ENGL 1301.section COLLEGE READING AND WRITING
COURSE SYLLABUS: FALL 2016

INSTRUCTOR INFORMATION
Instructor: Carol Dale, M.Ed.
Office Location: Caddo Mills High School – Room 215
Office Hours: Monday-Wednesday 7:30-7:50 and 3:20-3:45
Office Phone: 903-527-3164
Email Address: cdale@caddomillsisd.org
Preferred Form of Communication: email
Communication Response Time: 1-2 hrs.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
• Glencoe’s Literature: Texas Treasures-British Literature.

Software Required
• Google Drive and Docs
• Microsoft Office

Optional Texts and/or Materials
• Personal Laptop, iPad, cellular device, USB plug-in drive, etc.

Course Description
(ENGL 1301) College Reading and Writing. Three semester hours. Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument.

The syllabus/schedule are subject to change.
and means to approaching multiple audiences. In 1301 students will write weekly, and
will work on essay organization and development. The course will emphasize close
reading, summarizing, and analysis of expository texts, including student writing.

**Student Learning Outcomes** (Should be measurable; observable)
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

**COURSE REQUIREMENTS**

**Minimal Technical Skills Needed**
Proficient with execution of Microsoft Office products and Google Docs and Drive to
to complete written texts and classroom presentations.

**Instructional Methods**
This course will incorporate a mix of different learning activities including teacher lead
lecture, student lead peer review and group work, presentations, as well as other
approaches to the classroom climate. You should expect to peruse your classroom
notes on a daily basis, draft and revise and edit essays weekly.

**GRADING**
Final grades in this course will be based on the following scale:
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

**Assessments**
The semester grade will be based on the following assignments and points:
70% for essays, major tests, and projects
15% for readings, quizzes, and daily work
15% for the final exam

**TECHNOLOGY REQUIREMENTS**
To fully participate in online activities you will:
- Use Google Chrome for your Internet browser.

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- Internet access from your home
- Appropriate word processing software such as Microsoft Office and/or Google Docs and Drive

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures/Policies**

Students are expected to turn in papers at the beginning of class, **on the day they are due.** If the absence is due to an extracurricular activity, your work must be turned in before the absence is expected. If you are absent the day a writing assignment is due, you will be expected to turn that assignment in on the first day you return to school. Please note that this is a college class and assignments will be turned in and conducted in that manner. This places a great deal of responsibility on you.

**Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**University Specific Procedures**

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)

**Caddo Mills High School Specific Procedures**

**Courtesy**

All students enrolled in this class shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Caddo Mills High School Student Handbook*)

I expect that students will exhibit courtesy toward others in class. Courtesy means NOT engaging in such behaviors as continually entering late, reading outside material, talking when others are speaking, or refusing to focus on group or class discussions. Courtesy means engaging in such behaviors as being on time, listening carefully to others, accepting that various points of views can be valid, and treating others as you wish to be treated.

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A student who disrupts the learning of others can expect penalties ranging from grade penalties to be referred to the principal’s office.

Finally, your cellular phones, Smartphones, iPads, etc., will be placed in your pod tower on non-student device days.

**CMHS Academic honesty requirements**
In the pursuit of learning, students are expected to engage in honest academic endeavors to the highest degree of honor and integrity. Students who are found to engage in dishonesty through such activities as cheating on exams, plagiarism, and collusion (copying another student’s work or allowing another student to copy one’s work) will be referred to the principal for disciplinary action.

**TAMUC Academic Integrity**
Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

- Undergraduate Academic Dishonesty 13.99.99.R0.03

- Graduate Student Academic Dishonesty 13.99.99.R0.10
  http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

**ADA Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact Jana Everett at 903/527-3164, 2710 Gilmer Street, Caddo Mills, Texas 75135, or jeverett@caddomillsisd.org.

**COURSE OUTLINE / CALENDAR**

**Instructions for Writing Assignments**
Students will complete shorter writing assignments in class and will write four (4) major essays (Essays 1-4) that require documentation in MLA format and a Works Cited page. Essay 5 is the final exam. All assignments must be typed in size 12 font, double-spaced, and include the proper MLA heading. The teacher will give you handouts that

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address various areas of instruction for completing writings in the MLA style. Remember, spell check does not know the difference between pork loin and pork lion. Always reread your paper before handing it in.

1. **Essay 1—Description**: Choose a character from a book who you think is interesting. Write a descriptive essay conveying what makes this character so special. Be sure to document the text and to include a works cited page.

2. **Essay 2—Exemplification**: Write an essay discussing two or three of the greatest challenges facing the United States today. If you like, you may refer to essays in chapter 8. Make sure you document any material you get from your sources and that you include a works cited page.

3. **Essay 3—Cause & Effect**: How do you account for the popularity of Twitter, Facebook, and Instagram? Write an essay considering remote as well as immediate causes for the success of the phenomenon. Include positive and negative effects.

4. **Essay 4—Documented Argumentative (Research) Essay**: This paper will be 3-5 pages in length plus a Works Cited page. You will select a controversial topic from the teacher made list and then find information about your topic from the Internet and K-12 Databases. You will:
   a. Use two on-line sources from the Internet. Consider .gov, .org, and .edu domains.
   b. Use at least one resource from the K-12 Databases.
   c. Write a first draft, even if it is just an outline. Your paper should be approximately ¾ your own words and ¼ citations that will support your points.
   d. Provide copies of the documentation for your in-text citations. Use a colored highlighter to designate information for your in-text citations. If you do not, I will be very suspicious.
   e. Have a Works Cited page for the last page of your paper. Use the teacher handouts and Owl Purdue online to create your resources in MLA style.
   f. Have in-text citations in your paper. If you borrow someone else’s words directly, use quotation marks. If you paraphrase someone else’s words, you will also need to cite your source. Yes, I can tell your words from someone else’s. Number the paragraphs on printouts from the Internet. Mention the website in your essay; for example: According to …

5. **Essay 5—Final Exam**: Write a 500-750 word essay based upon the topic listed on a separate document, using appropriate organizational and rhetorical strategies and supporting evidence to present and develop an interesting, specific thesis or central idea. A dictionary and the new text are the only references you may use while writing the essay. This essay should be representative of your best writing skills.

6. **Independent Reading**: You will be required to have a book with you at all times for Independent Reading assignments.

7. **Digital Portfolio**: You will need to create a Dropbox account or use your Google Drive in order to store all of your work for this class as well as other classes. Having this type of saving capability will save you time and the need to keep up

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with (or lose) a flash drive and will allow you to have access to your documents anywhere/anytime.

**MLA Style:**
All of your papers will be submitted in MLA style. Do not make a cover page. Create a header with your last name and page number (no comma between them) in the upper right hand corner of each page. Set for double spacing, 1 inch margins, and Times New Roman 12 point font.

The first page will contain the following information:

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Student Name

Carol Dale, M.Ed.

1301 Dual Credit English IV

Date

Essay Number and Research Title

Tab and start typing

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Proposed schedule for English 1301:

**Week 1 – August 29-September 2**
- The Writing Process (Patterns) (11-12); Reading to Write: Be (coming a Critical Reader (Patterns) Chapter 1 (13-20); Invention, Arrangement, Drafting and Revising, Editing & Proofreading (Patterns) Chapters 2-5
- Grammar Practice with “Boring Sentences”
- Thesis Sentences and Statements

**Week 2 – September 6-9:**
Narrative Writing (Patterns) Chapter 6 (97-108); MLA Guidelines for the Academic Paper (A Writer’s Reference) (55-56 and 429-431)
- Evaluate Narration Writing: Read “Only Daughter” by Sandra Cisneros and “My Mother Never Worked” by Bonnie Smith-Yackel; SRA (Summarize, Respond, and Analyze); Practicing Sentence Stems
- In Class Writing: Write an essay about an event that had a significant impact on your life. It does not have to be a happy one, but it must have changed you in some way. For example, the untimely death of a close relative/friend may have made you more aware of how short and precious life really is.
- Grammar Practice
- Topic Sentences, Paragraph Unity & Cohesion
- Assign Essay 1

**Week 3 – September 12-16:**
- Description Writing (Patterns) Chapter 7 (151-168);
- Evaluate Description Writing: Read “Ground Zero” by Suzanne Berne and “The Hidden Life of Garbage” by Heather Rogers; SRA and Sentence Stems
- Grammar Practice
- Fishbowl Peer Review
- Essay 1 Due
- Assign Essay 2

**Week 4 – September 19-23:**
- Exemplification Writing (Patterns) Chapter 8 (211-225)
- Evaluate Exemplification Writing: “The Catbird Seat” by David J. Birnbaum, “Why Looks are the Last Bastion” by Deborah L. Rhode, and “Let Steroids into the Hall of Fame” by Zev Chafets; SRA and Sentence Stems
- Grammar Practice
- Essay 2 Rough Draft Due

**Week 5 – September 26-30:**
- Process Writing (Patterns) Chapter 9 (263-278)
- Evaluate Process Writing: “Getting Coffee is Hard to Do” by Stanley Fish and “Get it Right: Privatize Executions” by Arthur Miller; SRA and Sentence Stems

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• In Class Writing: Write an essay summarizing the steps you took to prepare yourself for college. Include the courses you have taken, the extracurricular activities you participate in, any test prep, and the standardized tests you have taken.
• Fishbowl Peer Review
• Essay 2 Due
• Assign Essay 3

Week 6 – October 3-7:
• Cause & Effect (Patterns) Chapter 10 (321-336)
• Evaluate Cause & Effect Writing: read “Who Killed Benny Paret?” by Norman Cousins, “The Case Against Air Conditioning” by Stan Cox, “The ‘Black Table’ is Still There” by Laurence Otis Graham, "A Peaceful Woman Explains Why She Carries a Gun” by Linda M. Hasselstrom; SRA and Sentence Stems
• Essay 3 Rough Draft

Week 7 – October 10-14:
• Argumentation (Patterns) Chapter 14 (525-550)
• Research (A Writer’s Reference 331- 357); Documentation and Avoiding Plagiarism (A Writer’s Reference 376-428)
• Evaluate Argumentation Writing: Kelly Gallagher’s Articles of the Week; SRA and Sentence Stems
• Fishbowl Peer Review
• Essay 3 Due
• Assign Essay 4

Week 8 – October 17-21:
• Evaluate Primary and Secondary Resources
• Research on Databases and Internet and reference books
• In class reading and group writing exercises: Kelly Gallagher’s Article of the Week; SAR and Stem Sentences

Week 9 – October 24-28:
• Evaluate resources
• In class reading and writing exercises: Kelly Gallagher’s Article of the Week; SAR and Stem Sentences
• Works Cited page due for Research Paper

Week 10 – October 31-November 4:
• Interactive—Multi-Media Presentation: Prepare a Multi-Media Product that introduces your controversial topic to the class. Students must present their POV of the topic and the opposite opinion. Students will receive student feedback, which will enhance Essay 4.
• In class reading and group writing exercise(s): Macbeth; SAR and Sentence Stems

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• Discussion Circle

Week 11 – November 7-11:
• Fishbowl Peer Review
• Essay 4 due
• In class reading and writing exercise(s): Macbeth; SAR and Sentence Stems
• Discussion Circle

Week 12 – November 14-18:
• In class reading and group writing exercise(s): Macbeth; SAR and Sentence Stems
• Discussion Circle

Week 13 – November 21-November 25:
• Students will work independently

Week 14 – November 28-December 2:
• In class reading and writing exercise(s): Write a 2-3 page essay analyzing a universal theme (from a separate list) in Macbeth. You will choose certain aspects of literature (such as conflict, characterization, setting, symbolism, point of view, imagery, tone, irony, etc.) and write about the use of the literary elements and characters to support your chosen theme.

Week 15 – December 5-9:
• In class reading and group writing exercise(s): Macbeth; SAR and Sentence Stems
• Prepare for TAMU-C Final Exam; All students will take the exam

Week 16 – December 12-16
• TAMU-C Final Exam: Essay #5

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