

## **ENGL 1301.29W Composition I Syllabus**

**Spring 2017; Credit 3**

**Meeting Days/Times:** MWF/ 1-1:50/ EVANS 260

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**Office Hours:** Monday, 10-11 / Wednesday, 11-12 / Friday, 10-11

### **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.

## Textbooks

### *Required Texts:*

Glenn, Cheryl & Loretta Gray. *The Hodges Harbrace Handbook*. 19<sup>th</sup> ed.  
Boston: Cengage Learning, 2017.  
ISBN-13: 978-1-337-70280-5  
ISBN-10: 1-337-70280-3

McCuen-Metherell, Jo Ray & Anthony C. Winkler. *Readings for Writers*. 15<sup>th</sup> ed.  
Boston: Cengage Learning, 2016.

ISBN-13: 978-1-337-70277-5  
ISBN-10: 1-337-70277-3

### *Recommended Texts:*

A good collegiate dictionary, such as *Webster's College Dictionary* or  
*The American Heritage Dictionary of the English Language*.

## Attendance

Attendance is mandatory for successful completion of this course. Even a moderate number of absences may seriously jeopardize your ability to learn the material and pass the course.

Because much of our work will build on material previously completed and will include **team and group interaction**, you should make every effort to attend class and be on time. Students must be in the classroom for the entire time in order to receive full credit for attendance. Your attendance is expected and will be documented. Department policy is that up to three hours of absence will receive no penalty. This translates into three absences for the MWF class and two absences for the TuTh class (i.e., one full week for both). Plan this time carefully, because any absence beyond the three hours will result in a 3-percentage-point deduction from your end-of-semester grade.

Class activities and assignments (quizzes and exercises) **cannot be made up**.

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.

If you are unable to attend a class, you must make sure that you are prepared for the session when you return. Much of what you need to know in order to be prepared will be on the calendar, but unanticipated events can occur during classes that may change the calendar. Contact a classmate to see what unanticipated assignments, discussions, etc., you might have missed; this will help ensure that you are not surprised when the class is doing something for which you are not prepared.

## 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. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Other 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.

### Course requirements:

Formal essays (5 x 10%) .....	50%
Oral team presentation.....	5%
Midterm exam.....	5%
Usage quizzes.....	10%
Reading quizzes.....	10%
Final exam.....	10%

*Additional components (instructors choose from the following types; the purpose of all these exercises is to display an understanding of purpose, task, and audience in writing):*

Discussion board, blog, or journal postings / summary or response papers / peer workshop responses / integrating source materials into writing /

writing efficient and appropriate informative e-mail messages .....	10%
Total	100%

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

Explanation of assignments

**Formal essays.** 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 (5) 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. The five essays will represent a variety of writing styles and strategies which are designed to help you develop your college-level writing skills. One essay (narration) will be written entirely in class. Together, the formal essays will count as fifty (50) percent of the course grade, i.e., each will be worth ten (10) percent. The essays will exemplify the following writing methods:

- (1) Narration (This writing activity is to be done in class on Sept. 13<sup>th</sup> & 15<sup>th</sup>)
- (2) Exposition and example
  - ✦Peer Review: Sept. 27<sup>th</sup>
  - ✦Final draft: Sunday, October 1<sup>st</sup>
- (3) Comparison and Contrast
  - ✦Peer Review: Oct. 18<sup>th</sup>
  - ✦Final draft: Sunday, October 22<sup>nd</sup>
- (4) Argument and Persuasion
  - ✦Peer Review: Nov. 8<sup>th</sup>
  - ✦Final draft: Sunday, Nov. 12<sup>th</sup>
- (5) Process Analysis
  - ✦Peer Review: Nov. 29<sup>th</sup>
  - ✦Final draft: Sunday, Dec. 3<sup>rd</sup>

**Oral team presentation.** 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*. By week 5, 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 presentations will take place throughout the remainder of the semester. 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. The presentation will be followed by a brief (5 min.) critique from the class as a whole. This team presentation counts as five (5) percent of the semester grade.

**Midterm exam (in-class).** This counts as five (5) percent of the grade. The content of the midterm exam is left to the discretion of the instructor.

**Usage quizzes.** These form ten (10) percent of the 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-together sentences and comma splices
- Sentence structure and emphasis
- Correct punctuation

**Reading quizzes.** These form ten (10) percent of the 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.

**Departmental final exam.** 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. The final comprises ten (10) percent of the grade.

**Additional components.** These assignments are to be chosen by the instructor from the following assignment types: discussion board, blog, or journal postings; summary or response papers; peer workshop responses; writing efficient and appropriate informative e-mail messages. Any combination of these assignments will add up to (but not exceed) ten (10) percent of the course grade.

I would also like to note that it is, at the core of my philosophy, my utmost belief that a wide reading experience makes for better (and more interesting) writing. We will read a variety of texts in this course, mostly from the *Readings for Writers* text (I will provide access to any outside reading). Don't sleep on the assigned readings. It is imperative to keep up with what is assigned. Additionally, we will have peer review sessions scheduled throughout the semester that are also mandatory. Not only does this provide an opportunity to see what others are doing, but it is also hones one's abilities to identify struggling content/research, and consequently, how to articulate criticism in both verbal and written forums (and in so doing, analyzing the rhetorical situation of a dynamic group).

• *Discussion board/blog/journal postings*: Throughout the semester you will be required to post 5 blogs to the class blog space. Blogs serve an instructive purpose and show that you are engaging with the course material. Actively participating in the blogging activity is your opportunity for expanding class discussion and getting assistance with ideas that need more clarification. Your blog posts, along with those of your classmates and instructor, will form a large part of your learning and are not considered an optional component of the course. Guidelines for posting and evaluation will be given to you as the semester begins.

• *Summary/response papers*: Effective summarizing of articles, papers, and books (among other things) is important for writing well and is a valuable skill in any college-level course. You will be required to complete five (5) summary responses of selected works throughout the course. We will learn what makes an effective summary and will practice the skill prior to your creating your own. Primary texts and due dates will be listed on the calendar.

• *Peer workshop responses*: As part of your writing you will learn to critique the writing of others and of your peers. Time will be spent in class learning how to provide constructive feedback and response to a variety of writing samples. In order to turn your final paper in for grading, you must receive two peer evaluations and provide two evaluations for your peers. Your written evaluations to your peers will also be assessed and computed as part of your final course grade. In addition, you will be required to provide verbal feedback to your classmates' oral presentations.

• *Integrating source material into writing*: Two quizzes covering sources, plagiarism, in-text citations, methods of developing cue sentences, the MLA citation style, and the integration of sources will be required during the semester.

• *Writing efficient informative electronic messages*: Based on an imagined practical situation, with determined roles, topics, and purposes of writing, you will create and send an e-mail to the class. The class will then discuss your e-mail's rhetorical effectiveness, including not only its fit to the purpose, topic, and audience but also your use of Standard American English.

## **Classroom Policies**

### *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. Because your input is essential to the success of the entire team, your attendance is required. 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 book 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. Failure to work as part of a classroom cooperative will jeopardize your individual grade.

### *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.

Your instructor may require that you submit all of your essays to a plagiarism detecting service such as turnitin.com. Your enrolling in the course and electing to stay in that section constitutes your agreeing to submit your work as your instructor requires.

### *Cell phones and electronics*

The use (including visible presence) of cell phones, text messagers, and all similar electronic devices is prohibited during class-time. Failure to comply to this policy will result to expulsion from the classroom. Even the visible presence of such a device during a test will result in a zero for that test. All such devices should be turned off or put in a silent mode and not be taken out during any class.

### *Computer use (for computer classrooms)*

Using the computer during class for other than class assignments will not be tolerated. If you access Facebook, Twitter, or any other site not affiliated with our coursework during class, you will be **asked to leave the classroom**, since it will be obvious that you do not care to attend to the class activities.

DO NOT check e-mail, surf, or engage in any activity with the computers while the instructor is lecturing or while you are working on an assignment. DO NOT use the computer for any activity other than that assigned. If you need to access the Internet or your email for the assignment, be sure you receive permission before accessing the sites. The penalties for using electronic devices for other than course work during class are:

- an absence being registered for that day
- a zero being recorded for the current assignment

## **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 are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center, Lee Drain Annex (tel. 936.294.1720). 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 Counseling Center.

### **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.



**COURSE SCHEDULE\***

**\*NOTE: The syllabus/course schedule is tentative and subject to change.**

**\*ALSO: Because the class did not meet for the first week and Hurricane Harvey hit during the second week, this schedule begins on Week Three.**

Date	Topic	Reading(s)	Notes
WEEK 3 Sept. 4-8	Introduction to the course.  Distribution of the syllabus.  Overview of the course.	N/A	<i>Labor Day, Sept. 4th</i>
WEEK 4 Sept. 11-15	W: Discuss the Hero's Journey/ MLA formatting  F: Discuss narrative writing concepts/ introduce narrative essay (create timeline w/ annotations)	W: <i>RfW</i> , Ch. 1 & 2 "Reading Critically" and "Rhetoric: The Art of Persuasion"  F: <i>RfW</i> , Ch. 8 & 9 "Narration" & "Description"	<i>Sept. 15th: 12<sup>th</sup> class day. Last day to drop spring courses without a "Q" and receive 100% refund.</i>
WEEK 5 Sept. 18-22	M: Narratives, continued/ discuss O'Conner reading  <b>W: In-class narrative essay</b>  <b>F: In-class narrative essay, continued</b>	M: "A Good Man is Hard to Find" Flannery O'Conner  W: <i>RfW</i> Ch. 4 "Road Map to Writer's Voice" pp. 72-90  F: <i>HHH</i> , Ch. 1 "Sentence Essentials"	
WEEK 6 Sept. 25-29	M: Introduce Exposition/Exemplification essay/discuss Dubini's text (pp. 260)/ <b>select groups for team oral presentation</b>  W: Exemplification, continued/ essay development & organization  F: Begin prepping for peer review	M: <i>RfW</i> , Ch. 11 "Illustration/Exemplification" pp. 240-263  W: <i>RfW</i> , "Organizing Ideas"  F: <i>RfW</i> , Ch. 12 "Definition"	

WEEK 7 Oct. 2-6	M: Global & Local Concerns, conclusions & introductions  W: Peer Review  F: Reflections on peer review/ MLA workshop	M: <i>RfW</i> , Part Three “Rewriting Your Writing”  W: Peer Review  F: <i>RfW</i> , Ch. 7 “Developing Good Paragraphs”	<b>Final draft of the Exposition/Exemplification is due on Sunday, October 1<sup>st</sup> by 11:59 p.m. via Blackboard.</b>
WEEK 8 Oct. 9-13	M: Introduce Compare & Contrast essay  W: C & C continued (focusing on the Stace and Hamilton readings from <i>RwF</i> )  F: <b>MID-TERMS (must be taken in-class)</b>	M: <i>RfW</i> , Ch. 13 “Compare/Contrast” pp. 288-309  W: <i>RfW</i> , pp. 310-315  F: “The End of the Hang-up” Ian Bogost (in class)	
WEEK 9 Oct. 16-20	M: NO CLASS: Conferences  W: NO CLASS: Conferences  F: NO CLASS: Conferences	M: NO CLASS: Conferences  W: NO CLASS: Conferences  F: NO CLASS: Conferences	<i>The sign-up sheet for conference will be passed around during class in Week 7. If you miss your opportunity to sign up, please contact me.</i>
WEEK 10 Oct. 23-27	M: C & C continued/ reflections on course progress/ Revisit MLA  W: Peer Review  F: Oral presentations/ reading discussion	M: TBA  W: Peer Review  F: “Cannibalism in the Cars” Mark Twain ( <i>RfW</i> pp. 97)	<b>Final draft of the Compare/Contrast is due on Sunday, October 22<sup>nd</sup> by 11:59 p.m. via Blackboard.</b>
WEEK 11 Oct. 30- Nov. 3	M: Revisit rhetorical situation  W: Discuss argumentative concepts, research, and development/ Ethos, Pathos, Logos  F: Oral presentations/ reading discussion	M: <i>RfW</i> , Ch. 3 “Synthesis: Incorporating Outside Sources”  W: <i>RfW</i> , Ch. 5 “The Writer’s Thesis”  F: “Is Google Making us Stupid?” Nicolas Carr (instructor provided)	<i>Oral presentations begin and will be scheduled to occur every Friday in the requested order.</i>
WEEK 12 Nov. 6-10	M: The Amazing Randi: If you’re not a scientist, you should probably find someone who is (and other musings of evaluating sources)	M: James Randi, selected excerpts  W: <i>RfW</i> , pp. 441-451  F: Skim <i>RfW</i> pp. 453-471 and make notes of anything that is confusing or otherwise	

	W: MLA review F: Oral presentations	unclear.	
WEEK 13 Nov. 13-17	M: Logical Fallacies W: Peer Review F: MLA/ Oral presentations	M: Logical fallacy supplemental handouts W: Peer Review F: Supplemental materials: TBA	Nov. 17th: Last day to “Q” drop.  Students cannot drop after this date; they will receive grade earned.  <b>Final draft of the Argument/Persuasion is due on Sunday, Nov. 12<sup>th</sup> by 11:59 p.m. via Blackboard.</b>
WEEK 14 Nov. 20	M: MLA Jeopardy W: NO CLASS F: NO CLASS	M: MLA Jeopardy W: NO CLASS F: NO CLASS	Thanksgiving Break, Nov. 22-24. That’s gravy, baby!
WEEK 15 Nov. 27- Dec. 1	M: Introduce Process Analysis W: Process analysis continued, discuss Grimble’s reading F: Oral presentation/ reading discussion/In-class writing (process analysis)	M: <i>RwF</i> , Ch. 10 pp. 216-225 W: <i>RwF</i> , Ch. 10 pp. 229-239/ “My Strangled Speech,” Dan Slater (pp. 219) F: Process analysis in-class writing	Short Process Analysis In-Class Writing Due on Friday
Finals week Dec. 4-8	Departmental final	The <i>Hodges Harbrace Handbook, Readings for Writers</i> , and all the lectures	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).

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