

English 1301, English 1302
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Welcome

It is a privilege for me to teach this course and for you to have the opportunity to benefit from its curriculum. Although it is a challenging course, by virtue of your placement here, you have demonstrated the ability to excel in English and have proven your commitment to your educational goals.

Likewise, my goal is to challenge you to find your personal best and to help you maximize your potential to succeed and to learn.

As your teacher, I make the following pledge:

- *To assist you to the best of my ability in learning the material presented*
- *To expect your personal best in this class*
- *To encourage and insist on your taking responsibility*
- *To challenge any and all instances of academic dishonesty, including lack of effort*
- *To remain open to communication which is based on maturity, respect, and ambition*
- *To treat you as one of my professional goals; that means your success is personal and important to me, and I will make every effort to do my part to help you achieve it*

We will read literature and analyze it on a deeper level than perhaps you have ever experienced. We will write, possibly more than you have ever written before. And, we will grow, not merely as readers and writers, but as human beings in the pursuit of understanding of others, of ourselves, and of the world. You can be excited about the opportunities that lie ahead in this class and proud of your part in it. It can be a pleasant experience! Please drop in sometime, as I am happy to talk with you about literature, the English language, school, or life in general.

Some students take dual credit and AP classes for the sole reason that it will make their transcripts appear more impressive or because it gives them college credit in high school. Some of them enroll with no intention of reading the assigned texts or of fulfilling their obligations in other ways. However, with enrollment in this class, you demonstrate a willingness to challenge yourself with rigorous study and production of college level work. Your high level of academic success and your curiosity will make this class more interesting, even exciting. If you are not truly interested in the course content, and are not willing to put forth your best effort, consider whether an A or B in a regular class might look better than a C or F in this class.

Performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours of course work per week outside of class. Typical assignments often require homework outside of the classroom and on weekends, during the summer and on holidays. If you begin to perform poorly in the class, then you should increase the amount of time you devote to it. Successful and happy students in the AP and dual credit classes excitedly accept the challenges of a rigorous reading and writing program. They also realize that their lack of preparation is not the teacher's fault. It is important that students learn to face challenges and that they understand the meaning of commitment.

The following syllabus is tentative. Additions or changes may be made as deemed appropriate in order to move students toward improved competency in reading, writing, and thinking.

Course Information

Course

Title: English 1301 and 1302: Composition and Rhetoric

Course Dates: Fall, 2010-Spring, 2011

Course Credits: 3 hrs. per semester

Location: Seminole High School, Room 112

Course Overview

The stated purpose of the course is to “emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication.” Therefore, the course covers essentials of correctness and effectiveness in writing skills. It emphasizes reading and writing prose along with some research techniques, and also requires completion of collateral readings.

The primary focus of each writing assignment is on process. For each assignment, students study techniques and strategies used by professional and student writers. Students then follow one of a variety of prewriting techniques that are taught throughout the course. Following prewriting, students engage in conferencing with other students or with the teacher, then write a rough draft. Each rough draft is then self-annotated, peer-edited, and/or teacher-edited in a series of conferences before the final copy is crafted. No parts of the process should be discarded; all work on a paper should be maintained as a set.

Collateral readings may include selections from a variety of classic and contemporary fiction and/or nonfiction sources, including writings from such authors as Ralph Waldo Emerson, Henry D. Thoreau, Nathaniel Hawthorne, Stephen Crane, John Steinbeck, Ernest Hemingway, William Faulkner, F. Scott Fitzgerald, Tennessee Williams, Arthur Miller, Stephen King, Amy Tan, Maya Angelou, Sandra Cisneros, Ray Bradbury, Judith Viorst, etc.

We study a wide range of works of various genres, evaluating the following:

- The author’s purpose
- The interrelationship of content and form
- The historical, cultural, social, economic, political, religious, psychological, and philosophical influences on the author and his/her work
- Our personal reactions to each piece’s elements and themes
- The perspectives of various professional literary critics
- The literary and social impact of the work .

Course Objectives

- The student will write appropriate brief evaluative responses to open-ended questions based on in-class as well as outside readings. Emphasis will be placed on the use of a solid thesis statement as well as supporting evidence from the selection. Students will be encouraged to use a variety of techniques such as paraphrase, summary, direct quotations, and imbedded quotations.
- The student will write appropriate brief evaluative responses to quotations from class readings. The responses should clearly explain the author’s idea and should either defend the idea or refute it. Emphasis will be placed on the student’s acknowledgement of opposing viewpoints as well as on mechanics, vocabulary sentence fluency, etc.
- The student will write appropriate brief evaluative responses to visual media each six weeks period. The focus will be a study of the rhetoric of these media, including photographs, film clips, advertisements, comic strips, and music videos.
- During the study of novels, students will mark their books and/or maintain a reading journal for the purposes of: better understanding of the text; gaining insight into the reading and writing process; developing their own texts to reread and reflect upon; taking charge of their learning and making active connections between different learning activities; discovering their own paper topics in the connections that keep appearing in their writing; and developing greater higher-level questions and connections.
- The student will participate in reading throughout the semester, including professional and student writing.
- The student will write major pieces of writing, with emphasis on acquisition and using rich vocabulary, using standard English grammar, and making conscious decisions regarding diction and syntax in their own writing.
- The student will complete grammar/mechanics/vocabulary development drills, which could include some class work from a textbook or other supplementary materials.
- Daily SAT vocabulary/grammar/mechanics drills

Learning Outcomes At the end of the course the student will be able to:

- analyze and interpret samples of good writing, identifying and explaining
- an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that
- introduce a complex central idea and develop it with appropriate evidence
- drawn from primary and/or secondary sources, cogent explanations, and
- clear transitions;
- demonstrate understanding and mastery of standard written English as well
- as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and
- secondary sources;
- move effectively through the stages of the writing process, with careful
- attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

Discussion Requirements, Participation Guidelines, and Grading Criteria:

- You will need access to a computer and to the Internet; and a word processing program. If you do not have these at home, you will be expected to use school computers and to follow SISD technology requirements.
- You are required to finish the readings by the class period in which we are to discuss. For a better understanding of the readings, you should plan to read early, rather than waiting until the last minute. Also, take some notes on what you read so that you are prepared for discussion when you come to class. Do not wait to be called upon; rather, respond to the ideas of others, add your own insights, and ask questions about difficult concepts. This enhances your comprehension and retention of the material as well as strengthening your grade. *Your participation grade may be raised or lowered dependent on the level and degree of intelligent input you offer.*
- You are expected to be in class, in your seat with all required materials, when the tardy bell rings. You also need to be in class every day if possible and to keep up with in-class and out-of-class assignments. You have other commitments during the school year; nevertheless, you have made a commitment to this course. It is your responsibility to manage your time and decide what you can handle.
- Unless prior arrangements have been made with me, no late work will be accepted except in the case of excused absences according to the SISD absence policy.
- Each paper should adhere to Modern Language Association (MLA) style.
- No cheating will be tolerated. The first instance of cheating (including plagiarism) will be assigned a grade of zero (0). The second instance will result in an F in the course.
- This is an interactive course. Rather than always lecturing, I will expect each student in class to be an alert, thoughtful, careful participant each time the class meets. You are responsible for what is covered in class. If you are absent, seek out another student for an explanation of what was covered. You may also utilize tutorial times for seeking assistance from me.
- Daily grades (including participation, quizzes, and other assignments) will count for half the period average; major grades (tests, essays, projects) will count for the other half. Essays will usually be graded holistically, with few editing marks by the instructor. However, anytime you would like full notation from the teacher, you may ask for it for your own knowledge. However, the grade will not be increased in the process. In general, the following rubric should assist you in understanding your essay score:

A (90-95) *These are well-organized and well-written essays. With apt and specific references to the passage, they will analyze the prompt in depth and with appropriate support. These papers will demonstrate an understanding of the text and a consistent control over the elements of effective composition. These writers read with perception and express their ideas with clarity and skill.*

B (80-85) *They are less incisive, developed, or aptly supported than papers in the highest ranges. They deal accurately with the prompt, but they are less effective. These essays demonstrate the writer's ability to express ideas clearly but with less maturity and control than the better papers. Generally, these essays need a more developed analysis and a more consistent command of the elements of effective exposition.*

C (75) *Customarily, these essays are superficial. The writing is adequate to convey the writer's thoughts, but these essays are typically ordinary, not as well conceived, organized or developed as upper-level papers. Often, they reveal simplistic thinking and/or immature writing.*

F (50-70 or lower) *These lower-half essays may reflect an incomplete understanding of the passage and fail to respond adequately to part or parts of the question. The discussion may be inaccurate or unclear, and misguided or undeveloped; these essays may paraphrase rather than analyze. The treatment is likely to be meager and unconvincing. Generally, the writing demonstrates weak control of such elements as diction, organization, syntax, or grammar. These essays typically contain recurrent stylistic flaws and lack persuasive evidence from the text.*

Respect

Respect is a core value in the pursuit of knowledge and truth, and as such *will be required* at all times in this class. Respect is defined in the following ways:

- a. to recognize the worth, quality, importance, or magnitude of
- b. willingness to show consideration and appreciation.

Examples of failure to show respect for yourself or others might include:

- a. consistent tardiness and/or ill preparation and/or lack of participation in class
- b. rudeness to others
- c. arguing over the validity of test or quiz questions
- d. complaining about the work load

Responsibility and Accountability:

Your enrollment in this course indicates that you possess a high level of reading and writing skill. It further promises that you will abide by the expectations of a college course and will make a firm commitment to the work load. This is a college course, and as such, you are ultimately responsible for your own learning, and you are expected to work more independently than in the typical high school course. You will be doing more work and thinking on a deeper level than you may have ever done before. Nevertheless, late work will not be accepted except in the case of an excused absence. Major works such as essays and the scrapbook are due on the assigned date regardless of absence. Take deadlines seriously and accept consequences without argument. Do not ask the teacher if you can go to your locker to get your work, do not wait until the last minute to do your work, and do not turn in shabby work. Do not have your parents call to make excuses for you or to ask for extensions or special consideration. Keep all papers in your notebook for grade verification and study aides.

Academic Integrity:

The teaching of character traits begins at home and will be reinforced in this class. As such, cheating in any form will not be tolerated in this class. You are expected to do your own work. You may receive help in revising and editing your papers, and you may study with another student, but anything you hand in with your name on it should be substantially your own work. When you submit work, you are claiming that all the words and ideas are yours unless otherwise noted. Failure to identify sources constitutes plagiarism. Plagiarism cheats you in that you are learning nothing by it, and that will show up later when you need the skills or information. A plagiarized assignment, whether taken from the Internet, someone else's paper, *Spark's* or *Cliff's Notes*, or work done for you by another person, will receive a zero, as will other forms of cheating. Repeated offenses will result in removal. Please be advised that the teacher has seen enough of it to recognize it almost every time. Don't risk it.

Conferencing with the Teacher

Students benefit from their willingness and ability to communicate effectively with their teachers. I love to talk with students about what they are reading or writing. It's the reason I am here! Therefore, you are encouraged to communicate regularly with me about your work in this course. You will find that this practice improves our working relationship and generally reflects in better understanding of the material and higher grades. In a productive student/teacher/parent relationship, most issues are small ones that are easily resolved. If you need help with your work or you're having a problem with the class, please feel free to talk with me before or after class or set up a conference in the morning or after school rather than interrupting when I am teaching. I will not discuss your class situation with my own child; it is likewise considered inappropriate for you to do so. Also, please be aware that my own child is not part of the lesson planning process that I use, nor does he do the grading for my class. Discussion of these matters should be done between you and me only. Parents may email me at jacagle@seminole.k12.tx.us with questions or concerns, or call the school to set up an appointment for a conference, but are urged to talk with the student first to aid in more helpful communication.

Tardy Policy

1st tardy or missed tutorial: Free

2nd: Lunch detention

3rd: Parent contact and lunch detention

4th: office referral

Extra Credit Opportunities

SPAM (***Super Positive Attitude and Motivation***) cards given at random may be redeemed for a free tardy, restroom or locker pass (1 card), or homework pass (5 cards). I also have "Ticket Out the Door" slips which may be completed in the last few minutes of class and turned in for added points on a day's assignment. Otherwise, no extra credit work is generally given due to the high number of grades already taken in the class.

Supplies (required daily; lunch detention will be assigned to unprepared students)

- Wide-rule notebook paper (**no spiral tear-outs accepted**)
- 5 dividers (labeled *Notes, DOL, Daily Work, Essays, Tests*)
- *Post-It* (or other brand) "flags"
- 2" 3-ring binder
- blue or black pen AND a red pen AND a pencil
- Highlighting marker
- zipper bag for pens and pencils
- assignment calendar or book (may be purchased or homemade)
- Spring semester: folder with pockets and brads, note cards for research, report folder

Required Textbooks:

This course will utilize the school-owned textbooks for English 1301 and 1302 classes, which is provided free to students. We do not use the literature books used in regular English III classes, as this is a different curriculum. The textbooks include:

Flachmann, Kim. *The Prose Reader: Essays for Thinking, Reading, and Writing* (7th edition). Prentice Hall: 2004.

Kennedy, X. J. And Gioia, Dana (ed). *Literature: An Introduction to Fiction, Poetry, and Drama*. Longman Pub.:1991.

Novels:

I will be teaching students how to mark their books for academic purposes. Therefore, it is recommended that you purchase the novels you choose so that you may make annotations; however, this is not a requirement. *If you use a library book that you cannot annotate, you will be required to keep a reading response journal.*

RRJ / Reading Response Journal

*from Reading Response Logs by Mary Kooy/JanWells, Pembroke Publishers Ltd.,
Markham, Ontario, Canada*

A reading journal is an effective way to keep a record of your reading responses positive or negative, sure or unsure. It offers a chance to respond personally, to ask questions, wonder, predict, or reflect on the characters, events, literary elements, or language of a text. As you read take time to record your observations. You may do this as ideas strike you or after you have read a small portion of the text, for example ten pages. Write often and record as many of your observations as possible. Do not summarize.

Instead, record your textual observations. Your essays will reflect your responses, so take time and care when writing in your journal.

If you are having trouble beginning an entry, try some of these "starters." I was impressed by... I noticed that... I wonder about... Some questions I have are... I don't understand... I now understand why/how/what... Something I notice appreciate/don't appreciate/wonder about is... I predict... An interesting word/sentence/thought is... This reminds me of... I never thought... I was surprised by...

Please keep in mind that these logs are not meant to be a personal diary. They are meant to be read by others and should relate only to the assigned material. You will be sharing your journal or your annotations in class, so keep this in mind as you write. When sharing you will have the opportunity to confirm, clarify, and modify your responses through discussion.

Tentative Course Outline:

First Six Weeks

- Summer Reading : *The Book of Job*
- *7 Habits of Highly Effective Teens (emphasis on Paradigms)*
- Composition: The Writing Process
- Composition: Descriptive writing/Narrative writing
- SAT vocabulary, grammar, mechanics

Second Six Weeks

- *7 Habits of Highly Effective Teens (emphasis on Habits 1 and 2)*
- Composition: Process Analysis/ Division-Classification
- SAT vocabulary/grammar/mechanics

Third Six Weeks

- *7 Habits of Highly Effective Teens (emphasis on Habits 3 and 4)*
- Composition: Comparison-Contrast/ Cause-Effect
- SAT vocabulary/grammar/mechanics drills
- Resume Writing

Fourth Six Weeks

- *7 Habits of Highly Effective Teens (emphasis on Habit 5)*
- Class study novel: *The Scarlet Letter*
- Composition: Argument-Persuasion
- Selected readings from Kennedy text
- SAT vocabulary/grammar/mechanics drills: emphasis on summarizing and paraphrasing material; using direct quotes in writing (pertinent especially to next six weeks' research project)

Fifth Six Weeks

- *Continue class study of The Scarlet Letter*
- *7 Habits of Highly Effective Teens (emphasis on Habit 6)*
- Research Paper
- Selected readings from Kennedy text
- SAT vocabulary/grammar/mechanics drills

Sixth Six Weeks

- *7 Habits of Highly Effective Teens (emphasis on Habit 7)*
- Composition: Compare and Contrast
- Selected readings from Kennedy text
- SAT vocabulary/grammar/mechanics drills

OC Student Support Services

Admissions & Registration & Transcripts

Becky Beard Director 432-335-6443

bbeard@odessa.edu

Help Desk (Student Learning Center)

Angela Tombs 432-335-6714

atombs@odessa.edu

Library

Petersen, Carolyn (Director) 432-335-6641

cpetersen@odessa.edu

Access to Odessa College Library Online Catalog

<http://www.odessa.edu/dept/library/>