

- 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:

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|------------|--------------|
| 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. (*W/N/A*)

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

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

- ✓ Demonstrate knowledge of individual and collaborative writing processes.
- ✓ Write essays that exhibit logic, unity, development, and coherence.
- ✓ 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.
- ✓ Use American English, with an emphasis on correct grammar, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
- ✓ Write a minimum of six 500-word essays.

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.

ENGL 1301 + INRW 0300 Corequisite Courses
INRW 0300: Integrated Reading and Writing Syllabus

Departments: English and Philosophy/The Teaching and Learning Center

INRW 0300 Course Description: INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

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

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

SUMMER II, 2019

Course Calendar

| <u>DATE</u> | <u>ASSIGNMENT</u> | <u>PAGES</u> |
|---------------------------------------|--|---|
| <u>Thursday, July 8th</u> | Introduction to the course, syllabus Getting to know each other Composition Terms Workbook Preview Simple Sentences How to Punctuate Titles Diagram of body paragraph Diagram of an essay | ppt ppt |
| <u>Monday, July 15th</u> | Ch. 1 An Introduction to Writing Ch. 2 The Writing Process Prewriting Practice Finding the Main Idea College Success Types of Introductions “Lou’s Place” | 2 - 21 22 - 38 ppt 192 |
| <u>Tuesday, July 16th</u> | Ch. 8 Description Description essay assignment sheet Description Prewriting Exercise Finding the Main Idea College Success “The Yellow Ribbon” | 182 - 202 214 |
| <u>Wed. July 17th</u> | Finding the Main Idea Proofreading Practice Description essay review “Is Sex All that Matters?” “The Magic Shop” | 756 Blackboard |
| <u>Thursday, July 18th</u> | Ch. 3 The First and Second Steps Parallel Structure Topic sentence exercise “I Became Her Target” “B24” | 50-82 ppt 643 Blackboard |
| <u>Monday, July 22nd</u> | Ch. 4 The Third Step Ch. 5 The Fourth Step “Mayor of Rust” “The Yellow Wallpaper” Description Essay Due | 83-109 110-143 728 Blackboard |

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|--------------------------------------|---|---|
| <u>Tuesday, July 23rd</u> | Common Thesis Errors Topic Sentence Exercise Ch. 9 Narration Narration essay assignment sheet Narration Prewriting Exercise “Dad” | 203-241 233 |
| <u>Wed. July 24th</u> | Ch. 10 Process CASQ Hyphenated Words Punctuating Titles “Three Passions” | 242-251 632 |
| <u>Thurs. , July 25th</u> | Ch. 11 Cause and Effect Proofreading Practice Topic sentence exercise Narration Essay Due Compare / Contrast essay assignment Compare / Contrast Prewriting Exercise “The Skylight Room” | 260-280 Blackboard |
| <u>Monday, July 29th</u> | Ch. 13. Compare / Contrast Compare / Contrast essay assignment review Mid-term exam review “Television Addiction” “The Red-Headed League” | 281-301 313 Blackboard |
| <u>Tuesday, July 30th</u> | Ch. 14. Definition Topic sentence exercise Proofreading exercise “The Signal-Man” Mid-term exam | 304-320 Blackboard |
| <u>Wed., July 31st</u> | Ch. 15 Division – Classification Specific Examples Exercise Hyphenated Words “Shame” Compare / Contrast Essay Due ! | 325-340 636 |
| <u>Thur., Aug. 1st</u> | Ch. 16 Argumentation Importance of the persuasive thesis Persuasion I assignment sheet Persuasion I prewriting exercise “Here’s to Your Health” “The Cactus” | 343-355 722 Blackboard |

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|---------------------------------------|---|-------------------|
| <u>Monday, Aug. 5th</u> | More on persuasion Focus on revision Pronoun Reference errors From “Self-Reliance” “The Lottery” | 627 Blackboard |
| <u>Tuesday, Aug. 6th</u> | Modifiers, misplaced and dangling Regular and Irregular Verbs Past Participles Persuasion Essay I due! Persuasion II Assignment sheet Persuasion II prewriting exercise “The Ones Who Walk Away from Omelas” | Blackboard |
| <u>Wed., Aug. 7th</u> | Diction Slang, clichés, jargon & idioms Outlining Exercise Sentence fragments “The Storm” | Blackboard |
| <u>Thur., Aug. 8th</u> | Editing vs. Revision Past Participle In-class worksheets | |
| <u>Monday, Aug. 12th</u> | Finding the Main Idea Fallacy review Parts of Speech | |
| <u>Tuesday, Aug. 13th</u> | Writing Process Review Persuasion Essay II due! | |
| <u>Wed., Aug. 14th</u> | Preview of English 1302 & The research paper Review for the final exam Workbooks Due | |
| <u>Thursday, Aug. 15th</u> | Final Exams | |

THE WORKBOOK 5.0

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, class and the due date.
- ◆ 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 (*your name, of course*)
English 1301-200
July 3rd, 2019
- ◆ 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 4000 = 60-69 points

4,001 - 5000 = 70-79 points

5,001-6000 = 80-89 points

6,001-7000 = 90-100 points!

JOURNAL TOPICS

1. As a college student, what is the one best thing you can do for yourself?
2. What do you consider to be a 'perfect' evening?
3. Is it really possible to 'waste' time? Or are some uses of time simply more productive than others?
4. If you were guaranteed completely honest responses to three questions about yourself, what would you want to know, and why?
5. The women's movement has been around for more than 50 years. Why are some women still very hesitant to make the first move in a relationship?
6. Statistically, we know that aliens are out there, somewhere in the galaxy. Why haven't they tried to contact us?
7. Which book / movie has made the biggest impact on your life? Why?
8. Which person has had the biggest impact on your life? Why?
9. If a doctor told you that you only had two months to live, how would spend your time?
10. In your experiences, what are the biggest differences between high school and college?
11. Should prostitution be legalized? Should adultery be illegal?
12. What does it mean to be *intelligent*?
13. Which sport is hardest for you to watch? Why?
14. Should the federal minimum wage be based on age, number of dependents or something else?
15. What are some strange beliefs that some people have?
16. When has your life changed as the result of seemingly random influence?
17. Will college change who you are, or cement it?
18. In what ways will you be a different person ten years from now?
19. The world is so complex, no one can possibly understand it. Agree or disagree?
20. Would you have a healthy, loving pet put to sleep for \$50,000?
21. What do you believe are the chief reasons for students' academic failure in college?
22. What do you think are the major causes of divorce?
23. Describe the worst experience you've had with a teacher.
24. Is the internet a good source of information, or a good time waster?
25. Honestly, do you believe that television has done more harm than good to most Americans? Should television be banned or restricted?

