

## English Composition 1301 Syllabus and Sequence

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### Overview and Expectations:

In the first 30 minutes of a ninety-minute class, students will read, narrate, and discuss how to apply what is learned from their resource texts. After each lesson, the students will have 60 minutes remaining to begin their assignments. Classes will occur twice weekly, with assigned readings and written work to be completed between sessions.

The writing will sometimes take on a journaling feature as students reflect on assignments. At other times writing will move from shorter and longer narrations to formal essays. Formal essays use the “close-reading” approach to writing, in which a student reads the portion (a few lines to a paragraph) of the text over and over again and asks questions of the author. From this pondering, the students begin to compose thoughts about the question and the author’s response. This should be demonstrated orally prior to writing, so the students can see the intensity and perseverance needed to keep going back to the text. In the coursework, there is a document online, “Writing a Close Reading Essay,” which explains this process (ASI).

### **Main Course Objectives:**

To perfect:

- Critical thinking, close reading, and academic writing;
- Clear, coherent, confident, and effective written communication.

### **Student Learning Outcomes**

Upon completion of English 1301, students should be able to:

- Identify rhetorical purposes/writing situation and methods of organization appropriate to topic, thesis, and audience;
- Collect, read, analyze, and use information from various sources, e.g., your literature and history curriculum;
- Write a coherent essay observing appropriate grammatical, mechanical, and stylistic conventions;
- Write competently in the informative, analytical, and persuasive modes
- Evaluate, edit, and revise at all stages of the writing process.

Lesson/Date	Objective	Text Support	Writing Outcome
1, 2, 3, 4 August 23 – September 6	The student will become familiar with or reflect upon how to learn from his/her errors, take a writing inventory, and assess organization and presentation from <i>The St. Martin's Handbook</i> .	<i>The St. Martin's Handbook</i> , "Introduction" (1-27)	After reading and narrating, the student will write a 300-word summary of each objective topic.  The student will begin a writing inventory and note his/her most common errors.  Due by September 10.
5, 6 September 9 - 13	The student will refresh the art and craft of writing with regard to the rhetorical stance.	<i>The St. Martin's Handbook</i> , Chapter Two, "Considering Rhetorical Situation" (43-56)	The student will respond to "green box" questions on pages 50-1. Topic will be provided from instructor generated from class discussions in literature.  Due by September 17.
7, 8, 9, 10 September 16 - 27	The student will have an understanding of exploring a topic, planning through outlining methods, and drafting with various organizational approaches.	Chapter Three, "Exploring, Planning, and Drafting" (57-82).	The student will experience each phase of the process with a topic from one of his/her other courses (literature).  3.1, 3.2, 3.3, 3.4, 3.5, and 3.6.  Due by October 1.
11, 12 September 30- October 4	The student will also explore sections of <i>Keys to Great Writing</i> , which will take the student from the	<i>The Keys to Great Writing</i> , "Introduction" (1-7)	The student will consider the myths about great writing and complete a self-

	mechanics of writing to the mastery of writing with style.		assessment. The student will submit his/her writing inventory, self-assessment, and goals for writing both for the semester and his/her future. Due by October 8.
13, 14, 15, 16  October 7 - 18	The student will perfect concise writing.	<i>Keys to Great Writing</i> , Chapter One, "Economy" (10-35).	The student will read, narrate, discuss, and share observations from the chapter. Once the chapter is completed, the student will take two previous essays and edit with "economy" in mind. Edited essays must be submitted to the instructor. Due by October 22.
17, 18 October 21 – 25	The student will further stylistic writing by perfecting drafts.	Chapter Two, "Precision" (36-47).	The student will read, narrate, discuss, and share observations from the chapter. Once the chapter is completed, the student will take the same previous essays and edit with "precision" in mind. Edited essays must be submitted to the instructor. Due by October 29.

<p>19, 20 October 28 – November 1</p>	<p>The student will edit for active voice.</p>	<p>Chapter Three, “Action” (48-64).</p>	<p>The student will read, narrate, discuss, and share observations from the chapter. Once the chapter is completed, the student will take the same previous essays and edit with “action” in mind. Edited essays must be submitted to the instructor.  Due by November 5.</p>
<p>21, 22, 23, 24 November 4 - 15</p>	<p>The student will explore musicality in writing through variety and rhythm, creating emphasis.</p>	<p>Chapter Four, “Music” (65- 104).</p>	<p>The student will read, narrate, discuss, and share observations from the chapter. Once the chapter is completed, the student will take the same previous essays and edit with “music” in mind. Edited essays must be submitted to the instructor.  Due by November 19.</p>
<p>25, 26 November 18 - 22</p>	<p>The student will finesse essays with the addition of figurative language.</p>	<p>Chapter Five, “Personality” (105-25).</p>	<p>The student will read, narrate, discuss, and share observations from the chapter. Once the chapter is completed, the student will take the same previous essays and edit with</p>

			<p>“personality” in mind. Edited essays must be submitted to the instructor.</p> <p>Due by December 3.</p>
<p>27, 28 December 2 - 5</p>	<p>The student will refresh MLA citation before submitting final essays</p>	<p><i>MLA Handbook Eighth Edition</i>, and credible on-line citation sites.</p>	<p>The student will take his/her best previous essay and add a “Works Cited” page, in conjunction with any in-text citation. Word count for the essay is previously determined from literature class.</p> <p>Final Essay due by TBD ASU’s Final Examination Calendar.</p>

Your semester work comprises 70% of your grade. Your final essay and supporting documents will make up 30% of your final score. Grades are determined using a rubric system on essays, containing six areas of measurement:

1. Content (50%)
2. Organization (10%)
3. Language/Coherence (10%)
4. Spelling, Grammar, and Mechanics (10%)
5. The Writing Process (10%)
6. Growing in Skill/Style (10%) (see website below for figurative language):

<https://www.litcharts.com/literary-devices-and-terms/figurative-language>

If you have questions or concerns, I am available at Ambleside School of San Angelo from 2:30 to 3:15 Monday through Thursday, or you may call or text me at 325-374-9802.

Per ASU’s Requirements, please read the following statements:

**Academic honesty:**

Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student.

See the [Angelo State University Student Handbook](#), Part II B: [Academic Integrity](#) for more information.

### [Academic Integrity](#)

#### [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.

### **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](mailto: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

- ☐☐ [Michelle.boone@angelo.edu](mailto:Michelle.boone@angelo.edu)
- ☐☐ 325-486-6357
- ☐☐ [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.