



ENGLISH 0309: BASIC IRW SYLLABUS

Instructor	Ms. Kiahna Garcia
Office Hours	M-THR: 10:00 AM - 12:30 PM F: 11:00 AM - 1:00 PM ****Or by appointment****
Office Location	Remote
Email	ksg18je@sulross.edu
Class Schedule	M/T/W/TR/F: Anytime/Any day
Class Location	Online (asynchronous)
Required Text	N/A
Required Equipment and Software	Internet connection; computer with camera & microphone (in case we need to meet online); Microsoft Word, Microsoft PowerPoint (available free to SRSU students via Office 365)

TSIA2 PLACEMENT: ELAR Score of 944 or lower. Diagnostic Score of 4 or higher; Essay Score: 3 or 4.

COURSE DESCRIPTION: ENG 03090 Writing Skills (3-0). This course is designed for students whose score on an approved assessment instrument does not meet minimum requirements on the writing and/or reading portion of the assessment. Students will develop their writing and reading skills through exposure to writing and reading exercises. Topics include grammar, sentence structure, paragraph development, main ideas, supporting details, vocabulary, purpose, and tone. **Credit in this course cannot be used to satisfy requirements for any degree.**

COURSE EXPECTATIONS AND POLICIES

The goal of ENG 0309 is to further develop your reading and writing skills that will be vital throughout your undergraduate career. During this class, you will develop your writing through journal entries, grammar worksheets, and discussion boards. We will also read various short stories and articles to strengthen your reading comprehension skills.

The following pages contain important information about this course. Please read the information carefully. If you have any questions or clarifications about this course, please email me right away. I hope you have a great semester!

English 0309 Course Objectives:

After completing this course, you will be able to do the following:

1. Define vocabulary using context clues.
2. Identify stated main idea, implied main idea, and central idea.
3. Identify details that support, illustrate, or elaborate.
4. Recognize relationships among ideas in written material.
5. Differentiating between fact and opinion.
6. Identifying the author's purpose and tone.
7. Determining points and support of a critical argument.
8. Writing a paragraph.

Student Responsibilities Statement: All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. All students are expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Ethics: Students and instructors are responsible for maintaining scholastic integrity at SRSU by refusing to participate in or tolerate scholastic dishonesty. Any student who represents someone else's work as his or her own will automatically receive a zero for that

assignment, which will likely fail the course. Plagiarism can be purposeful or inadvertent, but either results in unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

SRSU's Artificial Intelligence (AI) Statement: The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable.

It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

Attendance Policy: Sul Ross State University and the State of Texas require each student liable for any portion of the Texas Success Initiative (TSI) to attend and participate in developmental coursework. Students who enroll in a course but have “Never Attended” (in-person class) or who have not logged into the Blackboard class (for a fully online course) by the official census date will be administratively dropped by the Admissions Office. I will accommodate extenuating circumstances at my discretion.

ADA (Americans with Disabilities Act): Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's

responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mr. Ronnie Harris, LPC, SRSU's Accessibility Services Director at 432-837-8203 (email ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Student Assistance: Tutors are available in the Tutoring and Learning Center, first floor of the Library, free of charge. Please check with the Tutoring and Learning Center for hours and days of tutor availability.

TEXAS SUCCESS INITIATIVE (TSI) ADVISING: As a developmental education student, you have a TSI hold on your records. In order for you to register for the next semester, you must see a TSI advisor in Lobo Den. Lobo Den is located on the first floor of the Sul Ross Library, and their phone number is 432-837-8982.

COURSE ASSIGNMENTS

There will be five main components in this course. They are:

1. **Journals:** Every week, you will be given a prompt for writing in a journal (via Google Docs or Microsoft Word). Submit each weekly journal entry by the end of each Sunday at 11:59 PM. Each journal entry must:
 - Be in MLA or APA format
 - Have a title
 - Be doubled-spaced
 - Be in Times New Roman
 - 12 pt. Font
 - Must completely answer the prompt
 - **About a page long (230 words)**
2. **Readings:** The readings vary from short stories to articles.
3. **Writing Assignments:** Each week, you'll be given an assignment that pertains to the weekly lesson. Please make sure to turn in the assignment by the due date.
4. **Discussion Boards:** There will be discussion prompts from Week 1-Week 12. Make sure that you answer the prompt on the Discussion Board and respond to two peers by the due date.

5. **Final Essay:** You will choose a topic (that I will provide) and write a 2-page essay about your chosen topic. This essay is to help you get an idea of how to write an academic paper and the expectations of academic writing.

Late work: Assignments are due at the end of the week (Sunday at 11:59 pm). You are responsible for all assignments in this course and must complete all required work in English 0309 to receive a passing grade. Late assignments will not be accepted. I know that challenges happen; please contact me if you are struggling or if something is preventing you from turning in assignments on time so we can plan a way for you to succeed.

Grading Scale

Item	% of Final Grade
Journals	20%
Assignments (Worksheets)	10%
Discussion Boards	20%
Final Essay	50%

A= 90-100%

B= 80-89%

C= 70-79%

F= 69% and below

ENG 0309 Syllabus

Discussion Board will be abbreviated to DB

Week	Topic	Reading	Assignments	Journal Prompt
One 8/24-8/30	Introduction and Syllabus Grammar 101: Subject-Verb Agreement	"Subject-Verb Agreement."	Listen to the lecture Read article Complete Subject-Verb Worksheet DB 1: Does a sentence always sound wrong when the subject and verb disagree? Why might writers need to understand the rule instead of relying only on sound?	Write a short story (it can be about anything!). For each sentence, highlight the subject and <u>underline the verb</u> . Then write a reflective paragraph about the importance of subject-verb agreement. Would you think your story would make sense if the subject-verb agreement was incorrect?
Two 8/31-9/6	Grammar 101: Pronouns, Nouns, Adjectives, Adverbs	"Understanding Parts of Speech."	Listen to the lecture Read article Create a Character Profile Worksheet DB 2: Do the Mad Lib. Then, reflect on the importance of pronouns, nouns, adjectives, and adverbs. How did they make the story funny/strange/interesting? How would replacing one adjective or adverb change the tone of the sentence?	Write about a memorable place without using adjectives or adverbs. Then rewrite it using descriptive adjectives and adverbs. Which version is more effective, and why?
Three 9/7-9/13	Grammar 101: Vocabulary and	"The Neuroscience	Listen to the lecture	After reading the assigned article, why

	Word Choice	Behind Our Words.”	Read article Rewrite Vague Sentences Worksheet DB 3: How can vocabulary reflect a person’s age, culture, profession, region, or community?	are vocabulary and word choice important? What are some reasons that vocabulary and word choice are important in academic writing?
Four 9/14-9/20	Grammar 101: Practice and Identify Sentence Structure: Simple, Compound, Complex, Compound-Complex	“Mastering the Sentence.”	Listen to the lecture Read article Sentence Combining, Shrinking, Expanding and Sign-Posting Worksheet DB 4: When might a short, simple sentence be more powerful than a long sentence? Please provide an example.	Imagine meeting yourself ten years from now. Write four sentences about the conversation—one of each structure. Then, write a paragraph about which structure allowed you to express the most detailed thought.
Five 9/21-9/27	Grammar 101: Conjunctions and Transitions	“Transitions” “Using Conjunctions”	Listen to the lecture Read article Conjunctions and Transitions Worksheet DB5: Write a short exaggerated story (chaotic day at work, the beginning of a zombie apocalypse, meeting a superhero, etc.) with at least three conjunctions and at least four transitions. Then discuss how the conjunctions and transitions connected the ideas. Do you think that your short story will be hard to read without conjunctions and transitions?	Write humorous advice for surviving college. Connect your ideas with transitions such as <i>first</i> , <i>next</i> , <i>however</i> , <i>for example</i> , and <i>finally</i> . How do the transitions make the instructions easier to follow?

Six 9/28-10/4	Reading 101: The SQ4R Method and The Art of Annotation	O. Henry: "The Gift of the Magi."	Listen to the lecture Complete Annotation Worksheet Read short story DB6: Using the SQ4R Method and writing annotation, explain how the SQ4R Method and annotations helped you comprehend the assigned short story.	How would you describe your current relationship with reading: enjoyable, complicated, stressful, useful, or something else? What experiences shaped that relationship?
Seven 10/5-10/11	Reading 101: How to Identify Purpose, Audience, and Tone	Edgar Allen Poe: "The Tell Tale Heart." "Ten Reasons Libraries Are Still Better Than the Internet."	Listen to lecture Complete Purpose, Audience, and Tone Worksheet Read the short story and the article DB7: Pick one of the assigned readings and discuss the tone, audience, and purpose. What clues reveal tone and purpose (e.g., word choice, punctuation, sentence structure, imagery, etc.)?	Imagine your college announces that all classes will begin at 5:00 a.m. Write or describe three reactions to the announcement: one from the college president, one from an exhausted student, and one from a morning-loving professor. How would each person's purpose, audience, and tone influence their word choice?
Eight 10/12-10/18	Reading 101: Inferences, Conclusion, and Summarization	H.H. Munro (SAKI): "The Open Window." Roald Dahl: "The Landlady."	Listen to the lecture Complete Inferences, Conclusion, and Summarization Worksheet Read both short stories DB8: Choose one of the assigned short stories and discuss if your inferences were correct. When did you realize the story was going in a different direction?	Imagine you find a backpack containing a bus ticket, an apron, a broken phone charger, three library books, and a birthday card. Write about: Who might own the backpack?

				What can you infer about the person? Which objects support your inference? What conclusion can you reasonably draw? Summarize the owner's possible day in two sentences.
Nine 10/19-10/25	Reading 101: Identifying Facts and Opinions	"Why you might be safer in Kyiv than in Chicago." "'We Carry Guns to Stay Safe' Perspectives on Guns and Gun Violence from Young Adults Living in Chicago's West and South Sides."	Listen to the lecture Complete Facts and Opinion Worksheet Read both articles DB9: After reading both articles, what are the main differences in how the authors present facts and opinions (think about tone, audience, purpose, word choice, etc.)?	Choose a harmless debate, such as: -Pineapple belongs on pizza. -Morning classes should be banned. -Cats are better than dogs. -Group projects are helpful. -Video games can be educational. Then, write a short argument containing two facts and two opinions. Then, explain how the facts strengthen—or fail to strengthen—your opinion.

Ten 10/26-11/1	Academic Writing 101: The Writing Process (Prewriting, Draft, Revise, Edit)	"Writing to Think: Critical Thinking and the Writing Process- Purdue University Global Academic Success Center."	Listen to the lecture Read Article DB10: What do you think is the most difficult part of the writing process? Why?	Freewrite about anything!
Eleven 11/2-11/8	Academic Writing 101: Identify Primary and Secondary Sources How to Write In-text Citations and Works Cited/ References Page	"Is Using AI Plagiarism?"	Listen to the lecture Read article In-text Citations/Citations Worksheet DB11: After reading the assigned article, should information generated by artificial intelligence be cited? Why or why not? What are your thoughts about using AI as a tool for research?	What are some challenges you have when writing and researching?
Twelve 11/9-11/15	Academic Writing 101: How to Format an MLA or APA Paper How to Write a Thesis, Introduction Paragraph, and Body Paragraphs	"The Importance of Formatting- Purdue University Global Academic Success Center."	Listen to the lecture Read article Complete Thesis Worksheet DB12: What makes an academic-writing assignment feel intimidating?	What positive or negative experiences have shaped the way you feel about writing? How do you feel about your current writing skill?
Thirteen 11/16-11/22	Final Essay: Prewriting		Choose topic Create thesis Begin finding primary and secondary sources for your thesis. Create and submit Outline	
Fourteen 11/23-11/29	Final Essay: Draft		Submit your draft to professor for initial review	

Fifteen 11/30-12/6	Final Essay: Revise		Revise Final Essay Go to the SRSU Writing Center for further revision help	
Sixteen 12/7-12/13	Final Essay: Final Edits		Finish final edits Submit Final Essay	