

ENGL 1301W/ Composition I is the basic study in English diction, sentence structure, and rhetoric with emphasis on the development of a thesis or claim. More specifically, the course involves the study of skills and methods used in writing at the university level, with the focus on writing academic texts and using proper documentation when required. As the first half of a two-semester sequence that constitutes first-year composition at SHSU, ENGL 1301W is designed to introduce students to the nature of writing for academic purposes so that they will be able to develop ideas through invention and express them clearly and persuasively. The course builds a solid framework for students' understanding of how reading and writing operate concurrently in academic contexts. Learning the rules and conventions of Standard American English is an essential part of learning to write competently in a university setting.

For more specific information, please see the detailed sections of this syllabus. Credit: 3 semester hours; prerequisite for ENGL 1302W.

Course CID# 83229: Section 42: T-TH 12:30-1:50 TEC 131

Instructor: Ms. Miles

Instructor office: Evans #411

Instructor email: eng_bem@shsu.edu

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Instructor office hours: 12:00-12:25; 3:20-4:00 Tuesdays; Th by appt. only extended office hours are noted on course calendar

Course Syllabus: Fall semester 2017

A syllabus is a document that establishes the respective obligations and rights of the students and professor. A clear and specific syllabus promotes the educational process and helps to avoid misinterpretation of university, departmental and classroom policy. All students assigned this syllabus are expected to review it at the beginning of the semester, then refer to it as necessary to address any questions or concerns regarding policy throughout the semester. **The instructor reserves the right to amend this syllabus at any time for any reason during the semester. This may include changes/additions to course policy as applied to Engl 1301W. If a change in policy occurs, a revised syllabus will be posted and students will be notified immediately.**

Aims and Outcomes

Freshman composition is a core requirement because writing well is an essential part of a university education. By the end of ENGL 1301W, students will be able to develop a thesis or claim, in a discernible and effective order, and demonstrate that they have a command of the conventions of written English appropriate to the freshman level in college. The course includes a review of usage and grammatical terminology as they relate to the writing process. The main aims of ENGL 1301W are (1) to strengthen students' ability to read a variety of texts representing several rhetorical types and (2), through this reading component, to improve their writing skills, oral expression, and visual literacy. Students will also learn to work with peers to review their own writing and the writing of others. They will learn to draft and revise their own texts for content and organization of thought, as well as for editing. Thorough revision includes the re-visioning of the text, its structure, its contents, its visual effect, and how appropriately it meets the needs of its intended audience and purpose. Discussions, peer reviews, and oral critique will develop students' competence in clear verbal expression.

This course addresses specifically the following Texas Higher Education Coordinating Board Skill Objectives, reflected further in course objectives, requirements, and assignments:

Critical thinking

Communication

Teamwork

Personal responsibility

ENGL 1301W is designed to introduce and explore:

- The role of speaking and writing (communication) as essential to society
- The connection between critical thinking, reading and writing
- The relationship that exists between subject/context, writer and reader/audience when constructing college-level essays
- The identification of a target audience, statement of purpose and critical understanding of context necessary for particular essay assignments
- The importance of the writing process (prewriting, drafting, revising) in constructing college-level essays with clearly identifiable thesis (purpose) statements.
- The importance of collaboration and evaluation through class discussion, and oral /written peer review

- The identification of persuasive elements and the utilization of persuasive appeals in oral, visual and written rhetoric
- The necessity of format and documentation in formal and academic writing
- The demonstrated knowledge of Standard American English (SAE), grammar and mechanics as applied to varied writing tasks.

Required course materials and texts: Required course materials are available at the campus bookstore. Students are responsible for obtaining course materials (either new or used) at the beginning of the semester. If for some reason the course materials are temporarily unavailable, students are expected to check with the bookstore on a regular basis until the materials arrive. Copies of the required texts are held on reserve at the NGL and the campus Writing Center, and may be used on site according to those facilities' rules. Students should assume that there will be class notes and in-class writings with each class period. Inadequate preparation (not purchasing the course materials, not bringing necessary course materials to class) will impede students' academic success and will be noted by the instructor.

Readings for Writers. 15th ed. edited by Jo Ray McCuen-Metherell and Anthony C. Winkler. Cengage, 2016. ISBN-13: 978-1-337-28104-1 (student edition)

The Hodges Harbrace Handbook. 19th ed. edited by Glenn Cheryl and Loretta Gray. Cengage, 2017. ISBN: 978-1-305-67644-2 (student edition)

- **USB flash drive for storing course work**
- **A composition notebook labeled in black marker with first and last name, course and section number and instructor name for class and conference notes**
- **Pens and pencils**
- **6-50 question scantrons for quizzes; 2-100 question (green) scantron forms for the mid-term and final exam**
- **2 exam blue books for brainstorming/drafting/essay writing**

Suggested aids: (for use outside the classroom)

- a good collegiate dictionary, such as *The American Heritage Dictionary* or *Webster's Collegiate Dictionary*. If you are unfamiliar with how to use a dictionary or any other reference guide, the staff at the Newton Gresham Library and/or the SHSU Writing Center will be glad to help you.

ATTENDANCE POLICY: THERE ARE NO EXCUSED ABSENCES*

(*See class policies regarding assignments missed due to tardy arrival/absence listed under "Grade Distribution")

The methods used to achieve the objectives listed above are through a combination of lectures, class discussions, individual and collaborative writing exercises, major writing assignments, tutorials, quizzes and exams, all of which demand regular attendance. **In a semester-long course that meets two days per week students' grades will be lowered by one letter grade (10%) at the 4th consecutive or 5th non-consecutive absence, two letter grades (20%) at the 5th consecutive or 7th non-consecutive absence. Students who accrue 6 consecutive or 8 non-consecutive absences are subject to a failing grade without compelling documentation forwarded from the Dean of Students and approval from the Department Chair. All students are forewarned that course labs, medical appointments, job interviews, advisor meetings etc. should *not* be scheduled during class time. In the case of lengthy illnesses or family tragedies, when more than 6 absences is likely, the best course of action is for students to drop the class and re-register at another time. Likewise, if it appears that a work schedule is going to be problematic, the class should be dropped and re-scheduled at another time.**

I enforce this policy, regardless of the reason for the absences.** (**school-sanctioned activities are an exception, as long as departmental documentation is provided, which should include student name, sponsor name, the department or event and the dates in which it will take place presented on university/departmental letterhead or via an email sent directly from the event sponsor, including contact information. **Students who participate in these activities are responsible for meeting with the instructor prior to the event date.**

Without lecture notes and participation in group/class discussions and activities, students will not receive the information necessary to successfully complete this course. It is unfair to evaluate those who attend class regularly on the same scale as those who do not. (See section below as this relates to late enrollees).

Work that is assigned as “in class” (daily writing prompts, responses to class discussions, quizzes, etc.) may *not* be made up by those who are absent OR are tardy. As this daily work does figure in to the overall course grade, it is important that students make attendance a priority. STUDENTS WHO MISS CLASS (REGARDLESS OF THE REASON) ARE RESPONSIBLE FOR ACCESSING Bb FOR CLASS INFORMATION/ANNOUNCEMENTS/REMINDERS.

Students who are absent are responsible for contacting their peer partners to *discuss* any information missed. However, this in no way indicates that the instructor is responsible for *re-teaching* the material that was missed in class. E-mails or messages taken by the English department staff notifying the instructor of students’ absences are acceptable, but requests for return phone calls or emails from students, family members or friends requesting an explanation of material missed must be addressed by the instructor in person. An appointment should be scheduled as soon as possible after the absences occur. Students who miss the mid-term exam will be given an **all-essay make-up exam at the instructor’s convenience no later than 1 week after the date of the original exam.** (See specific policy under “Grade Distribution”/mid-term exam.) **Departmental policy states that there will be no make-up given for the final exam.**

Students with a course average at or below 65 and/or who have earned 3 absences (see ** above) at or before the end of the first 6 weeks of the course will have their names submitted to the SAM Center for a mentoring intervention. Students are expected to respond respectfully to any contact attempts, whether by phone, email or letter from the SAM Center staff.

Tardiness:

The parking situation on campus continues to be problematic, especially for commuting students. Allowing additional time to find a parking space or to walk to class is strongly advised. It is disrespectful to the instructor and to the other students to routinely enter the classroom late. Students who must occasionally enter class late should do so quickly and quietly, taking the nearest available desk. Two **tardy arrivals (10-19 minutes) do constitute an absence and arrival 20 minutes or more after class begins is an absence rather than a tardy.**

Late enrollees:

Students who join course sections already in progress must provide documentation of their enrollment status and will need to meet with the instructor immediately to determine what assignments may/must be made up; these students should be aware that it is difficult to successfully complete a course when they have missed much of the introductory material presented during lecture and discussion. The instructor is under no obligation to provide students with notes from previously missed classes. Late entrants are solely responsible for contacting fellow students for these notes. While the classes missed by a late enrollee cannot be counted as absences, they will be noted and late entrants will be cautioned about the detriment of missing future classes.

Class Participation:

Attendance goes hand-in-hand with participation. In order to earn the participation percentage of the overall course grade, students are expected to be in class on time with all of the necessary class materials, including books, note-taking supplies and drafts. Students who wish to be successful in ENGL 1301W will:

- complete *all* major writing assignments
- complete *all* readings geared toward class discussions
- take an *active* role in *all* collaborative activities, both written and oral
- present thorough and informative oral assignments
- *offer and accept* constructive criticism (both written and oral) during brainstorming and other peer discussions/reviews
- *effectively* utilize time scheduled to meet with the instructor and attend writing center sessions if directed

Class participation cannot be successfully achieved if students are completing homework or studying for an exam in another course, wearing earphones or making/receiving calls or texting. Students must leave textbooks for other courses, along with *all* electronic devices (turned *off*) in their backpacks/off the desktops from the time class begins until they have been dismissed. Students will be warned initially and then counted absent and asked to leave the class if they do not comply with this request. The instructor will alert the students when class is dismissed. It is rude and disrespectful to begin packing up, standing up or exiting class until this alert is given. Students will be counted absent for the class meeting if they do not comply with this request.

Use of technology in the classroom:

As indicated in the previous section, the use of cell phones and other hand-held devices while class is in session is prohibited. However, some students may seek permission to use a laptop computer to take class notes or share drafts. If note taking and/or draft review are scheduled, the instructor may allow laptop use on those occasions. Those students using a laptop will have assigned seating to ensure that this privilege is not being abused. Those students who use their laptops for any reason other than one specifically approved by the instructor will lose their laptop privileges for the rest of the semester. Those who are using a Kindle or other e-reader to access course texts must notify the instructor of device use.

Academic Honesty:

SHSU expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. SHSU administration may initiate disciplinary proceedings against students accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. According to the SHSU Student Handbook:

5.31 “Cheating” includes, but is not limited to: (1) Copying from another student’s test paper, a laboratory report, other report, or computer files, data listings, and/or programs. (2) Using, during a test, materials not authorized by the person giving the test. (3) Collaborating, without authorization, with another person during an examination or in preparing academic work. (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test. (5) Substituting for another student; permitting any other person; or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit. (6) Bribing another person to obtain an unadministered test or information about an unadministered test. (7) Purchasing, or otherwise acquiring and submitting as one’s own work any research or writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 “Plagiarism” means the unauthorized incorporation/use of another’s work, thoughts or ideas into one’s own work offered for credit. This includes, but is not limited to using previously published or submitted material without authorization and/or credit given, “recycling” of one’s own previously published or submitted work without permission of the previous and current instructor, purchasing essays or other writing assignments from an individual or service and submitting those works as your own compositions. The instructor will determine whether or not the plagiarism committed was done with intent or ignorance. While the former will carry a greater penalty than the latter, neither will be tolerated.

5.33 “Collusion” means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 “Abuse of resource materials” means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 Academic work means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

5.36 Disciplinary Procedures for Academic Dishonesty:

(1) Academic Process. All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and, eventually, to the vice president for academic affairs (whose decision shall be final) before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. After completion of the academic process, the academic officer making final disposition of the case may refer the matter to the chief student affairs officer for any additional discipline that may be appropriate. (2) Disciplinary Process. In the case of flagrant or repeated violations, the chief

student affairs officer may take such additional disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process under Subsection 5.6 and following except as provided under Subsection 5 (15). (3) Honor Code. If a component has adopted an Honor Code which includes an Honor Council that makes decisions on appeals of penalty grades issued by a faculty member and disciplinary action on cases of flagrant or repeated violations, the hearings which consider disciplinary action must afford the student procedural due process under Subsection 5.6. Appeals of academic decisions rendered by an Honor Council shall be heard by the Vice President for Academic Affairs and appeals of disciplinary decisions rendered by an Honor Council shall be heard by the Chief Student Affairs Officer. In the event of conflicts, these Rules and Regulations shall govern.

ASSIGNMENTS:

All assignments will be introduced using a combination of class lecture/discussion and Bb postings. Adhering to the specifics of each assignment as indicated in the directions provided is essential to the successful completion of the assignment. Bb postings will be signaled with an announcement in class and on the Bb announcements page; however, students should routinely check for new Bb postings without prompting. Assignments will remain on Bb until the due date. Students are responsible for printing out any new postings as soon as they appear in case of power outages or other technical difficulties. It is the responsibility of students to contact Computer Services (4-1950) when difficulties in accessing Bb occur. **The instructor reserves the right to have essays submitted to turnitin.com, a service that will review the essay to determine whether it is plagiarized. The instructor also reserves the right to question students about the authenticity of their class work. It is in the students' best interest to retain all notes and early drafts of major assignments in the event that a question arises.**

As ENGL 1301W is not primarily a research-based course, there should be no need to rely on outside source material for direct quotes and/or paraphrasing when constructing a writing assignment unless the instructor requires it. If the instructor determines that a student has *intentionally* plagiarized, he/she will be informed during a conference with the instructor that he/she will receive a failing grade for the assignment and that further disciplinary action may be taken by the Dean of Students. If the instructor determines that the student's plagiarism was *unintentional*, he/she will be informed during a conference with the instructor that he/she will receive a failing grade on the assignment, but will have the opportunity to complete an alternate assignment. The grades of the failed assignment and the alternate assignment will be averaged and that is the grade that will be recorded. Once a student has been given this "do over" opportunity, any future incidents of plagiarism will be considered intentional and the disciplinary action described above will be initiated.

Submitting Assignments:

ALL ESSAY ASSIGNMENTS MUST:

- be submitted as a print copy. Essay assignments should *never* be sent as email attachments unless specifically requested by the instructor, who will do so in writing. The final draft **MUST** be typed. Otherwise, it will not be accepted and the assignment will get no credit.
- be formatted according to MLA guidelines (guidelines sent via email)
- be complete, binder clipped and submitted in the following order:

- Final draft inside Blue book used for in class peer chat and drafting
- Blue book used for brainstorming/peer chat and drafting—instructor signature mandatory as directed with each essay assignment except the in-class essay

Students who do not follow these instructions upon submitting an essay assignment will incur the following penalty(ies), beginning with the first major assignment: incorrect/missing MLA format-5; no Blue book used for brainstorming/peer chat-5 no instructor-signed Blue book -5; no evidence of brainstorming/peer chat and drafting submitted with assignment-10;

.Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=below 60%

*****Grade Distribution:**

(Students should refer to the percentages/points distribution in order to determine their progress in the class throughout the semester. There is no way for the instructor to predict what EOS grade students will earn until *all* assignments and exams have been submitted and evaluated. Students who have a question or concern regarding their standing in the course must make an appointment to meet with the instructor. Absolutely no specifics such as assignment grades will be discussed over the phone or by email. No grades will be posted to Bb.

As previously stated, this is a “W” course, which means that at least 50 percent of the course grade will derive from writing assignments. Some writing activities will require drafting and revising with or without instructor feedback. Other assignments may receive a grade of completion only; all are designed to assist in critical reflection of the course material.

Essays 50% (Campus accessible back-up copies of essays are mandatory) SEE ESSAY ASSIGNMENT COMPLETION POLICY BELOW

The bulk of your grade will come from your ability to create formal written documents in the course. These five essays will represent a variety of writing styles and assignments and are designed to help you develop your college-level writing skills. Each of the five (5) essays will include time spent in various stages of the writing process. Students will exchange feedback on topic exploration, will draft their essays, and will revise their essays before submission. Together, the formal essays will count as fifty (50) percent of the course grade, i.e., each will be worth ten (10) percent. Essay strategies will include narration, comparison, exemplification, position, analysis, definition, and description. **Once the instructor has evaluated a set of essays, students are encouraged to meet with the instructor by appt. for personal review; the English department mandates meeting with the instructor once Essay 1 has been evaluated and prior to the submission of Essay 2.**

IMPORTANT:

Students are required to keep electronic copies of major assignments in the event that a submitted assignment is misplaced or lost. Students should take photos of preliminary work such as prewriting and initial drafts for safekeeping.

Occasionally, students will ask to submit an essay assignment EARLY due to a schedule conflict. Students who do so MUST submit the assignment through the English office (EV #458) so that the submission may be recorded, date and time stamped before being placed in my mailbox. DO NOT BRING IT TO CLASS; DO NOT LEAVE IT UNDER MY DOOR.

ESSAY ASSIGNMENT COMPLETION/SUBMISSION POLICY

Individual responsibility is a key component to students’ success. Effective time management skills must be adopted in order to address various academic challenges presented throughout the semester. **This includes the observance of major assignment due dates, which are strictly enforced without exception. No late essay assignments will be accepted. Students who submit fewer than 5 major assignments will receive a 0 for each y assignment not submitted.**

80% semester averages (with the final exam and Essay Assignment #5 outstanding) will be calculated and presented to students prior to the final exam (see calendar).

Usage (grammar)/reading quizzes (grade based on 10 of 12 given) 10%-SCANTRON FORM 880-E IS REQUIRED. NO SCANTRON FORMS WILL BE PROVIDED BY THE INSTRUCTOR OR THE DEPARTMENT. NO QUIZZES TAKEN WITHOUT THE USE OF THE CORRECT SCANTRON FORM WILL BE ACCEPTED.

The intent of ENGL 1301W is to develop and practice reading/writing skills that are academically and professionally essential; therefore it is important to give attention to the most common reading, spelling and usage principles. These include, but are not limited to topics such as:

- Adjective/adverb usage
- Agreement of subject and verb
- Agreement of pronoun and antecedent
- Avoidance of sentence construction errors (fragments, run-ons and comma splices)

Correct pronoun usage
Irregular verb tenses
Spelling and Punctuation
Reading comprehension and critical thinking

Usage/Reading quizzes may not be made up, but the lowest 2 of the quiz grades will be dropped. Students who enter the classroom more than 5 minutes after the quiz has begun will not be allowed to complete the quiz.

(4) 1-page article responses (grade based on 4 assigned) 10%- Periodically, students will be required to compose a **1 page max. typed** response based on a class discussion or article. Sometimes the responses will be guided—that is, the instructor will ask for specific feedback. Other responses may be more general in nature. Those not typed will not be accepted. Those submitted late will not be accepted. **These responses may not be made up, and no response score will be dropped.**

(8) PBL short writing assignments 5%-students will be required to complete short writing assignments (75-250 words) pertaining to the theme of the current PBL. Those not typed will not be accepted. Those submitted late will not be accepted. **These assignments may not be made up, and no grade will be dropped.**

(6) in-class writing exercises (grade based on 4 of 6 assigned) 5%

Periodically, the instructor will assign short in-class writing exercises to be completed individually or collaboratively. **These exercises are in-class writing opportunities and as such may not be made up, but the two lowest exercise response scores will be dropped.**

(1) oral component (presentation date assigned by instructor—no make-up given) 5%

Each student group will offer a 15 minute video presentation over a course topic. This is a mandatory component of the course—no exceptions. Dates will be assigned, and the entire group must be in attendance in order to present. **Presentation dates are noted on the calendar and may not be made up. 5-excellent; 4-good; 3-fair; 2-minimal; NC no credit**

Midterm exam 5%

The objective portion (Part I) of the exam will be answered on a 100 question scantron form. The content will cover the material introduced to date, as addressed by lecture, discussion notes, assigned readings and application. There will also be an application section that allows students to provide more extended responses. **STUDENTS WHO MISS THE SCHEDULED EXAM WILL BE ALLOWED TO TAKE A MAKE-UP EXAM, BUT MUST DO SO NO LATER THAN THE MAKE-UP DATE INDICATED ON THE COURSE CALENDAR. STUDENTS ARE RESPONSIBLE FOR MAKING ARRANGEMENTS TO COMPLETE THE MAKE-UP EXAM DURING THE TIME ALLOTTED.**

Departmental final exam 10%

Students will take a final exam based on usage and mechanics (basic editing skills). The final is an objective test, which will be administered (designed and scored), centrally by the Department of English. The instructor will not know the detailed content of the exam in advance. Any questions students have regarding the final must be directed to the English office as this is where the graded finals are kept. Students who want to know what grade was earned on their final exams must contact the instructor in person no later than 30 minutes after the instructor's last exam.

Students must take the exam on their classes' scheduled exam day.

NO extra-credit opportunities will be offered as per departmental policy.

The grade earned at the end of the semester is the grade that will be submitted—neither grade curves, nor added points for perfect attendance will be considered.

THE INSTRUCTOR WILL MAKE EVERY ATTEMPT TO EVALUATE AND RETURN MAJOR WRITING ASSIGNMENTS IN A TIMELY FASHION. HOWEVER, DUE TO THE VOLUME OF ESSAYS SUBMITTED, STUDENTS SHOULD EXPECT A MINIMUM OF 2 WEEKS BEFORE GRADES ARE RECEIVED. STUDENTS WHO ARE ABSENT WHEN GRADES ARE RETURNED DURING CLASS SHOULD NOT CALL/EMAIL THE INSTRUCTOR ASKING FOR A GRADE. IN ORDER TO MAINTAIN STUDENT PRIVACY, THIS QUERY MUST BE ADDRESSED IN PERSON. THIS INSTRUCTOR WILL NOTIFY THE CLASS WHEN ASSIGNMENTS ARE TO BE REVIEWED DURING SCHEDULED CONFERENCES. THE INSTRUCTOR WILL ADVISE STUDENTS OF THEIR TO DATE AVERAGE ON THE LAST CLASS DAY, ALLOWING FOR 20% OF THE COURSEWORK STILL OUTSTANDING: THE 5TH ESSAY, DUE THE DAY OF THE SCHEDULED FINAL EXAM (10%), AND THE DEPARTMENTAL FINAL EXAM (10%). HOWEVER, THE AVERAGE GIVEN IS IN NO WAY AN INDICATION OF THE EOS GRADE TO BE SUBMITTED. IT IS SOLELY MEANT TO INFORM STUDENTS OF THEIR ACADEMIC STANDING IN THE COURSE TO THAT DATE.

STUDENTS RECEIVING FINANCIAL AID IN THE FORM OF SCHOLARSHIPS, GRANTS AND/OR LOANS AND/OR THOSE ON ACADEMIC PROBATION SHOULD KEEP IN MIND THAT THEIR STATUS IS DIRECTLY AFFECTED BY THEIR DEMONSTRATION OF ACADEMIC RESPONSIBILITY/PERFORMANCE. THE INSTRUCTOR IS *NOT* RESPONSIBLE FOR STUDENTS' ASSISTANCE STATUS.

Additional Policies:

Campus Concealed Carry: In order to maintain a secure and positive learning environment for everyone within the Evans Building, any student who is licensed to carry a concealed weapon on campus and attends this instructor’s class

- will remain anonymous-no declarations, admissions or identifying remarks regarding CCC status
- will keep his/her weapons thoroughly concealed AT ALL TIMES
- will be responsible for removing belongings such as backpacks, satchels, purses, etc. where weapons could be stored (as a safety precaution, ANY backpacks, satchels, purses, etc. left in the classroom after class dismissal will be secured in the classroom and reported to UPD for removal)
- will secure his/her weapon elsewhere prior to entering the instructor’s office, IF the topic of discussion involves academic standing; the instructor’s door will remain open, and the instructor reserves the right to have another colleague present if deemed necessary
(All students will be reminded of this policy upon entering the instructor’s office)

This instructor reserves the right to take disciplinary action appropriate for her safety and the safety of other students and colleagues if these policies are disregarded.

Disruptive Classroom Behavior Policy:

ALL STUDENTS SHOULD ACCESS AND BECOME FAMILIAR WITH THE DESCRIPTIONS OUTLINED IN THE 2016 STUDENT CODE OF CONDUCT AND DISCIPLINE. IT IS AVAILABLE BY ACCESSING THE FOLLOWING LINK:

<http://www.shsu.edu/students/guide/StudentGuidelines2014-2016>

SHSU seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for students’ questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions.

Rules and expectations for the instructional setting should be established by the instructor and communicated to the students via the course syllabus and classroom discussion at the beginning of the course. Such rules may contain reasonable restrictions in light of the instructional setting, teaching method and learning objectives; and may vary depending upon the educational context. Instructional rules may include, but not be limited to, prohibitions on the use of electronic devices, refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, entering the classroom late or leaving early without authorization, etc.

Disruptive Behavior is prohibited. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities and/or fails to adhere to an instructor’s appropriate classroom rules or instructions.

Mild Forms of Disruptive Behavior: Talking in class when the instructor is lecturing or students are completing an assignment that requires quiet and concentration, arriving late, talking/texting on cell phones, listening to MP3 devices, sleeping in class, and reading material unrelated to the class.

Instructors who experience students engaging in mild disruptive behavior should provide the following warnings: a verbal, e-mail, early warning referral or a written form of communication. The communication should identify the prohibited behavior that occurred, the rules that were violated, and the behavior that is required in the future. The warnings should also include notice stating that any subsequent violation of the classroom rules or this policy may result in the instructor filling a student code of conduct complaint with the Department Chair.

Examples of Disruptive Behaviors include:

• Habitually arriving late, or exiting early	• Making long-winded, or off-task comments, especially during lecture
• Eating or drinking disruptively	• Conducting side conversations or acting disrespectfully, especially during lecture
• Talking/Texting on cell phones	• Complaining in an excessive or disruptive manner
• Spitting tobacco into a container	• Constantly disagreeing with the instructor or peers
• Obsessively sniffing, snorting, belching, cracking knuckles, passing gas, throat clearing, mumbling	• Making disrespectful or offensive comments or gestures to the instructor or fellow students

<ul style="list-style-type: none"> • Making inappropriate remarks to peers the class as a whole and/or the instructor 	<ul style="list-style-type: none"> • Acting in an immature manner • Distracting peers from assigned tasks
<ul style="list-style-type: none"> • Acting in a bizarre manner 	<ul style="list-style-type: none"> • Offering inappropriate, exaggerated or emotional responses
<ul style="list-style-type: none"> • Appearing to be under the influence of alcohol or drugs, either illegal or prescription 	<ul style="list-style-type: none"> • Offering irrational, inappropriate, unrelated statements
<ul style="list-style-type: none"> • Engaging in exhibitionism 	<ul style="list-style-type: none"> • Verbally interrupting peers or the instructor

Severe Forms of Disruptive Behavior: Intimidation, insubordination, physical threats, and violence. If the disruptive behavior is serious or severe the proper campus authorities will be contacted immediately.

The instructor must document the disruptive behavior in writing and file a Student Code of Conduct Complaint with the Vice President of Student Services or Assistant to the Vice President of Student Services. The Complaint should also include a copy of any written warning provided to the student. The instructor must also notify his/her department chair of the matter as well. The Student Services Officials will investigate the Complaint in accordance with the SHSU Student Handbook. The Student disciplinary Procedures shall govern all proceedings involving such complaints. Sanctions, if necessary, will be imposed in accordance with the Student Code of Conduct.

Examples of Severe Disruptive Behavior: Intimidating or Aggressive Behaviors Toward Instructors:

<ul style="list-style-type: none"> • Defiant posturing 	<ul style="list-style-type: none"> • Badgering
<ul style="list-style-type: none"> • Obscene gestures 	<ul style="list-style-type: none"> • Verbal sniping
<ul style="list-style-type: none"> • Hostile arguing 	<ul style="list-style-type: none"> • Menacing physical posturing
<ul style="list-style-type: none"> • Refusal to leave the classroom or the instructor's office 	<ul style="list-style-type: none"> • Harassing or intimidating statements/interruptions

Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing **reasonable accommodations** for students with disabilities. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are encouraged to visit with the **Office of Services for Students with Disabilities: Lee Drain Annex 294-3512 or 294-3786 (TDD) or SHSU homepage/campus tools/fast links/Office of Services** Students should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until students register with the SSD office. Students who receive accommodations approval must present the instructor with a form that specifically states what REASONABLE accommodations are needed. All appointments for course test taking must be initiated by the student 1 week in advance of the testing date.**

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse students from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose, **PROVIDED THAT THE INSTRUCTOR IS GIVEN ADVANCE NOTICE IN WRITING IN PERSON NO LESS THAN 2 CLASS PERIODS BEFORE THAT HOLIDAY.** Students whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. (See instructor attendance policy page 13)

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. Visitors who are not registered students will be allowed to remain in the classroom at the discretion of the instructor. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

An Incomplete Grade of X:

At times, due to extenuating circumstances students may not be able to finish a course and may request a grade of X (incomplete). Students who request an X for this course must provide adequate documentation to justify an X and they must have satisfactorily completed at least 50% of the course work in order to be eligible for an X. If documentation indicates that an X is warranted, the instructor will recommend such to the Department Chair, who will then make the final decision on whether an X will be entered as the

course grade. Upon approval students have one semester to complete the remaining work; failure to do so will result in an automatic grade change from X to F.

Discussion of EOS grades:

Students' grades will be posted no later than Monday @ 12:00 p.m. FOLLOWING final exams week. Students are responsible for accessing grades online—none will be given by email or by phone. In the event that a student disagrees with an EOS grade, he is to do the following:

- Contact the instructor via email after January 1st. Concerns should be stated specifically and respectfully.
- Once the instructor has responded, the student must be prepared to meet the instructor on campus on a mutually convenient date and time. All major grade course work will be reviewed and reassessed. The final exam, which will be kept on file in the English office, may be reviewed at that time as well. A determination as to the finality of the EOS grade will be made at the end of that meeting.

Class Meetings and Dates to Remember

(This should be considered a tentative calendar. While the instructor reserves the right to amend it at any time, what is stated here is in effect until students are notified otherwise. Students should be prepared for whatever the class period covers—scantrons for quizzes, textbook for reading assignment discussion; handbook for grammar practice; complete assignments for submission etc.)

August:

24th 1st day of class—review syllabus; make introductions

T 29th-31st Introductory lecture on the writing process (posted); grammar practice; assigned readings posted; revision exercise posted (due at the beginning of class on Sept. 5th) (in place of canceled class meetings)

September:

T 5th Grammar quiz; PBL #1 introduced (specifics provided on separate break down page); Essay Assignment 1 introduced; peer chat

7th PBL Assigned readings; PBL lecture II posted; PBL related video assigned for viewing; drafting; article response 1 posted; bring completed draft for peer review on the 12th

8th LAST DAY TO DROP A COURSE WITH A 100% REFUND AND NO Q

T 12th Article response 1 due at the beginning of class; readings quiz; grammar practice; peer review; PBL assigned readings and short PBL writing assignment posted

14th Instructor e-available for assistance with essay assignment 12:30-4:00; Essay Assignment 1 accepted Friday 15th-Tuesday the 19th @ 12:30 when class begins. Absolutely no late or incomplete essay assignments will be accepted after 9/19 @ 12:30 for any reason. Hard copy only

T 19th See 12:30 deadline above; short PBL writing assignment due; Short reflection discussion over Essay #1; in-class writing exercise; grammar quiz

21st Lecture/discussion; PBL assigned readings and short PBL writing assignment posted

T 26th Reading quiz; in-class writing exercise; short PBL writing assignment due; Essay Assignment 2 introduced; peer chat

28th PBL assigned readings and short writing assignment posted; drafting—bring completed draft for peer review on the 3rd

October:

T 3rd Post Essay 1 conferences (department mandate); short PBL writing assignment due; article response 2 posted

5th Left open if additional conference time is needed

T 10th Article 2 response due at the beginning of class; PBL #1 ends with presentations

12th Instructor e-availability for assistance with essay assignment 12:30-4:00; Essay Assignment 2 due Friday 13th-Tuesday the 17th @ 12:30 when class begins. Absolutely no late or incomplete essay assignments will be accepted after Tuesday the 17th for any reason. Hard copy only.

T 17th See 12:30 deadline above; short reflection discussion over Essay 2; mid-term exam review; in-class writing exercise; Article response 2 posted; PBL #2 begins

19th Group time to study for mid-term exam; out of class writing assignment; short PBL writing assignment posted

T 24th Midterm exam (50 minutes) and timed essay instruction; short PBL writing assignment due

26th Essay 3 (timed); article response 3 posted

T 31st Article response 3 due at the beginning of class; short reflection discussion over Essay 3; in class writing exercise; introduce Essay Assignment 4; peer chat-completed draft will be due in class on the 14th **November:**

2nd out of class time for group work and for drafting; revision exercise posted

T 7th Extended office hours to discuss course progress if needed; revision exercise due when arriving for conference

9th ASAT conference

10th –drop date-no Qs after this date

T 14th Lecture/discussion; in-class writing exercise; class time to work on presentation; peer review

16th Instructor e-availability for assistance with essay assignment 12:30-4:00; Essay Assignment 4 due Friday

17th-Tuesday the 21st @ 12:30 when class begins. Absolutely no late or incomplete essay assignments will be accepted after Tuesday the 17th for any reason. Hard copy only.

T 21st Article response 4 due at the beginning of class; in-class writing exercise; See 12:30 deadline above for essay assignment 4; revision exercise posted

23rd Thanksgiving holiday-class will not meet

T 28th Short reflection discussion over Essay 4; revision exercise due; PBL #2 ends with presentations

30th Last class meeting Review for Departmental Final Exam 80% averages discussed

December:

1st Last day to resign from the university for the semester

5th Final Exam (see schedule posted online) Essay assignment 5 is due today at the beginning of the final exam period WITHOUT EXCEPTION. ONCE THE FINAL EXAM BEGINS, I WILL NOT ACCEPT ANY ESSAY ASSIGNMENTS FOR ANY REASON

Grades due by noon on December 11th