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/Tardiness Policy: DEPARTMENT POLICY REQUIRES DOORS TO BE LOCKED WHEN CLASS BEGINS. Late arrival disrupts class. THREE LATE ARRIVALS is an ABSENCE. Arriving more than TEN MINUTES LATE is an ABSENCE. 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 who miss more than TWO WEEKS/SIX MWF CLASSES HAVE NOT FULFILLED THE MINIMUM REQUIREMENTS AND ARE NO LONGER ELIGIBLE FOR A PASSING GRADE. Discuss any exceptions with me after class.

Appropriate Behavior: DEPARTMENT POLICY DOES NOT ALLOW FOOD OR DRINKS. You need to be in your seat when class starts and ends. You are expected to remain in the classroom. 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. The use of any electronic device except for assigned in-class research, talking, sleeping, doing work for other classes, etc., is not allowed. 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, penalized with an ABSENCE, and reported to appropriate authorities.

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 Complete 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

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.

Print double-sided if possible. 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. Also see YouTube.
No boldface. No ALL CAPS—make upper and lower.
GOOGLE "OWL" for "MLA In-Text Citations: The Basics" and "MLA Works Cited Page: Basic Format."
GOOGLE "8th Edition MLA Format for ---" and use EasyBib.com for detailed citation models and examples.

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. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors cannot edit papers. Visit their website for more information: https://www.angelo.edu/dept/writing_center/. TAKE YOUR SYLLABUS. SHOW THE TUTORS THE ASSIGNMENT. Visit the tutors frequently.

Reading Models (NOT MODULES): The readings are MODELS in FORM and/or CONTENT. For each reading, label each point and state in a concise paragraph with specific examples a response to all questions (100 words each point/300 words total/typed). Works Cited not required.
I. 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/occupation/expertise/interests, etc.? How does the author’s life relate to the text and help you understand it? Show careful reading by summarizing the COMPLETE text.
II. FORM: How does it open? How does it get your attention? How is the body organized? Is it chronological: cause and effect or process analysis? Is it comparison/contrast or argumentative (problem, cause, effect, solution) in logical order? Does the conclusion ask a question, propose a solution, state the present situation, state what the author learned, and/or look to the future? What do you notice about the language and/or rhetorical style?
III. CONTENT: What did you know about the topic, what did you learn, and what more would you like to learn? Cite three details, facts, quotes, or paraphrases/summaries of specific passages. How are these important to the piece and you? Discuss a topic idea 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, brainstorm for one page of ideas for your paper. On a SEPARATE SHEET (NOT THE BACK!) outline your ideas into a pattern appropriate for the assignment: cause and effect, process analysis, comparison/contrast, or argument (problem, cause, effect, solution).

Mandatory Conferences: At a library basement south wall table I will hold MANDATORY conferences with every student on every writing project to assist with understanding the assignment, brainstorming and outlining (graded in conference only), and/or revising your draft. If you are late or miss your conference it is an ABSENCE. Let me know you have arrived IN PERSON. I will not be accessible by email or phone.

Drafts #1/#2 Editing and Revision: Your COMPLETE draft #1 and SIGNIFICANTLY REVISED draft #2 must receive SIGNED SIGNIFICANT comments (positive and negative) from YOURSELF and THREE readers/ONE Writing Center tutor on your topic, introduction, organization, development, conclusion, and, if required, MLA 8 in-text citations and Works Cited. USE GRADING AND PEER EDITING GUIDELINES pp. 4/11 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!

Project Reflection Statement (100 words/typed): REFLECT ON THE ENTIRE WRITING PROJECT. What have you learned about FORM, STYLE, CONTENT, and YOUR BEHAVIOR and BELIEFS? How can you apply this to your other academic work, personal challenges, and career success? Other than fulfilling the assignment and satisfying your instructor and required commenters, whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? In form, style, and content what choices did you make and conventions did you use to reach your audience and fulfill your purpose? What additional plans do you have for your paper?

Course Components and Grading Breakdown:
60 points for 3 reading models (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 reflection statement (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)

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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.

- **F** 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.

**PREPARING FOR THE COLLEGE EXPERIENCE**

**Monday, August 27**
Receive syllabus. Discuss your questions about the syllabus and first assignment.

**Monday, August 27**

WRITING PROJECT #1: Exploring the causes and effects of powerful words. For individual paper #1 1,200 words/typed explain (1) powerful words in your life whether they were written or spoken, positive or negative, who expressed them and to whom, and when and where they were expressed, (2) what causes brought about the powerful words and made them powerful, (3) and what effects the powerful words had OR write about words not said using this format. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose?

**Wednesday, August 29** (Thursday, August 30, last add)
READING MODEL #1 DUE: GOOGLE “Superman and Me” pdf complete essay and Sherman Alexie. Discuss.

**Friday, August 31**
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 groups.

**Wednesday, September 5** (withdrawal with “W” starts)
READING MODEL #2 DUE: GOOGLE “Salvation” annotated pdf and Wikipedia for Langston Hughes. Read the introduction, childhood, and father. Discuss. SIGN UP FOR CONFERENCES.

**Friday, September 7**
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 groups. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

**Monday, September 10**
READING MODEL #3 DUE: GOOGLE “Letter from a Birmingham Jail” 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.
Tuesday, September 11
CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Wednesday, September 12
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 with content that "is excellent with an original and important controlling idea fully developed with concrete and vivid detail." AVOID overused topics related to sports, music, and media personalities, social media, and cyber bullying. Works Cited not required.

Thursday, September 13
CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Friday, September 14
NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Monday, September 17
NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Tuesday, September 18
CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1/1,200 words/typed.

Wednesday, September 19
INDIVIDUAL PAPER #1 COMPLETE DRAFT #1 DUE: 1,200 words/typed. Do REQUIRED SELF EDITING and PEER EDITING in class. Discuss project reflection statement.

Thursday, September 20
INDIVIDUAL PAPER #1 REFLECTION STATEMENT 100 words/typed, COMPLETE SIGNIFICANTLY MARKED DRAFT #1 1,200 words/typed, and SIGNIFICANTLY REVISED DRAFT #2 1,200 words/typed DUE. Do REQUIRED SELF EDITING and PEER EDITING in class. Discuss Writing Project #2.

Writing Project #2: Exploring process analysis through detailed observations of an activity. For group paper #2 draft #1/300 words each member/typed write detailed observations of your group members engaged in an activity such as eating a meal, watching a movie, playing a game, etc., as if recorded by a moving camera. Include INTERVIEWS, DIALOGUE, DESCRIPTIONS, and NARRATION/ACTION. 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. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) 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. (2) In CHRONOLOGICAL order assign each member a BODY SECTION. For your body section RECORD what each person looks like, his/her clothing, gestures, and habits of speech/DIALOGUE. ANALYZE each person’s behavior: HOW and WHY each person acted as the person did and HOW the space arrangement affected the action/DESCRIPTIONS. Include NARRATION/ACTION so we have a chronological story draft #1/300 words each member/typed. (3) For the INTRODUCTION of draft #2 the complete group paper each member writes a biographical statement with complete name. (4) For the CONCLUSION of draft #2 each member writes a reflection 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 stating the activity, why you chose it, and the complete names and biographical statements of persons participating (b) BODY SECTIONS draft #1/300 words each member/typed in CHRONOLOGICAL order, (c) CONCLUSION reflections from each member, and (d) Works Cited interview citations for group members alphabetical by last name. Delete outline and correct the completed paper for unity in content, style, voice, tense, and third person.

MLA 8 INTERVIEW IN TEXT MODEL: DO NOT INCLUDE INTERVIEW QUESTIONS--ONLY THE ANSWERS.
Complete 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.

Monday, September 24
READING MODEL #1 DUE: GOOGLE “Shooting an Elephant” pdf jfs.monroe.k12.al.us, Wikipedia analysis of essay, and Wikipedia for George Orwell. Read about early years and Burma. Discuss.

Wednesday, September 26
PREWRITING #1 DUE: DESCRIBE an activity you do (eating, studying, exercising, working, etc.) using DIALOGUE, DESCRIPTIONS of people and places, and NARRATION/ACTION. Analyze WHY you and others if included behave as you do and HOW the space arrangement affects 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 complete name(s) of person(s) interviewed and alphabetical Works Cited interview citation(s). Share in groups.

Friday, September 28
READING MODEL #2 DUE: “True Worker” by 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.

Monday, October 1
PREWRITING #2 DUE: OBSERVE an interesting aspect of a person you know. This could reveal a skill or general behavior. INTERVIEW and state complete name, major, and current living situation (home, dorm, etc.). DESCRIBE the setting (cafeteria, dorm, athletic field, etc.) and what the person looks like, his/her clothing, gestures, and habits of speech. ANALYZE the person's behavior: HOW and WHY the person acted as the person did and HOW the space arrangement affected the action. Include NARRATION/ACTION so we have a chronological story, DIALOGUE, and an INTERVIEW of one or more persons who know the person you observe. Do not include interview questions--only the answers. What was your original impression of the person? How has it changed? Include in text complete names of persons interviewed and Works Cited interview citations alphabetical by last names. Share in groups. DISCUSS GROUP PAPER #2. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, October 3
READING MODEL #3 DUE: GOOGLE Wikipedia on pilot Chuck Yeager and “Crash of NF-104A check-six.com." Click on left column and read “Yeager & the NF-104” interview on Chuck Yeager’s flight crash. GOOGLE Wikipedia on Tom Wolfe, 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 in context, form/style, and content. Discuss. DISCUSS GROUP PAPER #2. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, October 4 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member/typed/chronological order.

Friday, October 5
PREWRITING #3 DUE: OBSERVE one person (or more) you do not know or a how-to video. DESCRIbe the setting 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 affects the action. Include NARRATION/ACTION so we have a chronological story and DIALOGUE. What was your original impression of the person? How has it changed? Share in groups. BRING LAPTOPS. WORK ON GROUP PAPER #2.

Monday, October 8 NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member/typed/chronological order.

Tuesday, October 9 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member/typed/chronological order.

Wednesday, October 10 NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member/typed/chronological order.

Thursday, October 11 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1 group paper #2: 300 words each member/typed/chronological order.
Friday, October 12
INDIVIDUAL DRAFT #1 GROUP PAPER #2 DUE: 300 words each member in chronological order. Do REQUIRED SELF EDITING and PEER EDITING in class. BRING LAPTOPS. OUTLINE and ASSEMBLE GROUP PAPER. Correct for unity in content, style, voice, tense, and third person. Discuss INDIVIDUAL project reflection statement.

Monday, October 15
INDIVIDUAL REFLECTION STATEMENTS 100 words/typed, COMPLETE SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1 300 words each member/typed, and COMPLETE DRAFT #2 GROUP PAPER #2 DUE. Do REQUIRED SELF EDITING and PEER EDITING in class. Correct for unity in content, style, voice, tense, and third person. Discuss Writing Project #3.

WRITING PROJECT #3: Exploring comparison and contrast by examining lifestyles, career preparation, and careers. For individual paper #3 1,200 words/typed use prewriting #1-#3 to examine TWO or more lifestyles, academic programs, careers, and/or career paths of experts in the field(s) you are interested in. (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) OR research the career paths of experts in the field(s) you are interested in. (3) Conclusion: Look to your future and next steps. (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 etc. are considered different sources. INTERVIEW one or more persons for advice on your major/career. Do not include interview questions--only the answers. Include in text complete name(s) of person/s interviewed and Works Cited interview citation(s). Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) 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.
Complete 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, "You need a doctorate or professional degree."

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").

MLA 8 ONLINE ARTICLE FORMAT:
Last, first name of author if available otherwise omit. "Title of Article or Page." Title of Website. Name of publisher/sponsor who paid for website 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.

Wednesday, October 17
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” from Wikipedia.

Friday, October 19
PREWRITING #1 DUE: In a narrative describe your background and primary values and how these affect your goals, conflicts, and concerns about your future lifestyle, career preparation, and career choices. What more would you like to know? INTERVIEW a counselor, teacher, student, or other expert for advice. Do not include interview questions--only the answers. Include in text complete name(s) of person(s) interviewed and Works Cited interview citation(s). Share in groups. SIGN UP FOR CONFERENCES.
Monday, October 22
READING MODEL #2 DUE: GOOGLE [DOC] “Serving in Florida” by Barbara Ehrenreich 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 her book. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, October 24
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? What specialized language is used? State what you have learned and what more you would like to learn. Include TWO sources, MLA in-text citations and Works Cited. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, October 25 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3/1,200 words/typed.

Friday, October 26
READING MODEL #3 DUE: GOOGLE "Text of Steve Jobs' Commencement address (2005) - Stanford News" which is also on YouTube and Steve Jobs. Discuss writing individual paper #3.

Monday, October 29
PREWRITING #3 DUE: Use the Occupational Outlook Handbook online or other sources to research two CAREERS you are considering. These could be completely different fields or one field such as preschool vs. K-12 teaching or different nursing fields OR research the career paths of experts in the field(s) you are interested in. Include TWO sources, MLA in-text citations, and Works Cited. CONSIDER THE FOLLOWING:
GETTING THE JOB
• 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, previous job experience, and specialized language.
• Research the availability and location of jobs, the lifestyle, salary, benefits, and typical hours worked. Does this 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. What specialized language is used?
KEEPING THE JOB
• What are the causes of the burn-out and/or satisfaction rates?
• What are the opportunities and challenges for advancement? What additional training might be needed to keep the job or advance? What would your career path look like?

Tuesday, October 30 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3/1,200 words/typed.

Wednesday, October 31 NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3/1,200 words/typed.

Thursday, November 1 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE (last withdraw with “W”)
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3/1,200 words/typed.

Friday, November 2 NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3/1,200 words/typed

Monday, November 5
COMPLETE DRAFT #1 OF INDIVIDUAL PAPER #3 DUE: 1,200 words/typed. Do REQUIRED SELF EDITING and PEER EDITING in class. Discuss project reflection statement.

Wednesday, November 7
INDIVIDUAL PAPER #3 REFLECTION STATEMENT 100 words/typed. COMPLETE SIGNIFICANTLY MARKED DRAFT #1 1,200 words/typed, and SIGNIFICANTLY REVISED DRAFT #2 1,200 words/typed DUE. Discuss Writing Project #4.
WRITING PROJECT #4: Exploring argument (problem, cause, effect, solution) and research on college student issues. For group paper #4 draft #1/300 words each memberyped each group will write an argumentative research paper about issues affecting college students. (1) Plan each member’s SECTION of the paper describing a problem, cause, effect, and solution. (2) Each group member will SURVEY the class on THREE or more questions, cite survey in text and on Works Cited, and cite TWO research sources (can include class readings) in text and on Works Cited. (3) As a group create an OUTLINE in GOOGLE DOCS then (a) paste 300 word sections in a logical order, (b) write a unifying introduction (stating the topic and getting the reader’s attention), transitions (logical connections), conclusion (ask a question, propose a solution, state the present situation, state what the authors learned, and/or look to the future), and an alphabetically ordered Works Cited for ALL sources. Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view. DO NOT USE “I”: Not “I surveyed the class” but “Susie Smith surveyed the class.” Delete outline and correct the completed paper for unity in content, style, voice, tense, and third person. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? 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).

Works Cited

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:
Smith, Susie. “Student Procrastination.” Survey. 20 December 2016. YOUR SURVEY WILL CONTAIN MULTIPLE QUESTIONS UNDER ONE AUTHOR, TITLE, AND DATE.

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).

Works Cited

MLA 8 ONLINE ARTICLE FORMAT:
Last, first name of author if available otherwise omit. “Title of Article.” Title of Publication, publication date, URL.

MLA 8 ONLINE ARTICLE MODEL:

Friday, November 9

Monday, November 12
PREWRITING #1 DUE: Whether you are a first-generation college student or not, discuss what obstacles and what assistance you and/or others have or haven’t faced or received on your college path related to your financial, academic, psychological, and professional challenges. Share in groups.

Wednesday, November 14

Friday, November 16
PREWRITING #2 DUE: What have you been told about goal setting? What have your experiences been with goal setting? How have distractions (multitasking, cell phone, social media, etc), procrastination, poor time organization, and excessive obligations affected your ability to achieve goals? Share in groups. BRING LAPTOPS. WORK ON GROUP PAPERS. SIGN UP FOR CONFERENCES.
Monday, November 19
READING MODEL #3 DUE: GOOGLE "The C Word in the Hallways" pdf-Newsweek and Anna Quindlen "known as a critic of what she perceives to be the fast-paced and increasingly materialistic nature of modern American life" from Wikipedia. Look for argument (problem, effect, cause, solution). BRING LAPTOPS. WORK ON GROUP PAPER #4. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, November 26 LIBRARY INFORMATION LITERACY CORNER: BRING/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 will you ask in your survey? CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Tuesday, November 27 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY. HOMEWORK: Write individual draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited/typed.

Wednesday, November 28
DO INDIVIDUAL SURVEYS from each group member (THREE or more questions each).

Thursday, November 29 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY. HOMEWORK: Write individual draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited/typed.

Friday, November 30 NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY. HOMEWORK: Write individual draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited/typed.

Monday, December 3 NO CLASS--CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY. HOMEWORK: Write individual draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited/typed.

Tuesday, December 4 CONFERENCES--LIBRARY BASEMENT SOUTH WALL TABLE BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY. HOMEWORK: Write individual draft #1 group paper #4: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited/typed.

Wednesday, December 5
INDIVIDUAL DRAFT #1 GROUP PAPER #4 DUE: 300 words/2 research sources/1 survey/MLA in-text citations and Works Cited/typed. Do REQUIRED SELF EDITING and PEER EDITING in class. BRING LAPTOPS. OUTLINE and ASSEMBLE GROUP PAPER #4. Delete outline and correct the completed paper for unity in content, style, voice, tense, and third person. Discuss INDIVIDUAL project reflection statement.

Friday, December 7
INDIVIDUAL REFLECTION STATEMENTS 100 words/typed, COMPLETE SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1 300 words each member/typed, and COMPLETE DRAFT #2 GROUP PAPER #4 DUE. Do REQUIRED SELF EDITING and PEER EDITING in class. Correct for unity in content, style, voice, tense, and third person.

MANDATORY FINAL EXAM IN CLASSROOM:
ENGL 1301.030 MWF 8 a.m. Academic Building A005 MEETS Monday, December 10, 8-10 a.m.
ENGL 1301.060 MWF 9 a.m. Academic Building A 005 MEETS Wednesday, December 12, 8-10 a.m.
ENGL 1301.100 MWF 11 a.m. Academic Building A015 MEETS Wednesday, December 12, 10:30 a.m.-12:30 p.m.
ENGL 1301.160 MWF 1 p.m. Academic Building A007 MEETS Wednesday, December 12, 1-3 p.m.
ENGL 1301.170 MWF 2 p.m. Academic Building A007 MEETS Monday, December 10, 3:30-5:30 p.m.
Receive guidelines to write a COURSE REFLECTION STATEMENT. 300 words/20 points extra credit. Receive PAPER #4 and review FINAL GRADES.
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 (OWL) 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 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?
Name: ________________________________  FALL 2018 ENGL 1301 030/060/100/160/170

**Grade Scale:** (all grades are based on this scale)

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**Course Components:**

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**TOTAL**

**FINAL GRADE**

Miller 12