

Syllabus
College Composition II— English 1302
Fall 2021

Teacher: Mrs. Person

Room: B115

Conference: 2nd Period

Tutorials: Monday/Wednesday @ 3:40-4:00 pm or by appointment (subject to change)

E-mail: mperson@bradyisd.org

***Disclaimer:** The teacher reserves the right to make modifications to this syllabus throughout the year as needed.

Course Prerequisite:

English 1301 is a prerequisite to this class. You must have passed English 1301 or have the appropriate SAT Critical Reading or ACT English score in order to remain in this class.

Course Description:

This course is designed to follow English 1301; therefore, this course continues several of the main goals of English 130. This includes writing for academic purposes and improving your use of and engagement with academic texts. This course will also work to improve your composing process by building on your planning, drafting, revising and editing skills, as well as continuing to develop your skills in quoting, paraphrasing, and documenting the material you find in your research within your own research. A third course goal is investigating the notion of scholarly inquiry by asking: What is research for? What are its objectives? What are its methods? Additionally, this course is meant to help you appreciate and understand research as a highly social matter. This means that real research must make a contribution to the understanding of people besides just the researcher. The fifth and final goal of this course is that because English 1301 is a university requirement for every discipline, the topics we work on and the ideas we share should contribute to your broader education. As the semester goes on, you will develop your own special area of inquiry and then pass along knowledge and theories about it to the rest of us.

Research Area:

You will engage in some significant original inquiry of college level quality for this project, so I would recommend choosing a topic related to your major area of study. What are the academic discussions taking place in your major? What are experts saying in these arguments? How would you enter into these discussions? These are some of the questions you'll be asking in this course.

Learning Outcomes:

Upon successful completion of this course, students will: 1. Use the writing process as a form of learning, critical thinking, and communicating 2. Communicate in writing effectively with audiences from a variety of disciplines 3. Locate, evaluate, and integrate resources from the ASU library into your writing 4. Conduct a methodical research process to complete an academic

research essay 5. Practice source attribution, synthesis, and citation style properly for academic research purposes.

Supplies:

- Black/Blue Pens or pencils
- Spiral notebook
- Folder
- Any handouts required for class discussion
- Computer
- USB flash drive/cloud storage for saving your work

**Students need to bring materials to class every day.

Textbook:

These are the texts that we will be using for this class. You are not required to purchase or rent these texts, as I will provide you with handouts as needed. However, you may purchase/rent the books if you'd like.

Palmquist, Mike. *The Bedford Researcher*. 6th Ed. Bedford/St. Martin's, 2015.
ISBN: 978-1-319-08584-7.

You will also be assigned articles from *The Popken Writer: A Collection of Student Research Writing*. Vol. XI.

Communication Policy:

If a student or parent emails or calls, Mrs. Person has 24 hours during the school week to respond and 72 hours to respond if it is the weekend.

Breakdown of Assignments:

Paper 1 (Evaluation Paper)	15%
Paper 2 (Research Prospectus)	20%
Paper 3 (Documented Inquiry)	20%
Paper 4 (Final Exam/Essay Exam)	15%
Daily/Quizzes	10%
Discussion	20%

Completing Each Paper:

Completing all major writing tasks is mandatory. Essentially, if a student does not turn in 1 major writing assignment, they have to make at least an 88 in EVERY other assignment category to pass the course with a 70. This is **extremely** hard to do. Additionally, Paper 1, Paper 2, and Paper 3 will be submitted online through Blackboard ONLY.

- Paper 1 will ask you to select a major source from your research and critique it in 3-5 double-spaced pages.
- Paper 2 is a 3-5 double-spaced page prospectus that poses a question that will serve as the basis for further exploration in Paper 3 and Paper 4.
- Paper 3 is a 6-8 double-spaced paper based on a research question of significance to the entire *Popken Writer* audience. It will identify appropriate research methods and suitable academic sources to demonstrate your response to the research question you created.
- Paper 4 is a handwritten essay exam.

*All of your major papers will be graded within two weeks and given back to you.

Late Work Policy:

All major assignments are due on the day listed on the assignment sheet by 11:59 pm unless for some reason I announce a change **or** unless you have made special arrangements with me to turn your paper in at a later date. Your papers must be turned in both online and in person before I will begin grading them. Late penalties (see below) will apply to all papers that are not completely turned in (both in person and online). **I do not accept emailed final drafts of major writing assignments.**

Daily assignments are due at the beginning of class on the day assigned by Mrs. Person. Unless I announce a change or you have made special arrangements with me to turn the assignment in at a later date, then late penalties will apply. Daily work may be given as a paper assignment or digital assignment.

Assignments turned in after the deadline (not approved by Mrs. Person) will receive a major deduction in grade (one grade per school day). This means an A paper goes down to a B, a B to a C, and so on. I will not evaluate major assignments more than five school days late.

Coursework-Your Responsibilities:

Your final grade in this course will be determined by your performance on assignments. Each activity will make up a specific percentage of your final grade. Course projects and their associated grade percentages are listed above. Please understand that this course will challenge you. If you want to do well in this class, you should plan to devote time and energy to it. You will need to ask questions when you have them and work hard to find answers to questions. You will not do well in this class if you plan to regularly miss class or remain passive and disengaged from class discussions and activities. Students who hope to earn an “A” will consistently do the following:

- Completely and carefully read all reading assignments according to the schedule;
- Be prepared for each class period and take careful notes during class lectures and discussions;
- Focus specifically on course material during class sessions;
- Work hard on all assignments, attending to all details (multiple hours per week outside of class);
- Work proactively through tasks (be motivated; always push yourself to perform better);
- Study reading and lecture notes prior to quizzes;
- Ask questions of others and answer them for others when possible.

ASU Core Curriculum Objectives: English 1302:

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 Documented Inquiry 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 be demonstrated in a Research Prospectus

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 through participation in writing workshops and active participation in daily course activities including informal writing and discussion.

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

Personal responsibility will be demonstrated in a Research Prospectus and Documented Inquiry

- 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.

The Workshop Environment:

English 1302 utilizes a variety of instructional methods. While certain concepts will be introduced through lecture and developed through practical, hands-on experience, some classes

will be spent workshopping or revising your drafts. This means that you will spend a good bit of your time this semester writing, revising, and discussing what you have written with me and your classmates. You will share your ideas, drafts and revisions with your small group. In turn, group members will give you valuable feedback to help you complete your assignments successfully. The more constructive feedback you receive on your writing—in the form of both praise and criticism—the stronger your writing will become. If this is not incentive enough to develop your revision skills, I will assess the quality of your critiques and your revisions, the average of which will be factored into your course grade. Monday, Wednesday, and Friday will be reserved for explicit instruction and discussion regarding the class material. Tuesday and Thursday will be reserved as Workshop time where one-on-one conferencing, reading, and writing will take place. For those face-to-face: there may be times where I have everyone spread out to different tables/away from each other to encourage the workshop environment.

Class Discussion:

Because this is primarily a discussion-based class where all members depend on the input of others, you will be graded according to your critical thinking, and response to the discussion questions either verbal or written. I will supply all students with a rubric which will help you understand my expectations for class discussion and your role in the classroom community. You must have the appropriate text for every discussion. Failure to bring your text to class will result in a reduced grade for the day because you did not have the text available to help provide evidence of your thinking.

In this class we will discuss works that engage complicated argumentative points. You may or may not agree with the interpretations of your classmates or teacher. This is to be expected and even encouraged: disagreement fosters discussion. I ask that you be respectful of your classmates and the views expressed and that you enter into a meaningful discussion rather than sermonizing, generalizing, or name-calling.

Lost Work:

You will need to devise a strategy for securely storing digital files. I highly recommend that you incorporate a backup file system into your storage strategy. We all know that hard drives can fail and flash drives can disappear. Backup all of your work in multiple locations. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

Evaluation of Major Writing Assignments:

For you to get anything at all out of this course, you will have to apply the writing principles and strategies we work on in class to each of your major writing assignments. When I read your papers in this class, I will evaluate them in light of a clearly laid-out set of “evaluation criteria,” which I will put on every assignment sheet. These are the items I will be looking for when I grade your writing.

In addition to submitting your final copy of each essay, you will also include **ALL** of the **rough drafts, homework assignments, and peer-reviews** we’ve done as prep work for that particular paper. All of these materials will be submitted in a manila folder. **Three points** will be **deducted** from each major paper for **each** missing rough draft/ homework assignment/ peer-review that

hasn't been stamped/initialed during class. **Please note that major paper submissions without any of the accompanying prep work will not be accepted or graded. This policy is in place because I want to be able to see your writing process.**

My grade scale for the course is the same one used throughout the freshman writing program and most departments in the University: A=superior; B=above average; C=average; D=below average; F=unacceptable.

Note on length and format of assignments:

Any paper that does not meet the minimum required length will receive a point reduction. For example, when the assignment sheet states 3-5 pages that means you must have, at minimum, 3 **full** pages. Papers turned in that have 2 and $\frac{3}{4}$ pages or less are not acceptable.

All major writing assignments **WILL** follow standard MLA 8 guidelines. This means papers must be typed, double-spaced with 1-inch margins, the font must be 12-point Times New Roman. Do not turn in papers with fonts larger than 12 or with spacing greater than double (it is extremely obvious when spacing, punctuation, or font size is incorrect...so just don't do it). More format requirements will be outlined on each assignment sheet.

Turnitin.com:

Turnitin is a tool that is used by both teachers and students to check for plagiarism. I will open the Turnitin folder for each assignment before the assignment is due and will allow you all to resubmit your work as many times as needed before the due date. When you upload to Turnitin, you will get back a similarity percentage. This percentage is how similar your work is to other works on the Internet or on Turnitin's repository. It is your responsibility to avoid plagiarism by double checking that your work is properly cited. If you happen to get a percentage above 30%, it is your responsibility to check in with me to make sure you are quoting, paraphrasing, or citing correctly.

COVID-19/Remote Learning:

In the event that we move to remote/online learning, you will still be responsible for **ALL** of the work assigned and for staying in continuous contact with me regarding your schoolwork. This means you must log on to Blackboard regularly and show progress and completion on the assignments given to you. If you do not keep up with the material, you will not pass.

Professionalism:

You are in high school now and I expect you to act as responsible young adults. This means I expect you to be respectful of the course content, for your fellow classmates, for me, and as such I will be respectful towards you. As young adults, there will be times when you encounter peers or superiors that you do not like as well as texts that you do not enjoy. This is a part of life and

while you are not required to like said person or material, I expect you to still be respectful. If such respect is disrupted, there will be consequences. (Arriving late to class definitely falls into this category. Late arrival demonstrates a lack of respect for me and for your classmates and it disrupts the class). I also expect you to be attentive in class, especially since this class covers a lot of material.

One of the best ways to help you be successful as a student and to ensure I am helping you as an educator is to communicate with me. If there is a problem, concern, question, etc. then please come talk to me. I can't help you if I don't know that you need help! This can be anything from wanting to move seats to needing help with learning material. The more you communicate, the better I can assist you!

Classroom Rules:

**These go hand-in-hand with the previous section covering Professionalism, but are outlined a little more specifically.

1. Prompt
 - a. Be on time
 - b. Turn in work on time
2. Prepared
 - a. Bring all materials
 - b. Electronics put away
3. Productive
 - a. Follow directions
 - b. Use time wisely
4. Polite
 - a. Be nice to everyone
 - b. Respect yourself, your classmates, your teacher, and your classroom
5. Patient
 - a. Wait respectfully and patiently for your turn
 - b. Listen, stay seated, and pay attention to whoever is speaking

Class Rewards for Behavior and Learning:

I enjoy rewarding my students when they have been well-behaved and are actively pursuing their learning goals. To measure this, classes earn rewards as a whole by becoming the Chosen Ones and earning Green Aliens. Yes, the same green aliens from Toy Story.

These Green Aliens are earned in various ways such as the entire class having their work completed and turned in on time, the class has been on their best behavior, a substitute leaves a positive note, the class is actively engaged in the lesson or assignment, a student or group of students completing a kind act for someone. This is not an exhaustive list by any means as there are many ways to earn aliens. The class can earn 1-2 aliens per week. The goal for each class is

to earn 7 aliens by the end of each Six Weeks. If the class earns all 7 aliens, then they receive a reward.

Rewards are, but not limited to:

- homework passes
- snack party
- movie day
- board game day
- reduced hw assignment
- cell phone day

Classroom Procedures:

This section outlines my everyday expectations regarding procedure in my classroom.

When you walk in, you need to:

1. Sit down quietly at your table
2. Pull out the necessary materials
3. Turn in any homework assignments
4. Start on the bellwork on the board

When you turn in materials, you need to:

1. Make sure your first name, last name, and class period are on the assignment
2. Turn in all homework at the beginning of class, unless told otherwise by Mrs. Person
3. Make sure you put it in the correct spot. There are trays on the counter at the back of the classroom that are labeled for each class period. Put your completed work in the corresponding tray.

When you are absent and need to pick up the work you missed, you need to:*

1. Look at the Agenda board to see what we worked on in class.
2. Ask a friend what the lesson and assignment was that they completed.
3. Look in the filing cabinet next to Disney World to get the corresponding materials.
4. When the class is independently working on that day's assignment, come up and ask Mrs. Person about the previous day's lesson and requirements for completing the work.**
5. Schedule a specific day with Mrs. Person to turn in the missed work that follows the school policy to receive credit.

*This specific process ensures that you have done your part to figure out what the lesson and assignment was about, and that you have gathered the necessary materials to complete before asking Mrs. Person about the lesson.

**It is the student's responsibility to ask Mrs. Person to explain the previous day's lesson or to ensure that the notes are made available for the student to go over.

General classroom procedures:

1. Please raise your hand if you have a question or are responding to something in class.

2. If you borrow any supplies (pencil, pen, highlighter, colors, etc.) please be gentle with them and return them to their proper place when you are finished using them. Each table has a set of colors and supplies for their group. Ensure that you keep your supplies isolated to your table. If you need something specific or can't find something, then ask and I will help you find it!
3. The trash cans are not basketball hoops, please don't try to make a free throw from across the classroom with your trash into the trash can. Save those skills for the court! :)

Cell Phones:

Cell phone usage may vary day-to-day. The school policy is that there is a RED Zone and a GREEN Zone. There will be signs in the classroom that state what zone the class is currently in: A RED Zone indicates that phones should be on silent and put away (read: if I see it, I will take it), a GREEN Zone means that phones may be out and used-as appropriate; however the volume needs to be at a reasonable level, if not on silent. The Zone may change throughout the course of the class; however, most of the time this will be a RED Zone classroom.

If a student has a cell phone out in the locker room or bathroom, it will result in cell phone confiscation AND 3 days of ISS. The 3 days of ISS is reserved as an automatic for bathroom and locker room situations. We will apply ISS as needed for classroom situations.

Students will be allowed to have cell phones in the hallways, snack bar, and cafeteria as long as they are following the acceptable use policy.

ASU Policies

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 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 2 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.

Student Conduct Policies**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.

<http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

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.

<https://www.angelo.edu/current-students/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-
<https://www.angelo.edu/current-students/student-handbook/>
- Angelo State University Catalog-<https://www.angelo.edu/academics/catalog/>

Tentative Course Schedule:

*This schedule is subject to change. The specific details for each class meeting will be in the assignment sheets given for the major papers. *

Tentative Deadlines for Major Papers

Paper 1: Evaluation Paper	January 14-February 11
Paper 2: Prospectus	February 12-March 11
Paper 3: Documented Inquiry Paper	March 21-April TBD
Prep for Final	Beginning of May
Paper 4: Final Exam	TBD

Dual Credit English III (ASU ENGL 1302) **2021-2022**
Guidelines and Procedures Signature Page

My signature below shows that I have read and understand the procedures outlined for Dual Credit English III (ASU ENGL 1302). Please return by Friday, January 18.

Student Signature: _____ Date: _____

Print Name:

I have read the course outline and understand what is expected of my child for Dual Credit English III (ENGL 1302).

Parent Signature: _____ Date: _____

Print Name:
