Course Description
Since this class functions as both a high school junior/senior English class and a dual credit English class, it will not only cover the ENG III/IV TEKS, but also the Common Core State Objectives used in Texas colleges. The goal of this course is for students to develop critical reading, writing, and researching skills in order to prepare them for college and real world writing assignments.

The following description is taken from the Texas Core Curriculum:
“A course in critical reading and writing across the curriculum, including the research process and the research paper.”

Prerequisite: ENG 1301 or an equivalent composition course

Course Objectives and Student Learning Outcomes

From the Texas Core Curriculum:

Critical thinking:
“Find, inquire into, analyze, synthesize texts relevant to appropriate academic issues through a variety of media, including library resources”

“Recognize issues/problems; engage in the research process; synthesize various approaches; analyze interrelationships between content, structure, and ideas; organize ideas in innovative ways to reveal patterns and to develop an argument”

Communication:
“Take into consideration the context, purpose, and conventions relevant to the academic context; use relevant and appropriate content for academic audience, medium and message”

Teamwork:
“Work individually and collectively toward a shared purpose or goal with the members of their team to create drafts and/or presentations and evaluate each team member’s work and contribution”
Personal Responsibility:
“Identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decisionmaking and to evaluate the possible consequences of their decisions.”

Course Materials


Kennedy, X. J., Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl. Repetto. *The Brief Bedford Reader* *Referred to below as BBR*

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 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. Please keep cell phone use to a minimum. We will use Chromebooks 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 participate and engage in each lesson.

Late Work
This is a college class, and assignments need to be turned in on time. Students will submit their essays in the following manner: a **hard copy is to be turned into me and/or a digital version will be submitted to ASU’s Blackboard as a Turnitin assignment (to check for plagiarism)**. Before the first paper is due, we will review how to submit papers in class. All essays must be in MLA format, unless otherwise noted.

Each day an assignment is late, I will subtract 10 points. **You have five days to turn in a late assignment. After that, the grade remains a zero.** Since there are usually only one to two test grades a six weeks, it is especially important for you to submit your essays/projects on time. **Students who chronically turn in late assignments will be removed from the class.**

*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.*

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 **Grading Procedures** for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU’s **Academic Integrity policy** in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the **ASU Writing Center**.
Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford, Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Sexual Misconduct

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:

Michelle Boone, Director of Title IX Compliance
325-486-6357
michelle.boone@angelo.edu
Houston Harte University Center, 112C
**Course Organization**
(below assignments are subject to change)

**Week 1 (1/15-1/19): No school on MLK Jr. Day, Monday, 1/16**
Cornell Note-taking Lesson
BBR: Extended Definition (402-411), Leong’s “Being a Chink” (418-421), “Christine Leong on Writing” (423-424), Megan Daum’s “Narcissist -- Give it a Rest” (425-426)
Reading Quiz

**Week 2 (1/22-1/26)**
Jack London’s “To Build a Fire”
TBAF study questions
Extended Definition Essay: Aristotle’s definition of courageous action and TBAF
Embedding quotes lesson
Draft essay

**Week 3 (1/29-2/2)**
Peer Review
Revision activities
Final draft of extended definition essay is due.

**Week 4 (2/5-2/9)**
BBR: Introduction to Argument and Persuasion (439-453)
BBR: McKibben’s “Waste Not, Want Not” (468-474), Jensen’s “Forget Shorter Showers” (475-480), Lundberg’s “Eating Green” (481-488)
Reading Quiz

**Week 5 (2/12-2/16)**
BBR: Review the Writing Process and MLA Format (27-55)
BBR: Academic Writing and MLA Format (56-88)
Rhetorical Precis over BBR essay in MLA format

**Week 6 (2/19-2/23)**
Introduction to research: plagiarism, MLA citations
Paraphrase v. direct quote v. summary
ASU Library Research videos and quizzes

**Week 7 (2/26-3/2):**
Problem-solution research proposals
Annotated Bibliography

**Week 8 (3/5-3/9)**
Annotated Bibliography due
Problem-solution research outline
Week 9 (3/12-16): Spring Break
TTTC (1-81)

Week 10 (3/19-3/23)
Problem-solution research outline due
Problem-Solution research rough draft

Week 11 (3/26-3/30)
Problem-solution research rough draft due
Peer Review

Week 12 (4/2-4/6):
Peer Review
Problem-Solution research final draft due

Week 13 (4/9-4/13):
Socratic Seminar
Literature Focus: Paradox (“How to Tell a True War Story”)
Literature Focus: The Power of Syntax (“The Sweetheart of Song Tra Bong”)
Argumentative Paragraph

Week 14 (4/16-4/20):
TTTC: Argumentative Paragraph
Peer Review
Writing Focus: Revising for Flow (“The Man I Killed”)
Final Draft
Socratic Seminar

TTTC: Read 129-179, “Style” – “Field Trip”
Writing Focus: Sentence Strips (“Speaking of Courage”)
Writing Focus: Selecting Effective Quotations (“Notes”)
Literature Focus: Stream of Consciousness (“In the Field”)
Socratic Seminar

Week 16 (4/30-5/4): Last week of class
TTTC: Read 180-233 (“The Ghost Soldiers”—“The Lives of the Dead”)
Writing Focus: “123” Summary
Writing Focus: Incorporating Quotations in Writing
Peer Review
Final Draft
**Week 17 (5/7-5/11): Finals**

Literature Focus: Direct v. Indirect Characterization (“The Ghost Soldiers”)

Literature Focus: Defining and Understanding Linear and Non-Linear Narrative (“The Lives of the Dead”)

John Kerry’s Testimony to the U.S. Senate Committee on Foreign Relations, April 23, 1971

The final will be on Monday, 5/7.

2nd period: 8:50-9:36

5th period: 11:30-12:16

**Important ASU dates:**

April 2nd: Last day to drop with a W for Spring 2017. All drop requests need to be submitted to the Dual Credit Office by 5pm.