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English 1301.2CW, CRN: 26139

COURSE SYLLABUS: **Spring II term: 3/28-5/13/22**

INSTRUCTOR INFORMATION

Instructor: Angel Ellis

Office Location: Online

Office Hours: Virtual by Appointment, we can schedule a zoom meeting if you need after 5 p.m. most evenings

Office Phone: n/a

University Email Address: angel.ellis@tamuc.edu

Preferred Form of Communication: email please

Communication Response Time: I will respond within 24 hours of your email however please note that during busy times such as beginning and end of semesters time may be up to 48 hours.

COURSE INFORMATION

Acceleration Process Deadline: The deadline to accelerate is this Friday, April 29th at 5 pm. Please submit assignments to me no later than Wednesday, April 27th at 5 pm if you are attempting to accelerate so that I have ample time to grade them and provide you with a completer email for acceleration purposes. You MUST alert me if you plan to accelerate so that I am aware and that we are working together to get you finished in a timely manner. I will grade your assignments and final essay BEFORE you email your advisor for permission to move into another class.

Materials

This course has been designed using Open Educational Resources (OER). All materials are embedded within the course and are accessible via the internet. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use during quizzes, assignments, and projects in this class. **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"

Supplemental Materials Links and files will be provided in the document sharing tab within the course.

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

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

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 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, most 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.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENT

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 **MUST** 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 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 must 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

A score of 80% or higher on both the Final paper and Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course. While the pre-test may not be calculated into the final grade they still are used to check for understanding. If you do not answer them completely I will make you go back and redo it.

Item	Worth
Posttest	80 %
Final Essay	20%
Pre-test	Not included in grade but required
Total	100%

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

TECHNOLOGY REQUIREMENTS LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. ORGL 3322 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)
[Undergraduate Student Academic Dishonesty Form](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: [Office of Student Disability Resources and Services](#)

Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment

free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Learning Objectives and Competencies	Materials to Read or Review	Assignments
LO1: Students will identify the elements of rhetorical analysis and understand the concept of reading as part of an academic conversation <ul style="list-style-type: none"> ● Competency 1 	All reading materials included in Comp. 1 tab	Read the material for the week. Complete the module quiz.
LO2: Students will analyze and respond critically to texts written for academic audiences <ul style="list-style-type: none"> ● Competency 2 	All reading materials included in Comp. 2 tab	Read the material for the week. Complete the module quiz.

LO3: Students will apply academic writing conventions in their own writing to accommodate various audiences and purposes Competency 3	All reading materials included in Comp. 3 tab	Read the material for the week. Complete the module quiz.
LO4: Students will learn how to conduct basic research and understand how to use it appropriately in written works .	All reading materials included in Comp. 4 tab	Read the material for the week. Complete the module quiz.
Learning Objectives and Competencies	Materials to Read or Review	Assignments
● Competency 4		
LO5 & 6 5. <i>Demonstrate knowledge of individual and collaborative writing processes.</i> 6. <i>Develop ideas with appropriate support and attribution, following standard style guidelines in documenting sources.</i>	Read article and examples to complete Rhetorical Analysis Paper	Submit Final Paper Make sure ALL pre-test and post-test are complete

