

ENGLISH 0110: Critical Reading and Writing Workshop
Course Policies and Syllabus
Fall 2020

Section:

Day/Time:

Instructor:

Phone:

E-mail:

Online Office Hours*:

For more information about the Developmental English Program, visit [Developmental English](#).

This section is in a learning community and must be taken concurrently with HIST 1301 or 1302, section number_____.

*Students are strongly encouraged to make use of their instructors' online office hours. These hours are set aside for instructors to work with students on a one-on-one basis and allow students to seek help on assignments or ask questions about the class.

WELCOME TO YOUR ONLINE COURSE

Taking an online course is much like taking a face-to-face course in a classroom, with one major exception. That exception is responsibility. Showing up and doing the course work in an online class may take even more self-discipline and responsibility than showing up to a class and physically turning in assignments. That is why it is important to take time management seriously.

Get a planner to help you organize your schedule, and, if possible, set up a routine to participate in your online class on a regular basis every week; find times throughout the week to engage in your online class by participating in any synchronous class sessions and completing online assignments. Carve out consistent chunks of time from your weekly schedule for this class.

Since online students are expected to work with their course on a regular (sometimes daily) basis, it is essential that you develop a method for keeping track of assignments and getting done well and on time. A weekly school planner is one way, but some students find that a big calendar with plenty of space to write down assignment due dates but dates for breaking large assignments down into manageable chunks.

Many students underestimate the amount of time they need to spend in an online course, which is designed to require the combined equivalent of the time you would spend in a face-to-face class and the time you would spend studying and completing assignments outside of class. Therefore, you plan on spending from three to six hours a week on this course.

Another mistake that inexperienced students make is to think they can study very little in a course for a week and then try to make up ground by concentrated effort (cramming). This is not a good idea in any course and can be disastrous in an online class.

We all have busy lives, and planning is an essential element for academic success.

Finally, turn in all of your assignments this semester. Even small assignments receive grades, and those missing grades can add up, change your average from an A to a B or a C to a D. Moreover, learning is about building knowledge piece by piece. Any missing pieces of knowledge may mean failure in a class.

The importance of student email

Your UTEP student email plays an important function in an online environment. It is essential that you check it regularly, most say daily, for Announcements from professors on updates and reminders for your courses. Do not neglect to use this mode of communication regularly and to link it appropriately to your most frequently used devices for frequent checking.

In addition, during the Covid-19 Pandemic situation, there are also important announcements made campus-wide as to campus use and safety issues which are posted to your UTEP student mail. It's important to take the time to be aware and be safe and read what is posted. Additionally, you can go to [Resuming Campus Operations](#) for more information on UTEP's plan during this time.

Technology and English 0110

This course is totally online. Therefore, it is advisable to have Internet access from home. Contact the [Technology Support Center](#) for more information on how to apply for a long-term laptop or Wi-Fi hotspot or check out equipment.

If home access is not possible, the [Center for Collaborative Learning](#) on the second floor of the UTEP Library will be open. You can check the link above for their hours of operation. However, be aware that safety restrictions will limit the number of students who can use these computers at any given time.

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, a network will be down, computers will go on the fritz, or some other small catastrophe will occur, so don't wait until the last possible moment to submit a due assignment. You may not receive credit if it is submitted late. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online: Your instructor will use Blackboard. 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://www.my.utep.edu>.
- Login is e-mail ID. Password is 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.

Many 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.

ONLINE COURSE ORGANIZATION

All assignments appear on our course Blackboard shell and are organized under weekly folders. Each weekly folder contains approximately two to four learning modules; these modules cover important reading and writing topics such as finding the main idea of a text or writing thesis statements. Each module contains information regarding its topic and a quiz. You will read the information and take the quiz for each module, earning at least 70% to demonstrate your understanding of the module's content. Most modules also contain exercises that the instructor may ask you to complete in addition to taking the quiz. Instructors may also have you post to the discussion board.

Each weekly folder will open up at 12:01 AM, Mountain Time, on the Sunday of that week and close the following Saturday at 11:59 pm. Therefore, you will have an entire week to complete that week's assignments. However, your instructor may change due dates on occasion to meet the needs of the class. Do not hesitate to turn in assignments early; you should not wait until Saturday night at 11:59 pm to turn in your work. In fact, it is better to time your work to turn it in well before the deadline.

Each weekly folder also contains a Help Forum linked to the discussion board, where you can go to ask and answer questions about assignments. Your instructor will check it frequently, but you should feel free to answer a classmate's question if you know the correct answer.

Instructors may use Blackboard to send course announcements to your UTEP student mail, and they also appear in the Blackboard shell. Check at least daily for these update announcements.

If you have questions about using Blackboard, you will see a link to the UTEP Blackboard Help Website on the left-hand menu of our Blackboard shell, or you can access this website when you first log on to Blackboard. You can also visit [Blackboard for UTEP Students](#) for more information on Blackboard.

On the left-hand menu of our Blackboard shell, you will also see links to many other campus resources, such as the Food Pantry, the Counseling and Psychological Services, and the Student Health Center. These campus resources offer a great deal of support to help you be successful during your time at UTEP. Please take some time to check out these resources.

You will also find links to additional reading and writing sources, including online dictionaries and the Online Writing Lab (OWL) at Purdue.

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 an online course that may meet online one day a week for 50 minutes. Students will 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 receive online tutoring through the [History Tutoring Center](#) or seek extra help from their History instructor or teaching assistant. Assistance in reading and writing may be obtained through online tutoring with the developmental English tutor or students may see their English 0110 instructor during posted online office hours. Individual writing tutoring is available online through the [University Writing Center](#).

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.

UTEP EDGE

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 [UTEP Edge](#).

WORKSHOP POLICIES

1. Participation

Satisfactory participation and attendance are a course requirement. Class functionality, assignments and activities rely heavily on your early understanding of expectations. This is not a self-paced course and the calendar must be followed. Online participation is REQUIRED. You are expected to complete the weekly modules by the posted due dates.

Module completion will include reading the materials in each module and passing the quiz with at least 70%, completing exercises assigned by your instructor, posting to the discussion board, and other activities assigned by your instructor.

You are also required to respond to all emails and complete conferences with your instructor.

Students are responsible for participating regularly in class and keeping up with all posted assignments. Students should plan on engaging in the course at least six hours a week and at least twice a week. Having routine times for day-to-day engagement in the workshop helps ensure that students participate satisfactorily in the course. Students should complete all of their online assignments with a 70% or better.

2. Attendance

Satisfactory attendance is tied to participation. Participation is a must in ENGL 0110. Students will be dropped for non-participation. UTEP defines “neglect” as not paying attention or caring and defines “lack of effort” as not meeting course requirements. In an online course, “neglect” is not logging into the course consistently each week; “lack of effort” is not completing 70% of the coursework at the end of any week. Both neglect and lack of effort are considered non-exempt drops and count toward the six-course drop limit.

Synchronous sessions:

- Students must come to synchronous sessions on time and remain in the session for the entire time.
- Students must come to synchronous sessions prepared with their completed assignments. Students are expected to be alert, attentive, and focused on the subject at hand.

Students may be dropped from ENGL 0110 in the following circumstances:

- Students fail to complete all assigned work in any given week;
- Students are inactive in the class for a total of two weeks.

Exceptions may be made, in consultation with the instructor, for medical or other unforeseen events. In such cases all missed work must be made up within a week of returning to the course.

If a student must miss portions or all of a week’s assignment due to circumstances beyond their control, it is required that the student send an email to the instructor during that week, explaining the absence from the course.

If students are dropped from ENGL 0110, they will also be dropped from their HIST 1301/1302 course. The official course drop deadline, October 30, is the last day to drop a course with an automatic “W”.

3. Grading

This workshop is graded pass/fail. Students will receive an “S” (Satisfactory) for the class if they participate regularly and constructively in the workshop, keep up with all assignments

as posted, and satisfactorily complete online assignments with a 70% or better. Students not meeting the above criteria will receive a “U” (Unsatisfactory) for the course.

ALTERNATIVE means of submitting work in case of technical issues

Submit your work with plenty of time to spare in case you have technical issues with the course website, the network, or your computer. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP HELP DESK. As a last resort, email your instructor if it won't post to Blackboard. Make those deadlines!

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. Workshop Etiquette (synchronous sessions)

- No checking e-mail, updating Facebook, typing assignments, or surfing the web is allowed during class.
- No texting is allowed during class.
- 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.

B. “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.

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.

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.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering

and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

IMPORTANT DATES

August 24	Fall classes begin
September 7	Labor Day Holiday – University Closed
September 9	Census Day
April 3	Fall Drop/Withdrawal Deadline
November 26-27	Thanksgiving Holiday – University Closed
December 3	Last day of classes
December 4	Dead Day
December 7 - 11	Final Examinations
December 16	Grades are due
May 21	Grades are posted to student records; students are notified of grades and academic standing

NOTE: Students must check their Blackboard for any changes so that they can keep up. Students should e-mail their instructor if they have additional questions.

Calendar

- **Online assignments:** Every week, instructors will post online assignments, including discussion board activities, quizzes, and/or exercises.
- **Each reading/writing 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 1301/1302 and all other classes.

MODULE CATEGORIES

Getting Started:

- Understanding a Syllabus
- Taking an Online 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

** The information included in the writing modules is intended as suggestions. Always follow your History instructor's specific instructions for completing your writing assignments.

Additional Modules for Effective Learning:

- Note-taking
- Preparing for & Taking Tests

SUGGESTED ORDER OF MODULES***

- Understanding your Syllabus

- Taking an Online 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 designed to meet students' needs in the History course. The information included in the writing modules is intended as suggestions. Always follow your History instructor's specific instructions for completing your writing assignments.