



1301 Syllabus Fall 2009

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Hours: MW 11-2, TR 11-12, 1:30-2:30
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print version of syllabus

I. Catalogue Description:

English 1301 is a study of the principles of effective oral and written standard English expression. It emphasizes critical reading, the writing of expository prose, and the synthesis of sources in documented essays.

II. PRE-REQUISITES, CO-REQUISITES, AND OTHER REQUIREMENTS:

To register for English 1301, a student must pass English 0301 with a grade of or better **and** pass Reading 0303 with a grade of or better **OR** achieve the appropriate scores on placement tests. Scores may not be older than three years (see [Departmental 1301 Syllabus](#) for exact scores):

III. TEXTS AND/OR REFERENCE MATERIALS:

Hacker, Diana. *A Writer's Reference*. 6th Edition.
Trimble, John. *Writing With Style*. 2nd Edition

1 Folder (one for writings in process)
1 flash disk (travel drive) for electronic storage (floppy disks are discouraged). Avoid U3 travel drives.

IV. METHODS OF INSTRUCTION:

Instruction may include lecture, assigned reading from required texts, supervised class discussion, guided collaborative learning, audio-visual materials, field trips, service learning activities, computer aided instruction for writing and revision, guest lectures, and library instruction.

V. COURSE CONTENT:

- Analyzing audience and purpose
- Prewriting, planning, drafting, revision, and editing
- Accessing credible sources through research
- Quoting, paraphrasing, and summarizing
- Synthesizing non-fiction research materials
- Documenting research sources
- Using critical thinking skills to analyze and discuss non-fiction readings
- Developing an awareness of civic responsibility in a global community

VI. LEARNING OUTCOMES (PERFORMANCE OBJECTIVES AND MEASUREMENTS)

COURSE DESCRIPTION AND OBJECTIVES

English 1301 is a writing course; here you will develop your ability to make meaning with language. As we pursue your innate ability to make and convey meanings through language--your fluency, if you will--we will seek to develop a "writer's sense" where you evolve from an unconscious writer to a more conscious one.

To this end, we will be doing a lot of writing. All the writing assignments will be repeated calls for active inquiry where you are asked to communicate earnestly to an audience. Our main goal will be to start and keep ourselves writing; our main concern will be sharing our writing and talking intelligently about it and what we have done. Our most devoted effort will go into supporting substantive revision, for it is during revision that new learning is most likely to occur and your competence to develop.

During the semester, we will write four essays and one collection of writing to begin the course. As you work and turn these writings in, your essays will not receive a grade. You will receive feedback from me and your peers (I will provide some quantitative feedback on a six point scale). All writing during the semester is considered "in process" because at the end of the semester you will select some of your writings to revise once again and put in a collection, a book, a portfolio. Here is when your work will receive a grade. In essence you are working the whole semester to create this end of semester "portfolio" of your writing--it will count the most for your grade. Everything in the portfolio will be revised from its original form, sometimes many times. While you are composing the assignments during the semester, you also will be able to revise and work on these individual pieces as much as you wish (as many drafts as you wish).

Each writing piece is turned into our online learning environment, and at the end of the semester you will select two of your formal writing pieces and seven of your "other writings" in the course to put in your portfolio. All semester you will be dealing with the issue of "What is writing?" and "What makes good writing?" At the end of the semester during the final exam, you will compose an essay on this topic as a culmination of the course where you use your experience in this class and examples from your writings as the content of this essay.

- **Learning Outcome 1:** The students will be able to recognize the importance of specifying audience and purpose

and will be able to apply the principles of writing as a process, which includes pre-writing and invention, writing, revising, proofreading, and editing.

Performance Objective and Measurement: The student will write a minimum of four essays that show awareness of writing as a process including awareness of audience, purpose, style, format, and accepted conventions of standard written English. The cumulative total for the four essays should be at least 4,000 words.

- **Learning Outcome 2:** The student will read and understand course materials and apply basic principles of critical thinking in analyzing non-fiction prose.

Performance Objective and Measurement: The student will demonstrate understanding of the materials, including topics dealing with civic responsibility and global awareness, through class discussions, collaborative activities, quizzes, and essays. Each instructor will determine percentages of each assignment beyond the essay minimum requirements described in Learning Outcome 1.

- **Learning Outcome 3:** The student will demonstrate the ability to incorporate research and documentation into written assignments.

Performance Objective and Measurement: The student will write at least one essay that incorporates source materials and demonstrates mastery of an accepted documentation method.

- **Learning Outcome 4:** The student will be able to achieve competency in applying appropriate modes of organization, including paragraph development, introductions, and conclusions, in the development of expository essays.

Performance Objective and Measurement: The student will demonstrate organizational mastery as part of the minimum four essays described in Learning Outcome 1 as well as an in-class final exam of at least 500 words, to be written during the scheduled final exam period, which will account for at least 10% of the final grade.

- **Learning Outcome 5:** The student will be able to achieve competency in edited standard written American English to include the conventions of grammar and spelling.

Performance Objective and Measurement: The student will demonstrate competency as part of the minimum four essays described in Learning Outcome 1 as well as an in-class final exam of at least 500 words, to be written during the scheduled final exam period, which will account for at least 10% of the final grade.

VII. Course requirements and grade computation:

A. College Requirements:

- A written, comprehensive final examination, not to exceed two and one-half hours in length, shall be given at the end of each semester for each course at the regularly scheduled time. Any exceptions to these requirements must be approved by the appropriate dean. Other examinations are given at the discretion of the instructor.

A student who must be absent from a final examination should petition that instructor for permission to postpone the examination.

A student absent without permission from a final examination is graded "F." Postponed examinations result in a grade of "I." The final exam must be taken within 120 calendar days from the end of the semester or the grade automatically becomes an "F." (San Antonio College Bulletin, Faculty Handbook - January 1995)

B. Departmental Requirement:

1. The course grade will be based primarily on writing assignments to include a minimum of four essays for a cumulative total of at least 4,000 words of finished product, one or more of which must be documented, as well as an in-class final exam of at least 500 words, to be written during the scheduled final exam period, which will account for at least 10% of the final grade.

2. Grades on writing assignments will comprise 60% or more of the final grade.

C. Instructor Requirements:

THE WORK OF THE COURSE:

THE PORTFOLIO of WRITING/ FINAL EXAM (50%)--During this term, you will work on many different writing assignments. For the final portfolio, you will compile revised versions of some assignments you select that represent what you have learned this semester. 80% of this grade will be based on a fresh evaluation of your writing, while 20% of this grade will be based on the level of revisions you perform on these writings for the final portfolio. Portfolios are due at the Final Exam.

During the final exam, you will write a self-evaluation/reflection that will serve as a preface for your portfolio. In this writing piece, you will reflect upon what you have learned in the course--particularly on the topic of "What is Writing? What makes good writing?"--and how the writings in your portfolio provide evidence of what you have learned.

WRITING TO GET STARTED COLLECTION (10%)

We will be working on a number of short writing pieces to start the semester called the "Writing to Get Started" project. You will write drafts of these pieces, and then revise them and put them together into a book-like collection.

PEER RESPONSE/DAILY WORK (20%)—Reading and responding to each other's writing will be crucial to developing our writing workshop. Your participation in this class will require you to turn in multiple drafts, do peer response, and write reflective evaluations of your drafts (drafting). I will require you to participate in this endeavor. We will also have various daily assignments and a journal to keep. I reserve the right to quiz you at any time on course material.

ON-TIME DRAFTS and CONFERENCES (20%)

Regular participation is ESSENTIAL for your success in this class (and in college). Timely participation is also important for truly experiencing the drafting and revising process of writing. We will be writing three drafts of each essay, and you are expected to have on-time and complete drafts each time. Late drafts (or those deemed unsatisfactory due to short length or minimal effort) will lose you -10 points in this category of your grade. I also expect you to participate in three conferences (minimum) with me or a tutor from the Writing Center during this semester. (One of these at least needs to be with me.) You can do a fourth conference for +10 points extra-credit. You will need to ask the Writing Center to provide me a log of your conferences to get credit.

VIII. College Policies:

- A. San Antonio College does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs or services.
- B. Students are urged not to bring children to either a class or a lab. Minors under the age of twelve (12) must not be left unattended on campus. College Academic Council - April, 1998.
- C. ADA Statement: "As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, if accommodation is needed contact the Office of DisABILITY Support Services, CAC 124C, Phone: (210) 733-2347.
- D. A Rapid Response Team exists for the purpose of responding to emergencies. If you have a disability that will require assistance in the event of a building evacuation, notify Disability Support Services, Chance Academic Center 124C, Phone: (210) 733-2347.
- E. Academic Dishonesty: Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. For additional information refer to the "Student Code of Conduct" in the San Antonio College Bulletin.
- F. Students are required to silence all electronic devices (e.g., pagers, cellular phones, etc.) when in classrooms, laboratories and the library. College Academic Council, 01/ 2000.
- G. San Antonio College Attendance Policy: Regular and punctual attendance at all classes and laboratories, day and/or evening, is required. A student absent for any reason is responsible for all work missed. Both tardiness and early departure from class are forms of absenteeism. The instructor establishes the policy with regard to each. Absences of each student are recorded without exception. The counting of absences begins on the first day of class. A student absent the equivalent of two weeks of instruction in a 16-week semester may be dropped by the instructor. If a student is dropped from a class for excessive absences, the instructor will record a grade of "W" (withdraw). It is the student's responsibility to ensure that the withdrawals have been submitted. San Antonio College is a smoke free campus.
- H. ACCD DPS Emergency Phone Numbers:
ACCD DPS Emergency Phone (210) 222-0911
ACCD DPS General Phone (210) 208-8099
ACCD DPS Weather Phone (210) 208-8189 (For information on college closures)
- I. Students must also abide by the policies, procedures, and rules set forth in the "Student Code of Conduct" and all other policies set forth in the San Antonio College Bulletin.

ADDITIONAL INSTRUCTOR-SPECIFIC COURSE POLICIES:

Attendance: Excessive absences (4 for TR classes), according to College policy, will result in your being dropped from the course. Three tardies (a tardy means arriving more than ten minutes late or leaving more than ten minutes early) equals one absence. Missing more than half the class is considered an absence. **If absent, you are responsible for the material covered and for any assignments due.** You are also responsible for completing your own drop form if you drop the class or you may receive an F. I encourage you to keep me informed about matters that may affect class attendance and/or class performance. Come to class! The consequences for dropping classes have in recent years become much larger (the new six drop rule), so come to class!

Late Writing Assignment Policy: All writing assignments are due when assigned, including drafts of essays. *Late drafts of essays result in the loss -10 points from the Attendance and On-Time Drafts portion of your grade.* Late Final drafts of essays must be completed within a week or another 10 points will be taken from your Attendance and On-Time Draft average. Not completing an essay beyond three weeks of the original due date may result in your being dropped from the course. Unacceptable drafts either due to lack of effort, incompleteness, or severe grammatical problems will be due the next class. The instructor has discretion to consider an unacceptable draft as a late draft and assess the penalty. Everyone has one late draft or extra absence that will not count. Having either no absences or no late drafts will earn

you +10 points in the On-Time Drafts portion of your grade.

Peer Response and Writer's Reviews: Typically, for each draft you will do peer response on your peer's drafts and then write a "Writer's Review" before submitting the next draft (or after you write the final draft of an essay). *I consider engaging in peer response and doing writing reviews to be crucial activities in this class.* In addition to having a daily grade taken on these activities, you must complete all peer responses required and the writing review for that draft to be considered "on time" (Late drafts lose -10 from your On-Time Draft portion of your grade.)

Conferences: You will be required to have a *minimum of three conferences* with me in my office and at the Writing Center. Failure to attend conferences counts as an absence/late draft (i.e. -10 points from your Attendance and On-Time Draft grade). It will be up to your initiative to set up and come to these conferences. You must come with some piece of writing you are working on for us to talk about. I recommend that you get one conference done before mid-term at least.

Appropriate Computer Use: It is expected that you follow all policies posted in the computer classroom. Violation of these policies could result in your being dropped from the course. In addition, students are expected respectful and civil in their online communications with peers. Our general policy will be that anything that is inappropriate in a face-to-face situation is just as inappropriate online.

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