

ENGLISH 0110: Critical Reading and Writing Workshop
Course Policies and Syllabus
Fall 2019

Section: _____ Day/Time: _____ Place: _____

Instructor: _____ Office Phone: _____

E-mail: _____ Office: _____

Office Hours: _____

Developmental English Website: academics.utep.edu/developmentalenglish

Class Member: _____ Phone: _____ E-mail _____

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Class Member: _____ Phone: _____ E-mail _____

This section is in a learning community and must be taken concurrently with HIST 1301, section number _____.

COURSE DESCRIPTION

Critical Reading and Writing Workshop is an intensive one-credit developmental reading and composition workshop that stresses the reading and writing skills needed for success in college-level course work. This course emphasizes the development of vocabulary, comprehension, and critical analysis and focuses on issues relating to the writing process. The course is designed to improve students' communication skills so that they can comprehend their college-level texts and communicate effectively in writing.

Critical Reading and Writing Workshop is a hybrid course that meets face-to-face one day a week for 50 minutes. Students will then have online assignments each week that they must complete.








This workshop saves students tuition money and reduces the time it will take students to graduate. For individual tutoring in history, students may visit the History Tutoring Center located in the Liberal Arts Building, Room 327 or seek extra help from their HIST 1301 instructor or T.A.. Assistance in reading may be found in the Developmental English Computer Lab (EDUC 314A) on a drop-in basis or students may see their English 0110 instructor during posted office hours. Individual tutoring is available on a drop-in basis at the University Writing Center located on the 2nd floor of the library. Also, students may access tutoring at the Developmental English Computer Lab (Education 314A) on a drop-in basis and may seek extra help from their ENGL 0110 instructor during his/her posted office hours.

GOALS AND OBJECTIVES

Faculty will help students to

1. demonstrate an understanding of syllabi and assignment instructions;
2. demonstrate an understanding of how attitude, learning environment, and memory objectives affect reading;

3. employ pre-reading strategies that include
 - activating background knowledge,
 - surveying/previewing a text,
 - developing pre-reading questions, and
 - monitoring attention and comprehension;
4. apply reading comprehension strategies that include
 - building the students' vocabulary,
 - finding the main idea,
 - identifying key details,
 - recognizing organizational patterns,
 - making inferences,
 - distinguishing facts from opinions,
 - recognizing author's tone,
 - recognizing the author's audience and purpose, and
 - utilizing self-regulated learning;
5. utilize strategies that aid in learning and memory including
 - marking a text and taking reading notes,
 - using graphic organizers and outlines,
 - analyzing visual materials;
6. utilize strategies for reading a variety of texts, including textbooks, fiction, and short nonfiction texts;
7. utilize strategies for studying history; and
8. use critical thinking, reading, and writing skills through online activities, such as
 - analysis of readings,
 - responding to readings, and
 - collaborative learning.
9. demonstrate a proficiency in the organizational structure of an essay through
 - crafting a strong introduction and thesis,
 - building well-developed and unified body/support paragraphs,
 - crafting an effective closure
10. learn to revise and edit their papers;
11. understand the elements of an argumentative paper; and
12. incorporate sources into their writing.

The UTEP Edge is our philosophy that acknowledges the many assets our students bring to the University. We provide a variety of high-impact experiences both in and out of the classroom through work of our faculty, staff, alumni, and community partners that build on these assets and talents. Many assignments and discussions in this class will further develop the talents you bring to this class such as developing your communication skills , critical thinking , teamwork , problem solving , confidence , and social responsibility . This course is part of your first-year experience . To learn more about the UTEP Edge, visit <https://www.utep.edu/edge/>.

WORKSHOP POLICIES

1. Grading

This workshop is graded pass/fail. Students will receive an “S” for the class if they meet attendance requirements for this workshop, satisfactorily complete the online component of the workshop, and meet participation requirements for the workshop classroom component.

2. Attendance

Attendance is required. If students miss more than two of the face-to-face classes during the semester, they will be dropped, even if the cause of the absences is beyond their control (such as illness). If students are dropped from English 0110 for any reason, they may also be dropped from their HIST 1301 class. The official course drop deadline, November 1, is the last day to drop a course with an automatic “W”. If students miss class, they must check the course Blackboard shell to see what is assigned.

3. Participation

To pass this workshop, students need to

- meet attendance and punctuality requirements;
- complete all online assignments;
- participate constructively in face-to-face and online discussions and group work;
- show respect for their instructor and classmates;
- bring their HIST 1301 course materials (textbooks, papers, handouts) to class;
- give copies of their HIST syllabus and assignments to their English 0110 instructor; and
- keep careful notes of material covered in class.

4. Scholastic Dishonesty [From the Handbook of Operating Procedures: Student Affairs]

- A. It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline.

- B. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
- C. Plagiarism: "Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

5. Student Conduct [From the Handbook of Operating Procedures: Student Affairs]

Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <<http://www.utsystem.edu/bor/rules/homepage.htm>>.

6. Etiquette

A. Classroom Etiquette

- Classroom computers are for class use only. No checking e-mail, updating Facebook, typing assignments, or surfing the web is allowed during class.
- No texting is allowed during class.
- Do not use the printer after class has started without instructor approval. It can be difficult to hear in this room; the printer only makes it that much worse.
- Neither food nor drinks are allowed in this classroom.
- Turn off cell phone ringers, and do not listen to iPods/MP3 players during class.
- Use of headphones/ear buds is not allowed in the classroom unless approved by the instructor.
- Arrive to class on time in order to prevent class disruption.
- Do not talk when someone else is speaking.
- When you are done using the computer, log off completely so that no one may access your information.
- Clean up your area *before* you leave the classroom. Throw away any trash and push in your chair.

B. Online "Netiquette"

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

PLEASE NOTE: Students who are on scholarship, who are receiving financial aid, or who have been placed on academic probation must be aware of the requirements necessary to remain in good standing with respect to their particular situations. It is the student's responsibility to satisfy the course requirements necessary to remain in good standing. The instructor will not make any special provisions.

Technology and English 0110

This course uses technology. It is strongly recommended that students are comfortable using a computer and have access to the Internet from home or make arrangements to use computers on campus.

If home access is not possible, students should make arrangements to use a computer regularly on campus in order to complete their work. The Developmental English and Math Computer Lab, located at Education 314A, is available for students to word-process their papers, check their e-mail, use the Internet, and/or consult with a tutor.

Developmental English Computer Lab Fall 2019 hours:

Other computer labs, such as the Education Technology Lab (Education Building, Room 401), LACIT (Liberal Arts Center for Instructional Technology: Liberal Arts Building, Room 405), Cyber Café (Union East, room 204), and CLC (Collaborative Learning Center: Library, 2nd floor), are available for student use. Some of these labs hold weekend hours and are available during the evening, but schedules do vary. *Not having access to a computer will not be an excuse for incomplete or late assignments.*

Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

INSTRUCTIONS FOR ACCESSING YOUR COURSE ONLINE

Students must have a UTEP e-mail ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are entered into the system. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

Course content will be delivered via Blackboard. Students can access Blackboard by the steps outlined below:

- Go to <http://my.utep.edu>
- Login is the UTEP e-mail ID. Password is UTEP e-mail password.
- Click on the link to Blackboard.

- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.

Some of the materials on the Blackboard Shell may be in .pdf format. If you have trouble opening a file, you may need to download the most recent version of Adobe Reader, which will allow you to read files in .pdf format. To get Adobe Reader, go to <http://get.adobe.com/reader> and follow the directions for the download.

DISABILITY STATEMENT

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If a student has or suspects he/she has a disability and needs an accommodation, he/she should contact The Center for Accommodations and Support Services (CASS) at 747-5148 or at <cass@utep.edu> or go to Room 106, Union East Building. The student is responsible for presenting to the instructor any DSS accommodation letters and instructions.

Note: This syllabus is intended to provide an outline of the course, plus the rules that the instructor will adhere to in evaluating the student's progress.

IMPORTANT DATES

August 26	Classes Begin
September 2	Labor Day
September 11	Census Day
November 1	Course Drop Deadline, last day to drop with an automatic "W"
November 28-29	Thanksgiving Holiday – University Closed
December 5	Last day of classes and complete withdrawal from the University
December 6	Dead Day
December 9-13	Final Examinations
December 18	Final grades due to the Registrar's office
December 19	Final grades officially available to students online

NOTE: If students miss a face-to-face class, they must check online for any changes so that they can keep up. Students should e-mail their instructor if they have additional questions.

Calendar

- **Online component:** Every week's online course component will include online assignments, including discussion board activities, quizzes, and/or exercises.
- **Each reading concept is contained within a learning module.** Students will complete three or four modules per week. Individual instructors will determine how much of each module listed will be covered and assigned. Students must pay close attention to weekly instructions and follow directions carefully.
- **Weekly schedule:** Your instructor will provide you with a separate calendar of the specific modules assigned weekly. The modules and the general categories that they fall under are listed below for your information.

Please note that the English 0110 Workshop does **not** meet the last week of the semester. However, you will meet as usual in your HIST 1301 and all other classes.

Module Categories

Getting Started:

- Understanding a Syllabus
- Taking a Hybrid Course
- Using Pre-reading Strategies
- Examining Attitude, Learning Environment, and Learning Objectives

Reading Comprehension:

- Building Vocabulary
- Finding the Main Idea
- Identifying Key Details
- Recognizing Organizational Patterns
- Making Inferences
- Distinguishing Facts from Opinions
- Recognizing Author's Tone
- Recognizing Author's Audience and Purpose
- Utilizing Self-regulated Learning

Learning and Remembering:

- Marking a Text
- Using Graphic Organizers
- Outlining
- Reading Visual Materials

Understanding the Big Picture:

- Reading History
- Reading Fiction and Short Nonfiction Texts

Writing a History Paper:

Document Format

- Thesis Statements
- Introductions
- Support/Body Paragraphs
- Conclusions

Writing it Well

- Unity
- Revision
- Editing and Proofreading

Taking a Position on a Subject

- Argumentation
- Argumentative Claims
- Argumentative Evidence

Integrating Sources into Your Writing

- Plagiarism
- Integrating Sources

Additional Modules for Effective Learning:

- Note-taking
- Preparing for & Taking Tests

Suggested Order of Modules*

- Understanding a Syllabus
- Taking a Hybrid Course
- Using Pre-reading Strategies
- Reading History
- Finding the Main Idea
- Identifying Key Details
- Examining Attitude, Learning Environment, & Learning Objectives
- Marking a Text
- Building Vocabulary, Part One: Context Clues
- Using Graphic Organizers
- Outlining
- Reading Fiction and Short Non-Fiction Texts
- Building Vocabulary Part Two: Word Parts
- Recognizing Organizational Patterns
- Utilizing Self-Regulated Learning
- Building Vocabulary Part Three: Using a Dictionary
- Making Inferences
- Recognizing Author's Tone
- Recognizing Author's Audience and Purpose
- Distinguishing Facts from Opinions
- Reading Visual Materials

*Modules on writing and effective learning will be incorporated into the schedule at times necessary to meet students' needs in the History course.