Course Description
Since this is both a high school junior English class and a dual credit English class, it will not only cover the ENG III TEKS, but also the Common Core State Objectives used in Texas colleges. We will primarily focus on reading and writing expository essays; however, we will also read and analyze literary works from the American canon.

The following description is taken from the Texas Core Curriculum:
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.

Course Objectives and Student Learning Outcomes
In this course you will learn about the writing process and put it into practice by drafting, revising, and editing different types of essays. You will collaborate to improve each other’s writing through regularly scheduled peer review sessions. Upon completion of this course you should be able to write an essay with a clear thesis, organized paragraphs, appropriate vocabulary, and proper grammar.

Course Website: www.shscomp2018.weebly.com
Please check the website on a daily basis, especially if you are unable to make it to class.

Course Materials
Kennedy, X. J., Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl. Repetto.

The Brief Bedford Reader 12th Edition (provided by the school at a cost of $15 to buy and $10 to rent)
*Referred to below as BBR

NoRedInk online assignments (www.noredink.com)
*Referred to below as NRI

ACT Reading and Practice Questions
*Referred to below as ACTQ
Grading / Evaluation
Essays / Tests = 50% (Essays will be weighted twice, and multiple choice tests once)
Quizzes = 25% (Vocabulary and BBR)
Daily grades = 25% (includes NRI work)
The weighted average of the above grades will total 75% of your semester grade, and the final exam will contribute the remaining 25%.

Your Responsibilities
This is a college course, and you will be held to the same standards as college students. In order to be successful in this class, you MUST do the following:
1. Attend class regularly.
2. Buy a hard copy of the *The Brief Bedford Reader* and bring it to class every day.*
3. Participate in class discussions and peer review.
4. Complete your work (essays, reading assignments, projects, etc.) on time.
5. Take notes in class and study them at home.
6. Spend time outside of class (at least 3-4 hours a week) working on our coursework.

Course Info

Technology
When using technology in class, I expect you to stay on task. Failure to do so will affect your participation grade. If you prefer taking notes on your computer as opposed to by hand, you are welcome to bring your laptop. You may not use cellphones in class unless you ask for my permission.

Attendance
In order for you to make a good grade, you must attend class. And by “attend” class, I mean actively participating and engaging in the lesson.

Late Work
This is a college class and to be successful, you must turn in your assignments on time. Students have up to three calendar days to turn in late work, and all late work grades start at a 70. Note that this does not mean you are guaranteed a grade of a 70 on the late work, only that you get up to 70% of the assignment’s credit and that students who turn work in on time can get up to 100%.

For example, if an assignment is due on September 1, and a student turns it in on September 4, the highest grade they can make is a 70. So if they score a 90 on the late assignment, their late grade would be calculated like this: 90 (.7) = 63.

If September 4 falls on a Saturday or Sunday, the student must turn in the assignment the following Monday at the beginning of class, and their grade will still start at a 70.
Late work must be turned in by the beginning of class on the third day after the original due date; if the assignment is not turned in by then, the grade for that assignment is a zero.

**Make Up Work**
If a student misses a test or quiz, they must make it up within five days of the original test or quiz day. It is up to the student to remember to communicate their need to make up the test or quiz, and they will be made up during class. If a student spends a class day making up a test or quiz and misses the lecture notes that day, it is up to the students to get notes from a fellow classmate.

Students will not be able to retake a test or quiz if they cheat on the original assignment.
I will not leave substitutes in charge of monitoring make-up quizzes and tests; plan to schedule all make up work with me.

**Cheating:**
On the day of a test or quiz, students must store all phones, iPads, and smart watches in an area designated by the teacher.

If a student consciously cheats (with or without technology) on a test or quiz, they receive a zero. Incidents of cheating will be documented at both the SHS and ASU levels and may result in various consequences, such as a grade of a zero on the assignment, loss of NHS status, and removal from the dual credit class.

**Discipline:**
1st infraction = verbal warning
2nd infraction = parent contact
3rd infraction = discipline referral
*Some actions will necessitate an immediate referral.

**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  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center

**Title IX Statement**  
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:

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

**Student Absence for Observance of Religious Holy Days**  
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 [Student Absence for Observance of Religious Holy Day](#) for more information.

**Incomplete Grade Policy**  
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Student Conduct Policies**  
**Academic Integrity**  
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

**Plagiarism**  
Plagiarism is a serious topic covered in [ASU’s Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).
Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:
Angelo State University Student Handbook
Angelo State University Catalog

Course Organization
(assignments and dates will most likely change due to interruptions in the high school schedule)

Week 1 (1/14-1/18):
Cornell Note-taking Lesson
BBR: Extended Definition (402-411), Leong’s “Being a Chink” (418-421), “Christine Leong on Writing” (423-424), Megan Daum’s “Narcissist -- Give it a Rest” (425-426)
Reading Quiz

Jack London’s “To Build a Fire”
TBAF study questions
Extended Definition Essay: Aristotle’s definition of courageous action and TBAF
Embedding quotes lesson
Draft essay

Week 3 (1/28-2/1)
Peer Review
Revision activities
Final draft of extended definition essay is due.

Week 4 (2/4-2/8)
BBR: Introduction to Argument and Persuasion (439-453)
BBR: McKibben’s “Waste Not, Want Not” (468-474), Jensen’s “Forget Shorter Showers” (475-480), Lundberg’s “Eating Green” (481-488)
Reading Quiz

Week 5 (2/11-2/15)
BBR: Review the Writing Process and MLA Format (27-55)
BBR: Academic Writing and MLA Format (56-88)
Rhetorical Precis over BBR essay in MLA format
Week 6 (2/18-2/22)
Introduction to research: plagiarism, MLA citations
Paraphrase v. direct quote v. summary
ASU Library Research videos and quizzes

Week 7 (2/25-3/1):
Problem-solution research proposals
Annotated Bibliography

Week 8 (3/4-3/8)
Annotated Bibliography due
Problem-solution research outline

Week 9 (3/11-15): Spring Break
TTTC (1-81)

Week 10 (3/18-3/22)
Problem-solution research outline due
Problem-Solution research rough draft

Week 11 (3/25-3/29)
Problem-solution research rough draft due
Peer Review

Week 12 (4/1-4/5):
Peer Review
Problem-Solution research final draft due

Week 13 (4/8-4/12):
Socratic Seminar
Literature Focus: Paradox (“How to Tell a True War Story”)
Literature Focus: The Power of Syntax (“The Sweetheart of Song Tra Bong”)
Argumentative Paragraph

Week 14 (4/15-4/19):
TTTC: Argumentative Paragraph
Peer Review
Writing Focus: Revising for Flow (“The Man I Killed”)
Final Draft
Socratic Seminar

Week 15 (4/22-4/26):
TTTC: Read 129-179, “Style” – “Field Trip”
Writing Focus: Sentence Strips (“Speaking of Courage”)
Writing Focus: Selecting Effective Quotations ("Notes")
Literature Focus: Stream of Consciousness ("In the Field")
Socratic Seminar

Week 16 (4/29-5/3):
TTTC: Read 180-233 ("The Ghost Soldiers"—"The Lives of the Dead")
Writing Focus: "123" Summary
Writing Focus: Incorporating Quotations in Writing
Peer Review
Final Draft

Week 17 (5/6-5/10): Last week of class
Final exam

The final will be on Monday, 5/7, during 2nd period: 9:02-9:54.

Important ASU dates:
Thursday, March 28: Last day to drop or withdraw for the Spring semester. All drop requests need to be submitted to the Dual Credit Office by 5pm.