



## English 1301: College Reading & Writing

COURSE SYLLABUS: Fall 2020

### INSTRUCTOR INFORMATION

**Instructor:** Angel Ellis

**Office Hours:** Online via email, zoom or YouseeU in D2L by appointment

**University Email Address:** angel.ellis@tamuc.edu

**Preferred Form of Communication and Communication Response Time:** If you have a question, you can email me anytime. I normally respond within 24 hours. If you have a pressing concern or question, you may contact me by phone or text (I will update this number) If you call and I do not answer, please leave a detailed voicemail. I may be on the phone with another student when you call. Please do not call or text before 8 am or after 6 pm. If I do not text you back immediately, I am likely in a meeting or in another place that prevents me from texting. I will, however, text you back as soon as I am able.

### COURSE INFORMATION

**Course Text:** *The Word on College Reading and Writing*. This text is in PDF format and is available in the course under "Start Here - Course Materials"

### Course Description

English 1301 introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. The development of your writing can help orient you in professional and academic settings as well as helping you clarify your thoughts in correspondence, oral communication and everyday conversation. In English 1301 students read rhetorically and analyze scholarly texts on a variety of subjects. The course emphasizes writing to specific audiences and understanding how information is context dependent and audience specific.

### Student Learning Outcomes

1. Students will identify the elements of rhetorical analysis and understand the concept of reading as part of an academic conversation
2. Students will analyze and respond critically to texts written for academic audiences
3. Students will apply academic writing conventions in their own writing to accommodate various audiences and purposes
4. Students will learn how to conduct basic research and understand how to use it appropriately in written works *The syllabus/schedule are subject to change.*

## State-Mandated Learning Outcomes for ENGL 1301

All five of the following learning outcomes should be taught and mastered for successful completion of this class. For credit in the course, students should be able to

1. *Demonstrate knowledge of individual and collaborative writing processes.*
2. *Develop ideas with appropriate support and attribution, following standard style guidelines in documenting sources.*
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.*

## COURSE REQUIREMENTS

### Instructional Methods

The course is divided into four competencies:

Competency 1: **Rhetorical Knowledge**, teaches you to read rhetorically, understanding how texts are structured to make meaning – how all the little pieces add up to the larger whole. When you engage in this kind of reading, you look for the rhetorical strategies of the writer -- the patterns, structures, figures, & methods that a writer uses in order to make her/his point. This kind of reading can, in turn, help you to strategize your own approach to creating effective texts for particular audiences and purposes.

Competency 2: **Critical Reading** teaches you efficient academic reading strategies. Academic reading is a specific category of reading. It's helpful to remember that academic reading is an act of performance. Rather than sitting back and passively receiving information we read in college, we will be asked to directly act upon that information in some way. We will be quizzed or tested. We will be asked to debate, analyze, or critique what we read. We will need to read closely, remember the text accurately, and compare it to other texts for style and content.

Competency 3: **The Writing Process** introduces you to the importance of audience and purpose and to the writing process. Purpose is your reason for writing. Are you writing to persuade, to explain, or to issue a call to action? Perhaps you have more than one purpose. Understanding your reason for writing will help you to choose an appropriate voice. This competency also teaches you skills to develop your voice as a writer. Writing is a process that involves several distinct steps: prewriting, drafting, revising, editing, and publishing. It is important for a writer to work through each of the steps in order to ensure that he has produced a polished, complete piece.

Competency 4: **Research** teaches you techniques for finding information using library resources, including search techniques to narrow your findings and further evaluation techniques for assessing research materials for informational value, quality, and reliability. You will also learn how to read scholarly writing for information and how to apply this information in your writing.

Within each competency there is a pretest, a list of course readings specific to that competency and a post-test. The course readings will provide you with the information you

need to be successful on the post-test. While there are a few multiple choice questions on the tests, the majority of the questions on the pre-tests and post-tests are extended short answer (at least a paragraph length answer is expected) or essay (a fully developed multi-paragraph length answer is expected). Many of the questions on the post-tests specifically reference materials in the readings, so general knowledge will not be sufficient to answer those questions; reading the material is a must.

## **Student Responsibilities or Tips for Success in the Course**

Because we are working in a 7-week term with 4 competencies, I suggest an approximate 2-week time frame for each competency. This will help you stay on track to complete all four competencies by the end of the term.

You should begin by taking the pre-test. The pretest is meant to be a baseline from which to begin studying the material in the course in preparation for the posttest. The pretest will give you several important pieces of information, what you already know, so you will know what to study (there is no point in studying things you are already knowledgeable about), as well as what you do not know (even if you assumed you did know).

Once you complete the pre-test, you should begin reading and studying for the post-test. All readings are listed in each competency and all are required, unless otherwise noted. When you feel ready, you can move on to the post-test.

You must score 80% or better on the post-test in order to pass. If you do not score at least 80% the first time you take the post-test, you will have to re-take the test.

In addition to the four competencies listed above, there is a final course essay that must be completed successfully in order to pass the course. You do not have to score 80% on the paper as you do on the post-tests. The grade you earn will be averaged into the other four competency grades.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F = 79% and below

### **Grades**

Your final grade in the course is based on the average of your scores on four post-tests and one final course essay (each post-test is worth 20% of your final grade and the final course essay is worth 20%).

### **Pretest and Posttest for Each Competency**

The purpose of the competency pretests is to provide a baseline understanding of your knowledge in each competency and to give you a preview of the information you will be

expected to know in order to pass the post-test. The pre-test grade is not calculated as part of your final grade.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required on the Posttest to demonstrate competency. If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required. Each post-test is worth 20% of your final grade.

### **Final Course Essay**

The final course essay is worth 20% of your final grade. You do not have to score 80% on the paper as you do on the post-tests. The grade you earn will be averaged into the other four competency grades.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

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