

Notice of Student and Instructor Accountability

Students and Instructors are accountable for all information on this syllabus, which is located in this course's Blackboard Site.

Course Information

English Language Arts
English 101: Honors English 11
ENGL 101: Section 012-D
Face-to-Face Instruction

Mrs. Kelly Gissel
KGissel@msd134.org
(208) 585-6657, ext. 2112

Course Description

English 101 emphasizes the process and strategies of writing with critical attention to purpose, audience, and style. Students write analytical essays based on readings, observations, and ideas; develop their inventiveness and voice; and edit for style conventions of standard usage. This course introduces students to academic writing conventions, including integrating sources and using a citation system. **Prerequisite(s):** Satisfactory placement score or prior completion of ENGL 015, ENGL 020, or ENGL 090.

Schedule

- Monday through Thursday attendance during scheduled class times:
 - 1st period: 7:45 a.m. – 8:45 a.m.
 - 5th period: 12:12 p.m. – 1:12 p.m.
- Room 2156 and specified required meetings after school as dictated by instructor.
- Year-long course and students must meet a minimum of the 90% attendance rule, which is the same compliance rule with MHS and the MSD.

In compliance with all mandates and conditions dictated by the stakeholders of MSD, should class resume via on-line, hybrid, or any other flexible scheduling, all students are *required* to attend class regardless of the platform of delivery. The 90% attendance rule will be adhered to in accordance with MSD policy and those required by CWI. All course material for dual credit will also need to be completed if circumstances should change from face-to-face to other methods.

Instructor Availability

- Office hours are during class time and from 3:50-4:15 daily.
- Students may text me through Remind.com OR through email; please allow for **24 hours** for response time.
- Any appointments can be made after school (do not expect that I will have time; you must *ask*).

Course Learning Outcomes

- CLO 1 Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
- CLO 2 Adopt strategies appropriate to the rhetorical situation.
- CLO 3 Use rhetorically appropriate strategies to represent, evaluate, and respond to the ideas and research of others.
- CLO 4 Develop claims and stances that acknowledge nuance, are supported by well-developed evidence-based reasoning, and are shaped by multiple viewpoints.
- CLO 5 Use rhetorically appropriate conventions for citing and documenting source material.
- CLO 6 Participate in a respectful and inclusive community of writers and readers.

Please see the Course Syllabus Addendum for expanded course learning outcome.

Outcomes Assessment

In order to ensure that the student has achieved the course objectives, essays, homework, group work, presentations, reflections, portfolios, quizzes, and exams will be completed over the course of the year. Failure to use class time wisely will result in zero points for the activity. You will need to prioritize your time, *this* class, and the assignments in a well-organized manner to ensure success.

Grading Policy

CWI requires essays, which includes process work, should count for at least 70% of the final grade.

| Score Method | Term Grades (MHS Policy) | Grading Scale (MHS Policy) |
|---|---|--|
| Weighted Grades Practice= 5 % Formative Assessment=10% <ul style="list-style-type: none"> • homework/class work • quizzes Summative Assessment =15% <ul style="list-style-type: none"> • midterm • tests/projects/presentations Writing = 70% <ul style="list-style-type: none"> • 10% writing process work • 50% final copies | Fall Semester: September to December: 80% <ul style="list-style-type: none"> • Quarter 1=40% • Quarter 2=40% End of Course Assessment/Portfolio: 20% Spring Semester: January to May: 80% <ul style="list-style-type: none"> • Quarter 3=40% • Quarter 4=40% End of Course Assessment/Portfolio: 20% | A=90%-100% B=80%-89% C=70%-79% D=60%-69% F=Below 60% |

Concepts expressed in the classroom are for educational purposes, and a student's adherence to any particular belief system will not be used as evaluative criteria.

Textbooks and Required Materials

Textbooks (all are provided, but strongly encouraged for purchase for annotation/markings)

- Study Sync classroom platform (online)
- *The Curious Researcher: A Guide to Writing Research Papers* by Ballenger
- *Patterns for College Writing: A Rhetorical Reader and Guide* by Kirsznar and Mandell
- *The Crucible* by Miller or *The Scarlet Letter* by Nathaniel Hawthorne
- "The Story of an Hour" by Kate Chopin
- *The Great Gatsby* by Fitzgerald

- *A Midsummer Night's Dream* by Shakespeare

Materials

- | | |
|--|-------------------------|
| 1. facemask (daily) | 6. highlighters |
| 2. laptop (daily) with access to Google Drive/Docs (and basic skills to navigate those programs) | 7. small sticky notes |
| 3. blue/black pen (no pencils) | 8. 2 boxes of Kleenex |
| 4. loose-leaf paper | 9. disinfectant wipes |
| 5. two pocket vinyl writing folder (required) | 10. ear buds or similar |

Instructional Conversation

Learning is an active exchange between faculty and student.

As a faculty, I will

- Instruct through lecture, conversation, and collaboration between student and teacher.
- Assess through predetermined criteria via rubrics and instructional outcomes.
- Inform through platforms of the course including, but not limited to, Google Classroom.
- Facilitate through collaborative learning, refocusing, and prompt, reliable feedback.

As a student, you will

- Attend class daily with a positive attitude, without asking, "Are we going to do anything fun today?" Every day is fun.
- Submit assessments in a timely manner, complete, and with a firm understanding.
- Participate by collaborating with groups, being proactive in my individual work, and answering questions when asked.
- Interact by involving self in the curriculum, daily tasks, and conversations, and by providing raw and honest feedback to the practice.

Course Calendar

***all content is subject to change based on pacing of class and instructor's preference.**

| | | |
|---------------------|------------------------|--|
| Semester 1 (80%) | Quarter 1: ENGL 101 | <i>The Crucible</i> by Arthur Miller or <i>The Scarlet Letter</i> by Nathaniel Hawthorne Narrative (minimum 4 pages; MLA formatted; build on topic sentences); Peer editing Quizzes/Tests Daily Writes; Warm Ups --DOL (Daily Oral Language)-editing and conventions review; Weekly Reads |
| | Quarter 2: ENGL 101 | " <i>The Story of an Hour</i> " by Kate Chopin Researched-Argumentative Essay (minimum 4 pages; MLA formatted; thesis driven); Peer editing Quizzes/Tests Daily Writes; Warm Ups --DOL (Daily Oral Language)-editing and conventions review; Weekly Reads |
| Semester 2 (80%) | Quarter 3: ENGL 101 | <i>The Great Gatsby</i> by F. Scott Fitzgerald Persuasive Essay (minimum 4 pages; MLA formatted; thesis driven); Peer editing Quizzes/Tests Daily Writes; Warm Ups --DOL (Daily Oral Language)-editing and conventions review; Weekly Reads |

| | | |
|--|---|---|
| | <p style="text-align: center;">Quarter 4:</p> <p style="text-align: center;">ENGL 101</p> | <p><i>A Midsummer Night's Dream</i> by Shakespeare</p> <p>Outcomes Assessment Essay (required; CWI graded); Peer editing</p> <p>Quizzes/Tests</p> <p>Daily Writes; Warm Ups--DOL (Daily Oral Language)-editing and conventions review;</p> <p>Weekly Reads</p> |
|--|---|---|

Course Expectations

- The average student can expect to spend approximately 2-6 hours per week preparing for class.
- You are responsible for meeting all deadlines with online assignments through StudySync, Google Classroom, or other means dictated by instructor.
- ***Make-Up Work (MHS Policy):*** Papers, assignments, tests, etc. that were announced while the student was in attendance prior to the absence are due to be submitted or completed on the day the student returns to school. A student will be allowed two (2) school days for each day of excused absence to make up material presented during the absence. Make-up time is not to exceed ten (10) days from the time a student returns to school after an absence. Additional time may be granted at the principal's discretion under extenuating circumstances. When a student has been absent for three (3) or more consecutive school days due to illness or excused absence the parent or student may call the Attendance Office to request make-up homework be sent to the office for pick-up. Please allow 24 hours for teachers to respond before coming to the office to pick up work. **In the case of pre-arranged absences, it is the responsibility of the student to contact individual teachers for any make-up work prior to the absence.**
 - In all cases, it is the **responsibility of the student to obtain and turn in any missing work.**
 - If a student is present for any part of the school during which a major assignment is due, he/she must turn in the work prior to leaving school to receive full credit.
- ***Late Work***
 - Assignments which were graded in class will **not** be accepted late.
 - Essays may not be turned in late; late essays will receive a zero and not be able to made up.
- ***Tardy and Attendance Participation***
 - Opening activities are worth 5% of your overall grade. **Students who are tardy will not earn these points. This is a firm policy.**
- All students are required to abide by the regulations outlined in the [Student Handbook](#) adopted by the Middleton School Board and the District Office.
- Complete end of course evaluations.

Personal Technical Skills

This course will not provide information on how to use a computer, use Blackboard, navigate the web or manage electronic files. Students who are having difficulty should contact their instructor, [IT Help Desk](#) or [Tutoring Services](#). Please use the resources listed above or speak with the instructor before dropping a course.

Students must be able to do the following with or without accommodation:

- Use an internet browser to navigate the internet and Blackboard.

- Download, upload, create, save, edit and open documents using Microsoft Office applications, such Word, Excel and PowerPoint.
- Download and upload audio and video files.

Civility and Behavioral Expectations

The College of Western Idaho is committed to educational excellence and recognizes that to achieve that excellence, students, faculty, and staff have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations. Membership in the CWI learning community places a special obligation on all members to preserve the safe learning environment, regardless of the medium of the environment. It is the responsibility of instructors to determine, maintain, and enforce the standards of behavior required to preserve that safe environment.

Behavior that has a negative impact on the learning environment is prohibited. Such behavior may include, but is not limited to, rude, sarcastic, obscene, or disrespectful and/or disruptive behavior. Instructors will determine the appropriate response to problematic behavior in line with the procedures stated in the CWI Student Handbook. Problematic behavior may result in a student being removed from the class session and/or referred to the CWI Academic Conduct Process. For information on how problematic behavior will be managed, see the [CWI Student Handbook](#). It is the student's responsibility to check their email to receive notification of any scheduled appointments or other urgent communications.

Any student or other member of the learning community may report a violation of the Student Code of Conduct [here](#).

Academic Integrity

One of the College's Core Themes is [Instructional Excellence](#), and in order to achieve instructional Excellence, academic integrity must be upheld. Academic Integrity is the "commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. ... these five values, plus the courage to act on them even in the face of adversity, are truly foundational to the academy" ([The Fundamental Values of Academic Integrity](#), 2013). These values are especially important in how students represent their own learning, ideas, and work. Practicing academic integrity includes, but is not limited to, non-participation in the following behaviors: cheating, plagiarism, falsifying information, unauthorized collaboration, facilitating academic dishonesty, and violating program policies and procedures.

For additional information on academic integrity expectations, see the [Student Code of Conduct](#). Violations may result in disciplinary action ranging from failure of the assignment to failure of the entire course. Acts of academic dishonesty, especially when sanctions are given, are reported and run through the Academic Conduct Process. Repeated acts of academic dishonesty have more severe institutional consequences.

Title IX & A Respectful Community

Title IX guarantees all students the right to an education free from discrimination on the basis of sex. This includes the right to an education free from sexual harassment, including sexual assault. This may include unwelcome conduct of a sexual nature in class, or in online discussion boards or through chat or video conferences. This law also protects students from discrimination based on pregnancy or being a

parent and provides support options as well. If you, or someone you know, may have been experienced sexual harassment or discrimination of any kind, you are encouraged to report it to the College Title IX Coordinator by completing a [report here](#), or by e-mailing respectfulcommunity@cw.edu. Filing a report allows the College to provide supportive measures to those involved. It does not obligate a student to go forward with an investigation, and all information reported is protected under federal law. For more information, [click here](#).

Student Services

CWI provides a number of offices and services to assist students on their academic journey. Below is a list of the services most commonly accessed by students:

- [One Stop Service Centers](#) – Provides assistance with admissions, advising, registration, financial aid, and most other common needs you may have. They are a good first stop for any questions.
- [Student Disability Services](#) – Provides accommodations and support for students with a range of disabilities.
- [Counseling Services](#) – Short-term counseling for students provided free of charge.
- [Library & Research Support](#) – Assists students with research, study skills, textbook reserves and other services key to academic success.
- [Tutoring Center](#) – Free tutoring services on a range of academic subjects, available to all enrolled students.
- [Writing Center](#) – Provides strategies to help students identify opportunities to improve the quality of their writing, free of charge.
- [Assessment & Testing](#) – Proctoring services for a range of course exams, accommodated testing, and outside certification tests.
- [Student Affairs](#) – Provides a range of engagement opportunities, including professional and interest organizations, student government, support for veteran students & families, and CARE Services to support students through unexpected life events.

CWI COVID-19 Response

CWI is committed to providing a safe learning environment for all of our students. We will be monitoring the class environment and delivery to ensure continued compliance with CDC and State of Idaho guidelines. Any change to course delivery will be communicated directly to students.

Emergency Procedures [Required for In-person, Hyflex and Hybrid Courses]

CWI posts instructions for evacuation in all rooms and encourages everyone on campus to review the [CWI Emergency Handbook](#).

Staff and students will participate in practice drills to be prepared for various situations. It is extremely important that all students follow the directions of staff members during these drills and that all drills are taken seriously. Students who fail to cooperate may be putting others in danger. Warning signals may vary from fire alarm, intercom, or bells. Students will be given instructions from staff as to responding to this situation, which may include a lockdown procedure prior to exiting the building. Given the circumstances of the scenario, staff and students will be evacuated as quickly and safely as possible to a prearranged safe location.

Idaho General Education Matriculation (GEM) Competency [Required for General Education Courses]

This course meets the Idaho State Board Gen Ed Matriculation (GEM) course competencies for **Written Communication** courses. For more information see the [State Board competencies](#).

Signature Assignments [Required for General Education Courses]

This course meets the Gen Ed Program Outcome of **Inquiry and Analysis** through its Signature assignment. For more information see the [CWI Gen Ed Program Outcomes](#).

Affidavit of Syllabus as Contract
Honors Junior English/ English 101: Writing and Rhetoric 1

Please print this page and return it to your instructor.

I have read and understand the guidelines and procedures for Honors Junior English/ENGL 101 **and** have shared them with my parents.

Student's name (printed): _____ Period: _____

Student's signature: _____ Date: _____

Course Syllabus Addendum: Expanded Description of Course Learning Outcomes

Please provide more details regarding the course learning outcomes listed above:

| CLO | Expanded Description |
|-------|--|
| CLO 1 | <ol style="list-style-type: none"> 1. Explore a variety of strategies for generating ideas, including freewriting, questioning, brainstorming, cluster mapping, etc. 2. Gain comfort with taking risks in new writing situations 3. Identify and explain choices made as part of the writing process. 4. Demonstrate responsiveness to readers' feedback through reflection and revision. 5. Reflect on which choices within the writing process have been successful and which have not to help formulate a plan for future writing. 6. Engage in revision and editing at appropriate stages in the writing process, prioritizing global revisions (e.g. coherence and cohesion) over local revisions (e.g. proofreading). |
| CLO 2 | <ol style="list-style-type: none"> 1. Define key concepts in writing and rhetoric, such as rhetorical situation, exigence, audience, genre, context, analysis, and reflection 2. Improve your ability to read rhetorically, or read with the purpose of understanding the way meaning, understanding, or persuasion is produced (e.g. understanding its purpose, context, audience expectations, etc.) 3. Understand the relationship between writing standards and institutional hierarchies, such as how style and grammar are shaped by dominant cultures. 4. Recognize that adopting the language individuals and/or groups use for themselves demonstrates respect and builds credibility; this includes names, pronouns, and any other ways language pertains to race, power, culture, etc. 5. Reflect on which rhetorical strategies work in other situations, including academic, professional, and personal contexts. 6. Recognize that language and linguistic diversity--your own or that of others--are assets that can be used rhetorically and powerfully 7. Assess the effectiveness of your rhetorical choices to make a plan for future writing. |
| CLO 3 | <ol style="list-style-type: none"> 1. Use a variety of strategies to improve critical reading skills, such as note-taking, reading response, questioning, |

CLO**Expanded Description**

teaching others, making connections between readings, and discussions.

2. Read rhetorically with the purpose of understanding the way meaning, understanding, or persuasion is produced (e.g., understanding its purpose, context, audience expectations, etc.).

3. Recognize how implicit bias may shape readers' evaluations and responses to the ideas and research of others.

4. Integrate the ideas and research of others in your writing, including direct quotation, paraphrase, and summary.

5. Acknowledge, accurately represent, and show respect for different views and opinions of others in your writing.

6. Apply the SIFT (Stop, Investigate the source, Find trusted coverage, and Trace to the original) method to evaluate sources for quality, trustworthiness, and relevance to a particular rhetorical situation.

7. Analyze and synthesize ideas across a variety of sources, so as to develop original responses that participate in ongoing conversations.

8. Select and incorporate information into your writing from a variety of sources, such as personal experience, observations, interviews, electronic media (television, YouTube, podcasts, etc.), books, newspapers, magazines, and academic journals.

CLO 4

1. Define the key elements of argument associated with civic, academic, and formal argumentation, including claim, reasoning, evidence, and counterclaims.

2. Recognize elements of argument across a variety of texts, such as visual, print, and digital.

3. Demonstrate awareness of the complexity of ideas associated with issues or topics.

4. Practice strategies to address readers' biases and assumptions

5. Show an awareness of the priority of logical appeals over emotional ones in academic writing and the pitfalls of fallacious reasoning in all writing.

6. Use evidence-based reasoning to persuade a particular audience.

7. Identify and address counterarguments in your writing, and respond to potential objections

| CLO | Expanded Description |
|-------|---|
| | 8. Craft claims that reflect potential diversity in audience viewpoints. |
| CLO 5 | <ol style="list-style-type: none"> 1. Define key concepts used in documenting the ideas and research of others, such as in-text citation, sources/resources, academic integrity, intellectual property, plagiarism, format, and MLA style and/or APA style 2. Recognize and create boundaries between your voice and the voices of others, using signal phrases and in-text citations in accordance with the expectations of the rhetorical situation. 3. Describe what makes specific conventions appropriate for given rhetorical situations, audiences, and genres. 4. Make basic but effective use of sources in an academic documentation format, including in-text citation and a Works Cited or References page. 5. Understand and observe the rules of academic integrity and intellectual property. |
| CLO 6 | <ol style="list-style-type: none"> 1. View diversity as a resource, strength, and benefit to the reading and writing community 2. Listen patiently and work to invite and understand varied perspectives, especially those held by people who belong to one or more marginalized groups, e.g. black and indigenous people of color, disabled people, immigrants and refugees, LGBTQIA+ people, religious minorities, people in poverty, veterans, felons, etc. 3. Become a more reflective (mindful, self-aware, thoughtful) writer. 4. Use reading and writing processes, individually and socially, as a way to think, discover, and explore ideas. 5. Respect each other's diverse languages and dialects, opting to seek clarification and avoid correcting errors unless invited to do so. |