

**SYLLABUS FOR ENGLISH 1301**  
**ENGLISH COMPOSITION**  
**2021 Fall Semester**  
Semester Hours Credit: 3

**Instructor Information:**

Mrs. Amy Bohensky  
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Class Time: 7<sup>th</sup> Period 2:08pm-2:53pm  
Available Times: 7:30am-7:45am; 3:40pm-4:00pm  
Conference Period: 2<sup>nd</sup> Period 8:48am-9:33am

**Goals and Outcomes of English 1301: *English Composition***

There is no such thing as universally “good writing.” What counts as “good writing” in one situation may be completely inappropriate and ineffective in others. So, if you want to succeed in college and beyond, you’ll need to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. Therefore, we’ll focus on learning to analyze new situations and respond to them appropriately. Instead of learning one right way of writing, you’ll work on becoming flexible writers who can transfer what you’ve learned in 1301 to new contexts and new genres. The table below lists specific core objectives and student learning outcomes for this course.

| <b>Core Objective</b>          | <b>General Learning Activities</b>  |
|--------------------------------|---|
| <b>Critical Thinking</b>       | Students will learn to 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.<br><br>Students will learn to 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. This will be demonstrated through students writing analyses and evaluative pieces. |
| <b>Communication</b>           | Students will learn to 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. This will be demonstrated through students composing a variety of genres for different contexts.  |
| <b>Teamwork</b>                | Student will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers’ drafts. This will be demonstrated through peer review.  |
| <b>Personal Responsibility</b> | Students will learn to identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions. This will be demonstrated through a series of reflective essays.  |

\*Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

### Required Texts, Materials, & Technology:

- We will not have a required textbook for this course. Digital copies of texts and handouts will be shared with the student in Blackboard. Some paper copies will be used.
- Students should bring a 3-ring binder or folder to class every day to keep handouts and store notes.
- Students should bring their laptop to class every day.
  - a. **Access to Blackboard:** I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at <https://blackboard.angelo.edu>. To log in, you'll need your Rampart ID and password.
  - b. **Google Docs:** For all electronic submissions, you must save drafts as PDF before uploading. If you submit your draft in a different format, I will be unable to open and grade your file. If you submit your draft in a format that is not compatible with MS Word, your assignment will be considered late/missing.
  - c. **Technical Support:** If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:
    - i. Phone: 325-942-2911
    - ii. Web Address: <http://www.angelo.edu/services/technology/>
  - d. Any course content-related questions should be directed toward me.

### Coursework Policy and Procedures

As this is a college level course, students are expected to keep up with all course work and stay on top of his or her schedule. **At the college level, late work is generally not accepted.** However, since this is your first experience at dual credit college-level work, I will follow these guidelines for English 1301:

- a. The first late assignment (except for the Sequence 1, 2, & 3 major assignments) will be penalized 30% of the grade. Any additional late assignments will be issued a zero.
- b. The first late Sequence Major Assignment will be penalized 50% of the grade. Any additional late Sequence Major assignments will be issued a zero.

Therefore, it is the student's responsibility to turn in any and all work posted in Blackboard when gone. Exceptions will be made in the case of documented emergencies. This means minor illnesses (illnesses without a doctor's note), football, basketball, baseball, softball games, band competitions, UIL activities, track meets, FFA events, and all other extracurricular activities do NOT excuse one from homework or due dates. With that said, I will work to avoid due dates on days students are scheduled to be out if and when I have prior notice. However, it is impossible to avoid all conflicts. Make note of assignment due dates on one's personal schedule. If an emergency arises, students should contact me as soon as he or she is able, and we will make a plan to get him or her back on track. It is imperative that we have good communication, and we plan ahead.

**Electronic malfunction will not be an excuse for late work. DO NOT wait until the last possible second to submit an assignment. If you have a problem with Blackboard, you should contact the IT Service Center (325-942-2911) at Angelo State immediately. You will be given a service number and a receipt if IT cannot solve your problem. At this point and this point only, please make sure to email your assignment to me.**

### Final Draft Submission

The final submissions will be turned in through Blackboard under the TurnItIn dropbox.

## Grammar & Mechanics

Grammar assignments will be imbedded in the coursework, but no textbook is required.

### Electronic Device Policy:

In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

- Headphones/AirPods: Listening to music during class is never allowed unless students are participating in a “workday”. Please remove your headphones/AirPods and put them away before class begins.
- Cellphones: During class, you are not allowed on your cellphone. However, occasionally I will instruct students to locate information using their phones or record information in their phones.
- Laptops: You will use a laptop to access Blackboard, access your Google Drive & Docs, and complete research. Bring your laptop to class every day.

Students who disregard this policy will be warned on their first offense. Thereafter, the electronic device will be confiscated and turned in to the office. If a third incident exists, the student will be asked to leave the device(s) on the teacher desk during class for the remainder of the year.

### Academic Honesty and Plagiarism

Bronte ISD and Angelo State University expect students to maintain complete honesty and integrity in their academic pursuits. If anyone is caught plagiarizing, intentionally or not, he or she will receive a zero on the assignment and could possibly receive a failing grade in the course. Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question. You may access the Student Handbook at <https://www.angelo.edu/student-handbook/>.

**Plagiarism Policy:** Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

### Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

### Procedures for Handling Plagiarism Cases

If an instructor thinks a student may have plagiarized, he or she will follow these steps:

- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Office of Student Services;

### **Possible Consequences**

The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question,
- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at <https://www.angelo.edu/student-handbook/>.

### **Writing Center Information**

The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center's website at [http://www.angelo.edu/dept/writing\\_center/](http://www.angelo.edu/dept/writing_center/).

The Writing Center offers tutoring services through two methods:

- **Traditional face-to-face tutoring:** Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.
- **E-submission of papers:** Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to [writingcenter@angelo.edu](mailto:writingcenter@angelo.edu). A tutor will respond to their questions and comment on drafts within 48 hours.

### **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.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, **Michelle Boone, J.D., at 325-942-2022.**

**You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://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 resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix)

### Participation

Students will be held accountable for information and due dates given during class and posted on Blackboard. Students unable to connect during the regular class time should both contact me and check on Blackboard for assignment information and due dates.

### Grading

**Writing Assignments:** This course is divided into three sequences. For each sequence, you will complete a Major Writing Assignment (MWA): a literacy narrative, a rhetorical analysis, and a synthesis essay. In addition to the MWA, you might also have to complete one or more Low Stakes Assignment/s (LSA/s) throughout each sequence, which are assignments that will help you complete the MWA.

- Sequence One: Literacy Narrative
  - A Literacy Narrative is a type of autobiographical essay that focuses **on personal experiences with literacy (speaking, writing, reading, and the like)** in order to confirm the importance of these rhetorical experiences in a person's life.
- Sequence Two: Rhetorical Analysis
  - In writing an effective rhetorical analysis, you should **discuss the goal or purpose of the piece**; the appeals, evidence, and techniques used and why; examples of those appeals, evidence, and techniques; and your explanation of why they did or didn't work.
- Sequence Three: Synthesis Essay
  - A synthesis essay is often referred to as a **written discussion of ideas**. It involves gathering information from several sources then synthesizing it to corroborate with a thesis or question.

**Other Assignments:** Besides learning how to write different types of essays, every student needs a solid background in grammar, mechanics, and syntax. Students will also learn how to construct an effective infographic and concise resume. These Other Assignments (OAs) will be graded individually but averaged into one category.

**Final:** Students will collaborate to create one research paper. Each student will have specific responsibilities in format and construction. Each student will peer review a section of the paper.

#### Percentage Allocation

| Assignment | Percentage |
|------------|------------|
| Sequence 1 | 15         |
| Sequence 2 | 20         |
| Sequence 3 | 25         |
| LSAs       | 10         |
| OAs        | 15         |
| Final      | 15         |

#### Grade Determination

| Course Grade | Percentage  |
|--------------|-------------|
| A            | 90-100%     |
| B            | 80-89%      |
| C            | 70-79%      |
| D            | 60-69%      |
| F            | 59 or below |

## **Accommodation Statement**

Angelo State University 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 Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

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](mailto: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.

## **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 the instructor will not respond to carelessly written messages littered with typographical errors.

## Tentative Weekly Syllabi

\*\*\*The course schedule and all assignments are always subject to change based on class needs.  
Please check Blackboard daily for updates and changes.\*\*\*

| Weeks        |  |
|--------------|--|
| Aug 23-27    | Navigate Blackboard<br>Syllabus Review<br>Most Proud of Essay                                    |
| Aug 30-Sep 3 | Grammar Review<br>Infograph Book Choice  |
| Sep 7-10     | Grammar Review<br>Infograph Book Read  |
| Sep 13-17    | Grammar Test<br>Infograph Creation Due   |
| Sep 20-24    | NPR's "This I Believe" Essay<br>Sequence 1: Notes<br>Sample Literacy Narrative Essays            |
| Sep 27-Oct 1 | Work Week<br>Sequence 1 Literacy Narrative DUE<br>Sequence 1 Audio DUE                           |
| Oct 4-8      | Sequence 2 Notes<br>Sample Rhetorical Analysis Essays  |
| Oct 12-15    | Read Literature, expository, persuasive texts<br>Work Week                                       |
| Oct 18-22    | Work Week<br>Rough draft DUE<br>Peer Review Exchange<br>Sequence 2 Rhetorical Analysis Essay DUE |
| Oct 25-29    | Sequence 3 Notes<br>Sample Synthesis Essays<br>Databases   |
| Nov 1-4      | Topic, Database Search, Select 3 Articles, MLA Format<br>Work Week                               |
| Nov 8-12     | Rough Draft DUE<br>Peer Review Exchange<br>Sequence 3 Synthesis Essay DUE                        |
| Nov 15-19    | Work on Final: Collaborative Writing Project<br>Instructions<br>Work Week-Part 1                 |
| Nov 29-Dec 3 | Work on Final: Collaborative Writing Project<br>Work Week-Part 2                                 |
| Dec 6-10     | Final DUE  |