

Boerne-Samuel V. Champion High School and Angelo State University
English IV/ Dual Credit English
ASU ENG 1301-Freshman Composition I (Fall Semester)
ASU ENG 1302-Freshman Composition II (Spring Semester)

Instructor: Josh Tindell **Room:** B-113 **Phone:** 830-357-2686
Email: joshua.tindell@boerneisd.net **Google Classroom Codes:** Email me for this
Tutorial times: 8-8:30 Tuesday-Thursday, and other times upon prior arrangement

Course description

This course focuses on developing thesis statements, writing student essays, including the narrative and persuasive modes, and practice using a variety of logical and organization patterns. Students will learn critical reading and thinking skills through written, oral and visual rhetorical methods, and will incorporate substantial use of peer review workshops and diverse readings. Successful completion of a research paper/project is required to pass this course.

Texts

Students will need to purchase the following texts. (If you are having trouble purchasing a copy see Mr. Tindell or your counselor ASAP):

Choose ONE of the following (have no later than August 23):

- *Outliers: The Story of Success*, by Malcolm Gladwell, 9780316017923
- *Stiff: The Curious Lives of Human Cadavers*, by Mary Roach, 9780393324822
- *Quiet: The Power of Introverts in a World That Can't Stop Talking*, by Susan Cain, 9780307352156
- *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*, by J.D. Vance, 9780062300553
- *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, 9780143038580

All students obtain by January 31 (there are free versions available online):

- *Arms and the Man*, by George Bernard Shaw,

Other books to obtain

- Various other works for individual reading and literature circles may need to be purchased later in the year (will vary by student)
- Students will be issued *Everything's an Argument* by the school for use as needed

Additional Materials:

- A 100-page composition notebook for in-class work (NOT spiral notebooks)
- Pencils (mechanical or wood), pens (at least two red, and at least two blue or black)
- Highlighters—at least one each of the following colors: pink, yellow, green, and blue

Grading Weights

- Essays, tests, discussion journals and major projects: 50%
- Quizzes, annotations, and other daily grades: 50%

BISD Weighted Course Notice

This course is a Tier 1 course with an added weight of 18 points. This weight is solely for the calculation of class rank and does not affect the student's actual grade in the course.

Additional Information

- All students already have an active school gmail account. If you do not know your school email, go to the library and ask them to help you. I use email as a way to communicate with students, and so you should check your email frequently.
- In addition to your school email, students who are taking this course as dual credit also have an email account through the NVC ACES portal. You should also check this frequently, as the college may need to send you information this way.
- I will post assignments on my Google Classroom page

Snapshot of the year

Fall Semester –English IV / NVC ENG 1301-Freshman Composition I

The semester will open with a review of writing instruction received thus far and will then move to an examination of controversy. Next, the students will develop their ability to find, critically read, and summarize articles and cite their sources properly. During this part of the class, students will also read and discuss a work of contemporary nonfiction, and then write an in-class essay on what they have read. This book will also shape the focus of their study throughout the semester. Students will then use what they have learned about controversy to map out a controversy of current interest, while also studying classical logic and logical fallacies, with a special focus on their presence in written communication. The students will next expand upon this knowledge of rhetoric and logic in a thorough and critical analysis of the argumentation of written and visual texts in three different essays, chiefly using the lens of the Toulmin method of categorizing and examining argumentation. While learning about Toulmin argumentation, the students will critically read and analyze a number of different texts—both in literary and functional genres. Building on the knowledge learned through the Toulmin analyses, the students will then produce a major argument of their own using the same sort of rhetorical logic they have been examining. Throughout the semester, the students will learn the basics of academic research, study selected works of short literature, and hone their understanding and application of appropriate grammar and usage convention. Revision will be a large part of each major unit, and the revisions of papers will generally be counted as major grades in their own right. They will also read a number of self-selected works as guided by the instructor and reflect on their development as a reader.

Spring Semester –English IV / NVC ENG 1302-Freshman Composition II

The second semester will open with a discussion on a short work of classic nonfiction which will guide student research topics over the second semester. The students will then work on deepening their understanding of rhetoric through lectures and activities focusing on elements such as the modes of persuasion, stasis theory, and kairos, as well as a more in-depth look at Toulmin argumentation. This unit will culminate in a rhetorical analysis of a self-selected persuasive article, in which both the initial essay and an extensive revision will be graded. The students will also read and discuss G.B. Shaw's play *Arms and the Man* during this unit. In the next unit, students will select literature to read in student-led literature circles. While participating in their literature circles, the students will begin work on a major research project which will carry through most of the rest of the year. Once this is completed, students will create and present a reflection on their learning throughout the year. Throughout the semester, students will further develop their understanding and application of appropriate grammar and usage conventions and will continue to read a number of self-selected works and reflect on their growth as a reader.

Assignments, 1st semester

1st Quarter Major grades (50% of the total quarter grade; all weighted equally):

- Formal Research Summary (due Week 5)
- Beginning of the Year Reading Essay (due Week 6)
- Mapping a Controversy paper (due Week 8)

2nd Quarter Major grades (50% of the total quarter grade; all weighted equally):

- Mapping a Controversy Revision (due Week 12)
- Persuasive Essay (due Week 14)

1st Semester Exam Paper (15% of the total semester grade):

- Revision of the Persuasive Essay (due Week 16)

Assignments, 2nd semester

3rd Quarter Major grades (50% of the total quarter grade; all weighted equally):

- Break Reading Essay (due Week 1; written in class)
- Rhetorical Analysis (due Week 5)
- Revision of the Rhetorical Analysis (due Week 9)

4th Quarter Major grades (50% of the total quarter grade; all weighted equally):

- Annotated Bibliography (due Week 12)
- Final Literature Circle Project (due Week 17)
- Final Reflection (due Week 18)

2nd Semester Exam Paper (15% of the total semester grade):

- Final Researched Persuasive Argument

Classroom Expectations

Beginning of Class

- Check the board for initial assignments
- Check the back table for assignments as you come in
- I have the seating charts of all classes posted on the whiteboard. Learn your seat and stay with the seat assigned. This will help me learn your name and will also facilitate group assignments.
- Put your phones in the phone caddy as you come into class. We have access to classroom technology, and so will not be needing these in class for the most part. If you feel you have a legitimate exception, clear this with me ahead of time.
- Be in your seat ready to go before the bell rings. The daily agenda will be posted on the whiteboard to your left—begin work on item #1 as soon as you sit down.
- I will take up all completed work at the beginning of class unless otherwise noted

During the Class

- I tend to use a discussion-oriented approach. Participate in the discussions but stay on task – don't get off-track into side discussions with your peers during whole-class discussions and lectures.
- If we are doing some group-work, it is normal to have a brief period of adjustment at the beginning of the group session. You should, however, spend the vast majority of group time focused on your assigned task. We will explore small-group dynamics further later on.
- The pass for restroom breaks is hanging near the door. If you need to take a restroom break, get a restroom pass, go sign out on the provided sign out sheet and then sign back in when you return. I expect you to use the nearby restroom unless unavailable and be back in the classroom in five minutes; no wandering the halls.

End of Class

- Keep working until either I dismiss you or the bell rings. The end of class is not a “limbo” time where you can tune out and quit doing what you are assigned.
- Tidy up your spot before you leave.

Additional Information

- All students already have an active school gmail account. If you do not know your school email, go to the library and ask them to help you. I use email as a way to communicate with students, and so you should check your email frequently.
- I will post assignments on my Google Classroom page. Check this regularly for updates.

Coursework Policies

- Papers and other projects using research must use proper documentation (MLA unless otherwise noted).
- All out-of-class papers must have a full MLA heading unless otherwise noted.
- All homework is due at the *start* of class on the day it is due unless otherwise noted.
- Late work will be penalized 30 points for the first day late. This includes any assignment turned in after the beginning of the original class period – even if turned in on the same day.
- Late work will be penalized 50 points if turned in after the beginning of the next class period after due.
- No credit is given for work that is not completed by the beginning of class second class period after the due date. I will consider exceptions on a case-by-case basis, but only with good cause.
- If an assignment comes due during a period that you have an excused absence from my class, it is your responsibility to check my Google Classroom and complete the assignments. Email me if you have a question about the assignments All work missed during the time of the excused absence is due as per BISSD policy for absent work, and you must clear your absence with the attendance office for me to consider it excused. Any work missed due to an unexcused absence will be treated the same as all other late work.
- I will expect all students at all times to follow district and school protocol concerning the COVID-19 pandemic.
- If we have to transition to a distance-learning model for whatever reason, information on how to proceed will be provided. Be sure to check Google Classroom regularly.

- In the case of extended illness or other unavoidable disruption of expected agenda of either the students or instructor, due dates, expected work, and the general classroom expectations may be subject to change as needed, with the goal to providing both reasonable accommodation and instructional efficacy.
- Academic integrity is expected at all times. (don't plagiarize, don't copy, don't cheat in any other way). Academic dishonesty will affect grades and may be the cause of a disciplinary referral as well. I will follow the relevant BISD and ASU policy in the case of any violations of academic integrity.

Angelo State Information

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.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting:

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

Title IX Statement

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 Nicole Boone, J.D.](#)
 Director of Title IX Compliance
Michelle.boone@angelo.edu
 325-486-6357
[Mayer Administration Building 204](#)

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.

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 Conduct Policies

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.

[Academic Integrity](#)

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.

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](#)