ENGLISH 1301 – ENGLISH COMPOSITION
Fall 2020

“The duty and office of Rhetoric is to apply Reason to Imagination for the better moving of the Will.”
Bacon, *The Advancement of Learning*

“All you have to do is write one true sentence. Write the truest sentence that you know.”
Ernest Hemingway, *A Moveable Feast*

“How do I know what I think until I see what I say?”
E.M. Forster

INSTRUCTOR: Chris Ellery
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OFFICE: A021B
PHONE: (325) 486-6142

OFFICE HOURS: 8-9 and 2-3:30 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*

ENGLISH 1301: A CORE COMMUNICATIONS COURSE

The ASU Core Curriculum Committee has designated English 1301 as a core course in the area of Communication. 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 skills. The core skills designated for this class are as follows:

- Critical Thinking Skills – To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills – To include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; and
- Personal Responsibility – To include the ability to connect choices, actions, and consequences to ethical decision-making.
All student learning outcomes and course policies are designed to foster student growth in these four skill areas.

STUDENT LEARNING OUTCOMES

All of the principles and conventions of good writing can be distilled into two rules: “Have something to say, and say it well.” More specifically, upon completing the course, you should

- understand the nature of the writing process and use all of its phases in writing;
- understand the principles of audience analysis and adapt content, structure, and language to the needs of specific readers;
- understand the basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand your purpose and follow your progression of ideas;
- be able to generate sufficient and appropriate detail to convince readers of the validity of your thesis;
- be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays.
- be able to write prose largely free of errors in grammar, diction, usage, and mechanics.
- be able to think critically about your own writing and the writing of others;
- be able to collaborate with others to produce more effective texts.

REQUIRED TEXTBOOKS


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 as often and as much as possible. Pay attention and participate in discussions. Ask questions when you have them and consult your professor when you have concerns.
- **Commit to learning.** Keep up with your work. Critically read all assigned readings. Conscientiously complete written assignments. Review and study daily.
- **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. 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.
- **Use cell phones and other personal electronic devices only for class purposes.**
- **Take good care of your body and mind.** Keep yourself nourished and rested.

COURSE SYLLABUS STATEMENT REQUIRED USE OF MASKS/FACIAL COVERINGS BY STUDENTS IN CLASS AT ASU

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](#) to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.
ATTENDANCE AND MAKE UP POLICY

The following policy is consistent with ASU OP 10.04 (“Academic Regulations Concerning Student Performance”).

- **Regular attendance (remotely or in person) is essential for success in the class.** Roll will be taken at the beginning of every class period. Students who arrive late or do not answer the roll should inform the instructor after class to be sure they are counted present. Students who enter during a quiz or activity cannot 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.
- **Stay home if you are ill, especially if you are or might be infectious!**
- **All graded assignments are posted on Blackboard and due at the posted deadline.** 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 if approved by the instructor. Contact the instructor as soon as possible to discuss the reason for a late submission of any assignment and to request a waiver of the penalty for late work. The usual penalty for an unexcused late assignment is one-half letter grade for each day late.
- **Daily grades cannot be made up, except in the case of extended illness or other unusual circumstances.** Two daily grades will be dropped.

GRADING

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<tr>
<td>Daily Work</td>
<td>20%</td>
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<tr>
<td>Essays</td>
<td>60%</td>
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<tr>
<td>Final</td>
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- **Daily work** will consist of quizzes, exercises, group work, and documents and activities related to the writing process for the essays, such as timely submission of drafts, peer review participation, and self-evaluations.
- Students will write four essays.
- The final will be a reflection and evaluation of the class.

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 embarrass the writer. 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.

**STUDENT DISABILITY SERVICES**

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.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Ms. Dallas Swafford  
Director of Student Disability Services  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center 112

**TITLE IX STATEMENT**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

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.

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 a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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.

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.

Harold Bloom’s Taxonomy of Critical Thinking (revised)  (/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.

*CBGW* = *The Concise Bedford Guide for Writers*
*BSWS* = *It Was the Best of Sentences, It Was the Worst of Sentences*

Week 1
T 8/18 Introduction: Policies, Procedures, Premises
R 8/20 *CBGW* Ch. 1 – “Writing Processes”
*BSWS* Introduction – “The Sentence: The Writer’s Most Important Tool” (1-6)

Week 2
T 8/25 *CBGW* Ch. 2 – “Reading Processes”
*BSWS* Appendix 1 – “Grammar for Writers” (167-174)
R 8/27 *CBGW* Ch. 3 – “Critical Thinking Processes”
*BSWS* Appendix 1 – “Grammar for Writers” (174-190)

Week 3
T 9/1 *CBGW* Ch. 12 – “Strategies for Generating Ideas”
*CBGW* Ch. 4, pp. 60-72 – “Recalling an Experience”
Exploring and Generating Ideas for Essay 1
*BSWS* Chapter 1 – “Who Cares? Making Sentences Meaningful to Your Reader” 7-14

R 9/3 *CBGW* Ch. 13 – “Strategies for Stating a Thesis and Planning”
*CBGW* Ch 4, pp. 72-73
Planning and Drafting Essay 1
*BSWS* Chapter 2 – “Conjunctions That Kill: Subordination” (15-28)

Week 4
T 9/8 *CBGW* Ch. 14 – “Strategies for Drafting”
*BSWS* Chapter 3 – “Movable Objects: Understanding Phrases and Clauses” (29-35)

R 9/10 **Essay 1, Draft 1 due**
*Guide* Ch. 4, pp. 74-76
Revising and Editing Essay 1
*BSWS* Chapter 4 – “Size Matters: Short versus Long Sentences” (36-52)
Week 5
T 9/15 Workshop
*BSWS* Appendix 2 – “Punctuation Basics for Writers” (191-203)

R 9/17 **Essay 1, Draft 2 due**
*CBGW* Ch. 15 – “Strategies for Revising and Editing”
*BSWS* Chapter 5 – “Words Gone Wild: Sentences That Say Nothing—or Worse” (53-60)

Week 6
T 9/22 **Essay 1 due: Recalling an Experience**
*CBGW* Ch. 5, pp. 80-92 – “Observing a Scene”
Exploring and Generating Ideas for Essay 2
*BSWS* Chapter 6 – “Words Gone Mild: Choosing Specific Words Over Vague Ones” (61-64)

R 9/24 *CBGW* Ch. 5, pp. 92-93
Planning and Drafting Essay 2
*BSWS* Chapter 7 – “A Frequently Overstated Case: The Truth About Adverbs” (65-71)

Week 7
T 9/29 **Essay 2, Draft 1 due**
*CBGW* Ch. 5, pp. 94-96
Revising and Editing Essay 2
*BSWS* Chapter 8 – “Are Your Relatives Essential? Relative Clauses” (72-79)

R 10/1 **Essay 2, Draft 2 due**
Editing Workshop
*BSWS* Chapter 9 – “Antique Desk Suitable for Lady with Thick Legs and Large Drawers: Prepositional Phrases” (80-84)

Week 8
T 10/6 **Essay 2 due: Observing a Scene**
*CBGW* Ch. 6, pp. 99-107 – “Comparing and Contrasting”
*BSWS* Chapter 10 – “Dangler Danger: Participles and Other Danglers” (85-89)

R 10/8 *CBGW* Ch. 6, pp. 107-114
Exploring and Planning Essay 3
*BSWS* Chapter 11 – “The Writing Was Ignored by the Reader: Passives” (90-97)
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<td>T 10/13</td>
<td><strong>Essay 3, Draft 1 due</strong></td>
<td>CBGW Ch. 6, pp. 114-116</td>
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<td>Revising and Editing Essay 3</td>
<td>BSWS Chapter 12 – “You Will Have Been Conjugating: Other Matters of Tense” (98-106)</td>
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<td>R 10/15</td>
<td>Workshop</td>
<td>BSWS Chapter 13 – “The Being and the Doing Are the Killing of Your Writing: Nominalizations” (107-111)</td>
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<td>T 10/20</td>
<td><strong>Essay 3, Draft 2 due</strong></td>
<td>Editing Workshop</td>
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<td>BSWS Chapter 14 – “The The: Not-So-Definite Definite Articles” (112-115)</td>
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| R 10/22 | **Essay 2 due: Comparing and Contrasting** |
|         | BSWS Chapter 15 – “The Writer and His Father Lamented His Ineptitude: Unclear Antecedents” (116-121) |

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<tr>
<td>R 10/29</td>
<td><strong>CBGW Ch. 7, pp. 129-140</strong></td>
<td>Exploring, Planning, and Drafting Essay 4</td>
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<td>BSWS Chapter 17 – “Taking the Punk Out of Punctuation: The Problem with Semicolons and Parentheses” (125-130)</td>
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<td>T 11/3</td>
<td>Workshop</td>
<td>BSWS Chapter 18 You Don’t Say: Descriptive Quotation Attributions 131-133</td>
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<p>| R 11/5 | <strong>Essay 4, Draft 1 due</strong> | CBGW Ch. 7, pp. 140-144 |
|        | Revising and Editing Essay 4 | BSWS Chapter 19 – “Trimming the Fat: Expressions That Weigh Down Your Sentences” (134-148) |</p>
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<th>Week</th>
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<th>Assignment</th>
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| 13   | 11/10 | **Essay 4, Draft 2 due**  
Editing Workshop  
*BSWS* Chapter 20 – “The Major Overhaul: Streamlining Even the Most Problematic Sentences” (149-163) |
| 13   | 11/12 | **Essay 4 due: Taking a Stand**  
*CBGW* Ch. 8, pp. 148-157 – “Evaluating and Reviewing”  
*BSWS* Chapter 21 – “On Breaking the “Rules”: Knowing When to Can the Canons” (164-166) |
| 14   | 11/17 | *CBGW* Ch. 8, pp. 157-162 |
| 14   | 11/19 | Review |
| 15   | 11/24 | **Final Exam (8-10 a.m.)** |