



Instructor: Jennifer Brewer

Location: Olfen High School, room 108

Office Hours: M-TH 3:05-3:55

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Course Description: English 1302 builds upon what students learned in English 1301, emphasizing more complex research, analytical, and rhetorical skills. Students are prepared to write advanced essays and are introduced to the formal study of texts selected from a variety of genres (historical, philosophical, political, literary). Students learn to develop and support cogent written arguments, utilizing proper rules of evidence-gathering to draw key conclusions, to document sources, and to integrate citations using appropriate conventions of style (MLA). English 1302 focuses on critical thinking and problem solving to shape and define content, while also holding students responsible for the fundamentals learned in English 1301, such as familiarity with the traditional modalities of essay writing, mastery over sentence and paragraph construction, and the basics of English grammar and punctuation.

Course Objectives:

- Understand, strengthen and demonstrate the persuasive application of language in writing.
- Evaluate a variety of texts critically, both individually and through group discussion.
- Draw conclusions from the interpretation of a wide range of genres (historical, philosophical, political, literary) and mediums (visual texts, multimedia, speeches, recordings) that challenge student perspectives of person, place and identity (questions that relate to personal, social, and civic responsibility).
- Master common genre terminology.
- Compose multi-paragraph essays in appropriate rhetorical styles demonstrating advanced discourse.
- Prepare written analyses on a variety of texts and genres.
- Utilize proper research methods to support a logical thesis statement, as well as integrate and document the ideas of others in a competent manner.
- Demonstrate a thorough understanding of the appropriate conventions of style as applicable to upper-level courses and disciplines (MLA).

Learning Outcomes:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments and essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions in correct MLA style.

Grading:

Students will complete a variety of in-class assignments and out-of-class reading and research.

- Major (60%)—includes 3 major papers and an oral presentation
- Minor (30%)—includes the midterm exam, grammar labs, rough drafts, vocabulary exercises, and quizzes.
- Final exam (10%)—a comprehensive exam at the end of the semester.

Late Work:

Late work is not accepted and will be awarded a zero. It is the students' responsibility to contact the professor to report circumstances contributing to late work. Circumstances will be considered case-by-case and may not be accepted as a reason for turning in late assignments.

Texts and Online Materials:

Anthem by Ayn Rand, Various readings and writing skills practice in *McGraw Hill StudySync*.

Student Disability Services:

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

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.

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 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. 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.

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 Miller, J.D. You may submit reports in the following manner:

- Online: angelo.edu/incident-form
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: michelle.miller@angelo.edu

Assignments and Due Dates: (This is a tentative schedule and may be adjusted for unforeseen circumstances. Students will be notified in class and through email if any changes are made. No assignments will be added.)

| WEEK | ASSIGNMENTS | DATE ASSIGNED | DUE DATE |
|-------------------|---|--|--|
| 01/18/22-01/21/22 | <p>Capitalization of Quotations in StudySync</p> <p>Vocabulary List 1</p> <p>Reading for Analysis and Writing Commentary PPT and graphic organizer</p> <p>How to write a strong introduction review</p> <p>Anthem Thesis paragraph Conferences</p> | <p>Jan 18</p> <p>Jan 18</p> <p>Jan 18 (in class activity)</p> <p>Jan 19 (in class lecture)</p> <p>Jan 19</p> | <p>Jan 20 (11:59 pm)</p> <p>Jan 20 (11:59 pm) in Google Classroom</p> |
| 01/24/22-01/28/22 | <p>Quotations with other punctuation in StudySync</p> <p>Vocabulary list 2 (test Thurs.)</p> <p>Essay Template Handout, Lecture: Finding and quoting what others have said about your topic. In text citations.</p> <p>Anthem Body Paragraphs 1-3 in Google Classroom (2nd conference)</p> <p>Citing primary and secondary sources</p> <p>Vocabulary Quiz 1 (lists 1 & 2)</p> <p>Anthem rough draft with citations</p> | <p>Jan 24</p> <p>Jan 24</p> <p>Jan 24 (in class)</p> <p>Jan 21</p> <p>(in class)</p> <p>Jan 27</p> <p>Jan 25</p> | <p>Jan 27 (11:59 pm)</p> <p>Jan 25 (11:59 pm)</p> <p>Jan 27</p> <p>Jan 28 (11:59 pm)</p> |
| 01/31/22-02/04/22 | <p>Capitalization of sentences in StudySync</p> <p>Vocabulary list 3</p> <p>Peer Edit rough drafts Revise and edit Marker Verbs and Strong Verbs Handout and discussion Revise verb usage Anthem Revised draft Second peer edit Final Draft Essay 1</p> <p>Blast assignment in StudySync</p> | <p>Jan 31</p> <p>Jan 31</p> <p>Jan 31 (in class)</p> <p>Feb 1 (in class)</p> <p>(in class)</p> <p>Feb 3</p> | <p>Feb. 4 (11:59 pm)</p> <p>Feb. 2</p> <p>Feb. 4 (11: 59 pm)</p> <p>Feb 4</p> |
| 02/07/22-02/11/22 | <p>Figurative Language in StudySync</p> <p>Vocabulary list 4</p> <p>Introduction to poetry/How to read poetry</p> <p>Poetry Reading 1 "Little Brown Girl" Quiz in StudySync</p> <p>Vocabulary Quiz 2 (lists 3 & 4)</p> | <p>Feb. 7</p> <p>Feb. 7</p> <p>(in class)</p> | <p>Feb. 11 (11:59 pm)</p> <p>Feb. 9</p> <p>Feb. 11</p> <p>Feb. 10</p> |

| WEEK | ASSIGNMENTS | DATE ASSIGNED | DUE DATE |
|-------------------|--|---|---|
| 02/14/22-02/18/22 | <p>Feb. 14: Staff Day only</p> <p>Commonly Confused Words 1 in noredink.com</p> <p>Vocabulary List 5</p> <p>Modernism lecture</p> <p>Poetry Reading 2 and quiz: "The Love Song of J. Alfred Prufrock"</p> <p>Discussion of "J. Alfred Prufrock" and complete Close Read questions in StudySync</p> <p>Poetry Reading 3 "The Second Coming"</p> <p>How to compare 2 pieces of literature handout and lecture</p> <p>Poetry Reading 4 "Dulce Et Decorum Est" in Study Sync</p> | <p>Feb. 14</p> <p>Feb. 15</p> <p>Feb. 15 (in class)</p> <p>(in class)</p> | <p>Feb. 18 (11:59 pm)</p> <p>Feb. 15 (11:59 pm)</p> <p>Feb. 16</p> <p>Feb. 18</p> |
| 02/21/22-02/25/22 | <p>Commonly Confused Words 2 in noredink.com</p> <p>Vocabulary List 6</p> <p>Poetry Reading 4 quiz due. Discuss "Dulce Et Decorum Est."</p> <p>Vocabulary Review</p> <p>Subject/Verb Agreement Purdue Owl practice</p> <p>Poetry Reading 5: "The Fish" in StudySync</p> <p>Vocabulary Quiz 3 (lists 5 & 6)</p> | <p>Feb 21</p> <p>Feb 21</p> <p>Feb. 21</p> <p>Feb. 23 (in Class)</p> <p>(in class)</p> <p>Feb. 24</p> | <p>Feb 25 (11:59 pm)</p> <p>Feb 24 Test</p> <p>Feb. 23</p> <p>Feb 28</p> <p>Feb. 24</p> |
| 02/28/22-03/04/22 | <p>"Commas-Misuse" in StudySync</p> <p>Poetry Reading 5: "The Fish" Quiz</p> <p>Poetry Reading 6: "Oh, Captain, My Captain" in StudySync TV</p> | <p>Feb. 28</p> | <p>Mar. 04 (11:59 pm)</p> <p>March 1</p> <p>Mar. 4</p> |
| 03/07/22-03/11/22 | <p>Parallel Structures</p> <p>Essay 2 Poetry analysis Thesis paragraph (Google Classroom)</p> <p>Conferences in class</p> <p>Midterm exam (Vocab lists 1-6, commonly confused words)</p> | <p>March 7</p> <p>Mar 7</p> <p>Mar. 9</p> <p>Mar. 10</p> | <p>March 11</p> <p>Mar. 9 beginning of class</p> <p>Mar. 10</p> |

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| 03/14/22-03/18/22 | SPRING BREAK | | |
| WEEK | ASSIGNMENTS | DATE ASSIGNED | DUE DATE |
| 03/21/22-03/25/21 | <p>Vocabulary List 7</p> <p>Poetry body paragraphs 1-3</p> <p>Rhetorical Devices Handout and lecture</p> <p>First rough draft</p> <p>Voice, tone, mood video and lecture</p> <p>UIL Mar 23-no class</p> | <p>March 9</p> | <p>March 22</p> <p>March 25</p> |
| 03/28/22-04/01/22 | <p>Contested Usage in StudySync</p> <p>Vocabulary list 8</p> <p>Peer review and edit First draft</p> <p>Rough Draft with citations</p> <p>Peer review rough drafts</p> <p>Contested Usage video and lecture</p> | <p>Mar. 28</p> <p>Mar. 28 (in class)</p> <p>Mar. 31 (in class)</p> | <p>Apr. 2</p> <p>March 31 Beginning of class</p> |
| 04/04/22-04/08/22 | <p>Adjectives in StudySync</p> <p>Peer Review revised drafts</p> <p>Essay 2 Final Draft Due in Google Classroom</p> <p>Using dashes for Rhetorical effect</p> <p>Analyzing visual texts</p> <p>Vocabulary test 4 (lists 7&8)</p> | <p>Apr. 5 in class</p> <p>Apr. 6 in class activity</p> <p>Apr. 7 in class activity</p> <p>Mar. 21, 28</p> | <p>Apr. 8</p> <p>Apr. 5</p> <p>Apr. 8</p> |
| 04/11/22-04/15/22 | <p>Vocab list 9</p> <p>Reading 1: Speech—"We Choose to go to the Moon" and quiz</p> <p>Visual and contextual support "Hope" in StudySync</p> <p>Lecture: Using visuals in an MLA paper</p> <p>Print and Graphic Features in StudySync</p> | <p>Apr. 11</p> <p>Apr. 11</p> <p>Apr. 12 in class</p> <p>Apr. 12</p> | <p>Apr. 14</p> <p>Apr. 12</p> <p>Apr. 14</p> |
| 04/18/2022-04/22/2022 | <p>Vocab list 10</p> <p>"Dream Home" in StudySync</p> <p>"Print and Graphic Features-Dream Home" in StudySync</p> | <p>Apr. 19</p> <p>Apr. 18</p> <p>Apr. 20</p> | <p>Apr. 20</p> <p>Apr. 22</p> |

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| | <p>Subjunctive form of Verbs-Lecture and practice</p> <p>Reading 2: Speech—"Commencement Address, Be Ye Men of Valor and quiz</p> <p>Reading 3: "Speech to the Troops at Tilbury" and quiz</p> <p>Analyze techniques in speeches</p> <p>Vocabulary Quiz 5 (lists 9 & 10)</p> | <p>In class</p> <p>April 22 in class</p> | <p>Apr. 21</p> <p>Apr. 21</p> <p>Apr. 22</p> |
| WEEK | ASSIGNMENTS | DATE ASSIGNED | DUE DATE |
| <p>04/25/22-04/29/22</p> <p>April 28 last day to drop</p> | <p>Consistent Verb Tenses in StudySync</p> <p>Essay 3 and group project Thesis Paragraph</p> <p>Conferences</p> <p>Writing and Group work days</p> <p>Essay 3 body paragraphs 1-3 and one illustration</p> | | <p>Apr. 29</p> <p>April 26</p> <p>Apr. 27-29</p> <p>April 29</p> |
| <p>05/02/22-05/06/22</p> | <p>Essay 3 Rough draft with citations and illustrations</p> <p>Peer editing</p> <p>Writing and Group work day</p> <p>Essay 3 Final Draft</p> <p>Group presentations</p> | <p>May 4 in class</p> <p>May 5</p> | <p>May 4 beginning of class</p> <p>May 6</p> <p>May 9</p> |
| <p>05/09/22-05/13/22</p> | <p>Review for final</p> <p>Final Exam (Proctored, no notes): Vocab lists 1-10, punctuation, verb usage</p> | | <p>May 10</p> <p>May 11</p> |