

ENGLISH 1301: English Composition

Monterey High School Dual Credit



Email: april.graham@lubbockisd.org

Phone: 432-242-2090

Room: 220

Office Hours: Tu/Th: 7:45-8:15; or by appointment

If these times do not work with your schedule, we can schedule an appointment on a day and at time convenient for both of us.

Instructor: Dr. April Graham



English 1301 Learning Goals and Outcomes

The official description of this class is as follows: “Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings.” More specifically, though, we’ll focus on learning to analyze a variety of writing scenarios and respond to them appropriately. Why? There is no such thing as universally “good writing.” What counts as “good writing” in one situation may be completely inappropriate and ineffective in others. So, if you want to succeed in college and beyond, you’ll need to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. This semester you’ll work on becoming a flexible writer who can transfer what you’ve learned in 1301 to new writing contexts.

The table below lists specific core objectives and student learning outcomes for this course.

Core Objective

Course Student Learning Outcome

Critical Thinking

Students will learn to employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis.

Students will learn to comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication

Students will learn to take into consideration audience, context, purpose, conventions, and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.

Teamwork

Student will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers’ drafts.

Personal Responsibility

Students will learn to identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.

Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.



Required Textbook

Renee Shea; Lawrence Scanlon; Robin Dissin Aufses; Megan Harowitz Pankiewicz. *Language of Composition*, 3rd edition. 2018. **(Provided)**



Digital Technology Requirements

Google Classroom

I rely heavily Google tools teach this class. To log in, you will need your LISD log-in credentials.

Resource Repository

I will post the syllabus, writing assignment prompts and rubrics, daily homework instructions, in-class materials and instructions, and additional resources (videos, handouts, etc.) in our course Google Classroom page. Be sure you routinely check our Google Classroom course page for detailed homework instruction, some learning materials that were used/discussed in class, and assignment deadlines.

Assignment Submissions

You will submit most homework and writing assignment responses through Google Classroom.



Technical Support

If you are having technical issues with Blackboard, contact technical support one of the following ways:

Phone: 325-942-2911 or toll free at 1-866-942-2911

Web: www.angelo.edu/services/technology/

Any course content-related questions should be directed toward me.



Email Communication Protocol

If I need to contact you, I will email your LISD email address. Get in the habit of checking your email regularly.

If you need to contact me, email me at April.graham@lubbockisd.org I will check email periodically between 8am and 6pm Monday-Friday. I will not respond to email messages after 8pm or on weekends, so if you email me at 2AM on a Saturday, I will not get the message until Monday morning at 8am.

When you send an email, remember to use professional email etiquette:

- send the email from your LISD student account,
- include an appropriate subject in the subject line,
- include a formal greeting (Dear Ms/Mr.),
- state your name and the class you are enrolled in,
- include a clear description of the question or problem, and
- avoid using “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange --doing so not only establishes an informal tone, inappropriate for this writing situation, but it also makes it difficult to read and therefore understand your message.



Grade Determination:

Your semester grade will be determined by a combination of major writing assignments and minor daily assignments. Major assignments will count for two grades, while minors count as one. The major assignments listed below may be changed according to the needs of the class:

Major Assignments

<i>Assignment</i>	<i>9 week period</i>
Rhetorical Analysis Paragraph	1 st 9 weeks
Rhetorical Analysis Essay	1 st 9 weeks
Argument Essay	1 st 9 weeks
Synthesis Essay	2 nd 9 weeks
Research Presentation	2 nd 9 weeks
Timed Writing	2 nd 9 weeks
Semester Portfolio	Final Exam period

Final Grade

<i>Course Grade</i>	<i>Percentage</i>
A	90-100%
B	80-89%
C	70-79%
D	60-69% (not passing in HS)
F	59% and below

Specific assignment prompts and rubrics will be distributed as separate handouts.

Final Portfolio

The portfolio is the culmination of all you’ve learned over the course of the semester, and it is graded accordingly. It consists of two previously submitted timed writing assignments that have been extensively revised during the last few weeks of class. **Be sure to retain copies of all graded Writing Assignments because you will need these drafts to complete the final portfolio submission.** You will also compose a reflective piece in which you will articulate what you have learned throughout the semester and how you went about revising and editing portions of the portfolio. I will distribute a separate prompt for the portfolio later in the semester.

Peer Workshops

All students will participate in writing workshops for each of their major writing assignments. Your grade for these workshops will constitute 5% of your essay grade.

Think about your favorite piece of writing; this may be a magazine article, a book, a poem, a comic, a song, anything. What seems like a perfect, polished piece was at one time a rough draft, and through a series of big and small changes the author molded it into the memorable text that you know. The author most likely asked a few trusted colleagues to read and give them feedback about what was working well and what could be improved.

Peer feedback can help you decide how you should spend your time and energy revising and editing your work. Your peers can often identify unclear or inaccurate information you may not be aware of and then offer strategies for better achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment and thus may be able to offer tips for better conceptualizing and responding to the assignment prompt.

However, not all writers bring the same experiences with and knowledge of how to give and use peer feedback. Plus, you may have even had negative experiences with peer review throughout your educational career. In this class, you and your peers will receive instruction in how to give and incorporate useful feedback, and you'll get several opportunities to practice doing so. In fact, learning to give and use peer feedback fulfills one of this course's learning goals: teamwork. As with any routine, we will experiment and make changes to determine what most effectively serves the needs of the group and the individual.

Writing Assignment Submission

- Major writing assignments require you to submit multiple items along with the final draft in your 3-ring binder. Before you submit the final draft, I will distribute a checklist detailing the items you must include in the binder. If any required materials are missing, your binder will be returned, and you will receive a 2-point deduction for each class day the packet is incomplete.
- Prompts for all major and minor writing assignments will specify the format you should use (font style/size, margins, page number placement, etc.).

Late Work

I will abide by the LISD policy on late work – no work accepted after the end of the 3 week period in which it was assigned (with one week grace for assignments given in the 3rd week). 11 points will be deducted from all late work.

The "Late Pass"

I understand juggling various aspects of your life throughout the semester poses a challenge. Once a semester I will give you an additional **48 hours** to submit a major writing assignment late without penalty. You will need to inform me through email that you are using your late pass before the initial due date. Upon applying your "late pass," I'll note it on the assignment and in my records.



Tardiness

Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You may not enter class without a pass or person. If you have a chronic issue that makes you late for class, please discuss it with me.

Leaving Early

If you leave class early, you will be responsible for getting the work you miss as soon as possible.



Other Class Policies

Electronic Device Policy

In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

<i>Headphones</i>	<i>Cell Phones</i>	<i>Laptops/Tablets</i>
<p data-bbox="219 535 235 556">i</p>  <p data-bbox="219 756 495 903">Please remove your headphones or earbuds and put them away before class begins.</p>	<p data-bbox="539 514 555 535">ii</p>  <p data-bbox="539 756 950 1008">During class, you are unavailable to answer calls or send/receive text messages. However, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.</p>	<p data-bbox="993 724 1010 745">iv</p>  <p data-bbox="993 745 1412 924">You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Google Classroom or to take class notes only.</p>

Penalties for Violating the Electronic Device Policy: If I notice you are using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing the Internet for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. The second time it occurs, I will ask you to send your device on vacation, that is, to deposit it in the hanging phone holder until the end of class.



Using Student Writing in the Classroom

I often bring student writing into the classroom for discussion or workshops because you can learn things from your peers' writing that are hard to learn from any other source. However, I will always keep it anonymous and will attempt to get permission from you beforehand.

University Policies

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a

sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

- Online: www.angelo.edu/incident-form
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Accommodation Statement

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:

- [Dr. Dallas Swafford](#)
Director of Student Disability Services
dallas.swafford@angelo.edu
325-942-2047
[Houston Harte University Center](#), 112

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. It is located 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.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

Plagiarism Policy

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](#).

Types of Plagiarism

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** (even if it was for a 1301 course you took and dropped), and
- Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases

If an instructor thinks a student may have plagiarized, they will follow these steps:

- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism,
- Identify the appropriate consequence, and
- File a report with the Office of Student Services.

Possible Consequences

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.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The [ASU Student Handbook](#) further elaborates ASU's Academic Integrity policy.

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.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

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.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

Writing Center Information

The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process: locating an angle, writing a thesis, organizing ideas, developing paragraphs, locating grammar and punctuation errors, documenting sources, etc.; however, tutors **do not edit or proofread papers**. To learn more about their services, visit the Writing Center's [website](#).

ⁱ Curry, David. "Control An Ipad Using Your Eye Movements." *Sizlopedia: Mostly Tech & Everything*. 4 March 2008. Web. 15 January 2016

ⁱⁱ Tower Leasing, UK. "From Symbian to Sailfish: the Evolution of the Smartphone OS." *Tiki-Toki*. 2014. Web. 15 January 2016.

ⁱⁱⁱ Fagioli, Brian. "Toshiba Unveils First-Ever 4K Laptops -- But Do Consumers Actually Need Them?" *Betanews*. 2014. Web. 15 January 2016.

^{iv} Sandoval, Max. "Where to Buy an iPad This Holiday Season." *Asian Geek Squad*. 2014. Web. 15 January 2016.