Core Objectives, Student Learning Outcomes, and General Learning Activities

Critical Thinking: Students employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis. Students comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication: Students consider audience, context, purpose, conventions, and circumstances relevant to written communication and use relevant and appropriate content for the specific rhetorical situation to express their position(s) effectively in writing.

Teamwork: Students work individually and collectively toward a shared purpose or goal with the members of a team to create drafts and evaluate their peers' drafts.

Personal Responsibility: Students identify their own core beliefs and the sources of those beliefs to connect their choices and actions to decision-making as well as recognize and evaluate possible consequences of their decisions.

General Learning Activities: Students employ a variety of rhetorical strategies to write for multiple audiences. Students engage in various processes and activities to generate ideas and plan, write, revise, and edit their writing with an identified audience in mind. Students complete writing that requires them to synthesize multiple viewpoints in the context of a sustained argument with a clear and defendable thesis. Students learn effective techniques for responding to peers' works in progress and for incorporating peers' advice about their own writing. Students reflect (either in writing or via class discussion) on how their core beliefs and the sources of those beliefs connect to the rhetorical strategies they employ in their writing and evaluate how those strategies might influence or impact an audience. By enrolling in this course, students have agreed to share their texts for the purposes and contexts outlined in the syllabus.

Academic Honesty: All students suspected of plagiarism will be reported to the Office of Student Services which maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/. Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and presents them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result. Plagiarism can include any of the following: Failing to quote material taken from another source; failing to cite material taken from another source; submitting writing that was written by another person or for another class; submitting writing that was substantially edited by another person. If an instructor thinks a student may have plagiarized, he or she will follow these steps: Meet privately with the student to discuss the assignment in question and the evidence of plagiarism; identify the appropriate consequence; file a report with the Office of Student Services. The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following: Adequately redo or revise the assignment in question; fail the assignment in question; fail the class; or be subject to more severe sanctions imposed by the Dean of Students.

Special Accommodations: If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Class Cancellation: The instructor will notify students via Blackboard if class is unexpectedly cancelled.

Religious Holidays: 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 what the instructor deems a reasonable time after the absence.
INSTRUCTOR-SPECIFIC POLICIES AND REQUIREMENTS

Attendance/Tardiness Policy: YOUR SIX ABSENCES ARE FOR ILLNESSES AND EMERGENCIES. THERE ARE NO EXCUSED ABSENCES. STUDENTS ABSENT MORE THAN SIX MWF CLASSES HAVE NOT FULLFILLED THE ATTENDANCE REQUIREMENT AND WILL NOT PASS THE COURSE. DEPARTMENT POLICY REQUIRES DOORS TO BE LOCKED WHEN CLASS BEGINS. Be in your seat and remain in the classroom. THREE LATE ARRIVALS is an ABSENCE. Arriving more than TEN MINUTES LATE is an ABSENCE. ASU students and instructors are bound by the terms of the Code of Student Conduct which is published in the Student Handbook at https://www.angelo.edu/student-handbook/.

Appropriate Behavior: RESPECT YOURSELF, YOUR CLASSMATES, and YOUR INSTRUCTOR. DEPARTMENT POLICY DOES NOT ALLOW FOOD OR DRINKS. Prepare yourself for success: Get enough rest, eat breakfast and lunch, use the restroom, complete all homework, print any necessary documents, bring materials, etc. If using electronic devices except for assigned in-class work, talking, sleeping, doing work for other classes, leaving the classroom, etc., you can be asked to leave, penalized with an ABSENCE, and reported to appropriate authorities.

Late Work and Grade Challenges: I accept work ONLY DURING CLASS NOT VIA EMAIL, IN MY OFFICE, OR IN MY DEPARTMENT MAILBOX. If you are absent your work is DUE the day you return. If your WORK IS LATE FOR ANY REASON (including computer and printing problems) I will accept it ONE CLASS MEETING DAY after it is due with NO PENALTY. After that I will NOT ACCEPT IT unless you negotiate arrangements with me. STATE EXPLANATION OF LATE WORK AT THE ASSIGNMENT TOP. Discuss any questions about your grades with me when your work is returned. If you disagree with your final grade, you will need to produce all of your work.

Required Electronic Resources: You need access to Blackboard https://blackboard.angelo.edu (log in with your Ramport ID and password); your ASU email; the Internet; a good dictionary, thesaurus, and writing resources such as the Purdue Online Writing Lab (OWL) and EasyBib.com.; RELIABLE electronic typing, back-up (a storage device), and printing. For technical problems contact free technical support one: Phone: 325-942-2911; email: servicecenter@angelo.edu; web: http://www.angelo.edu/services/technology/; Library Tech Help Desk.

Other Required Materials: DETAILED DAILY PLANNER FOR CLASSES, WORK, and PERSONAL/FAMILY LIFE. PAPER POCKET FOLDER for syllabus, handouts, homework, drafts, etc. Pen, white out, highlighter, and stapler for writing, reading, in-class writing, and editing.

The Writing Center is an academic support service available to all ASU students located on the third floor of the Porter Henderson Library, Room C305, https://www.angelo.edu/dept/writing_center/. Peer tutors help experienced and inexperienced writers with all steps of the writing process by reviewing writing assignments to provide suggestions about organization, paragraph development, grammar, documentation, etc.; however, tutors cannot edit papers. TAKE YOUR SYLLABUS. SHOW THE TUTORS THE ASSIGNMENT. Visit the tutors frequently.

THE WRITING PROCESS

Reading Models NOT MODULES! 100 words each point/300 words total: The readings are MODELS in FORM and/ or CONTENT. Label each point and answer concisely with specific examples. Works Cited not required. Using reading models as sources in project papers is optional not required.

I. CONTEXT: Before reading, research the text and the author’s biography. What is the social or cultural background of the author: time period/race/class/education/occupation/expertise/interests, etc.? How does the author’s life relate to the COMPLETE text and help you understand it? Summarize both.

II. FORM and STYLE: How does it open? How does it get your attention? How is the body organized? Is it chronological: cause and effect or process analysis? Is it logical: comparison/contrast or argument (problem, cause, effect, solution)? Does the conclusion ask a question, propose a solution, state the present situation, state what the author learned, and/or look to the future? What do you notice about the vocabulary and/or rhetorical style?

III. CONTENT: What did you know about the topic, what did you learn, and what more would you like to learn? Cite three details, facts, quotes, or paraphrases/summaries of specific passages. How are these important to the piece and you? Most important discuss a topic idea for your own paper that the model inspires.

Prewritings 300 words: The prewriting assignments are related to the specific essay. Detailed instructions are provided in the daily schedule.

Brainstorming/Outlining 1 page brainstorm/1 page outline handwritten or typed GRADED IN CONFERENCE ONLY: Using whatever format is helpful for you, brainstorm for one page of ideas for your paper. On a SEPARATE SHEET NOT THE BACK! outline your ideas into a pattern appropriate for the assignment: cause and effect, process analysis, comparison/contrast, or argument (problem, cause, effect, solution).

Mandatory Conferences: AT A LIBRARY BASEMENT TABLE I will hold MANDATORY conferences with every student on every writing project to assist with understanding the assignment, brainstorming and outlining (GRADED IN CONFERENCE ONLY), and revising your draft (optional). Like class, if you are late or miss your conference it is an ABSENCE and cannot be rescheduled. Let me know you have arrived. I will not be accessible by email or phone.

Drafts #1/#2 Editing and Revision: Your COMPLETE draft #1 and SIGNIFICANTLY REVISED draft #2 must receive SIGNED SIGNIFICANT comments from YOURSELF and THREE readers including Writing Center tutors on your topic, introduction, organization, development, conclusion, and, if required, MLA 8 in-text citations and Works Cited. USE GRADING AND PEER EDITING GUIDELINES pp. 3/11 syllabus. YOU are responsible for the QUALITY and QUANTITY of the comments and revisions. You can’t get help on what you haven’t written!
Project Reflection 100 words: REFLECT ON THE ENTIRE WRITING PROJECT: readings, prewritings, brainstorming/outlining, conferences, drafting, editing, and revising. How can you apply what you have learned to your other academic work, personal challenges, and career success? Other satisfying your instructor and required commenters, whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices did you make and what conventions did you use (form/style/content) to reach your audience and fulfill your purpose?

Course Components and Grading Breakdown:
60 points for 3 reading models (300 words/20 points each)
60 points for 3 prewritings (300 words/20 points each)
20 points for brainstorming/outlining (1 page each handwritten or typed)
50 points for complete significantly marked draft #1
50 points for significantly revised and marked final draft #2
10 points for project reflection (100 words)
250 points for each writing project x 4 writing projects
1000 points total

Grade Scale: (all grades are based on this scale)
97-100 A  87-89 B+  77-79 C+  67-69 D+  59 and below F
93-96 A  83-86 B  73-76 C  63-76 D
90-92 A-  80-82 B-  70-72 C-  60-62 D-

Essay Grading Criteria: (also used for self and peer editing)
A The content is excellent with an original and important controlling idea fully developed with concrete and vivid detail. The organization is in necessary steps that reveal a sense of symmetry and emphasis; the paragraphs are unified and coherent; the transitions reveal the progress of the argument. The expression in your sentences is varied and forceful; the diction is fresh, precise, and idiomatic; the tone complements the subject, distinguishes the writer, and defines the audience. The mechanics and usage including format, spelling, and punctuation are in accord with current standards.
B The content is good with a worthwhile controlling idea that is developed with consistently pertinent detail. The organization is in necessary steps; the paragraphs are unified and coherent; the transitions aid the reader. The expression in your sentences is correct and varied; the diction is clear and idiomatic; the tone fits the subject, persona, and audience. There are few deviations in mechanics and usage including format, spelling, and punctuation.
C The content is acceptable with a controlling idea that is apparent and supported with some detail. The organization is apparent; paragraphs are unified and for the most part coherent; the transitions are functional. The expression in your sentences is correct but ordinary; the diction is generally correct and idiomatic; the tone is acceptable for the subject. There are a limited number of deviations in mechanics and usage including format, spelling, and punctuation.
D The content is unsatisfactory with a controlling idea that is too general, vague, or confused and is insufficiently supported with specific details. The organization is inappropriate; the paragraphs are jumbled or underdeveloped; the transitions are unclear, mechanical, or tedious. The expression in your sentences is lacking necessary subordination, tediously patterned, or immature; the diction is vague or unidiomatic; the tone is inconsistent. In mechanics and usage there are some fragments, comma splices, agreement, or other serious errors and/or frequent deviations from standard format, punctuation, or spelling.
E The content fails to meet the assignment. There is no discernible controlling idea, and the details are random. The organization is indiscernible; paragraphing is lacking or wholly arbitrary; transitions are lacking. The expression in your sentences is frequently incoherent; the diction is non-standard; the tone is indiscernible or inappropriate. There are serious problems in mechanics and usage with fragments, comma splices, agreement and reference errors, or other errors in format, punctuation, and spelling.

MLA 8 FORMATTING GUIDELINES
GOOGLE the Purdue Online Writing Lab (OWL), a standard writing resource. GOOGLE also "MLA 8 Sample Research Paper" and "MLA 8 Format for ---" for detailed citation models. Write your own citations. Do not use a citation generator or recommended citations without checking for correctness.

MLA 8 Paper Format:
IN HEADER your last name page number: Smith 1

Your Complete Name 
ON FIRST LINE NOT IN HEADER: project #/assignment title #/your actual word count

Dr. Katherine Toy Miller

English 1301 Your Class Time and Section

00 Month 2019

Center Your Title (not the assignment title #)
Use regular text not boldface, italics, underline, all caps, quotes, etc.
Indent 1/2 inch to start text. Left justify. Double space. No single space. No extra space. One inch margins all around. Print double-sided if possible. Use standard white paper, black ink, and 12 point Times New Roman or Ariel. STAPLE each paper individually.

MLA 8 Style Format:
There is no rule against using first person “I.” “I” is necessary in first-person narratives. There is no rule against using contractions: Contractions are a stylistic choice for an informal tone. Commas and periods ALWAYS go INSIDE quotation marks:
“I am here,” he said, “and I’m not going there.”
“‘I am here,’ he said, ‘and I’m not going there’” (Jones). The sentence does not end until after the parenthesis. Numbers expressed in one or two words are written in words (one thousand).
Numbers of more than two words are written in numerals (1,234).
Numerals and signs for percents and dollars (12%, $5,000) or words (twelve percent, five thousand dollars).
Titles of SMALL works contained in larger works--articles, stories, songs, etc.--are in quotation marks: “The Raven.” Titles of LARGE works--websites, books, journals, etc.--are in italics--avoid underline which means “set in italics.” See BLACKBOARD pdf “Punctuating Titles.” No boldface.

MLA 8 Works Cited Format:
Double space--no single spacing, no extra spacing anywhere. Alphabetical order by author's last name if available or, if no author, title of specific text used. First line against the margin to show alphabetic order. ALL lines after the first line are indented to show alphabetic order. GOOGLE “HANGING INDENT” for computer formatting--see YouTube.

CONTAINER 1--cite all information available from your source in this order:
(1) Author if available--last, first name END WITH PERIOD.
Two authors--last, first name and first last name. More than two authors--first author only followed by et al (and others). Could also be translator, editor, or pseudonym such as username or social media handle.
(2) Title of Specific Source--must have--END WITH PERIOD.
Could be title of article, web page, audio, visual, etc. If no title, give a description such as subject line of email or full tweet. Ignore but retain “A,” “An,” and “The” in alphabetical order. Write out numbers as words: Nineteen Eighty-Four.
(3) Title of Container that holds the source END WITH COMMA,
Website that holds articles or web pages; book that holds chapters, stories, etc.; newspaper or magazine that holds articles, etc.; television series that holds episodes.
(4) Other Contributors END WITH COMMA,
Optional--depends on relevance to your use. Could be editor, translator, introduction author, film director, performer, screenwriter, webmaster, illustrator, etc.
(5) Version END WITH COMMA,
Could be numbered version, edited version, named version, Kindle, ebook, director's cut, etc.
(6) Number END WITH COMMA,
Could be volume (vol.), number (no.), issue, episode, etc.
(7) Publisher END WITH COMMA,
Producer of the website if different name from website; government agency that publishes documents; TV, film, music distributor; book publisher. See copyright notice.
(8) Publication date END WITH COMMA,
Most meaningful/relevant date of version you consult. Could be post date, upload date, copyright date, etc. Access date--DAY MONTH YEAR--NO COMMA--BE CONSISTENT--if only date available or if relevant.
(9) Location END WITH COMMA IF CONTINUING OR PERIOD IF FINISHED.
URL NO http:// or https:// or hyperlink, permalink, Digital Object Identifier, physical location of material objects. Page numbers for books and magazine articles (p. for single page/pp. for more ). OPTIONAL Access date--DAY MONTH YEAR WITH NO COMMAS.

CONTAINER 2--continue with information available about your source in this order:
(3) Title of Container that holds the source END WITH COMMA,
A container that holds other containers such as JSTOR, EBSCOhost, ERIC, ProQuest, Netflix, Spotify, etc.
(4) Other Contributors END WITH COMMA,
(5) Version END WITH COMMA,
(6) Number END WITH COMMA,
(7) Publisher END WITH COMMA,
(8) Publication date END WITH COMMA,
(9) Location END WITH PERIOD.
URL NO http:// or https:// or hyperlink, permalink, Digital Object Identifier, physical location of material objects. Page numbers for books and magazine articles (p. for single page/pp. for more ). OPTIONAL Access date--DAY MONTH YEAR WITH NO COMMAS.
**INTRODUCTION TO COLLEGE ISSUES**

Monday, August 26
Receive syllabus. Discuss the syllabus and first assignment in small groups.

**WRITING PROJECT #1 Exploring the causes and effects of powerful words individual paper #1 1,200 words:**
Order chronologically by your age one or more examples of (1) powerful words in your life whether they were written or spoken, positive or negative, who expressed them and to whom, and when and where they were expressed: what causes brought about the powerful words and made them powerful; and what effects the powerful words had OR words not said using this format. (2) Conclude with present time/future/lessons learned. (3) Introduce with a short unifying theme. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #1/Final Drafts Blackboard.

Wednesday, August 28 (Thursday, August 29, last add)
READING MODEL #1 DUE: GOOGLE “Superman and Me” pdf complete essay and Sherman Alexie. SIGN UP FOR CONFERENCES.

Friday, August 30
PREWRITING #1 DUE: Write about the power of YOUR words on OTHERS and/or YOURSELF--the things you did or did not say, spoken or written, positive or negative. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, September 4
READING MODEL #2 DUE: GOOGLE “Salvation” annotated pdf and Wikipedia for Langston Hughes. Read the introduction, childhood, and father sections. CONFIRM CONFERENCE SIGN-UP SCHEDULE.
Thursday, September 5  CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1 1,200 words.

Friday, September 6
PREWRITING #2 DUE: Write about the power of the words of OTHERS on YOU--the things they did or did not say, spoken or written, positive or negative.

Monday, September 9
READING MODEL #3 DUE: GOOGLE “Letter from a Birmingham Jail” genius.com version--click on text for annotations; Jim Crow Laws; and Martin Luther King Jr. POWER OF THE WORD IMAGES/NARRATIVES 3-4 MINUTE PRESENTATIONS.

Tuesday, September 10  CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1 1,200 words.

Wednesday, September 11 (Census day)
PREWRITING # 3 DUE: Write about the power of words IN PUBLIC LIFE such as the Bible or other literature, famous quotes, inspirational speakers/videos, song lyrics, or unfair or inappropriate rules or laws: (1) the things they did or did not say, spoken or written, positive or negative; (2) what CAUSES brought about the powerful words; and (3) what EFFECTS the powerful words had on you or others. Works Cited not required. POWER OF THE WORD IMAGES/NARRATIVES 3-4 MINUTE PRESENTATIONS.

Thursday, September 12 (“W” starts)  CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1 1,200 words.

Friday, September 13 NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1 1,200 words.

Monday, September 16 NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #1 11,200 words.

Wednesday, September 18
INDIVIDUAL PAPER #1 COMPLETE DRAFT #1 1,200 words DUE for REQUIRED SELF EDITING and PEER EDITING in class. Discuss project reflection.

Friday, September 20
INDIVIDUAL PAPER #1 (1) COMPLETE SIGNIFICANTLY MARKED DRAFT #1 1,200 words, (2) SIGNIFICANTLY REVISED and MARKED DRAFT #2 1,200 words, (3) PROJECT REFLECTION 100 words DUE. Do REQUIRED SELF EDITING and PEER EDITING in class. Discuss Writing Project #2.

WRITING PROJECT #2 Exploring process analysis through detailed observations of a group activity draft #1/300 words each member chronologically ordered for group draft #2 paper #2: Write detailed observations of your group members engaged in an activity such as eating a meal, watching a movie, playing a game, etc., as if recorded by a moving camera. Include BACKGROUND INTERVIEWS, DIALOGUE, DESCRIPTIONS, and NARRATION/ACTION. Use the objective THIRD PERSON point of view. DO NOT USE “I” IN A GROUP PAPER: “I noticed Susie.” It is “John noticed Susie.” Choose PAST or PRESENT TENSE--be consistent. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #2/Final Drafts Blackboard.

(1) Plan the time and place for a group ACTIVITY. (2) In CHRONOLOGICAL order assign each member a BODY SECTION. For draft #1/300 words each member DESCRIBES the setting if not in the introduction; NARRATES each person’s behavior including gestures, HOW and WHY each person acted as the person did, and HOW the space arrangement affected the action; include habits of speech, DIALOGUE, and BACKGROUND INTERVIEWS. (3) For the INTRODUCTION of group draft #2 each member writes a biographical statement with complete name, a self description including physical characteristics and activity attire, and background connection to activity. (4) For the CONCLUSION of group draft #2 each member writes a reflection on what he/she has learned about him/herself, the other members, and organizing a group project. (5) Create an OUTLINE in GOOGLE DOCS to paste and edit (a) a group INTRODUCTION of the activity and why you chose it, the biographical statements of group members, and a DESCRIPTION of the setting if not included in body sections (b) BODY SECTIONS draft #1/300 words each member in CHRONOLOGICAL order, (c) CONCLUSION reflections from each member, and (d) Works Cited interview citations for group members alphabetical by last name. (e) Delete outline and correct the completed paper for unity in content, style, verb tense, and third person.
Monday, September 23
READING MODEL #1 DUE: GOOGLE “Shooting an Elephant” pdf jfs.monroe.k12.al.us, Wikipedia analysis of essay, and Wikipedia for George Orwell early years and Burma.

Wednesday, September 25
PREWRITING #1 DUE: DESCRIIBE an activity you do (eating, studying, exercising, working, etc.) using BACKGROUND INFORMATION, DIALOGUE, DESCRIPTIONS of people and places, AND NARRATION/ACTION. Analyze why you and others if included behave as you do and HOW the space arrangement affects the action. INTERVIEW one or more persons involved or who know you well about your behavior. Do not include interview questions--only the answers. Include in text complete name(s) of person(s) interviewed and Works Cited interview citation(s) alphabetical by last name. SIGN UP FOR CONFERENCES.

Friday, September 27
READING MODEL #2 DUE: “True Worker” by Erik Epple (Writing Project #2 Blackboard). Author biography: Student Erik Epple did this observation of his co-worker at the Kroger grocery store for his freshman composition class at Bowling Green State University. CONFIRM CONFERENCE SIGN-UP SCHEDULE. BRING LAPTOPS. ORGANIZE GROUPS and PLAN GROUP DRAFT #2.

Monday, September 30
PREWRITING #2 DUE: OBSERVE an interesting aspect of a person you know--a skill or general behavior. Do a BACKGROUND INTERVIEW and state complete name, education/career, and current living situation (home, dorm, etc.) and describe the setting (cafeteria, dorm, athletic field, etc.) and what the person looks like, his/her clothing, gestures, and habits of speech. ANALYZE the person's behavior: HOW and WHY the person acts as the person does and HOW the space arrangement affects the action. Include NARRATION/ACTION so we have a chronological story, DIALOGUE, and another BACKGROUND INTERVIEW of one or more persons who know the person you observe. Do not include interview questions--only the answers. What was your original impression of the person? How has it changed? Include in text complete names of persons interviewed and Works Cited interview citations alphabetical by last name. CONFIRM CONFERENCE SIGN-UP SCHEDULE. BRING LAPTOPS. WORK ON GROUP DRAFT #2.

Tuesday, October 1
CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words each member/chronological order for group draft #2.

Wednesday, October 2
READING MODEL #3 DUE: GOOGLE Wikipedia on pilot Chuck Yeager and “Crash of NF-104A check-six.com.” Click on left column and read “Yeager & the NF-104” interview on Chuck Yeager’s flight crash. GOOGLE Wikipedia on Tom Wolfe and his New Journalism nonfiction book The Right Stuff. Read his account of Yeager’s flight in The Right Stuff (Writing Project #2 Blackboard). Compare Yeager’s version to Wolfe’s version of Yeager’s crash in context, form/style, and content. BRING LAPTOPS. WORK ON GROUP DRAFT #2.

Thursday, October 3
CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words each member/chronological order for group draft #2.

Friday, October 4
PREWRITING #3 DUE: OBSERVE one person (or more) you do not know or a how-to video. DESCRIBE the setting and what the person looks like, his/her clothing, gestures, and habits of speech. ANALYZE the person’s behavior: HOW and WHY the person acts as the person does and HOW the space arrangement affects the action. Include NARRATION/ACTION so we have a chronological story and DIALOGUE. What was your original impression of the person? How has it changed? GROUP OBSERVATION 6-7 MINUTE PRESENTATIONS: State your activity, why you chose it, and when and where you will meet. Each person discuss his/her section and background connection to the activity in chronological order.

Monday, October 7
NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words each member/chronological order for group draft #2.

Tuesday, October 8
CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words each member/chronological order for group draft #2.

Wednesday, October 9
NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words each member/chronological order for group draft #2.

Friday, October 11
INDIVIDUAL DRAFT #1/300 words each member/chronological order DUE for REQUIRED SELF EDITING and PEER EDITING in class. BRING LAPTOPS. OUTLINE and ASSEMBLE GROUP DRAFT #2. Correct for unity in content, style, verb tense, and third person. Discuss INDIVIDUAL project reflections.
Monday, October 14
GROUP PAPER #2 (1) COMPLETE SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1/300 words each member/chronological order, (2) SIGNIFICANTLY MARKED COMPLETE DRAFT #2 corrected for unity in content, style, verb tense, and third person, (3) INDIVIDUAL PROJECT REFLECTIONS 100 words DUE. Do REQUIRED SELF EDITING and PEER EDITING in class. Discuss Writing Project #3.

WRITING PROJECT #3 Exploring comparison and contrast by examining lifestyles, career preparation, and careers individual paper #3 1,200 words: Use prewritings #1, #2, and #3 to examine TWO or more lifestyles, career preparations, careers, and/or career paths of experts in the field(s) you are interested in. (1) Introduction: A personal narrative connecting your life/lifestyle to your career preparation/career. (2) Body: A comparison/contrast of your career preparation/career criteria and research organized point-by-point (one topic compared to another then the next topic) or block-by-block (covering many points for one area then the same points for the second area) OR the career paths of experts in the field(s) you are interested in. (3) Conclusion: Look to your future and next steps. (4) Cite at least TWO sources for each topic FOUR TOTAL in all drafts. Multiple entries from a college catalog or the Occupational Outlook Handbook online etc. are considered different sources. INTERVIEW one or more persons for advice on your career. Do not include interview questions--only the answers. Include in text complete name(s) of person(s) interviewed and Works Cited interview citation(s) alphabetical by last name. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #3 Blackboard.

Wednesday, October 16
READING MODEL #1 DUE: GOOGLE “Diogenes and Alexander” by Gilbert Higuet LINGPARC translation and optional Lesson Ten PowerPoint. GOOGLE Wikipedia for Gilbert Higuet and read “Biography” and “Thought.” Diogenes was a Cynic philosopher NOT “CYNICAL”: “For the Cynics, the purpose of life is to live in virtue, in agreement with nature. As reasoning creatures, people can gain happiness by rigorous training and by living in a way which is natural for themselves, rejecting all conventional desires for wealth, power, sex, and fame. Instead, they were to lead a simple life free from all possessions” from Wikipedia.

Friday, October 18
PREWRITING #1 DUE: In a narrative describe your life/lifestyle, primary values, and how these affect your goals, conflicts, and concerns about your future lifestyle, career preparation, and career choices. What more would you like to know? INTERVIEW a counselor, teacher, student, or other expert for advice. Do not include interview questions--only the answers. Include in text complete name(s) of person(s) interviewed and Works Cited interview citation(s) alphabetical by last name. SIGN UP FOR CONFERENCES.

Monday, October 21
READING MODEL #2 DUE: GOOGLE [DOC] “Serving in Florida” by Barbara Ehrenreich swcta.net/bailin/files/2015/02/Serving-in-Florida-1.doc., the Wikipedia article on Nickel and Dimed, the nonfiction book about Ehrenreich’s social experiment “Serving in Florida” is from, and Barbara Ehrenreich. You can research “Living Wage.” CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, October 23
PREWRITING #2 DUE: Use the ASU or other COLLEGE CATALOG to look up information about MAJORS and/or MINORS. Compare and contrast between possible career training, undergraduate or graduate work, majors, or fields within majors such as different engineering fields. What are the required courses in and outside of the field, are you interested in them, and are you prepared to do well in them? What other criteria are important to you such as difficulty, time, cost, location, admittance rates, etc.? State what you have learned and what more you would like to learn. Include TWO sources, MLA in-text citations, and Works Cited. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, October 24 CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY. HOMEWORK: Write draft #1 individual paper #3 1,200 words.

Friday, October 25
READING MODEL #3 DUE: GOOGLE “Text of Steve Jobs’ Commencement address (2005) - Stanford News,” which is also on video, and Steve Jobs. CAREER 3-4 MINUTE PRESENTATIONS: State your life/lifestyle background, your career interests, 3 positive factors, 3 concerns, 3 things you would like to know.

Monday, October 28
PREWRITING #3 DUE: Use the Occupational Outlook Handbook online or other sources to research two CAREERS you are considering. These could be completely different fields or one field such as preschool vs. K-12 teaching or different nursing fields OR research the career paths of experts in the field(s) you are interested in. Include TWO sources, MLA in-text citations, and Works Cited. CONSIDER THE FOLLOWING:
GETTING THE JOB
• Describe the process of being trained to do well in this career. Include education and experiences such as professional contacts and organizations, internships, previous job experience, and specialized vocabulary.
• Research the availability and location of jobs, the lifestyle, salary, benefits, and typical hours worked. Does this raise any lifestyle, moral, environmental, or safety concerns for you?
HAVING THE JOB
• Describe the work environment, the range of duties, and a typical day. What specialized vocabulary is used?

KEEPING THE JOB
• What are the percentages and causes of the burn-out and/or satisfaction rates?
• What are the opportunities and challenges for advancement? What additional training might be needed to keep the job or advance? What would your career path look like?

CAREER 3-4 MINUTE PRESENTATIONS: State your life/lifestyle background, your career interests, 3 positive factors, 3 concerns, 3 things you would like to know.

Tuesday, October 29
CONFERENCE -- LIBRARY BASEMENT TABLE -- ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3 1,200 words.

Wednesday, October 30
NO CLASS -- CONFERENCES -- LIBRARY BASEMENT TABLE -- ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3 1,200 words.

Thursday, October 31 (last “W”)
CONFERENCE -- LIBRARY BASEMENT TABLE -- ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3 1,200 words.

Friday, November 1
NO CLASS -- CONFERENCES -- LIBRARY BASEMENT TABLE -- ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write draft #1 individual paper #3 1,200 words.

Monday, November 4
INDIVIDUAL PAPER #3 COMPLETE DRAFT #1 1,200 words DUE for REQUIRED SELF EDITING and PEER EDITING in class. Discuss project reflection.

Wednesday, November 6
INDIVIDUAL PAPER #3 (1) COMPLETE SIGNIFICANTLY MARKED DRAFT #1 1,200 words, (2) SIGNIFICANTLY REVISED and MARKED DRAFT #2 1,200 words, (3) PROJECT REFLECTION 100 words DUE. Do REQUIRED SELF EDITING and PEER EDITING in class. Discuss Writing Project #4.

Writing Project #4 Exploring argument (problem, cause, effect, solution) and research on college student issues draft #1/300 words each member logically ordered for group draft #2 paper #4: Each group will write an argumentative research paper about issues affecting college students. (1) Plan each member’s SECTION of the paper describing a problem, cause, effect, and solution. (2) Each group member will SURVEY the class on THREE or more questions, cite survey in text and on Works Cited, and cite TWO or more research sources (can include class readings) in text and on Works Cited. (3) As a group create an OUTLINE in GOOGLE DOCS then (a) paste 300 word sections in logical order, (b) write a unifying introduction (stating the topic and getting the reader’s attention), transitions (logical connections), conclusion (ask a question, propose a solution, state the present situation, state what the authors learned, and/or look to the future), and an alphabetically ordered Works Cited for ALL sources. Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view. DO NOT USE “I” IN A GROUP PAPER: Not “I surveyed the class” but “Susie Smith surveyed the class.” Delete outline and correct the completed paper for unity in content, style, verb tense, and third person. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #4 Blackboard.

Friday, November 8
READING MODEL DUE #1: GOOGLE “Guilt Is One of the Biggest Struggles First-Generation College Students Face” in The Washington Post and Linda Banks-Santilli at the Wheelock College of Education and Human Development of Boston University website. The form is argument (problem, cause, effect, solution).

Monday, November 11
PREWRITING #1 DUE: Whether you are a first-generation college student or not, discuss what obstacles and what assistance you and/or others have or haven’t faced or received on your college path related to your financial, academic, psychological, and professional challenges. BRING LAPTOPS. ORGANIZE GROUPS and PLAN GROUP DRAFT #2.

Wednesday, November 13
READING MODEL #2 DUE: “Why Goal Setting Doesn’t Work” by Ray Williams, “The Hidden Evils of Goals” and “The Power of Intention” by Jill Jepson, AND additional explanations of goals and intentions. Author biographies included. (Writing Project #4 Blackboard). The form is argument (problem, cause, effect, solution). BRING LAPTOPS. WORK ON GROUP DRAFT #2. SIGN UP FOR CONFERENCES.
Friday, November 15
PREWRITING #2 DUE: What have you been told about goal setting? What have your experiences been with goal setting? How have procrastination, distractions (multitasking, cell phone, social media, etc.), poor time organization, and excessive obligations affected your ability to achieve goals? How are intentions different from and perhaps more successful than goals? BRING LAPTOPS. WORK ON GROUP DRAFT #2. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, November 18 LIBRARY INFORMATION LITERACY CORNER: BRING/CHECK OUT LAPTOPS.
READING MODEL #3 DUE: GOOGLE "The C Word in the Hallways" pdf-Newsweek and Anna Quindlen “known as a critic of what she perceives to be the fast-paced and increasingly materialistic nature of modern American life” from Wikipedia. The form is argument (problem, effect, cause, solution). CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Tuesday, November 19 CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words/2 research sources/1 survey/MLA in-text citations and Works Cited.

Wednesday, November 20
PREWRITING #3 DUE: What college student issues are important to you? What are your beliefs/expectations about them? What are controversies/conflicts/contradictions/ambiguities related to these issues? Think of discussions in the media, by your teachers, family members, and friends; and of your own academic, work, and/or life experiences. What more do you want to know about these issues? Where could you obtain more information including online and print sources, other forms of media such as television and internet, and interviews? What questions will you ask in your survey? DO INDIVIDUAL SURVEYS of THREE or more questions from each group member.

Thursday, November 21 CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words/2 research sources/1 survey/MLA in-text citations and Works Cited for group draft #2.

Friday, November 22
DO INDIVIDUAL SURVEYS of THREE or more questions from each group member.

Monday, November 25 NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words/2 research sources/1 survey/MLA in-text citations and Works Cited for group draft #2.

Tuesday, November 26 CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words/2 research sources/1 survey/MLA in-text citations and Works Cited for group draft #2.

Monday, December 2 NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE--ANNOUNCE YOURSELF
BRAINSTORM/OUTLINE DUE: Discuss, complete, and grade in conference ONLY.
HOMEWORK: Write individual draft #1/300 words/2 research sources/1 survey/MLA in-text citations and Works Cited for group draft #2.

Wednesday, December 4
INDIVIDUAL DRAFT #1/300 words each member/2 research sources/1 survey/MLA in-text citations and Works Cited DUE for REQUIRED SELF EDITING and PEER EDITING in class. BRING LAPTOPS. LOGICALLY OUTLINE and ASSEMBLE GROUP DRAFT #2. Correct for unity in content, style, verb tense, and third person. Discuss INDIVIDUAL project reflections.

Friday, December 6
GROUP PAPER #4 (1) COMPLETE SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1/300 words each member/2 research sources/1 survey/MLA in-text citations and Works Cited, (2) SIGNIFICANTLY MARKED LOGICALLY ORDERED DRAFT #2 corrected for unity in content, style, verb tense, and third person, (3) INDIVIDUAL PROJECT REFLECTIONS 100 words DUE. Do REQUIRED SELF EDITING and PEER EDITING in class. Discuss final exam.

MANDATORY FINAL MEETING IN MY OFFICE ACADEMIC BUILDING 120D:
ENGL 1301.040 MWF 8 a.m. Academic Building A005 MEETS Monday, December 9, 8-10 a.m.
ENGL 1301.070 MWF 9 a.m. Academic Building A 005 MEETS Wednesday, December 11, 8-10 a.m.
ENGL 1301.080 MWF 11 a.m. Academic Building A015 MEETS Wednesday, December 11, 10:30 a.m.-12:30 p.m.
ENGL 1301.140 MWF 1 p.m. Academic Building A007 MEETS Wednesday, December 11, 1-3 p.m.
ENGL 1301.150 MWF 2 p.m. Academic Building A007 MEETS Monday, December 9, 3:30-5:30 p.m.
Receive PAPER #4 and review FINAL GRADES.
SELF EDITING AND PEER EDITING GUIDELINES: Respond to these questions on the paper and sign your name.

• Does it show correct MLA format including in-text citations and Works Cited if required? See Online Writing Lab (OWL) at Purdue.

• Does it start with an anecdote, fact, quote, or interesting statement or details to get your attention?

• Is the topic clearly stated? Is it an original and important controlling idea? Underline topic sentence.

• Does the essay have the required structure and content? See project guidelines.
  
  Is the organization logical and consistent or random and repetitive? Can it be reordered?
  
  Are the details vivid and specific? Do you have questions about the details? Could there be more or less?

• How does the essay conclude?
  
  Does it show thought by asking a question, proposing a solution, bringing us to the present situation, stating lessons learned, and/or looking to the future?
  
  Does the conclusion mechanically repeat what has already been stated and need to be rewritten?

• Are the paragraph breaks useful or confusing? A paragraph is about 1/3 to 1/2 page long.
  
  Are paragraphs too short? Do related ideas need to be grouped together in one paragraph? Indicate grouping.
  
  Are paragraphs too long? Do they need to be divided into subpoints? Indicate breaks.
  
  Are there separate paragraphs for each speaker of dialogue (he said/she said) no matter how short?

• Is the audience and purpose clear and reflected in the choices and conventions used to reach the audience and fulfill the purpose?
  
  Are the sentences varied and concise? Cut repetitions. Is the tone/language consistent and appropriate?

• Are there other grammatical, stylistic, spelling, and/or punctuation errors that need to corrected?

• What is the essay’s greatest strength?

• What could be improved?
### Grade Scale:

(all grades are based on this scale)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>59 and below</td>
<td>F</td>
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<tr>
<td>29 and below</td>
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### Course Components:

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<tr>
<th>Component</th>
<th>#1 WORD</th>
<th>#2 OBSERVE</th>
<th>#3 CAREER</th>
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<tr>
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<td>Brainstorming/Outlining (2 pages)</td>
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**Complete significantly marked draft #1** | 50 | 50 | 50 | 50 |

**Significantly revised marked draft #2** | 50 | 50 | 50 | 50 |

Project reflections (100 words) | 10 | 10 | 10 | 10 |

**PROJECT TOTALS** | 250 | 250 | 250 | 250 |

**TOTAL** |          |

**FINAL GRADE** |          |