**Request for CHANGING an Existing Course**

**PRESENT COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Department</th>
<th>ENGLISH</th>
<th>College</th>
<th>HUMANITIES AND SOCIAL SCIENCES</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>ENGL 1000</td>
<td>Date</td>
<td>05/17/2016</td>
<td></td>
</tr>
</tbody>
</table>

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>English for Academic Success</th>
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</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ENGL C COMP</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for Lecture: ___</td>
<td>Lab/Sem/Rec: ___</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes ___ No X ___</td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.) Lecture ___ Lab ___ Seminar ___ Recitation ___ Intern ___ Res/Ind ___ Clin/Pract ___</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X Pass/Fail x</td>
</tr>
<tr>
<td>Course Description:</td>
<td>ENGL 1000: English for Academic Success For international students admitted to LSU whose English language proficiency diagnostic tests indicate the need for intensive work in college composition. Required for the first semester of study for all such international students. Introduction to elements of academic writing, grammar, and style.</td>
</tr>
</tbody>
</table>

**THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

Has this change been discussed with and approved by all departments/colleges affected? Yes ___ No X X Is this course included in any curricula, concentrations, or minors? Yes ___ No X X If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes ___ No X X If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes ___ No X X

**JUSTIFICATION/EXPLANATION:** Use separate sheet.

**Note:** IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

**APPROvals**

Department Faculty Approval Date | College Faculty Approval Date 5-24-16
---|---
Buy 6 Miku 5/25/16 | College Dean Signature (date) 7/15/16
Department Chair Signature (date) | Chair, FS C&C Committee 8/18/16
Graduate Dean Signature (date) | Academic Affairs Approval (date)
Justification for Form C:

ENGL 1000 was created mistakenly for letter grading when it should be pass/fail. ENGL 1000 is not a General Education course and is a preparatory course for academic composition. Grades earned in this course should not affect students' GPAs.
ENGL 1000: English for Academic Success
SPRING 2016
Section 001: TTh 10:30-11:50 AM

Instructor Information:
Tracy LeBlanc-Wories, PhD
Office Location & Hours: 260 J Allen Hall; TTh 1:30-2; W 10-2 and by appointment
Office Phone: (225) 578-3041
Email: tfont11@lsu.edu

Course Description:
For international students admitted to LSU despite low language proficiency and whose diagnostic tests indicate the need for intensive work in college composition. Not for degree credit. Required for the first semester of study for all so qualified international students.
Introduction to elements of academic writing, grammar, and style.

General Education Learning Competency:
LSU graduates will conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information into original discourse.

Course Goals:
- Learn to position oneself as a writer and researcher within an academic community
- Learn to read critically self-edit one’s own grammar and style
- Produce college-level essays characterized by organization, unity, specific support, appropriate word choice, standard usage, and correct grammar, spelling, and mechanics
- Collaborate with peers to create papers and improve writing
- Learn to gather and use credible sources to inform an argument

Course Materials (ALL are REQUIRED):
Course e-book with access to Pearson MyWriting Lab: ISBN 9780133944112
Course print book with access to Pearson MyWriting Lab: ISBN 9780134019031
(both are available at the LSU Bookstore)

Major Coursework:

<table>
<thead>
<tr>
<th>Timeframe (by)</th>
<th>Weight of total course grade – assignment/unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4-6</td>
<td>15% - Short Summary of a text</td>
</tr>
<tr>
<td></td>
<td>1 page maximum, 2 paragraph minimum</td>
</tr>
<tr>
<td>Week 8-10</td>
<td>20% - “What is something you know how to do that you’re not supposed to know how to do?”</td>
</tr>
<tr>
<td></td>
<td>1-2 pages</td>
</tr>
<tr>
<td>Week 11-12</td>
<td>10% - MLA or APA Works Cited page for mock research</td>
</tr>
<tr>
<td></td>
<td>1 page</td>
</tr>
<tr>
<td>Week 12-14</td>
<td>25% - Narrative Essay—1st Draft—Students write an essay about a remembered story or event.</td>
</tr>
</tbody>
</table>
Week 15-16 | 15% - Narrative Essay—2nd Draft—Students will rewrite Narrative Essay for Grammar, Style, Ideas, and Punctuation
Throughout semester | 15% - Homework/Participation (instructor discretion)

Academic Integrity:
The following is the University’s official statement on Academic Integrity: Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student... (Sec. 5.1, C. of the LSU Code of Student Conduct). For more specifics, see: saa.lsu.edu/Al.htm

Disability Code:
According to our General Catalog, The Office of Disability Services assists students in identifying and developing accommodations and services to help overcome barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need. Students must provide current documentation of their disabilities. Students should contact the office early so that necessary accommodations can be arranged.

Attendance Policy (University Writing Program):
When students have valid reasons for absence (see PS-22), they are responsible “for providing reasonable advance notification and appropriate documentation of the reason for the absence” and “for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.” Teachers “will assist those students who have valid reasons,” but some in-class activities are difficult to make up. Valid reasons that must be documented include: Illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations such as subpoenas or jury duty; military obligations; serious weather conditions; religious observances (see the interfaith calendar website); official participation in varsity athletic competitions or university musical events.

If you miss class, you need to check Moodle and call/email/text/ask a classmate for notes and assignments. I post several updates on Moodle weekly, but do not assume that all assignments will be on Moodle. You are responsible for submitting assignments on or before the due date at the beginning of class. If you know that you will not be attending a class, I advise you to turn in all homework and/or essays early even if you have an excuse. I do not respond to emails concerning unexcused absences.

Absences without valid reasons, or unexcused absences, are limited to three per term in classes that meet three times a week (e.g., MWF) and two per term in classes that meet two times a week (e.g., TTH or MW). Beyond these limits, each unexcused absence will lower the final course grade by half a letter grade, or five points on a 100-point scale.

NOTE: DOCUMENTATION FOR ABSENCES ARE DUE TO THE INSTRUCTOR WITHIN A WEEK FOLLOWING THE ABSENCE.
Plus/Minus Grade Policy (LSU):
According to the Office of the University Registrar, “Plus/Minus Grading is required for all undergraduate, graduate, and professional courses using the A through F letter grading system. The letter grades A, B, C, and D have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of these letter grades. The letter grade F does not include the plus/minus distinction.”

For determining mid-term and final grades, the following scale will be used:

<table>
<thead>
<tr>
<th>100-97=A+</th>
<th>89-87=B+</th>
<th>79-77=C+</th>
<th>69-67=D+</th>
<th>59 and below=F</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-93=A</td>
<td>86-83=B</td>
<td>76-73=C</td>
<td>66-63=D</td>
<td></td>
</tr>
<tr>
<td>92-90=A-</td>
<td>82-80=B-</td>
<td>72-70=C-</td>
<td>62-60=D-</td>
<td></td>
</tr>
</tbody>
</table>

If you earn at least an 80% cumulative average, you pass the course (grade of P); if you earn less than 80% cumulative average, you do not pass (grade of F) and must re-take the course. Grades are never negotiable, as the syllabus is policy. As per university policy, I use a plus-minus grading scale. I am happy to discuss assignment grades with you, but only **within one week after I post the grade.** Any time beyond one week is too late. The following items are the major coursework requirements:

**Participation:**
Participation includes regular attendance with engagement and effort. I require that everyone speak only English in the classroom, both for courtesy to classmates and for language development. I also give periodic, unannounced quizzes, and I require classroom involvement, meaning you must partake in class discussions and group work. All of these things contribute to your learning. You may **not** make up any missed class activity or turn in any late homework unless you submit a medical or university sanctioned excuse to me **no later than a week after the due date.**

If you miss class, you need to check Moodle **and** call/email/text/ask a classmate for notes and assignments. I post several updates on Moodle weekly, but do not assume that all assignments will be on Moodle. **You are responsible for submitting assignments on or before the due date at the beginning of class.** If you know that you will not be attending a class, I advise you to turn in all homework and/or essays early **even if** you have an excuse. I do not respond to emails concerning unexcused absences.

Class attendance is critical to the learning process; to write in an academic community, students need interaction with and feedback from other students. See the LSU Attendance Policy (PS-22) for further details.

**Communication:**
Both Moodle and LSU email are extremely important for this course, as I will notify you of any news via these media. Email is the official form of communication for the university, so please adhere to etiquette when communicating with me. **When sending emails, put in the subject**
heading: ENGL 1000. If you email a question that can be answered by reading this syllabus, I will NOT respond to your e-mail. If you have questions about your grade on an assignment or essay, come to see me during my office hours. Do NOT speak with me after class. Please be sure to silence your phone and put away all devices prior to the beginning of class. Finally, I expect that all of you are respectful of each other. I do not tolerate tardiness for any reason. Being late to class not only disrupts our activity, but it is extremely rude and deducts from your participation grade. If you are more than 10 minutes late, you are considered absent.

Paper Format:
Papers are to be typed (unless written in class) and formatted to the updated MLA or APA style.

Calendar:
Week One
Thursday, January 14: Diagnostic Test & Syllabus Talk

Week Two
Tuesday, January 19:
- Moodle
- Word document layout
- Grammar: Subject/Predicate

Thursday, January 21:
- Summary Exercise
- Library and Internet Resources

Week Three
Tuesday, Jan 26:
- Writing exercise in class
- Summary vs paraphrase

Thursday, Jan 28
- Summary Exercise
- Homework: Read text to summarize (To be assigned)

Week Four
Tuesday, February 2:
- Elements of a Summary
- Grammar: Syntax and Subject/Verb Agreement

Thursday, Feb 4:
- Grammar: Articles/Determiners
- “What’s something you know how to do that you’re not supposed to know how to do?”
  Homework: Finish these up
Week Five
Tuesday, Feb 9:
   NO CLASS – MARDI GRAS HOLIDAY!

Thursday, Feb 11:
   -Story time: “Something you know how to do” exercise
   -Grammar: Verb forms and tense shifts

Week Six
Tuesday, Feb 16:
   -Summaries Due! (15%)
      -1 page Max, double spaced, one inch margins
      -Grammar: Sentence Structure

Thursday, Feb 18:
   -Elements of a story
   -Story and the Personal Essay
   -In-class personal essay exercise, group activity

Week Seven
Tuesday, Feb 23:
   -Story as essay
   -Genre, tone, and voice

Thursday, Feb 25:
   -Story as essay, Group Activity

Week Eight
Tuesday, March 1:
   -First round of revision, group work
      Homework: Take these home and bring in new draft

Thursday, Mar 3:
   -Second round of revision, group work
      Homework: Take these home and bring in new draft

Week Nine
Tuesday, Mar 8:
   -MLA and APA Citation
   -Draft Work

Thursday, Mar 10:
   -Draft Work/Conferences
Week Ten
Tuesday, Mar 15:

"What is something you know how to do—" essay due! (20%)
-1-2 pages, double spaced, MLA style, one inch margins

Thursday, Mar 17:
-Research writing at the university level
-Work Cited page work
-Topic Sentences and Thesis Statements

Week Eleven
Tuesday, Mar 22 & Thursday, Mar 24:
NO CLASS – SPRING BREAK!

Week Twelve
Tuesday, Mar 29
-Works Cited Page Analysis Workshop

Thursday, Mar 31:
-Example Works Cited Page DUE!
-Paragraph Development

Week Thirteen
Tuesday, April 5:
-Self-Editing, Grammar
-Narrative

Thursday, Apr 7:
-Self-Editing, Style
-Narrative

Week Fourteen
Tuesday, Apr 12:
-Narrative Essay Workshop

Thursday, Apr 14:
-Conferences on Narrative Essay

Week Fifteen
Tuesday, Apr 19:
-Narrative Essay Work (In-Class)

Thursday, Apr 21:
-First Draft of Narrative Essay Due! (25%)
-Cohesion and Coherence
-Audience and Purpose; Writer's Rhetorical Awareness
Week Sixteen
Tuesday, Apr 26:
   -Rewrites of Narrative Essay Due! (15%)

Thursday, Apr 28
Last Day of Class! Mini-presentations