ENGLISH 1301 – ENGLISH COMPOSITION
Spring 2019
11-11:50 a.m. MWF
A027

“The duty and office of Rhetoric is to apply Reason to Imagination for the better moving of the Will.”
Bacon, The Advancement of Learning

“All you have to do is write one true sentence. Write the truest sentence that you know.”
Ernest Hemingway, A Moveable Feast

“How do I know what I think until I see what I say?”
E.M. Forster

INSTRUCTOR: Chris Ellery    PHONE: 486-6142
OFFICE: A021B    EMAIL: cellery@angelo.edu
OFFICE HOURS: 9-11 MWF, 9:30-11 TR, and 2-3 MTWR

CATALOG DESCRIPTION

Emphasizing the writing process, this course offers substantial practice in the production of effective prose essays as well as the analysis of selected readings. Prerequisites: Successful completion of 1301T and/or TSI Requirements Met

TEXTBOOK AND ONLINE RESOURCES


Here are some online sites you might find helpful in supplementing the textbook

- About.com Grammar and Composition (http://grammar.about.com/).
- The Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/
- The ASU Writing Center: http://www.angelo.edu/dept/writing_center/ (See especially “Resources for Students” and “Grammar and Proofreading” tabs.)

COURSE SUPPLIES

- Class Notebook (for notes and assignments)
- Two Pocket Folder (for submitting essays)
- About 200 printing credits
The 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 that 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. Attached to this syllabus is the rubric used by the Department of English and Modern Languages to assess core outcomes in this class.

### STUDENT LEARNING OUTCOMES

Upon completing the course, you 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;
- 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 effective texts.

PERSONAL CONDUCT AND RESPONSIBILITIES

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

- **Stay focused.** Attend class and be actively involved. Pay attention and participate in discussions. Ask questions when you have them and consult your professor when you have concerns.
- **Be prepared every day.** Critically read all assignments. Conscientiously complete homework and class activities. Keep up with your work. Bring your textbook to class every day.
- **Follow instructions carefully,** especially those on assignment prompts, and prepare assignments according to the guidelines provided.
- **Encourage learning and collaborate** with classmates and support the instructor in the goal of learning.
- **Be courteous.** To avoid distracting others, arrive on time and leave when class is dismissed.
- **Avoid talking in class except when appropriate.** While it is sometimes acceptable and even desirable to question opinions and even facts offered by others (including the teacher), 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 the lesson. If you believe your smartphone or tablet would be helpful to you during class, ask permission to use it.
- **Take good care of your body and mind.** Keep yourself nourished and rested. Following University tobacco-use policy, no tobacco products of any kind, including chew or dip, are to be used in the classroom.

ATTENDANCE AND MAKE UP POLICY

The following attendance policy is consistent with University OP 10.04 (“Academic Regulations Concerning Student Performance”).

- **This is a face-to-face class.** Regular attendance is essential for success in the class. Attendance will be taken daily at the beginning of the period. Students who arrive late or do not answer the roll should see the instructor after class to be sure they are counted present. Students who enter during a quiz will not be given extra time to complete the quiz.
- **Be prepared for class each day.** An absence does not excuse the student from being prepared for the next class. Thus, students who miss class should contact a classmate or the instructor to be sure of the assignment for the next class.
- **All assignments are due when called for.** Being permitted to submit work after the deadline gives students an advantage over those who turn work in on time; thus late
work will be accepted without penalty only in the case of excused absences. The penalty for an unexcused late essay is one-half letter grade for each day late.

- **Students must present credible documentation to receive an excused absence.** Absences are excused for school travel, illness, or personal or family emergency. Contact the instructor as soon as possible (before a school trip or personal travel) to excuse the absence and arrange make-up work.

- **Daily grades for quizzes and other in-class activities cannot be made up.** Two 10-point daily grades will be dropped at the end of the term.

- **E-mailed assignments will be accepted only at the request of the instructor.**

### GRADING

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<thead>
<tr>
<th></th>
<th>Daily Work</th>
<th>20%</th>
<th>Essay 1</th>
<th>10%</th>
<th>Midterm</th>
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<tr>
<td>Essay 2</td>
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<td>Essay 3</td>
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Daily work includes responses to readings, quizzes, exercises, group work, peer responses, essay corrections, and other daily assignments. Students will write four essays. The final exam will be a reflection and self-evaluation by each student of his or her performance during the semester. The grading scale is as follows: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

### SUBMITTING ESSAYS

The following documents should be included in your folder when you submit a final draft to me for evaluation:

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<tr>
<th>Left Pocket</th>
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<tr>
<td>All Prewriting Work (removed from your notebook and stapled together in chronological order)</td>
<td>Final Draft (clean, new copy, stapled together)</td>
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<tr>
<td>Draft 1 (With peer comments)</td>
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<td>Draft 2 (With peer comments)</td>
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<td>Insert additional drafts (if any) in chronological order.</td>
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You will lose points on your assignment if you submit your folder without all of these documents included in the order and manner they are described here.

Additionally, you will also need to submit a Microsoft Word version via Blackboard by 10:00 pm on the same day you submit your folder. Your assignment will not be considered as fully submitted until I have received both your folder in class and your digital copy in Blackboard.
DEPARTMENTAL POLICY ON ACADEMIC HONESTY

“All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the *ASU Bulletin* and in the *ASU Student Handbook*. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course.”

ACCOMMODATING STUDENTS WITH SPECIAL NEEDS

“Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, 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.”

OBSERVANCE OF RELIGIOUS HOLY DAYS

Students who intend to be absent from class to observe a religious “holy day” (as defined in ASUOP 10.19) must inform the instructor in writing prior to the absence and make up any scheduled assignments within an appropriate timeframe as determined by the professor. While the absence will not be penalized, failure to complete the make-up assignment within the specified timeframe will result in penalties consistent with other absences and assignments.

Harold Bloom’s Taxonomy of Critical Thinking (revised)  
(www.cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)
A PLAN FOR THE CLASS

The following is a tentative schedule of readings and major assignments. Additional assignments will be made in class.

*CBGW = The Concise Bedford Guide for Writers*


COMPFUN=Composition Fundamentals

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<thead>
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<th>Week 1</th>
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<tr>
<td>M 1/14</td>
<td>Introduction: Carving the Wood</td>
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<td>W 1/16</td>
<td>Class objectives, policies, and procedures.</td>
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<td>F 1/18</td>
<td>COMPFUN: Diction</td>
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<th>Week 2</th>
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<td>M 1/21</td>
<td>HOLIDAY</td>
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<td>W 1/23</td>
<td>COMPFUN: Sentences and Basic Patterns</td>
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<td>F 1/25</td>
<td>COMPFUN: Phrases and Clauses</td>
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<th>Week 3</th>
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<tr>
<td>M 1/28</td>
<td><em>Guide</em> Ch. 1 (“Writing Processes”)</td>
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<td>W 1/30</td>
<td><em>Guide</em> Ch. 2 (“Reading Processes”)</td>
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<td>F 2/1</td>
<td><em>Guide</em> Ch. 3 (“Critical Thinking Processes”)</td>
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<td>M 2/4</td>
<td><em>Guide</em> Ch. 12 (“Strategies for Generating Ideas”)</td>
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<td><em>Guide</em> Ch. 4, pp. 60-72 (“Recalling an Experience”)</td>
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<td>COMPFUN: Sentence Fragments (QEG A1)</td>
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<td>W 2/6</td>
<td><em>Guide</em> Ch. 13 (“Strategies for Stating a Thesis and Planning”)</td>
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<td><em>Guide</em> Ch 4, pp. 72-73</td>
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<td>COMPFUN: Comma Splices and Fused Sentences (QEG A2)</td>
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<td>F 2/8</td>
<td><em>Guide</em> Ch. 14 (“Strategies for Drafting”)</td>
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<td>COMPFUN: Paragraphs</td>
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<th>Week 5</th>
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<td>M 2/11</td>
<td><strong>Essay 1, Draft 1 due</strong></td>
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<td><em>Guide</em> Ch. 4, pp. 74-76</td>
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<td>Peer Review</td>
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<td>W 2/13</td>
<td>COMPFUN: Verbs and Verb Errors (QEG A3 and A4)</td>
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<td>COMPFUN: Pronouns (QEG A5 and A6)</td>
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<td>F 2/15</td>
<td><strong>Essay 1, Draft 2 due</strong></td>
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<td><em>Guide</em> Ch. 15 (“Strategies for Revising and Editing”)</td>
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<td>Peer Review</td>
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Week 6
M 2/18  Essay 1 due: Recalling an Experience
COMPFUN: Restrictive and Non-restrictive Modifiers (QEG C1 #4)
W 2/20  Guide Ch. 5, pp. 80-93 (“Observing a Scene”)
COMPFUN: Active and Passive Voice
F 2/22  ASU Writers Conference in Honor of Elmer Kelton

Week 7
M 2/25  Essay 2, Draft 1 due
Guide Ch. 5, pp. 94-96
Peer Review
W 2/27  COMPFUN: Parallelism and Emphasis (QEG B2)
F 3/1  Essay 2, Draft 2 due
Peer Review

Week 8
M 3/4  Essay 2 due: Observing a Scene
W 3/6  Review
F 3/8  Midterm Exam

Spring Break – March 11-14

Week 9
M 3/18  Guide Ch. 6, pp. 99-107 (“Comparing and Contrasting”)
W 3/20  Guide Ch. 6, pp. 107-114
F 3/22  Essay 3, Draft 1 due
Guide Ch. 6, pp. 114-116
Peer Review

Week 10
M 3/25  Essay 3, Draft 2 due
Peer Review
W 3/27  Editing Workshop
F 3/29  Essay 2 due: Comparing and Contrasting

Week 11
M 4/1  Class Debate
W 4/3  TBA
F 4/5  TBA

Week 12
M 4/8    Guide Ch. 7, pp. 119-140 ("Taking a Stand")
W 4/10   Workshop
F 4/12   Essay 4, Draft 1 due
         Guide Ch. 7, pp. 140-144

**Week 13**
M 4/15  Revising Workshop
W 4/17  Essay 4, Draft 2 due
         Editing Workshop
F 4/19  Essay 4 due: Taking a Stand

**Week 14**
M 4/22  Guide Ch. 8, pp. 148-157 ("Evaluating and Reviewing")
W 4/24  Guide Ch. 8, pp. 157-160
F 4/26  TBA

**Week 15**
M 4/29  Guide Ch. 8, pp. 160-162 Review
W 5/1   Review
F 5/3   Review

**Finals Week**
W 5/8   10:30-12:30