

ENGLISH 1301 – ENGLISH COMPOSITION

Fall 2019

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

Bacon, *The Advancement of Learning*

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OFFICE HOURS: 10-11 MWF, 8:30-9:30 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*

STUDENT LEARNING OUTCOMES

The ASU Core Curriculum Committee has designated English 1301 as a core course in the area of Communication¹. 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 along with their stipulated learning outcomes are listed in the table below:

Core Objective	Course Student Learning Outcome
<i>Critical Thinking</i>	Students will learn to 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 will learn to 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.

¹ <http://www.theccb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507>

Communication	Students will learn to take into consideration audience, context, purpose, conventions, and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.
Teamwork	Student will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers' drafts.
Personal Responsibility	Students will learn to identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.

REQUIRED TEXTBOOK

Bullock, Richard et al. *The Norton Field Guide to Writing with Readings and Handbook*. 5th edition. New York and London: Norton, 2019.

IMPORTANT: FLIPPING OUT

The pedagogical approach for this class inverts the traditional classroom approach. Instead of class time being used largely for information delivery (by lecture, for example), classes will be devoted to discussion, exercises, activities, and workshops. The textbook is the primary method of information delivery. This “flipped classroom” approach works only if students commit to learning the required material outside of class *Therefore, it is essential that you have access to the textbook and that you scrupulously keep up with the assigned readings..*

HELPFUL ONLINE RESOURCES

- 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.)

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 it.
- **Be prepared for class each day.** An absence does not excuse the student from being prepared 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

Daily Work	20%	Essay 1	10%
Midterm	10%	Essay 2	20%
Final	10%	Essay 3	20%

Daily work includes responses to readings, quizzes, exercises, group work, peer responses, essay corrections, and other daily assignments. Both the *midterm* and comprehensive *final* exam will be part objective and part essay. The final exam will include a reflection and self-evaluation by each student of his or her performance during the semester. Students will write *three essays*.

The grading scale is as follows: A=90-100; B=80-89; C=70-79; D=60-69; F 0-59

USING STUDENT WRITING IN CLASS

During class, we will sometimes discuss passages of student writing that illustrate rhetorical principles and practices relevant to all students of composition. This practice is for learning purposes and is never intended to single out or embarrass any student. Any student might have his or her writing anonymously and respectfully discussed by the class at some point. Further, all of your major writing assignments will be read by a number of your classmates at various stages of the writing process, so you should avoid submitting work that is too personal to be shared with others.

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

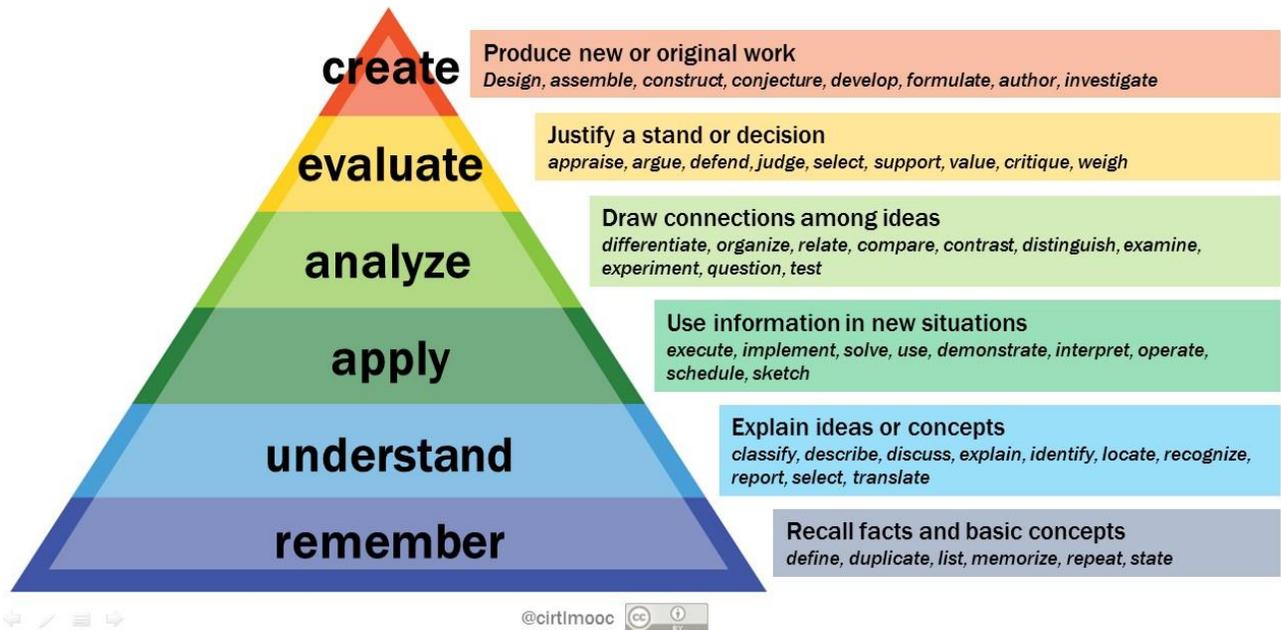
“Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements 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.

Bloom's Taxonomy



Harold Bloom's Taxonomy of Critical Thinking (revised) ([/cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/](https://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.

Guide= *The Norton Field Guide to Writing*

Unit I: Writing, Reading, and Critical Thinking

Week 1

T 8/27 Introduction: Policies, Procedures, and Premises

R 8/29 *Guide* Ch. 1 (“Writing in Academic Contexts”)
Guide Ch. 27 (“Writing as Inquiry”)
Guide L-1 (“Appropriate Words”)
Guide L-2 (“Precise Words”)

Week 2

T 9/3 *Guide* Ch. 2 (“Reading in Academic Contexts”)
Guide Chs. 5-9 (Rhetorical Situations”)
Guide S-1a (“Subjects and Predicates”)
Guide, pp. 165-170 (“U Can’t Talk to Ur Professor Like This”)

R 9/5 *Guide* Ch. 4 (“Developing Academic Habits of Mind”)
Guide S-1b and S-1c (“Clauses” and “Phrases”
Guide, pp. 770-778 (“Fremont High School”)

Unit II: The Writing Process

Week 3

T 9/10 *Guide* Ch. 3, pp. 33-39 (“Summarizing and Responding”)
Guide S-2 (“Sentence Fragments”)
Guide Ch. 28 (“Collaborating”)

R 9/12 *Guide* pp. 162-165 (“Our Blind Spots about Guns”)
Guide Ch. 3, pp. 40-44 (“Writing a Summary/Response Essay”)
Guide Ch. 29 (“Generating Ideas and Text”)
Guide S-3 (“Comma Splices, Fused Sentences”)

Week 4

T 9/17 *Guide*, pp. 999-1005 (“Finland’s School Success”)
Guide Ch. 30 (“Drafting”)
Guide S-4 (“Verbs”)
Guide S-5 (“Subject-Verb Agreement”)

R 9/19 **Essay 1, Draft 1 due**
Guide Ch. 31 (“Assessing Your Own Writing”)
Guide Ch. 32 (“Getting Response and Revising”)
Guide S-6 (“Pronouns”)

Week 5

T 9/24 **Essay 1, Draft 2 due**
Guide S-7 (“Parallelism”)

R 9/26 TBA

Unit III: Strategies and Modes of Discourse

Week 6

T 10/1 **Essay 1 Due**
Guide Ch. 37 (“Analyzing Causes and Effects”)
Guide Ch. 39 (“Classifying and Dividing”)
Guide S-8 (“Coordination, Subordination”)

R 10/3 *Guide* Ch. 40 (“Comparing and Contrasting”)
Guide Ch. 41 (“Defining”)
Guide S-9 (“Shifts”)

Week 7

T 10/8 *Guide* Ch. 44 (“Explaining Processes”)
Guide Ch. 46 (“Taking Essay Exams”)

R 10/10 Review

Unit IV: Practicing the Writing Process: A Literacy Narrative

Week 8

T 10/15 **Midterm Exam**

R 10/17 *Guide* Ch. 10, pp. 75-88 (“Writing a Literacy Narrative”)
Guide, pp. 693-696 (“*Se Habla Español*”)

Week 9

T 10/22 *Guide* Ch. 10, pp. 88-97 (“A Guide to Writing a Literacy Narrative”)
Guide Ch. 45 (“Narrating”)

R 10/24 **Essay 2, Draft 1 due**
Guide Ch. 42 (“Describing”)
Essay 2, Draft 1 Peer Review

Week 10

T 10/29 **Essay 2, Draft 2 due**
Guide Ch. 43 (“Dialogue”)
Essay 2, Draft 2 Peer Review

R 10/31 **Essay 2 due: Literacy Narrative**

Unit V: Arguing, Evaluating, and Reflecting

Week 11

T 11/5 *Guide* Ch. 38, pp. 397-408 (“Arguing”)

R 11/7 *Guide* Ch. 38, pp. 409-417 (“Arguing”)
Guide L-9 (“Words for Building Common Ground”)

Week 12

T 11/12 *Guide* Ch. 13, pp. 157-172 (“Arguing a Position”)

R 11/14 *Guide* Ch. 13, pp. 172-184 (“A Guide to Writing Arguments”)
Guide, pp. 789-802 (“Is Google Making Us Stupid?”)

Week 13

T 11/19 **Essay 3, Draft 1 due**

R 11/21 **Essay 3, Draft 2 due**

Week 14

T 11/26 **Essay 3 due: Argument**
Guide Ch. 16 (“Evaluations”)

R 11/28 HOLIDAY

Week 15

T 12/3 *Guide* Ch. 22 (“Reflections”)

R 12/5 Review

Finals

Section 230 (9:30 TR)—8-10 a.m., Thursday, Dec. 13

Section 240 (11:00 TR)—10:30 a.m.-12:30 p.m., Tuesday, Dec. 11.