

## ENGL 1301 Master Syllabus

### Course Guide

**General Description (LSCS Catalog):** English 1301 involves students in the intensive study and practice of writing processes, from invention and research to drafting, revising, and editing--both individually and collaboratively. Emphasis is placed on effective rhetorical choices, including audience, purpose, arrangement, and style. English 1301 focuses on writing the academic essay as a vehicle for learning, communicating, and analysis.

**Rationale:** The guidelines below reflect the latest state-mandated requirements, which place a greater emphasis on the writing, revising, and editing processes. As such, time and effort should be focused on the invention, organization, and revision of written work, but also the quality of the writing product, with necessary supplementation of instruction related to required grammar, sentence construction, and boundary errors, outlining, and paragraph development. This document is intended to allow faculty a certain latitude to focus on the planning, composing, and research stages of the writing process.

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**Textbooks:**

*See p. 5. To change or delete a textbook, please inform the chair.*

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### 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 Objectives:**

To be successful, students must demonstrate specific skills related to one or more of these outcomes. Assignments should provide opportunities for students to

- Actively work in all key phases of the writing process (including brainstorming, outlining, drafting, revision and editing).
- Compose multi-paragraph essays in traditional and non-traditional expository modes, for a variety of readers.
- Conduct and present research in a clear, organized and appropriate manner.
- Employ critical analytical strategies in their reading and writing.
- Compose coherent and developed paragraphs.
- Write clear and concise English sentences.
- Demonstrate correct forms of basic English grammar.

- Use punctuation properly.
- Distinguish between revision of content (re-examining topics and **re-shaping** effective ideas) and editing (proofing/correcting sentence structure, grammar, and punctuation).
- Revise and edit their own written material.
- Revise and edit collaboratively, whether through peer review or other group assessment.

## Course Policies

**An attendance policy** should be in effect, and announced via the syllabus (see p. 7). Beyond the department's stated limit, you are urged to process excessive absences/withdrawals, *particularly if the students are failing the course*. Make sure you file the withdrawal prior to the semester's drop deadline date. It is also advisable to urge students with good attendance but who are failing the course at that point (Week 11) to self-withdraw as a safety measure against receiving a final grade of F.

**A diagnostic essay** or writing during the first week is not required but is highly recommended. It can help identify major writing issues that might affect the student's success in English 1301 (see below), so that they may seek assistance in the A115 Writing Center as early as possible.

**Writing center support:** students with writing issues, identified early, should be strongly urged to seek assistance at the ACAD 115 Writing Center (English Open Lab) where they can work independently or with a credentialed writing tutor. Operating hours will be announced via email no later than the first day of class. Sign-in software is provided, and professors receive individual emailed .pdf reports of student time spent in both centers. The reports indicate only time spent (individual and cumulative), but you may request that students provide more details of writing center activity via a journal or other writing.

**Essay evaluation and instructor feedback** should be grounded in the state-mandated student learning outcomes (above) and demonstrated in writings that show *unity, coherence, development, critical thinking, and mechanics* (the basics of edited American English--*grammar, punctuation, and sentence composition*) as observed through composing and revising (individually and collaboratively). NOTE: For a passing grade in the course, students should show mastery in all five of the student learning outcomes.

*SEE SYLLABUS GUIDE (LATER IN THIS DOCUMENT) FOR ADDITIONAL POLICIES*

## Activities

**The writing process** should be fundamental to course activities-- including brainstorming, planning, drafting, revising and editing.

**Critical thinking** should be a key element in class activities. Students should read and discuss a variety of essays that encourage them to evaluate both the content and rhetorical methods employed by the writer as well as to illustrate the various writing assignments given them.

**Collaborative peer-to-peer feedback** should be required on a minimum of one (1) major paper assignment or writing project. Students should understand the effectiveness of other student writing and make appropriate suggestions to improve their material. While reinforcing revision skills, collaborative exercises offer an opportunity to introduce critical analysis, interrogate the precision of ideas, set the stage for constructive revision, and provide a practical application for its use.

**The research process** should be emphasized in a major project, but should also be a key part of as many parts of the course as possible—*beginning early in the semester*—to practice incorporating other voices and perspectives into their writing and should respond to those voices to discover fresh knowledge. Students should find sources and incorporate them into several regular class essays in addition to a more substantial traditional research paper or annotated bibliography including in-text citations, quotations and paraphrases.

**Proper attribution and format documentation** should be demonstrated in keeping with the chosen topic, audience, or discipline. Furthermore, students should learn to cite sources properly (MLA, APA, or CMS) within a text, as well as incorporate research findings (via direct quotation and paraphrasing) into their own composition. They should also know how to generate a correct Works Cited page (or equivalent).

## Required Assignments

**A minimum of three traditional expository essays** which are thesis-driven and organized with well-developed support paragraphs. One of these could be the in-class timed writing below.

**In-class timed writing:** One of these should be written during class time, with a cold prompt, as a mid-term or final essay.

**A revision of a previously submitted essay**--wherein students employ proper techniques to understand the effectiveness of their ideas and make appropriate changes to their written material. The purpose of this revision is to reinforce the necessity of re-examining the structure, chosen

audience, effectiveness and clarity of written work. As one option, instructors may require new elements incorporated into this major revision (such as research, or secondary sources, in an attempt to explore different perspectives or voices).

**A major research component** that can be in any one of these forms:

1. an annotated bibliography
2. a research component in multiple class essays
3. a traditional, separate research essay

**Suggested Major Assignment Schedule.** In order to fulfill the above requirements, students should complete at least five major assignments during the semester (approx.. 650-800 words).

Here is a suggested five-assignment breakdown:

- *Traditional modes essay (exemplification, comparison/contrast, cause/effect, etc.)*
  - *Reader/response essay*
  - *Reflective essay*
  - *Revision of one of the above essays accompanied by research and requiring citations.*
  - *Research Paper or annotated bibliography*
- **The final essay:** One of the major assignments should come in the form of a final essay requirement that demonstrates the student's ability to meet the course objectives (above).

***Syllabus Guide (see following pages)***

## Syllabus Guide (What Should be Included):

*The syllabus should provide key information for success in the course. Urge your students to keep a printed copy in their materials, available every day in class. A double asterisk (\*\*) indicates a college-required syllabus component, and a single asterisk (\*) indicates a department-required component.*

**Professor's contact information:** include your phone, location, email, and office hour information--or a statement of online conference times if the section is not face-to-face.

**General Course Description (LSCS Catalog):** [See page one of this document to copy and paste in the course description]

### Materials and/or Skills Required to Begin the Course:

- **Pre-requisites:** college-level reading and writing skills (documented by placement testing or completion of pre-requisite developmental courses), internet/keyboard (especially for online courses)
- **Textbooks:**  
 Sansom, Steve et al. *The Writing Arc: From Discovery to Presentation*. Southlake, TX.: Fountainhead Press, 2015.  
 Smith, Allison. *The North Harris Writer's Handbook*. Southlake, TX.: Fountainhead Press, 2017.
- **If no paper textbooks required:** include a statement of how and where students will access the readings (note the state-mandated course outcome related to critical reading)
- **Online support:** method for receiving or reviewing course information and assignments online (with D2L access, for example) or acquisition of any required software.
- **Miscellaneous additional factors** (examples: a USB drive, dictionary, scantron forms, dependable computer access).

**Course Timeline with Key Assignment Dates Noted**—may be listed by individual class meeting dates or by weeks (16).

**\*Learning Outcomes for ENGL 1301.** All five must be mastered in order to pass the course with a grade of C or higher. Include any specific objectives which are designed to provide a measure of each of these outcomes, and keep a reasonable balance between all five:

1. *Demonstrate knowledge of individual and collaborative writing processes.*
2. *Develop ideas with appropriate support and attribution, demonstrating ethical use of 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, employing proper grammar and*

*sentences.*

**Campus Services** (Create your own statements based on any of the following topics):

**Writing Centers**— ACAD 115 Writing Center (English Open Lab) is available for independent study and credentialed tutoring. Operating hours will be provided. *Specify any policies for required or recommended writing center time.*

**Counseling and advising** will be available in the office of the Division of Communication, ACAD 162. Hours to be announced.

**\*\*Disability Services**

**The American Disabilities Act (ADA) is a federal anti-discrimination statute that provides civil rights protection for persons with disabilities. If you have a disability that requires accommodation(s) to participate in this course, please contact the LSC-North Harris Learning Accommodations Center as soon as possible (Winship-120, 281-765-7940). The Center will provide you with the documentation I need to provide your accommodation(s). Failure to handle this in a timely manner may delay your accommodations.** This form is called the “Lone Star College Support Services Checklist.” Contact LSC-North Harris Disability Support Services office at 281-618-5690 (voice) or 281-618-5565.

**Library:** The library is the three-story building with the clock tower. Use the second floor for main access to books (and check out), then go to the third floor for reference materials and assistance. Contact information: 281-618-5707/281-618-5491. Texts: 281-901-0285  
Library main link: <http://www.lonestar.edu/library/> Link for individual librarian contacts: <http://www.lonestar.edu/library/15200.htm> Email reference desk: [nhref@LoneStar.edu](mailto:nhref@LoneStar.edu) or general email: [NHC.libweb@LoneStar.edu](mailto:NHC.libweb@LoneStar.edu)

**\*\*Emergency Notification:**

**Lone Star College System (LSCS) is committed to maintaining the safety of the students, faculty, staff, and guests while visiting any of our campuses. See <http://www.lonestar.edu/oem> or <http://www.lonestar.edu/LoneStarAlert.htm> for details. In the event of an emergency contact LSCS Police at (281) 290-5911 or X5911.**

**Student Responsibilities:** *[Individualize with specific dates as appropriate, and be sure to include the withdrawal deadline date for the current semester]*

**\*LSC-NH English Department Policy on Attendance:**

*Each student can miss no more than the equivalent of two weeks of classes—in order to avoid a withdrawal for excessive absences. Since attendance is imperative if students are to learn the required skills, they will be expected to attend every class meeting. Therefore, this attendance policy will apply to all students. If a student becomes ill or a family emergency arises necessitating any absence beyond the limit, he/she should e-mail or call the professor. It is then up to the professor to decide if the student can remain enrolled in*

the class. NOTE: Students may also be dropped for non-performance (failure to submit a major assignment may count as an absence, and failure to submit two major required assignments may be grounds for immediate withdrawal from the course—regardless of the number of absences accumulated). For college guidelines on both kinds of withdrawals, see below:

**Withdrawal for Excessive Absences:** *Faculty have the authority to withdraw a student from a course for excessive absences, as long as the professor has stated the policy in the syllabus, and the student's action falls within that policy.* For example: “After four absences the professor may withdraw you from this course.” Note the use of the word “may”—so that the language does not require the withdrawal. Specific details may also be included about the importance of communicating with the professor when absences begin to accumulate prior to reaching the limit.

**Withdrawal for Non-Performance:** *Faculty have the authority to withdraw a student from a course for non-performance, as long as the professor has stated the policy in the syllabus, and the student's action falls within that policy.* For example: “If you fail to submit two major assignments, the professor may withdraw you from this course” or “If you fail to complete seven of the ten labs assigned, the professor may withdraw you from this course.” Again, the use of the phrase “may withdraw” is recommended. The form to complete for this withdrawal would be the same as the one for excessive absences—although it would be advisable to specify non-performance in the comment section, and do not check the “Excessive Absences” box.

**The Withdrawal Form.** The form is NOT titled “Withdrawal Form”—rather, it is called “Schedule Change Form.” Enter the student's name and ID number on the top line, then indicate the semester and year along the left side. In the “DROPS” grid, write in your four-letter course code under “SUBJECT,” your four-number course code under “CATALOG #,” the class section number under “SECTION #,” and sign under “APPROVAL.” If the withdrawal is for excessive absences, check that box in the “ADMINISTRATIVE USE” section in the middle right of the form, and if the withdrawal is for non-performance, check the box for “Problem with Instruction” and write in the comments section at the bottom of the page.

**\*\*Six-Drop Statement:**

**Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of “W”) from more than six courses. This six-course limit includes courses that a transfer student has previously dropped at other Texas public institutions of higher education if he/she falls under the law. Each student should fully understand this drop limit before you drop any course. Please see a counselor or advisor in our Student Services area for additional information and assistance.**

**Format Requirements for Major Essays**—if there are specific format settings required for major assignments, include them here so that students will have a convenient checklist. Examples could be a typed format with specific font, margins, spacing, etc.—or MLA

format. Common definitions, or statements about thesis, topic sentences, and other essay structure elements could also be appropriate here.

**Late Submissions and/or Make-Up Exams**—if late papers are not accepted, please indicate that policy. If they are accepted, indicate the penalty system to be applied, and the conditions under which these are applicable.

**Student Handbook Link:** for some of the above policies and/or statements, you may prefer to include a link to that policy as found in the online student handbook. The link is found below, for the full handbook. However, it is advisable to look up the page(s) with the policies you want the students to know in particular, then provide a link to those specific pages:

[http://www.lonestar.edu/departments/advising/LSCS\\_Student\\_Handbook\\_Web.pdf](http://www.lonestar.edu/departments/advising/LSCS_Student_Handbook_Web.pdf)

- **Grading Procedures**—state the method for determining grades (a points accumulation system, letter grades, or a pass/fail system) for major assignments. Indicate how the final semester grade will be determined (average, cumulative points, grades converted to point system, other). Articulate any special grading components if offered—revision credit, bonus points, extra credit, etc.
- **Research Components--** In recent semesters, many professors have started the practice of incorporating sources even in the first essay, and expanding the requirement for research and depth of sources for later essays. Even the reader/response essay requires some in-text documentation and possibly Works Cited as well. *Note that this is one of the course outcomes and needs a balanced emphasis throughout the course.*
  - **Documentation system (MLA/APA)**—indicate where to find guidelines for documenting in-text citations and the Works Cited. References could be provided to sections or chapters in the hard copy text, the library reference area which provides a guidesheet for in-text and works cited format, or online sites such as OWL (Purdue)
  - **Plagiarism**—give a definition or refer to a place where the definition(s) are provided—such as the Department’s plagiarism document (separate file). Refer to the Lone Star College Academic Integrity policy:  
[http://www.lonestar.edu/departments/libraries/academic\\_integrity\\_brochure.pdf](http://www.lonestar.edu/departments/libraries/academic_integrity_brochure.pdf)  
<http://www.lonestar.edu/31695.pdf>. Finally, indicate the range of severity for penalties which might result when any form of plagiarism occurs.

**Supplemental file:** The English Department statement on plagiarism and its various forms.