Instructor: Molly Swets
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Course Description and Learning Outcomes: Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Upon completing English 1301, students should
1. understand the nature of the writing process and use all its phases in writing.
2. understand the principles of audience analysis and adapt language structure, and detail to the needs of specific readers.
3. understand basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand the writer’s purpose and follow the progression of ideas.
4. generate sufficient and appropriate detail to convince readers of the validity of the thesis.
5. be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays.
6. write prose largely free of errors in grammar, diction, usage, and mechanics

State Core Curriculum Objectives for English 1301:
1. Critical Thinking Skills
2. Communication Skills
3. Teamwork
4. Personal Responsibility

Prerequisites: All students must meet college readiness standards in reading and writing through the TSIA test or through an exemption based on ELA EOC II or other accepted test scores and must have passed high school English II. All students must have applied to and been accepted into the dual credit program through Angelo State University.

Required Texts: Anderson, Daniel *Writing About Literature in the Media Age* 2005
Steinbeck, John *Of Mice and Men*
Miller, Arthur *The Crucible*

Supplies: 1 inch binder, dividers, notebook paper, blue and black pens

Other necessary materials to be used at home:
1. collegiate dictionary or access to an online dictionary.
2. computer and internet access. All drafts of all essays must be word processed, and we will use Google Classroom extensively. Students will turn in all essays to turnitin.com. Those who do not have access to a computer at home must go to an ASU computer lab or the public library outside of school hours.
Course Requirements
1. consistent attendance and punctuality
2. independent reading with reading quizzes
3. timed essay and short answer tests
4. study of composition, rhetoric, and tone terms and grammar
5. two response essays
6. one synthesis essay
7. peer revision and polishing

Attendance and Makeup Policy:
Attendance and punctuality are imperative in a college course. All assignments are due on their due date regardless of whether a student is absent from class or present. Due dates for assignments are given well in advance. Students who are absent for a school trip or any other reason the day an assignment is due must turn in the assignment early or give the assignment to a parent or sibling or another responsible person to give to the instructor on the day it is due. Assignments may also be turned in by e-mail attachment to molly.swets@saisd.org. Late assignments will result in a grade of zero. If a quiz is given the day a student returns to class, the student is expected to take the quiz. Students should contact the instructor, a trustworthy classmate, or Google Classroom if absent to see what reading or grammar/terms will be quizzed on the next class day. Students who are absent the day a quiz is given have two class days to sign up for and make up a quiz. A student who does not sign up for a makeup time within two days or who does not show up for the scheduled makeup time will receive a zero on the quiz. Students should try to avoid scheduling doctor appointments, college visits, counseling center appointments, etc. during this class time.

Class Assessment/Grading
Minor Grades: terms/grammar quizzes, reading quizzes, and early drafts of essays 30%
Major Grades: processed essays, essay tests, and short answer tests 70%
Final Exam: 14% of semester average
timed essay – 60% of final exam
terms and grammar test – 40% of final exam

Extra Credit: Students may choose to attend announced Tuesday tutorial or lunch sessions to participate in 25-50 minutes of AP test preparation several times each semester. Each attended session will earn 1 or 2 points in that 9 weeks grading period in an extra credit column. These points will be added to the major grade category for each grading period.

Course Content: College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Students with Disabilities: Persons with disabilities that may warrant academic accommodations must contact the Student Life Office at ASU in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. (See Lani Webster in the CHS counseling center if you have questions.)

Academic Honesty: Angelo State University and Central High School expect 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 ASU website at http://www.angelo.edu/forms/pdf/honorcode5.pdf. At minimum students who are determined to have violated this policy by plagiarising or cheating will receive a failing grade on the assignment.
Tentative Course Calendar

Week 1: August 22-24
Wednesday: welcome, Google Classroom, and success in college courses
critical thinking discussion and claim exercise
*reading assignment: read “Reading for English Courses” handout before you come to class tomorrow.
Thursday: course syllabus, AP Testing handout, cell phones, and textbooks
terms and grammar introduction
“Reading for English Courses” discussion
* “Considerations for Writing About Literature” handout, “Introduction: Critical Thinking and the
Writing Process” p. 1 to the middle of p. 6 in the Anderson text, and “Ethical Thinking is Critical
Thinking” in Google Classroom due Friday, Aug. 24
Friday: reading quiz and discussion of strong topic sentences
Introduction to Of Mice and Men
*Chapter 1: Evaluation and Critical Reading p. 17 and 20-21 from the Anderson text and from Rereading
America p. 2-6 in Google Classroom due Monday, August 27
*Of Mice and Men chapters 1-3, p. 1-66 and film clips on Google Classroom -due Thursday, Aug. 29

Week 2: August 27-31
Monday: reading quiz
grammar practice
discussion of strong paragraph responses from first quiz
Of Mice and Men introduction continued
Tuesday: grammar practice
discussion of strong paragraph responses from second quiz
Of Mice and Men
Wednesday: terms 1-5 and grammar quiz
introduction to new terms and grammar
Thursday: reading quiz and discussion of ch. 1-3 of Of Mice and Men
*Of Mice and Men- reading assignment chapters 4-6 -due Tuesday, September 4
**“Developing an Interpretation” bottom of p. 24- top of p. 31 from Anderson text and “I Listen to My
Parents and I Wonder What They Believe”in Google Classroom -due Friday, August 30
Friday: reading quiz and discussion using Kohlberg’s Stages of Moral Development
integrating quotes, and grammar practice
*Carr scholarship explanation and thank you note assignment (due Tuesday, September 4)

Week 3: September 3-7
Monday: school holiday
Tuesday: grammar practice
discussion and preparation for paragraph response test over Of Mice and Men- 2 extended paragraph
responses, one major grade each
Wednesday: 20 min. paragraph response test Of Mice and Men closed-book 1 major grade
25 min. paragraph response test Of Mice and Men open-book 1 major grade
Thursday: ASU visit
**“Analyzing and Writing about Literature” p. 34-38 and “Analyzing Topics and Determining Themes”  p.
50-57 due Friday, September 7
Friday: reading quiz and discussion
“Analyzing Plot, Setting, and Characters” and “Writing a Character Analysis” p. 38-47 together
**“Desiree’s Baby” p. 658-661 and “Good Country People” on Google Classroom -due Monday,
September 10
**Week 4: September 10-14**

**Monday:** reading quiz and discussion  
grammar practice  
*A&P* p. 568-572 and “Thirty Seven Who Saw Murder Didn’t Call the Police” p. 393 - due Tuesday, September 11  
**Tuesday:** reading quiz and discussion of the ethics of heroism  
grammar practice  
MLA internal documentation and selecting and blending quotes- p. 935-947 together  
* “Paul’s Case” in Google Classroom -due Thursday, Sept. 13

**Wednesday:** terms 1-10 and grammar quiz  
introduction to new terms and grammar  
**Thursday:** Reading Quiz and discussion  
grammar practice  
*Assign Essay #1 Argumentation: Personal Ethics -due by 4:30 on Wednesday, September 26 (2 major grades)*  
pre-writing guide due in class Friday, September 14  
**Friday:** organizing Essay #1  
sign up for instructor conferences and for turnitin.com  
*Drafting guide due to Google Classroom on Monday, September 17

**Week 5: September 17-21**

**Monday:** grammar practice  
drafting essay #1  
*thesis and body paragraph #1 due to Google Classroom by class time on Tuesday, September 18

**Tuesday:** grammar practice  
drafting Essay #1  
*thesis and body paragraphs 1-3 due to Google Classroom on Thursday, September 20

**Wednesday:** terms 1-15 and grammar quiz and introduction to new terms and grammar  
**Thursday:** grammar practice  
drafting introductions  
**Friday:** grammar practice  
drafting conclusions  
*1st full draft due, printed on Monday, September 24

**Week 6: September 24-28**

**Monday:** 1st draft check  
peer revisions  
*bring printed first and revised drafts to class Tuesday, Sept. 25

**Tuesday:** revisions check  
peer polishing  
*submit essay to turnitin.com tonight

**Wednesday:** Read p. 58-72 together in class and introduction to Social Responsibility Unit  
* Essay #1 due to turnitin.com by 4:30- The window stays open on Wednesday only for those students who have technology issues. Absolutely no late papers will be accepted.  
**“Blind Rage: An Open Letter to Helen Keller” p. 83-88 and “The Parable of the Sadhu”(first half only) in Google Classroom -due Friday, September 28

**Thursday:** terms 1-20 and grammar quiz  
introduction to new terms and grammar (grading day)  
Students should read silently for the remainder of the period  
**Friday:** reading quiz and discussion  
“Synthesizing to Develop a Thesis and the Comparison Paper” p. 73-79 together  
**“Trifles” p. 625-635 and “The Ones Who Walk Away From Omelas” in Google Classroom -due Monday, October 1
Week 7: October 1-5
Monday: reading quiz and discussion
grammar practice
*“The Lottery” 578-584, and “Clemency of the Court” in Google Classroom -due Tuesday, October 2
Tuesday: reading quiz and discussion
grammar practice
*“Sweat” p. 405-413 and “Circles of Empathy: Why We Care About People To Different Degrees” on Google Classroom -due Thursday, October 4
Wednesday: terms 1-25 and grammar quiz (counts twice)
introduction to new terms and grammar
Thursday: reading quiz and discussion
Ch. 5 “Argument and the Rhetorical Situation” and “Traveling through the Dark” p. 259 together in class
*“The Lesson” p. 662 and “Misery” p. 574-577 -due Tuesday, October 9
Friday: staff development/student holiday

Week 8: October 8-12
Monday: school holiday
Tuesday: reading quiz and discussion
grammar practice
*“No Name Woman” and “On Compassion” (from Open Questions p. 657)on Google Classroom -due Thursday, October 11
Wednesday: PSAT for all DC/AP Juniors given 1st through 5th periods
Thursday: reading quiz and discussion
*“Where are You Going, Where Have You Been” p. 217-229 -due Friday, October 12
Friday: reading quiz and discussion
grammar practice
Anderson p. 174-181 together in class
“The Ugliest Pilgrim” p. 643-657” -due Monday, October 15

Week 9: October 15-19 (End of first quarter)
Monday: reading quiz and discussion
grammar practice
*”Goin’ Fishin’” on Google Classroom due Tuesday, October 16
Tuesday: reading quiz
Begin reading “The Yellow Wallpaper” together
grammar practice
* finish “The Yellow Wallpaper” p. 348-359 by Thursday, October 18
Wednesday: terms 26-30 and grammar quiz
introduction to new terms and grammar
reading time
Thursday: reading quiz and discussion
Friday: reading quiz and discussion
assign Essay #2 Argumentation and Synthesis: Social Responsibility-due Wednesday, Nov. 2
organizing and drafting guide
*organizing and drafting guide due to Google Classroom on Monday, October 22

Week 10: October 22-26 (November 1 is the last day to drop with a “W”) 
Monday: Organizing guide check
drafting
*1st body paragraph due Tuesday, Oct. 23
Tuesday: grammar practice
drafting
*1st-4th body paragraphs (full body of paper) due Friday, October 26

Wednesday: terms 26-35 and grammar quiz
introduction to new terms and grammar

Thursday: grammar practice
drafting body of paper

Friday: body paragraph check
drafting introductions and conclusions and works cited pages

*printed first draft of essay due Monday, October 29 in class for peer revisions
*conferences begin today

**Week 11: October 29-November 2** *(November 1 is the last day to drop with a “W”)*

Monday: first draft check
peer revisions
*printed first and second drafts due tomorrow for peer polishing

Tuesday: revision check
peer polishing
*Submit essay tonight. Only those students with submission issues should submit tomorrow by 4:30.

Wednesday: grammar practice
introduction to *The Crucible* and Resisting Oppression Unit
*The Crucible – Act 1 -due Tuesday, November 6

Thursday: terms 26-40 and grammar quiz (grading day)
introduction to new terms and grammar
*“Letter from Birmingham Jail” p. 515- 526 -due Friday, November 2

Friday: rhetorical analysis quiz over reading
*The Crucible, Act 1

**Week 12: November 5-9**

Monday: grammar practice
*The Crucible

Tuesday: reading quiz, discussion, and viewing Act 1
*The Crucible – Act 2 -due Friday, November 9

Wednesday: terms 26-45 and grammar quiz
introduction to new terms and grammar
* “Civil Disobedience” excerpt on Google Classroom-due Thursday, November 8

Thursday: rhetorical analysis reading quiz
*The Crucible

Friday: reading quiz, discuss and watch Act 2
*The Crucible: Act 3

**Week 13: November 12-16**

Monday: grammar practice
*The Crucible Act 3

Tuesday: Act 3

Wednesday: reading quiz, discussion, and viewing of Act 3
*The Crucible-Act 4 due Monday, November 19

Thursday: terms 26-50 and grammar quiz (counts twice)
*The Crucible, Act 4

Friday: The Crucible
Week 14: November 19-23
Monday: reading quiz and discussion of Act 4
**assign essay #3 Synthesis (final draft due Thursday, December 6 by 4:30 pm)**
*readings for standing up to social pressure synthesis essay- due, Monday, November 26
Tuesday: outlining essay #3
*outline due to Google Classroom on Monday, November 26
Wednesday: school holiday/staff trade day
Thursday: school holiday
Friday: school holiday

Week 15: November 26-30
Monday: outline check
drafting Essay #3
*1st and 2nd body paragraphs due to Google Classroom on Wednesday, November 28
Tuesday: drafting essay #3
Wednesday: 1st and 2nd body paragraph check
*1st-4th body paragraphs due to Google Classroom on Friday, November 30
Thursday: drafting essay #3
using and documenting secondary sources versus primary sources and the Works Cited page
Friday: body paragraphs check,
drafting introductions and conclusions, and using secondary support

Week 16: December 3-7
Monday: adding secondary support
*first full draft due printed Tuesday, December 4 for peer revision
Tuesday: 1st draft due, peer revisions
*bring printed first and second drafts to class tomorrow
Wednesday: revisions check, peer polishing
*essay #3 due to turnitin.com by 4:30 Thursday, December 6
Thursday: novel list for next semester’s major project: you will draw for novel selection on Tuesday, Dec. 10
Friday: Begin preparation for semester exam

Week 17: December 9-14 (End of Semester for English 1301)
Monday: grading day: preparation for semester exam
Tuesday: novel selection
preparation for semester exam
Wednesday: preparation for semester exam/order and begin reading novel over Christmas break because it must be completed 4 weeks after we return
Thursday: essay portion of semester exam (60%)
Friday: terms 1-50 and grammar portion of semester exam (40%)