Instructor: Marisela (Marcy) Spears  
Phone: (325) 622-4298 office  
Email: mspears2@angelo.edu  

Catalog Description: 
Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. 
Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Required Textbooks and novel: 


Course Supplies:  
Binder with dividers  
Notebook paper  
Computer/printer/USB flash drive  

English 1301: A Core Communications Course  
The Angelo State University (ASU) Core Curriculum Committee has designated English 1301 as a core course in the area of Communication 1. According to the Texas Higher Education Coordinating Board, courses in this foundational component area should “focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively” and should “involve the command of oral, aural, written, and visual literacy skills and enable people to exchange messages appropriate to the subject, occasion, and audience.” In addition, every core course must help students develop four of the broad core objectives. The four designated for this class are:

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral, and visual communication;
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; and
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making.

All student learning outcomes and course policies are designed to foster student growth in these four skill areas.
Student Learning Outcomes (SLO)
Upon completion of this course, a student should:

- understand the nature of the writing process and use all of its phases in writing;
- understand the principles of audience analysis and adapt content, structure, and language to the needs of specific readers;
- understand the basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand your purpose and follow your progression of ideas;
- be able to generate sufficient and appropriate detail to convince readers of the validity of your thesis;
- be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays;
- be able to write prose largely free of errors in grammar, diction, usage, and mechanics;
- be able to think critically about your own writing and the writing of others;
- be able to collaborate with others to produce more effective texts.

English 1301 outcomes will be measured by various assignments, including outside reading, grammar and composition.

Personal Conduct and Responsibilities
In this course and all college courses, you should conduct yourself with professionalism and collegiality. You should also take responsibility for your own learning and performance. Excellent students are motivated, dedicated, and self-reliant; furthermore, they have a positive attitude and a good work ethic. You will improve your chances of succeeding in this course by following these class rules:

- **Stay focused.** Attend class and be actively involved in class assignments. Pay attention and participate in discussions. Ask questions and consult with your instructor when you have concerns.
- **Be prepared every day.** Critically read all assignments. Conscientiously complete homework and class activities. Keep up with your work.
- **Follow instructions carefully.** Follow instructions on assignment prompts, discussion boards, and guidelines provided for each assignment.
- **Encourage learning and collaboration.** Support your classmates and instructor in the goal of learning.
- **Be courteous and respectful.** To avoid distracting others, arrive on time and leave when class is dismissed. Respect each other at all times.
- **Avoid talking in class except when appropriate.** While it is sometimes acceptable to question opinions and facts offered by others (including the instructor), you should do so respectfully and thoughtfully, with learning goals in mind.
- **Silence and put away cell phones.** Do not use any personal electronic devices unless invited to do so as part of a lesson. If you believe your cell phone or tablet would be helpful to you during class, ask permission to use it.
Students with Disabilities:
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 at 325-942-2047, dallas.swafford@angelo.edu.

Title IX Statement:
ASU 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. at 3525-486-6357, Michelle.boone@angelo.edu.

Religious Holy Day:
Student absence for observance of a religious holy day (ASU OP 10.19): 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 a reasonable time after the absence.

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 (ASU OP 10.11).

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.

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.
Plagiarism and Academic Integrity: All written material must be the student’s original ideas unless specifically indicated otherwise. Quotation marks should be used when the exact words of a person, a textbook, an article, or a webpage are used, and proper MLA credit should be given to that source. Failure to do so is one form of plagiarism. Students should also remember that using quoted, paraphrased or summarized ideas or information from a person, written source, or online source without giving the source credit is also plagiarism. Students may not turn in duplicate work or work that expresses the same ideas in the same manner, which is also plagiarism. Submitting work that was previously written for another class (“recycling” papers) is plagiarism. ALL FORMS OF PLAGIARISM WILL RECEIVE ZEROS, and the Dean of Students will be contacted. The instructor has the final say on what is and what isn’t plagiarism. All student work will be submitted to TurnItIn.com to check for plagiarism. Academic Integrity: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. At minimum, students who are determined to have violated this policy will receive a failing grade on the assignment and may also receive a failing grade in the course and be referred to the English Department Chair for possible further action.

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

Late Work:
Late work will NOT be accepted in this class. All work is due at the beginning of the class period it is assigned. If you will be absent on a due date, you will need to turn in the assignment BEFORE you leave. If you need an extension, you will need to schedule a meeting with me before school, during my activity period, or after school to discuss the possibility of an extension.

Use of Technology:
We will use eLearning, Blackboard, and TurnItIn for the majority of the assignments. All assignments must be uploaded on Blackboard. I will not accept excuses for any technical difficulties students may have with their papers that include computers crashing, difficulty uploading papers, Blackboard shutting down, etc. Students need to make sure to give themselves enough time after finishing their assignments to manage these problems. If a long-term problem arises in Blackboard, students will be notified.
and alternative turn in methods discussed. I will not accept papers or weekly assignments via email. If you have issues with eLearning or Blackboard, please contact the IT Help Desk at (325) 942-2911. You will need to supply them with your Campus ID number (CID). If you have trouble logging into your account, please contact the IT Help Desk.

**Essay Format and Requirements:**
Essays must be typed using Times New Roman, 12-point font, and double-spaced with one-inch margins. Use the Purdue Writing Lab - MLA General Format at https://owl.purdue.edu and resources from the ASU Porter Henderson Library.

**Discussion Board Requirements:**
Each post must be approximately 250 words unless otherwise stated. For every post, you must respond to two (2) classmates with approximately 75 words. Original discussions are due by **Thursday** of each week, and responses are due by **Friday** at 5 p.m. each week.

**Grading**
- Major Essays & projects: 55%
- Class assignments, readings & grammar: 20%
- Discussion Board: 10%
- Final Exam: 15%

The following grading scale will be in effect:

90%-100%=A  80%-89%=B  70%-79%=C  60%-69%=D  0%-59%=F

**Last day to drop for the Fall Semester:**
December 14, 2018

**COURSE OUTLINE / CALENDAR**

**Instructions for Writing Assignments**
Students will complete shorter writing assignments in class and will write four (4) major essays (Essays 1-4) that require documentation in MLA format and a Works Cited page. Essay 5 will be the Final Exam.

1. **Essay 1—Description:** Read Chapter 7: Description (Patterns 151-208). Choose a character from a book that you think is interesting. Write a descriptive essay (3-5 pages) conveying what makes this character so special. Be sure to document the text and to include a Works Cited page.

2. **Essay 2—Exemplification:** Read Chapter 8: Exemplification (Patterns 211-261). Write an essay (3-5 pages) discussing two or three of the greatest challenges facing the United States today. If you like, you may refer to essays in Chapter 8. Make sure you document any material you get from your sources and that you include a Works Cited page.
3. **Essay 3—Cause & Effect**: Read Chapter 10: Cause and Effect (Patterns 321-369). How do you account for the popularity of Twitter, Facebook, and Instagram? Write an essay (3-5 pages) considering remote as well as immediate causes for the success of the phenomenon of these social platforms. Include both positive and negative effects of each platform. Be sure to document the text and to include a Works Cited page.

4. **Essay 4—Documented Argumentative (Research Essay)**: Read Chapter 14 Argumentation (Patterns 525-651). This paper will be a 5-7-page research essay and a Works Cited page. You will select a controversial topic from the teacher made list and then find information about your topic from the Internet (only use .gov, .org, and .edu domains) and databases from the ASU Porter Henderson Library. You will:
   a. Use two on-line sources from the Internet (only use .gov, .org, and .edu domains).
   b. Use two to three resources from the ASU Porter Henderson Library.
   c. Write an outline and a first draft. Your paper should be approximately ¾ your own words and ¼ citations that support your points.
   d. Have a Works Cited page for the last page of your paper. Use the Owl Purdue online writing lab at: https://owl.purdue.edu for MLA style.
   e. Have in-text citations in your paper. If you borrow someone else’s words directly, use quotation marks. If you paraphrase someone else’s words, you will also need to cite your source. Provide copies of the documentation for your in-text citations. Use a colored highlighter to designate information for your in-text citations.

5. **Essay 5—Final Exam**: Write a 3-5 page essay based upon the topic listed on a separate document, using appropriate organizational and rhetorical strategies and supporting evidence to present and develop an interesting, specific thesis or central idea. A dictionary and the new text are the only references you may use while writing the essay. This essay should be representative of your best writing skills.

6. **Independent Reading**: You will be required to have the novel *Their Eyes Were Watching God* by Zora Neale Hurston with you every day for Independent Reading assignments.

7. **Grammar Workshops**.
<table>
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<tr>
<th>WEEK OF</th>
<th>READING/VIEWING ASSIGNMENTS</th>
<th>DB/ASSIGNMENTS</th>
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<tr>
<td>Week 1 8/27-31/18</td>
<td>Introduction; Syllabus; and Textbooks. The Writing Process (Patterns 11); Chapter 1: Reading to Write: Becoming a Critical Reader (Patterns 13); Chapter 2: Invention (Patterns 29); Chapter 3: Arrangement (Patterns 51); Chapter 4: Drafting and Revising (Patterns 65). Read and evaluate “What’s in a Name?” (Patterns 2).</td>
<td>*DB1-BlackBoard (BB): Student introductions; respond to two classmates. *Writing Assignment- Do you think Gates’s parents should have used experiences like this one in “What’s in a Name?” to educate him about the family’s social status in the community? Write a short essay (one page) explaining your thoughts and opinions. *Novel – Their Eyes Were Watching God</td>
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<td>Week 2 9/3-7/18</td>
<td>Chapter 5: Editing and Proofreading (Patterns 81); Chapter 18: Documenting Sources: MLA (Patterns 723). Purdue Writing Lab. Chapter 6: Narration (Patterns 97-107). Read and evaluate “Only Daughter” (Patterns 111) and “My Mother Never Worked” (Patterns 121).</td>
<td>*Watch “Common Grammar Mistakes” video. *Grammar Workshop #1-comma splices, run-on sentences (Patterns 102). *Writing Assignment-SRA PowerPoint; SRA (Summarize, Respond &amp; Analyze; practice sentence stems. *In Class Writing Assignment – write a two (2)-page essay about an event that had a significant impact on your life (Student Example: Patterns 103). *Novel – Their Eyes Were Watching God</td>
</tr>
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</table>
| Week 3 9/10-14/18 | Essay #1-Assigned. Chapter 7: Description (Patterns 151-168). Read and evaluate “Ground Zero” (Patterns 182) and “The Hidden Life of Garbage” | *DB2-BB: Comment on “Why Good Writers Rule” video; respond to two classmates. *Writing Assignment-SRA; stems. *Essay #1-prewrite, thesis, support,
<table>
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<th>Week 4</th>
<th>Final Essay #1-Due on 9/21/18: Description.</th>
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<td>9/17-21/18</td>
<td>(Patterns 188).</td>
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*Grammar Workshop #2-misplaced and dangling modifiers & parallelism (Patterns 160, 378).*

*Writing Assignment-SRA; stems.*

*Essay #2-prewrite, thesis, support, organization, and draft.*

*Draft Workshop-peer review and edit (Patterns 224).*

*Novel – *Their Eyes Were Watching God*

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<th>Week 5</th>
<th>Chapter 9: Process (Patterns 263-278).</th>
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<td>9/24-28/18</td>
<td>Read and evaluate “Getting Coffee is Hard to Do” (Patterns 286) and “Get It Right: Privatize Executions” (Patterns 298).</td>
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</table>

*DB3-BB: Comment on “How to Deal with Writing Anxiety video; respond to two classmates.*

*Writing Assignment-SRA; stems.*

*In Class Writing Assignment - write a two (2)-page essay explaining a process you experienced but would not recommend to others – for example, getting a tattoo or a body piercing (Student Example: Patterns 275).*

*Novel – *Their Eyes Were Watching God*

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<th>Week 6</th>
<th>Final Essay #2-Due on 10/5/18: Exemplification.</th>
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<td>10/1-5/18</td>
<td>(Patterns 321-336).</td>
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*DB4-BB: Answer #1 (Patterns 337); respond to two classmates.*

*Writing Assignment-SRA; stems.*

*Essay #3-prewrite, thesis, support, organization, and draft.*

*Draft Workshop-peer review and edit
<table>
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<tr>
<th>Week 7 10/8-12/18</th>
<th>Read and evaluate “The ‘Black Table’ Is Still There” (Patterns 349) and “A Peaceful Woman Explains Why She Carries a Gun” (Patterns 354).</th>
<th>*Writing Assignment-SRA; stems.</th>
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<td><strong>Essay #3-Due on 10/12/18:</strong> <em>(rough draft only) Cause and Effect.</em></td>
<td>*Novel – <em>Their Eyes Were Watching God</em></td>
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**Week 8 10/15-19/18**

**Final Essay #3-Due on 10/19/18: Cause and Effect.**

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**Essay #4- Assigned: Chapter 14: Argumentation (research essay) (Patterns 525-550).**

Read and evaluate – “Letter from Birmingham Jail (Patterns 566) and “Take This Internship and Shove It” (Patterns 583).

*DB5-BB: Comment on “Why Rewrite?” video; respond to two classmates.

*Grammar Workshop #3-commas, semicolons & colons (Patterns 217, 441).

*Writing Assignment-SRA; stems.

*Conduct research.

*Essay #4-prewrite, thesis, support, organization, and draft.

*Draft Workshop-peer review and edit (Patterns 550).

*Novel – *Their Eyes Were Watching God*

**Week 9 10/22-26/18**

Read and evaluate - “The Meat Market” (Patterns 607) and “A Tax That Invests in Our Health” (Patterns 632).

Chapter 16: Finding and Evaluating Sources (Patterns 705-708).

*DB6-BB: Complete Exercise 1 (Patterns 706); respond to two classmates.

*Writing Assignment-SRA; stems.

*Novel – *Their Eyes Were Watching God*
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<tr>
<th>Week 10</th>
<th>Chapter 17: Integrating Sources and Avoiding Plagiarism (Patterns 711-720).</th>
<th>*DB7-BB: Complete Exercise 1 (Patterns 712); respond to two classmates.</th>
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<td>*Novel – Their Eyes Were Watching God</td>
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<td>Week 11</td>
<td>Essay #4–Due on 11/9/18 (rough draft only) Argumentative.</td>
<td>*DB8-BB: Post your Works Cited list for Essay #4; critique two of your classmates’ list.</td>
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<td>Purdue Writing Lab.</td>
<td>*Novel – Their Eyes Were Watching God</td>
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<td>Week 12</td>
<td>Essay #4 – Argumentation–Final essay due on 11/16/18.</td>
<td>*DB9-BB: Complete Exercise 5 (Patterns 720); respond to two classmates.</td>
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<td>*Writing Assignment-SRA, stems.</td>
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<td>*Independent student work.</td>
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<td>*Novel – Their Eyes Were Watching God</td>
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<td>Week 13</td>
<td>Argumentation Project-Multi Media Presentation-Prepare a multi media presentation (10-15 slides) that introduces your controversial topic to the class. Students must include their point of view of the topic and the opposing opinion. Include a</td>
<td>*DB10-BB: Watch “How to Give an Awesome PowerPoint Presentation” video; respond to two classmates.</td>
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<td>11/19-23/18</td>
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<td>*Writing Assignment – work on multi media presentation.</td>
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<td>*Novel – Their Eyes Were Watching God</td>
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<tr>
<td>Works Cited list.</td>
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<td>Read article “Audience” by The Writing Center, University of North Carolina at Chapel Hill.</td>
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<td>Read article “How to Prepare and Deliver a Presentation” by Roberto Cipolla, Department of Engineering, <a href="http://www.eng.cam.ac.uk/~cipolla">http://www.eng.cam.ac.uk/~cipolla</a>.</td>
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<td>Thanksgiving Vacation begins 11/21/18</td>
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<th>Week 14</th>
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<td>11/26-30/18</td>
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<tr>
<td>Argumentation-Multi Media Presentation (con’t).</td>
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<td>*Writing Assignment – work on multimedia presentations.</td>
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<td>*Novel – <em>Their Eyes Were Watching God</em></td>
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<th>Week 15</th>
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<td>12/3-6/18</td>
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<tr>
<td>Argumentation-Multi Media Presentations due on 12/3/18.</td>
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<tr>
<td>*Writing Assignment-multi media presentations to class.</td>
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<td>*Novel – <em>Their Eyes Were Watching God</em></td>
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<th>Week 16</th>
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<td>12/10-14/18</td>
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<td>Final Exam – Essay #5</td>
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