

English 1301---Burnet HS Dual Credit English III/IV

Fall Semester

Instructor Information

Instructor

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Office Location & Hours

Room 117 --- Conference: TBD

General Course Information and Policies

Description:

This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, essay writing, and collateral readings in literature and the other humanities.

Scope/Purpose:

The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 helps students to think and communicate well by teaching them to read and write well, the use of appropriate grammar and diction, the use of logic, and different methods of essay development. Collateral readings from all areas of the humanities are included.

Instructional Objectives:

By the end of the course, the student should be able to:

- understand writing as a process: that is, writing conceived as a connected and interactive process which includes prewriting, writing, and revision
- apply the principles of writing as a process and the analysis of audience and purpose to writing assignments
- write essays that follow the principles of unity and coherence and that are appropriately developed to prove a thesis by means of narration, description, cause and effect, comparison and contrast, argumentation and/or persuasion
- write an essay in standard English, the criteria for standard English being those described in current handbooks
- understand and apply basic principles of critical thinking in the development of exposition and argument

ASU Core Curriculum/Student Learning Objectives:

Critical Thinking Skills #1---The student will gather, analyze, evaluate, and synthesize information relevant to a question or issue.

Critical Thinking Skills #2---The student will develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.

Communication Skills #1---The student will develop, interpret, and express ideas through effective written communication.

Teamwork #1---The student will consider different viewpoints as a member of a team.

Teamwork #2---The student will work effectively with others to support and accomplish a shared goal.

Personal Responsibility #1---The student will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

Plagiarism:

Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an “F” for the course. Extreme cases may result in disciplinary action up to and including expulsion from the university.

Nondiscrimination Statement:

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. In addition to complying with federal and state equal opportunity laws and regulations, this diversity policy maintains that harassment based on individual differences is inconsistent with this institution’s instructional mission and educational goals.

Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Attendance Policy:

Regular class attendance is required of all students. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

Phone/Headphones/Electronic Device Policy:

Cellphones or other electronic devices should only be used as a resource during class. A dedicated charging station is available, but it should not be visited during class. Headphones should never be worn during lessons, even if not in use. Inattention to class activities due to device use is grounds for a participation grade deduction.

Assignment Policies:

- All assignments are due by the end of the day on the designated due date.
- Late papers will receive a maximum grade of D (65)
- All papers must be typed, double-spaced, and use Times New Roman or default font, size 12, with 1-inch margins on all sides. (MLA standard format)
- All assignments must include the following information in a standard MLA heading at the top of the first page: Your Name, Teacher Name, Class, Date, and Title, as shown below:

Scooby Doo ← your name

Mr. Ferguson ← instructor name

English 1301 1st Period ← course and section name

25 August 1983 ← date...exactly as shown! Day Month Year, no punctuation

Why Everyone Should Just Shut Up: An Academic Analysis of the Value of Silence

(^^^ centered title ^^)

Grading Policy:

Participation	10%
Formative Work	30%
Summative Work	50%
Final Exam	10%

Evaluation Rubric:

Students' work is evaluated by means of letter grades, A being Superior, B being Good, C being Average, D being Poor, and F being Unacceptable. Numerical grades are assigned only for convenience in averaging grades. **All assignments must be completed and turned in on or before the official due date for a student to receive full credit for the assignment.** The maximum grade for late work is a D (65).

Essays and writing assignments will be evaluated according to the following general criteria:

1. Use of the appropriate method of development and basic expectations for the assignment
2. Use of conventions of standard grammar
3. Use of logical points to advance the thesis of the assignment

In this class, I use a system of deductions to determine grades for each assignment. Deductions are usually made in increments of 1, 5, or 10 points, depending on the nature of the error or omission.

Assignment Submission:

Unless instructed otherwise, all major papers should be submitted digitally on Blackboard. This allows for plagiarism scanning via the online system. Any major papers that have unacceptable levels of unintentional plagiarism will receive an F and a warning from the instructor. Any major papers that have unacceptable levels of intentional plagiarism will receive a zero, and the student may be dropped from the course and reported to ASU for possible academic probation. The initial judgement of plagiarism will be made by the instructor.

Course Materials

Required Materials:

These are some of the materials you will need for this class.

- Basic classroom supplies (pens, pencils, notepaper, etc.) and 1 three-ring binder (1 inch or less) for notes
- Computer and printer access at home or elsewhere
- Personal drive or online service (Onedrive, Dropbox) for electronic file storage and transfer

Required Text:

Patterns for College Writing: A Rhetorical Reader and Guide, Laurie G. Kirszner, 13th Edition
(NOT the "Compact Edition")
ISBN: 978-1319088064

Course Schedule

Week	Topic	Reading: <i>Patterns for College Writing</i>	Writing and Grammar Exercises: (more to be assigned)
1---Aug. 18-20	*Course Introduction *Rhetorical Theory	*Introduction, p 1-12 *Reading to Write, p 13-28	***Begin Email Assignment

Week	Topic	Reading: <i>Patterns for College Writing</i>	Writing and Grammar Exercises: (more to be assigned)
2---Aug. 23-27	*Rhetorical Theory *Analysis/Synthesis	*Invention, p 29-49 *Alexie <i>Superman and Me</i> [handout] *Alexie <i>Indian Education (Fiction)</i> 142	*Basic Grammar: Sentence Types, Subject-Verb Identification, and Subordinate Word Groups ***Email Assignment Due
3---Aug. 30-Sept. 3	*Writing Process *Narration	*Arrangement, p 51-64 *Narration, p 97-111: Orwell <i>Shooting An Elephant</i> 133 *MLA Condensed Style Guide *Reading Quiz	*Punctuation and Mechanics: End Marks and the Apostrophe *Start Descriptive Essay: Groups (1-2 pages)
4---Sept. 7-10	*Writing Process *Description	*Drafting & Revising, p 65-79 *Description, p 151-168: Nguyen <i>Goodbye to My Twinkie Days</i> 171 *Reading Quiz	*Punctuation and Mechanics: Semicolon and Colon *Structure Notes: Introductions, Bodies, Conclusions ***Descriptive Essay Rough Draft Peer Review
5---Sept. 13-17	*Writing Process *Description	*Editing & Proofreading, p 81-93 *Description, p 151-168: Hodgeman 180 *Reading Quiz	*Punctuation and Mechanics: The Comma *MLA Format Notes ***Descriptive Essay Due
6---Sept. 20-24	*Analysis	*Doyle <i>Joyas Voladoras</i> [handout] * <i>Spinning Plates</i>	*Punctuation and Mechanics: Review *Rhetorical Analysis
7---Sept. 27-Oct. 1	*Research Writing	*Working with Sources, p 711-729 *Sample MLA Paper Handout & Citation Formula * <i>T.R. On Football</i> [handout]	*Punctuation and Mechanics: Quotation Marks, Hyphens, Dashes, and other marks ***Start Cause & Effect Essay (2-3 pages, 4 sources)
8---Oct. 4-8	*Cause and Effect	*Cause and Effect, p 319-334: Brooks <i>The Movies That Rose from the Grave</i> 359 *Reading Quiz	*Begin SAT Practice ***Cause & Effect Essay Due
9---Oct. 11-15	*Comparison/Contrast	*Comparison and Contrast, p 369-389: Catton <i>Grant and Lee</i> 393 *Reading Quiz	***Start Comparison & Contrast Essay (2-4 pages, 4 sources)
10---Oct. 18-22	*Comparison/Contrast	*Comparison and Contrast, p 369-389: Chua <i>Why Chinese Mothers Are Superior</i> 408	***Grammar Exam ***Comparison Essay Peer Review

Week	Topic	Reading: <i>Patterns for College Writing</i>	Writing and Grammar Exercises: (more to be assigned)
11---Oct. 25-29	*Classification/Division	*Classification and Division, p 433-445: Kirby, <i>Inked Well</i> 692	***Comparison & Contrast Essay Due
12---Nov. 1-5	*Argumentation	*Argumentation, p 523-547 **Argumentation Casebook, p 603-625: Banks 605, Burleigh 610	*Final Writing Notes: Parallelism, Cliché, Ambiguity, Subjective/Objective Pronouns, Active/Passive ***Start Argumentation Essay (3-4 pages, 5 sources)
13---Nov. 8-12	*Argumentation	*Argumentation Casebook, p 603-625: Golinkin 616, Flynn 621	*Punctuation Exam Retake *Argumentation Essay Review
14---Nov. 15-19	*Argumentation	*Combining the Patterns, p 663-671: Swift <i>A Modest Proposal</i> 699, Miller <i>Get it Right: Privatizing Executions</i> [handout]	***Argumentation Essay Due
Nov. 22-26	Thanksgiving Break		
15---Nov. 29-Dec. 3	Final Exam	*Handout	***Final Exam: In-Class Essay
16---Dec. 6-10	Final Review		*Rhetorical Activities
17---Dec. 13-16	Final Review		*Rhetorical Activities
End Fall Semester			

Additional Information and Resources

Your instructor reserves the right to amend this syllabus and its attendant coursework at any time. Also, some outside reading materials may be used in class from other sources. Also, we will refer to this syllabus on a daily basis, so make sure you bring it to every class along with your other materials. Also, remember to keep track of your ASU username and login information. Also, SAVE EVERYTHING. Also, you will be expected to use your brain in this class. Bring it.