

*The mission of Hermon High School is to prepare students for personal success in college, career, and the community.*

## **Bridge Year 11/ENG101 Course Syllabus**

2018-2019 School Year

Room 101

Blue Period 1



**UNIVERSITY of  
MAINE at AUGUSTA**

*Declare your future.™*

**Instructor:** Mallory Cook

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**Office hours:** Before and after school by appointment.

I encourage students and parents to view grades through Hermon High School's website:  
[www.hermonhs.org](http://www.hermonhs.org) (please click on PowerSchool).

### **Required Texts/Supplies/Course Materials:**

- *The Norton Field Guide to Writing with Readings and Handbook, 3rd Ed.*
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Help* by Kathryn Stockett
- A flash drive
- A three-ring binder with dividers
- White lined paper
- A college composition book (to be used as a writer's journal)
- Pens
- Highlighters
- Sticky notes or sticky tabs (for annotating texts)

### **Bring all supplies with you by the third class of the year.**

You will need to maintain good record-keeping habits. Chronologically file everything you produce or receive for this class, starting with the class syllabus, including all drafts and revisions (especially those with instructor or peer comments), class handouts, and notes. Bring this file or binder to each class. Many of your assignments will ask you to refer to and cite from previous drafts and/or a classmate's paper. Class time will often be spent working with handouts from a previous class given that some of the assignments will take more than one class to complete.

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### **Course Objectives:**

This course is designed to introduce you to the techniques of college-level writing and critical thinking. Through reading, discussion, writing, and reflection, we will work to connect your previous writing experiences with your current and future writing situations both in academic and professional environments. Specifically, we will engage with source material to integrate our own voices into ongoing academic and public conversations; we will view writing as a process, considering strategies for brainstorming, drafting, revising, and editing; and, we will explore writing in different genres, conventions, and media.

The work in this course will be ongoing—assignments are purposefully organized for you to make connections among your projects. What you learn from writing your first essay should be applied as you write your second essay, et cetera. All together, you will write and revise many pieces of writing in this class, at least three of which will be polished and appear in your final portfolio. In addition to the essays, work in this course includes informal writing (in class and at home), reading/reading responses, and engagement with the work of your peers. Please see a more detailed description of course expectations and assessment below.

### **Student Outcomes:**

- Upon successful completion of this course, students will be able to demonstrate competency in the following:
- Read and compose a variety of texts that consider and negotiate purpose, audience, context, and conventions for different situations.
- Use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects.
- Compose texts that properly integrate the writer's ideas with those from appropriate sources.
- Locate and evaluate primary and secondary research materials, and apply citation conventions correctly in their own work.
- Demonstrate knowledge of writing conventions, including those of tone, genre, design, and linguistic structure, including grammar, punctuation, and spelling.
- Reflect on development of composing practices and how those practices influence their work.
- Give and act on productive feedback.

### **Class Format:**

The course format will be primarily structured around applying reading, research, and writing skills to a variety of different writing assignments. The course will use strategies such as class discussion, peer editing protocols, peer reviews, journaling, etc. to practice some of the reading, writing, and listening skills necessary for success in a college-level English course. The use of a writer's journal and grammar presentations will be integrated into the course format as well.

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Although this course will be writing intensive, one day a week will be devoted to other English skills that are required of high school students in order to graduate. We will focus on principles of grammar, practicing reading strategies, discussing literature, and giving formal presentations. The required literature listed at the beginning of the syllabus will be the basis, not only for class discussion, but also for many of the required writing assignments.

### **Plagiarism**

Most cases of plagiarism in the university are accidental. To avoid accidental (or purposeful) plagiarism, familiarize yourself with what constitutes plagiarism and its repercussions.

Plagiarism is the use of others' ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit whenever you use:

- another person's ideas, opinion, or theory;
- any facts, statistics, graphs, drawings or any pieces of information that are not common knowledge;
- quotations of another person's actual spoken or written words or paraphrases of another person's written or spoken words. Remember that even writing that seems to be unattributed to a specific person must be cited.

Self-plagiarism is submitting a piece of writing for multiple courses, either simultaneously or recycling from previous semesters. To re-use written work for multiple graded assignments, you must explain the situation and secure permission from both instructors. Many instructors (including me, sometimes) will ask you to revise the piece to fit the specific rhetorical situation of the particular assignment.

Plagiarism is a violation of the UMA honor code and may result in a failing grade for the assignment, a failing grade for the course, and a referral to the Dean of Students. We will discuss plagiarism in class, but please consult with me should you have any residual questions. If you are feeling lost and desperate and considering plagiarizing a project, please reconsider—the consequences of plagiarism are far more detrimental to your learning and your academic standing than any draft you write yourself, no matter how shaky.

### **Course Requirements:**

In order to obtain credit through the University of Maine-August, students will submit essays from the following categories: descriptive, comparison, analysis, narration, evaluation, persuasion and research. The essays will go through the writing process in class, and students will have access to UMA's Writing Lab for additional support. In addition to the required essays, students will submit a formal essay (to be submitted to UMA for evaluation). This course-embedded assignment is included at the end of the syllabus, as well as the rubric UMA will be using to score your assessment.

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In order to successfully pass the Hermon High School aspect of the course, students must pass the six essays submitted to UMA and any additional summative assessments assigned in the course. These summative assignments will not be removed from UMA's curriculum, rather they will be used as a way to further students' understanding of the material, and demonstrate mastery of different skill sets.

### **Projects and Papers:**

#### ***Project #1: Your Writerly Bio***

For this essay, you may reflect on specific people, places, and events that have made you into the writer you see yourself as currently. Another approach to the project would be to closely examine your writing philosophy and practices. Either way—or any other approach you decide to take as we think about this project through the first few weeks of the semester—should be grounded by a central idea, theme, question, or argument. Additionally, a strong writerly bio will include vivid examples to draw readers in and help them understand you as a writer. This means that instead of sweeping through your entire life, you'll want to select a few (1-3) moments that seem particularly significant to you. Building scenes for your readers is imperative.

Some questions you may explore in your essay:

Who are you as a writer? What writing processes and practices have you used in the past? How did they work out for you? When did you experience your greatest successes and failures with writing? What piece of writing have you composed of which you are most proud? What activities do you partake in that some may consider to be writing but others may not? Who (teachers, family members, published authors, etc.) has influenced the way you write, and how so? What kind of genres are easiest for you to write in and why? Which genres do you find the most difficult and why?

*Note: You won't have room to answer all of these questions—you would more likely explore just one, or maybe two if they're closely related.*

The draft should be at least three full pages, typed, 1" margins, Times New Roman font, double-spaced. Please bring three copies of your draft for peer workshop. Being absent on this day or coming to class without three copies of your complete draft will result in a lowered Essay #1 grade.

#### **Essay #3: Comparison**

In a 2-3 page essay, students will compare and contrast two poems. Class discussions and lessons will offer ways of comparing and contrasting such as the block method, the point-by-point method, using graphs and using figurative language. This section of the course may also involve the Poetry Out Loud national recitation competition.

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#### **Essay #4: Argument**

In a 3-4 page essay, students will argue a position on a currently important issue. Our text states, “Everything we say or do presents some kind of argument, takes some kind of position.” Through studying examples, we will learn to take an arguable position, to include necessary background information, good reasons, and convincing evidence, as well as to consider other positions. These skills will be crucial for the Research Assignment, and students may choose to use the same topic.

#### **Project #5: Inquiry-Driven Research Assignments**

Much of the semester will be dedicated to engaging in the academic research process, as you delve into research that interests you professionally, academically, and/or personally, explore what others have said, and contribute to the conversation in an informed manner. Each of the assignments included in Project #3 are discussed in detail below.

##### *Research Proposal*

Your research proposal serves as a gateway into your larger academic research project. The proposal allows you to do some preliminary thinking and exploring around a topic and set of questions that interest you. The benefits of the research proposal are (at least) twofold: 1) you receive quick feedback and support for the potential scope and goals of your project and 2) you are able to visualize and think through the project without doing the “heavy lifting,” which tends to save you work (and minimize backtracking and dead ends) in the long run. While the research proposal is a short document (1-2 pages) a lot goes into it. Be sure to include the following:

- An explanation of your topic
- A list of quality research questions that you feel will yield the most helpful answers throughout your essay.
- A statement of why the topic interests you and what you hope to learn through doing the essay.
- A description of challenges you foresee may come up as you work on this project.
- An identification of your primary and secondary audience.
- A list of at least ten sources (a mix of print and online) that might help you with this project.

Length: 1 page + list of potential sources (following format outlined above for Essays 1 & 2.)

##### *Annotated Bibliography*

An annotated bibliography is an instrumental aspect of your larger research project, as it helps you read with purpose and keep source material organized. Your annotated bibliography will

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consist of 6-10 sources you are considering using for your essay. The nature of these sources (personal interviews, academic journals, television commercials) will vary as appropriate to topic, but for the purpose of research writing, at least three must be scholarly sources. If your topic is something widely studied, you will need more than three academic sources.

The annotated bibliography should be formatted alphabetically by source, and adhere to MLA or APA citation methods. Under each citation will be two paragraphs: a short paragraph summarizing the information found and a short paragraph explaining the source's connection/relevance/relationship to your project.

Two notes: \*I say "short" paragraph, meaning 3-5 sentences. However, in this instance, "short" doesn't mean quick and easy. This is your chance to work on being concise—make every word count! \*For the summary paragraph, you must work to summarize the material yourself—don't recycle a given abstract or description from elsewhere. Such action is academic dishonesty, and also misses the point of the exercise, which is to help you internalize and make sense of what you read.

Length: Around 3-6 pages: be sure to have two paragraphs for each of your 6-10 sources.

### *Researched Essay*

Your well-researched essay will extend from the work you did in your research proposal and annotated bibliography as you take time to craft an extended piece of academic discourse around your research question. You may consider this essay persuasive, informative, or inquisitive, but no matter what drives the piece it must contain a thesis statement that the rest of the essay supports. Additionally, you will demonstrate your informed position by integrating appropriate source material throughout your essay, relying on at least six sources (at least three of which are academic). Writing and revising this essay will provide you with an introductory experience into academic research and conversation. Throughout the project, you should take note of strategies you think will help you in other research and writing situations.

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This essay should be at least six full pages, typed, 1” margins, Times New Roman font, double-spaced. Remember that submitting an essay late results in a loss of points for each day it is late, and essays submitted more than a week after the due date cannot receive credit.

\*Note: From the time you write your research proposal to the time you turn in your revised research paper, you may feel drawn to switch topics at least once or twice. I urge you to stay the course. If you switch topics, you will need to resubmit a research proposal and annotated bibliography that align with your new topic. What is acceptable, though, is that your topic will evolve: it might broaden, become narrower, or take on a slightly separate tone. This is to be expected as we learn more about our topics, and does not require re-doing previous work. Keep me updated on your project as it grows—challenges, successes, questions, concerns, etc. I want to hear it all.

### *Final Portfolio*

The final portfolio consists of a reflective essay and at least three revised writing projects. This is a large portion of your grade because you will be spending a lot of time revising, editing, and rethinking the pieces you choose to include in it. You will have opportunities to discuss your pieces with peers, and schedule appointments with me and with writing center tutors. Remember that ‘A’ writing from earlier in the semester was awarded full credit based on revision, completion, and adherence to assignment guidelines. Your portfolio, however, is graded largely on quality of work. We will spend much time thinking about portfolios, but if you have questions or concerns before the end of the semester, feel free to ask me, in or out of class.

### **Revision & Tutoring**

Revisions are complete re-evaluations of an essay’s format, structure and content. To achieve this, you should use my feedback, your peers’ feedback, and the university writing tutors, available online and in 214 Belfast Hall. The UMA Writing Center offers tutoring services by phone, email, and Google Hangouts. Work on campus or from home. Call (207) 262-7756 to access tutors Monday – Thursday, 9-3. Email [writing.tutor@maine.edu](mailto:writing.tutor@maine.edu) with an attached essay, assignment, and rubric for feedback within 48 hours.

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**I have read and understand the syllabus and all other information included with it.**

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(Print Student Name) (Student Signature) (Date)

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(Print Parent Name) (Parent Signature) (Date)

Questions or Comments:

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