

# English 1301/Frenship HS Dual Credit English III/IV

## Fall Semester

### Instructor Information

**Instructor**

Heath Ferguson, M.A.

**Email**

[hferguson@frenship.us](mailto:hferguson@frenship.us)

**Office Location & Hours**

Room 1228 --- Conferences: Blue 9:00-10:32, Gold 2:30-4:00

### General Course Information and Policies

**Description:**

This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, essay writing, and collateral readings in literature and the other humanities.

**Scope/Purpose:**

The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 helps students to think well by teaching them to read and write well through focus on the writing process, the use of appropriate grammar and diction, the use of logic, and different methods of essay development. Collateral readings from all areas of the humanities are included.

**Instructional Objectives:**

By the end of the course, the student should be able to:

- understand writing as a process: that is, writing conceived as a connected and interactive process which includes prewriting, writing, and revision
- apply the principles of writing as a process and the analysis of audience and purpose to writing assignments
- write essays that follow the principles of unity and coherence and that are appropriately developed to prove a thesis by means of narration, description, cause and effect, comparison and contrast, argumentation and/or persuasion
- write an essay in standard English, the criteria for standard English being those described in the current required handbook
- understand and apply basic principles of critical thinking in the development of exposition and argument

**ASU Core Curriculum/Student Learning Objectives:**

Critical Thinking Skills #1---The student will gather, analyze, evaluate, and synthesize information relevant to a question or issue.

Critical Thinking Skills #2---The student will develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.

Communication Skills #1---The student will develop, interpret, and express ideas through effective written communication.

Teamwork #1---The student will consider different viewpoints as a member of a team.

Teamwork #2---The student will work effectively with others to support and accomplish a shared goal.

Personal Responsibility #1---The student will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

**Plagiarism:**

Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an “F” for the course. Extreme cases may result in disciplinary action up to and including expulsion from the university.

**Nondiscrimination Statement:**

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. In addition to complying with federal and state equal opportunity laws and regulations, this diversity policy maintains that harassment based on individual differences is inconsistent with this institution’s instructional mission and educational goals.

**Diversity Statement:**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Attendance Policy:**

Regular class attendance is required of all students. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

**Phone/Headphones/Electronic Device Policy:**

Cellphones or other electronic devices should only be used as a resource during class. Headphones should never be worn in class, even if not in use. A dedicated charging station is available, but it should not be visited during class. Inattention to class activities due to device use is grounds for a participation grade deduction.

**Assignment Policies:**

- All assignments are initially due by the end of the day on the designated due date.
- Late papers will receive a maximum grade of D (65)
- All papers must be typed, double-spaced, and use Times New Roman or default font, size 12, with 1-inch margins on all sides. (MLA standard format)
- All assignments must include the following information in a standard MLA heading at the top of the first page: Your Name, Teacher Name, Class, Date, and Title, as shown below:

Scoobie Doo      ←your name

Mr. Ferguson      ←instructor name

English 1301      ←course name

25 August 1983      ←date...exactly as shown! (Day Month Year)

Why Everyone Should Just Shut Up: An Academic Analysis of the Value of Silence

(title ^^)

## Grading Policy:

Essays/Exams	40%
Quizzes	20%
Daily Work	15%
In-Class Final Essay	15%
Participation	10%

## Evaluation Rubric:

Students' work is evaluated by means of letter grades, A being Superior, B being Good, C being Average, D being Poor, and F being Unacceptable. Numerical grades are assigned only for convenience in averaging grades. **All assignments must be completed and turned in on or before the official due date for a student to receive full credit for the assignment.** The maximum grade for late work is a D (65).

Essays and writing assignments will be evaluated according to the following general criteria:

1. Use of the appropriate method of development and basic expectations for the assignment
2. Use of conventions of standard grammar
3. Use of logical points to advance the thesis of the assignment

In this class, I use a system of deductions to determine grades for each assignment. Deductions are usually made in increments of 1, 5, or 10 points, depending on the nature of the error or omission.

## Course Materials

### Required Materials

These are some of the materials you will need for this class.

- Basic classroom supplies (pens, pencils, notepaper, etc.) and 1 three-ring binder (1 inch or less) for notes
- Computer and printer access at home or elsewhere
- Personal drive or online service (Onedrive, Dropbox) for electronic file storage and transfer

### Required Text

*Patterns for College Writing: A Rhetorical Reader and Guide*, Laurie G. Kirszner, 13<sup>th</sup> Edition

## Course Schedule

Week	Topic	Reading: <i>Patterns for College Writing</i>	Writing and Grammar Exercises: (more to be assigned)
1---Aug. 19- Aug. 23	*Course Introduction *Rhetorical Theory	*Introduction, p 1-12 *Reading to Write, p 13-28	*Basic Grammar: Sentence Types ***Email Assignment
2---Aug. 26- Aug. 30	*Rhetorical Theory *Analysis/Synthesis	*Invention, p 29-49 *Alexie <i>Superman and Me</i> *Alexie <i>Indian Education (Fiction)</i> 142	*Basic Grammar: Subject-Verb Identification and Subordinate Word Groups *Punctuation Basics: End Marks ***Email Assignment Due

<b>Week</b>	<b>Topic</b>	<b>Reading: <i>Patterns for College Writing</i></b>	<b>Writing and Grammar Exercises: (more to be assigned)</b>
3---Sept. 3-6	*Writing Process *Narration	*Arrangement, p 51-64 *Narration, p 97-111: Orwell <i>Shooting An Elephant</i> 133 <b>*Reading Quiz</b>	*Punctuation and Mechanics: The Apostrophe *Descriptive Essay Groups (1-2 pages)
4---Sept. 10-13	*Writing Process *Description	*Drafting & Revising, p 65-79 *Description, p 151-168: Nguyen <i>Goodbye to My Twinkie Days</i> 171 <b>*Reading Quiz</b>	*Punctuation and Mechanics: Semicolon and Colon  ***Descriptive Essay Rough Draft Peer Review
5---Sept. 16-20	*Writing Process *Description	*Editing & Proofreading, p 81-93 *Description, p 151-168: Hodgeman 180 <b>*Reading Quiz</b>	*Punctuation and Mechanics: The Comma  ***Descriptive Essay Due
6---Sept. 23-27	*Analysis	*Doyle <i>Joyas Voladoras</i> (handout) * <i>Spinning Plates</i>	* Punctuation and Mechanics: Review *Rhetorical Analysis
7---Sept. 30- Oct. 4	*Research Writing	*Working with Sources, p 711 *Finding and Evaluating Sources, p 713 *Integrating Sources, p719 *Documenting Sources, p 729 * <i>T.R. On Football</i> Handout	*Punctuation and Mechanics: Quotation Marks, Other Marks  *Research Exercise: Grape- Nuts
8---Oct. 8-11	*Research Writing	*Working with Sources, p 711 *Finding and Evaluating Sources, p 713 *Integrating Sources, p719 *Documenting Sources, p 729 * <i>T.R. On Football</i> Handout	*Research Exercises  <b>***Start Cause &amp; Effect Essay (2-3 pages)</b>
9---Oct. 14-18	*Cause and Effect	*Cause and Effect, p 319-334: Brooks <i>The Movies That Rose from the Grave</i> 359 <b>*Reading Quiz</b>	  <b>***Cause &amp; Effect Essay Due</b>
10---Oct. 21-25	*Comparison/Contrast	*Comparison and Contrast, p 369-389: Catton <i>Grant and Lee</i> 393 <b>*Reading Quiz</b>	<b>***Start Comparison &amp; Contrast Essay (2-4 pages)</b>  <b>***Grammar Exam</b>
11---Oct. 28- Nov. 1	*Comparison/Contrast	*Comparison and Contrast, p 369-389: Chua <i>Why Chinese Mothers Are Superior</i> 408	  <b>***Comparison Essay Peer Review</b>

Week	Topic	Reading: <i>Patterns for College Writing</i>	Writing and Grammar Exercises: (more to be assigned)
12---Nov. 4-8	*Classification/Division	*Classification and Division, p 433-445: Ericsson <i>The Ways We Lie</i> 471	***Comparison Essay Due
13---Nov. 12-15	*Argumentation	*Argumentation, p 523-547 **Argumentation Casebook, p 603-625: Banks 605, Burleigh 610	*Punctuation and Mechanics: Review  ***Start Argumentation Essay (3-4 pages)
14---Nov. 18-22	*Argumentation	*Argumentation Casebook, p 603-625: Golinkin 616, Flynn 621	*Punctuation and Mechanics: Review ***Argumentation Essay Review (3-4 pages)
Nov. 25-29	Thanksgiving Break		
15---Dec. 2-6	*Combining the Patterns	*Combining the Patterns, p 663-671: Kirby <i>Inked Well</i> 692, Swift <i>A Modest Proposal</i> 699	***Argumentation Essay Due
16---Dec. 9-13	Final Essay	*Handout	In-Class Essay (Final Exam)
17---Dec. 16-20	Final Review		*Reading & Writing Activities
End Fall Semester			

### Assignment Submission:

Unless instructed otherwise, all major papers should be submitted digitally on Blackboard AND as a printed hard copy in class by the due date. The digital copy is for plagiarism scanning via the online system; the hard copy is for me to grade. I recommend submitting the digital copy first to allow for typos and other errors to be corrected before printing.

### Additional Information and Resources

Your instructor reserves the right to amend this syllabus and its attendant coursework at any time. Also, some outside reading materials may be used in class from other sources. Also, we will refer to this syllabus on a daily basis, so make sure you bring it to every class along with your other materials. Also, remember to keep track of your ASU username and login information. Also, SAVE EVERYTHING. Also, you will be expected to use your brain in this class. Bring it.