

English 1302 AC1- Dual Credit

Cooper High School

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Tutorials: M-Th 3:40-4:30

Course Description:

Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisite: Students must complete the English Texas Success Initiative (TSI) requirements.

This course will teach the requirements of the College 1302 Writing Class as well as the curriculum of English III at the High School Level. The blending of these two courses will emphasize the writing techniques needed for the college level alongside the literary background of an American Literature Course.

Course Textbooks:

Bullock, Richard et al. *The Norton Field Guide to Writing with Readings and Handbook*. 5th edition. New York and London: Norton, 2019.

Materials Needed:

Blue/Black pen (no bright colors)

Highlighters

Notebook

Helpful Online Resources

About.com Grammar and Composition (<http://grammar.about.com/>)

- The Purdue Online Writing Lab (OWL): <https://owl.english.purdue.edu/>
- The ASU Writing Center: http://www.angelo.edu/dept/writing_center/ (See especially “Resources for Students” and “Grammar and Proofreading” tabs.)

Expectations for the Course

Learning Outcomes: Upon completing English 1301, students should be able to:

- understand the nature of the writing process and use all its phases in writing
- understand the principles of audience analysis and adapt language, structure, and detail to the needs of specific readers;
- understand basic prose structures and apply them on the sentence, paragraph,

and essay level so that readers can easily understand the writer's purpose and follow the progression of ideas;

- generate sufficient and appropriate detail to convince readers of the validity of the thesis;
- be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays; and
- write prose largely free of errors in grammar, diction, usage, and mechanic

Angelo State University Core Curriculum Objectives for English 1301 and Related

Course Assessments: Students in English 1301 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.

Critical Thinking: 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: 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: Students will consider different viewpoints as members of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers' drafts, presentations, and arguments.

Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

Personal responsibility: 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.

Grading

The majority of my grades of course will come from “Classwork” or “Assignment” grades and they will account for 60% of the overall grade. These grades include homework, warm-ups/ journals, class discussions, short essays, quizzes, group work, etc. The division of those types of assignments will vary between six weeks. Most of those grades may be from Discussions and Quiz grades. The largest reason students grades are lower than they should be in my class are due to students either not turning in homework assignments, or turning them in late for a 70 or below (I cannot emphasize this concern enough). All quizzes are based upon class discussions, but may be detail oriented to ensure close reading (or to make sure they did their independent reading); all of which may be re-taken for up to a 70 in tutorials. All assignments given throughout a six weeks are oriented toward helping students developing skills, mastery of a text, or preparing them for a six weeks Assessment. **Assessments** or Test grades will be the other 40% of the class grade, as per District Policy. Each grading period varies, but there are usually 3 Assessment grades: Tests, Formal Essays, and Outside Readings. All Tests and Formal essays will be announced **at least a week in advance and have a study guide**. Due to the fluid nature of a Six weeks, *I do not include a formal syllabus of test dates in a six weeks* to ensure my students have the understanding and time to study for their exams, not an arbitrary date. Dates will be posted on boards and mentioned to students in class each day, but there will not have a handout necessarily sent home. See Abilene ISD’s District Grading Policy for further reading or clarification.

Outside Reading: students will need to pick a book to (1.) read outside of class, (2.) write an original summary, (3.) write an imitation piece similar to the style of the writer, **And** (4.) complete a written literary analysis of the book. The genres, assignment lists, and deadlines will be sent home in the first or second week of each Six Weeks. Students may get books from the School or Public Library, but I have found in the past that many of my students have preferred to purchase their own books and keep them afterwards. The Outside Reading Summary and Literary Analysis *will be combined* to be one Assessment grade.

Further Angelo State Syllabus Information

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

Title IX

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 Absences for Observation of 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.

The College of Science and Engineering adheres to the [Statement of 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.

General Policies Related to this Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)