Instructor: Dr. Katherine Toy Miller, Instructor
Office: West Annex
Office hours: MWF 10-11, 12-1, and 3-4
Email: Katherine.Miller@angelo.edu (preferred contact); Office phone: 325-486- 
My schedule:
ENGL 1301.040 MWF 8 a.m. Academic Building A005
ENGL 1301.080 MWF 9 a.m. Academic Building A 005
ENGL 1301.150 MWF 11 a.m. Academic Building A015
ENGL 1301.210 MWF 1 p.m. Academic Building A007
ENGL 1301.220 MWF 2 p.m. Academic Building A007

UNIVERSITY AND DEPARTMENT POLICIES AND REQUIREMENTS:
Catalog Description: Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Core Objectives, Student Learning Outcomes, and General Learning Activities:
Critical Thinking: Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue; develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions; learn to employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis. Students will learn to comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.
Communication: Students will learn to consider audience, context, purpose, conventions, and circumstances relevant to written communication and use relevant and appropriate content for the specific rhetorical situation to express their position(s) effectively in writing.
Teamwork: Student will learn to work individually and collectively toward a shared purpose or goal with the members of a team to create drafts and/or presentations and evaluate their peers' drafts.
Personal Responsibility: Students will learn to identify their own core beliefs and the sources of those beliefs to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.
General Learning Activities: Students will draft multiple papers, prepare and present projects, and will evaluate their participation and the work of others in various class activities.

Special Accommodations: If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Religious Holidays: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Academic Honesty: All students suspected of plagiarism will be reported to the Office of Student Services which maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/. Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and presents them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result. Plagiarism can include any of the following: Failing to quote material taken from another source; failing to cite material taken from another source; submitting writing that was written by another person or for another class; submitting writing that was substantially edited by another person. If an instructor thinks a student may have plagiarized, he or she will follow these steps: Meet privately with the student to discuss the assignment in question and the evidence of plagiarism; identify the appropriate consequence; file a report with the Office of Student Services. The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following: Adequately redo or revise the assignment in question; fail the assignment in question; fail the class; or be subject to more severe sanctions imposed by the Dean of Students.
INSTRUCTOR-SPECIFIC POLICIES AND REQUIREMENTS:

Attendance Policy: ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at https://www.angelo.edu/student-handbook/. Students can miss up to two weeks in a fifteen-week semester (SIX classes in a MWF class and FOUR classes in a TR class). This course is designed to provide you with writing instruction, practice, and feedback to help you succeed in the major writing assignments. STUDENTS WHO MISS MORE THAN TWO WEEKS/SIX CLASSES HAVE NOT FULFILLED THE MINIMUM REQUIREMENTS. THEY ARE NO LONGER ELIGIBLE FOR A PASSING GRADE.

Etiquette: Prepare yourself for success before each class period (get enough rest, eat breakfast and lunch, use the restroom, complete all homework, print any necessary documents, bring materials, etc.). NO FOOD OR DRINKS. The use of any electronic device (except for assigned in-class research), talking, sleeping, doing work for other classes, etc., is not allowed. You need to be in your seat when class starts and ends. You are expected to remain in the classroom. You are expected to be courteous and behave appropriately including treating your fellow classmates and instructor with respect. For any violation you can be asked to leave and penalized with an ABSENCE.

Late Work and Grade Challenges: DO NOT SEND WORK VIA E-MAIL, BRING TO MY OFFICE, OR LEAVE IN MY DEPARTMENT MAILBOX. For efficiency I accept work ONLY given to me DURING CLASS. If you are absent your work is DUE the day you return. If your WORK IS LATE FOR ANY REASON (including computer and printing problems) I will accept it ONE CLASS MEETING DAY after it is due with NO PENALTY. After that I WILL NOT ACCEPT IT unless you negotiate arrangements with me. Discuss any questions about your grades with me when your work is returned. If you disagree with your final grade, you will need to produce all of your work.

Required Electronic Resources: Online access to course syllabus and readings at Blackboard, your ASU e-mail account, the Internet, a good dictionary, thesaurus, and writing resources such as the Purdue Online Writing Lab (OWL) and EasyBib.com. and RELIABLE electronic typing, back-up (a zip drive or storage device), and printing. You can access Blackboard at https://blackboard.angelo.edu. To log in, you’ll need your Ramport ID and password. If you are having technical problems with Blackboard, you can contact free technical support one of the following ways: Phone: 325-942-2911; e-mail: servicecenter@angelo.edu; web: http://www.angelo.edu/services/technology/

Required Materials: ONE PAPER POCKET FOLDER to hold syllabus, handouts, homework, drafts, and paper. Pen, pencil, white out, highlighter, and stapler for writing, reading, in-class writing, and editing.

MLA Paper Format: GOOGLE “Purdue Online Writing Lab (OWL)”/”MLA General Format” for model.

Your First and Last Name ON FIRST LINE NOT IN HEADER: project #/assignment title #/your actual word count

Dr. Katherine Toy Miller

English 1301 Your Class Time and Section #: 8 a.m. 040/9 a.m. 080/11 a.m. 150/1 p.m. 210/2 p.m. 220 00 Month 2017

Title (use regular text not boldface, italics, underline, all caps, quotes, etc.)

Indent 1/2 inch to start text. Double space. No single space. No extra space. One inch margins all around.

Use standard white paper, black ink, and 12 p. font like Times New Roman or Ariel. STAPLE each paper individually.

MLA Works Cited Format: Use the OWL for “MLA In-Text Citations: The Basics” and “MLA Works Cited Page: Basic Format” for basic citation guidelines and more detailed explanations. GOOGLE “8th Edition MLA Format for ---” and use EasyBib.com for detailed citation models and examples. Double space—no single spacing, no extra spacing anywhere. Alphabetical order by author’s last name (if available) or, if no author, title of specific text used. First line against the margin to show alphabetic order. All lines after the first line are indented. Look up “hanging indent” for computer formatting.

No boldface. No ALL CAPS—make upper and lower.
MLA Style Format:
Titles of SMALL Works Contained in Larger Works (stories, articles, songs, etc.) are in “quotation marks.”
Titles of LARGE Works that Stand Alone (books, journals, movies, albums, websites, etc.) are in italics.
Numbers expressed in one or two words are written in words (one thousand).
Numbers of more than two words are written in numerals (1,234).
Numerals and signs for percents and dollars (12%, $5,000) or words (twelve percent, five thousand dollars).
Commas and periods ALWAYS go INSIDE quotation marks:
“I am here,” he said, “and I’m not going there.”
"'I am here,' he said, 'and I’m not going there’” (Jones). The sentence does not end until after the parenthesis.
There is no rule against using first person “I.” “I” is necessary in first-person narratives.
There is no rule against using contractions: Contractions are a stylistic choice for a more informal tone.

The Writing Center: TAKE YOUR SYLLABUS. SHOW THE TUTORS THE ASSIGNMENT. I REQUIRE SIGNIFICANT FEEDBACK AND REVISION ON THE ENTIRE DRAFT. Use peer editing and grading guidelines pp. 11/4 syllabus. The Writing Center is an academic support service available to all ASU students. Visit the tutors frequently during the semester. The Center is located on the third floor of the Porter Henderson Library, Room C305. Visit their website for more information: https://www.angelo.edu/dept/writing_center/. If you have problems getting the help you need, please report it to the Writing Center Director Nan (Katie) Jones (nan.jones@angelo.edu) or me.

Reading Model (NOT MODULE!) Responses (the readings are MODELS in FORM and/or CONTENT): (100 words for each point/300 words total/typed) For each reading, state in a concise paragraph with specific examples a response to each (Works Cited not required):
(1) CONTEXT: Before reading the text (which you might want to research), research the author’s biography. What is the social or cultural background of the author: time period/race/class/education/rural or urban, etc.? How does the author’s life relate to the COMPLETE text and help you understand it? Show careful reading.
(2) FORM: How does it open? What does it do to get your attention? How is the body organized? Is it chronological telling a story or process analysis? Is it comparison/contrast or argumentative listing information in order of importance? Does the conclusion ask a question, propose a solution, state the present situation, state what the author learned, and/or look to the future?
(3) CONTENT: What did you know about the topic, what did you learn, and what more would you like to learn? Cite three details, facts, or quotes and discuss how each is important to the piece and you. Discuss three topic ideas for your own paper that the model inspires.
USING CLASS READINGS AS SOURCES IN PROJECT PAPERS IS OPTIONAL NOT REQUIRED.

Prewritings: (300 words/typed)
The prewriting assignments are related to the specific essay. Detailed instructions are provided in the daily schedule.

Instructor Conferences: I will hold MANDATORY conferences over five days with every student on every writing project to provide assistance with understanding the assignment, brainstorming and outlining, and/or revising your draft. Sign up for an early conference if you need help getting started, a later conference for help on your draft. If you are late or miss your conference it is an ABSENCE.

Brainstorming/Outlining: (1 page brainstorming/1 page outlining/handwritten or typed)
Using whatever format is helpful for you, generate one page of ideas for your paper by brainstorming on your topic. On a SEPARATE SHEET (NOT THE BACK!) outline your ideas into a pattern appropriate for the assignment: narration, process analysis, comparison/contrast, or argument (problem, causes, effects, solutions).

Drafts #1/#2 Editing and Revision: To receive credit above “0” your COMPLETE draft #1 and SIGNIFICANTLY REVISED draft #2 must receive SIGNED, SIGNIFICANT comments (positive and negative) from THREE classmates or general readers or ONE Writing Center tutor on your topic, introduction, organization, development, conclusion, and, if required, in-text citations and Works Cited. Use peer editing and grading guidelines pp. 11/4 syllabus. YOU are responsible for the QUALITY and QUANTITY of the comments and revisions. You can’t get help on what you haven’t written!

Writing Project Cover Letter (100 words/typed): REFLECT ON THE ENTIRE WRITING PROJECT: State what you struggled with and what you liked about the reading model responses, prewritings, brainstorming/outlining, conferences, drafting, editing, and rewriting process. Regarding your paper, state who your audience is, what your occasion/purpose is, and what choices you made and conventions you used to reach your audience and fulfill your purpose. What are you most proud of, what writing problems did you face, and what specific advice would you like? Analyze your initial feelings toward the writing project, your growth as a writer, and your performance as a student. What additional plans do you have for your paper?
Course Components and Grading Breakdown:
60 points for 3 reading model responses (300 words/20 points each/typed)
60 points for 3 prewritings (300 words/20 points each/typed)
20 points for brainstorming/outlining (1 page brainstorming/1 page outlining/handwritten or typed)
50 points for complete significantly marked draft #1 (typed)
50 points for significantly revised/marked final draft #2 (typed)
10 points for project cover letter (100 words/typed)
250 points for each writing project x 4 writing projects
1000 points total

Grade Scale: (all grades are based on this scale)
97-100 A  87-89 B+    77-79 C+   67-69  D+          59 and below  F
93-96 A  83-86 B        73-76 C    63-76  D
90-92 A-  80-82 B-        70-72 C-   60-62  D-

Essay Grading Criteria: (also used for self- and peer editing)
A The content is excellent with an original and important controlling idea fully developed with concrete and vivid
detail. The organization is in necessary steps that reveal a sense of symmetry and emphasis; the paragraphs are
unified and coherent; the transitions reveal the progress of the argument. The expression in your sentences is
varied and forceful; the diction is fresh, precise, and idiomatic; the tone complements the subject, distinguishes the
writer, and defines the audience. The mechanics and usage including format, spelling, and punctuation are in
accord with current standards.
B The content is good with a worthwhile controlling idea that is developed with consistently pertinent detail. The
organization is in necessary steps; the paragraphs are unified and coherent; the transitions aid the reader. The
expression in your sentences is correct and varied; the diction is clear and idiomatic; the tone fits the subject,
persona, and audience. There are few deviations in mechanics and usage including format, spelling, and punctuation.
C The content is acceptable with a controlling idea that is apparent and supported with some detail. The
organization is apparent; paragraphs are unified and for the most part coherent; the transitions are functional. The
expression in your sentences is correct but ordinary; the diction is generally correct and idiomatic; the tone is
acceptable for the subject. There are a limited number of deviations in mechanics and usage including format,
spelling, and punctuation.
D The content is unsatisfactory with a controlling idea that is too general, vague, or confused and is insufficiently
supported with specific details. The organization is inappropriate; the paragraphs are jumbled or underdeveloped;
the transitions are unclear, mechanical, or tedious. The expression in your sentences is lacking necessary
subordination, tediously patterned, or immature; the diction is vague or unidiomatic; the tone is inconsistent. In
mechanics and usage there are some fragments, comma splices, agreement, or other serious errors and/or
frequent deviations from standard format, punctuation, or spelling.
F The content fails to meet the assignment. There is no discernible controlling idea, and the details are random.
The organization is indiscernible; paragraphing is lacking or wholly arbitrary; transitions are lacking. The
expression in your sentences is frequently incoherent; the diction is non-standard; the tone is indiscernible or
inappropriate. There are serious problems in mechanics and usage with fragments, comma splices, agreement and
reference errors, or other errors in format, punctuation, and spelling.

Monday, August 28
Receive and discuss syllabus.

WRITING PROJECT #1/For Individual Paper #1 Writing to Explain Causes and Effects you will examine the
power of the word. In a narrative explain what causes brought about the powerful words and what effects the
powerful words had whether they were written or spoken, positive or negative. Know who your audience is, what your
occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill
your purpose in 1,200 words (typed). I must approve your paper topic.

Wednesday, August 30 (end schedule changes)
READING MODEL #1 DUE: GOOGLE “Superman and Me” (pdf–complete essay) and its author Sherman Alexie. Discuss. Read student models.

Friday, September 1
PREWRITING # 1 DUE: Write about the power of YOUR words on OTHERS and/or YOURSELF--the things you did
or did not say--spoken or written, positive or negative. Share in small groups.

Wednesday, September 6
READING MODEL #2 DUE: GOOGLE “Salvation” (annotated pdf) and Wikipedia for its author Langston Hughes
(read the introduction and his childhood). Discuss. Read student models. SIGN UP FOR CONFERENCES.
Friday, September 8
PREWRITING #2 DUE: Write about the power of the words of OTHERS on YOU—the things they did or did not say—spoken or written, positive or negative. Share in small groups. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, September 11
READING MODEL #3 DUE: GOOGLE “Letter from a Birmingham Jail” by Martin Luther King Jr. genius.com version—click on text for annotations. GOOGLE and RESEARCH Martin Luther King Jr. Discuss. Read student models. Discuss writing draft #1 individual paper #1. Share topics. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Tuesday, September 12 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 individual paper #1.

Wednesday, September 13 (Census day)
PREWRITING # 3 DUE: Write about the power of words IN PUBLIC LIFE—the things they did or did not say—spoken or written, positive or negative. AVOID overused topics related to sports, music, and media personalities, social media, and cyber bullying which do not provide content that “is excellent with an original and important controlling idea fully developed with concrete and vivid detail.” Works Cited not required.

Thursday, September 14 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 individual paper #1.

Friday, September 15 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 individual paper #1.

Monday, September 18 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 individual paper #1.

Tuesday, September 19 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 individual paper #1.

Wednesday, September 20
DRAFT #1 INDIVIDUAL PAPER #1 DUE: Self edit and small group peer edit. Use peer editing and grading guidelines pp. 11/4 syllabus. Discuss cover letter.

Friday, September 22
COVER LETTER, COMPLETE SIGNIFICANTLY MARKED DRAFT #1, and SIGNIFICANTLY REVISED MARKED DRAFT #2 INDIVIDUAL PAPER #1 DUE. Self edit and small group peer edit draft #2 individual paper #1. Use peer editing and grading guidelines pp. 11/4 syllabus. Discuss Writing Project #2.

WRITING PROJECT #2/For Group Paper #2 Writing to Analyze use process analysis to analyze the behavior of your small group members in an activity you arrange (eating a meal, watching a movie, playing a game, etc.). Plan each member’s SECTION of the paper (each person analyzes one other person or the whole group for a period of time). Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view to create a unified final paper from each person’s section. DO NOT USE “I” and “me” in the essay; always use “he,” “she,” “we.” Know who your audience is, what your occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill your purpose. AS A GROUP write a unifying introduction (each person’s complete name, why you picked the activity, and how you arranged it), transitions (time and place markers), and conclusion (what the group members got from the experience). Include interview citations for each member on Works Cited (guidelines syllabus p. 2/6). Draft #1 should be individual drafts: 300 words each member/third person/interview cited in text and on Works Cited. Draft #2 should be a unified group paper: 300 words each member/third person/interviews cited in text and on Work Cited. I must approve your paper topic. Use GOOGLE DOCS or other document sharing and editing format to collaborate.

STATE the basic facts about each person including complete name, major, and current living situation (home, dorm, etc.). DESCRIBE the setting in which you find each person (cafeteria, restaurant, dorm, athletic field, etc.) and what each person looks like, his/her clothing, gestures, and habits of speech. ANALYZE each person’s behavior: HOW and WHY each person acted as the person did and HOW the space arrangement affected the action. Include NARRATION so we have a chronological story and DIALOGUE. What was your original impression of each person? How has it changed?

DO NOT INCLUDE INTERVIEW QUESTIONS--ONLY THE ANSWERS.
INCLUSION OF INTERVIEW IN TEXT MODEL:
Susie Smith, a freshman at Angelo State University majoring in English, spent New Year’s Day reading a book. Susie said, “A day without books is like a day without sunshine.”

Works Cited

WORKS CITED INTERVIEW FORMAT:
Last name, first name (person interviewed). Personal/Telephone/Email etc. (medium used) interview. day month year.

WORKS CITED INTERVIEW MODEL:
Smith, Susie. Personal interview. 1 January 2017.

Monday, September 25
READING MODEL #1 DUE: GOOGLE “Shooting an Elephant” (pdf--jfs.monroe.k12.al.us is very good) and Wikipedia analysis and Wikipedia for author George Orwell (read about early years and Burma). Discuss. Read student models. Practice observations.

Wednesday, September 27
PREWRITING #1 DUE: DESCRIE a dramatic incident you participated in using narration, dialogue, and descriptions of people, places, and things. Analyze HOW and WHY you (and others if included) behaved as you did and HOW the space arrangement affected the action. INTERVIEW one or more persons involved or who know you well about the event and your behavior. Do not include interview questions--only the answers. Include in-text MLA citations (first and last name of person/s interviewed) and Works Cited (guidelines syllabus p. 2/6). Share in small groups. Practice observations.

Friday, September 29
READING MODEL #2 DUE: “True Worker” by student Erik Epple (Writing Project #2 Blackboard). Author biography: Student Erik Epple did this observation of his co-worker at the Kroger grocery store for his freshman composition class at Bowling Green State University. Discuss. Read student models. ORGANIZE GROUPS AND PLAN GROUP PAPER #2. HOMEWORK: Do group process analysis observations. SIGN UP FOR CONFERENCES.

Monday, October 2
PREWRITING #2 DUE: OBSERVE an interesting aspect of a person (NOT your small group members). This could reveal a skill or just general behavior. STATE the basic facts about each person including complete name, major, and current living situation (home, dorm, etc.). DESCRIBE the setting in which you find each person (cafeteria, restaurant, dorm, athletic field, etc.) and what each person looks like, his/her clothing, gestures, and habits of speech. ANALYZE each person’s behavior: HOW and WHY each person acted as the person did and HOW the space arrangement affected the action. Include NARRATION so we have a chronological story and DIALOGUE. What was your original impression of each person? How has it changed? Include an INTERVIEW or one or more persons who know the person you observe. Do not include interview questions--only the answers. Include MLA in-text citations (first and last names of persons interviewed) and Works Cited (guidelines syllabus p. 2/6). Share in small groups. Practice observations. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, October 4
READING MODEL #3 DUE: GOOGLE Wikipedia on pilot Chuck Yeager then “Crash of NF-104A check-six.com” on Chuck Yeager’s flight crash. GOOGLE Wikipedia on author Tom Wolfe then read about his New Journalism nonfiction book The Right Stuff and his account of Yeager’s flight in The Right Stuff (Writing Project #2 Blackboard). Compare Yeager’s version to Wolfe’s version of Yeager’s crash. Discuss. Read student models. Practice observations. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, October 5 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference. HOMEWORK: Write individual draft #1 group paper #2.

Friday, October 6
PREWRITING #3 DUE: Individually or in a group OBSERVE one person (or more) you do not know personally. DESCRIBE the setting in which you find the person and what the person looks like, his/her clothing, gestures, and habits of speech. ANALYZE the person’s behavior: HOW and WHY the person acts as the person does and HOW the space arrangement affects the action. Include NARRATION so we have a chronological story and DIALOGUE. What was your original impression of the person? How has it changed? WORK ON GROUP PAPERS.

Monday, October 9 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference. HOMEWORK: Write individual draft #1 group paper #2.

Tuesday, October 10 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference. HOMEWORK: Write individual draft #1 group paper #2.
Wednesday, October 11 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX

BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write individual draft #1 group paper #2.

Thursday, October 12 CONFERENCES--MY OFFICE WEST ANNEX

BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write individual draft #1 group paper #2.

Friday, October 13 INDIVIDUAL DRAFT #1 GROUP PAPER #2 DUE: Self edit and small group peer edit. Use peer editing and grading guidelines pp. 11/4 syllabus. ASSEMBLE GROUP PAPER #2. Discuss INDIVIDUAL cover letter.

Monday, October 16 INDIVIDUAL COVER LETTERS, COMPLETE SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1, and SIGNIFICANTLY REVISED DRAFT #2 GROUP PAPER #2 DUE. Self edit and small group peer edit. Use peer editing and grading guidelines pp. 11/4 syllabus. Discuss Writing Project #3.

WRITING PROJECT #3/For Individual Paper #3 Writing to Compare and Contrast examine TWO (or more) lifestyles, academic programs, careers, and/or experts you are interested in. RESEARCH each thoroughly (or recall past research) then compare and contrast arriving at some conclusion. Discuss why each seems like a good choice for you (including any related experiences you have had) and possible conflicts: too many applicants/limited positions in the major or field, difficulties obtaining training, technological difficulties, social or moral concerns, etc. There are no easy answers! Include a personal narrative connecting your life to your major/career (introduction); a comparison/contrast of your major/career criteria and research organized point-by-point (one topic compared to another then the next topic) or block-by-block (covering many points for one area then the same points for the second area); and a conclusion looking to your future and next step. Cite at least TWO sources for each position (FOUR TOTAL) in all drafts (multiple entries from a college catalog or the Occupational Outlook Handbook online are considered different sources) ONE or more INTERVIEWS/MLA in-text citations and Works Cited page (guidelines syllabus p. 2/7)/1,200 words/typed. Know who your audience is, what your occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill your purpose. You may combine your prewritings. I must approve your paper topic. See student models (Writing Project #3 Blackboard).

DO NOT INCLUDE INTERVIEW QUESTIONS--ONLY THE ANSWERS.

INCLUSION OF INTERVIEW IN TEXT MODEL:
Susie Smith, a freshman at Angelo State University majoring in kinesiology, knows there is great competition to be a physical therapist. Susie said, "According to the Occupational Outlook Handbook, you need a doctorate or professional degree."

Works Cited

WORKS CITED INTERVIEW FORMAT:
Last name, first name (person interviewed). Personal/Telephone/Email etc. (medium used) interview. day month year.

WORKS CITED INTERVIEW MODEL:
Smith, Susie. Personal interview. 20 December 2016.

CITING WEBSITE IN TEXT MODELS:
People who are interested in athletics often become Kinesiology majors. “Kinesiology is the study of human movement” (“Department of Kinesiology”).

Because more people are living longer and staying active, the demand for physical therapists is increasing. “Employment of physical therapists is projected to grow 34 percent from 2014 to 2024, much faster than the average for all occupations” (“Physical Therapists”).

Works Cited

CITING WEBSITE ON WORKS CITED FORMAT:
author (if available otherwise omit). “Title of Article or Page.” Title of Website. Name of publisher (if different from website), date page or site was published, URL.

CITING WEBSITE ON WORKS CITED MODELS:
“Department of Kinesiology.” Angelo State University, 2016-17 Catalog. www.angelo.edu/dept/kinesiology.

Wednesday, October 18

READING MODEL #1 DUE: GOOGLE "Diogenes and Alexander" by Gilbert Highet (full text in The Classical Papers of Gilbert Highet - Page 17 - Google Books Result; see also Gilbert Highet PowerPoint. GOOGLE Wikipedia for Gilbert Highet and read the introduction and “On Education.” Diogenes was a Cynic philosopher (NOT “CYNICAL”): “For the Cynics, the purpose of life is to live in virtue, in agreement with nature. As reasoning creatures, people can gain happiness by rigorous training and by living in a way which is natural for themselves, rejecting all conventional
desires for wealth, power, sex, and fame. Instead, they were to lead a simple life free from all possessions" (Wikipedia). Discuss student models.

Friday, October 20
PREWRITING #1 DUE: Compare and contrast the personalities, lifestyles, careers, and values of Diogenes and Alexander. Who would you prefer to be and why? What are your primary values and how do these affect your lifestyle and career choices? If you are not sure of your major and/or career, think back on times in your life when you were engaged in activities in or outside of school which seemed meaningful and satisfying to you. What are some fields you might study to learn more about and do more of these activities? You might also consider activities you haven’t been able to try but think you would enjoy or think of your strongest personality traits and how these might lead you to a career. What more would you like to know about possible fields of study or careers? INTERVIEW a counselor, teacher, student, or other expert for advice/MLA in-text citations (first and last name) and Works Cited page (guidelines syllabus p. 2/7). Do not include interview questions--only the answers. Share in small groups. Discuss student models. SIGN UP FOR CONFERENCES.

Monday, October 23
READING MODEL #2 DUE: GOOGLE [DOC] “Serving in Florida” by Barbara Ehrenreich (swcta.net/bailin/files/2015/02/Serving-in-Florida-1.doc.) GOOGLE the Wikipedia article on Nickeled and Dimed, the nonfiction book “Serving in Florida” is from, and Barbara Ehrenreich. The reading is about her social experiment for this book. Discuss student models. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, October 25
PREWRITING #2 DUE: Use the ASU or other COLLEGE CATALOG to look up information about MAJORS. Compare and contrast possible majors or fields within majors such as different engineering fields that you might be considering or possible schools for career training or graduate work. Are you interested in the required courses? Are you prepared to do well in the courses? In a NARRATIVE include course work and major projects you would be required to do. Discuss the possible career fields a major could lead to. State what you have learned and what more you would like to learn. Include TWO sources/MLA in-text citations and Works Cited (guidelines syllabus p. 2/7). Discuss student models. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, October 26 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference. HOMEWORK: Write draft #1 individual paper #3.

Friday, October 27
READING MODEL #3 DUE: GOOGLE Text of Steve Jobs' Commencement address (2005) - Stanford News and RESEARCH author Steve Jobs. Discuss writing individual paper #3. You may want to combine parts from your prewritings. Read student models.

Monday, October 30
PREWRITING #3 DUE: Use the current Occupational Outlook Handbook online (or other sources) to research two CAREERS you are considering. These could be completely different fields or careers related to one field such as preschool vs. K-12 teaching or different nursing fields. Include TWO sources/MLA in-text citations and Works Cited (guidelines syllabus p.2/7). CONSIDER THE FOLLOWING:
• GETTING THE JOB
  --training--in a narrative describe the process of being trained to do well in this career--include experiences outside the classroom such as professional contacts and organizations, internships, and previous job experience
  --lifestyle, salary, benefits, typical hours worked
  --job market--availability of jobs in this field
  --location--where are the most jobs in this field located?
• HAVING THE JOB
  --describe the work environment, the range of duties, and a typical day
  --does this career raise any lifestyle, moral, environmental, or safety concerns for you?
• KEEPING THE JOB
  --what are the burn-out and/or satisfaction rates?
  --what are the opportunities for advancement?
  --what additional training might be needed to keep the job or advance?

Tuesday, October 31 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference. HOMEWORK: Write draft #1 individual paper #3.

Wednesday, November 1 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference. HOMEWORK: Write draft #1 individual paper #3.
Thursday, November 2

CONFERENCES--MY OFFICE WEST ANNEX

BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.

HOMEWORK: Write draft #1 individual paper #3.

Friday, November 3

NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX (Last drop with “W”)

BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.

HOMEWORK: Write draft #1 individual paper #3.

Monday, November 6

DRAFT #1 OF INDIVIDUAL PAPER #3 DUE: Self edit and small group peer edit. Use peer editing and grading guidelines pp. 11/4 syllabus. Discuss cover letter.

Wednesday, November 8

COVER LETTER, COMPLETE SIGNIFICANTLY MARKED DRAFT #1, and SIGNIFICANTLY REVISED DRAFT #2 OF INDIVIDUAL PAPER #3 DUE. Self edit and small group peer edit draft #2 of individual paper #3. Use peer editing and grading guidelines pp. 11/4 syllabus. Discuss Writing Project #4.

WRITING PROJECT #4/For Group Paper #4 Writing to Convince each small group will write an argumentative research paper about issues affecting college students describing the problems and possible causes, effects, and solutions. The group will BRIEFLY present their topics and research in class. Each group member will SURVEY the class on THREE or more questions and cite in text and on Works Cited (guidelines below). Each person must also cite TWO research sources (can include class readings) in text and on Works Cited (guidelines syllabus p. 2). Plan each member’s SECTION of the paper. Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view to create a unified final paper from each person’s section. DO NOT USE “I”: “I surveyed the class.” AS A GROUP write a unifying introduction (get the reader’s attention), transitions (logical connections), and conclusion (ask a question, propose a solution, state the present situation, state what the authors learned, and/or look to the future). Draft #1 should be separate drafts for each member: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited (guidelines syllabus p. 2/9)/typed. Draft #2 should be a unified paper: for each person 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited (guidelines syllabus p. 2/9)/typed. Know who your audience is, what your occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill your purpose. I must approve your paper topic. Use GOOGLE DOCS or other document sharing and editing format to collaborate.

INCLUSION OF SURVEY IN TEXT FORMAT:
Identify group surveyed, number surveyed, total/percentage results (see MLA style for numbers p. 3 syllabus), and last name of person conducting survey.

INCLUSION OF SURVEY IN TEXT MODEL:
In a survey of twenty Angelo State University freshmen, all admitted to procrastination (Smith).

Works Cited

WORKS CITED SURVEY FORMAT:
Last name, first name (person conducting survey). “Title of Your Survey.” Survey. day month year.

WORKS CITED SURVEY MODEL:

INCLUSION OF ONLINE ARTICLE IN TEXT MODEL:
Higher education expert Linda Banks-Santilli states that first-generation college students may have difficulties in four areas of college and post-college life: financial, academic, psychological, and professional.

Works Cited

WORKS CITED ONLINE ARTICLE FORMAT:
Author (if available otherwise omit). “Title of Article.” Title of Publication, publication date, URL.

WORKS CITED ONLINE ARTICLE MODEL:

Friday, November 10

READING MODEL DUE #1: GOOGLE “Guilt Is One of the Biggest Struggles First-Generation College Students Face” in The Washington Post and its author Linda Banks-Santilli at the Wheelock College website. Discuss. Read student models.

Monday, November 13

PREWRITING #1 DUE: Whether you are a first-generation college student or not, discuss what obstacles you have faced and what assistance you have or haven’t received on your college path particularly related to your financial, academic, psychological, and professional challenges. Share in small groups.
Wednesday, November 15

Friday, November 17
PREWRITING #2 DUE: What have you been told about goal setting? What have your experiences been with goal setting? How have multitasking, distractions (cell phone, social media, etc), procrastination, poor time management, and excessive obligations affected your ability to achieve goals? Share in small groups. WORK ON GROUP PAPERS. SIGN UP FOR CONFERENCES.

Monday, November 20
READING MODEL #3 DUE: GOOGLE “The C Word in the Hallways” pdf-Newsweek and its author Anna Quindlen. This is an opinion piece; she is an opinion writer “known as a critic of what she perceives to be the fast-paced and increasingly materialistic nature of modern American life” (Wikipedia). CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, November 27 MEET IN LIBRARY INFORMATION LITERACY CORNER FOR ONLINE RESEARCH
BRING OR CHECK OUT LAPTOPS. PREWRITING #3 DUE: What college student issues are important to you? What are your beliefs/expectations about them? What are controversies/conflicts/contradictions/ambiguities related to these issues? Think of discussions in the media: by your teachers, family members, and friends; and of your own academic, work, and/or life experiences. What more do you want to know about these issue? Where could you obtain more information including online and print sources, other forms of media such as television and internet, and interviews? What questions would you like to ask the class in your survey? CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Tuesday, November 28 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 group paper #4.

Wednesday, November 29
BRIEF PRESENTATIONS AND SURVEYS from each group.

Thursday, November 30 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 group paper #4.

Friday, December 1 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 group paper #4.

Monday, December 4 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 group paper #4.

Tuesday, December 5 CONFERENCES--MY OFFICE WEST ANNEX
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference.
HOMEWORK: Write draft #1 group paper #4.

Wednesday, December 6
DRAFT #1 OF GROUP PAPER #4 DUE. Self edit and small group peer edit. Use peer editing and grading guidelines pp. 11/4 syllabus. ASSEMBLE GROUP PAPER #4. Discuss INDIVIDUAL cover letter.

Friday, December 8
INDIVIDUAL COVER LETTERS, COMPLETE SIGNIFICANTLY MARKED DRAFT #1, and SIGNIFICANTLY REVISED DRAFT #2 OF GROUP PAPER #4 DUE. Self edit and small group peer edit. Use peer editing and grading guidelines pp. 11/4 syllabus.

MANDATORY ATTENDANCE PAPER #4 AND FINAL GRADES in my office West Annex during final exam time:
ENGL 1301.040 MWF 8 a.m. Monday, December 11, 8-10 a.m.
ENGL 1301.220 MWF 2 p.m. Monday, December 11, 3:30-5:30 p.m.
ENGL 1301.080 MWF 9 a.m. Wednesday, December 13, 8-10 a.m.
ENGL 1301.150 MWF 11 a.m. Wednesday, December 13, 10:30 a.m.-12:30 p.m.
ENGL 1301.210 MWF 1 p.m. Wednesday, December 13, 1-3 p.m.

THERE IS NO FINAL EXAM OR CUMULATIVE PORTFOLIO
SELF EDITING AND PEER EDITING GUIDELINES: Respond to these questions on the paper and sign your name.

• Does it show correct MLA format including in-text citations and Works Cited if required? See Online Writing Lab at Purdue.

• Does it start with an anecdote, fact, quote, or interesting statement or details to get your attention?

• Is the topic clearly stated? Is it an original and important controlling idea? Underline topic sentence.

• Does the essay have the required structure and content? See project guidelines.
  
  Is the organization logical and consistent or random and repetitive? Can it be reordered?

  Are the details vivid and specific? Do you have questions about the details? Could there be more or less?

• How does the essay conclude?
  
  Does it show thought by asking a question, proposing a solution, bringing us to the present situation, stating lessons learned, and/or looking to the future?

  Does the conclusion mechanically repeat what has already been stated and need to be rewritten?

• Are the paragraph breaks useful or confusing? A paragraph is about 1/3 to 1/2 page long.
  
  Are paragraphs too short? Do related ideas need to be grouped together in one paragraph? Indicate grouping.

  Are paragraphs too long? Do they need to be divided into subpoints? Indicate breaks.

  Are there separate paragraphs for each speaker of dialogue (he said/she said) no matter how short?

• Is the audience and occasion/purpose clear and reflected in the choices and conventions used to reach the audience and fulfill the purpose?
  
  Are the sentences varied and concise? Cut repetitions. Is the tone/language consistent and appropriate?

• Are there other grammatical, stylistic, spelling, and/or punctuation errors that need to corrected?

• What is the essay's greatest strength?

• What could be improved?
## Grade Scale:
(all grades are based on this scale)

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## Course Components:

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PROJECT TOTALS: 250______ 250______ 250______ 250______

TOTAL: __________

FINAL GRADE: __________