



English 1302 – Writing Across the Curriculum English III Dual Credit/AP

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Prerequisites: English 1301 or equivalent credit

Course Description and Learning Outcomes: A course in critical reading and writing across the curriculum, including the research process and the research paper. This course teaches skills required for effective academic and real-world writing in various disciplines by guiding students through the writing process to find, evaluate, analyze, and synthesize various sources of information. Summary, critique, synthesis and analysis assignments will reinforce understanding of writing as a series of tasks that are on-going and adaptable. Progressively, students will work thorough these steps beginning with an explanatory synthesis essay, moving to an argument synthesis essay and ending with an argumentative research project. The outcome of the assignments for this course will enhance rhetorical knowledge, critical thinking, reading and writing, and improve knowledge of conventions. Upon completing English 1302, students should

1. Be able to use reading and writing for inquiry, learning, critical thinking and communicating
2. Be able to write to a variety of audiences in a variety of disciplines
3. Be familiar with the library and be able to use its resources, including its online resources and other electronic databases
4. Be able to work through the research process and use an appropriate style

ASU Core Curriculum Objectives for English 1302 and Related Course Assessments

Students in English 1302 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 will be demonstrated in a research essay.

- 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 also be demonstrated in a research essay.

- 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 in a Group Project.

- Students will consider different viewpoints as a member 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 will be demonstrated in a final reflection essay.

- 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.

When you complete this course, you should 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

Prerequisites: Completion of English 1301 or equivalent.

Required Texts:

Holt McDougal American Literature Year: 2010

Selections from *50 Essays: A Portable Anthology* Samuel Cohen Year: 2004

Selection from *The Riverside Reader, Alternate Edition* Joseph Trimmer Year:2009

Supplies: 1-inch binder, dividers, notebook paper, writing utensils

Other necessary materials to be used outside of class:

Computer and internet access. Most essay drafts will be word-processed and submitted via Google Classroom or TurnItIn.com. Those who do not have access to a home computer may either utilize the computer labs at: 1) Lake View High School; 2) Tom Green County Library; or 3) Angelo State University.

Attendance Policy/Makeup Work

Attendance and punctuality are imperative in a college course. All assignments are due on their due dates regardless of whether a student is absent from class or present. Due dates for assignments are given in advance. Students who are absent for a school trip, or any other reason on the day an assignment is due, must turn in the assignment early or give the assignment to a parent/sibling/other responsible person to give to the instructor on the day it is due. Assignments may also be turned in via e-mail to Miriam.Smith@saisd.org.

Late assignments will result in a grade of zero.

If a quiz is given the day a student returns to class, the student is expected to take the quiz. Students should contact the instructor, a trustworthy classmate, or Google Classroom if absent to see what assignment was missed during the assignment. Students who are absent on the day a quiz/test is given have two class days to make up the quiz/test or schedule time to make up; failure to do so will result in a score of a zero on the quiz/test.

Students should make every attempt to avoid scheduling doctor appointments, college visits, counseling center appointments, etc. during any advanced level class time.

Class Assessment/Grading:

- Major Grades (major exams, essays, essay tests) 70%
- Minor Grades (daily grades, quizzes) 30%
- Final Exam (which will include a timed essay portion): 14% of semester average

Course Content and Rigor: College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Students with Disabilities: Persons with disabilities that may warrant academic accommodations must contact the Student Life Office at ASU in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. See Stacie Riddle in the LVHS counseling center if you have any questions.

Academic Honesty: Angelo State University and Lake View High School expect students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the ASU website at <http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>. At minimum, students who are determined to have violated this policy by plagiarizing or cheating will receive a failing grade on the assignment and may also receive a failing grade in the course.

Tentative Course Calendar

Week 1:

- Introduction to course and course expectations
- Introduction to Harlem Renaissance; study of multi-disciplinary texts of the time period (drama, poetry, story, letter to president)

Week 2:

- Vocabulary: Latin/Greek prefixes
- Writing: Brush Strokes of Writing
- Literature: Analysis of multi-disciplinary texts of the Roaring Twenties and research of historical context

Week 3:

- Vocabulary: Latin/Greek prefixes
- Grammar: Brush Strokes of Writing
- Writing: What is an annotated bibliography? Introducing the research process and choosing research topic from list of multi-disciplinary topics
- Literature: *The Great Gatsby* and paired nonfiction text: *Is the American Dream a Myth?*, 2006, From Opposing Viewpoints in Context

Week 4:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Writing: Evaluating credibility of resources using annotated bibliography
- Literature: *The Great Gatsby* and paired nonfiction text: "Generosity or Greed — It's a Matter of Choice"

Week 5:

- Annotated Bibliography Due on TurnItIn.com
- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Writing: Developing an argument using sources in annotated bibliography; note-taking without plagiarism
- Literature: *Of Mice and Men* and paired nonfiction text: "How Does The Current Economic Recession Compare To The Great Depression?", Herbert Hoover's Inaugural Address

Week 6:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Literature: *Of Mice and Men* and paired text: "On Compassion," *The American Disabilities Act Becomes Law*, Bill Summary and Status for the 101st Congress.S.933, sponsored by Sen. Tom Harkin. U.S. Congress, July 26, 1990.
- Writing: Peer Review and Peer Conferences

Week 7:

- Vocabulary: Latin/Greek Root Study
- Grammar Brush Strokes of Writing
- Writing: MLA Formatted Synthesis essay due on TurnItIn.com
- Literature: Introduction to historical context and themes of *Glass Menagerie* and paired nonfiction text: "The Ways We Lie," "On Being a Cripple"

Week 8:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Literature: Analysis of *Glass Menagerie* and paired nonfiction text: “On Keeping a Notebook”
- Writing: Multimedia Research Presentation

Week 9: Vocabulary: Latin/Greek Root Study

- Grammar: Brush Strokes of Writing
- Literature: Introduction of *The Crucible* with paired nonfiction texts: “Why Don’t We Complain?”
- Writing: Comparing/contrasting issues in Modernist writing

Week 10:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Literature: analysis of *The Crucible* with paired nonfiction texts: “Aren’t I a Woman?”
- Writing: Rhetorical analysis of “Aren’t I a Woman?”

Week 11:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Literature: Intro to Post Modernism and *Fahrenheit 451*
- Writing: Review craft of argumentation

Week 12:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Literature: Analyze *Fahrenheit 451* with paired nonfiction texts: “Television, the Plug-In Drug”
- Writing: Argumentative essay via blog

Week 13:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brush Strokes of Writing
- Literature: Analyze *Fahrenheit 451* with paired nonfiction texts: “Television, the Plug-In Drug”
- Writing: Peer Conferences

Week 14:

Vocabulary: Latin/Greek Root Study

- Grammar: Brush Strokes of Writing
- Literature & Writing: Mock AP Exam-

Week 15:

- Vocabulary: Latin/Greek Root Study
- Grammar: Paint Strokes of Writing
- Literature: Introduction to *The Things They Carried* with paired nonfiction texts: “The Death of the Moth”
- Writing: Writing Portfolio

Week 16:

- Vocabulary: Latin/Greek Root Study #12
- Grammar: Paint Strokes of Writing
- Literature: *The Things They Carried* with paired nonfiction texts: Letters from the Front
- Writing: Writing Portfolio

Week 17:

- Vocabulary: Latin/Greek Root Study #13
- Grammar: Paint Strokes of Writing
- Literature: *The Things They Carried* with paired nonfiction texts: Memoirs of Soldiers
- Writing: Writing Portfolio

**** Week 18:**

- Writing: 3 essay portfolio due on TurnItIn.com (must represent 3 different modes of writing)
- Semester Exam Preparation
- Semester Exam