

ANGELO STATE UNIVERSITY DUAL CREDIT PROGRAM

COURSE SYLLABUS Course Prefix and Number Course Title

ENGL 1301 Section: 1 Semester: Fall 2021 Composition I **Instructor:** Bryan E. Sowell

Contact: Phone: 254-898-3821 E-mail: sowebr@grisd.net **ACGM**

Description:

ENGL 1301

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

Lecture Hours: 3 Hours Lab Hours: 0 Semester Credit Hours: 3 Prerequisites: None

Introduction and Purpose:

The purpose of Composition I is to review basic language/grammar techniques to enable the student to use those techniques in effective writing. The student should gain experience in expressing ideas in well-organized, clearly defined prose. This course not only provides writing experiences, but it also gives partial fulfillment of AUS's English requirements and transfers to senior institutions.

Instructional Materials:

Required Textbooks: *The Longman Writer: Rhetoric, Reader, and Research Guide*, Ninth Edition

Norton Anthology of American Literature. Fifth Edition. Volume I.

The Scarlet Letter by Nathaniel Hawthorne

Huckleberry Finn by Mark Twain

Recommended Textbook: *The Little, Brown Compact Handbook*, Eighth Edition.

Check with instructor for more textbook information.

Supplies: Paper, pen, pencil, Scantron answer sheets as required, examination blue books, notebook(s), collegiate dictionary, thesaurus

Objectives/Student Learning Outcomes:

Upon completion of this course, the student should be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays. **Assessment**

The students' success in completing these objectives will be measured using a set of examinations and assignments described, in detail under the section of this syllabus headed "Method of Evaluation".

Annual Assessment Plan will be implemented each year to review course.

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education

Advisory Committee, the Coordinating Board approved a 42-semester credit hour core curriculum for all undergraduate students in Texas, including a statement of purpose, six core objectives, and common component areas.

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning..

Core Objective College SLO Course SLO General Learning Activities Assessment Critical Thinking Skills

CT1: Generate and communicate ideas by combining, changing or reapplying existing information 1, 2, 3, 4 Brainstorm, pre-write, several drafts, multiple edits, produce final draft Embedded assessments 1-6 From papers, tests, and rubrics.

Communication Skills

CS1: Develop, interpret, and express ideas through written communication 1, 3, 4 Pre-write, multiple drafts editing, produce final draft Embedded assessments 1-6 From papers, tests, and rubrics.

Communication Skills

CS2: Develop, interpret, and express ideas through oral communication 1, 2, 3, 5 Prewrite, multiple drafts, editing, producing a presentation to the class, listening to others' presentations Embedded assessments 1-6 From papers, tests, and rubrics.

Communication Skills

CS3: Develop, interpret, and express ideas through visual communication 1, 2, 3, 5 Pre-write, multiple drafts, editing, producing a power point presentation, listening to others' presentations Embedded assessments 1-6 From papers, tests, and rubrics.

Teamwork TW1: Integrate different viewpoints as a member of a team* 1, 2, 4, 5

Round table writing, class discussion, pair share, group work Embedded assessments 1-6 from papers, tests, and rubrics. **Teamwork** TW2: Work with others

to support an accomplish a shared goal 1, 4 Round table writing, class discussion, pair share, group assignments, peer editing
Embedded assessments 1-6 from papers, tests, and rubrics.

Personal Responsibility

PR1: Evaluate choices and actions and relate consequences to decision-making
2, 4 Brainstorm for cause-effect essay, write and edit several drafts
to produce a final draft Embedded assessments 1-6 From
papers, tests, and rubrics.

The students' success in completing the core objectives within the Foundational Component Area of Communication will be measured using rubric, exam, or embedded assessment activity.

Methods of Instruction:

This course will be taught face-to-face and by various delivery methods.
Audio-visual materials and computer-based technology will be used when appropriate.

Methods of Assessment:

The students' success in completing the core objectives within the Foundational Component Area of Communication will be measured using rubric, exam, or embedded assessment activity

Grades in this course will be based on the following evaluative criteria:
Exams/essays will be given during the semester. The average of these exams/essays will make up 50% of the students' grades. The instructors have discretion for assignments beyond SLOs which count 25%. The comprehensive final exam will count 25%.

Letter grades for the course will be based on the following percentages:

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

Course Outline: In order for students for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course, in compliance with the standards of the Texas Education Agency. The course will include a review of the principles of grammar, punctuation, and sentence structure; spelling drill and vocabulary; selected readings; theme writing with emphasis on organization, paragraph development, and multiparagraph composition development, along with emphasis on SAT and ACT writing models. **Class Policies:**

Regular attendance at all class meetings is expected. Disruptions in class will not be tolerated.

General Requirements: Students shall be awarded three credit hours for each successful completion of a college course in which the student is concurrently enrolled while in high school.

Content Requirement: In order for students to receive state graduation credit for concurrent enrollment, content requirements must be met or exceed the essential knowledge and skills in a given course, in compliance with the standards of the Texas Education Agency.

Course Description: A review of the principles of grammar, punctuation, and sentence structure; spelling drill and vocabulary; selected readings; theme writing with emphasis on organization, paragraph development, and multi-paragraph composition development.

Outcomes:

The student shall master the following elements:

1. Capitalization
2. Commas and end marks
3. Colons and semicolons
4. Quotation marks
5. Pre-writing exercises
6. Organizing and brainstorming
7. Usage
8. Short themes
9. Multi-paragraph descriptive compositions
10. Multi-paragraph narrative compositions
11. Process compositions
12. Expository compositions
13. Subject-Verb Agreement
14. Pronoun-Antecedent Agreement
15. Apostrophes
16. Hyphens and dashes
17. Thematic compositions based on literary works
18. Mythology, as exposition
19. Current events, as exposition

Timeline:

I. First Six Weeks

A. Mechanics

1. Review and test over capitalization
2. Review and test over commas and end marks
3. Review and test over colons and semicolons
4. Review and test over quotation marks

B. Preparation

1. Organizing and brainstorming
- 2. Pre-writing exercises
3. Grading standards established
4. Practice compositions assigned

C. Persuasive compositions assigned (samples)

1. Compulsory military service
 2. Regulation of Internet
 3. Professional ethics versus business investment
 4. Technology versus endangered species
 5. U.S. involvement in the Middle East
 6. Federal healthcare versus balancing the budget
 7. Salary caps for athletes or corporate executives
- D. Mythology (from Edith Hamilton's *Mythology*)

- 1) The Gods, 2) Stories of Love and Adventure, 3) The Trojan War, 4) The Odyssey, 5) Oedipus Rex, and 6) Medea

Second and Third Six Weeks

1. Mechanics
 1. Subject-Verb Agreement
 2. Pronoun-Antecedent Agreement
 3. Usage
 4. Apostrophes
 5. Hyphen and Dash
2. Fiction
 1. *The Scarlet Letter*
 2. *Huckleberry Finn*
 3. *To Kill a Mockingbird*

•□Novels will vary by semester. American literature may be substituted when applicable to the needs of the class.

Disabilities/ADA

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The University coordinates its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended: Students with qualified and documented disabilities may request accommodations which will enable them to participate in and benefit from educational programs and activities.

EEO Statement

Angelo State University is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, genetic information, or veteran status in the administration of its educational programs, activities, or employment policies.

Instructor Class Resources

1. *The Scarlet Letter* by Nathaniel Hawthorne
2. *Norton Anthology of American Literature*. Fifth Edition. Volume I

3. *Huckleberry Finn* by Mark Twain
4. *Handbook of Critical Approaches to Literature* by Wilfred Guerin.
5. *Handbook to Literature* by Hugh C. Holmes.

INSTRUCTOR VITA

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sowebr@grisd.net Education:

Hill College, *summa cum laude* B.A in

English and Speech 1976

summa cum laude

Tarleton State University

M.A.T in English and Speech 1980 *magna*

cum laude

Tarleton State University

Alpha Chi National Award Winner at National Convention in Atlanta, Georgia

Teacher at Morgan ISD 1976

Teacher at Glen Rose ISD 1977-2006, 2008, 2012-2017

Outstanding Teacher Award at Glen Rose High School 2005

Outstanding Achievement Award at Glen Rose ISD 2006

Author of the Following Books

1. *Texas Central Headquarters: Walnut Springs*
2. *The J.A. Sowell Genealogy and Collateral Lines (from William Wallace to the Present)*
3. *Voices of Transformation: The Ethics of Survival*
4. *The Seeds of Destruction: The Current Crisis in U.S. Foreign Policy*
5. *Quest of the Spirit: From Suffering to Acceptance*
6. *Top Ranch: A Dream Come True (co-author)*

Academic Publications: "*Wuthering Heights: A Psycho-Analytic Approach*" printed in AlphaChi National Publication.