



English 1301-1302 (Hill College Dual Credit)
College Composition I and II
Syllabus 2021-22



Instructor: Piper Davis, M.A.

Email address: pdavis@c-isd.com

School phone: 817-202-1200

Conference time: 3:00-3:45 pm

Tutorials: T/TH 3:45-4:30 pm

Course Objective and/or Description:

Composition I (ENGL 1301; Fall Semester) is a core-required class for all college degree plans. The course focuses primarily on academic writing conventions (including sentence structure, spelling, grammar, and MLA citation), critical reading skills, research skills, and focused essay writing skills (including organization, development, and synthesis) for both argumentative and analytical compositions.

Composition II (ENGL 1302; Spring Semester) is also a core-required class for all college degree plans. The course focuses primarily on expanding the skills established in Composition I and introducing literary analysis skills, including literary critical lenses of study. Composition I is a prerequisite for this course. Each course is worth 3 credit hours for a total of 6 at the end of the school year.

Text, Readings, Materials:

- *Norton Introduction to Literature (digital)*
- *They Say/I Say: The Moves That Matter in Academic Writing (digital)*
- Additional readings selected from CISD approved reading list and University databases (student research)

Course Delivery: This course is delivered on the CISD campus during the school day. Course scheduling and meeting dates follow the CISD calendar, but grade reporting and policies defer to Hill College policies when there is a conflict, since the academic credit is awarded through Hill. To ensure instructional access and ease of communication, students will need to have access to CISD Canvas, various university databases, and access to Norton online textbooks. All course materials are delivered through CISD Canvas rather than Schoology for this course. **The dual nature of this course requires flexibility from both the instructor and students. Changes to dates and assignments may be needed to accommodate scheduling changes and learning needs. All changes will be announced in advance on Canvas.**

Hill College Catalog and grading policies can be found here: [Student Catalog](#)

Required Materials and Technology: Chromebook and charger, Canvas access through CISD, Schoology access through Hill College, pens, highlighters, notebook paper, sticky notes, markers.

Controversial Textual Content Disclaimer: Due to the nature of the course and the emphasis on research and writing, text content will often include “issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class” (College Board). These may trigger conversations wherein

students share varied viewpoints on their path to becoming better writers and critical thinkers. Be respectful and professional when addressing others' views, even when they are not your own, and keep your mind open to learning!

Objectives/Student Learning Outcomes

By the end of the course, students will be able to ...

Course Skills: Upon completion of this course, the student should be able to:

1. **WRITING AS INQUIRY:** Develop formal essays, presentations, and shorter informal pieces of writing for the purpose of discovering new ideas, tracking logical thought processes, and communicating those discoveries to others.
2. **WRITING TO COMMUNICATE CLEARLY:** Demonstrate control over the elements of composition to communicate clearly and effectively, adapting writing style as needed to meet the needs of each writing task / audience.
3. **WRITING AS A PROCESS:** Develop a recursive writing process, using flexible strategies for generating ideas, drafting, and revising.
4. **WRITING IN RESPONSE TO SOURCES:** Develop recursive processes to read, research, and write about research sources using ethical attribution practices and effective synthesis.
5. **WRITING AS ARGUMENT:** Develop effective arguments about contemporary issues and/or interpretations of literary texts, using both traditional and innovative argumentation styles and formats.
6. **ANALYTICAL READING PROCESS:** Develop a recursive analytical process for reading that accounts for overarching meanings/inferences along with careful observations about the author's craft/technique.
7. **LINE OF REASONING:** Develop a thesis and a related set of sub-claims (topic sentences) that establish and develop a logical line of reasoning as an organizational structure in an essay.
8. **USE OF EVIDENCE:** Select and use relevant and sufficient evidence to both develop and support a line of reasoning in an essay.
9. **COMMENTARY AND META-COMMENTARY:** Develop explanatory and interpretive commentary that develops and supports the line of reasoning, smoothly connecting claims and sub-claims to evidence, to each other, and to the thesis statement.
10. **ORGANIZATION AND EVIDENCE OF LEARNING:** Organize and manage course content by keeping notes, learning logs, reading journals, managing due dates, and other evidence of progress toward objectives.

Academic Dishonesty: Plagiarism and academic dishonesty are serious offenses. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty may receive a failing grade for the course and may be subject to disciplinary action. Acts of academic dishonesty will be reported to the administration of both CHS and Hill College.

Grading Policies:

- **Grades are kept in Canvas and Skyward for parent and student convenience, but the official Hill College grade is the A-F grade entered in MyRebel at the end of the semester.**
- **Grades and Weighting**
 - Daily/Minor Grades (weighted at 40%) - one checkpoint grade entered at the end of each week. This grade represents the student's current average progress/performance.
 - Major Grades (weighted at 60%) - these include larger tests, projects, and major essays. One is given each six weeks, along with a final at the end of the semester - for a total of four grades, each worth 15% of the student's total semester grade.
- **Late Work / Assignment Closing Dates**
 - Minor/daily assignments close each week on Saturday at 11:59 pm. Following this time, I will determine the student's weekly progress for the weekly grade. Late daily assignments do not change the weekly checkpoint once it has been entered, but they will be factored into the following week's assessment.
 - Make-up / Alternative assignments may be provided in a tutorial session if a student falls behind or struggles with the concepts for a particular week.
 - Late major assignments are subject to a 20% late penalty unless prior arrangements were made for extenuating circumstances.
- **Assignment posting**
 - Changes to assignments due dates may be made to support the dual credit students and to adapt to the high school scheduling needs, but students will be informed in advance.
 - No assignment will ever be given with less than 48 hours notice for a daily/formative assessment and less than 5 days notice for a major/summative assessment.
- **Communication**
 - To support the dual credit student, the instructor will communicate with the parent and/or high school counselor if the need arises.

Grade Distribution 1301 (fall semester)

Due Date	Assignment	Weight
Weekly for 16 weeks in fall semester	Habits of Work Grades Formative assessment activities occur daily, and an average assessment of the student's progress is entered into the gradebook at the end of each week. These are the equivalent of "daily grades" in Skyward.	Together these formative assessments make up 40% of the semester grade.
1st Six Weeks (date TBA)	Narrative (Anecdotal Incident) Essay	15% of semester grade
2nd Six Weeks (date TBA)	Profile (Character Development)	15% of semester grade

	Essay	
3rd Six Weeks (date TBA)	Researched Position Process: Annotated Bibliography / Working with Sources	15% of semester grade
End of Semester 1 (date TBA)	Researched Position Process: Rogerian Argument	15% of semester grade

Grade Distribution 1302 (spring semester)

Due Date	Assignment	Weight
Weekly for 16 weeks	Habits of Work Grades Formative assessment activities occur daily, and an average assessment of the student's progress is entered into the gradebook at the end of each week. These are the equivalent of "daily grades" in Skyward.	Together these formative assessments make up 40% of the semester grade.
4th Six Weeks (date TBA)	Summary / Critical Response Essay	15% of semester grade
5th Six Weeks (date TBA)	Close Reading Literary Response	15% of semester grade
6th Six Weeks (date TBA)	Comparison and Contrast Literary Response Essay	15% of semester grade
End of Semester 2 (date TBA)	Critical Approaches Literary Analysis Essay (with sources)	15% of semester grade

Units of Study

- **Unit 1 - Bildungsroman**
- **Unit 2 - Profiles in Character**
- **Unit 3 - Logical Reasoning**
- **Unit 4 - Intro to Literary Analysis**
- **Unit 5 - Close Reading and Evidence**
- **Unit 6 - Critical Lenses**

Dual Credit Social Contract

Each section of Dual Credit British Literature will work together to make a specific social contract that describes the social and emotional expectations that best govern the relationships between students and teacher because every group is unique. However, there are some general

guidelines because every group is expected to make good CHOICES that will lead to academic success. Making good choices consists of the following:

- **Classwork** - students gather information and manage time, working both independently and in groups to produce high quality work.
- **Homework** - students submit assignments on time. Homework may consist of reading, studying, Canvas assignments, or unfinished class work.
- **Organization** - students bring supplies, take notes, meet deadlines, and revise/edit as needed.
- **Inquiry** - students ask questions, draw conclusions, make connections, and exhibit intellectual curiosity about the subjects we study.
- **Contract** - students respect our social contract by actively listening to others, caring for our classroom, and respecting our class time.
- **Electronics** - students use electronics as a learning tool appropriate for the course and the assignment, not as a distraction, a social activity, or a memory crutch.
- **Self-discipline** - students continuously strive to develop and improve willpower, self-control, focus, and concentration as they move into their adult roles.

Disabilities / ADA / EEO Statement Hill College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies. Students with qualified and documented disabilities may request accommodations which will enable them to participate in and benefit from educational programs and activities. Students should contact the Academic Advising and Student Success Center for more details at: 254 659 7650 for Hillsboro, 817 760 5650 for Cleburne, or 817 295-7392 for Burleson. Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dr. Heather Kissack

Position: Executive Director of Human Resources

Address: 112 Lamar Drive, Hillsboro, TX 76645 / Telephone: (254) 659-7731