check for completed homework assignments at the start of class. Homework and quizzes are 6% of your overall grade.

Daily Agendas, which list assignments covered in class as well as homework assignments, are posted in Blackboard for each class period and remain there all semester. **A student who is absent should access the Daily Agenda for the day of the absence before contacting another student or the instructor.**
Using Student Writing in the Classroom

I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your colleagues’ writing that are hard to learn from any other source. This means that each student might have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know when you turn it in. If you have concerns about this, please let me know.

Statement on Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for reading and understanding the Academic Honor Code, contained in the Student Handbook. By participating in ENG 1301T, you agree to abide by the Academic Honor Code.

If you do not understand the rules regarding plagiarism, cheating, or other lapses in academic integrity as outlined in the Academic Honor Code, it is incumbent upon you to seek clarification from me prior to the first assignment. Students who violate the Academic Honor Code may receive a failing grade for the course and be referred to the Department Chair and the Academic Integrity Committee.

Turnitin

Turnitin is plagiarism-checking software. By enrolling in this course, you grant the instructor the right to submit all course materials to Turnitin, which detects textual similarities. All writing assignments must be submitted to Turnitin using the link provided on our Blackboard page unless otherwise noted. Furthermore, assignments submitted to Turnitin will be included as source documents in Turnitin’s database. Instructions for using Turnitin are available on our Blackboard page, and I will show you where to access the links in class.

Writing Assignment Submission

For each writing assignment, you will turn in two identical versions: an electronic copy and a hard copy. The electronic version goes to Turnitin; the hard copy, to me. I’ll use the electronic copy to check against plagiarism but grade and comment upon the hard copy. The hard copy must be turned in at the start of class; the electronic copy should be submitted to Turnitin on Blackboard by the end of the day. Failure to turn in an electronic copy to Turnitin will result in a failing grade on the assignment and will arise my suspicions of academic dishonesty. Hard copies should arrive to me in the order described in each individual assignment’s prompt packet. Rough drafts and final drafts must adhere to the formatting rules for this course, which will also be explained in the prompt packet for each assignment.

MindTap Assignments

For most MindTap work that is assigned as lab work and/or homework, students are generally 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 and make use of lab time rather than waiting until the last hour of the final day before they are due.
Email Etiquette

When questions about course assignments occur outside of an instructor’s office hours or the scheduled class sessions, students are encouraged to email the professors for assistance. Because instructors 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. Emails should begin with a salutation, such as “Dear Mrs. O’Hara” or “Hi, Mrs. O’Hara.” 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 instructors will not respond to carelessly written messages.

Late Papers and Other Late Work

Only major writing assignments may be turned in late or made up. The grade of an assignment drops a letter grade for each day (not just class day) that it is late, and if it is more than five days late, it will receive a grade of zero and I will no longer accept the paper. If you know that you will be absent on the day a paper is due, you should notify me and then turn in the electronic copy to Turnitin before class time and submit the hard copy by the next period. More than likely, papers that are turned in late will be returned late and receive little or no feedback.

*** Assignments must be completed in the order in which they are assigned. For example, you must complete Summary 1 before you can complete Summary 2 even if you are late turning in Summary 1. In other words, I will not accept Summary 2 until I receive Summary 1. ***

Although you can make up some missed work if your absence is due to legitimate circumstances beyond your control, you must notify me in advance that you are missing class, will arrive late, or must leave early. In most cases, students who are sick, leaving town for a funeral, or absent for just about any other reason, can at least send me an e-mail to tell me beforehand that they are missing and why. Such notifications go a long way toward assuring me that the absence is a legitimate one.

Peer Review and Conferences

This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. All students will participate in writing workshops for each of their papers. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual. You may participate in a workshop only if your draft is complete, that is, only if it contains the minimum number of words; an introduction, body, conclusion, citations, and a works-cited page.

In addition to the feedback you will receive in peer-review, you also will conference with me about your papers. Sometimes, these conferences are optional; other times, they are mandatory. Approximately one week before the conferences begin, I will pass out a sign-up sheet during class. During these conferences, students will receive what I believe to be valuable feedback on their writing. If that is not incentive enough, failure to attend your scheduled conference will result in one absence. Failure to revise your assignment adequately in light of profitable feedback (either from peer and conference review) will result in a deduction from the assignment grade.

Computer Requirements

To use the computers in our classroom and in the other labs on campus, students must have a university computer access account. Students are 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.
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

**Blackboard**

On our site you will find the syllabus, homework, handouts, links, assignment prompts, grading rubrics, additional readings, and announcements. You will also find assignment drop-boxes for Turnitin, which you will have to use for all major writing assignments. If you ever have questions about the course, please check Blackboard first. The web address is: http://blackboard.angelo.edu. If you are having technical problems with Blackboard, you can contact free technical support one of the following ways: Phone: 325-942-2911 or Web Address: http://www.angelo.edu/services/technology/

**MindTap Accelerate: Comp Foundations**

You must purchase MindTap for English 1301T. If you purchase the software outside of class, there may be a difference in price. You may also take multiple courses that required Cengage products; therefore, you may want to consider purchasing Cengage Unlimited. Please be an educated consumer.

**Microsoft Word**

For all electronic submissions, you **must save drafts in MS Word or an MS Word-compatible format**. If you submit your draft in a different format, I will be unable to open your file and therefore cannot grade your draft. All enrolled ASU students have access to Microsoft Office. https://www.angelo.edu/services/technology/support/o365/

**Adobe Acrobat Reader**

You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

**Writing Center**

Writers always benefit from other writers’ opinions. For example, professional writers depend on their editors and peers 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
Observances of Religious Holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Counseling Services

Students struggling with events in their lives or with mental health issues should seek out allies and resources available on campus. The following are institutional sources of support, but you may seek out faculty, staff and others on campus for help, including myself.

- Campus Clinic and Counseling Services 325-942-2171
- Campus Police 325-942-2071
- San Angelo Police 911

Accommodation Statement

If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Title IX at Angelo State University

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.
COURSE CALENDAR

English 1301T Course Syllabus
Spring 2020

**** 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.

• If you are not prepared for class, you may be required to leave and charged with an absence. If you are required to leave, you are expected to catch up on your work for that day as well as be prepared for class the next day.
• Look ahead at reading assignments. Start them early if you need extra reading time. Read assignments carefully for full comprehension. If your mind wanders, stop and start again. It will help you understand and remember what you have read if you take notes.
• Unscheduled quizzes may be given on any information in reading assignments or on information discussed in class.
• Exercises and practices will be assigned and are required to be completed. You need to purchase access to MindTap, which includes online supplemental instruction and assignments you are required to use.
• MindTap assignments will be ongoing throughout the semester.

Your instructor will provide detailed agendas for each class day.

Week 1: January 13 - 17
Policies and Procedures
• Signing in
• Printing Daily Agendas
• Course Description and Syllabus
• Overview of Course Description and Syllabus
• Signature on Academic Performance Agreement
• Importance of Angelo.edu e-mail address
• MindTap registration during 2nd class period
• Checking access to Blackboard
Writing
• In-class Diagnostic Essay
Grammar
• Parts of speech
Reading
• Email assignment instructions
MindTap
• Diagnostic Pre-test
• Auto-graded Activity: Emails in the Workplace
Week 2: January 20 - 24 (Martin Luther King Jr. Day – No Class on Monday)

Policies and Procedures
- Review attendance policies, especially regarding lab time and absences
- Files and file names
- Portfolio
- Quiz over Course Description
- Writing Center Tutor introductions – lab

Writing
- Email assignment DUE
- In-class Practice Summary

Grammar
- 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
- Reading Critically
- Understanding Fact and Opinion
- Quoting, Paraphrasing, and Summarizing

Week 3: January 27 - 31

Policies and Procedures
- Review
- Missed class work and grades
- Late work
- Peer editing stages and expectations
- Introduction to Summary Packets

Writing
- Class analysis of Practice Summary
- Summary 1
- Writing of Draft 1 of Summary 1
- Global and Local Peer Review of Summary 1 Draft 1
- Revision of Summary 1
- SUMMARY 1 PACKET AND BLACKBOARD SUBMISSION DUE

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

Reading
- Assessment of critical reading of Summary 1 article

MindTap
- Using Commas
- Using Capitalization
- Video Activity: Understanding Plagiarism
- Auto-graded Activity: Formatting Titles in Text
**Week 4: February 3 - 7**

**Policies and Procedures**
- Review of peer editing stages and expectations
- Review of Summary Packets

**Writing**
- Summary 2
- Writing of Draft 1 of Summary 2
- Peer global editing of Summary 2 Draft 1
- Revision to create Draft 2 of Summary 2
- Peer local editing of Summary 2 Draft 2
  ➢ SUMMARY 2 FINAL DRAFT AND BLACKBOARD SUBMISSION DUE

**Grammar**
- Compound sentences
- Comma plus FANBOYS
- Semicolon plus logical connective plus comma
- Semicolon
- Colon

**Reading**
- Summary 2 Article for critical reading

**MindTap**
- Using Words
- Choosing Appropriate Language
- Using Concise Language
- Understanding Sound Alike and Look Alike Words

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**Week 5: February 10 - 14**

**Policies and Procedures**
- Review Peer editing requirements
- Review Summary Packet requirements

**Writing**
- 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
- Blackboard Submission
- Summary 3 Packet
  ➢ SUMMARY 3 PACKET AND BLACKBOARD SUBMISSION DUE AT THE END OF CLASS

**Grammar**
- Sentence boundaries

**Reading**
- Summary 3 Article for critical reading

**MindTap**
- Varying Sentence Structure
- Making Subjects and Verbs Agree
- Revising Sentence Fragments
- Revising Run-On Sentences and Comma Splices
Week 6: February 17 - 21

**Policies and Procedures**
- Individual writing conference requirements

**Writing**
- Introduction to illustration (expository) essay - notes
- Essay 1 Prompt
- Guided exploring
- Narrowing topic: narrowed and specific
- Audience Analysis
- Thesis
- Developing body paragraphs
- Structure
- Analysis of models
- 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**
- Cumulative quiz on sentence components, fragments, compound sentences, run-ons, comma splices

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

**MindTap**
- Writing Topic Sentences
- Including Supporting Ideas
- Writing Unified Paragraphs
- Writing Coherent Paragraphs

Week 7: February 24 - 28 – Instructor Conferences
(You will meet individually with your instructor to fulfill attendance requirements for the week.)

**Writing**
- Essay 1
- Essay 1 Draft 1 required for instructor conferences regarding global concerns in thesis and body paragraphs
- Draft 2 with revised thesis and body paragraphs (homework after conference)

**MindTap**
- Understanding Writing Assignments
- Understanding the Rhetorical Situation
- Writing Thesis Statements
- Auto-graded Activity: Topic Sentences
- Auto-graded Activity: When to Use Commas
Week 8: March 2 - 6

Policies and Procedures
- Peer editing procedures and expectations

Writing
- ESSAY 1 DRAFT 2 DUE
- Essay 1
- Global Peer Review Essay 1 Draft 2
- Introduction, conclusion, and title – notes
- Revision to create Essay 1 Draft 3 (all paragraphs)
- Local Peer Review on Essay 1 Draft 3 (all paragraphs)
- Editing to create Essay 1 Final Draft
- Creation of Essay 1 Packet and Blackboard submission
- ESSAY 1 PACKET AND BLACKBOARD SUBMISSION DUE

Grammar
- Grammar topics based on student writing

Reading
- Article for critical reading for Essay 2

MindTap
- Organizing Your Essay
- Writing Introductions and Conclusions
- Auto-graded Activity: Understanding the Writing Process
- Auto-graded Activity: Thesis Statements

SPRING BREAK
March 9 – 13

Week 9: March 16 - 20

Policies and Procedures
- Discussion of Essay Packet
- Review of late work policy

Writing
- Essay 2
- Review of illustration essay and introduction to Essay 2 Prompt
- Exploring
- Audience Analysis
- 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
- Video Activity: The Basics of Documentation
- Auto-graded Activity: Argument and Persuasion
- Auto-graded Activity: Numbers
- Auto-graded Activity: Common Spelling Errors
Week 10: March 23 - 27

Policies and Procedures
• Review of no withdrawal policy

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 3

Grammar
• Grammar topics based on student writing

MindTap
• Auto-graded Activity: Writing Body Paragraphs
• Auto-graded Activity: Conjunctions and Sentence Structure
• Auto-graded Activity: Formatting Quotations
• Other MindTap assignments TBA

Week 11: March 30 - April 3

Policies and Procedures
• Required Writing Center visit

Writing
• Essay 2
• Peer global editing Essay 2 Draft 3 (created after WC visit)
• Revision to create Essay 2 Draft 4
• Peer local editing of Draft 4
• Editing to create Essay 2 Final Draft
• Blackboard submission
• Essay 2 Packet

Grammar
• Grammar topics based on student writing
• Review of sentence boundaries

MindTap
• Auto-graded Activity: Run-ons and Comma Splices
• Auto-graded Activity: Thinking Critically
• Other MindTap assignments TBA
Week 12: April 6 - 10
Policies and Procedures
• Looking Ahead: Final exam date and plan
Writing
➢ ESSAY 2 PACKET AND BLACKBOARD SUBMISSION DUE
• Preparation for In-class Timed Writing
Grammar
• Grammar topics based on student writing
MindTap
• Auto-graded Activity: Common Verb Errors
• Auto-graded Activity: Pronouns
• Auto-graded Activity: Fragments
• Other MindTap assignments TBA

Week 13: April 13 - 17
Policies and Procedures
• Timed writing tips, policies, and procedures
• Preview MindTap post-test date and plan
• Preview final exam date and plan
Writing
• Essay 3 – In-class Timed Writing
• Essay 3 Draft 1
• Global Self-editing Essay 3
• Local Self-editing Essay 3
• Essay 3 Final Draft
• Essay 3 Packet
• Blackboard submission
➢ ESSAY 3 PACKET AND BLACKBOARD SUBMISSION DUE AT THE END OF THE CLASS PERIOD
Grammar
• Grammar topics based on student writing
Reading
• Article for critical reading for Essay 3
MindTap
• Auto-graded Activity: Colons and Semicolons
• Auto-graded Activity: Structure of Argument
• Auto-graded Activity: Apostrophes
• Auto-graded Activity: Quotation Marks

Week 14: April 20 - 24
Policies and Procedures
• Review of Exit Exam requirements and schedule
Grammar
• Grammar topics based on student writing
MindTap
• In-class lab for MindTap
• Diagnostic Assessment Post-Test
Week 15: April 27 - May 1

Policies and Procedures
- Review Exit Exam requirements and schedule, including portfolio

Writing
- Preparation for Exit Exam summary
- Preparation for Exit Exam essay
- Exploring
- Graphic organizers
- Models

Grammar
- Review based on student needs

Reading
- Practice critical reading for Exit Exam

Week 16: May 4 - 8 (Finals Week)

EXIT EXAM for Eligible Students:

- 1301.T02 (TR 8AM): Tuesday, May 5, 2020 at 8:00AM-10:00AM
- 1301.T03 (TR 1PM): Thursday, May 7, 2020 at 1:00PM-3:00PM