

Introduction to Critical Reading and Academic Writing - ENGL 1143

Founders Classical Academy of Schertz - Fall 2023

"Find out the reason that commands you to write; see whether it has spread its roots into the very depth of your heart; confess to yourself you would have to die if you were forbidden to write."

-Rainer Maria Rilke

"The scariest moment is always just before you start."

-Stephen King

Contact Information

Instructor: Mr. Chris Foley

Room: 105

Conference Times: 1st & 7th Periods, before and after school, and by appointment

Email: cfoley@responsiveedtx.com (I will respond within 24 hours, during business hours)

Textbook

The Norton Field Guide to Writing with Handbook, 6th Ed. By Richard Bullock, Deborah Bertsch & Francine Weinberg (ISBN 9780393884104)

COURSE DESCRIPTION:

In this course, students will develop and expand the essential skills of individual and collaborative writing processes. Students will develop ideas with appropriate support and attribution as they practice the multiple forms of writing. Students will become familiar with the various rhetorical modes and will utilize their knowledge as they craft compositions for each of those modes. Finally, the course will reinforce students' understanding of research methods and sources, and how to use external sources as evidence in the synthesis of their argumentation.

COURSE GOALS:

- Apply key rhetorical concepts through analyzing and composing a variety of texts
- Engage in a writing process that includes invention, drafting, collaboration, and revision
- Use reading and composing for inquiry, learning, thinking, and communicating in various rhetorical contexts
- Use strategies – such as interpretation, synthesis, response, critique, and design to compose texts that integrate the writer’s ideas with those from appropriate sources
- Use sources ethically and in contextually appropriate ways and follow a designated style guide
- Demonstrate proficient use of linguistic structures, including grammar and mechanics, through practice in composing and revising

SUPPLIES:

- One ***YELLOW** 3-ring notebook, 2.5 - 3 inch recommended (Dividers highly suggested)
- College Ruled notebook paper – ***ALWAYS NEEDED**
- Pens, blue or black ink – no pencils
- Fine tip highlighters (pink, yellow, green, blue, orange)
- Red pen
- Public Library card
- College-Ruled Composition book (to be left at school)

CLASS RULES:

Let respect guide all of your behavior and interactions in our class.

RESPECT – (def.) a high or special regard; the quality or state of being esteemed.

Ways to Demonstrate Respect

- Be respectful with your body and your actions towards other people and their belongings.
- Be respectful with your speech. We will listen when one another is speaking. When we disagree, we can voice our opinions as long as we do so respectfully.
- Respect yourself. Believe in yourself, participate in class, do your own work and encourage others to do the same.

- Respect the classroom and the learning environment. Seek to understand the material and the viewpoints of others and endeavor not to distract the others with your behavior.

COURSE REQUIREMENTS/GUIDELINES:

- Come to class on time, prepared with all materials, homework, and required texts every day. *Be sure to record all assignments in your student planner. Students arriving late to class will be issued a demerit, per the student handbook.
- At the beginning of class each day, as a warm-up activity, you will respond in your Journal to the quote on the board. Journal responses must be a minimum of 6 sentences long.
- *All assignments are due at the beginning of class. Have completed assignments out and ready to be collected when the class begins.
- College classes will expect you to come to class having read the material to be covered that day, and this class is no exception. Failure to have read the assigned material will be evident in your contribution to class discussions and will negatively impact your grades.
- It is ***YOUR** responsibility to obtain all make-up work when absent, and to schedule make-up tests, quizzes, etc. with me. ***YOU** must see me before or after class or during Tutoring in order to receive make-up work assignments, or take tests or quizzes. If you are involved in extracurricular activities, please be aware of the school's make-up policy!
- Follow all policies and procedures for attendance, homework, make-up work, uniform, tardiness, and all other policies as listed in the FCA Student Handbook.

DUAL CREDIT:

This class is a hybrid High School and College class. As such, all students will be held to the standards of the college requirements of the class, including college-mandated assignments and Final exams.

QUALITY OF WORK:

All assignments (homework, classwork, tests, and papers) must be neat and legible. Ripped, torn, or scribbled-on paper will not be accepted. Paper torn out of a spiral notebook is not acceptable. Lined notebook paper/loose-leaf paper is required for all upper school assignments unless specifically directed by the teacher.

CLASS PARTICIPATION:

Because you learn the most about literature through dialogue, *you are expected to participate in class discussions and projects. Arrive to class prepared with your materials and prepared to discuss the current work of literature.

CLASS BOOKS & MATERIALS:

Each unit, students will be assigned a copy of the text we are reading in class, which will be collected at the end of the unit. Students may not write in the textbook. Students are expected to treat all borrowed materials, including books from the class library, with respect with the understanding that damaged books/materials will need to be replaced. If you would like to write notes in your book, you are encouraged to buy your own copies of the books we read in class.

GRADING (By Quarter):

- Tests & Essays = 40%
- Synthesis Essay = 10%
- Final Exam = 20%
- Quizzes = 20%
- Homework/Daily Grades = 10%

CHEATING:

All students are expected to complete their own work. Copying answers from the internet or another student (whether or not they say it's OK) is *never acceptable. Unless the teacher specifically says otherwise, all work is to be completed independently: ***students may not work together on assignments without permission, since sharing answers is tantamount to cheating.**

PLAGIARISM:

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page) whether you use that material in a quote, paraphrase, or summary. This is **cheating** and is very serious because when someone does this, they are literally **stealing** from someone else and **lying** by stating that they did the work on their own. It is never acceptable to copy anyone else's work on **ANY** assignment, for this class or any other. Anyone caught doing so will receive a "0" on that assignment and further disciplinary action as necessary (demerits, etc.).

**Academic dishonesty will also have long term consequences related to virtue, vice, habit, and destiny.*

**Earning a lower score on an assignment or test is preferable to degrading one's character.*

LATE WORK:

Late work is not accepted per school policy. ***ALL** late work will receive a grade of zero.

QUIZZES, TESTS & FINAL EXAMS:

Quizzes will be given many weeks, whether announced ahead of time or not. Therefore, taking notes and keeping class materials organized is very beneficial. Tests will be given at the end of each unit or topic and will be announced in advance. The final exam will take place at the end of the semester, and will count for 20% of the semester grade.

GRADE REPORTING VARIANCE:

Due to the requirements of Midwestern State University, the grades for the course will be posted on the MSU platform, D2L. Skyward will be regularly updated with your current grade for the course, but you will need to log in to D2L to see the scores for individual assignments.

ESSAYS:

***All writing assignments done outside of class must be typed and submitted to D2L for credit.** An essay is not considered "turned in" unless it is **BOTH** submitted physically and electronically. All typed work must adhere to MLA standards of formatting (i.e. double-spaced in 12-point, Times New Roman, one-inch margins) and citation (in-text, Works Cited).

SYNTHESIS ESSAY:

In a five-page essay, students will bring together ideas and data from multiple sources to inform the audience about a chosen topic. The synthesis paper will require students to:

- 1) Look for connections among the ideas presented in six chosen sources
- 2) Develop a thesis statement and topic sentences which make an informative claim in response to a research question
- 3) Synthesize information from the sources to support and explain the essay's main points.

CELL PHONES AND OTHER ELECTRONIC DEVICES:

Per the student handbook, cell phones and other electronic devices are not permitted in the classroom without expressed permission. If seen, such devices will be confiscated and brought to the Office, and will need to be retrieved by a parent/guardian. Demerits and other discipline may be assessed, depending on the situation.

FOOD/DRINKS IN THE CLASSROOM:

Food and drinks are not permitted in the classroom. If a student arrives to class with food, they will be instructed to throw it away. Water bottles are acceptable, provided they contain water and have a “screw cap” to close them. Gum is never acceptable.

DISABILITY SUPPORT POLICY:

The Americans with Disabilities Act (ADA) guarantees reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, (940) 397-4140.

SAFE ZONE STATEMENT:

This classroom is a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.

COLLEGE TUTORING:

Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. For Distance Education students, TASP has partnered with Thinkingstorm, an online tutoring company that provides you with high-quality, 24/7 tutoring support. Located at the top of your

D2L course page, select the tutoring tab to book an appointment with a tutor.

****Communication is the key to success in my class. Please communicate any concerns, ideas, or needs to me either before or after class or via email. I want you to be successful in my class and, together, we can work to make this happen!***

Criterion for the English 1143 Synthesis Essay Rubric.

Each Criterion can be marked as:

- Excellent
- Good
- Satisfactory
- Weak
- Failing

Context of and Purpose for Writing (Communication Skills)

- Does the essay demonstrate an understanding of the assignment's rhetorical concepts (purpose, audience, genre, context)?

Content Development (Critical Thinking Skills)

- Does the essay present a critically considered topic?
- Does the essay develop a comprehensive synthesis of information?
- Does the essay present varying viewpoints?
- Does the essay provide a logical conclusion?

Genre and Disciplinary Conventions (Communication Skills)

- Does the essay assert a position in a thesis statement placed at the end of the introduction?
- Does the essay provide body paragraphs that begin with a topic sentence, focus on one idea, and include several examples and details?
- Does the essay successfully execute stylistic choices?

Sources and Evidence (Personal Responsibility Skills)

- Does the essay follow MLA guidelines for in-text citations and the Works Cited page?
- Does the essay use sources in ethical and contextually appropriate ways?

Control of Syntax and Mechanics (Communication Skills)

- Does the essay use a variety of sentence types and precise language?
- Does the essay contain few grammatical or mechanical errors?

Fall Semester Course Schedule

This information is tentative and subject to change depending on scheduling considerations and the unique needs of the class.

Week	Date	Objective
1	Aug. 14 - 18	<ul style="list-style-type: none"> • Diagnostic Essay • Developing Academic Habits of Mind (Chapter 4)
2	Aug. 21 - 25	<ul style="list-style-type: none"> • The Rhetorical Situation: Topic • The Rhetorical Situation: Purpose (Chapter 5) • The Rhetorical Situation: Audience (Chapter 6) • The Rhetorical Situation: Genre (Chapter 7) • The Rhetorical Situation: Stance (Chapter 8)
3	Aug. 28 - Sep. 1	<ul style="list-style-type: none"> • Style/Writing Conventions • Formal/Informal Language • Thesis Statements • MLA Format (Chapter 53)
4	Sep. 4 – 8	<ul style="list-style-type: none"> • Citing Sources/Quotations • *Test – Rhetorical Situation & Writing Conventions (9/8)
5	Sep. 11 – 15	<ul style="list-style-type: none"> • Characteristics of Narrative Writing (Chapter 18) • Assign Narrative Essay • Prewriting (Chapter 28) • Outlining (29) • Narrating (44)
6	Sep. 18 – 22	<ul style="list-style-type: none"> • Dialogue (Chapter 42) • Description (Chapter 41) • Notes – Structure & Format of an Essay • *Narrative Essay Due (9/22)
7	Sep. 25 – 29	<ul style="list-style-type: none"> • Notes – Structure & Format of an Essay • *Test – Structure of an Essay (9/27) • Assessing Your Writing (Chapter 31) • Drafting (Chapter 30)
8	Oct. 2 – 6	<ul style="list-style-type: none"> • Revising (Chapter 32) • Editing & Proofreading (Chapter 33) • Argumentation (Chapter 37) • 4 Types of Arguments • 3 Rhetorical Appeals • Logical Fallacies • Assign Argumentative Essay

Week	Date	Objective
9	Oct. 9 – 13	<ul style="list-style-type: none"> • Introductions & Conclusions • Cause & Effect (Chapter 36) • Compare & Contrast (Chapter 39)
10	Oct. 16 – 20	<ul style="list-style-type: none"> • Guiding the Reader • Quoting (Chapter 50) • Avoiding Plagiarism (Chapter 51) • Documentation (Chapter 52)
11	Oct. 23 – 27	<ul style="list-style-type: none"> • *Argumentative Essay Due (10/23) • Starting Research (Chapter 46) • Finding Sources (Chapter 47) • Evaluating Sources (Chapter 48) • Synthesizing Ideas (Chapter 49)
12	Oct. 30 – Nov. 3	<ul style="list-style-type: none"> • Assign Synthesis Essay • Reporting Information (Chapter 12) • Writing as Inquiry (Chapter 27) • Analyzing Texts (Chapter 11)
13	Nov. 6 – 10	<ul style="list-style-type: none"> • Defining (Chapter 40) • Classifying & Dividing (Chapter 38) • Explaining Processes (Chapter 43)
14	Nov. 13 – 17	<ul style="list-style-type: none"> • *Test – Genres of Writing & Research Methods (11/15) • *Synthesis Essay Rough Draft due (11/17)
Thanksgiving Break	Nov. 20 – 24	<ul style="list-style-type: none"> • N/A
15	Nov. 27 – Dec. 1	<ul style="list-style-type: none"> • Essay Revision for Synthesis Essay • *Synthesis Essay Rough Draft due (11/29) • Annotated Bibliographies • Reading Critically
16	Dec. 4 – 8	<ul style="list-style-type: none"> • Literary Analyses (Chapter 17) • *Annotated Bibliography due (12/8)
17	Dec. 11 - 15	<ul style="list-style-type: none"> • Taking Essay Exams (Chapter 45) • Final Exam

Student Agreement

I, _____, have read through and understand the policies of this syllabus. I commit to follow the guidelines listed here and to demonstrate respect in everything I do. I recognize that *this class will require a great deal of work on my part. I understand my responsibilities in this class and I will work with Mr. Foley to help me learn and succeed throughout the class.

Student Signature

Date

Dear Parent/Guardian:

Please discuss these class procedures with your child and return the signed form. Thank you for your cooperation and I look forward to partnering with you and teaching your child this year. Please call or email me anytime you have questions.

What is your preferred method to contact you regarding your child/this class?

Method: _____

Contact Info: Phone Number: _____

Email: _____

Parent Signature

Date