**English 1301**

**Instructor:** Alfonsina Lago, M.A.

**Room:** 101
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**Office Hours:** By Appointment

**Course Description**

This course is an intensive study and practice of the composition process from invention and researching to drafting, revising, and editing, both individually and collaboratively. The curriculum includes the teaching of effective rhetorical modes as well as audience, purpose, arrangement, style, and collateral readings. The instructional focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**Prerequisites:**

* Students must be TSI-compliant in both writing and reading.
* International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302

**Course Materials
-Langan, John. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2013** ISBN -9780078036279 Buy used or rent. NO CONNECT NEEDED

-class interactive notebook

-pens (red, and black or blue)

**Core Curriculum 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.

**Student Learning Outcomes:** Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Exhibit logic, unity, development, and coherence to create essays.
3. Develop ideas with appropriate support and attribution.
4. Write in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use edited American English, with an emphasis on correct grammar, punctuation, spelling, and mechanics, in academic essays.
7. Write a minimum of six 500-word essays.

**Grading Breakdown**

Introduction/Thesis/Outlines

Drafts/ Peer Revision Paragraph
Narrative Essay
Summary Essay
Compare & Contrast Essay Persuasive Essay Grammar

Final Discussion Board Final Exam

**Lesson Plans and Grades**

Assignments will be turned in through the class Blackboard page. This is also where students will be able to find their grades. Grades will be posted no later than 14 days after the due date. LMS will be used for posting Unit information, articles, discussion boards, etc.

**Essay Assessment Guidelines:**

* The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors.
* The “B” essay at the 1301 level contains all of the above with one or two more errors.
* The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
* The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).
* The “F” essay does not meet the minimum requirements for a 1301-level essay assignment. Some examples of “F” essays are 1) those written on a topic that has not been approved; 2) those that do not meet the minimum word count; or 3) those that are not written in the required format.

**Students are expected to**

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

E-Learners expectations follow the E-Learning contract. Students will learn through a combination of synchronous and a synchronous learning instruction. Per TCCB ED guidelines, **students must attend 90% of a course** in order to be awarded credit for the course. Students will have the support of an E-Learning teacher (ELT) and the classroom teacher. School grading policies for E-Learning will be consistent with those used in the traditional face-to-face classroom setting. Assignments for e-learners will have the same deadlines as those in face to face instruction. Staff will check daily for student “engagement”. Have a minimum of one synchronous session weekly in each core subject with the e-learning student present (grades 6-12), as determined by the classroom teacher.

**Classroom Rules and Procedures**

1. Be respectful to everyone, acknowledging your peers and yourself as intelligent and informed members of the same learning community.
2. Be in your seat with all required materials (pens/pencil, journal) promptly for the beginning of class.
3. Be ready to go at the beginning of class to read, do journal work, and share your thoughts, opinions, and questions about the work we have to do that day.
4. Raise your hand, respect others when they are speaking.
5. Remain seated unless we are in an activity that requires movement.
6. Follow all student rules as listed in the CTK Student Handbook

# **Class Participation, Conduct, and Academic Honesty**

Because participation in class activities is crucial to both your success and your classmates’ success, participation will be 8% of the overall grade. Regular engagement in in-class activities is incredibly important in solidifying your, and your peers’, understanding of class discussions and readings.

Since this class will be conducted as a community of growing, curious readers and writers, I expect you to treat each member of our community with the dignity and respect they deserve. No discriminatory behavior directed toward a person’s race, national origin, or gender will be tolerated in this classroom. We all have the right to grow and learn in an environment that respects and recognizes all of us as members of the Body of Christ.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. The **3 Step Discipline Plan** is as follows:

1. First, verbal/written warning
2. Second, at teacher’s discretion and considered case by case, may include stepping into the hallway to discuss the behavior/incident, writing a reflection paper on the behavior/incident, or sending a written notice home detailing the behavior/incident to be signed by parents. Here, a student’s participation grade may be affected.
3. Third, if the behavior has continued or the incident has occurred multiple times, the student will be assigned morning detention and office/notice referral.

*Students are asked, at all times, to:*

1.Respect themselves, others and things.

2. Contribute to a positive learning environment.

3. Follow the school and classroom procedures.

**Assignment Policy and Late Work**

Late work will not be accepted in this class. If for any reason a student cannot complete their work on time, they will inform me of any problems before the assignment due date.

**Semester Schedule *to be adjusted for 5 classes a week and the CTK school schedule. Further, some supplementary reading may be assigned throughout the semester which is not currently listed below. Students are responsible for being on track of these readings and those posted on course schedule.***

**Week 1 Aug. 26 – Sept. 1**

8/26 Welcome; Course Introduction; Syllabus overview; Policies, Writing Process ppt;

8/28 Chapter 447 – 459 Fragment; Bb Introduction – Practice turning in a Document, Course Message, Discussion Posting

8/30 Chapter 447 – 459 Fragment; Bb Introduction – Practice turning in a Document, Course Message, Discussion Posting

**Week 2 Sept. 2 – Sept. 8**

9/2 Labor Day Holiday

9/4 Read Chapters 8 Description 182 – 202; Paragraph Development – sample personal paragraph, descriptive paragraph assignment; Charting the paragraph

9/6 Draft of Descriptive Paragraph Due to Bb – bring a copy to class on Monday

**Week 3 Sept. 9 – Sept. 15**

9/9 Peer Revision – Charting paragraphs will do at least 2
9/10 Peer Revision – Charting paragraphs will do at least 2

9/11 Chapter 7 Introduction to Essay Development pgs. 174 – 181; ; Chapter Comma 554-563, Chapter Run On 460-472 **Week 4 Sept. 16 – Sept. 22**9/16 Chapter 9 Narrative Writing 203-221, ppt, Assignment, brainstorm topics*;* Talk about thesis/main idea
9/17 Turn in topic to Discussion Board: Narrative Topics

Monday/Wednesday

9/18 Free write on topic; Work on Introduction for Essay; Review for Grammar Quiz 9/20 Grammar Quiz #1 Comma Splices and Fused/Run on Sentences
9/22 Turn in Introduction with thesis and scratch outline to Bb by midnight9/23 In class discussion of Reading “The Yellow Ribbon” pgs. 215 – 217; work on conclusion for narrative essay 9/25 Subject/Verb/Pronoun/Antecedent Agreement Work
9/29 Turn in draft of Narrative essay to Bb by midnight

Bring 2 copies of draft to class – Peer Revision;

**Week 6 Sept. 30 – Oct. 6**

9/30 Bring 2copies of revised essay to class. Peer Revision of 2 other essays – submit comments to Bb 10/1 Make revisions from peer revision comments; Have clean copy with changes for class tomorrow 10/2 Deep personal revision – submit to facilitator with marks to be scanned and emailed to Mrs. T 10/4 Submit final of Narrative essay to Bb by midnight

**Week 7 Oct. 7 – Oct. 13**

10/7 Writing a Summary Read pgs. 375 -386, Summary Assignment; Discuss articles provided in Bb 10/9 Discuss format of summary – go over sample; Review for SVPA Grammar Quiz #2;
10/11 Grammar Quiz #2 SVPA Agreement Quiz on Bb
10/13 Summary Draft due to Bb by midnight; need 2copies for class on Monday

**Week 8 Oct. 14 – Oct. 20**

10/14 Bring 2 copies for Peer Revision, Submit comments to Bb
10/16 Chapter 37 Apostrophe 539; Chapter 32 Misplaced Modifiers 513 - 516, Chapter 33 Dangling Modifiers 517 – 522 10/18 Submit Summary final to Bb by midnight
**Week 9 Oct. 21 – Oct. 27**10/21 Read Chapter 13 Compare & Contrast 281 – 303, Assignment; ppt, methods of development, topic list
10/23 Analysis of reading pgs. 293 – 298 in class discussion; Work on Introduction/ organization of essay; Review for GQ3 10/25 Grammar Quiz #3 Apostrophe on Bb
**Week 10 Oct. 28 – Nov. 3**10/28 Go over Point by Point (Alternating) and Block with easy topics
10/30 Work on outline and introduction with thesis
11/1 Submit outline with intro and thesis to Bb
11/3 Draft of C & C essay due by midnight, need 3 copies for class on Monday
**Week 11 Nov. 4 – Nov. 10**

Monday/Wednesday

11/4 Peer Revise 2 other students, then deep personal revision on 3rd copy – submit to facilitator to scan and email to Mrs. T 11/5 Submit Compare and Contrast final to Bb by midnight
11/6 Chapter 16 Argument 343 – 364, Argument ppt, assignment; Topics; Works Cited
11/8 Submit topic to Mrs. T in course message

**Week 12 Nov. 11 – Nov. 17**

11/11 SPC library database tour
11/12 – Find sources from SPC databases
11/13 Work on Thesis statements; look at sample essay
11/14 Last day to drop a class for SPC
11/15 Turn in outline with sources to facilitator to scan and email me
**Week 13 Nov. 18 – Nov. 24**11/18 Quoting, parenthetical reference; conclusion
11/19 Draft of Argumentative Essay with WC due to Bb by midnight
11/20 Peer Revision of 2 Argument essays; comments to Mrs. T
**Week 14 Nov. 25 – Dec. 1**11/25 SPC students/Any schools? Personal Revision – answer any questions
Nov. 27 -29 Thanksgiving Holiday
**Week 15 Dec. 2 – Dec. 8**12/2 Final Argumentative Essay due by midnight; Final Exam Overview, work on Discussion boards 12/4 Finish Discussion boards, Work on Final Exam Essay
12/6 Take Final Grammar Quiz - comprehensive
**Week 16 May 6 - 9
Final Exam Monday Dec. 6 due by 3 pm to Bb
Again, dates may be changed due to unforeseen circumstances**