



SYLLABUS

ENGL 1123: Freshman Composition I Summer 2019

Instructor: Chad Oliver
Section # and CRN: B01 - 32473
Office Location: Hilliard Hall 210
Office Phone: 936-261-3734
Email Address: Cmoliver@pvamu.edu
Office Hours: MTWR (10:40am – 11:30am)

Mode of Instruction: Face-to-Face

Course Location: Sam R Collins 224
Class Days & Times: MTWR (8:00am – 10:40am)

Catalog Description: A writing course focused on composing strong arguments through critical thinking and analysis of primary and secondary source material. The course emphasizes rhetorical awareness in writing essays for a variety of audiences and purposes. Students will actively participate in peer workshops and demonstrate awareness of general research methods and ethics.

Prerequisites: Unconditional admission to PVAMU or satisfactory completion of ENGL 0112 or 0101.
NOTE: You must pass this course with a C or better in order to advance to ENGL 1133.

Co-requisites: N/A

Required Texts: *Everything's an Argument, With Readings*, Bedford/St. Martin's. Other course materials are posted on eCourses.

Course Goals: The goals of this course are to practice critical thinking, writing, and reading skills; refine awareness of different rhetorical modes; practice writing as a recursive process; produce essays with strong purpose, content, and organization; improve proofreading and editing skills; produce critical writing based on analysis of primary and secondary source material; improve sense of audience in reading and writing; start learning techniques for research and documentation in MLA format; write at least 1 paper with a research component.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Compose solid, argument-driven thesis statements directed at a specific audience.	1, 5	Critical Thinking
2	Provide logical, appropriate evidence to support an argument.	1, 2	Critical Thinking
3	Organize writing assignments clearly.	1	Communication
4	Write in clear, correct, grammatical prose.	5	Communication
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
6	Cite research correctly according to MLA format, both in the text and in the bibliography.	1	Personal Responsibility

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement		Value
1) Essay #1: Analytical Summary (750-1000 words)	15%	150 points
2) Group Assignment	15%	150 points
3) Essay #2: Rhetorical Analysis (1000-1200 words)	15%	150 points
4) Essay #3: Research-Based Argument (1200-1500 words)	25%	250 points
5) Prewriting (scaffolding assignments, drafts, peer reviews)	10%	100 points
6) Daily Work & Participation (homework, in-class work, quizzes etc.)	10%	100 points
7) Midterm Exam	5%	50 points
9) Final Exam	5%	50 points
Total:	100%	1000 points

Grading Criteria and Conversion:

- A = 90-100% (895 to 1000 points)
- B = 80-89% (795 to 894 points)
- C = 70-79% (695 to 794 points)
- D = 60-69% (595 to 694 points)
- F = 0-59% (0 to 594 points)

Detailed Description of Major Assignments:

Grade Requirement	Description
Exams	Multiple choice examinations demonstrating mastery of course content
Essays	Formal essays demonstrating ability to produce college-level, research-based analytical writing. Essay #2: Rhetorical Analysis requires student to closely analyze the argumentative strategies employed within a substantial piece of writing. Essay #3: Research-Based Writing requires students to develop an evidence-based argument using academic and non-academic source material.
Prewriting Assignments	Assignments demonstrating engagement in writing as a recursive process
Group Assignment	Project demonstrating effective teamwork and critical thinking.
Daily Work & Participation	Minor homework assignments, quizzes, and participation in class activities

Course Procedures

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Course Policies

Attendance:

- Attendance will be taken immediately at the beginning of each class period and failure to be in the class at that time will result in lost points.
- Students who leave class early without being dismissed (or for a reason that has not been previously discussed with me) will forfeit any points and assignments from that particular class period.
- It is the responsibility of the student to ensure that their name was taken for attendance that day, and not weeks later.
- If a student has something going on and will be unable to attend a class period, they should let the instructor know before the class period begins.
- If a student misses any class period, it is their responsibility to find out what they have missed.

Assignments:

- All major assignments will be turned in to eCourses over the course of the semester.
- Any assignment not turned in on time will forfeit 10 points per day late **but will not be accepted after 3 days of being late.**
- Any assignment found to have been plagiarized will result in an automatic failing grade: this includes essays that a student may have written before as all work for this course must be original for this particular class.
- If students are not able to submit their assignments to eCourses, those assignments should be sent to me via email as a time stamp for having it turned in on time and then submitted to eCourses later: in other words, I must have evidence that (without a shadow-of-doubt) the assignment was completed on time.
- Always check to make sure your assignment actually submitted.
- If you want to know why you received a particular grade for the assignment, read through the comments that I made on that assignment.

Other:

- Do not email me at eCourses: **email me at Cmoliver@pvamu.edu**
- Be in the habit of checking your email and eCourses every day as the entire and updated schedule that you will want to use is laid out on eCourses.
- Always check my door if you come by office hours and I am not there:
 - Oftentimes I will hold office hours in the computer lab downstairs or may have stepped away to make copies (there should be a note on the door).
- Our eCourses does not always reflect accurate current grades; please see me in person or request by email for most accurate current grades.

Semester Calendar

Monday (July 8): The Rhetorical Situation Pt. I

In Class: Students will be introduced to the course through a combination of the syllabus, online access via eCourses, classroom expectations, and student introductions, followed by an introduction to the basic components of the rhetorical situation.

Homework: Students should read the assigned article, “Singer’s Solution to World Poverty” by Peter Singer.

Tuesday (July 9): The Rhetorical Situation Pt. II

In Class: Students will use the class period to find the rhetorical situation surrounding “Singer’s Solution to World Poverty” and will begin working on Scaffolding Assignment #1.

Homework: Students should complete the Scaffolding Assignment by 11:59pm tonight (July 9) and submit to eCourses for grading.

Wednesday (July 10): The Rhetorical Situation Pt. III

In Class: Students will be introduced to major issues regarding plagiarism as well to the rules for MLA in-source citations.

Homework: Students should read both “Chapter 20: Plagiarism and Academic Integrity” as well as “Acknowledging, Paraphrasing, and Quoting Sources” as a review.

Thursday (July 11): The Rhetorical Situation Pt. IV

In Class: Students will have the class period to workshop Essay #1 which will be due by 11:59pm on Friday, July 12 through eCourses.

Homework: Students should submit Essay #1 by 11:59pm on Friday, July 12.

Monday (July 15): The Rhetorical Appeals and Group Project Pt. I

In Class: Students will be introduced to the rhetorical appeals through a series of commercial advertisements, before being introduced to the semester group project.

Homework: Students should read both “Chapter 2: Arguments Based on Emotion” and “Chapter 3: Arguments Based on Character” from the textbook.

Tuesday (July 16): The Rhetorical Appeals and Group Project Pt. II

In Class: Students will have the class period to continue working on the semester group project.

Homework: Students should read both “Chapter 4: Arguments Based on Facts and Reason” and “Chapter 5: Fallacies of Argument” from the textbook.

Wednesday (July 17): The Rhetorical Appeals and Group Project Pt. III

In Class: Students will have the class period to continue working on the semester group project.

Homework: Students should finish up working on their group projects.

Thursday (July 18): The Rhetorical Appeals and Group Project Pt. IV

In Class: Students will present their group projects.

Homework: None.

Monday (July 22): The Rhetorical Appeals Pt. I

In Class: Students will work with an in-class article as they work in groups to break down the rhetorical appeals.

Homework: Students should re-read “Singer’s Solution to World Poverty” by Peter Singer.

Tuesday (July 23): The Rhetorical Appeals Pt. II

In Class: Students will use the class period to find the rhetorical appeals surrounding “Singer’s Solution to World Poverty” and will begin working on Scaffolding Assignment #2.

Homework: Students should complete the Scaffolding Assignment by 11:59pm tonight (July 23) and submit to eCourses for grading.

Wednesday (July 24): The Rhetorical Appeals Pt. III

In Class: Students will have the class period to workshop Essay #2, which will be due by 11:59pm on Friday, July 26.

Homework: Students should prepare for the midterm exam.

Thursday (July 25): Midterm Exam

In Class: Students will complete the midterm exam and use any additional class time to continue working on Essay #2.

Homework: Students should complete Essay #2 by 11:59pm on Friday, July 26 and submit for grading through eCourses.

Monday (July 29): Introduction to Library Database

In Class: Students will be introduced to the online library database as well as the final essay prompt, before having time to begin research for their final essay topic.

Homework: Students should continue the research process for the final essay.

Tuesday (July 30): Research Day

In Class: Students will have the class period to continue their research for the final essay of the semester.

Homework: Students should continue the research process for the final essay.

Wednesday (July 31): Problem/Solution Argument

In Class: Students will be introduced to the type of argument being dealt with in the final essay, and may use additional class time to continue research process for final essay.

Homework: Students should sign up for instructor/student conference slots for Thursday's class.

Thursday (August 1): Conference Meetings

In Class: Students will meet one-on-one with instructor to discuss progress of upcoming Essay #3.

Homework: Students should continue working on Essay #3, which will be due by 11:59pm on Tuesday, August 6

Monday (August 5): Essay #3

In Class: Students will have the class day to continue work-shopping Essay #3.

Homework: Students should continue working on Essay #3, which will be due by 11:59pm through eCourses.

Tuesday (August 6): Essay #3

In Class: Students will ha the class day to continue work-shopping Essay #3.

Homework: Students should continue working on Essay #3, which will be due tonight by 11:59pm through eCourses.

Wednesday (August 7): Revision Assignment

In Class: Students will meet in the classroom in order to discuss and work on the revision assignment.

Homework: Students should submit the revision assignment by 11:59pm tonight.

Monday (August 8): Final Exam

In Class: Students will complete the final exam.

Homework: None.

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

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 believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.