

## ENGLISH 1301: English Composition

Instructor: Elizabeth SoRelle, M.A.  
Location: Wall High School Room 200  
Office Hours: 1<sup>st</sup> Per. 7:50 – 9:25, alternates  
8<sup>th</sup> Per. 2:45 – 3:35, daily

Cell Phone: (325) 234-1934  
Email: [elizabeth.sorelle@wallisd.net](mailto:elizabeth.sorelle@wallisd.net)  
Class Meeting Times: 4<sup>th</sup> per. 10:30 – 12:00, alternates  
6<sup>th</sup> per. 1:10 – 2:40, alternates  
7<sup>th</sup> per. 1:10 -- 2:40, alternates

### GOALS AND OUTCOMES

Writing in college and beyond requires you to adapt your writing to a wide variety of audiences, contexts, purposes, and media. This course will teach you to become a flexible writer who can transfer what you've learned in 1301 to other writing scenarios both in other college coursework and in the real world.

The main course objectives are as follows. You will learn to:

1. adjust your writing based on rhetorical principles;
2. practice writing pieces that require thoughtful rhetorical analysis: a self-reflective literary narrative, a podcast that profiles a person or unique element in your community, and a scholarship essay; and
3. view writing in a real-world context by submitting your literacy narrative for publication, entering your podcast into a national competition, and applying for a real scholarship.

In addition, you will learn to

1. use the writing process to create professional, polished work;
2. discover where you personally struggle with grammatical concepts and learn how to find and correct those mistakes; and
3. read and respond to written text by writing academic summaries, responses, and analyses both outside the classroom and during class with timed writings.

### ASU LEARNING OBJECTIVES

Core Objective	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.
<b><i>Communication</i></b>	<p>Students will learn to take into consideration audience, context, purpose, conventions, and circumstances relevant to written communication.</p> <p>Students will use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.</p>
<b><i>Teamwork</i></b>	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.
<b><i>Personal Responsibility</i></b>	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 TEXTS AND MATERIALS**

Bullock, Richard, Goggin, Maureen Daly, and Weinburg, Francine. *The Norton Field Guide to Writing: with Readings and Handbook (Fifth Edition)*. New York: W.W. Norton, 2019. **ISBN-13: 978-0393655803 ISBN-10: 0393655806**

- A zip drive or storage device for course materials
- Folder or notebook for keeping handouts and drafts
- A composition book or spiral
- Access to a dependable computer outside of class

## **COURSE OUTLINE**

Specific homework assignments and due dates will be posted in Blackboard on a weekly basis. Course topics will be presented in the following sequential order. The lessons may take one class period or multiple class periods.

**Unit 1:** How to analyze rhetorically and write academic summaries and responses

***Lesson 1:*** Diagnostic essay and setting individual writing goals

***Lesson 2:*** Active reading and writing strategies

***Lesson 3:*** Rhetorical analysis

**Lesson 4:** Summary, analysis, and response writing

**ASSESSMENT:** Essay test

**Unit 2:** How to analyze discourse communities and write a literacy narrative

**Lesson 1:** What is a discourse community?

**Lesson 2:** Writing summaries, analyses, and responses to literacy narratives

**Lesson 3:** Following the writing process

**Lesson 4:** Writing powerful introductions

**Lesson 5:** Adding narrative techniques

**Lesson 6:** Elaborating with precise diction

**Lesson 7:** Revising and editing

**Lesson 8:** Utilizing peer revision, teacher feedback and the online writing center at ASU

**Lesson 9:** Professional publishing and submitting the narrative for publication

**ASSESSMENT:** Final literacy narrative essay

**Unit 3:** How to choose an unusual angle in order to create a meaningful profile

**Lesson 1:** What is a profile?

**Lesson 2:** Writing summaries, analyses, and responses to newspaper profiles and podcasts

**Lesson 3:** Selecting a subject and planning for the interview

**Lesson 4:** Using an interview as a source

**Lesson 5:** Creating a podcast – writing a transcript and integrating interview materials

**Lesson 6:** Creating life into the podcast with sound effects and other techniques

**Lesson 7:** Revising and editing

**Lesson 8:** Utilizing peer revision, teacher feedback, and the online writing center at ASU

**Lesson 9:** Submit the profile podcast to a national contest

**ASSESSMENT:** Final podcast

**Unit 4:** How to persuade in a real-world setting and write a winning scholarship essay

**Lesson 1:** How do you write a scholarship essay? Guest speaker panel

**Lesson 2:** Finding a scholarship that you can actually win

**Lesson 3:** Analyzing the rhetorical situation of that scholarship

**Lesson 4:** Writing summaries, analyses, and responses to winning scholarship essays

**Lesson 5:** Revising and editing

**Lesson 6:** Utilizing peer revision, teacher feedback, and the online writing center at ASU

**ASSESSMENT:** Final scholarship essay

## Unit 5: Pulling it all together with a final portfolio

### **ATTENDANCE POLICIES / MAKEUP WORK**

**Attendance:** It goes without saying that you need to be in class in order to learn. If you know you are going to be absent, notify me in advance. If you are sick, send me an email or a text message letting me know. Communication is key. You are responsible for learning the material you miss.

**Assignments:** I will post all assignments on Blackboard. It is your responsibility to keep up with class assignments, homework, due dates, and changes to the calendar even if you are absent. I recommend finding a dependable study partner in your class as well.

**Late work:** Assignments are due at the start of class on the day due unless otherwise indicated. I *do not* accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please *do not* e-mail me assignments after the due date unless you have my approval. However. . .

**The "Late Pass":** I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one "late pass" per semester. This means, once a semester, I'll give you until the next class period to submit a late assignment without penalty. Upon applying your "late pass," I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

### **COURSE REQUIREMENTS**

College-level courses may include controversial, sensitive, and/or adult material. You are expected to have the readiness for college-level rigor and content.

**Major Writing Assignments (MWA)** -- You will be required to complete four major writing assignments of varying length over the course of the semester. All assignments should be typed and submitted as instructed.

**Minor Assignments** – Minor assignments are comprised of a wide variety of activities, including but not limited to in-class writing practice, homework readings and reading responses, peer review, and grammar exercises.

**Participation** – You are expected to be prepared for class each day and to actively participate in discussion – both in person and on Blackboard discussion boards. In addition, you must be respectful towards one another and to me at all times.

**Final Portfolio** – At the end of the semester, you will submit a final portfolio of revised writing and written reflections. The portfolio takes the place of a written final exam.

## **Class Assessment / Grading**

MWA #1 Essay Test	10%
MWA #2 Literacy Narrative Essay	15%
MWA #3 Profile Podcast	15%
MWA #4 Scholarship Essay	15%
Final Portfolio	20%
Minor assignments	15%
Participation	10%

## **Other**

As per the standard in college classes, you should expect to spend 2.5 hours outside of class for every hour in class. This is a three hour course which means you should spend, on average, 7.5 hours per week outside of class on this course.

Should TurnItIn not be working at the time the assignment is due, you should be prepared to email the assignment in an attachment to me along with an explanation of the issue. Neither of these issues excuse you from turning in assignments on time. You should email that assignment to me BEFORE the deadline for that assignment and inform me of the issue.

## **Technical Difficulties**

If you have problems with Blackboard, contact IT support at Angelo State immediately. Do not wait to tell me the problem. 325-486-6263 or [elearning@angelo.edu](mailto:elearning@angelo.edu).

## **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](mailto: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 2

- Michelle.boone@angelo.edu
- 325-486-6357
- Mayer Administration Building 204

## **ABSENCES FOR OBSERVANCES OF 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. 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 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. Consequences for plagiarism will be determined on a case by case basis.

### **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.

## **FERPA PRIVACY LAWS**

In the agreement form with ASU, you gave permission for dual credit instructors and administrators at Wall ISD to discuss educational records with his or her parents. I will be able to discuss with your parents whether or not you are passing or failing. However, I will not disclose specific grades. You **MAY** give your parents rights to view your grades on Rampart. Please discuss this option with your parents.

## **ABSENCES FOR OBSERVANCES OF RELIGIOUS HOLIDAYS**

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

English 1301 Syllabus Receipt  
Instructor: Elizabeth SoRelle, M.A.  
Fall 2019



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Student Signature

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Date

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Student Printed Name

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Date

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Instructor Signature

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Date



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