designed to provide you with writing instruction, practice, and feedback to help you succeed in the major writing
weeks in a fifteen-week semester (SIX classes in a MWF class and FOUR classes in a TR class). This course is

Attendance Policy:

INSTRUCTOR-SPECIFIC POLICIES AND REQUIREMENTS:

Academic Honesty: All students suspected of plagiarism will be reported to the Office of Student Services which
maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy
at https://www.angelo.edu/student-handbook/. Plagiarism is a type of academic dishonesty. It occurs when writers
deliberately use another person’s language, ideas, or materials and presents them as their own without
acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to
understand what constitutes plagiarism or the consequences that will result. Plagiarism can include any of the
following: Failing to quote material taken from another source; failing to cite material taken from another source;
submitting writing that was written by another person or for another class; submitting writing that was substantially
edited by another person. If an instructor thinks a student may have plagiarized, he or she will follow these steps:
Meet privately with the student to discuss the assignment in question and the evidence of plagiarism; identify the
appropriate consequence; file a report with the Office of Student Services. The instructor and the English Department
Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions
appropriate consequence; file a report with the Office of Student Services. The instructor and the English Department
Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions

Special Accommodations: If you have a documented disability (or think you may have a disability) and, as a result,
need a reasonable accommodation to participate in this class or complete course requirements, contact the Student
Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu in the Houston Harte University
Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student
Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information
without their permission.

Religious Holidays: A student who intends to observe a religious holy day should make that intention known in
writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious
holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the
instructor deems a reasonable time after the absence.

Academic Honesty: All students suspected of plagiarism will be reported to the Office of Student Services which
maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy
at https://www.angelo.edu/student-handbook/. Plagiarism is a type of academic dishonesty. It occurs when writers
deliberately use another person’s language, ideas, or materials and presents them as their own without
acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to
understand what constitutes plagiarism or the consequences that will result. Plagiarism can include any of the
following: Failing to quote material taken from another source; failing to cite material taken from another source;
submitting writing that was written by another person or for another class; submitting writing that was substantially
edited by another person. If an instructor thinks a student may have plagiarized, he or she will follow these steps:
Meet privately with the student to discuss the assignment in question and the evidence of plagiarism; identify the
appropriate consequence; file a report with the Office of Student Services. The instructor and the English Department
Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions
include the following: Adequately redo or revise the assignment in question; fail the assignment in question; fail the
class; or be subject to more severe sanctions imposed by the Dean of Students.

INSTRUCTOR-SPECIFIC POLICIES AND REQUIREMENTS:

Attendance Policy: 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/. Students can miss up to two
weeks in a fifteen-week semester (SIX classes in a MWF class and FOUR classes in a TR class). This course is
designed to provide you with writing instruction, practice, and feedback to help you succeed in the major writing
assignments. STUDENTS WHO MISS MORE THAN TWO WEEKS/SIX CLASSES HAVE NOT FULFILLED THE MINIMUM REQUIREMENTS. THEY ARE NO LONGER ELIGIBLE FOR A PASSING GRADE.

Etiquette: Prepare yourself for success before each class period (get enough rest, eat breakfast and lunch, use the restroom, complete all homework, print any necessary documents, bring materials, etc.). NO FOOD OR DRINKS. The use of any electronic device (except for assigned in-class research), talking, sleeping, doing work for other classes, etc., is not allowed. You need to be in your seat when class starts and ends. You are expected to remain in the classroom. You are expected to be courteous and behave appropriately including treating your fellow classmates and instructor with respect. For any violation you can be asked to leave and penalized with an ABSENCE.

Late Work and Grade Challenges: For efficiency I accept work ONLY given to me DURING CLASS. DO NOT SEND WORK VIA E-MAIL, BRING TO MY OFFICE, OR LEAVE IN MY DEPARTMENT MAILBOX. If you are absent your work is DUE the day you return. If your WORK IS LATE FOR ANY REASON (including computer and printing problems) I will accept it ONE CLASS MEETING DAY after it is due with NO PENALTY. After that I WILL NOT ACCEPT IT unless you negotiate arrangements with me. Discuss any questions about your grades with me when your work is returned. If you disagree with your final grade, you will need to produce all of your work.

Required Electronic Resources: You need access to course syllabus and readings at Blackboard https://blackboard.angelo.edu (log in with your Ramport ID and password), your ASU e-mail account, the Internet, a good dictionary, thesaurus, and writing resources such as the Purdue Online Writing Lab (OWL) and EasyBib.com., RELIABLE electronic typing, back-up (a zip drive or storage device), and printing. If you are having technical problems, you can contact free technical support one of the following ways: Phone: 325-942-2911; e-mail: servicecenter@angelo.edu; web: http://www.angelo.edu/services/technology/; Library Tech Help Desk.

Required Materials: ONE PAPER POCKET FOLDER to hold syllabus, handouts, homework, drafts, and paper. Pen, pencil, white out, highlighter, and stapler for writing, reading, in-class writing, and editing.

MLA 8 Paper Format: GOOGLE “Purdue Online Writing Lab (OWL)’/”MLA General Format” for model.

IN HEADER your last name page #: Smith 1

Your First and Last Name    ON FIRST LINE NOT IN HEADER: project #/assignment title #/your actual word count

Dr. Katherine Toy Miller

English 1301 Your Class Time and Section: 8 a.m. 020/9 a.m. 030/10 a.m. 050/12 p.m. 080/2 p.m. 090

00 Month 2018

Your Title

(use regular text not boldface, italics, underline, all caps, quotes, etc.)

Indent 1/2 inch to start text. Double space. No single space. No extra space. One inch margins all around.

Use standard white paper, black ink, and 12 p. font like Times New Roman or Ariel. STAPLE each paper individually.

MLA 8 Style Format:
There is no rule against using first person “I.” “I” is necessary in first-person narratives. There is no rule against using contractions: Contractions are a stylistic choice for an informal tone. Commas and periods ALWAYS go INSIDE quotation marks:

“I am here,” he said, “and I’m not going there.”

“I am here,” he said, ‘and I’m not going there” (Jones). The sentence does not end until after the parenthesis. Numbers expressed in one or two words are written in words (one thousand).

Numbers of more than two words are written in numerals (1,234).

Numerals and signs for percents and dollars (12%, $5,000) or words (twelve percent, five thousand dollars). Titles of SMALL Works Contained in Larger Works (stories, articles, songs, etc.) are in “quotation marks.” Titles of LARGE Works that Stand Alone (books, journals, movies, albums, websites, etc.) are in italics.

MLA 8 Works Cited Format:
Double space—no single spacing, no extra spacing anywhere. Alphabetical order by author’s last name (if available) or, if no author, title of specific text used. First line against the margin to show alphabetic order. All lines after the first line are indented. Look up “hanging indent” for computer formatting. No boldface. No ALL CAPS—make upper and lower.

The Writing Center is an academic support service available to all ASU students located on the third floor of the Porter Henderson Library, Room C305. Visit their website for more information: https://www.angelo.edu/dept/writing_center/. TAKE YOUR SYLLABUS. SHOW THE TUTORS THE ASSIGNMENT. I REQUIRE SIGNIFICANT FEEDBACK AND REVISION ON THE ENTIRE DRAFT. Use peer editing and grading guidelines pp. 11/4 syllabus. Visit the tutors frequently. If you have problems getting the help you need, please report it to the Writing Center Director Nan (Katie) Jones (nan.jones@angelo.edu) or me.

Reading Model (NOT MODULE!) Responses (the readings are MODELS in FORM and/or CONTENT): (100 words for each point/300 words total/typed) For each reading, state in a concise paragraph with specific examples a response to each (Works Cited not required):
(1) CONTEXT: Before reading, research the text and the author’s biography. What is the social or cultural background of the author: time period/race/class/education/rural or urban, etc.? How does the author’s life relate to the text and help you understand it? Show careful reading of the COMPLETE text.
(2) FORM: How does it open? What does it do to get your attention? How is the body organized? Is it chronological--telling a story or process analysis? Is it comparison/contrast or argumentative listing information in order of importance? Does the conclusion ask a question, propose a solution, state the present situation, state what the author learned, and/or look to the future?
(3) CONTENT: What did you know about the topic, what did you learn, and what more would you like to learn? Cite three details, facts, or quotes and discuss how each is important to the piece and you. Discuss three topic ideas for your own paper that the model inspires.

USING CLASS READINGS AS SOURCES IN PROJECT PAPERS IS OPTIONAL NOT REQUIRED.

Prewritings: (300 words/typed)
The prewriting assignments are related to the specific essay. Detailed instructions are provided in the daily schedule.

Brainstorming/Outlining: (1 page brainstorm/1 page outline/handwritten or typed/graded in conference ONLY). Using whatever format is helpful for you, generate one page of ideas for your paper by brainstorming on your topic. On a SEPARATE SHEET (NOT THE BACK!) outline your ideas into a pattern appropriate for the assignment: narration, process analysis, comparison/contrast, or argument (problem, causes, effects, solutions).

Instructor Conferences: I hold MANDATORY conferences over four days with every student on every writing project to provide assistance with understanding the assignment, brainstorming and outlining (graded ONLY in conference), and/or revising your draft. If you are late or miss your conference it is an ABSENCE. Come to my door to let me know you have arrived IN PERSON not by email or phone call.

Drafts #1/#2 Editing and Revision: To receive credit your COMPLETE draft #1 and SIGNIFICANTLY REVISED draft #2 must receive SIGNED SIGNIFICANT comments (positive and negative) from THREE readers or ONE Writing Center tutor on your topic, introduction, organization, development, conclusion, and, if required, in-text citations and Works Cited. Use peer editing and grading guidelines pp. 11/4 syllabus. YOU are responsible for the QUALITY and QUANTITY of the comments and revisions. You can’t get help on what you haven’t written!

Writing Project Cover Letter (100 words/typed): REFLECT ON THE ENTIRE WRITING PROJECT: State what you struggled with and what you liked about the reading model responses, prewritings, brainstorming/outlining, conferences, drafting, editing, and rewriting process. Regarding your paper, state who your audience is, what your occasion/purpose is, and what choices you made and conventions you used to reach your audience and fulfill your purpose. What are you most proud of, what writing problems did you face, and what specific advice would you like? Analyze your initial feelings toward the writing project, your growth as a writer, and your performance as a student. What additional plans do you have for your paper?

Course Components and Grading Breakdown:
60 points for 3 reading model responses (300 words/20 points each/typed)
60 points for 3 prewritings (300 words/20 points each/typed)
20 points for brainstorming/outlining (1 page brainstorming/1 page outlining/handwritten or typed)
50 points for complete significantly marked draft #1 (typed)
50 points for significantly revised marked final draft #2 (typed)
10 points for project cover letter (100 words/typed)
250 points for each writing project x 4 writing projects
1000 points total

Grade Scale: (all grades are based on this scale)
97-100 A  87-89 B+  77-79 C+  67-69 D+  59 and below F
93-96 A  83-86 B  73-76 C  63-76 D
90-92 A-  80-82 B-  70-72 C-  60-62 D-
Essay Grading Criteria: (also used for self and peer editing)

A The **content** is excellent with an original and important controlling idea fully developed with concrete and vivid detail. The **organization** is in necessary steps that reveal a sense of symmetry and emphasis; the paragraphs are unified and coherent; the transitions reveal the progress of the argument. The **expression** in your sentences is varied and forceful; the diction is fresh, precise, and idiomatic; the tone complements the subject, distinguishes the writer, and defines the audience. The **mechanics and usage** including format, spelling, and punctuation are in accord with current standards.

B The **content** is good with a worthwhile controlling idea that is developed with consistently pertinent detail. The **organization** is in necessary steps; the paragraphs are unified and coherent; the transitions aid the reader. The **expression** in your sentences is correct and varied; the diction is clear and idiomatic; the tone fits the subject, persona, and audience. There are few deviations in **mechanics and usage** including format, spelling, and punctuation.

C The **content** is acceptable with a controlling idea that is apparent and supported with some detail. The **organization** is apparent; paragraphs are unified and for the most part coherent; the transitions are functional. The **expression** in your sentences is correct but ordinary; the diction is generally correct and idiomatic; the tone is acceptable for the subject. There are a limited number of deviations in **mechanics and usage** including format, spelling, and punctuation.

D The **content** is unsatisfactory with a controlling idea that is too general, vague, or confused and is insufficiently supported with specific details. The **organization** is inappropriate; the paragraphs are jumbled or underdeveloped; the transitions are unclear, mechanical, or tedious. The **expression** in your sentences is lacking necessary subordination, tediously patterned, or immature; the diction is vague or unidiomatic; the tone is inconsistent. In **mechanics and usage** there are some fragments, comma splices, agreement, or other serious errors and/or frequent deviations from standard format, punctuation, or spelling.

E The **content** fails to meet the assignment. There is no discernible controlling idea, and the details are random. The **organization** is indiscernible; paragraphing is lacking or wholly arbitrary; transitions are lacking. The **expression** in your sentences is frequently incoherent; the diction is non-standard; the tone is indiscernible or inappropriate. There are serious problems in **mechanics and usage** with fragments, comma splices, agreement and reference errors, or other errors in format, punctuation, and spelling.

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**Wednesday, January 17**

Get acquainted by discussing your past, present, and future. Receive syllabus.

**WRITING PROJECT #1:** Exploring writing to explain causes and effects by examining the power of the word. For **individual paper #1** explain (1) powerful words in your life whether they were written or spoken, positive or negative, who expressed them, and when and where they were expressed, (2) what **causes** brought about the powerful words, (3) and what **effects** the powerful words had. Another option is to write about words not expressed using the same format. Know who your audience is, what your occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill your purpose/1,200 words/typed. I must approve your paper topic. See student models Writing Project #1 Blackboard.

**Friday, January 19** (last add)

Discuss your questions about the syllabus and first assignments.

**Monday, January 22**

READING MODEL #1 DUE: GOOGLE “Superman and Me” (pdf--complete essay) and its author Sherman Alexie. Discuss.

**Wednesday, January 24**

PREWRITING #1 DUE: Write about the power of YOUR words on OTHERS and/or YOURSELF--the things you did or did not say--spoken or written, positive or negative. Share in small groups.

**Friday, January 26**

READING MODEL #2 DUE: GOOGLE “Salvation” (annotated pdf) and Wikipedia for its author Langston Hughes (read the introduction and his childhood). Discuss. SIGN UP FOR CONFERENCES.

**Monday, January 29**

PREWRITING #2 DUE: Write about the power of the words of OTHERS on YOU--the things they did or did not say--spoken or written, positive or negative. Share in small groups. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

**Wednesday, January 31**

READING MODEL #3 DUE: GOOGLE “Letter from a Birmingham Jail” by Martin Luther King Jr. genius.com version--click on text for annotations; “Jim Crow Laws”; and Martin Luther King Jr. Discuss. Discuss writing draft #1 individual paper #1. Share topics. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

**Thursday, February 1** CONFERENCES--MY OFFICE WEST ANNEX 111

**CONFERENCE** DUE: Discuss, complete, and grade in conference ONLY. HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.
Friday, February 2
PREWRITING # 3 DUE: Write about the power of words IN PUBLIC LIFE--the things they did or did not say--spoken or written, positive or negative. AVOID overused topics related to sports, music, and media personalities, social media, and cyber bullying which do not provide content that “is excellent with an original and important controlling idea fully developed with concrete and vivid detail.” Works Cited not required.

Monday, February 5 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Tuesday, February 6 CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Wednesday, February 7 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Friday, February 9
DRAFT #1 INDIVIDUAL PAPER #1/1,200 words/typed DUE: Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit. Discuss cover letter.

Monday, February 12
COVER LETTER, COMPLETE SIGNIFICANTLY MARKED DRAFT #1/1,200 words/typed, and SIGNIFICANTLY REVISED MARKED DRAFT #2 INDIVIDUAL PAPER #1/1,200 words/typed DUE. Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit draft #2 individual paper #1. Discuss Writing Project #2.

WRITING PROJECT #2: Exploring process analysis through writing detailed observations. For group paper #2 use process analysis to write detailed observations of your small group members as if recorded by a moving camera. Include INTERVIEWS and DIALOGUE. Use the objective THIRD PERSON point of view. DO NOT USE “I”: “I noticed Susie.” It is “John noticed Susie.” Choose PAST or PRESENT TENSE--be consistent throughout. Know who your audience is, what your occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill your purpose. I must approve your paper topic. See student models Writing Project #2 Blackboard.

(1) Plan the time and place for a group ACTIVITY (eating a meal, watching a movie, playing a game, etc.) (2) In CHRONOLOGICAL order assign each member a BODY SECTION (draft #1--300 words each member). For your body section RECORD what each person looks like, his/her clothing, gestures, and habits of speech. ANALYZE each person’s behavior: HOW and WHY each person acted as the person did and HOW the space arrangement effected the action. Include NARRATION so we have a chronological story and DIALOGUE. (3) For the INTRODUCTION of draft #2 (the complete group paper) each member writes a biographical statement with first and last name. (4) For the CONCLUSION of draft #2 each member reflects on what he/she has learned about him/herself, the other members, and organizing a group project. (5) Create an OUTLINE in GOOGLE DOCS to paste and edit (a) your group INTRODUCTION (state the activity and why you chose it, the persons participating and biographical statements, and a DESCRIPTION of the setting--cafeteria, restaurant, dorm, athletic field, etc.), (b) BODY SECTIONS in CHRONOLOGICAL order (draft #1--300 words each member), (c) CONCLUSIONS, and (d) Works Cited for all group members. Delete the outline when the paper is complete. Check for unity.

MLA 8 INTERVIEW IN TEXT MODEL: DO NOT INCLUDE INTERVIEW QUESTIONS--ONLY THE ANSWERS.
First and last name, identification, descriptions, summaries, paraphrases, quotations.
Susie Smith, a freshman at Angelo State University majoring in English, spent New Year’s Day reading a book. Susie said, “A day without books is like a day without sunshine.”

Works Cited

MLA 8 INTERVIEW FORMAT:
Last name, first name (person interviewed). Personal/Telephone/Email etc. (medium used) interview. day month year.
MLA 8 INTERVIEW MODEL:
Smith, Susie. Personal interview. 1 January 2017.

Wednesday, February 14
READING MODEL #1 DUE: GOOGLE “Shooting an Elephant” (pdf--jfs.monroe.k12.al.us is very good) and Wikipedia analysis and Wikipedia for author George Orwell (read about early years and Burma). Discuss.
Friday, February 16
PREWRITING #1 DUE: DESCRIBE an activity you do (eating, studying, exercising, working, etc.) using narration, dialogue, and descriptions of people, places, and things. Analyze WHY you (and others if included) behave as you do and HOW the space arrangement effects the action. INTERVIEW one or more persons involved or who know you well about your behavior. Do not include interview questions--only the answers. Include in-text MLA 8 citations (first and last name of person/s interviewed) and Works Cited (guidelines syllabus p. 2/6). Share in small groups.

Monday, February 19
READING MODEL #2 DUE: “True Worker” by student Erik Epple (Writing Project #2 Blackboard). Student Erik Epple did this observation of his co-worker at the Kroger grocery store for his freshman composition class at Bowling Green State University. Discuss. ORGANIZE GROUPS AND PLAN GROUP PAPER #2. SIGN UP FOR CONFERENCES.

Wednesday, February 21
PREWRITING #2 DUE: OBSERVE an interesting aspect of a person. This could reveal a skill or just general behavior. STATE the basic facts about each person including complete name, major, and current living situation (home, dorm, etc.). DESCRIBE the setting in which you find each person (cafe, restaurant, dorm, athletic field, etc.) and what each person looks like, his/her clothing, gestures, and habits of speech. ANALYZE each person’s behavior: HOW and WHY each person acted as the person did and HOW the space arrangement effected the action. Include NARRATION so we have a chronological story and DIALOGUE. What was your original impression of each person? How has it changed? Include an INTERVIEW or one or more persons who know the person you observe. Do not include interview questions--only the answers. Include MLA in-text citations (first and last names of persons interviewed) and Works Cited (guidelines syllabus p. 2/6). Share in small groups. DISCUSS GROUP PAPER #2.

Thursday, February 22 CONFERENCES--MY OFFICE WEST ANNEX 111 *ASU Writers Conference*
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member in chronological order.

Friday, February 23
READING MODEL #3 DUE: GOOGLE Wikipedia on pilot Chuck Yeager then “Crash of NF-104A check-six.com” and “Yeager & the NF-104” Interview on Chuck Yeager’s flight crash. GOOGLE Wikipedia on author Tom Wolfe then read about his New Journalism nonfiction book The Right Stuff and his account of Yeager’s flight in The Right Stuff (Writing Project #2 Blackboard). Compare Yeager’s version to Wolfe’s version of Yeager’s crash. Discuss. DISCUSS GROUP PAPER #2. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, February 26
PREWRITING #3 DUE: OBSERVE one person (or more) you do not know personally (could be a how-to video). DESCRIBE the setting in which you find the person and what the person looks like, his/her clothing, gestures, and habits of speech. ANALYZE the person’s behavior: HOW and WHY the person acts as the person does and HOW the space arrangement effects the action. Include NARRATION so we have a chronological story and DIALOGUE. What was your original impression of the person? How has it changed? Share in small groups. BRING LAPTOPS. WORK ON GROUP PAPER #2.

Tuesday, February 27 CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member in chronological order.

Wednesday, February 28 NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member in chronological order.

Friday, March 2 NO CLASS--I WILL BE AT A CONFERENCE

Monday, March 5
INDIVIDUAL DRAFT #1 GROUP PAPER #2 DUE (300 words each member in chronological order): Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit. BRING LAPTOPS. WORK ON GROUP PAPER #2. Discuss INDIVIDUAL cover letter.

Tuesday, March 6 CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Complete individual draft #1 group paper #2: 300 words each member in chronological order.

Wednesday, March 7
INDIVIDUAL COVER LETTERS, COMPLETE SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1, and SIGNIFICANTLY REVISED MARKED DRAFT #2 GROUP PAPER #2 DUE. Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit. Discuss Writing Project #3.
WRITING PROJECT #3: Use comparison and contrast to examine TWO (or more) lifestyles, academic programs, careers, and/or career path(s) of expert(s) in the field(s) you are interested in. For individual paper #3 use prewriting #1-#3 guidelines. (1) Introduction: A personal narrative connecting your life/lifestyle to your major/career; (2) Body: A comparison/contrast of your major/career criteria and research organized point-by-point (one topic compared to another then the next topic) or block-by-block (covering many points for one area then the same points for the second area); (3) Conclusion: Look to your future and next step; (4) Cite at least TWO sources for each position (FOUR TOTAL) in all drafts (multiple entries from a college catalog or the Occupational Outlook Handbook online are considered different sources)/ONE or more INTERVIEWS/MLA in-text citations and Works Cited page (guidelines syllabus p. 2/7)/1,200 words/typed. Know who your audience is, what your occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill your purpose. I must approve your paper topic. See student models Writing Project #3 Blackboard.

MLA 8 INTERVIEW IN TEXT MODEL: DO NOT INCLUDE INTERVIEW QUESTIONS--ONLY THE ANSWERS.
First and last name, identification, descriptions, summaries, paraphrases, quotations.
Susie Smith, a freshman at Angelo State University majoring in kinesiology, knows there is great competition to be a physical therapist. Susie said, “According to the Occupational Outlook Handbook, you need a doctorate or professional degree.”

Works Cited

MLA 8 INTERVIEW FORMAT:
Last name, first name (person interviewed). Personal/Telephone/Email etc. (medium used) interview. day month year.

MLA 8 INTERVIEW MODEL:
Smith, Susie. Personal interview. 20 December 2016.

MLA 8 ONLINE ARTICLE IN TEXT MODELS:
People who are interested in athletics often become Kinesiology majors. “Kinesiology is the study of human movement” (“Department of Kinesiology”). Because more people are living longer and staying active, the demand for physical therapists is increasing. “Employment of physical therapists is projected to grow 34 percent from 2014 to 2024, much faster than the average for all occupations” (“Physical Therapists”).

Works Cited

MLA 8 ONLINE ARTICLE FORMAT:
author (if available otherwise omit). “Title of Article or Page.” Title of Website. Name of publisher (if different from website), date page or site was published, URL.

MLA 8 ONLINE ARTICLE MODELS:
“Department of Kinesiology,” Angelo State University, 2016-17 Catalog. www.angelo.edu/dept/kinesiology.

Friday, March 9
READING MODEL #1 DUE: GOOGLE “Diogenes and Alexander” by Gilbert Highet LINGPARC translation; see also Gilbert Highet PowerPoint. GOOGLE Wikipedia for Gilbert Highet and read the introduction and “On Education.” Diogenes was a Cynic philosopher (NOT “CYNICAL”): “For the Cynics, the purpose of life is to live in virtue, in agreement with nature. As reasoning creatures, people can gain happiness by rigorous training and by living in a way which is natural for themselves, rejecting all conventional desires for wealth, power, sex, and fame. Instead, they were to lead a simple life free from all possessions” (Wikipedia).

Monday, March 19
PREWRITING #1 DUE: Compare and contrast the personalities, lifestyles, careers, and values of Diogenes and Alexander. Who would you prefer to be and why? In a narrative describe your primary values and how these effect your lifestyle, major, and career choices. If you are not sure of your major/career, think back on times in your life when you were engaged in activities in or outside of school which seemed meaningful and satisfying to you. What are some fields you might study to learn more about and do more of these activities? You might also consider activities you haven’t been able to try but think you would enjoy or think of your strongest personality traits and how these might lead you to a major/career. What more would you like to know about possible majors/careers? INTERVIEW a counselor, teacher, student, or other expert for advice/MLA in-text citations (first and last name) and Works Cited page (guidelines syllabus p. 2/7). Do not include interview questions--only the answers. Share in small groups. SIGN UP FOR CONFERENCES.

Wednesday, March 21
READING MODEL #2 DUE: GOOGLE “Serving in Florida” by Barbara Ehrenreich [DOC] (swcta.net/bailin/files/2015/02/Serving-in-Florida-1.doc.), the Wikipedia article on Nickeled and Dimed, the nonfiction book “Serving in Florida” is from, and Barbara Ehrenreich. The reading is about her social experiment for this book. CONFIRM CONFERENCE SIGN-UP SCHEDULE.
Friday, March 23
Prewriting #2 Due: Use the ASU or other college catalog to look up information about Majors. Compare and contrast possible majors or fields within majors such as different engineering fields that you might be considering or possible schools for career training or graduate work. What are the required courses and major projects, are you interested in them, and are you prepared to do well in them? Discuss the possible career fields a major could lead to. State what you have learned and what more you would like to learn. Include two sources/MLA in-text citations and works cited (Guidelines syllabus p.2/7). Confirm conference sign-up schedule.

Monday, March 26
Reading Model #3 Due: Google “Text of Steve Jobs’ Commencement address (2005) - Stanford News” (also on YouTube) and Steve Jobs. Discuss writing individual paper #3.

Tuesday, March 27 Conferences--My Office West Annex 111
Brainstorm/Outline Due: Discuss, complete, and grade in conference only.

Wednesday, March 28
Prewriting #3 Due: Use the current Occupational Outlook Handbook online (or other sources) to research two careers you are considering. These could be completely different fields or careers related to one field such as preschool vs. K-12 teaching or different nursing fields. Include two sources/MLA in-text citations and works cited (Guidelines syllabus p.2/7). Consider the following:

• Getting the Job
  --training--describe the process of being trained to do well in this career--include education and experiences outside the classroom such as professional contacts and organizations, internships, and previous job experience
  --lifestyle, salary, benefits, typical hours worked
  --job market--availability of jobs in this field
  --location--where are the most jobs in this field located?
  --does this career raise any lifestyle, moral, environmental, or safety concerns for you?

• Having the Job
  --describe the work environment, the range of duties, and a typical day

• Keeping the Job
  --what are the burn-out and/or satisfaction rates?
  --what are the opportunities for advancement?
  --what additional training might be needed to keep the job or advance?

Monday, April 2 No Class--Conferences--My Office West Annex 111 (Last drop with “W”)
Brainstorm/Outline Due: Discuss, complete, and grade in conference only.

Tuesday, April 3 Conferences--My Office West Annex 111
Brainstorm/Outline Due: Discuss, complete, and grade in conference only.

Wednesday, April 4 No Class--Conferences--My Office West Annex 111
Brainstorm/Outline Due: Discuss, complete, and grade in conference only.

Friday, April 6
Draft #1 of Individual Paper #3 Due/1,200 words/typed. Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit. Discuss cover letter.

Monday, April 9
Cover Letter, complete significantly marked draft #1/1,200 words/typed, and significantly revised marked draft #2 of individual paper #3/1,200 words/typed Due. Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit. Discuss Writing Project #4.

Writing Project #4: Using research and argument (problem, cause, effect, solution) to explore college student issues. For group paper #4 each small group will write an argumentative research paper about issues affecting college students. (1) Plan each member’s section of the paper describing a problem and possible causes, effects, and solutions. (2) Each group member will survey the class on three or more questions and cite in text and on works cited and cite two research sources (can include class readings) in text and on works cited (guidelines syllabus pp. 2/9). Draft #1 should be separate drafts for each member: 300 words/2 research sources/1 survey/MLA in-text citations and works cited (Guidelines syllabus pp. 2/9)/typed. Draft #2 should be a unified paper: for each person 300 words/2 research sources/1 survey/MLA in-text citations and works cited (Guidelines syllabus pp. 2/9)/typed. (3) As a group (a) create an outline in Google Docs, (b) paste sections in a logical order, (c) write a unifying introduction (get the reader’s attention), transitions (logical connections), and conclusion (ask a question, propose a solution, state the present situation, state what the authors learned, and/or
look to the future). Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view. DO NOT USE "I": "I surveyed the class." Know who your audience is, what your occasion/purpose is, and what choices you will make and conventions you will use to reach your audience and fulfill your purpose. Delete the outline when the paper is complete. Check for unity. I must approve your paper topic. See student models Writing Project #4 Blackboard.

**MLA 8 INCLUSION OF SURVEY IN TEXT FORMAT:**
Identify group surveyed, number surveyed, total/percentage results (see MLA style for numbers p. 3 syllabus), and last name of person conducting survey (the author).

**MLA 8 INCLUSION OF SURVEY IN TEXT MODEL:**
In a survey of twenty Angelo State University freshmen, nineteen admitted to procrastination (Smith).

**MLA 8 SURVEY FORMAT:**
Last name, first name (person conducting survey--the author). “Title of Your Survey.” Survey. day month year.

**MLA 8 SURVEY MODEL:**

**MLA 8 ONLINE ARTICLE IN TEXT MODEL:**
Higher education expert Linda Banks-Santilli states that first-generation college students may have difficulties in four areas of college and post-college life: financial, academic, psychological, and professional.

OR

First-generation college students may have difficulties in four areas of college and post-college life: financial, academic, psychological, and professional (Banks-Santilli).

**MLA 8 ONLINE ARTICLE FORMAT:**
Author (if available otherwise omit). "Title of Article." Title of Publication, publication date, URL.

**MLA 8 ONLINE ARTICLE MODEL:**

**Wednesday, April 11**
READING MODEL DUE #1: GOOGLE “Guilt Is One of the Biggest Struggles First-Generation College Students Face” in The Washington Post and its author Linda Banks-Santilli at the Wheelock College website. Discuss.

**Friday, April 13**
PREWRITING #1 DUE: Whether you are a first-generation college student or not, discuss what obstacles you have faced and what assistance you have or haven’t received on your college path particularly related to your financial, academic, psychological, and professional challenges. Share in small groups.

**Monday, April 16**

**Wednesday, April 18**
PREWRITING #2 DUE: What have you been told about goal setting? What have your experiences been with goal setting? How have multitasking, distractions (cell phone, social media, etc), procrastination, poor time management, and excessive obligations effected your ability to achieve goals? Share in small groups. BRING LAPTOPS. WORK ON GROUP PAPERS. SIGN UP FOR CONFERENCES.

**Friday, April 20**
READING MODEL #3 DUE: GOOGLE “The C Word in the Hallways” pdf-Newsweek and its author Anna Quindlen. This is an opinion piece; she is an opinion writer “known as a critic of what she perceives to be the fast-paced and increasingly materialistic nature of modern American life” (Wikipedia). BRING LAPTOPS. WORK ON GROUP PAPERS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

**Monday, April 23** MEET IN LIBRARY INFORMATION LITERACY CORNER--BRING OR CHECK OUT LAPTOPS.
PREWRITING #3 DUE: What college student issues are important to you? What are your beliefs/expectations about them? What are controversies/conflicts/contradictions/ambiguities related to these issues? Think of discussions in the media; by your teachers, family members, and friends; and of your own academic, work, and/or life experiences. What more do you want to know about these issues? Where could you obtain more information including online and print sources, other forms of media such as television and internet, and interviews? What questions would you like to ask in your survey? CONFIRM CONFERENCE SIGN-UP SCHEDULE.
Tuesday, April 24  CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited (guidelines syllabus p. 2/9)/typed.

Wednesday, April 25
DO INDIVIDUAL SURVEYS from each group member (THREE or more questions each).

Thursday, April 26  CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited (guidelines syllabus p. 2/9)/typed.

Friday, April 27  NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited (guidelines syllabus p. 2/9)/typed.

Monday, April 30  NO CLASS--CONFERENCES--MY OFFICE WEST ANNEX 111
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited (guidelines syllabus p. 2/9)/typed.

Wednesday, May 2
DRAFT #1 OF GROUP PAPER #4 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited (guidelines syllabus p. 2/9)/typed DUE. Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit. BRING LAPTOPS. ASSEMBLE GROUP PAPER #4. Discuss INDIVIDUAL cover letter.

Friday, May 4
INDIVIDUAL COVER LETTERS, COMPLETE SIGNIFICANTLY MARKED DRAFT #1, and SIGNIFICANTLY REVISED MARKED DRAFT #2 OF GROUP PAPER #4 DUE. Use peer editing and grading guidelines pp. 11/4 syllabus to self edit and peer edit.

MANDATORY CHECK IN during final exam time in my office WEST ANNEX 111 (PAPER #4 and FINAL GRADES):
ENGL 1301.020 MWF 8 a.m. meets 8-10 a.m. Monday, May 7
ENGL 1301.050 MWF 10 a.m. meets 10:30-12:30 Monday, May 7
ENGL 1301.080 MWF 12 p.m. meets 1-3 p.m. Monday, May 7
ENGL 1301.030 MWF 9 a.m. meets 8-10 a.m. Wednesday, May 9
ENGL 1301.090 MWF 1 p.m. meets 1-3 p.m. Wednesday May 9

THERE IS NO FINAL EXAM OR CUMULATIVE PORTFOLIO
SELF EDITING AND PEER EDITING GUIDELINES: Respond to these questions on the paper and sign your name.

• Does it show correct MLA format including in-text citations and Works Cited if required? See Online Writing Lab at Purdue.

• Does it start with an anecdote, fact, quote, or interesting statement or details to get your attention?

• Is the topic clearly stated? Is it an original and important controlling idea? Underline topic sentence.

• Does the essay have the required structure and content? See project guidelines.
  
  Is the organization logical and consistent or random and repetitive? Can it be reordered?
  Are the details vivid and specific? Do you have questions about the details? Could there be more or less?

• How does the essay conclude?
  
  Does it show thought by asking a question, proposing a solution, bringing us to the present situation, stating lessons learned, and/or looking to the future?
  
  Does the conclusion mechanically repeat what has already been stated and need to be rewritten?

• Are the paragraph breaks useful or confusing? A paragraph is about 1/3 to 1/2 page long.
  
  Are paragraphs too short? Do related ideas need to be grouped together in one paragraph? Indicate grouping.
  
  Are paragraphs too long? Do they need to be divided into subpoints? Indicate breaks.
  
  Are there separate paragraphs for each speaker of dialogue (he said/she said) no matter how short?

• Is the audience and occasion/purpose clear and reflected in the choices and conventions used to reach the audience and fulfill the purpose?
  
  Are the sentences varied and concise? Cut repetitions. Is the tone/language consistent and appropriate?

• Are there other grammatical, stylistic, spelling, and/or punctuation errors that need to corrected?

• What is the essay’s greatest strength?

• What could be improved?
Grade Scale: (all grades are based on this scale)

97-100 A  87-89 B+  77-77 C+  67-69 D+  59 and below F
93-96 A  83-86 B  73-76 C  63-66 D
90-92 A-  80-82 B-  70-72 C-  60-62 D-

20 A  -- B+  -- C+  -- D+  11 and below F
19 A  17 B  15 C  13 D
18 A-  16 B-  14 C-  12 D-

50 A  44 B+  39 C+  34 D+  29 and below F
48 A  43 B  38 C  33 D
46 A-  41 B-  36 C-  31 D-

Course Components:                            #1          #2          #3          #4
Reading model #1 (300 words/typed)        20 ______  20 ______  20 ______  20 ______
Prewriting #1 (300 words/typed)                20 ______  20 ______  20 ______  20 ______
Reading model #2 (300 words/typed)        20 ______  20 ______  20 ______  20 ______
Prewriting #2 (300 words/typed)                20 ______  20 ______  20 ______  20 ______
Reading model #3 (300 words/typed)        20 ______  20 ______  20 ______  20 ______
Prewriting #3 (300 words/typed)                20 ______  20 ______  20 ______  20 ______
Brainstorming/Outlining (2 pages)             20 ______  20 ______  20 ______  20 ______
Complete significantly marked draft #1 50 ______  50 ______  50 ______  50 ______
Significantly revised marked draft #2 50 ______  50 ______  50 ______  50 ______
Project cover letter (100 words/typed)      10 ______  10 ______  10 ______  10 ______
PROJECT TOTALS                                 250 ______  250 ______  250 ______  250 ______

TOTAL  __________

FINAL GRADE __________