**Course Description**

Since this is both a high school junior English class and a dual credit English class, it will not only cover the ENG III TEKS, but also the Common Core State Objectives used in Texas colleges. We will primarily focus on reading and writing expository essays; however, we will also read and analyze literary works from the American canon.

The following description is taken from the Texas Core Curriculum:

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.

**Course Objectives and Student Learning Outcomes**

In this course you will learn about the writing process and put it into practice by drafting, revising, and editing different types of essays. You will collaborate to improve each other’s writing through regularly scheduled peer review sessions. Upon completion of this course you should be able to write an essay with a clear thesis, organized paragraphs, appropriate vocabulary, and proper grammar.

**Course Materials**

You can use the above print version or the online PDF posted on the summer reading assignment.
*Referred to below as TGC


Glencoe’s *American Literature* (provided by the school)
*Referred to below as GAL

NoRedInk online assignments
*Referred to below as NRI

ACT Reading and Practice Questions
*Referred to below as ACTQ

**Grading / Evaluation**

- Essays / Tests = 40%
- Quizzes / Classwork = 35%
- Final exam = 25%

**Your Responsibilities**

This is a college course, and you will be held to the same standards as college students. In order to be successful in this class, you **MUST** do the following:

1. Attend class regularly.
2. Buy a hard copy of the *The Brief Bedford Reader* and bring it to class every day.*
3. Participate in class discussions and peer review.
4. Complete your work (essays, reading assignments, projects, etc.) on time.
5. Take notes in class and study them at home.
6. Spend time outside of class (at least 3-4 hours a week) working on our coursework.

**Course Info**

**Technology**

When using technology in class, I expect you to stay on task. Failure to do so will affect your participation grade. You are welcome to bring a laptop to use for note taking and essay writing. You may not use cell phones in class. If I see your cell phone out, I will take it. We will use Ipads in class, but only upon my instruction and only for coursework.

**Attendance**

In order for you to make a good grade, you must attend class. And by “attend” class, I mean actively participating and engaging in the lesson.

**Late Work**

Students should turn in quality work on time. Students have up to five calendar days to turn in late work, and 10 points will be deducted each day the assignment is late.

For example, if an assignment is due on September 1, and a student turns it in on September 6, the highest grade they can make is a 50. So if they score a 90 on the late assignment, their late grade would be calculated as following: 90 (.5) = 45.
If September 6 falls on a Saturday or Sunday, the student must turn in the assignment the following Monday, and their grade would still start at a 50.
Make up or Late work must be turned into the Make Up Work Bin.

*If a student is absent for a quiz or test, it is the student’s responsibility to make up the work within a week of the original due date.

**Retakes/Rewrites:**
Test and quiz retakes and/or rewrites will be offered at the discretion of the dual credit teacher. If retakes and/or corrections are offered, students must complete them within five days of the original testing/quizzing period.

Students will not be able to retake a test or quiz if they cheat on the original assignment.

**Cheating:**
On the day of a test or quiz, students must store all phones, iPads, and smart watches in an area designated by the teacher.

If a student cheats (with or without technology) on a test or quiz, they receive a zero.

**Plagiarism**
According to the Council of Writing Programs Administrators, plagiarism is:

1. submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Many students who plagiarize are unaware that they are guilty of this crime. For this reason alone, it is imperative that you pay attention when we discuss plagiarism and its complexities in class. See the ASU Academic Honor Code, which you will receive the first week of class, for more detailed information.

**Students with Disabilities**
Reasonable accommodations will be made for students with disabilities; these will be determined by the A.R.D. recommendations made by the special education.

**Course Organization**
(below assignments are subject to change)

**Week 1 (8/28-9/1)**
TGC: 1-75
Introduction to class: syllabus, textbook, Blackboard, ASU Honor Code
Vocab/Reading Quiz

**Week 2 (9/4-9/8)** No school on Labor Day, Monday, 9/4
TGC: 76-192
Social Contract

**Week 3 (9/11-9/15)**
TGC: 193-288
TGC test
Essay assignment #1: TGC Analysis

**Week 4 (9/18-9/22)**
Introduction to CH. 1-2: Critical Reading and The Writing Process (BBR: 9-22, 27-56)
Reading Quiz
Introduction to MLA format
Essay #1 rough draft

**Week 5 (9/25-9/29)**
Peer review of Essay #1
Essay #1 due
Introduction to the descriptive essay (BBR: 129-137)
Reading quiz
NRI

**Week 6 (10/2-10/6)**
Manning’s “Arm Wrestling with My Father” (BBR: 138-142)
Reading Quiz
Begin drafting essay #2: Descriptive Essay
Writing Conferences
ACTQ
NRI

**Week 7 (10/9-10/13)**
Peer Review of Essay #2
Essay #2 due
Introduction to the Compare and Contrast Essay (BBR: 205-213)
Reading quiz
Focus on parallelism (BBR: 210)
Barry’s “Batting Clean-Up and Striking Out” (BBR: 220-222)
ACTQ
NRI

**Week 8 (10/16-10/20)**
Begin drafting essay #3: Compare and Contrast Essay
Writing Conferences
Peer review of essay #3
ACTQ
NRI

**Week 9 (10/23-10/27)**
Essay #3 due
Introduction to the definition essay (BBR: 403-411)
Reading quiz
Focus on paragraph and essay unity (BBR: 408)
ACTQ
NRI

**Week 10 (10/30-11/3) *Last day to drop the course is Friday, 11/3***
Kingsolver’s “Rural Delivery” (BBR: 430-434)
Reading quiz
London’s “To Build a Fire” (GAL: 621-634)
Class discussion: What is courageous action?
ACTQ
NRI

**Week 12 (11/6-11/10)**
Quoting and paraphrasing text
Begin drafting essay #4: Extended Definition Essay
Writing Conferences
ACTQ
NRI

**Week 12 (11/13-11/17)**
Peer review of essay #4
Writing conferences
Essay #4 due
ACTQ
NRI

**Week 13 (11/14-11/18)**
Introduction to *The Crucible*
Act 1
Reading Questions
Analytical discussions
Reading quiz

**Week 14 (11/27-12/1)**
*The Crucible*: Acts 2-3
Analytical discussions
Reading quizzes

**Week 15 (12/4-12/8)**
The Crucible: Act 4
Analytical discussions
Reading quiz
Focus on literary elements
Final exam review

**Week 15 (12/11-12/15)** The final exam is on Monday, 12/11
Period 2: 8:50-9:36
Period 5: 11:30-12:16

**Important ASU dates:**
Monday, August 28: First day of fall classes
Friday, November 3: Last day to drop a class
Friday, December 15: Last day of fall classes