Course Syllabus

ENGL 0300 – Foundations of Composition

Catalog Description: The course provides instruction in the integration and development of critical reading and academic writing skills. Successful completion of this intervention fulfills TSI requirements for reading and/or writing. This intervention provides additional support and is required for students with prescribed TSI Reading/Writing scores. Will not meet graduation requirements.

Prerequisite: Qualifying TSI score
Corequisite: Co-enrollment in ENGL 1301

Semester Credit Hours: 3
Lecture Hours per Week: 0
Lab Hours per Week: 3
Extended hours: 0
Contact Hours per Semester: 48

State Approval Code: 32.0108.59 12

Class section meeting time:

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Artificial Intelligence (AI) Course Policy: There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Core Components and Related College Student Learning Outcomes
This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. ☐ Yes   ☒No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course**:

☐   Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

☐ CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

☐ CT2: Gather and assess information relevant to a question

☐ CT3: Analyze, evaluate, and synthesize information

☐ Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

☐ CS1: Develop, interpret, and express ideas through written communication

☐ CS2: Develop, interpret, and express ideas through oral communication

☐ CS3: Develop, interpret, and express ideas through visual communication

☐ Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

☐ EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion

☐ EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

☐ Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

☐ TW1: Integrate different viewpoints as a member of a team

☐ TW2: Work with others to support and accomplish a shared goal

☐ Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

☐ PR1: Evaluate choices and actions and relate consequences to decision-making

☐ Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

☐ SR1: Demonstrate intercultural competence

☐ SR2: Identify civic responsibility

☐ SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:
The goal of this course is to improve critical reading and academic writing skills in support of credit-level ENGL 1301.

Learning Outcomes:
From the *Academic Course Guide Manual* for Developmental Integrated Reading and Writing.

Upon successful completion of this course, the student will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

10. Recognize and apply the conventions of standard English in reading and writing

From the Academic Course Guide Manual for ENGL 1301 - Composition I:
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.

Course Content:
The content for this course is aligned with the Texas College Readiness Standards as adopted by the Texas Higher Education Coordinating Board.

Texas College Readiness Standards:

I. **Writing**
   A. **Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.**
      1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.
      2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.
      3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.
      4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.
      5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.
II. **Reading**
   A. **Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.**
      1. Use effective reading strategies to determine a written work's purpose and intended audience.
      2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.
      3. Identify explicit and implicit textual information including main ideas and author's purpose.
      4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
      5. Analyze the presentation of information and the strength and quality of evidence used by the author and judge the coherence and logic of the presentation and the credibility of an argument.
      6. Analyze imagery in literary texts.
      7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
      8. Compare and analyze how generic features are used across texts.
      9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.
      10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.
      11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.
   B. **Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.**

1. Identify new words and concepts acquired through study of their relationships to other words and concepts.
2. Apply knowledge of roots and affixes to infer the meanings of new words.
3. Use reference guides to confirm the meanings of new words or concepts.
C. **Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.**
   1. Read a wide variety of texts from American, European, and world literatures.
   2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.
   3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
   4. Analyze and compare the use of language in literary works from a variety of world cultures.
D. **Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.**
   1. Describe insights gained about oneself, others, or the world from reading specific texts.
   2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.

Methods of Instruction/Course Format/Delivery:
ENGL 0300 face-to-face class sections are taught in writing labs and include online resources available in the Canvas Learning Management System (LMS). Online ENGL 0300 class sections are delivered through the Canvas LMS. Students may self-enroll in an online Canvas Student Training course—the link for enrollment is on the Distance Learning Student Resources page on the Panola College website (https://www.panola.edu/resources).

Instruction may include lecture, assigned readings, oral and/or written responses to readings, both in-class and out-of-class writing, peer evaluation, revising and editing, journal assignments, and practice exercises over grammar/punctuation/usage topics. Completion of assigned coursework in an online reading lab is also required.

Instructor-assisted writing is an essential component of the course. Online students interact with the instructor and with other students through email, discussion boards, chat rooms, and peer editing requirements.

Methods of instruction may include:

- Lecture
- Videos
- Discussions
- Peer review and collaboration
- Video conferencing
- Online activities in Canvas course modules
- Online lab activities

Major Assignments/Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

NOTE: Grading Related to ENGL 1301 – English Composition I
- Students who complete the required corequisite ENGL 1301 course with a grade of C or better will receive the same grade for ENGL 0300 and will be granted TSI Complete status in Reading and Writing.
- Students who complete the required corequisite ENGL 1301 course with a grade of D or F may still gain TSI Complete status in Reading and Writing by fulfilling the Assignment/Assessment requirements listed below with a grade of C or better. Credit for ENGL 1301 will not be awarded, but students who complete the ENGL 0300 requirements with a grade of C or better may enroll directly into ENGL 1301 in subsequent semesters without the corequisite ENGL 0300 course.

- Students may retake the TSI Assessment and gain TSI Complete status by passing the Reading and Writing sections of the assessment. Students who pass those sections may choose to withdraw from the course immediately and receive either their current grade or a W. Alternatively, they may choose to finish the semester and receive the grade earned based on the grading schedule.

Assignments

1. Corequisite Essays: Essay assignments in ENGL 1301, the required corequisite for ENGL 0300, include expository essays consisting of narration, description, comparison/contrast, definition, or other expository forms, and an argumentative essay (minimum 3500 words combined for essay assignments). In ENGL 0300, a grade of Complete (100) or Incomplete (0) will be recorded for each of three essays assigned in the corequisite ENGL 1301 course.
2. Daily assignments: Daily work may include short in-class assignments/activities, oral and/or written responses to assigned readings, drills and/or quizzes over sentence mechanics, self-evaluations of essay assignments, peer evaluations of essay assignments, essay corrections, and other assignments/activities not included in the essay grade category, including reading assignments and reading/writing assignments in an online lab. Exercises in grammar and punctuation chosen by the instructor may be required. Periodic unit exams may be included at instructor discretion.
3. Exams (mid-term and final): Essay and/or grammar/punctuation tests. Proctored midterm and final exams are required.

Assessment(s):

1. Daily assignments
2. Midterm
3. Final exam

Course Grade:
The grading scale for this course is as follows:

- Daily assignments – 50%
- Mid-term exam – 25%
- Final exam – 25%

Letter grades for the course will be assigned as follows:

A = 90-100%	
B = 80-89%	TSI Complete
C = 70-79%	
D = 60-69%	TSI Incomplete
F = below 60%	

Attendance:
From *The Pathfinder* Student Handbook, page 10:

Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:
5 absences, MWF classes
3 absences, TR classes
2 absences, one-day-per-week class

Summer Sessions: 2 absences, four-days-a-week classes 2 absences, two-evenings-a-week classes

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance or participation in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Student Success Center.

Texts, Materials, and Supplies:
- The text and resources for this course are provided by the NROC and/or EdReady developmental programs. Panola College is a member of NROC; use of these programs is free to students.
- Access to a computer and the Internet
- Canvas (provided by Panola College)

Required Readings:
- None

Recommended Readings:
- None

Other:
- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com
- For testing services, use the following link: https://www.panola.edu/student-services/student-support/academic-testing-center
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to https://www.panola.edu/student-services/student-support/disability-support-services for more information.
- Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in *The Pathfinder* or may request the form from the course instructor.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder: https://www.panola.edu/* (located at the bottom under students)