

Course Syllabus: English 1301 Section 2P and Section 6P Dual Credit

Instructor: Janis May

NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

Department: English

Course Title: Composition and Rhetoric

Section Name: Engl_1301_2P_6P

Starting Date: 08-26-2013

Ending Date: 12-13-2013

Modality: Face to Face/Permian Campus

Credits: 3

Instructor Information:

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Course Descriptions:

- Consists of essentials of correctness and effectiveness in writing skills.
- Emphasizes reading and writing various rhetorical modes of discourse.
- Requires expository essays and collateral readings.

Prerequisites:

Passage of entrance testing for Language Arts

Scans:

1, 2, 9

Course Objectives/ Learning Outcomes:

The student will:

- Write well-organized, thesis driven essays, with clear internal organization governed by a series of controlled paragraph topic sentences;
- Move logically in a body paragraph from the generalization of the topic sentence to a more specific clarification;
- Support assertions interestingly and with depth through detailed, specific illustrations;

- Maintain a logical movement through an essay with control of transitions, clarifications, and reasonable conclusions to ideas;
- Analyze a rhetorical situation to determine the most appropriate writing strategy, having knowledge and control of the most common, useful analytical writing strategies;
- Analyze an audience to determine the best strategies for convincing it;
- Demonstrate mastery of editing using conventional English in academic essays.
- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts.

Attendance:

Attendance is mandatory!!!! This is a college class taken on a high school campus; you just happen to be getting high school credit, as well. If the college feels you have too many absences, you could have trouble getting credit. If you have to miss some classes, don't choose this one!!! Remember, you are paying for this course, and this semester will be the first grade on your official college transcript.

Required Readings/Materials:

Textbooks: Located at the OC Bookstore

Flachmann, Kim and Michael Flachmann. *The Prose Reader: Essays for Thinking,*

Reading and Writing. Eighth Edition. New Jersey: Pearson Education, Inc.,
2008.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in*

Academic Writing. Second Edition. New York: W. W. Norton &
Company, 2010.

Bullock, Richard and Francine Weinberg. *The Norton Field Guide to Writing with Handbook.*

Second Edition. New York: W.W. Norton & Company, 2009.

Also suggested, but not essential, are a general writer's handbook, a good dictionary and a thesaurus.

Supplies: OC ID

Pack of 4-5 colored highlighters

Flash drive or other storage device

Access to word processing program, PowerPoint and the Internet

Course Requirements (Lectures, Assignments and Assessments):

The students will write four to six major pieces of writing, spaced evenly over the course of the semester, in addition to a final exam essay. There will be numerous assigned readings to correlate with these essay modes and topics. Students are expected to keep up with all readings. Quizzes are expected over the readings. Discussion or class activity grades will be averaged with or added to essay grades for that topic, so students must actively participate in all work in and out of class. Various focused grammar and literary assignments may be required to offset individual writer's needs. Students with severe grammar problems will be expected to attend tutorials either at Permian or at the OC Student Success Center (SSC).

Summary of Assignments and Activities:

Week of: **Assignment Schedule:** Preparation for class lecture involves prior reading from student.

August 26: **Scheduling, Syllabus, Expectations**

Orientation

Homework: *The Norton Field Guide to Writing (NFG)* reading

Part I: Rhetorical Situations pgs. 3-17

Graff reading: p.1-14 "Entering the Conversation"

Class: Discussion of course format, expectations, and book organization

Begin discussion of Rhetorical Situations

Discussion on Graff reading

Quiz on Seven parts of the book

September 2: **Homework: NFG Reading:**

Mon. Handbook pgs. 56-66 (P-1; P-2; P-3)

Tues. Part 2: Genres: Analyzing a Text pgs.38-58

Wed. Part 4: Beginning and Ending pgs. 261-271

Thurs. Graff reading: Ch.1 "They Say"

Fri. Timed Writing (First Grade)

Class: Discuss Punctuation/Mechanics Handbook pgs. 56-66

Discuss analyzing a text

Discuss readings and finish introduction

Timed Writing (First Grade)

September 9: Homework: NFG Reading:

Mon. Handbook pgs. HB 4-11

Tues. Part 3: Inquiry and Generating Ideas pgs. 211-225

Handouts on Fragments, Comma Splices and Run-ons

Wed. Part 4: Guiding Your Reader pgs. 272-277

Thurs. Prepare for quiz over readings

Begin draft of essay (Analyzing Text)

Fri. Bring draft of essay for peer review

FYI... College drafts are well done, not sloppy copies!!!

Class: Discussion:

Handbook grammar concepts

Essay requirements and topics

Inquiry and generating ideas

Small group activity

Quiz and then begin drafting essay

Peer Editing Activity

Final draft due next Friday

Fyi... College final drafts are typed and show the BEST you can do.

September 16: Homework: Continue editing and revising drafts at home. Final Essay Due

Friday

NFG Reading:

Mon. Handbook pgs. 66-78

Tues. Part 3: Drafting, Revising, Editing and Proofing
pgs. 226-246

Wed. – Fri. Graff reading: Ch. 2 “Her Point Is”

Graff reading: Ch. 3 “As He Himself Puts It”

Class: Discuss Handbook, Writing Process and Graff readings

Turn in Essay (Analyzing Text)

September 23: Homework: NFG Reading:

Mon. Handbook: Verbs and Subject/Verb Agreement
pgs. HB11-24

Tues. and Wed. Part 2: Literary Analysis pgs. 143-152

Thurs. and Fri. Graff reading: Ch. 4 “Yes/No/Okay, But”

Class: Verb Agreement Activity

Discuss: Literary Analysis

Discuss: Graff reading

September 30: Homework: NFG Reading:

Mon. Handbook: Hyphens, Capitalization, Italics pgs. 78-84:

Receive topic for essay

Tues. **Begin Draft for Literary Analysis Essay**

Wed. Graff reading: Ch. 5 “And Yet”

Fri. Bring draft for peer review

Class: Discuss: Handbook

Essay topic p. 242-243

Graff reading

Draft Due Friday for Peer Review

October 7: Homework: NFG reading:

Mon. Handbook: Abbreviations pgs. HB 85-87

Tues. and Wed. Part 4: Cause and Effect pgs. 278-299

Finish final draft of literary analysis essay: Essay Due Friday

Thurs. and Fri. Graff reading: Ch.6 “Skeptics May Object”

Class: Discussion: Cause and Effect

Turn in essay (Literary Analysis)

October 14: Homework: NFG Reading:

Mon. Handbook: Pronouns and shifting; HB 24-28, 33-34

Tues. and Wed. **Create a Cause and Effect visual**

(due Fri.)

Thurs. Graff reading: Ch.7 “So What? Who Cares?”

Fri. Prepare for quiz over grammar

Class: Discuss: Grammar

Cause and Effect Visual

Graff reading

Test over Grammar Concepts

Turn in Cause and Effect Visual

October 21: Homework: NFG Reading:

Mon. Parallelism in phrasing HB 24-31

Tues. Part 2: Arguing a Position pgs. 83-110

Wed. Begin Persuasive/Argumentation essay

Thurs. and Fri. Graff reading: Ch.8 “As a Result”

Class: Timed Writing

Lecture Notes on Rhetorical Argumentation

October 28: **Homework:** NFG Reading:

Handbook: Coordination and Subordination HB 31-33

Graff reading: Ch.9 “Ain’t So/ Is Not”

Class: Discuss

November 4: **Homework:** NFG Reading:

Handbook: Appropriate and Precise Words HB 36-41

Last Essay: Decide on topic (student choice)

BEGIN DRAFTING ESSAY. Bring flash drive.

Graff reading: Ch. 10 “But Don’t Get Me Wrong”

Class: Discuss last essay which will be part of final exam.

November 11: **Homework:** NFG Reading:

Handbook: Commonly Confused Words HB 41-46

Unnecessary Words HB 46-48

Continue working on essay.

Graff reading: Ch.11 “I Take Your Point”

Bring draft to class (This is not an option.)

Class: One on one over essay and your “game plan.”

November 18-22: **ESSAY DRAFT DUE Thursday (YES, FOR A GRADE)**

Homework: NFG Reading: Handbook: Adjectives and Adverbs HB 48-51

Articles HB 51-52

Words that Build Common Ground HB 53-55

Read “I Am Writing Blindly”

“Writing as a Moral Act”

Graff reading: Ch.12 “What’s Motivating This Author?”

Test over Handbook Info Friday

Class: Quiz over two essays

Test over Handbook

November 25: Thanksgiving Holiday

December 2: Homework: Begin preparation for exam.

Continue working on final draft of essay.

Graff reading: Ch.13 and14 “The Data Suggest” and
“Analyze This”

Class: Receive topic for exam

Class discussion; Question and answer session

December 9: FINAL ESSAY DUE

Homework: Continue exam preparation.

Class: Review grammar and answer exam topic questions

Week of December 9-13 FINAL EXAM

SEMESTER ENDS FOR CONCURRENT STUDENTS

**WE WILL WORK THE REMAINDER OF THE WEEKS UNTIL CHRISTMAS ON
SAT/ACT VOCABULARY/GRAMMAR, TIMED WRITINGS AND/OR A MINI UNIT**

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- Provide my contact information at the beginning of the syllabus;
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - Provide clear information about grading policies and assignment requirements in the course syllabus, and
 - Communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - Return classroom activities and homework within one week of the due date; and,
 - Provide grades for major assignments within two weeks of the due date or at least 3 days before. Respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - Notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
 - the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - Attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - Recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - Understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or Internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - Missing class when a major test is planned or a major assignment is due;
 - Having trouble submitting assignments;
 - Dealing with a traumatic personal event; and,
 - Having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - Seek out help from my instructor and/or from tutors
 - Ask questions if I don't understand; and,
 - Attend class regularly to keep up with assignments and announcements.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Grading Policy:

Unless arrangements have been made ahead of time, **any assignment late receives a zero.** Notification of emergency must be as immediate as possible. If there has been an absence, proof of doctor's appointments, family deaths, etc. must be presented at the time of submission of general assignment. This can be from the attendance clerk as you have had to turn this in to her. I will accept her verification.

If you are sick on a major turn in day, you must have someone turn in your essay for you. Since you know well in advance of the due date, this should be no problem.

If you are going to be absent (for an excused activity) when an essay is due, then you need to turn it in **EARLY-NOT AFTER THE TRIP.** It will be considered late otherwise because you have your syllabus and know in advance of all major due dates.

Assessment:

Essays are about 60 percent of the grade in this class. Homework/ quizzes are 15 percent and the final exam makes up the remaining 25 percent. It is imperative that the student understand that a college class has far fewer grades; therefore, those grades weigh heavily. Care must be taken to keep up with the activities done weekly so the preparation for the major essay grades is sufficient.

Plagiarism:

Neither cheating nor plagiarism will be tolerated in this class. If you are unclear what plagiarism entails, see me and I will explain. Professionals take this very seriously....I do, and so should you.

Let's work together to make this a good semester for all. ☺