ENGLISH 1301
Composition I Fall 2019

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CATALOG DESCRIPTION:
Emphasizing the writing process, this course offers substantial practice in the
production of effective prose essays as well as analysis of selected readings.
Prerequisites: Successful completion of 1301T and/or TSI Requirements Met.

TEXTBOOK AND ONLINE RESOURCES:
No textbook will be required. We will use handouts and online resources for our
reading.

COURSE SUPPLIES:
- Class Notebook (for notes, assignments, and in-class work)
- Two Pocket Folder (for submitting hard copy essays)

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 objectives.
The four designated for this class are

- 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. Attached to this syllabus is the rubric used by the
Department of English and Modern Languages to assess core outcomes in this class.

**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.

**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. Pay attention and participate in discussions. Ask questions when you have them and consult your professor when you have concerns.

- Be prepared every day. Critically read all assignments. Conscientiously complete homework and class activities. Keep up with your work.

- 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 and leave when class is dismissed.

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.

Silence and put away cell phones. Do not use any personal electronic devices unless invited to do so as part of the lesson. If you believe your smartphone or tablet would be helpful to you during class, ask permission to use it.

ATTENDANCE AND MAKEUP POLICY
The Attendance and Makeup policies of Llano ISD will be in effect for this class.

ACADEMIC INTEGRITY:
Students are expected to do their own work. Plagiarism will not be tolerated. Any instance of plagiarism will result in a zero for the assignment in question, with no make-up possible. If you are in doubt as to what constitutes plagiarism, please ask.

GRADING:
Your grade for the course will be based on the following:

- Class participation, in-class assignments, discussions, quizzes, tests, etc.
- Final Copies of 4-5 papers of varying point values
- A Final Examination

Last day to drop for the Fall Semester:

I reserve the right to make changes to this syllabus or assignment calendar as needed to facilitate reaching the desired outcomes of the course.

As per Angelo State, the following statements are required to appear in this document:

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. 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 ☐ 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 ☐ 325-4866357 ☐ Mayer Administration Building 204

**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.

**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 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.
Tentative Activity Calendar

The main readings are listed, but we may add others along the way. I have also noted the major papers, but in addition there could be reading quizzes, tests, in-class work, & other papers as circumstances warrant. In assigning work I am guided by two things---the integrity of my discipline, and the best interests of my students. I do not give “busy work”. I will not ask you to do something unless I think it will be to your benefit, so if I do ask for work, please make an effort to do it. I am here for you if you any questions or difficulties regarding the class, readings, papers, etc.

Week of

8/24: Get acquainted; discuss class policies and procedures. Introduce Personal Narrative & Expressive writing. Read & discuss “Salvation”, by Langston Hughes in class. Read & discuss The View from the Bridge in class. Read & discuss “the Knife” in class, noting how diction can shape tone. Assign Richard Selzer’s “The Masked Marvel’s Last Toe-Hold” for homework. Narrative/Expressive paper due first of next week. Read & discuss “the Sanctuary of School” in class. Read & discuss “Someone’s Mother” in class. Assign “Nickel and Dimed” for homework.

8/31: Paper 1 due. Discuss “Nickel and Dimed” assignments. Begin post-high school research project. Revise papers as necessary. End of 1st three weeks.

9/7: Labor Day holiday. Introduce Persuasive writing. Discuss the nature of argument, logical fallacies, and appeals to logos, pathos, & ethos. Assign Persuasive paper. Read & discuss Molly Ivins, etc. in class. “The Death Penalty is a Step Back”, Coretta Scott King (handout); “Capital Punishment: Another Argument for It” Dennis Praeger, (Handout); continue portfolio project as needed.


9/21: Introduce Analytical writing. “Why Leaves Change Color in the Fall”; “Sex, Lies, and Conversation” (online); “Rival Conceptions of God” (handout); “Grant and Lee: A Study in Contrasts” (online). Assign Paper 3. Continue portfolio project as needed. End of six weeks; UIL reporting deadline.

9/28: Analytical writing, continued. “How to Mark a Book” (online); “Why I Hunt” (handout/online); “Verbicide” (online); “The Men We
Carry in Our Minds” (online); continue portfolio project as needed.


10/12: **Columbus Day Holiday.** Paper 3 due. Introduce Research writing. “Supersaturation: The Media Torrent and Disposable Feeling” (online); “How Computers Change the Way We Think” (online); (HB pp. 219-250); “Five Things” Postman (handout/online).

10/19: Research writing, continued. “How Teens are Really Using Facebook” (LR pp. 287-290); “The Myth of Computers in the Classroom” (online); “Deus Machina” (handout/online); MLA Citation Review

10/26: Research writing, continued. “Does the Internet Make You Dumber?” (online); “All Can Be Lost” (online); Peruse Nicholas Carr’s blog & discuss.

11/2: Peer-editing Paper 4. Other readings TBD


11/16: Paper 5 work; readings TBD.

11/23: Thanksgiving Break


12/7: Exam Week

*I reserve the right to make changes in this syllabus at my discretion.*