ENGLISH 1301

MARIE-CLARE PRISCO

FALL 2017 * MWF 2:00 – 2:50 P.M. * ROOM: A119

CATALOG DESCRIPTION: ENGL 1301

English Composition (3-0). 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.

OFFICE HOURS
MWF: 9:00 – 11:00 a.m.
Office: Academic 110B

CONTACT INFORMATION
mprisco@angelo.edu

REQUIRED TEXTS

Figuring Foreigners Out
by Craig Storti
ISBN-10: 1877864706

Between the World and Me
by Ta-Nehisi Coates
ISBN-10: 0812993543

BRING TO CLASS

• 3-ring binder
• Dividers for binder
• Loose leaf paper for notes
• Assignments
• Appropriate text

GRADED COURSE WORK

• Narrative Essay
• Expository Essay
• Analysis Essay
• Grammar Presentation
• Midterm Reflection
• Midterm Exam
• Final Reflection
• Final Exam
• Portfolio

ANGELO STATE CORE CURRICULUM OBJECTIVES FOR ENGLISH 1301

CORE OBJECTIVE 1 - CRITICAL THINKING

CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.

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 gathering to support a thesis.

CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.

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.

CORE OBJECTIVE 2 - COMMUNICATION

CS1: Develop, interpret, and express ideas through effective written communication.

Take into consideration audience, context, purpose, conventions and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.

CORE OBJECTIVE 3 - TEAMWORK

TW1: Consider different viewpoints as a member of a team.

Work individually and collectively toward a shared purpose or goal with the members of their team, creating and evaluating their peers’ drafts

CORE OBJECTIVE 4 - PERSONAL RESPONSIBILITY

PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

Identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making; also, recognize and evaluate possible consequences of their decisions.
IN THE CLASSROOM

DECORUM

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/.

- **Show Respect**: You will be expected to practice compassion, kindness, and respect – both with yourself and toward others.
- **Food and Drink**: Do not bring full meals into class. A drink or quiet snacks are fine, as long as you eat and drink respectfully of others.

ELECTRONIC DEVICE POLICY

You are only allowed to use electronic devices under specific circumstances (e.g., if I wanted you to look something up during class). Otherwise, phones must be turned off, and iPads and laptops are not necessary in the classroom, as we will be meeting in the computer lab every Friday. (Your binder loose-leaf paper is for notetaking in the classroom.)

If I see you using your cell phone, I will remind you of the policy and ask you to put your device away. The second time it occurs, I will ask you to leave class, and you will be counted absent.

WORK OUTSIDE THE CLASSROOM

CONFERENCES

Several times during the term, I will cancel class and schedule individual conferences so that we can discuss drafts of your essays. These conferences should last no longer than 15 minutes, and they are required. A missed conference will be equivalent to two absences. I would also encourage you to use the extra time made available by the cancelled class meetings to catch up on your reading and writing assignments.

ACCESS TO BLACKBOARD

I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at https://blackboard.angelo.edu. To log in, you’ll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, writing assignments, grading standards, and additional readings. Moreover, you will submit some reading and most writing assignment responses through Blackboard. In order to make sure everyone is familiar with using Blackboard tools, I will provide a brief tutorial illustrating how to use them the first day or week of class.

ADOBE ACROBAT READER

You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

TECHNICAL SUPPORT

If you are having technical problems with Blackboard, you can contact free technical support in one of the following ways:

**Phone**: 325-942-2911  
**Email**: servicecenter@angelo.edu  
**Web**: http://www.angelo.edu/services/technology/
ACADEMIC HONESTY

All work composed for this class must be written exclusively for this class and be your original work. You may of course receive assistance on your writing, but submitting someone else's work as your own or failing to acknowledge sources appropriately will be grounds for plagiarism. Violations of academic honesty and plagiarism will result in immediate failure of this class. You are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/Honor_Code.pdf.

SPECIAL REQUIREMENTS

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. For more information, see http://www.angelo.edu/services/disability-services/.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.

GETTING HELP

WRITING CENTER INFORMATION

Location: Porter Henderson Library, 3rd floor, Room C305

Monday through Thursday: 10:00 a.m. to 5:00 p.m.
Wednesday evening: 6:00 to 8:00 p.m.
Friday: 10:00 a.m. to Noon
Saturday: Closed
Sunday: 1:00 to 4:00 p.m.

The Writing Center, an academic support service, aids with organization, paragraph development, and grammar. They are not proof readers or editors. To learn more about their services, visit the Writing Center website at http://www.angelo.edu/dept/writing_center/.

THE WRITING CENTER OFFERS TUTORING SERVICES THROUGH TWO METHODS:

- **TRADITIONAL FACE-TO-FACE TUTORING**: FACE-TO-FACE WRITING CENTER SESSIONS TYPICALLY LAST APPROXIMATELY 15-20 MINUTES AND FOCUS ON A SECTION OF A DRAFT OR A SPECIFIED WRITING ISSUE. STUDENTS WHO VISIT THE WRITING CENTER ARE ASSISTED ON A FIRST-COME-FIRST-SERVED BASIS. NO APPOINTMENT IS NECESSARY FOR FACE-TO-FACE TUTORING.
- **E-SUBMISSION OF PAPERS**: STUDENTS CAN SEND WRITING QUESTIONS VIA EMAIL TO THE WRITING CENTER BY COMPLETING AND SUBMITTING THE ELECTRONIC DRAFT SUBMISSION COVER SHEET. IN ADDITION, THEY CAN E-MAIL PAPERS AS ATTACHMENTS TO WRITINGCENTER@ANGELO.EDU. A TUTOR WILL RESPOND TO THEIR QUESTIONS AND COMMENT ON DRAFTS WITHIN 48 HOURS.
YOUR COURSE GRADE

Your grade in this course will be based upon the submission of your final portfolio and achieving minimum requirements on a range of submitted assignments. These assignments—short and long, in-class and out—are designed to help you develop a level of literacy and rhetorical understanding expected of first-year college students in reading and writing.

You are guaranteed a B in this course when you achieve the following minimum requirements:

**ATTENDANCE**

No more than 6 missed classes. *If you must miss a class, contact a classmate to get notes and information you missed in class. Late work will not be accepted under any circumstances. All assignments must be submitted to receive a passing grade. No incompletes will be given.*

**PRESENTATIONS**

By yourself or with a partner, present a grammar lesson that results in a grade of B or higher.

**OUT OF CLASS HOMEWORK**

Fulfill minimum requirements of at least 15 written responses. (See more below on what constitutes “minimum requirements” of written responses.)

**5 MAJOR WRITING PROJECTS**

- Acceptable and timely submissions with all drafts of the 3 major writing assignments, including a reflection paper on the conference with me. (See more below on what constitutes an “acceptable submission.”)
- Acceptable submissions of the midterm and final self-evaluation essays.

**2 EXAMS**

Grade of 80 or higher on the midterm and final sentence grammar exam.

**PORTFOLIO**

Submission of a final portfolio of work as listed below.

1. 10 Written Responses
2. Grammar Presentation
3. Essay 1
4. Essay 2
5. Essay 3
6. Midterm Exam
7. Midterm Self-Evaluation Essay
8. Final Exam

You will receive lower than a B in this course if you fail to achieve the minimum requirements as described above. How much lower than a B will be determined primarily on your willingness to dedicate yourself to the work of the class and on the acceptability of the work you submit.
You are guaranteed an **A in this course** when you achieve the minimum requirements listed above for a **B** in the course, plus:

1. Earn an **A** on your grammar presentation.
2. Earn a 90 or higher on the midterm and final grammar exam.

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**OTHER INFLUENCES ON YOUR COURSE GRADE**

- Failure to bring the required materials, including the appropriate text or homework to a scheduled class period will be equivalent to an absence.
- A **missed conference** will be equivalent to two absences.
- A total of seven absences of any sort will result in automatic failure.
- Academic dishonesty of any sort, including—but not limited to—cheating on exams, copying the work of others, buying papers, and having others do your work will result in automatic failure.
- **No incompletes** will be given.

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**WHAT IS AN “ACCEPTABLE SUBMISSION” OF A WRITING ASSIGNMENT IN THIS CLASS?**

In order for your work to be considered acceptable, you will need to fulfill the following minimum requirements:

Every submitted writing assignment:

1. Must be free from virtually all errors in sentences and words.
2. Demonstrate honest effort, clear engagement, and fresh thinking on the chosen topic or issue.
3. Follow the focus and structural requirements of the assignment.

The final submission of the **three major essay assignments** and must also

1. Include three honest drafts
   a. a first informal and perhaps unshaped exploratory draft,
   b. a more focused and organized second draft reflecting responses from other students and me in conference,
   c. and the final edited and polished draft.
2. Be accompanied by a one-page four-paragraph process letter in which you briefly describe
   a. the stages and struggles of completing the project,
   b. how you sought and received responses from others (not including me),
   c. how those responses (including those from me in conference) helped you reshape and finalize the project,
   d. and what you have discovered about yourself as a writer when reflecting on the process of writing and completing the project.

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**STUDENT ATHLETES AND ABSENCES**

Student athletes should provide me with schedule of classes that will be missed due to University-sanctioned events.
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday (Computer Lab)</th>
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</thead>
<tbody>
<tr>
<td>Week One</td>
<td>8/28</td>
<td>8/30</td>
<td>9/1</td>
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<tr>
<td>Due today</td>
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<td>Writing process images</td>
<td>Watch information literacy</td>
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<td>(hardcopy)</td>
<td>video (BB)</td>
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<tr>
<td>Class topic and activities</td>
<td>Course Expectations and Assignments</td>
<td>The Writing Process</td>
<td>Library Resources w/</td>
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<td>Myers-Briggs Type Indicator</td>
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<tr>
<td>Week Two</td>
<td>9/4</td>
<td>9/6</td>
<td>9/8</td>
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<tr>
<td>Due today</td>
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<td>Reading assignment on BB;</td>
<td>Reading assignment (on BB);</td>
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<td>Response paper #1</td>
<td>grammar presentations</td>
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<tr>
<td>Class topic and activities</td>
<td>Labor Day!</td>
<td>Personality Types</td>
<td>Lab: Writing and Reading</td>
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<td>Strategies - The Narrative</td>
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<tr>
<td>Week Three</td>
<td>9/11</td>
<td>9/13</td>
<td>9/15</td>
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<tr>
<td>Due today</td>
<td>Storti, Intro and Chapter 1; Response paper #2</td>
<td>Storti, Chapter 2 through Exercise 2.5</td>
<td>Storti, Chapter 2 through Review Exercise; Response paper #3; grammar presentations</td>
</tr>
<tr>
<td>Class topic and activities</td>
<td>What is Culture? Discuss the Narrative assignment.</td>
<td>Concept of Self</td>
<td>Lab: Personal vs. Societal Responsibility</td>
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<tr>
<td>Week Four</td>
<td>9/18</td>
<td>9/20</td>
<td>9/22</td>
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<tr>
<td>Due today</td>
<td>Storti, Chapter 2 through Exercise 2.13.</td>
<td>Sorti, Chapter 2 through Exercise 2.18; Response paper #4</td>
<td>Bring prewriting work for Essay 1 – Narrative.</td>
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<tr>
<td>Class topic and activities</td>
<td>Concept of Time</td>
<td>Lab: Locus of Control</td>
<td>Workshop essays</td>
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<td>Week Five</td>
<td>9/25</td>
<td>9/27</td>
<td>9/29</td>
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<td>Due today</td>
<td>Class topic and activities</td>
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<tr>
<td>Storti, Chapter 3 through Exercise 3.5; grammar presentations.</td>
<td>Catch up/Discuss Storti Chapter 3 in Class.</td>
<td>Discuss Chapter 3/share papers.</td>
<td>Peer reviews today in the Lab!</td>
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<tr>
<td>Complete Storti, Chapter 3; Response paper #5</td>
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<td>Bring Essay 1.1 – first draft for peer review.</td>
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<td>Week Six</td>
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<td>Due today</td>
<td>Conference This Week! Essay 1.2 (Bring printed copy for your conference.)</td>
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<td>Week Seven</td>
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<td>10/9</td>
<td>10/11</td>
<td>10/13</td>
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<tr>
<td>Due today</td>
<td>Final Paper/drafts/reflection due today!</td>
<td>Storti, Chapter 5 (all); Response paper #6</td>
<td>Online Midterm Exam (BB) No Class</td>
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<tr>
<td>Class topic and activities</td>
<td>Begin reading Chapter 4.</td>
<td>The Cross-Cultural Perspective</td>
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<td>Week Eight</td>
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<td>10/16</td>
<td>10/18</td>
<td>10/20</td>
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<tr>
<td>Due today</td>
<td>Be prepared to review Storti entire book.</td>
<td>Reading assignment (on BB); Expository essay samples</td>
<td>Bring pre-writing for Essay 2.1</td>
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<tr>
<td>Class topic and activities</td>
<td>Discuss stages of cultural awareness.</td>
<td>Introduce the expository essay assignment.</td>
<td>Lab: Workshop essays</td>
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<td>Week Nine</td>
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<td>10/23</td>
<td>10/25</td>
<td>10/27</td>
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<tr>
<td>Due today</td>
<td>Bring Coates book!</td>
<td>Coates through pp. 71; Response paper #7</td>
<td>Bring Essay 2.1 draft for peer review.</td>
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<tr>
<td>Class topic and activities</td>
<td>Listen to beginning of Coates.</td>
<td>Education as a transformation opportunity</td>
<td>Peer review in the lab today!</td>
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<td>Week Ten</td>
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<td>10/30</td>
<td>11/1</td>
<td>11/3</td>
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<tr>
<td>Due today</td>
<td>Conferencing This Week! Essay 2.2 (Bring printed copy for your conference.)</td>
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<tr>
<td>Class topic and activities</td>
<td>WEEK ELEVEN</td>
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<tr>
<td>Due today</td>
<td>Final Essay 2.3 drafts/reflection all due today! Coasts through 111.</td>
<td>Coats through 132, Response paper 8</td>
<td>Writing strategies for analysis.</td>
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<tr>
<td>Class topic and activities</td>
<td>The plunder of black lives</td>
<td>Advice to his son.</td>
<td>Lab: More on cultural theories and Coates</td>
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<td>Week Twelve</td>
<td>11/13</td>
<td>11/15</td>
<td>11/17</td>
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<tr>
<td>Due today</td>
<td>TBA</td>
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<td>Essay 3.1.</td>
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<td>Class topic and activities</td>
<td>Lab: Workshop essay</td>
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<tr>
<td>Week Thirteen</td>
<td>11/20</td>
<td>11/22</td>
<td>11/24</td>
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<tr>
<td>Due today</td>
<td>Essay 3.1 due for peer review.</td>
<td>Thanksgiving Break!</td>
<td>Thanksgiving Break!</td>
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<tr>
<td>Class topic and activities</td>
<td>Peer review in class.</td>
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<tr>
<td>Week Fourteen</td>
<td>11/27</td>
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<tr>
<td>Due today</td>
<td>Conferencing This Week! Essay 3.2 (Bring printed copy for your conference.)</td>
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<td>Week Fifteen</td>
<td>12/4</td>
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<td>Due today</td>
<td>Essay 3.3</td>
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<td>Class topic and activities</td>
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<td>Week Sixteen</td>
<td>12/11</td>
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<td>12/15</td>
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| FINALS WEEK | 3:30 – 5:30 p.m.  
Computer lab (TBA), Hand in portfolios with final reflection paper.  
Complete final exam online (Bb) in lab. |  |  |