

Syllabus and Policy Statement
English 1301: Composition
Fall 2020

Instructor: Vickie Burch

Office hours: M-F 9:40-10:25

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Textbooks: Langan, John. *College Writing Skills with Readings*, 9th edition, McGraw-Hill, ISBN12599797849
Hacker, Diana & Nancy Sommers. *A Writer's Reference*. 7th e. Boston: Bedford/St. Martin's, 20011.

Supplemental teacher reading handouts and workbook exercises will be given throughout the course.

Course Description: English 1301 is a writing course designed to help the student learn to produce effective academic essays and projects based on literary academic discourse, inquiry, and evaluation of published materials which support the student's proposed thesis. English 1301 is designed to help students to think, read, and write well with the principles and standards of correctness in formal written language.

Core Objectives:

Communication skills – to include effective written, oral, and visual communication;

Critical thinking skills – to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information;

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;

Personal responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making.

Attendance Requirements: Attendance is required at all sessions. There are no excused absences, except in extreme circumstances (severe illness, family death). Any student who must miss a class should notify the instructor ahead of time. The student is responsible for all missed work. Any student who is more than ten minutes late will be counted absent. All local school holidays and state testing days will be observed. However, absences for school extra-curricular activities must be discussed with the instructor, and all work must be submitted before absence is to occur.

Plagiarism and Cheating: Academic dishonesty is a serious matter. All submitted work is expected to be the result of the student's own thought, research, and self-expression. Plagiarism involves claiming work of others as your own or borrowing words or ideas from others without acknowledging the source or giving credit. Submitted work that is plagiarized will be given a grade of *F*, which may result in failure of the course.

Students with Disabilities: Any student with physical, psychiatric, or learning disabilities who needs special accommodations should notify the MHS counselor so that the appropriate arrangements can be made.

Disruptive Behavior: Disruptive behavior or any form of disrespect toward the instructor or peers will not be tolerated. You will be ejected from the classroom and will be counted absent for that session. Cell phone use and/or texting during class instruction are considered disruptive behaviors since such activities disturb others and are, therefore, unacceptable.

Statement of Nondiscrimination: This instructor will not discriminate on the basis of color, age, gender, ethnicity, national origin, race, religion; nor will the instructor allow any form of discrimination from class members toward another student or students in the class.

Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

-South Plains College General Catalog

Grading Policy: All assignments are due on posted dates. Late papers will be penalized a letter grade for each late day. Letter grades on written work will be evaluated as A-superior; B-above average; C-average; D-poor; F-unacceptable. Please note: In college writing, C is considered an average paper. It may not have anything “wrong” with it; it simply does not go beyond average in form and/or content. All letter grades will be converted to numerical grades at the end of the course.

Grades in this course will not be submitted in the school’s three week progress and six weeks reports to parents since the dual-credit assignments will not coincide with the high school grading periods. However, parents are welcome to communicate with me directly throughout the semester about their student’s progress. In addition, students should keep all returned, graded work for self-monitoring of progress and estimation of final grade outcome.

- discussions questions, journals, in-class writing responses	10%
- grammar, usage, generative sentence exercises	10%
- mid-term/final exam	10%
- five 500 word essays: 10% each	50%
- final 1500 word research-based argument paper	20%

Revision Policy: Students may be allowed to revise the course essays. Revision on these essays should be completed after peer reviews and instructor writing workshop sessions. Assigned essays during the course will not be revised after they are submitted for grading. There will be no revision of the final research paper.

Paper Format Policy: All papers must conform to MLA. All major writing assignments must be typed, double spaced, in Calibri or Times New Roman, 12-point format.

Research Requirements: The final paper will be an argumentation paper of 1500 words, with three to five sources, in-text citations, and Works Cited. Arguments may involve current social issues. All argumentation topics must be pre-approved. Sources must be academic in nature. The instructor will post specific guidelines about approved sources for research.

English 1301, Fall 2020 Calendar

This is a tentative calendar for the course. Specific dates may need to be adjusted and are subject to change. Each week, there will be extensive in-class reading of professional writing examples and study of research and documentation methods.

Week 1:

Chapters 1-2 (Langan). Do “Taking a Writing Inventory” pp. 38-39. Begin planning of a descriptive essay. Description structuring. Readings: “Ground Zero,” “The Hidden Life of Garbage”; discussion questions.

Week 2:

Chapters 3-5 (Langan). Thesis, transitions, parallelism, active verbs, point-of-view. Read student essays in Chapters 1-7.

Week 3:

Chapter 8 (Langan). “Family Portrait”; “Lou’s Place.”
Writing assignment #1—Descriptive Essay.

Week 4:

Process: planning. Readings: “The Embalming of Mr. Jones,” “How to Escape a Bad Date”; discussion questions.
Subject/verb and pronoun/antecedent agreement exercises.

Week 5:

Narration—Chapter 9 (Langan). Read student essays. Additional readings: “What’s in a Name?”; “Finishing School”; “Indian Education.”
Dangling and Misplaced Modifiers; in-class writing workshop. Chapter 32 (Langan).
Assignment essay #2—narrative.

Week 6:

Cause and Effect—Chapter 12 (Langan). Read student essays. Additional readings: “The Black Table,” “Guns and Grief,” “A Peaceful Woman Explains,” “The Power of Words.”
Assignment: cause/effect or process essay #3; peer editing/revision.

Week 7:

Final submission of the first three essays.

Week 8:

Review; mid-term exam.

Week 9:

In-class writing workshop; two essays in the style of your choice: definition, comparison/contrast, exemplification, classification/division, or pattern combination; peer editing/revision. Readings: “Two Ways to Belong in America,” “Mother Tongue,” “Tortillas.”

Week 10:

Final submission of two elective essays. In-class writing; instructor guidance; peer editing; revision using skills learned in Langan.

Week 11:

Argumentation—Chapter 16 (Langan). What is argumentation? Readings: “Calling Nooses What They Are-Terrorism,” “Ignore the Noose Makers,” “American Dreams, Foreign Flags.” Library skills; online database; discussion of plagiarism;

Week 12:

Research—Chapter 22 (Langan). “Working with Sources,” pages 703-757 (Patterns textbook). Brainstorming, clustering, outlining, research proposal. Journal writing about argumentation topics and sources.

Week 13:

In-class writing workshop; “Silent Socratic Dialogue” exercise.

Week 14:

Research journal. Peer evaluation.

Week 15:

In-class research writing. Instructor guidance.

Week 16:

Final research argumentation paper due; final exam.

Note to parents: This course is a college writing preparatory class. I view it as a writing workshop, and students are expected to revise and edit their work before final submission for grading. I will use a college essay rubric to evaluate all writing. I expect students to improve their writing skills and to produce advanced papers that will exceed previous high school expectations.

Although dual-credit English will meet most students’ college English requirements, and they may not have to take another college English, the skills learned in this course will prepare students for all other college writing in their major coursework. This will be a significant year of writing, and my goal is to challenge students to stretch their abilities to communicate well in writing. I will encourage your son or daughter to share their essays with you, along with the rubrics, my comments, and the grades that I give to each paper.

Please feel free to communicate with me anytime, either through email or direct contact through the high school office. Thank you for your support and encouragement to your student. Vickie Burch