



**English 1301 – English Composition
English III Dual Credit/AP**

Instructor: Miriam Smith
Office Location: Lake View HS, D140
Office phone: 659-3500 ext. 440
Office hours: M-F, 7:15-4:00
Email: Miriam.Smith@saisd.org
Prerequisites: English 1301

Course Description and Learning Outcomes: Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Upon completing English 1301, students should:

1. Understand the nature of the writing process and use all its phases in writing.
2. Understand the principles of audience analysis and adapt language structure and detail to the needs of specific readers.
3. Understand basic prose structures and apply them to the sentence, paragraph, and essay level so that readers can easily understand the writer's purpose and follow the progression of ideas.
4. Generate sufficient and appropriate detail to convince readers of the validity of the thesis.
5. Be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays.
6. Write prose largely free of errors in grammar, diction, usage, and mechanics.

State Core Curriculum Objectives for English 1301:

1. Critical Thinking Skills
2. Communication Skills
3. Teamwork
4. Personal Responsibility

Prerequisites: All students must meet college readiness standards in reading and writing through the TSIA (the Texas Success Initiative Assessment) or through an exemption based on ELA EOC II or other accepted test scores and must have passed high school English II. All students must have applied to and been accepted into the dual credit program through Angelo State University.

Required Texts:

Holt McDougal American Literature Year: 2010
Selections from *50 Essays: A Portable Anthology* Samuel Cohen Year: 2004
Selection from *The Riverside Reader, Alternate Edition* Joseph Trimmer Year: 2009
The Scarlet Letter Nathaniel Hawthorne
Huckleberry Finn Mark Twain

Supplies: 1-inch binder, dividers, notebook paper, writing utensils

Other necessary materials to be used outside of class:

1. Collegiate dictionary or access to an online dictionary
2. Computer and internet access. Most essay drafts will be word-processed and submitted via Google Classroom or TurnItIn.com. Those who do not have access to a home computer may either utilize the computer labs at: 1) Lake View High School; 2) Tom Green County Library; or 3) Angelo State University.

Course Requirements

1. The student must be able to recognize the major characteristics of each of the literary movements studied and works and authors of the movement.

2. The student must be able to define in writing the literary terms covered in the course.
3. The student must be able to compose an essay that demonstrates his/her ability to read a work of literature and produce a well-reasoned criticism of the work.
4. The student must be able to compose logical, well-organized, and grammatically correct papers, using the MLA style of documentation.

Attendance Policy/Makeup Work

Attendance and punctuality are imperative in a college course. All assignments are due on their due dates regardless of whether a student is absent from class or present. Due dates for assignments are given in advance. Students who are absent for a school trip, or any other reason on the day an assignment is due, must turn in the assignment early or give the assignment to a parent/sibling/other responsible person to give to the instructor on the day it is due. Assignments may also be turned in via e-mail to Miriam.Smith@saisd.org.

If a quiz is given the day a student returns to class, the student is expected to take the quiz. Students should contact the instructor, a trustworthy classmate, or Google Classroom if absent to see what assignment was missed during the assignment. Students who are absent on the day a quiz/test is given have the number of consecutive days absent to make up the quiz/test or schedule time to make up; failure to do so will result in a score of a zero on the quiz/test.

Students should make every attempt to avoid scheduling doctor appointments, college visits, counseling center appointments, etc. during any advanced level class time.

Class Assessment/Grading:

- Major Grades (major exams, essays, essay tests) 70%
- Minor Grades (daily grades, quizzes) 30%
- Final Exam (which will include a timed essay portion): 14% of semester average

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

Students with Disabilities: Persons with disabilities that may warrant academic accommodations must contact the Student Life Office at ASU 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. See Stacie Riddle in the LVHS counseling center if you have any questions.

Academic Honesty: Angelo State University and Lake View High School expect students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the ASU website at <http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>. At minimum, students who are determined to have violated this policy by plagiarizing or cheating will receive a failing grade on the assignment and may also receive a failing grade in the course.

Tentative Course Calendar

Week 1: August 22-25

- Introduction to course and course expectations; college/life success skills
- Introduction to technology apps that will be integrated (Google Classroom, TurnItIn.com, Student Accounts, etc)

Week 2: August 27-31

- Vocabulary: Latin/Greek prefixes
- Theme – vs – Author’s Purpose and how to analyze
- Writing: Building a concise, clear thesis statement that demonstrates depth of thought and understanding
- Literature: Early American literature (the literature that expressed beliefs, hopes and fears of pre-America)

Week 3: September 3-September 7

- Vocabulary: Latin/Greek prefixes
- Grammar: Commonly Confused Words
- Rhetorical Strategy Boot Camp: Intro to rhetoric, discourse, structure
- Writing: What is a rhetorical analysis? / Building a rhetorical analysis paragraph
- Literature: The literature of early colonial America / modern American pioneers (Anne Bradstreet vs “Two Ways to Belong in America)

Week 4: September 10-14

- Vocabulary: Latin/Greek Root Study #1
- Grammar: Capitalization (what you didn’t know!)
- Rhetorical Strategy Boot Camp: Analyzing style
- Writing: How to revise writing effectively and practice with week #3 paragraph/ Build on week #3 paragraph to develop a paper using Google Classroom (due in week #5)
- Literature: The literature of early colonial America: Edward Taylor work comparison

Week 5: September 17-21

- Rhetorical Analysis #1 Due on TurnItIn.com
- Vocabulary: Latin/Greek Root Study #2
- Grammar: Punctuation of Quotes and Using Embedding Quotes
- Rhetorical Strategy Boot Camp: Analyzing tone and rhetorical analysis of “Listening” / “Graduation”
- Writing: Rhetorical Analysis Conferences and Feedback
- Literature: Comparing style/tone of early American political texts to moderns political texts

***Week 6: September 24-29 – Eligibility Determination

- Vocabulary: Latin/Greek Root Study #3
- Grammar: Parts of Speech Part #1
- Rhetorical Strategy Boot Camp: Analyzing diction and syntax
- Literature: Analyzing purpose, style, tone, diction, syntax, etc of “Sinners in the Hands of an Angry God”
- Writing: Begin rhetorical analysis pre-writing process

Week 7: October 1-5

- Vocabulary: Latin/Greek Root Study #4
- Grammar: Parts of Speech Part #2
- Writing: Rhetorical Analysis: draft, guided peer editing and personal revision process on Google Classroom
- Rhetorical Analysis #2 Due on TurnItIn.com

Week 8: October 8-12

- Vocabulary: Latin/Greek Root Study #5
- Grammar: Subjects/Predicates
- Literature: Structures used to achieve different purposes of colonial writing with colonial/modern texts
- Writing: Choosing a structure for different expository purposes

****Week 9: October 15-19 – End of 1st Grading Period**

- Vocabulary: Latin/Greek Root Study #6
- Grammar: Subject/Verb Agreement
- Literature: Theme/symbol analysis of “The Minister’s Black Veil”
- Writing: Comparing/contrasting the judgmental societal attitudes of Colonial America to modern America (choose text structure most appropriate for individual purpose and develop pre-writing/draft)

Week 10: October 22-26

- Vocabulary: Latin/Greek Root Study #7
- Grammar: Dependent/Independent Clauses
- Literature: Begin reading *The Scarlet Letter* with reading quizzes and reading analysis
- Writing: Revision Process and Final Draft to TurnItIn.com

Week 11: October 29-November 2

- Vocabulary: Latin/Greek Root Study #8
- Grammar: Avoiding sentence fragments
- Literature: Continue reading *The Scarlet Letter* with reading quizzes and reading analysis/modern text comparison with “No Name Woman”
- Writing: Cause/Effect structures to discuss the causes/effects of modern emotional and physical persecutions; thesis and pre-writing development

Week 12: November 5-9

- Vocabulary: Latin/Greek Root Study #9
- Grammar: Avoiding and correcting run-on sentences
- Literature: Begin reading *The Scarlet Letter* with reading quizzes and reading analysis
- Writing: Revision Process and Final Draft to TurnItIn.com

Week 13: November 12-16

- Vocabulary: Latin/Greek Root Study #10
- Grammar: Punctuation of clauses
- Literature: Begin reading *The Scarlet Letter* with reading quizzes and reading analysis
- Writing: Structures for process writing to discuss conflict resolution OR maintaining positive relationships; pre-writing development

Week 14: November 19-23 (Thanksgiving Holiday)

- Vocabulary: Latin/Greek Root Study #11
- Grammar: Improving writing by using a variety of sentence types (simple, complex, etc)
- Literature: Discussion of the American Romantic Period as it applies to *The Scarlet Letter*; analysis of American Romantic texts (“The Outcasts of Poker Flat,” Thoreau)
- Writing: Revision Process and Final Draft to TurnItIn.com

Week 15: November 26-30

- Literature: Discussion of the American Realist Period and begin *The Adventures of Huckleberry Finn*
- Writing: Writing to convince – models from the studied time period and analyzing traits/text structures

Week 16: December 3-7

- Vocabulary: Latin/Greek Root Study #12
- Grammar: Grammar Review
- Literature: *The Adventures of Huckleberry Finn* with reading quizzes and reading analysis
- Writing: Group discussions of persuasive topic; how to consider multiple viewpoints; what makes an effective and convincing persuasive text; analysis of sample modern texts

Week 17: December 10-14 End of Semester

- Vocabulary: Latin/Greek Root Study #13
- Grammar: Grammar Review
- Literature: *The Adventures of Huckleberry Finn* with reading quizzes and reading analysis; analysis of modern persuasive texts
- Writing: Persuasive essay due on TurnItIn.com
- Semester Exam Preparation
- Semester Exam

San Angelo Independent School District Pre-AP/AP/DC Course Commitment

Choosing Pre-Advanced Placement (Pre-AP)/Advanced Placement (AP)/Dual Credit (DC)

SAISD is committed to identifying and encouraging students with potential for success, communicating the value of college-rigor coursework, supporting advanced academic instruction, and providing students with opportunities for success. Our teachers are committed to encouraging student participation and success, planning for student learning, providing rigorous, quality instruction, and offering assistance for struggling students.

Students enrolled in Pre-AP courses are expected to maintain at least a 70 average. Student grades will be reviewed each grading report cycle (3 weeks.) In the event that the grade is below a 70 average, students, parents, teachers, counselors, and administrators should discuss: steps for improvement, student supports necessary for success, and potential outcomes for not meeting grade expectations. The teacher must develop a targeted improvement plan for students. Examples of strategies for the intervention plan may include, but are not limited to: parent/teacher communication, assignment calendar/organizational strategies provided by the teacher and made available to both student and parent, and opportunities for reteach/retest/redo for mastery of objectives.

Petition for Pre-AP/AP/DC Course Exit

To ensure that students allow sufficient time to become acclimated to the courses and what the Pre-AP/AP/DC curriculum can offer, SAISD expects that any student who enrolls in a Pre-AP/AP/DC course will remain in the course through the first grading period progress report cycle (3 weeks). At that time a student may request a Pre-AP/AP/DC Course Exit. Exit processes are in place to assist students in making sound course selection decisions. The petition for exit requires that the student has conferenced with their teacher about their performance and has implemented recommendations for improvement.

Student Name _____ Student ID _____

Pre-AP/AP/DC Student Commitment	Pre-AP/AP/DC Parent Commitment
<ul style="list-style-type: none"> I understand that Pre-AP/AP/DC courses are challenging and my initial grades may not reflect later performance, especially if it is my first time to take such a course. I understand that Pre-AP/AP/DC courses require time and persistence. I will be prepared for class each day and actively participate in lessons and discussions. I will seek assistance when needed, including conferencing with my teacher, and attending tutorials. (AP students) I understand that I am expected to take and do my best on the AP exam at the end of this course. (DC students) I understand that dual credit courses have different guidelines for enrollment, grading, credit, and communication. 	<ul style="list-style-type: none"> I will support my student's learning and the teacher's efforts to provide quality advanced instruction. I understand that Pre-AP/AP/DC courses are challenging and initial grades may not reflect later performance, especially if it is my child's first time to take such a course. I will support my child through the adjustment and use improvement as a measure of success. I will encourage my child to be prepared for class and ready to learn every day. I expect my child to conference with the teacher and attend recommended tutorials if my child has difficulty with course content. (DC parents) I understand that dual credit courses have different guidelines for enrollment, grading, credit, and communication.
<p>_____ Signature</p> <p>_____ Date</p>	<p>_____ Signature</p> <p>_____ Date</p>

We look forward to a successful school year for your student. Thank you for your support.