Goals/Outcome of English 1301:

*Students in English 1302 are expected to advance in critical reading and writing across the curriculum, with emphasis on the research process and the research paper.*

Upon successful completion of this course, the student will be able to:

- Use the writing process as a form of learning, critical thinking, and communicating
- Communicate in writing effectively with audiences from a variety of disciplines
- Locate, evaluate, and integrate resources from the ASU library into your writing
- Conduct a methodical research process to complete an academic research essay
- Practice source attribution, synthesis, and citation style properly for academic research purposes.

Core Objectives and Student Learning

- Critical thinking will be demonstrated in a Research Project
  - Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.
  - Students will then develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.
  - Communication will be demonstrated in a Research Project and Presentation.
  - Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.
  - Teamwork will be demonstrated through participation in writing workshops and active participation in daily course activities including informal writing and discussion.
  - Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team tasks, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group. Personal responsibility will be demonstrated in a Research Project and Presentation
  - Students will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.
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***Syllabus is subject to change at any time. ****

Required Text & Materials
• *They Say, I Say* (w/2016 MLA Update) Gerald Graff Norton, 4th edition
  ISBN: 978-0393617436 *Be sure to get the version without readings
• A zip drive or storage device for course materials
• A notebook for notes/group work/in-class writing and something to write with
• Access to a computer and high-speed internet

Any and all additional resources and materials will be utilized and given as pdf formats or accessible through Blackboard.

Computer Access & Requirements:
Access to Blackboard tools will be implemented to help instruct and teach you about developing your writing skills for this semester. You can access Blackboard at https://blackboard.angelo.edu. To log in, you’ll need your Ramport ID & password. In addition to participating in online discussions, I will also post a pdf version of the syllabus, writing assignments, grading standards and additional readings and resources. Moreover, you will be submitting reading and writing assignments through Blackboard. In order to familiarize the classroom with this, we will be going over this during our first or second meeting.

Microsoft Word:
For all electronic submissions of an essay or assignment that requires this format, save your drafts and final copies of assignments in MS Word or a MS Word compatible format. If you submit your draft in a different format, I will be unable to open your file and therefore will be unable to grade your submission.

Adobe Acrobat Reader:
You may need to access/download Adobe Acrobat Reader (which can be downloaded for free on the Internet), as you will use Acrobat Reader to access some materials on Blackboard.

Technical Support:
Technical Support If you are having technical problems with Blackboard, you can contact free technical support one of the following ways: Phone: 325-942-2911
Web Address: http://www.angelo.edu/services/technology/
Any course content-related questions should be directed toward me.

Attendance Policy:
If you miss more than two weeks of class (six classes of in-person meetings), you will not pass the course. In addition, if you come to class unprepared without your completed assignments or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent. Although, circumstances are ever-changing as is the news of COVID-19, so this may be subject to change. However, please make sure that you are up-to date on any and all deadlines and due dates for assignments in class and assigned on Blackboard.

The Writing Center
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The Writing Center policies at this time have not be codified. There will be an amendment made to the syllabus concerning those policies when they are available.

Tardiness Policy:
With regulations and policies as instructed per the university, please do not attempt to disrupt or come to class more than 5 minutes after session has started. Due to outside monitoring, tardiness may constitute to being locked out of class or not being able to attend. Understand this as a difficult time for all.

Conferences:
Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because missing a conference counts as a class absence. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule. As is the ever-changing situation, if we are to transition to mobile learning, conferences will be done through zoom video conferences and still be adhering to a time slot schedule.

Quizzes, In-Class Work and Active Participation
Because this is a class the develops your writing skills through hands-on activities and feedback from others, you will be graded according to your participation. This will include, but is not limited to: your coming to class prepared and on time, your willingness to participate in class discussion, your readiness to volunteer when needed, and, most importantly, your overall attitude. Your Active Participation grade will be determined by all of these factors. You must bring the appropriate printed texts to class for every discussion. Failure to bring your text to class regularly will lower your participation grade significantly. On any day that an assigned reading is due, I may give a reading quiz. Occasionally, these quizzes will be open book (even more incentive to bring your printed texts to class!). I will often assign prompts for in-class writing and work in small groups; you will be encouraged to share and discuss your insights with the class. Be sure to bring a notebook/paper and something to write with to every class meeting.

Workshops
Many class periods will be spent workshopping components of the formal essays you will submit. This means that you will spend a good bit of your time this semester writing, revising, and discussing what you have written your classmates. I will post an assignment sheet for each workshop that details the goals and requirements for each workshop. On workshop day, you will bring in a designated section of your work to class and we will spend the class period working on improving and expanding it. The workshop process is meant to help you not only improve your writing by putting it through several stages of writing and revision, but also to help you break down the work of writing into manageable pieces. The more work you put into each stage of the process, the less work you will have to do at the last minute and more your writing will improve! Workshops are graded on your preparation and participation. You must meet the requirements of the written assignment, bring the printed assignment
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to class, and make a sincere effort during workshop to receive full credit. You should attend class even if your workshop assignment is missing or incomplete. Attendance without a complete workshop assignment will earn partial credit. I will assign you to a group with other students with incomplete assignments or give you an alternative assignment.

**Cohort Schedule:**

Social distancing requirements stipulate no more than 12 students can be physically present in the classroom. There are 23 students enrolled in the course, so to comply with social distancing protocol, the class will be divided into two cohorts of 10 students that will take turns attending class IN-PERSON. The cohorts are Cohort/Group A and Cohort/Group B.

**Cohort A:** If your last name begins with A-Le, you are in Cohort A.

**Cohort B:** If your last name begins with Lo-Z, you are in Cohort B.

**Cohort A** will attend class IN-PERSON on Mondays and every other Friday.

For Friday IN-PERSON learning, Cohort A will attend the first Friday of the semester, August 21, and every other Friday thereafter. Cohort B will attend class IN-PERSON on Wednesdays and every other Friday.

For Friday IN-PERSON learning, Cohort B will attend class the second Friday of the semester, August 28, and every other Friday thereafter.

**Labor Day Week**

The exception to the alternating Friday schedule is the week of the Labor Day holiday. Because there is no class on September 7, Cohort A, rather than Cohort B, will attend that Friday.

The scheduled meetings are as follows if you need assistance in planning ahead:

- **M- Monday’s, W- Wednesday’s, F- Fridays**

**Week 1**

(M) August 17th - Group/Cohort A

(W) August 19th - Group/Cohort B

(F) August 21st - Group/Cohort A

**Week 2**

(M) August 24th - Group/Cohort A
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(W) August 26th- Group/Cohort B
(F) August 28th- Group/Cohort B

Week 3
(M) August 31st- Group/Cohort A
(W) September 2nd - Group/Cohort B
(F) September 4th- Group/Cohort A

Week 4
(M) September 7th- Labor Day- No on Campus meetings
(W) September 9th- Group/Cohort B
(F) September 11th- Group/Cohort B

Week 5
(M) September 14th- Group/Cohort A
(W) September 16th- Group/Cohort B
(F) September 18th- Group/Cohort A

Week 6
(M) September 21st- Group/Cohort A
(W) September 23rd- Group/Cohort B
(F) September 25th- Group/Cohort B

Week 7
(M) September 28th- Group/Cohort A
(W) September 30th- Group/Cohort B
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(F) October 2nd- Group/ Cohort A

Week 8

(M) October 5th- Group/Cohort A
(W) October 7th- Group/Cohort B
(F) October 9th- Group/Cohort B

Week 9

(M) October 12th- Group/Cohort A
(W) October 14th- Group/Cohort B
(F) October 16th- Group/Cohort A

Week 10

(M) October 19th- Group/Cohort A
(W) October 21st- Group/Cohort B
(F) October 23rd- Group/Cohort B

Week 11

(M) October 26th- Group/Cohort A
(W) October 28th- Group/Cohort B
(F) October 30th- Group/Cohort A

Week 12

(M) November 2nd- Group/Cohort A
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(W) November 4th- Group/Cohort B
(F) November 6th- Group/Cohort B

Week 13
(M) November 9th- Group/Cohort A
(W) November 11th - Group/Cohort B
(F) November 13th- Group/Cohort A

Week 14
(M) November 16th- Group/Cohort A
(W) November 18th- Group/Cohort B
(F) November 20th- Group/Cohort B

Week 15
Finals Week. November 23rd- November 27th
This exact time and date will be determined as the semester progresses.

Classroom Etiquette:
ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at https://www.angelo.edu/student-handbook/.
• Show Respect: You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect.
• Food and Drink: Per the regulations for an in-person class meeting, food and drink is prohibited in classrooms learning labs. Do not have them out or I will ask you to leave class.

Electronic Device Policy:
In my class, you are only allowed to use certain electronic devices under specific circumstances.

The policy for various devices is outlined below: Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class
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begins. Cell Phones: during class, you are not available to answer calls or send/receive text messages. However, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call. Laptops/Tablets: You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard or to take class notes.

Penalties for Violating the Electronic Device Policy: If I catch you using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, or listening to music in class), I will call you out in class and ask you to put your device away. If it occurs again, I will ask you to leave the class.

Writing Assignments- Submission of Work
All assignments will be uploaded to Blackboard as per the regulations for the awareness of Covid-19. If an assignment is to be submitted in-person, I will give you a 2 weeks’ notice and an explanation for it. In the meantime, all will be submitted electronically using Blackboard.

Essays are electronically before the class meeting on the dates specified on the syllabus. You should also bring one hard copy of your final essay to class. Submit a Microsoft Word or PDF version of your final draft on Blackboard before class on the date indicated in the syllabus and on the assignment sheet. Your assignment will not be considered as fully submitted until I have received it – I will not accept as email attachments.

You will be turning all major and minor assignments online through Blackboard. Within the prompt for all major and minor writing assignments, I will specify the format you should use (font style/size, margins, page number placement, etc.). YOU MAY NOT TURN IN MATERIAL THAT YOU HAVE WRITTEN FOR OTHER CLASSES (even if you have taken this same class before). • If you fail to submit any of the major writing assignments, you will not pass the course

Late Work
With regards to the pandemic we are in and the observation that we cannot adjust to an ever-changing situation and under extenuating circumstances, I will allow you “two late passes” this semester. That is, every semester will be meet with challenges and a sense of even the most organized student feeling overwhelmed. This means, twice this semester, I will give you until your next meeting in class to submit a late writing assignment or discussion (it can be used for any major or minor assignment) without penalty. For example: if you have a writing assignment due on Wednesday, I will give you until the moment you arrive for your next in-person class to submit it. Upon applying for the “late pass”, I’ll note it for my grades and records. Choose your dates of this passes wisely. Any other subsequent assignments will be grades as they are due. To apply for a “late pass” for your assignment, simply send an email with your corresponding course number and give me a well put explanation. This must be done by 10 pm the day before it is due. Do not ask in class or email before class is due to start as I will not be able to read or address them while class is in session.

Participation:
Participation will count as 10% of your final grade this semester. I will factor in the following to determine your participation through in-person meetings and online participation: graded Blackboard classroom discussions, in class participation, homework assignments, mini writing prompts and classroom discussions during the semester.
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Peer Review:

Research demonstrates that effective writers do not simply produce one draft and consider their writing complete; instead, they revise and produce multiple drafts in order to best respond to the writing situation at hand.

In this class, you and your peers will receive instruction in how to give and incorporate useful feedback, and you’ll get several opportunities to practice doing so. In fact, learning to give and use peer feedback fulfills one of this course’s learning goals: teamwork. Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of their major writing assignments. As with any assignment, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

This also goes on with the understanding that although we may not be able to do peer-review in person, you as the student, will be responsible with peer reviewing another’s work on Blackboard or through the use of Google Drive.

Please note- as a peer, your responsibility will be to use helpful suggestions and careful wording to help the reader make an improvement on their writing. To ask questions is growth, but also it being thorough. With any assignment for this nature, we will be going over in class on helpful measures and practices to do this to its fullest effect. Clear and concise instructions and requirements for this will be uploaded as the assignments are given.

Final
There will not be a final for this class. Instead, you will just be responsible for submitting your research project and completing a final reflective piece that will be due by midnight on the day of your final. I will provide more specifics as we get closer to this point in the semester. Stay focused and you will pass.

Grading:
Grade Determination: Your semester grade will be determined as follows:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grade Determination</th>
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<tr>
<td>Percentage of Graded Assignments:</td>
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<tr>
<td>Sequence 1 Work/Essay</td>
<td>15%</td>
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<td>Sequence 2 Work/Essay</td>
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<td>Sequence 3 Work/Essay</td>
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<td>Participation</td>
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<td>Peer Review</td>
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<td>Discussion Boards</td>
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<td>Research Paper</td>
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<td>Annotated Bib</td>
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Due to the time pressure I face when grading final essays and submitting final grades, the Final Essay may only be submitted 24 hours late. I will deduct half a letter grade from this assignment for each 2 hours it is late.

Observances of Religious Holiday:
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Accommodation Statement:
If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Academic Honesty & Integrity:
Students are responsible for knowing and adhering to the Academic Integrity policy, which is outlined in the ASU Student Handbook. Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without properly acknowledging the source. Plagiarism can include any of the following:
- Failing to quote material taken from another source—this means correctly using paraphrasing, quoting, and in-text attribution,
- Failing to cite material taken from another source,
- Submitting writing that was written by another person or for another class, or
- Submitting writing that was substantially edited by another person.
- The first time you plagiarize, you will receive an automatic “0” on the assignment and be required to meet with me.
- If you are caught a second time, you will fail the course, and I will inform the department head, academic dean, and the Office of Student Services, who maintains a file of past plagiarism cases.

COVID-Related Policies and Protocol

Face Coverings

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
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the potential for transmission of the virus from a person to a person by wearing a mask/facial covering that covers the nose and mouth areas. In compliance with the University policy, students in this class are required to wear a mask/facial covering before, during and after class.

Wellness Screening

I will ask you to display your daily screening badge as a prerequisite to enter the classroom/computer lab and I will show you mine.

Social Distancing

You are also asked to maintain safe distancing practices to the best of your ability. Computer workstations in the Academic Building are spaced far enough apart to allow for this.

Seating Chart:

To assist with contract tracing, I will create a seating chart. The first day of in-person class you will select your workstation and I will create a chart based on this arrangement. Please be sure to sit in your chosen workstation for the remainder of the in-class period as well as the remainder of the semester.

Workstation Sanitation:

Before exiting the classroom/computer lab, you will need to sanitize your workstation. Cleaning supplies will be provided, and I will end class early to allow time for this.

Restroom Usage:

Only one student at a time will be allowed in the Academic Building restroom; therefore, wait times for restroom usage will be longer than they typically are.

Disability Accommodations

Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

Noncompliance

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.
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Title IX At ASU

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee, meaning I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general, you may visit www.angelo.edu/title-ix.
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Course Calendar: (Subject to change)*

Week 1 - Sequence 1
Monday, August 17:
Discuss the syllabus and Covid-19 Protocols.
Blackboard submission: Nothing due.

Wednesday, August 19
Blackboard & Icebreaker Activity online in Blackboard.
Blackboard submission: Nothing due.

Friday, August 21st-
“What makes an effective writer” Class Discussion on Effective Learning & Activity
Blackboard submission: Discussion Board & Class Response #1
→ Discussion Board 1 (or DB#1)- From yesterday’s activity, respond to at least 4-5 students in Blackboard. Be sure to read and answer all questions within the directions (within the word count). Do not go over more than 75 words for this beginning board. Reply in at least 100-175 words per student. Be sure to address them kindly and think about how every writer reads and writes differently.
Due Date: August 24th at midnight.

Week 2
Monday, August 24 -
Read: https://owl.english.purdue.edu/owl/resource/566/01/
Handout(s): Grading Standards and MLA Checklist –open DB#2
Blackboard submission: Discussion Board & Class Response #2
→ DB#2 Read/skim through the assortment of minimized articles/brief readings and choose 3 for your DB#2 entry. Your Discussion Board #2 assignment is to give a summary of each article/reading that you choose in 100 words or less. Be sure to read and answer all questions within the directions (within the word count). After you submit your entry, respond to at least 2-3 students (that you have not responded to) entries (that you have not responded to) in 100-175 words or less on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently. This actively helps you pick what is the most important piece of writing and sometimes center around that. This is good practice for the research paper.
Due Date: August 30th at midnight.
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**Wednesday, August 26 –**

Handout(s): Rhetorical Analysis Assignment Sheet

Class Discussion: Rhetorical analysis

Blackboard submission: Read 2 articles posted for this section, they can be found under ‘Rhetorical Analysis’.

**Friday, August 28th -**

Introduction to Journals Handout(s):

Journal Guidelines AND Format for Rhetorical Analysis

Class Discussion: Rhetorical analysis continued

**Week 3**

**Monday, August 31 -**

MLA Scavenger Hunt, worksheet and online collaboration.

Blackboard submission: Nothing due

**Wednesday, September 2nd –**

MLA Scavenger Hunt, worksheet and online collaboration.

Blackboard submission: Nothing due

**Friday, September 4th –**

No in class meeting. MLA Scavenger Hunt Document due September 8th at midnight.

**Week 4**

**Monday, September 7 -** NO CLASS – LABOR DAY

**Wednesday, September 9th.-**

Guideline and Overview of Rhetorical Analysis Essay #1

“Constructing your Rhetorical Essay” – 3 Precise Points, Class Discussion

Begin drafting.
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→ Begin Draft of Essay #1 – Your purpose is to begin a slight/rough draft that will consist of a 5 body paragraph, introduction, 3 point paragraph and conclusion. It is going to be very rough and sloppy. This is OK.

**Due Date: September 10th at midnight. Upload in BB as DB3.** This assignment is going to be rough and sloppy. I do not expect perfection or a completely done essay. Be sure to read and answer all questions within the directions (within the word count). If you find yourself only completing 3/5 paragraphs, that is OK. Upload as a DB entry #4. Word count: at least 450 words.

Friday, September 11 -
“The Art of Peer Review”: An Exercise, In class Lecture

**Assignment: Discussion Board #4** look over 3 student’s samples. Using the notes from Peer Review and the Peer Review Checklist Guide on Blackboard, answer the questions for this entry. In helpful ways, prompt yourself to revise 1 sample and compliment the other 2 students. (Again, this should be students whom you have not responded to). Each response entry should be at least 150 words.

**Due date: for DB#4 September 14 at midnight.**

Outside Reading: *They Say, I say*, Blog from pages 1-42 (I will upload the instructions and show you in class where to find this blog entry). **Due date September 16th, 2020.**

Week 5 - Sequence 2
Monday, September 14
“To re-evaluate is OK” handout and lecture; Notes

**Work on Final Draft. Due September 18th.**

Wednesday, September 16

→ DB#5 From this week’s discussions and notes, think on your topic or approach to your second essay. From the list provided, choose 1 and answer the questions from the directions to help guide you. This exercise is to promote a free writing for deeper level thinking (in retrospect, you may end up using a bit or a whole from this answer in your argumentative essay). Your entry should be at least 250-300 words and should answer all of the questions provided. After you submit your entry, respond to at least 2-3 students’ entries in 100-175 words or less on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

**Due Date: September 20th at midnight.**
English 1302.020: English Composition
Meeting Days/Time for 1301.020 – MWF 8:00-8:50 pm
Room: Academic Building #35
Semester: Fall 2020 (August 17th- November 24th)
***Syllabus is subject to change at any time. ****

Friday, September 18
“Wrapping Up: Final Thoughts-Open Ended Overview

Essay 1: Rhetorical Essay is due September 20th at midnight.

Week 6

Monday, September 21 – classes cancelled. Essay #1 due date changed to 9/22

Wednesday, September 23
Introduction to Summary and Response – Guide and Rubric of Essay (Overview of Rubric/Instructions)

Blackboard submission: ➞ DB#5- From today’s discussion, upload 300 words as an entry for a topic on your best writer strengths. Be sure to read and answer all questions within the directions (within the word count). Do not go over more than 75 words for this board. After you submit your entry, respond to at least 2-3 students’ entries in 100-175 words or less on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently. Due Date: September 26th at midnight.

Friday, September 25
“The Argument of Millennials” – IN class Activity/Online activity – Mini Draft to Essay

➔ Begin Draft of Essay #2 – Your purpose is to begin a slight/rough draft that will consist of a 5 body paragraph, introduction, 3 point paragraph and conclusion. It is going to be very rough and sloppy. This is OK.

Due Date: September 27th at midnight. Upload in BB as DB#6 This assignment is going to be rough and sloppy. I do not expect perfection or a completely done essay. Be sure to read and answer all questions within the directions (within the word count). If you find yourself only completing 3/5 paragraphs, that is OK. Upload as a DB entry #6. Word count: at least 450-475 words.

Outside Reading: They Say, I say, Blog from pages 43-67 (I will upload the instructions and show you in class where to find this blog entry). Due date October 1st, 2020.

Week 7

Monday, September 28 -
Searching for Data (Academic Journals and Sources) & Correcting In-Text Citation – Class Discussion

Blackboard submission: Nothing due
Wednesday, September 30 -

“How to MLA for Beginners” handout and Review.

→DB#7- From today’s discussion, upload 300 words as an entry for stating the MLA Procedure. Be sure to read and answer all questions within the directions (within the word count). Do not go over more than 75 words for this board. After you submit your entry, respond to at least 2-3 student’s entries in 100-175 words or less on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

**Due Date: October 4th at midnight.**

Friday, October 2nd-

Peer review Day- Using checklist and Lecture Points to improve the writer’s voice.

Assignment: Discussion Board #8

Look over 3 student’s samples. Using the notes from Peer Review and the Peer Review Checklist Guide on Blackboard, answer the questions for this entry. In helpful ways, prompt yourself to revise 1 sample and compliment the other 2 students. (Again, this should be students whom you have not responded to). Each response entry should be at least 150 words. **Due date Oct 7th**

**Essay 2: Summary and Response Essay is due October 18th at midnight.**

Outside Reading: *They Say, I say*, Blog from pages 68-91 (I will upload the instructions and show you in class where to find this blog entry). **Due date October 12th, 2020.**

**Week 8 - Sequence 3**

Monday, October 5th-

“How to Quote” Lecture and Mini Assignment (In class) Participation

**Blackboard submission: Nothing due**

Wednesday, October 7th-

“How to Cite”, “Looking at Articles Differently”. (Uploaded Textbook PDF as assigned reading)

**Blackboard submission (read only): Read online 3 articles on Citing Sources & MLA.**

Prepare for Short Quiz over Academic Integrity and Plagiarism (in class or online).
Monday, October 12th - Be sure to upload rough draft #2 of essay #2 via Week 9 in tab. I will be looking over these this week. Due date to submit rough drafts is Friday October 16th at midnight. Submission to turn in Final Perfect Paper will be Sunday. October 18th at midnight.

Week 9 Student Conferences #1 will be done this week.

Wednesday, October 14th

Friday, October 16th

Due date to submit rough drafts is Friday October 16th at midnight. Submission to turn in Final Perfect Paper will be Sunday. October 18th at midnight.

Week 10 - Sequence 4

Monday, October 19th

Introduction to Essay 3 Overview and Guidelines (handout) and Brainstorm: Analysis and Synthesis Essay - Mini Lecture

Blackboard submission: Nothing due

Outside Reading: They Say, I say, Blog from pages 92-128 (I will upload the instructions and show you in class where to find this blog entry). Due date October 25th, 2020.

Wednesday, October 21st


→DB#9- From today’s discussion, upload 300 words as an entry from the power of the voice. Be sure to read and answer all questions within the directions (within the word count). Do not go over more than 75 words for this board. After you submit your entry, respond to at least 2-3 student’s entries in 100-175 words or less on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently. Remember, a good argument can consider all sides.
English 1302.020: English Composition
Meeting Days/Time for 1301.020 – MWF 8:00-8:50 pm
Room: Academic Building #35
Semester: Fall 2020 (August 17th - November 24th)
***Syllabus is subject to change at any time. ****
Prompt: Write about the power of YOUR words on OTHERS and/or YOURSELF--the things you did or did not say, spoken or written, positive or negative.

Due Date: October 24th at midnight.

Friday, October 23rd
Assigned readings in class with Contextual Discussion on Discourse. Online Activity.

Week 11
Monday, October 26th
→ Begin Draft of Essay #3 – Your purpose is to begin a slight/rough draft that will consist of a 5 body paragraph, introduction, 3 point paragraph and conclusion. It is going to be very rough and sloppy. This is OK.

Due Date: October 27th at midnight. Upload in BB as DB#10 This assignment is going to be rough and sloppy. I do not expect perfection or a completely done essay. Be sure to read and answer all questions within the directions (within the word count). If you find yourself only completing 3/5 paragraphs, that is OK. Upload as a DB entry #10. Word count: at least 450 words.

Blackboard submission: Nothing due

Wednesday, October 28th
MLA Review Day- In Text Citations, Database Search
Blackboard submission: Nothing due

Friday, October 30th
Workshop Day #2 –
Assignment: Discussion Board #11 Look over 3 student’s samples. Using the notes from Peer Review and the Peer Review Checklist Guide on Blackboard, answer the questions for this entry. In helpful ways, prompt yourself to revise 3 samples and compliment the other 3 students. (Again, this should be students whom you have not responded to). Each response entry should be at least 150 words.

Due date: for DB#4 September 14 at midnight.

Outside Reading: They Say, I say, Blog from pages 129-161 (I will upload the instructions and show you in class where to find this blog entry). Due date November 4th, 2020.
**English 1302.020: English Composition**

Meeting Days/Time for 1301.020 – MWF 8:00-8:50 pm
Room: Academic Building #35
Semester: Fall 2020 (August 17th- November 24th)
***Syllabus is subject to change at any time. ****

**Week 12**

**Monday November 2nd.**

Brainstorming, Researching and Writing Topic Worksheet

Assignment Sheet: Research Project Overview; Introduction and Overview.

→ DB#12- From today’s discussion, upload 400-450 words as an entry selected from the options for this board. Be sure to read and answer all questions within the directions (within the word count). Do not go over more than 75 words for this board. After you submit your entry, respond to at least 2-3 student’s entries in 200-275 words or less on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

**Due Date: November 3rd at midnight.**

**Wednesday, November 4th**

“The Voice can be Good” article- and Open Class Discussion/Online

→ Begin Online Research.

**Friday, November 6th**

**Online and Writing Lab for Research paper.**

Using checklist and Lecture Points to Improve the writer’s voice.

**Essay 4: Argumentative Essay is due November 15th.**

Outside Reading: *They Say, I say*, Blog from pages 163-202 (I will upload the instructions and show you in class where to find this blog entry). **Due date November 11th, 2020.**

**Week 13**

**Monday, November 9th**

“The Art of Revisiting revision” Lecture.

Your assignment is to slash any wordy or inconsistent words/parts from your essay.

→ Last DB#12- From today’s discussion, copy/paste a draft of your essay as an entry. Read another sample and go back to yours. Edit/Revise your own to where you take out at least 3-5 sentences that do not belong. Describe what sentences were they and why you cut them.
**English 1302.020: English Composition**

Meeting Days/Time for 1301.020 – MWF 8:00-8:50 pm
Room: Academic Building #35
Semester: Fall 2020 (August 17th - November 24th)

***Syllabus is subject to change at any time.****

Also include your experience as a writer- and what the beginning of the semester’s exercises to now have done for your level of understanding and writing an essay. Word count 300-400 words. Respond to 3-5 students with at least 150-250 words.

**Due Date: November 3rd at midnight.**

**Wednesday, November 11th**

Workshop and Revise Research Paper.

**Friday, November 13th** - In class Workshop of Research Paper. Mini Persuasive Essay Assignment. Both due Nov 23rd.

Outside Reading: They Say, I say, Blog from pages 202-238 (I will upload the instructions and show you in class where to find this blog entry). **Due date November 20th, 2020.**

**Week 14 (Optional Student Conferences will be made this week as well as other assignments in Blackboard). This is a tentative week.**

**Monday, November 16th** - Be sure to upload rough draft #2 of essay #4 via Week 14 tab. I will be looking over these this week. Due date to submit rough drafts is Friday November 20th at midnight.
Submission to turn in Final Perfect Paper will be Sunday, November 22nd at midnight.

**Wednesday, November 18th**

**Friday, November 20th** –

Due date to submit rough drafts is Friday November 20th at midnight. Submission to turn in Final Perfect Paper will be Sunday, November 22nd at midnight.

**Week 15**

**Monday, November 23rd**

**Wednesday, November 25th**

**Friday, November 27th**

This is Finals Week, once a cemented date to take finals is implemented, this will be changed.