English 1301/Frenship HS Dual Credit English III/IV
Fall Semester, 2017-18 School Year

Instructor Information

Instructor  Email  Office Location & Hours
Heath Ferguson  hferguson@frenship.us  Room W5 --- Conference 2:30-4:00

General Course Information and Policies

Description:
This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, essay writing, and collateral readings in literature and the other humanities.

Scope/Purpose:
The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 helps students to think well by teaching them to read and write well through focus on the writing process, the use of appropriate grammar and diction, the use of logic, and the different methods of essay development. Collateral readings from all areas of the humanities are included.

Instructional Objectives:
By the end of the course, the student should be able to:
• understand writing as a process: that is, writing conceived as a connected and interactive process which includes prewriting, writing, and revision
• apply the principles of writing as a process and the analysis of audience and purpose to writing assignments
• write essays that follow the principles of unity and coherence and that are appropriately developed to prove a thesis by means of narration, description, illustration, definition, process analysis, cause and effect, comparison and contrast, classification and division, argumentation and/or persuasion
• write an essay in standard English, the criteria for standard English being those described in the current required handbook
• understand and apply basic principles of critical thinking in the development of exposition and argument

ASU Core Curriculum/Student Learning Objectives:
Critical Thinking Skills #1---The student will gather, analyze, evaluate, and synthesize information relevant to a question or issue.
Critical Thinking Skills #2---The student will develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.
Communication Skills #1---The student will develop, interpret, and express ideas through effective written communication.
Teamwork #1---The student will consider different viewpoints as a member of a team.
Teamwork #2---The student will work effectively with others to support and accomplish a shared goal.
Personal Responsibility #1---The student will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.
Plagiarism:
Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an “F” for the course. Extreme cases may result in disciplinary action up to and including expulsion.

Nondiscrimination Statement:
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. In addition to complying with federal and state equal opportunity laws and regulations, this diversity policy maintains that harassment based on individual differences is inconsistent with this institution’s instructional mission and educational goals.

Diversity Statement:
In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Attendance Policy:
Regular class attendance is required of all students. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

Assignment Policies:
• All assignments are due by the end of the school day on the designated due date.
• All papers must be typed, double-spaced, and use Times New Roman or default font size 12 with 1-inch margins on all sides.
• All assignments must include the following information in a standard heading at the top of the first page: Your Name, Teacher Name, Class, Due Date, & Title, as shown below:

Example Heading

Scoobie Doo

Mr. Ferguson

English 1301

25 August 1983

Why Everyone Should Just Shut Up: An Academic Analysis of the Value of Silence
Grading Policy:

Essays/Exams 50%
Quizzes 20%
Daily Work 10%
In-Class Final Essay 15%
Participation 5%

Evaluation Rubric:

Students’ work is evaluated by means of letter grades, A being Superior, B being Good, C being Average, D being Poor, and F being Unacceptable. Numerical grades are assigned only for convenience in averaging grades. All assignments must be completed and turned in on the due date before a student will receive credit for the assignment. Late work will be counted off one letter grade for every day it is late.

Essays and writing assignments will be evaluated according to the following criteria:

1. Use of conventions of standard grammar
2. Use of the appropriate method of development for the assignment
3. Use of the principles of unity and coherence
4. Use of logical, factual arguments to advance the thesis of the assignment

Superior Essays (A/95)

These essays meet all the conventions listed for Good Essays, but the work is more original, more inspired, and more maturely presented. To receive an A, an essay cannot contain more than one major grammatical error.

Good Essays (B/85)

Central Idea: presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail.
Organization/Development: handled so that the essay conveys a sense of controlling purpose and orderly progression; the thought moves clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful
Sentence Structure: skillfully constructed and displaying fluency, economy, and effective variety; together with diction, sentence structure is the best evidence of style; the distinctive, natural display of a good mind at work
Diction: everywhere appropriate to the writer’s subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of standard English.
Mechanics: notable for the consistent use of conventional grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a B with two major grammatical errors.

Average Essays (C/75)

Central Idea: is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious or irrelevant
Organization/Development: plan and method of the essay apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs are unified, coherent, and usually effective in development; transitions between paragraphs are clear but sometimes abrupt, mechanical, or monotonous
Sentence Structure: most sentences correctly structured but lacking in variety, economy, or forcefulness
Diction: appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur
Mechanics: clarity and effectiveness of expression are weakened by occasional lapses from conventional English grammar, punctuation, and spelling. An essay cannot get above a C if it contains three or more major grammatical errors.

**Note: In college, a C is an average paper; it does not have anything “wrong” with it; it fulfills the assignment, but simply does not reach beyond the average.

Unacceptable Essays (F/55)

An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of her or his
ability. An essay may also fail when it exhibits a total inability to conventional English. Under no circumstances will an essay receive higher than an F if it contains five or more grammatical errors.

No Essay (0)

Any essay or other assignment not written or turned in receives a Zero and is averaged into the student’s grade as such. Except in special circumstances, most teachers will not accept late work, so the assignment must be turned in on time, and most teachers do not allow make-up assignments for missed work or re-writes to improve the grade given. Like in the world of work, the job must be done right on time the first time, or no credit is given.

Course Materials

Required Materials
These are some of the materials you will need for this class.
- Basic classroom supplies (pens, pencils, notepaper, etc.)
- Computer and printer access at home or elsewhere
- Personal “flash” drive for electronic file storage and transfer

Required Text

*Patterns for College Writing: A Rhetorical Reader and Guide*, Laurie G. Kirszner, 13th Edition

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading: <em>Patterns for College Writing</em></th>
<th>Writing and Grammar Exercises: (more to be assigned)</th>
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</table>
| 1---Aug. 28-Sept. 1 | Course intro, Diagnostics | *Introduction, p 1-12                  | *Basic Grammar: Sentence Types
|             |                        | *Reading to Write, p 13-28             | *Grammar Pretest
| 2---Sept. 4-8 | Writing Process/Narration | *Invention, p 29-49                  | *Basic Grammar: Subject-Verb Identification and Subordinate Word Groups
|             |                        | *Arrangement, p 51-64                  | ***Start Narrative Essay
|             |                        | *Narration, p 97-111: Foster Living With Fire 118, Smith-Yackel My Mother Never Worked 123 |
| 3---Sept. 11-15 | Writing Process/Narration | *Drafting & Revising, p 65-79          | *Basic Grammar: Punctuation Basics
|             |                        | *Editing & Proofreading, p 81-93       | ***Narrative Essay Due
<p>|             |                        | *Narration, p 97-111: Orwell Shooting An Elephant 133, Alexie Indian Education (Fiction) 142 |
| 4---Sept. 18-22 | Description            | *Description, p 151-168: Nguyen Goodbye to My Twinkle Days 171, Berne Ground Zero 175, Rogers The Hidden Life of Garbage 186 | ***Start Descriptive Essay |</p>
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<td>5---Sept. 25-29</td>
<td>Exemplification</td>
<td>*Exemplification, p 207-221: “Four Tattoos” 222, Staples <em>Just Walk On By</em> 238, Szalavitz <em>Ten Ways We Get the Odds Wrong</em> 250</td>
<td>***Descriptive Essay Due</td>
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<td>8---Oct. 16-20</td>
<td>Comparison/Contrast</td>
<td>*Comparison and Contrast, p 369-389: Catton <em>Grant and Lee</em> 393, Haag <em>Your Social Life</em> 398, Chua <em>Why Chinese Mothers Are Superior</em> 408</td>
<td>**<em>Start Cause &amp; Effect Essay</em></td>
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<td>9---Oct. 23-27</td>
<td>Classification/Division</td>
<td>*Classification and Division, p 433-445: Segal <em>The Dog Ate My Flash Drive</em> 457, Tan <em>Mother Tongue</em> 463, Ericsson <em>The Ways We Lie</em> 471</td>
<td>**<em>Start Comparison Essay</em></td>
</tr>
<tr>
<td>10---Oct. 30-Nov. 3</td>
<td>Definition</td>
<td>*Definition, p 487-499: Burciaga <em>Tortillas</em> 506, Quindlen <em>Homeless</em> 510</td>
<td>**<em>Comparison Essay Due</em></td>
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<td>11---Nov. 6-10</td>
<td>Combining the Patterns</td>
<td>*Combining the Patterns, p 663-671: Kirby <em>Inked Well</em> 692, Swift <em>A Modest Proposal</em> 699</td>
<td><em>Punctuation and Mechanics: Review</em></td>
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<td>12---Nov. 13-17</td>
<td>Research Writing</td>
<td>*Working with Sources, p 711 *Finding and Evaluating Sources, p 713 *Integrating Sources, p719 *Documenting Sources, p 729 *T.R. On Football Handout</td>
<td><em>Research Exercise</em></td>
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<td>13---Nov. 20-24</td>
<td>Thanksgiving Break</td>
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<td>14---Nov. 27-Dec 1</td>
<td>Argumentation</td>
<td>*Argumentation, p 523-547: <em>You Don’t Want Them Responding to Your Text</em> 548,</td>
<td>* Punctuation and Mechanics: Hyphenation, Capitalization*</td>
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<td>Debate---Should American Citizenship Be a Birthright? 591-602</td>
<td>***Start Argumentation Essay</td>
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<td>15--Dec. 4-8</td>
<td>Argumentation</td>
<td>*Argumentation Casebook, p 603-625: Banks 605, Burleigh 610, Golinkin 616, Flynn 621</td>
<td>*Punctuation and Mechanics: Abbreviations and Numbers, Italics</td>
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<td>***Argumentation Essay Due</td>
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<td>16--Dec. 11-15</td>
<td>Final Essay</td>
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<td>In-Class Essay (Final Exam)</td>
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<td>17--Dec. 18-22</td>
<td>Final Review</td>
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<td>*Reading &amp; Writing Activities</td>
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<td>END</td>
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**Additional Information and Resources**

Your instructor reserves the right to amend this syllabus and its attendant coursework at any time. Also, some outside reading materials may be used in class from other sources, and unless instructed otherwise, please be prepared to type and print each assignment outside of class. Also, we will refer to this syllabus on a daily basis, so make sure you bring it to every class along with your other materials. Also, remember to keep track of your ASU username and login information. Also, SAVE EVERYTHING. Also, you will be expected to use your brain in this class. Bring it.