

Ms. Kimberly Carver
GHS C207

Texas Woman's University
Spring 2011

ENG 1023

Dual Credit- Rhetoric and Composition of American Thought

CONTACT INFO:

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COURSE DESCRIPTION

ENG. 1023 Composition II. (ENGL 1302) Theory and practice of written and oral exposition and research in traditional and electronic environments; composing persuasive and investigative texts based on research. Prerequisite ENG 1013 or its equivalent. Three lecture hours a week. Credit: Three hours. *Core composition requirement*.

COURSE PHILOSOPHY

AP Language and Composition is a college-level course focusing on critical reading, interpretation, and writing. Throughout the year, students read a variety of mature works of fiction and non-fiction and develop writing skills through a series of assignments in and out of class. This course aims to prepare students for life (and college) by exposing them to great writing and inspire them to move beyond rudimentary assumptions and expressions into higher-level insight and writing. The non-fiction passages we read are challenging. What I've tried to do is choose selections that represent a survey of American thought throughout our history. Writing is frequent and requires a student to respond to readings that we've worked with in class as well as works that have not been analyzed or discussed in the classroom. Research, synthesis, rhetorical analysis, critical thinking, critical reading, and critical writing makeup the foundation of this course. Students must expect four or more hours of homework per week.

COURSE OBJECTIVES AND SLOS

By the end of the semester, this course will address each of the required Basic Intellectual Competencies of reading, writing, speaking, and listening.

1. Objective: Students will develop and/or strengthen active reading strategies and critical thinking skills.
Assessment: Students will participate in class discussions and invention activities to discover topics for essays and include some of these prewriting materials in the final portfolio.
2. Objective: Students will use a *process* of invention, drafting, revising, and editing.
Assessment: Students will produce unified, organized, and effective expository and argumentative essays.
3. Objective: Students will shape discourse to fit the purpose, occasion, and audience.
Assessment: Students' essays will be appropriate for purpose, occasion, and audience and demonstrate that mastery in the final portfolio.
4. Objective: Students will develop major points in essays by appropriately applying modes of expression (i.e., description, exposition, narration) as part of the rhetorical event.

Assessment: Students' essays will contain examples of and understanding of appropriate rhetorical strategies.

5. Objective: Students will develop informed perspectives through discussion with other members of their discourse community.
Assessment: Students will explore and complicate essay topics through group invention activities, class discussions, and peer workshops, the results of which will appear in the portfolio.
6. Objective: Students will develop strategies for integrating ideas from external sources into their own arguments.
Assessment: Students' essays will contain evidence and citations to support their arguments.
7. Objective: Students will conduct a research project using library resources (including print in various forms and electronic media)
Assessments: Students will submit a researched essay integrating evidence from various print and electronic media sources.
8. Objective: Students will practice and strengthen the use of language and its conventions appropriate to academic writing.
Assessment: Students' portfolios will contain essay drafts that continue to improve in their use of language and conventions considered *appropriate to academic writing*.

COMMUNICATION CORE CURRICULUM EXEMPLARY EDUCATIONAL OBJECTIVES

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
Assessment: Students will submit a portfolio documenting their writing processes throughout the term.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
Assessment: Drafts of papers will be revised for and evaluated for purpose, occasion, and audience.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
Assessment: Students will practice modes of expression and rhetorical strategies during invention work and informal writing, leading to evaluation of these qualities in their final drafts and portfolios.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
Assessment: Students will participate in regular peer workshops and class discussions, and include evidence of these activities in their portfolios.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
Assessment: Student assignments included in the portfolio will require them to propose solutions to problems, think critically about texts or media, and participate in electronic discourse.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

Assessment: The final project, included in portfolios, will showcase student research and documentation skills.

REQUIRED COURSE MATERIALS

All textbooks will be provided for you.

Shea, Renee, Lawrence Scanlon, and Robin Dissin Aufses, eds. *The Language of Composition*. New York: Bedford St. Martin's, 2008. Print.

Graff, Gerald, Cathy Birkenstein. "*They Say, I Say*": *The Moves that Matter in Academic Writing*. New York: Norton, 2010.

You will need to purchase a flash drive to keep copies of your drafts and make sure you have internet access outside of class. This should not be a problem because you can go to the GHS Library before or after school or during lunch. Because you are a TWU student, you will also have access to (if you obtain TWU identification) TWU services, including the library and Write Site. The library will check out laptops to students with an ID.

You will also need to bring the following every day:

1. A three-ring binder for notes, paper, handouts, etc...
2. Pens (blue or black preferably) and pencils
3. Loose leaf paper
4. The novel/textbook we're working with

Make sure you go to the second floor of Jones Hall and get a TWU Student ID. While this is not mandatory for my class, it's a good idea to take advantage of your tuition. You may use their fitness centers, swimming pools, and more. Download the TWU app on your Smartphone too.

Important: Your Final Electronic Portfolio is due May 5, 2011.

EVALUATION/GRADING

I will provide feedback on each of your major essays. You will have the opportunity to revise them twice, once for peer review and again for the final portfolio. One of my most important goals for you is to continually improve as a writer during the semester, and your portfolio should reflect that improvement at the end of the course. Therefore, the portfolio is your opportunity to represent your best writing and is worth a substantial amount of weight for this course.

Major essays, tests, and research projects are major grades (75%). Minor grades include quizzes, homework assignments, and journals (25%). Essays are graded holistically on a 1-9 scale as established by the College Board.

GRADING POLICY

Grades

- Students will have a minimum of six daily grades per six weeks.

- Students will have a minimum of two major grades per six weeks. Examples of major grades might include tests, essays, or projects.

Retesting

- Students who earn a failing grade (less than 70%) may retake a major exam, within a reasonable amount of time, until mastery is demonstrated.
- An equal, yet alternative, examination may be given at the discretion of the teacher.
- Students who choose to take a retest may be required to attend tutorials and/or complete study materials before retesting.
- The highest possible grade that can be recorded on a retaken test is a 70.

Late Work

Projects, Reports, Research Papers, and Major Writing Assignments

- I will offer a reasonable amount of time for students to complete projects. If a student fails to meet the assigned deadline (barring extenuating circumstances), the students will lose 10 points per calendar day. After five calendar days, the project grade will be a 0.

Daily Work

- Daily assignments may be redone for a passing grade (70).
- Students can earn up to a 70 for late daily work. Students will have one week to make up an assignment before a zero is recorded.
- Students may be required to make up these assignments during tutorial times, or at a time determined convenient for both of us.

****It is the student's responsibility to communicate his/her plan of action to the teacher and to ask for clarification regarding grading policies.***

If you are absent, daily work is due at the beginning of the next class period, and exams are due one week from your absence. Check my website for all the assignments you're missing. **DO NOT INTERRUPT INSTRUCTION TO SUBMIT WORK.**

NOTE: IMPORTANT!!!!!! You may fail this course as a result of excessive absences. This means that if you have more than three unexcused absences in this class per semester, not only will you not receive credit, but your transcript will read "F." This grade will follow you to college. Don't let it happen to you.

EXTRA CREDIT

I will offer extra credit opportunities from time to time. If a student is failing, they will not be eligible to complete the extra credit. These opportunities will be announced as they are offered.

RULES/PROCEDURES

All work must be turned in to the labeled trays on the table by my desk. I will return graded work to you through the labeled hanging file on my whiteboard. If you missed a day, you must check for any paperwork you need in this hanging file as well. You can find handouts, copies, worksheets, etc. under "Missed Work." Also check the board for "What You Missed." If you need to make up a test or attend tutorials for any reason, you will need to sign up for them on the Tutorials Sign-Up Sheet on the board at least an hour before the time for which you have requested. Because I have an early class, and because all junior AP students are eligible to take 5th block dismiss, you may only sign up for tutorials during 5th block. If you are not able to attend, talk to me and we'll work something out.

CLASSROOM MANAGEMENT

All policies in the student handbook will be followed.

GUIDELINES FOR COURSEWORK

1. Follow directions at all times. This means you must **listen carefully** when these directions are explained.
2. Write in ink. Blue or Black ink only, please. Pencil will only be needed on Scan-tron exams.
3. Use loose-leaf paper for handed-in assignments. Paper torn out of a spiral is not acceptable.
4. Use the proper MLA heading and title format on all papers.
5. Write legibly. I cannot grade what I cannot read. You should learn the importance of legible, neat handwriting as a matter of accuracy, courtesy to your readers, and a source of personal pride. This may be the first impression you give to a prospective employer or college admissions officer, and you want it to be a good one.
6. Maintain a one inch margin around the top, bottom, and both sides of your paper.
7. Do not write on the backs of pages to be handed in and graded.
8. Do not skip lines between paragraphs.
9. Be aware of when assignments are due.
10. Do not let me catch you hurriedly trying to do your homework in class right before it is due. All assignments are due **AT THE BEGINNING** of the class period when they're due. This is discourteous to me, and it's called HOME-work for a reason. If I see this going on, I will not accept your assignment.

Portfolio: You will peer edit and revise each major essay you write in class for a separate grade. At the end of each semester, you will turn in all prewriting activities, drafts, revisions, and peer edits along with your final draft of the three types of essays we have done as an **electronic** portfolio. Your portfolios will count as your midterm and final exam. Along with the three final essays, you will choose your four best journal entries from class and include them in your **electronic** (YES, this is mandatory) portfolio as a sample of informal writing (this means you will have to type them up and send them to me as a Word document through e-mail).

There are two opportunities for extra credit with each essay:

1. If you can identify deliberate tropes and schemes (mature ones; not just metaphor or simile) in your writing by underlining it and identifying it out in the margins, I will give you extra points.
2. Assign a number from the College Board scale to your essay (1-9). If your number matches the number I give it, I will award you 5 extra points on your essay. This is meant to help you internalize the rubric so you know what is expected of you on the AP test.

Journal: Each day that you come in, please check the "What We're Doing" and "Announcements" slots on the board before you begin writing your journal. This is where a lot of imperative information will be found. Every six weeks I'll take a grade on the bell work that you

should then begin immediately after the bell rings. Most of the time, I'll have a quote on the board and you should respond to it- what you think it means, your personal reaction to it, commenting upon its cultural, literary, or historical significance. Even if you are absent, you are responsible for getting every quote from a friend and having your journal ready to turn in at the end of the six weeks. Journal grades will be based on participation and completion.

VOLUNTARY WITHDRAWAL

The AP program at Guyer has established the following policy towards enrollment and withdrawal:

- Any student with a demonstrated willingness to work hard is eligible to enroll in an AP course.
- Once committed to an AP course, students may only withdraw during the first six weeks of the fall semester or after the first semester, provided they obtain permission from a parent or guardian.
- In order to withdraw from my course after the first six weeks, a parent-teacher-student conference is required.

ADDITIONAL PROGRAM/UNIVERSITY INFORMATION

1. Academic Dishonesty Statement: Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries' "Quick Links" under "Research Help" (<http://www.twu.edu/library/literacy/index.htm>).
2. *In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.*
3. Disability Support Policy statement: *If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements or activities may impact your ability to fully participate.*

Dropping this Course (New for Fall 2007 Freshmen only): Students may drop a course without penalty *before* the census day of each regular semester. However, *after the census date*, freshman enrolling in Fall 2007 or later (at TWU or any Texas public higher education institution), are allowed only 6 unexcused drops during their undergraduate academic careers. Drops after the census day will count toward the 6-drop limit unless they are supported by timely, appropriate documentation and excused by the university review process. Drops forms are available in the Registrar's Office and require the signature of the student, instructor, and academic advisor.

TENTATIVE CALENDAR (subject to change at my discretion)

Semester II: The Realists/Naturalists, The Modernists, and The Postmodernists

4th Six Weeks:

Selected Readings:

"The Souls of Black Folk"- W.E.B. DuBois
"Up From Slavery"-Booker T. Washington
"Fenimore Cooper's Literary Offenses"-Mark Twain
"To Build a Fire"-Jack London
"What Life Means to Me" -Jack London
"The Wretchedness of Slavery"-Frederick Douglass
They Say, I Say: The Moves that Matter in Academic Writing

Writing Focus:

SOAPSTONE

Cliffs Practice AP books

How to create an annotated bibliography

Evaluation, use, and documentation of sources

MLA Format (Works Cited pages and parenthetical documentation)

Analysis of audience, purpose, and occasion

Major Assignments:

AP Multiple Choice Reading Selections

AP Timed Writings

AP Practice Test

They Say, I Say test

Annotated Bibliography

Journal

Rhetorical Analysis of a Website

5th Six Weeks:

Selected Readings:

The Great Gatsby

"The Love Song of J. Alfred Prufrock"- T.S. Eliot

"The Hollow Men"- T.S. Eliot

F.D.R.'s First Inaugural Address

"A Good Man is Hard to Find"- Flannery O'Connor

Writing Focus:

Literary Terms

SOAPSTONES

Review of Test-taking strategies for AP test

Review of Literary Movements

Review of Analysis Essay

Major Assignments:

The Great Gatsby test/project

AP Multiple Choice Reading Selections

AP Timed Writings

Literary Terms quiz

Journal

Analysis Essay-prewriting, first draft, peer revision, and final draft

Synthesis Essay-timed writing

6th Six Weeks:

Selected Readings:

Brave New World

"The Death of Reading"- Mitchell Stephens

Various Neil Postman excerpts

Writing Focus:

SOAPSTONES

Critical Technological Literacy

Review of Argument Essay

Propaganda techniques

Individual Writing Conferences

Major Assignments:

Brave New World test /project

AP Timed Writings

Journal

Argument Essay- prewriting, first draft, peer revision, and final draft

Final Electronic Portfolio