

- D. GRADING STANDARDS: Individual assignments have specific grading criteria, but this list outlines the basic grading standards.
- **On topic**. All papers must clearly follow the assigned topic. Paper which are off topic receive no credit (0).
 - **Mechanics**. All assignments should follow the conventions of standard, written English, with emphases on grammar, spelling, punctuation and capitalization
 - **Structure**. All papers should follow basic essay structure with an effective thesis, appropriate topic sentences, specific details and a short conclusion.
 - **Content**. Papers are evaluated on how effectively ideas are communicated.

- D. GRADING POLICY: Final course grades will be calculated using the following percentages:

• 5 Essays @ 10% each	50%
• The work book	20%
• 10 Daily grades @ 1% each	10%
• The mid-term exam	10%
• Final Exam	10%

- E. GRADING SCALE:
- | | |
|------------|--------------|
| 100-90=A | Superior |
| 89-80=B | Good |
| 79-70=C | Average |
| 69-60=D | Poor |
| below 60=F | Unacceptable |

progress/repeat = PR (The PR grade will reflect satisfactory attendance, class participation, attitude, and effort throughout the semester. Effort in the class is considered to be completion of each assignment and documented use of on-going assistance from the instructor and the Student Assistance Center. Absences cannot exceed the equivalent of one week of class.)

- F. ASSIGNMENTS/MAKE-UP TEST POLICY: All writing assignments must be completed and turned in no later than the assigned due date.
- Major tests should be made up as soon as reasonably possible.
 - Daily grades cannot be made up.
 - Late essays are not accepted. (*LW/INA*)

- G. STUDENT RESPONSIBILITIES
1. Attend class and be aware of announcements made in class.
 2. Inform instructor of late arrival immediately after class.
 3. Complete homework early enough to seek help if needed.
 4. Be familiar with information in the syllabus, especially attendance, grading, and test policies.
 5. Take care of personal needs before and after class.
 6. Keep all electronic devices (iPods, cell phones, etc.) in 'mute' or 'off' mode, and out of sight.
TEXTING DURING CLASS IS ESPECIALLY PROHIBITED.
 7. Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior, including but not limited to any form of distracting or offensive attire or behavior in the classroom shall result in being dropped from the class.
 8. All written assignments must clearly follow the assigned topic.

- H. ADA STATEMENT: “Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, visit the Special Services Office in Bldg 8, or call 885-3048, ext. 4675.”

III. COURSE OBJECTIVES

By the end of English 1301, the student should have written a minimum of five, 500-word essays that reflect the ability:

- ✓ To understand writing as a process: that is, writing conceived as a connected and interactive process which includes pre-writing, writing and revision;
- ✓ To apply the principles of writing as a process and the analysis of audience and purpose to writing assignments;
- ✓ To write an essay that follows the principles of unity and coherence and that is appropriately developed to prove a thesis by means of narration, description, illustration, definition, process analysis, cause and effect, comparison / contrast, classification and division, argumentation, and / or persuasion;
- ✓ To write an essay which follows the conventions of standard written English, the criteria for standard written English being those described in the current required handbook;
- ✓ To understand and apply basic principles of critical thinking in the development of exposition and argument.

Core Objectives addressed:

- **Communications 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.

SUMMER I, 2017

SYLLABUS

DATE	ASSIGNMENT	PAGE
Mon. June 5 th	Introduction to the course, textbook preview Workbook Preview Composition Terms	
Tue. June 6 th	Ch. 1 An Introduction to Writing Ch. 2 The Writing Process Ch. 8 Description Description essay assignment sheet	2 - 21 22-38 182 - 202
Wed. June 7 th	Ch. 3 The First and Second Steps Ch. 4 The Third Step Ch. 5 The Fourth Step	50-82 83-109 110-143
Thur. June 8 th	Workbook catch up day	
Mon. June 12 th	Description Essay Due Types of Introductions Common Thesis Errors Topic Sentence Exercise Ch. 9 Narration	203-241
Tue. June 13 th	Ch. 10 Process Ch. 11 Cause and Effect CASQ Hyphenated Words Punctuating Titles “Lou’s Place” Beth Johnson p. 192	242-251 260-280
Wed. June 14 th	Review for the mid-term exam Proofreading Practice Essay in a box Topic sentence exercise “The Yellow Ribbon” Pete Hamill p. 214 “Mayor of Rust” Sue Halpern p. 728	
Thur. June 15 th	Narration Essay Due Ch. 13. Compare / Contrast Compare / Contrast essay assignment “Dad” Andrew Malcolm p. 233 “Television Addiction” Marie Winn p. 313	281-301

Mon. June 19 th	Ch. 14. Definition Topic sentence exercise Proofreading exercise “Three Passions” Bertrand Russell	304-320 p. 632
Tue. June 20 th	Mid-term exam Ch. 15 Division – Classification Specific Examples Exercise Hyphenated Words	325-340
Wed. June 21 st	Compare / Contrast Essay Due ! Ch. 16 Argumentation Importance of the persuasive thesis	343-355
Thur. June 22 nd	More on persuasion Focus on revision Pronoun Reference errors	
Mon. June 26 th	Diction Slang, clichés, jargon & idioms Outlining Exercise Sentence fragments	
Tue. June 27 th	Modifiers, misplaced and dangling Regular and Irregular Verbs Past Participles “Is Sex All that Matters?” Joyce Garity “Shame” Dick Gregory	p. 756 p. 636
Wed. June 28 th	Persuasion Essay I due! Fallacy review Parts of Speech	
Thur. June 29 th	Workbook catchup day	
Mon. July 3 rd	Writing Process Review “What’s Wrong with Schools” Casey Banas “College Lectures: Is Anybody Listening?” David Daniels	p. 691 p. 749
Tue. July 4 th	American Independence Day – no classes	
Wed. July 5 th	Persuasion Essay II due!	
Thur. July 6 th	Workbooks Due	
Mon. July 10 th	Preview of English 1302 & The research paper Catch up and Review for the Final Exam	
Tues. July 11 th	The Final Exam!	

THE WORKBOOK 4.5

All workbook entries *must* follow these guidelines:

- ◆ All entries should be double-spaced, using a 12-point, Times New Roman font with standard 1 inch margins.
- ◆ Each entry should begin with a heading that includes your name and class.
- ◆ Points will be deducted for improper formatting (*max. 10*).
- ◆ Workbook entries must contain a **minimum of 350 words** and a **maximum of 800 words**.

JOURNALS:

- ◆ All journal entries should have a distinct introduction, with the thesis underlined, separate body paragraphs and a short conclusion.
- ◆ All journal entries must follow one of the assigned topics, and submitted in the order they are assigned.
- ◆ Be sure that each entry is numbered correctly.
- ◆ All journal entries must have a heading in the upper left-hand corner:
Fly, Joseph
English 1301-200
July 6th, 2016
- ◆ All journal entries should have a number as a part of the original title.
For example: Journal Entry # 1: My Super Power (*Don't use the topic as the title!*)

GRADING:

You must submit at least 1,000 words to make an 'F.' Anything less than 1,000 words will receive a zero (no credit). Submissions between 1,000 and 3,000 will receive an 'F'.

Workbooks in the 3,000 – 4,000 range will receive a 'D', 4,001- 5,000 = 'C',

5,001 – 6,000 = 'B' and 6,001 – 7,000 = 'A'.

3,000 + = 60 points

4,001 + = 70 points

5,001 + = 80 points

6,001 + = 90 points

7,000 = **100 points!**

JOURNAL TOPICS

1. As a college student, what is the one best thing you can do for yourself?
2. If you were guaranteed completely honest responses to three questions about yourself, what would you want to know, and why?
3. Would you accept a guaranteed lifetime allowance of \$50,000 per year if accepting it meant that you could never again earn money from either work or investments?
4. How might an atheist answer this question: Why is there something rather than nothing?
5. Which book has made the biggest impact on your life? Why?
6. If you could pick your own patronus, what would it be, and why?
7. In your experiences, what are the biggest differences between high school and college?
8. Should people on welfare be prohibited from having children?
9. Should prostitution be legalized? Should adultery be illegal?
10. Should different cultural groups receive a substantially different education? (i.e. – minority studies, women’s studies, etc.)?
11. Do college students benefit from extra-curricular activities?
12. Should the federal minimum wage be based on age, or number of dependents?
13. When has your life changed as the result of seemingly random influence?
14. Will college change who you are, or cement it?
15. The world is so complex, no one can possibly understand it. Agree or disagree?
16. If the United States were completely destroyed in an unprovoked nuclear attack, would you want to destroy those who attacked us?
17. What do you consider to be a ‘perfect’ evening?
18. Would you have a healthy, loving pet put to sleep for \$50,000?
19. What do you believe are the chief reasons for students' academic failure in college?
20. The president of your college wants to get rid of spring break. Write a persuasive convincing him / her that it would be a bad idea to get rid of spring break.
21. What do you think are the major causes of divorce?
22. Describe the worst experience you’ve had with a teacher.
23. Honestly, do you believe that television has done more harm than good to most Americans? Should television be banned or restricted?

