



SOUTH TEXAS COLLEGE
PSJA Dual Enrollment ELA III



Division of Liberal Arts
English Department Section Outline
English 1301
Summer I 2016

INSTRUCTOR INFORMATION:

- | | |
|---------------------|---|
| 1. NAME: | PAUL PEREZ-JIMENEZ |
| 2. OFFICE LOCATION: | tbd |
| 3. OFFICE HOURS: | by appointment only |
| 4. TELEPHONE #: | SMS ONLY (956 – 358-2660) |
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| 6. E-MAIL ADDRESS: | paul.perez@psjaisd.us (preferred) or
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| 7. 7. WEBPAGE: | http://paulperezjimenez.com |

Course Information:

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|------------------------|--|
| 1. Course Name: | Composition I |
| 2. Course/Section: | 11968 - ENGL 1301 - S02
12728 - ENGL 1301 - S07 |
| 3. Classroom Location: | PSJA High – D-107 |
| 4. Class Days/Times: | MTWR S02 - 8:00 am - 10:20 am
MTWR S07- 10:30 am - 12:50 pm |

Catalog Course Description:

This course focuses on the development of effective communication through written discourse. Emphasis is placed on the process of writing, including pre-writing, writing, stages of revision, and editing. Students will learn to employ various organizational strategies to expository essays and will analyze style, tone, and point of view in different literary genres.

Prerequisites:

TSI complete in Reading and Writing; or completion of ENGL 0200 and READ 0200 with a grade of “C” or better; or completion of INRW 0304 with a grade of “C” or better; or TSI Reading score of 349-50 and co-enrollment in NCBR 0300 AND TSI complete in Writing; or TSI Writing score of E4/MC 361-362 and co-enrollment in NCBW 0300 AND TSI complete in Reading; or TSI Reading score of 349-350 and TSI Writing score of E4/MC 361-362 and co-enrollment in NCBR 0300 AND NCBW 0300.

Program Learning Outcomes:

1. Read, reflect, and respond critically to a variety of texts.



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2. Use Edited American English in academic essays.

Course Learning Outcomes:

Upon successful completion of this course, students will

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
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.
6. Demonstrate critical thinking skills including creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information. **(THECB Core Objective)**
7. Demonstrate communication skills including effective development, interpretation and expression of ideas through written, oral and visual communication. **(THECB Core Objective)**
8. Demonstrate teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **(THECB Core Objective)**
9. Demonstrate personal responsibility including the ability to connect choices, actions and consequences to ethical decision making. **(THECB Core Objective)**

Course Learning Outcomes (CLOs)	Assessment (Faculty Determined)	Passing Standard (Faculty Determined)	Target (Faculty Determined)
1. Writing process	Not assessed in Jaguar P.R.I.D.E.		
2. Development	Not assessed in Jaguar P.R.I.D.E.		
3. Style	Not assessed in Jaguar P.R.I.D.E.		
4. Critical reading		70%	70%
5. Editing		70%	70%

Core Objectives (COs)	Assessment (Faculty Determined)	Passing Standard	Target: Expected % of Students Meeting Core Objective
6. Critical Thinking Skills	Annotations, Quotes/Ideas Weekly Rough Draft	<i>Approved passing standard on Institutional Rubric</i>	<i>70% of attempted</i>



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	Peer Review Weekly Essay Final Essay		
7. Communication Skills	Essays	<i>Approved passing standard on Institutional Rubric</i>	<i>70% of attempted</i>
8. Teamwork	Peer Review	<i>Approved passing standard on Institutional Rubric</i>	<i>70% of attempted</i>
9. Personal Responsibility	Daily Assignments	<i>Approved passing standard on Institutional Rubric</i>	<i>70% of attempted</i>

Course Requirements, Evaluation Methods, and Grading Criteria:

Writing Revisions:

Revision is considered a necessary component of all formal writing. The teacher is willing to meet with you outside of class to give input. If you are not satisfied with a score on a writing assignment, you are encouraged to revise and resubmit. Revisions are accepted within THREE school days of the date you received your paper. All revised work must be HIGHLIGHTED on the new draft.

Grading Policy:

In this course, weight of grades or averages will be determined by the following criteria:

Tests.....	40%
Quizzes.....	15%
Classroom/Homework.....	20%
*Projects(s).....	10%

In-class writings as well as quizzes may be substituted and will primarily consist of : AP-based examinations, Cornell Notes, or assignments based on other introduced text or discussion. Any assignment may be counted as a quiz. Furthermore, I will not announce quizzes ahead of time, and we will have a number of them, both straightforward reading ones and ones that ask you to engage an idea. Reading quizzes will always be given the first few minutes of class; if you come in late after the quiz, you may not take the quiz by copying someone else's answer. Questions on reading quizzes will be straightforward and simple as long as you've done the required reading.

Although the weights are the same, ELA III grades do not necessarily correlate with STC college grades. College grades and High School grades are not graded the same way.

*Projects may include presentations (PowerPoint, Prezi or other format), research papers, models, reports, collages, posters, experiments, transmedia etc.)



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Other Grading Considerations:

- The teacher may assign the student makeup work and/or tutoring based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements, for any class/assignment missed.
- Student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.
- A student who does not make up assignments within the time allotted by the teacher may receive a grade of zero for the assignment. A student will be permitted to make up tests and to turn in projects due in any class missed because of an excused absence.
- Teachers may assign a late penalty to any long-term project in accordance with time lines approved by instructor and previously communicated to students.

Assignment schedules are tentative and are subject to change (UIL sports, UIL academic, testing, absences, and Sr. hectic schedules, and other unforeseen circumstances). Although most assignments will be posted or referred to in the class website found in the instructor's webpage, it is the responsibility of the student to take notes especially of assignment dates and instructions. Neither late arrival nor absence from class serve as reasons for not attempting any assignment/late work or makeup work. Please note that any issue can only be resolved through communication. Please revert to speaking with the instructor for any issue.

Required Textbook & Resources:

Kathleen T. McWhorter, *Successful College Writing*, Sixth Edition

Each Major Assignment and Examination:

These are tentative and subject to change, please revert to class instructions or changes.

Date	Reading Title	Assignment 1 Annotation	Assignment 2 1 st Draft	Assignment 3 Peer Review	Assignment 4 Published Version
Week I	American Jerk	June 6, 2016	June 7, 2016	June 8, 2016	June 9, 2016
Week II	Combat High	June 13, 2016	June 14, 2016	June 15, 2016	June 16,2016
Week III	Lady in Red	June 20, 2016	June 21, 2016	June 22, 2016	June 23, 2016
Week IV	Why We Sometimes Are Kind for no Reason	June 27, 2016	June 28,2016	June 29, 2016	June 30, 2016
Week V	Final Exam	J u l y 5	–	7 ,	2 0 1 6



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General Description of Each Lecture or Lesson:

(revert to table above or website for latest/current information

<http://paulperezjimenez5.wix.com/paulperezjimenez#!1301-composition-summer-2016/n54in>)

English Department Plagiarism Statement:

As a student in the English Department at STC, you may receive an “F” for the semester if you commit or assist someone else in committing plagiarism.

Plagiarism is the theft of words, phrases, sentence structures, ideas, or opinions. Plagiarism occurs when any such information is taken from any source or person and—intentionally or unintentionally—presented or “borrowed” without mention of the source. Plagiarism also occurs when materials from cited sources are reproduced exactly or nearly exactly but are not put in quotation marks.

The penalties for plagiarism at STC can be found in the Student Code of Conduct. Students who commit plagiarism are subject to the following penalties: failure in the course; disciplinary probation; removal or disqualification from extracurricular activities, athletics, and organizational office; loss of eligibility for financial support; suspension; expulsion; and withholding of degrees and transcripts.

Copied work of any kind or cheating in any other fashion will not be tolerated.

English Department Chain of Command Statement:

Whenever concerns arise between an STC student and an instructor, the student should first discuss the matter with the instructor during the instructor's office hours. If the matter is not resolved, the student may then discuss the matter with the Department Chair. (Chair's information: Stephen Morrison, 872-6433, Pecan J 3.1104B).

Developmental Studies Policy Statement: The College's Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

Equal Education and Equal Employment Opportunity: South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College.



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Title IX Statement: Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. More information on Title IX policy and procedures can be found at <http://www.southtexascollege.edu/about/notices/title-ix.html>. Questions regarding Title IX or concerns about accommodations, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to our Conflict Resolution Center at 956-872-2180 or crc@southtexascollege.edu

Pregnant and Parenting Students: South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact the Conflict Resolution Center immediately at 956-8722180 or crc@southtexascollege.edu.

Alternative Format Statement: This document is available in an alternative format upon request by calling 956-872-6412.

ADA Statement: Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at 956-872-2173.

Veterans Statement: The STC Office of Veterans Affairs provides support services to our military veterans and their dependents, and assists them in applying for and obtaining their educational benefits. Contact the Office of Veterans Affairs at 956-872-6723 for questions or to make an appointment.



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South Texas College English Department
Syllabus Addendum: Comparing Citation Formats

This semester, your English instructor will be teaching you how to cite sources correctly; you will learn how to show your readers that you have taken words or ideas from an outside source. There are many different documentation formats used in colleges and universities, but the two most common formats used at the undergraduate level are MLA (developed by the Modern Language Association) and APA (developed by the American Psychological Association).

- MLA is most often used in English, Spanish, art, music, and other humanities courses.
- APA is most often used in psychology, education, nursing, and other social science courses.

Your instructor will most likely focus on one of these formats, but it is important that you understand how both of them work since you will most likely need to use both at some point in your college career.

Below is a brief overview of the differences between MLA and APA. Whichever one your instructor chooses to emphasize this semester, you can use this guide to help you use the other format should another one of your instructors require it.

The following information is taken from the seventh edition of the *MLA Handbook for Writers of Research Papers* and the sixth edition of the *Publication Manual of the American Psychological Association*.

Parenthetical (or In-Text) Citations

- All in-text citations require **context**; you should transition into information that is not your own rather than simply dropping it into the paper. There are multiple ways to transition; the examples below give you some ideas of how to accomplish this.
- You should also **explain** the relevance of the information to your readers.

Parenthetical Citations	MLA	APA
All parenthetical citations:	Author's last name and page number.	Author's last name, year of publication, and page number.



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<p>Direct quote (one author):</p> <p>Whatever is enclosed in quotation marks must be an exact replica of the original text; changes may not be made without indicating that you have done so.</p>	<p>According to Veeder, “the impact on the environment cannot be overstated” (52).</p> <p style="text-align: center;">OR</p> <p>One author contends that “the impact on the environment cannot be overstated” (Veeder 52).</p>	<p>Veeder (2007) argues that “the impact on the environment cannot be overstated” (p. 52).</p> <p style="text-align: center;">OR</p> <p>One author posits that “the impact on the environment cannot be overstated” (Veeder, 2007, p. 52).</p>
<p>Direct quote (two authors):</p>	<p>Veeder and Murdoch argue that “consumption at current rates cannot be sustained” (265).</p> <p style="text-align: center;">OR</p> <p>Current studies indicate that “consumption at current rates cannot be sustained” (Veeder and Murdoch 265).</p>	<p>Veeder and Murdoch (2008) believe that “consumption at current rates cannot be sustained” (p. 265).</p> <p style="text-align: center;">OR</p> <p>Current studies indicate that “consumption at current rates cannot be sustained (Veeder & Murdoch, 2008, p. 265).</p>
<p>Summary/paraphrase (one author):</p> <p>Summaries and paraphrases are in your own words entirely; any “borrowing” of language from the original text constitutes plagiarism.</p>	<p>According to Veeder, this policy will have a profound and significant environmental effect (52).</p> <p style="text-align: center;">OR</p> <p>One author contends that this policy will have a profound and significant environmental effect (Veeder 52).</p>	<p>Veeder (2007) states that this policy will have a profound and significant environmental effect (p. 52).</p> <p style="text-align: center;">OR</p> <p>One author believes that this policy will have a profound and significant environmental effect (Veeder, 2007, p. 52).</p>
<p>Summary/paraphrase (two authors):</p>	<p>Veeder and Murdoch argue that we cannot keep using natural resources like we are at present (265).</p>	<p>Veeder and Murdoch (2008) contend that we cannot keep using natural resources like we are at present (p. 265).</p>
	<p style="text-align: center;">OR</p> <p>Current studies indicate that we cannot keep using natural resources like we are at present (Veeder and Murdoch 265).</p>	<p style="text-align: center;">OR</p> <p>Scientists have concluded that we cannot keep using natural resources like we are at present (Veeder and Murdoch, 2008, p. 265).</p>

Bibliographic Information



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- The last page of your paper contains the list of works you have used in your research. You will present information about each work according to what type of work it is (a book, an article, etc.). If what you need is not found below, there are numerous sources that list MLA and APA citation formats. Try the Online Writing Lab (OWL) at Purdue University (<http://owl.english.purdue.edu>).
- This page is double-spaced throughout (no single spacing) and uses hanging indentation.

Bibliographic Information	MLA	APA
Title of bibliography page	Works Cited	References
Book with one author:	Hacker, Diana. <i>A Writer's Reference</i> . 5 th ed. Boston: Bedford, 2003. Print.	Hacker, D. (2003). <i>A writer's reference</i> (5 th ed.). Boston: Bedford.
Magazine article (also shows two authors):	Garza, John and Mary Catherine Simms. "The Next Stop in Education." <i>Time</i> 23 Nov. 2007: 2528. Print.	Garza, J. & Simms, M.C. (2007, November 23). The next stop in education. <i>Time</i> , 79, 25-28.
Newspaper article (also shows no author):	"Border Issues: The New Hot Topic." <i>Washington Post</i> 14 July 2008: B10. Print.	Border issues: The new hot topic. (2008, July 14). <i>The Washington Post</i> , p. B10.
Journal article:	Sellers, Peter. "Humor in the American Workplace." <i>Journal of Social Psychology</i> 121.5 (2006): 96-112. Print.	Sellers, P. (2006). Humor in the American workplace. <i>Journal of Social Psychology</i> , 121(5), 96-112.
Article from STC database (this shows a journal article; if you have a newspaper or magazine, adjust the format accordingly).	Velasquez, Julia. "Higher Education: At What Cost?" <i>Education</i> 35.8 (2004): 145-167. <i>Academic Search Complete</i> . Web. 14 Sept. 2009.	Velasquez, J. (2004). Higher education: At what cost? <i>Education</i> , 35(8), 145-167. Retrieved September 14, 2009, from Academic Search Complete database.

Document Appearance

- Consult your textbook or handbook for examples of what an academic paper should look like.
- Below are the formatting details you should follow:



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Document Appearance	MLA	APA
Title Page?	Not required.	Required. Include: <input type="checkbox"/> Paper title <ul style="list-style-type: none"> • Your name • Your institution Optional: <ul style="list-style-type: none"> • The date • Your instructor's name (Ask your instructor for his/her preference)
Abstract?	Not required.	Required. This is a short summary of your argument. Title it "Abstract" and place it on page 2.
Margins	One inch	One inch
Heading	Required in upper left corner of first page. Double-spaced. Include: <ul style="list-style-type: none"> • Your full name <input type="checkbox"/> • Your instructor's name • The class • The date 	Not required.
Running head (This is in the upper right corner of each page of your paper. It is in the header space, not the normal text space.)	Your last name and the page number.	A shortened version of your title and the page number.
Long quotes	Indent a quote if it is longer than 4 lines of prose or 3 lines of poetry.	Indent a quote if it is longer than 40 words.