

English 1301: Composition and Rhetoric “Words as Self-Discovery” Fall 2018 Syllabus

Marcella Hayden
mhayden@mgisd.net

Room 107
MGISD (903) 459-3822

Office Hours: Before and after school, or by appointment

Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you. - Carl Sandburg, poet (1878 - 1967)

Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Three credit hours.

Prerequisite(s): IRWS0302 with a grade of C or above or placement by department (based on admission information).

Textbooks:

Kirsznner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 13th ed. Boston: Bedford/St. Martin's, 2015. ISBN: 978-1-319-08806-4. (with 2016 MLA update)

Hacker, Diana, and Nancy Sommers. *A Writer's Reference with Writing about Literature*. 8th ed. Boston: Bedford/St. Martin's, 2016. ISBN: 978-1-319-08707-4. (with 2016 MLA update)

Novel of instructor's choice. Instructor may require physical copies of the novels, may allow e-books, and/or may provide links to free copies from open source.

Foundational Component Area: Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Required Core Objectives

Student Learning Outcomes (Core Curriculum-Level):

1. Demonstrate Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Demonstrate Communications Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Demonstrate Team Work—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Demonstrate Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes (English Program-Level):

1. Students will be able to identify, arrange and evaluate the effectiveness of a thesis statement.
2. Students will be able to identify Standard Written English (SWE) and apply correct forms of English most widely accepted as clear and proper.
3. Students will be able to identify the specific parts of an essay, distinguish appropriate modes of communicating an idea, and use transitional words and phrases effectively.

Student Learning Outcomes (ENGL 1301 Course-Level):

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.

Grading:

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

Essay Scores: A+ = 98 B+ = 88 C+ = 78 D+ = 68

A = 95 B = 85 C = 78 D = 65 F = 50

A- = 92 B- = 82 C- = 72 D- = 62 0 for no essay

Final Grade: Essays 30%

Final Grade: LabEx 15%

Quiz/Res 10%

Gr Pres 7.5%

Ind Pres 7.5%

MidT Ex 15%

Fin. Ex 15%

Note: All essays and exams are required. Failure to take the final or to complete each essay will result in failure for the course.

Total: 100%

Methods of Instruction: Writing assignments and exercises; in-class writing or editing workshops; editing conferences; group work; class discussion; tests or quizzes; lecture; reading; reading responses.

Last Date to Withdraw: November 16 is the last date to drop the course and receive an automatic “W.” Withdrawal is the student’s responsibility.

Reading Responses: During the semester, I will require you to write reading responses to specific texts. These responses will be 350-500 words in length and will give you the opportunity to respond to the material that you have read. This will allow you practice in writing about texts as well as give you the chance to develop ideas about this material in preparation for class discussion. You do not need to respond to the whole text, the idea is to take a part of the text that reminded you of something, made you have an “aha” moment, or gave you a different perspective on any given topic. The objective of this assignment is to show that you have made a personal connection with the text. Hopefully, this connection will be driven by the essay that is currently assigned.

Group Presentation: This semester you will participate in a group presentation regarding one of the novels we read in class. The groups will be assigned specific topics to explore and will be given individual roles to complete within the group.

Individual Presentation: You will also be asked to complete individual presentations this semester. For this assignment, you will be responsible for leading an in-class discussion about one of the assigned texts.

Assignments for the text you will be responsible for will be made at the beginning of the semester. Things to be considered for your presentation include: a general response to the text, themes that are presented, literary devices that the author uses, and application of themes to your world.

Online Component: In addition to classroom participation, there will be an online component to this class. We will be using Blackboard to supplement the learning environment. All essays will be submitted through this system, there will be lab exercises to practice grammar topics, we will participate in group discussion boards, and you will also be able to access any links to videos or handouts through this system.

Technical Difficulties: Computer access is available at the following PJC locations. Technical issues are not an excuse to miss deadlines. This is why assignments should not be put off until near the deadline.

- a. Paris
 1. The Learning Center
 2. AS150
- b. Greenville Center Library
- c. Sulphur Springs Center Library
- d. Miller Grove High School: Lab, Mrs. Hayden’s room. Please make arrangements with me to be here outside of school hours.

Basic computer Requirements:

- a. As a general rule, a computer manufactured within the last five years is adequate.
- b. In addition to the basic system requirements, some courses may also require flash drive, web cam, common application software such as (Word, PowerPoint, Excel), specialized software.

PJC’s Vision: An open-door community college meeting the educational and cultural needs of all students and citizens of the area.

PJC’s Mission: Paris Junior College is an innovative and comprehensive community college that advances the life-long educational development of students consistent with their needs, interests, and abilities while strengthening the economic, social, and cultural life of its diverse community. The College provides high-quality, flexible academic transfer and career-focused educational programs and services through a commitment to teaching and learning excellence within an accessible and supportive environment.

PJC’s Strategic Goals:

1. Increase enrollment and retention of students to reflect the diversity of the service area.
2. Promote student success through expanded student services.
3. Hire, retain, and develop successful employees as a key to a positive impact on our students and communities.
4. Provide excellence in academics, college preparation, workforce training, continuing education, and adult basic education to assure student success.
5. Provide cultural and personal enrichment for the college and the community.
6. Provide and maintain physical facilities which are technologically current, aesthetically pleasing, and conducive to learning, living, and working in a higher education environment.
7. Manage allocated financial resources effectively and efficiently and pursue opportunities to provide additional resources supporting the institution with accountability to the taxpayers and benefactors.

Attendance and Make-Up Work: Class attendance is expected. Absences are considered to be unauthorized unless due to sickness, valid emergencies, or sanctioned school activities. If, through a misfortune, a student should arrive after the instructor has recorded absences, it is the student's responsibility to talk with the instructor immediately after class in order to discuss changing the unauthorized absence to a tardy. There will be no make-up of class assignments, quizzes, or tests, except for authorized absences. Students may not have more than five unexcused absences. Ten absences will result in failure of the class. A student who stops attending class will receive an F in the course. Students should not be late. Students are responsible for notes and assignments missed. A late paper will receive a 10-point deduction per day (including non-class days) and will not be accepted more than one week late.

Academic Honesty: By registering and taking this course, the officially enrolled student declares that he/she will be the author for ALL work submitted for the course. Allowing another student to complete assignments constitutes fraud and academic dishonesty. Should such behavior come to the attention of the instructor, the instructor will implement appropriate penalties, such as a 0 for the assignment, an F for the course, or referral to a disciplinary committee. Failure to utilize MLA parenthetical documentation for sources (including borrowing/using information without giving credit to the source) will constitute plagiarism.

Plagiarism: Plagiarism consists of the use of another person's words or ideas as if they were one's own without acknowledging or crediting the source; including, but not limited, failing to give the source for a direct quotation. According to the *MLA Style Manual*, the origin of the word *plagiarism* is the Latin for "kidnapper". Thus, a person guilty of plagiarism is actually kidnapping another's sentences, words, ideas, or organization and takes full credit as the original source of said material. Many times, the 'kidnapper' does this knowingly. However, in many cases, plagiarism is simply a case of careless documentation or faulty note taking. Regardless of the intent of the writer, the reader is forced to assume intent.

Plagiarism can be avoided by remembering to use quotation marks when using a direct quote. If paraphrasing, be careful to use your own words. In either case, you **MUST** document the source. Proper paraphrasing is much more than simply changing a few words here and there or omitting a few sentences or scrambling their order.

Students often overreact at the definition of plagiarism. They become wary of using any sources or over-document what they write. Both reactions are in error, the best writing utilizes the synthesis of ideas: your own melded with those of others. Documentation indicates which ideas are your own, and which belong to others.

Participation: In the same manner in which I expect myself to be prepared for class, I expect you to come to class prepared as well. This includes being prepared to discuss reading and writing assignments; having ALL electronic devices put away, and if not turned off, at least on silent unless I have given permission to use these devices; and assignments brought to class on the day they are due. Following these expectations will improve the learning environment for every person in this class and allow for a productive semester.

Email Response Time: If an email was sent Monday – Thursday, expect a response within 24 hours. If the email was sent Friday – Sunday, expect an answer on Monday.

ADA Statement: Services for students with disabilities are coordinated by the Counseling/Advising Center (Paris campus). Services include arrangements for accommodations, counseling, and services to allow equal access to educational opportunities for students with disabilities. Students must request services by providing a letter of verification of disability and must complete an interview with a Counseling/Advising Center counselor or advisor. Reasonable accommodation request(s) with documentation may be subject to review by the ADA Committee.

To provide appropriated planning and scheduling, students must submit their requests at least two weeks before accommodations are needed. For scheduling of interpreters, available modified equipment, enlarged text and/or books on tape, please allow four to six weeks.

For more information, contact Counseling/ Advising at 903.782.0426 (Paris campus). Students are encouraged to seek assistance in advance of the beginning of the semester in which accommodations are requested.

Daily Schedule (Subject to change):

Wk:	Date:	In class:	Homework:	Due:
1	Aug 21	Syllabus Review. Names.		
	Aug 22	Intent. Writing about texts: Discussion annotating and writing about texts WR: 57-90. Diagnostic Essay Assigned (Due Aug 30).	Pat: 1-28	
	Aug 23	"What's In a Name" ; Blackboard—Bring Devices	Pat:29-64	
	Aug 24	Reading Critically and Actively, Invention and Arrangement	Pat:65-94	
	Aug 25	Revising and Editing		
2	Aug 28	Blackboard—Bring Devices	Pat: 114 Diaz	
	Aug 29	Narration "The Money"	198 Chopin	
	Aug 30	"The Storm" Family Essay Assigned (Due 9/11)		DE Due
	Aug 30	Discuss "Words Left Unspoken," and "Panacea." Reader Response 1 due tomorrow.	364, Mirikitani	
	Aug 31	Discuss "Two Ways to Belong in America," and "Suicide Note."		RR1
3	Sep 4	Holiday		FE RD Due
	Sep 5	Writing Workshop	Pat: 151-168.	
	Sep 6	Autobiography: Description.	Pat: 133 Orwell.	
	Sep 7	"Shooting an Elephant." Modifiers. Bring Devices. RR2 due tomorrow.	Pat: 171 Nguyen; 191 White	
	Sep 8	"Goodbye to My Twinkie Days" "Once More to the Lake"		RR2 In Pres
4	Sep 11	Epiphany Essay assigned. Due 9/18.		FE Due
	Sep 12	Writer's Workshop: Epiphany essay workday—teacher conferences.		
	Sep 13	Peer Editing workshop.		
	Sep 14	Peer Editing workshop continues.	Pat: 207-221	EPE RD Due
	Sep 15	Exemplification		
5	Sep 18	Pat: Ch 8 Exemplification. Education Essay assigned. Due 10/2.	Pat: 415. Laird	EPE FD Due
	Sep 19	"I'm Your Teacher . . ."	Pat: 238, Staples	
	Sep 20	"A Black Man Ponders . . ." Reader Response 3 assigned.	Pat: 377 Cotharn; 448 Zinsser.	
	Sep 21	Discuss reading assignment. <i>Waiting for Superman.</i>		RR3 IP Due

	Sep 22	<i>Waiting for Superman.</i>		
6	Sep 25	<i>Waiting for Superman.</i>		
	Sep 26	Writing Workshop. Bring Devices.		EDE RDDue
	Sep 27	Peer editing workshop.	Pat:319-334	
	Sep 28	Pat: Ch 10 Cause and Effect	Pat:463, Tan	
	Sep 29	No School: Staff Development	Pat: 421 Tannen	
7	Oct 2	"Sex, Lies, and Conversation" "Mother Tongue." Language and Communication Essay assigned. Due 10/9.	Pat: 337, Cousins	EDE FD Due
	Oct 3	"Who Killed Benny Paret"	Pat: 471, Ericsson.	
	Oct 4	"The Ways We Lie."	Pat: 359, Graves	
	Oct 5	"The Movies That Rose from the Grave."		
	Oct 6	Writing Workshop	Pat: 369-389	LCE RD Due
8	Oct 9	Pat: Compare and Contrast. Choice Essay Assigned: M&W, Stereotype, or Deception Essay) assigned. Due 11/2.	Pat: 502 Brady	LCE FD Due
	Oct 10	"I Want a Wife." Readers Response 4 assigned.	Pat: 514 Smith; 253 Hasselstrom	
	Oct 11	"A Peaceful Woman ..." .		RR4 IP Due
	Oct 12	Writing Workshop	Pat: 433-436	
	Oct 13	Workshop.		
9	Oct 16	Pat: Classification and Division	Pat: 244 Rhode	
	Oct 17	"Why Looks are the Bastion..."	Pat: 348 Graham	
	Oct 18	"The Black Table is Still There." Discuss reading assignment.	Pat: 494 Mahtab	
	Oct 19	Discuss reading assignment. RR5 assigned.	Pat: 672 Eighner; 230 Cofer.	
	Oct 20	"On Dumpster Diving," "The Myth of the Latin Woman. . ." Discuss reading assignment.		RR5 IP Due
10	Oct 23	Discuss Reading assignment. Review.		
	Oct 24	Midterm.		
	Oct 25	Midterm.		
	Oct 26	Writing Workshop		ChE RDDue
	Oct 27	No School: Staff Development	Pat: 487-499	
11	Oct 30	Pat: Definition.	Pat: 301 Mitford	

	Oct 31	"The Embalming of Mr. Jones"	Pat: 457 Segal	
	Nov 1	"The Dog Ate My Disk..."		
	Nov 2	Writing Workshop.	Pat: 523-547	ChE RDDue
	Nov 3	Pat: Argumentation.	Pat:550 Jefferson.	
12	Nov 6	Take a Stand. Change Essay Assigned. Due 11/27.		DE FD Due
	Nov 7	Research Day. Meet in Lab.		
	Nov 8	Research Day. Meet in Lab.	Pat: 563 MLK	
	Nov 9	<i>Letter from Birmingham Jail</i>		RR6 IP Due
	Nov10	""		
13	Nov 13	<i>Letter from Birmingham Jail</i>		
	Nov 14	<i>The Declaration of Independence</i>		
	Nov 15	Research Process		
	Nov 16	Research Process		
	Nov 17	Research/Writing Workshop		
14	Nov 20	Research/Writing Workshop		CE RD Due
	Nov 21	Research/Writing Workshop		
	Nov 22	Thanksgiving Break		
	Nov 23	"	<i>A Raisin in The Sun</i>	
	Nov 24	"		
15	Nov 27	Novel Study. RR7 Assigned. Last day for redos.		CE Due
	Nov 28	Novel Study		
	Nov 29	Group Work Day		
	Nov 30	Group Work Day		RR7, In Pre
	Dec 1	Group Work Day. Final day to turn in Redo's.		
16	Dec 4	Group Work Day		
	Dec 5	Group Work Day		
	Dec 6	Group Presentations		
	Dec 7	"		
	Dec 8	"		
17	Dec 11	Group Presentations		

	Dec 12	Final Exam		
	Dec 13	Final Exam.		
	Dec 14	Creative Project.		
	Dec 15	Creative Project Due		

Dear Student:

Please understand that this is a work intensive class in which you (the student) will be held responsible for completion of all work on this syllabus. To achieve this, you will need to spend quite a bit of time outside of class reading, writing, studying, and completing online assignments. It will require your ability to communicate with me via email, or through the Blackboard system provided by Paris Junior College. I strongly recommend that you have access to a computer and internet outside of school hours. If you do not have access at home, please know that I am available to provide you with access in my classroom or the library here at school before or after school. I am usually here late weekdays, and am willing to stay longer if needed.

You will be allowed one make-up assignment. Please know that this is for one assignment only per semester. What this means is that if life gets in the way of completion of any of the assignments, or if you are not satisfied with the grade that you receive and would like a chance for a redo (other than exams or quizzes), you will have the opportunity to turn one in by the date set on the syllabus. The final date for redos is **December 1**.

I make myself as accessible as possible. I have listed all of my contact information above; please feel free to contact me by voice, text, or email. If you have any type of technical difficulties on the night that an assignment is due, please contact me immediately. Even if you are only able to leave a voicemail, this will provide necessary documentation of your difficulties.

In addition, my grading system for this class works somewhat differently than for other high school classes. Because this is a dual-credit class, your grades will not be reported on your progress or report cards. The weighting system of this class does not allow for traditional grade entry. I will send a notification out mid-semester with your current grade. It is the students' responsibility to keep track of grades as they receive their graded work from me. My grading scale is shown on the first page of this syllabus and will be discussed in detail on the first day and over the course of the semester.

Please sign and return this letter to verify that you are both familiar with the syllabus and requirements for this semester.

I look forward to having a good year. My goal is for you to learn many things that you can carry with you throughout your education. Please let me know if you have any questions or concerns.

Sincerely,

Marcella Hayden

Student Signature

Date