

**ENGL 1301W Composition I Syllabus
Fall 2017; Credit 3**

1301-07 (82052)	MWF 9:00-9:50	EV 315
1301-11 (82065)	MWF 10:00-10:50	DRCB 319
1301-18 (82083)	MWF 11:00-11:50	EV 313
Instructor:	Cassandra Tomchik	
Office:	EV 407	
Contact Info:	CLT007@shsu.edu (<i>*email is the best way to reach me</i>) (936) 294-1415	
Office Hours:	Mon & Wed 12:00-12:50; Fri 8:00-8:50 (<i>and by appointment</i>)	

Course Description:

ENGL 1301, Composition I, is the basic study in English diction, sentence structure, and rhetoric with emphasis on the development of a thesis or claim. More specifically, the course involves the study of skills and methods used in writing at the university level, with the focus on writing academic texts and incorporating appropriate documentation. As the first half of a two-semester sequence that constitutes first-year composition at SHSU, ENGL 1301 is designed to introduce students to the nature of writing for academic purposes so that they will be able to develop ideas through invention and express them clearly and persuasively. The course builds a solid framework for students' understanding of how reading and writing operate concurrently in academic contexts. Learning the rules and conventions of Standard American English is an essential part of learning to write competently in a university setting.

Aims and Outcomes:

Freshman composition is a core requirement because writing well is an essential part of a university education. By the end of ENGL 1301, students will be able to develop a thesis or claim, in a discernible and effective order, and demonstrate that they have a command of the conventions of written English appropriate to the freshman level in college. The course includes a review of usage and grammatical terminology as they relate to the writing process. The main aims of ENGL 1301 are (1) to strengthen students' ability to read a variety of texts representing several rhetorical types and (2), through this reading component, to improve their writing skills, oral expression, and visual literacy. Students will also learn to work with peers to review their own writing and the writing of others. They will learn to draft and revise their own texts for content and organization of thought, as well as for editing. Thorough revision includes the re-visioning of the text, its structure, its contents, its visual effect, and how appropriately it meets the needs of its intended audience and purpose. Discussions, peer reviews, and oral critique will develop students' competence in clear verbal expression.

Course Objectives:

Upon completion of ENGL 1301 students will be able to

- analyze audience, purpose, and context,
- respond appropriately to different rhetorical situations and constraints,
- read analytically and think critically, with the aim of solving problems through the development of exposition and argument,
- build a solid connection between reading and writing, with the emphasis on understanding texts, oral, written, and visual,

- use the modified process method (prewriting, writing, and rewriting) to develop well-organized, formal texts in support of a thesis or claim,
- evaluate and critique others' writing, including that of their peers, logically and constructively,
- based on careful listening, give constructive verbal criticism to their peers' oral team presentations,
- work in collaboration to improve their written and oral expression through revision and editing,
- identify persuasive appeals in written, oral, and visual texts,
- use the MLA citation method for documenting basic, fundamental research tasks,
- demonstrate the conventions of Standard American English grammar and appropriate mechanics across various genres and writing situations.

Required Textbooks & Materials

- (1) Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbook*. 19th ed. Boston: Cengage Learning, 2017. ISBN: 978-1-305-67644-2 (student edition)
- (2) Jo Ray McCuen-Metherell and Anthony C. Winkler. *Readings for Writers*. 15th ed. Boston: Cengage Learning, 2016. ISBN-13: 978-1-337-28104-1 (student edition)
- (3) Access to Blackboard and your SHSU email.

Attendance

Attendance is mandatory for successful completion of this course. Because much of our work will build on material previously completed and will include team and group interaction, even a moderate number of absences may seriously jeopardize your ability to learn the material and pass the course.

- **Students must be in the classroom and participating for the entire time in order to receive credit for attendance.** Arriving unprepared, not participating in the activity or discussion, or doing any non-class related activity (such as using cell phones/electronics, sleeping) will result in your being counted absent.
- **Absences:** Department policy is that up to **three hours** of absence will receive no penalty. This translates into three absences for the MWF class. **Each absence beyond the three hours will result in a two-point deduction from your end-of-semester grade.**
- If you are unable to attend a class, it is **your responsibility** to make sure that you are prepared and ready to participate for the session when you return. Unanticipated events can occur during classes that may change the calendar. You will still be responsible for any assignments or readings due. Contact your classmates to see what homework assignments, announcements, discussions, etc. you might have missed.
- Quizzes, peer reviews, oral presentations, exams, and any in-class work **cannot be made up.**
- **Tardies:** Arrive on time. Repeatedly entering the classroom late is disrespectful and a disruption to others. Reading quizzes are given in the first 10-minutes of class and cannot be made up. **Three tardies** (5-10 minutes late) will constitute an absence. Anything over 10 minutes will detract from the allotted three hours of absence.

Should an emergency arise (such as a serious illness or death in the family) please report your absences through the Dean of Students. His office will assist you in gathering the required documentation and make sure that all your professors are made aware of the circumstances. The instructor will decide whether the documented circumstances qualify as an emergency or not.

Course Requirements and Grading Plan

This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Some assignments may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.

Grade Distribution	
Formal Essays (5x10% each)	50%
Reading and Usage Quizzes	20%
Oral Team Presentation	5%
Midterm Exam	5%
Department Final	10%
Additional Components	10%
Total	100%

According to department policy, **no extra credit** is offered.

Explanation of Assignments

- **Formal Essays (50% of course grade/10% each):** The bulk of your grade will come from your ability to create formal written compositions through invention, organization, drafting, revision, and editing. Each of the five essays will include time spent in various stages of the writing process. Essays will be drafted, will go through guided peer-editing, and will be revised by the original author before the instructor collects the paper for evaluation and assessment. All formal assignments must include all preliminary work in order for you to get credit for the paper. Essay requirements and grading criteria will be given in class and posted on Blackboard. The essays will exemplify the following writing methods:

- (E1) Narration (This essay is to be done entirely in class.)
- (E2) Exposition and exemplification
- (E3) Comparison and Contrast
- (E4) Casual Analysis
- (E5) Argument and Persuasion

Oral team presentation (5% of course grade): According to new established guidelines, every student must participate in an oral team activity, which ties together with the assigned readings of the week in the *Readings for Writers*. Teams of 3-4 students will be formed, and presentation dates will be assigned by the instructor. In collaboration, members of the team will prepare a 10-minute oral presentation, which incorporates visual and textual materials. The focus will be on the writing strategies in the readings, questions on meaning, issues on language, and connections with suitable biographical information about the author and the author’s purpose of writing the text in its historical and social context.

Midterm Exam (5% of course grade): Information will be given in class before the exam date.

Reading Quizzes (10% of course grade): Short quizzes (5-10 minutes of class time) will be given based on the readings in the *Readings for Writers*. The readings illustrate the required methods. The purpose of the quizzes is to ensure that the students have done the readings, comprehended their

meaning, and are able to analyze and synthesize the content. Reading quizzes are given as soon as class begins. Pop quizzes not listed on the course schedule may be given.

Usage Quizzes (10% of course grade): Because the intent of ENGL 1301 is to develop and practice writing skills that are academically and professionally essential, it is important to give brief (5-10 minutes of class time) weekly attention to those grammatical and usage principles that are most frequently and glaringly violated. The following list may be regarded as a minimum and may be extended at the discretion of the instructor: *Correct use of the principal parts of verbs; Agreement of subject and verb; Agreement of pronoun and antecedent; Correct use of pronoun form; Correct choice between adjective and adverb; Avoidance of sentence fragments; Avoidance of run-on sentences and comma splices; Sentence structure and emphasis; Correct punctuation*

Departmental Final Exam (10% of course grade): Students will take a final exam, based on usage and mechanics (basic editing skills). The final is an objective test, which will be administered (designed and scored) centrally by the Department of English. Your instructor does not know the detailed content of the exam in advance.

Additional Components (10% of course grade): These assignments are to be chosen by the instructor and include: Peer workshop responses, class activities, response papers, homework exercises

Classroom Policies

- No food or eating in the classroom; Sleeping, texting, disruptive or disrespectful behaviors, or engaging in any other activity not related to the coursework will result in your being asked to leave the classroom and an absence.
- **Cell phones and electronics:** The use (including visible presence) of cell phones and electronic devices/laptops/tablets is prohibited during class-time. Failure to comply with this policy will result in expulsion from the classroom and the student being marked absent for the day and/or a zero for that assignment/quiz. All such devices should be turned off or put in a silent mode and not be taken out during any class.
- **Individual and group responsibility:** During the semester you will be working in teams whose responsibility will be to read and provide constructive criticism on each member's written work and at times create a document (such as an oral team presentation) as a team. Failure to work as part of the collaborative team will mean that you do not have the proper background to do the assignment and no grade will be recorded. If you are to bring a draft of an assignment, make sure you are clear about its purpose and have that draft with you. Do not come to class without the needed materials, including your books and your drafts. You must have prepared the proper materials by the calendar deadline in order to be able to participate and get the full benefit of the class interaction.
- **Plagiarism and Academic Dishonesty in any form (including the recycling of your own work) will not be tolerated and will result in an automatic zero for the assignment.**

Assignments:

- I will utilize Blackboard for announcements, homework exercises via Mindtap, and assignments. Know your SHSU username and password and determine any browser issues within the first week of class in order to utilize resources provided and avoid late assignments.
- Because writing is a process and involves various stages, students are expected to work through projects in a step-by-step fashion and turn in all of these steps when the assignments are due. If any step in the

process of a particular assignment is missing or completed unsatisfactorily, the final paper will not be accepted.

- Quizzes, tests, presentations, and class assignments cannot be made up. Assignments are due when class begins on the due date. You cannot participate in peer review without a draft. ****Tip: Do not wait until just before class to print your work.**

Essays:

- You will be required to submit all of your essays to a plagiarism detecting service, Turnitin, via Blackboard. Papers will not be considered turned-in or graded until they are submitted to the turnitin dropbox. Turning in a hard copy without submitting it to the turnitin assignment will not be accepted.
- Late essays will receive a **10-point penalty for each day the paper is late.**

University Policies

Academic Honesty: English Department policy states that a paper or assignment, which evidence can support as plagiarized or in any manner not the result of a student's own intellectual endeavors, will receive zero points. **The second offense will result in failure of the course and possible university disciplinary action.** Submitting your own previously written work for a current assignment or submitting an assignment in more than one class without the prior permission of the instructors is also considered academically dishonest. For information on plagiarism and other **Classroom Rules of Conduct**, see the following site: <http://www.shsu.edu/students/guide>.

Americans with Disabilities Act: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the **Office of Services for Students with Disabilities (SSD)** located in the Lee Drain Annex (telephone 936.294.3512, TDD 936.294.3786, and email disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the Services for Students with Disabilities.**

Religious Holy Days: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Tentative Course Schedule

****NOTE:** This schedule is **TENTATIVE** and subject to (will) change. Assignments, and reading quizzes will be given in class and due dates may change.

****Readings are to be completed before class on the scheduled date.. Also, bring your books and materials to class each day.**

Abbreviations: **RFW** = *Readings for Writers*
 HHH = *Hodges Harbrace Handbook*

WK	Date	Topic	Reading Due	Notes
1	Wed 8/23	Course Intro & Syllabus	<i>Get Textbooks</i>	<i>Late registration open.</i>
	Fri 8/25	Course Blackboard Diagnostic Writing		
2	Mon 8/28	Rhetoric and Tone	HHH: ch.31	
	Wed 8/30	Critical Reading & Analysis	RFW: ch.1	<i>Last day to register & process schedule changes online.</i>
	Fri 9/1	Intro: Narrative Structures RQ: Syllabus & BB	RFW: 167-170	
3	Mon 9/4	<i>Labor Day Holiday</i>		
	Wed 9/6	RQ: “Shame” Dick Gregory E1 Assignment & Prewriting	RFW: 176-179	
	Fri 9/8	Plagiarism and Academic Honesty Drafting; Bring all prewriting	<i>TBA</i>	<i>12th day/ Last day to drop without “Q” & receive 100% refund</i>
4	Mon 9/11	UQ: Fragments and Run-ons Finish E1 rough draft	HHH: ch.2 & 3	
	Wed 9/13	E1 Peer Review		
	Fri 9/15	**Meet in DRCB 205** E1 Final Draft in class.		
5	Mon 9/18	UQ: Commas & Semicolons Intro: Exemplification	HHH: ch.12 & 14 RFW: 240-244	
	Wed 9/20	RQ: “Mirror, Mirror...” John Leo E2 Assignment & Prewriting	RFW: 251-253	
	Fri 9/22	The Thesis Introductions and Conclusions	RFW: 91-104	

WK	Date	Topic	Reading Due	Notes
6	Mon 9/25	UQ: Pronoun Forms and Agreement Revising and Editing Strategies	HHH: ch.5 & 6b	
	Wed 9/27	E2 Peer Review <i>Bring two copies of completed draft</i>		
	Fri 9/29	The Apostrophe and Word Choice E2: Exemplification Essay Due	HHH: ch.15&20	
7	Mon 10/2	UQ: Verb Forms and S/V Agreement Assign Team Presentation Project	HHH: ch.7 & 6a	
	Wed 10/4	RQ: Assigned Article Rhetorical Analysis	<i>Handout</i>	
	Fri 10/6	Finalize Presentation Teams & Topics	<i>Project Readings</i>	
8	Mon 10/9	Midterm Review	<i>Usage readings, practices, quizzes</i>	
	Wed 10/11	Cont. Review		
	Fri 10/13	Midterm Exam <i>Bring Scantron and Pencil</i>		
9	Mon 10/16	Intro Compare/Contrast RQ: "Grant and Lee..." Bruce Catton E3 Assignment & Prewriting	RFW: 288-294 & 300-303	
	Wed 10/18	Conferences/ drafting E3 in-class		
	Fri 10/20	Conferences/ drafting E3 in-class		
10	Mon 10/23	UQ: Clear and Concise Sentences E3 Peer Review	HHH: ch.21& 22	
	Wed 10/25	Causal Analysis E3: Compare/Contrast Due	RFW: 338-342	
	Fri 10/27	Work on Team Projects		
11	Mon 10/30	Team Presentations		
	Wed 11/1	Team Presentations		
	Fri 11/3	Team Presentations		

WK	Date	Topic	Reading Due	Notes
12	Mon 11/6	UQ: Adjectives and Adverbs Intro: Argument and Persuasion E4: Causal Analysis Due	HHH: ch.4 RFW: 364-370	
	Wed 11/8	RQ: Finding and Evaluating Sources	HHH: ch.36&37	
	Fri 11/10	Research		<i>Last day to “Q” drop.</i>
13	Mon 11/13	UQ: Integrate and Document Sources	HHH: ch.38&39	
	Wed 11/15	RQ: Composing Arguments	HHH: ch.34	
	Fri 11/17	Evaluating Arguments	<i>TBA</i>	
14	Mon 11/20	E5 Prewriting and Sources Due		
	Wed 11/22	<i>Thanksgiving Holiday</i>		
	Fri 11/24			
15	Mon 11/27	E5 Peer Review <i>Bring two copies of completed draft</i>		
	Wed 11/29	E5: Argument Essay Due		
	Fri 12/1	Usage Review for Final	<i>Last class day. Last day to resign by 5:00 p.m. in Registrar’s Office.</i>	
16	Mon 12/4 & Wed 12/7	Department Final <i>Review HHH, Notes, quizzes, and practices</i>	<i>The final is an in-class final to be administered during the time to be specified for each section by the University. The final (10% of course grade) focuses on editing skills (grammar, usage, and mechanics).</i>	

Grades will be posted by Monday, December 11, 12:00 p.m.