Overview and Expectations:
In the first 30 minutes of a ninety-minute class, students will read, narrate, and discuss how to apply what is learned from their resource texts. After each lesson, the students will have 60 minutes remaining to begin their assignments. Classes will occur twice weekly, with assigned readings and written work to be completed between sessions.

The writing will sometimes take on a journaling feature as students practice reflecting on nightly assignments. At other times writing will move from shorter and longer narrations to formal essays. Formal essays use the “close-reading” approach to writing, in which a student reads the portion (a few lines to a paragraph) of the text over and over again and asks questions of the author. From this pondering, the students begin to compose thoughts about the question and the author’s response. This should be demonstrated orally prior to writing, so the students can see the intensity and perseverance needed to keep going back to the text. In the coursework, there is a document online, “Writing a Close Reading Essay,” which explains this process (ASI).

Main Course Objectives:
To perfect:

- Critical thinking, close reading, and academic writing;
- Clear, coherent, confident, and effective written communication.

Student Learning Outcomes
Upon completion of English 1301, students should be able to:

- Identify rhetorical purposes/writing situation and methods of organization appropriate to topic, thesis, and audience;
- Collect, read, analyze, and use information from various sources, e.g., your literature and history curriculum;
- Write a coherent essay observing appropriate grammatical, mechanical, and stylistic conventions;
- Write competently in the informative, analytical, and persuasive modes
- Evaluate, edit, and revise at all stages of the writing process.
<table>
<thead>
<tr>
<th>Lesson/Date</th>
<th>Objective</th>
<th>Text Support</th>
<th>Writing Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 August 27</td>
<td>The student will become familiar with inspectional reading and use these skills to become acquainted with <em>The Little, Brown Compact Handbook</em></td>
<td><em>How to Read a Book</em> Chapter Four (31-44) “The Second Level of Reading: Inspectional Reading”</td>
<td>The student will write a 300-word summary on the reading and 300-word summary on the results of applying this inspectional reading to the course book. Due by August 29</td>
</tr>
<tr>
<td>2 August 29</td>
<td>The student will learn how to assess the writing situation with regard to the subject, audience, purpose, design, deadline and length.</td>
<td><em>The Little Brown Compact Handbook</em> Chapter One “The Writing Situation” (3-11)</td>
<td>The student will write a summary paragraph entitled, “Assessing the Writing Situation.” Due by August 31.</td>
</tr>
<tr>
<td>3 September 4 - 10</td>
<td>The student will have an understanding of free writing, brainstorming, clustering, asking questions, and thinking critically and all that characterizes each of these.</td>
<td>Chapter Two “Invention” (12-15).</td>
<td>The student will experience free writing from particular prompts (from other subjects) over a period of a week consisting of a certain length.</td>
</tr>
<tr>
<td>4 September 10 - 28</td>
<td>The student will keep a daily journal for three weeks for the purpose of thinking critically of what he or she has read and pursuing ideas from their courses.</td>
<td>Chapter Two “Invention” (15-19).</td>
<td>The student will participate in activities for the purpose of brainstorming, clustering, asking questions, and thinking critically.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Chapter</td>
<td>Assignment Details</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>The student will identify thesis statements in varied genres of literature and texts and know the characteristics of a thesis statement.</td>
<td>Three “Thesis and Organization” (19-21)</td>
<td>The student will write a thesis statement for varied ideas from brainstorming, clustering, questioning, and thinking activities. Due by September 19</td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td>The student will learn different schemes of organizing an essay and writing a draft.</td>
<td>Three “Thesis and Organization” Chapter Four “Drafting” (21-29).</td>
<td>The student will write several short essays working on the skills of organizing ideas, outlining and drafting. Due by September 24. Choose one 500-word essay for submission.</td>
</tr>
<tr>
<td>8 &amp; 9</td>
<td>The student will know the checklist for revising writing and editing as well as the skills for formatting and proofreading the final draft.</td>
<td>Five “Revising and Editing” (29-41).</td>
<td>The student will work to revise, edit, and bring to final copy previous writings (composition class or other disciplines of study). Submit 3 essays by September 28. These could include reflective response essays, perfected narrative essays, etc.</td>
</tr>
<tr>
<td>10 &amp; 11</td>
<td>The student will gain the skills to revise paragraphs, maintain unity and achieve coherence in paragraphs.</td>
<td>Six “Paragraphs” (42-50).</td>
<td>The student will work to create coherent paragraphs in an expository, descriptive, and cause and effect analysis. Submit a sample of each type of</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment Description</td>
<td>Chapter/Section</td>
<td>Notes</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>12 &amp; 13</td>
<td>October 8-12</td>
<td>Chapter Six “Paragraphs” (55-59).</td>
<td>The student will write a 500-word to a 750-word essay applying the knowledge and skills one has acquired thus far in the semester. Due by October 12.</td>
</tr>
<tr>
<td>14</td>
<td>October 15</td>
<td>Chapter Nineteen “Phrases and Subordinate Clauses” (163-167). “Sentence Types” (167-168).</td>
<td>The student will take the previous essay and add/practice using clauses and phrases and varied types of sentences in their writings, creating a final draft. Final Midterm Essay due by October 17.</td>
</tr>
<tr>
<td>15</td>
<td>October 17</td>
<td>Chapter Thirty-Five “The Comma” (243-254).</td>
<td>The student will compose a list of comma rules, which will inform him/her in area of weakness. Due by October 22. Student has the option to revise a previous assignment using this knowledge. This will result in an additional 2 points on that essay.</td>
</tr>
</tbody>
</table>
| 16       | October 22             | Chapter Thirty-Six “The Semicolon” and Chapter Thirty-Two “The Colon” | The student will compose a list of rules using the
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Resource</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 &amp; 18</td>
<td>The student will read the text and come away with an understanding of a process for securing the best sources on a particular topic in preparation for the University library visit. Students will perfect MLA citation style, which has been used in all other subject areas, as a matter of course.</td>
<td>Chapter Forty-Eight “Finding Sources” (304-323 and 325-331).</td>
<td></td>
<td>The student will make an outline of pertinent information about finding sources and what makes sources relevant. Due by November 2.</td>
</tr>
<tr>
<td>October 29-31</td>
<td>The student will create an outline, draft, final draft and bibliography of for a close-reading essay.</td>
<td>“Writing a Close Reading Essay” will be read and discussed. Choices of topics/titles/prompts will be posted.</td>
<td></td>
<td>The student will submit outline, final draft (2500-word minimum/3000-word maximum) and bibliography. Expectations and Assignment: November 5-7: Develop three close-reading topics/prompts and submit for feedback and approval. November 12-14:</td>
</tr>
</tbody>
</table>
Submit a working bibliography/works consulted page (as a middle step before your final Works Cited page) for feedback and approval.

November 26-30:
You may submit one-half of your draft for feedback. This is not required, it is optional.

Dead Week:
December 3-7.

Final draft, outline, cover page, all drafts, and bibliography are due Monday, December 10, 2018 by 12:30 p.m.

Your semester work comprises 70% of your grade. Your final essay and supporting documents will make up 30% of your final score. Grades are determined using a rubric system on essays, containing six areas of measurement:

1. Content (50%)
2. Organization (10%)
3. Language/Coherence (10%)
4. Spelling, Grammar, and Mechanics (10%)
5. The Writing Process (10%)
6. Growing in Skill/Style (10%) (see website below for figurative language):


If you have questions or concerns, I am available at Ambleside School of San Angelo from 2:30 to 3:15 Monday through Thursday, or you may call or text me at 325-374-9802.
Per ASU’s Requirements, please read the following statements:

**Academic honesty:**

Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student.

See the Angelo State University Student Handbook, Part II B: Academic Integrity for more information.

**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.

**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.