English 1301: Introduction to Academic Writing

Instructor: Mr. Morrill

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Course Syllabus

Books:
St. Martin's Handbook 8th Edition
Wuthering Heights by Emily Bronte

Grading Policy:

Daily work 10%
Major Writing Assignment 1 (Personal Narrative) 10%
Major Writing Assignment 2 (Exemplification) 10%
Major Writing Assignment 3 (Process Analysis) 10%
Major Writing Assignment 4 (Comparison Contrast) 10%
Major Writing Assignment 5 (Argumentation-Persuasion Research based) 20%
Exams 30%

Upon completion of this course, English 1301 students should be able to:

1. Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts;
2. Compose texts in a variety of genres, expanding their repertoire beyond predictable forms;
3. Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations;
4. Use writing, reading, and discussion for inquiry, learning, communicating, and examining assumptions;
5. Employ critical reading strategies to identify an author's position, main ideas, genre conventions, and rhetorical strategies;
6. Summarize, analyze, and respond to texts;
7. Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts;
8. Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions;

9. Use the collaborative and social aspects of writing to critique their own and others’ texts;

10. Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics

11. Summarize, paraphrase, and quote from sources using appropriate documentation style; and

12. Control such features as syntax, grammar, punctuation, and spelling.

**ASU Core Curriculum Objectives for Freshman Composition**

Students in freshman composition will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through quizzes, projects, essays, or examinations.

A. Communications skills—to include effective written, oral, and visual communication. Students will develop, interpret, and express ideas through effective written, oral and visual communication.

B. Critical thinking skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.

C. Social responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Students will demonstrate ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.

D. Personal responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making. Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical
decision-making in literary examples.

Class Assignments
A. General Note: Each assignment is a tool to reinforce skills and material taught in the classroom. The amount of homework is carefully considered. Homework is not assigned busy work, but rather it is assigned because of its vital importance to the learning process. Therefore, students are expected to complete all assignments by the due date. Homework will be posted at the beginning of class. Please note, assignments are subject to change if the instructor deems it necessary.

B. Methods of Evaluation: Students’ work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the date due before the student will receive credit for the assignments.

1. Essays and writing assignments will be evaluated according to the following criteria:
   a. Accuracy of content;
   b. Use of the conventions of standard grammar;
   c. Use of the appropriate method of development for the assignment;
   d. Use of the principles of unity and coherence; and
   e. Use of logical, factual, arguments to advance the thesis of the assignment.

C. Due Dates and Late Penalties: To avoid late penalties, submit your work when I request it in class. I will consider essays that you do not have ready to submit at the time I request it in class as one day late. You can submit essays up to three calendar days beyond their due date. However, I will deduct 15 points for each day that it remains late. After three calendar days, you will forfeit all possible points for the assignment. Unless I say otherwise, I will only accept essays submitted to turnitin.com on ASU blackboard. I will not accept emailed essays. I will not accept daily assignments late. Make sure you turn these in on the specified date and time.

D. Lost Work: You will need to devise a strategy for securely storing digital files. I highly
recommend that you incorporate a backup file system into your storage strategy. We all know that hard drives can fail and flash drives can disappear. Backup all your work in multiple locations. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

Absenteen Work
A. Since students will know in advance when an essay or assignment is due and will have ample time to complete it, the assignment MUST be turned in the date it is due. If a student is absent the day an essay is due, for any reason, he or she needs to make sure his/her paper is sent to school and handed to Mr. Morrill. Late daily work will NOT be accepted and will receive a 0 in the grade book. If a student will be absent for an in-class essay, he/she needs to make arrangements to complete the assignment prior to the scheduled absence.

B. Due to the nature of the assignment, presentations will NOT be accepted late.

C. Each student is personally responsible to request information and assignments that he or she missed while absent. The rules for late assignments still apply if the student fails to request the missed work.

D. If a student will be absent from school for a school sponsored trip (for example, ag or athletics), the student must turn in any work which will be due during his/her absence or complete any tests scheduled for when he/she is absent BEFORE leaving on the trip.

E. I will not discuss absentee work with you during instructional time (either your class or another class.) I will not discuss it in the hallway between classes. I am happy to work with you before or after school.

Supplies
A. BE PREPARED FOR CLASS. Always bring the following to class:

1. Text Book or other required books we are using at the time

2. Class spiral
Classroom Expectations

A. You are to always exhibit integrity. Any action should reflect this idea.

B. Having integrity includes adhering to the following standards:

1. Be prompt. Class begins precisely on time. After I have closed the classroom door, it will stay locked until the end of class. After the door has been closed, no student will be allowed inside the classroom without a tardy pass. Please, get everything from your locker or car and go to the restroom before coming to class.

2. Be kind and respectful. All actions and words should reflect kindness and respect for both the instructor and all other students. I will not tolerate rude or disrespectful behavior directed at any member of this class. Anyone exhibiting disrespectful or vulgar language and/or behavior will be subject to the school’s discipline policy.

3. Be honest. Honesty is an important part of integrity. Cheating will not be tolerated. Cheating includes sharing homework answers, looking at another student’s test or quiz, and talking (even whispering) during a test or quiz. Plagiarism is another form of cheating and will be addressed in more detail in the next section of the syllabus. If the student has a doubt as to what constitutes cheating, the instructor will gladly answer any questions.

4. Be mentally present. Use of electronic devices during class will not be tolerated.

5. Be on task. All materials from other classes must be put away during class time.

Academic Integrity and Honesty

1. In my classes, I want to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded as a serious offense and renders the offenders liable to serious consequences.
2. “All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the ASU Bulletin and in the ASU Student Handbook. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course.”

3. Although the school broadly defines the types of "dishonesty" that compromise academic integrity, the most common offense for this course is plagiarism. Plagiarism includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work.

**Students With Disabilities**

Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class need to have done so with the counselor’s office at the high school. If your accommodations are already on file, then I already have the paper work, but would love to talk with you, privately, about which accommodations help you the most.

**Statement of Nondiscrimination**

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity**

By its very design, this course engages texts that some students might find difficult and/or controversial. It is my intention, nevertheless, to establish and support an environment that values and nurtures individual and group differences and encourages student engagement and interaction both with the assigned texts and each other. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate each of us to examine the world in which we live. By promoting diversity and intellectual exchange, we aim not only to mirror society as it is, but also model society as it should and can be.