

## ENGLISH 1301W.37 Composition I Syllabus

Fall 2017; Credit 3



Meeting Times:	Tues.-Thurs. 8:00AM-9:20AM
Classroom:	EVANS COMPLEX 0320
Instructor:	Tannie H. Shannon
Office:	Evans 316
E-Mail:	<a href="mailto:ths001@shsu.edu">ths001@shsu.edu</a>
Office Phone:	936-294-3157
Cell Phone (for emergency):	281-352-9325
Office Hours:	Tues.-Thurs. 12:30-1:45pm or by appointment
CRN:	82866

### 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:*

- (1) Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbook*. 19<sup>th</sup> 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*. 15<sup>th</sup> ed. Boston: Cengage Learning, 2016. ISBN-13: 978-1-337-28104-1 (student edition)

### *Recommended Texts:*

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

Update”

### *Other Necessary Materials:*

- Note taking materials, such as a standard three-ring binder with ruled paper
- 9 x12 manila envelopes for submitting work product (at least two)
- Scantrons: form 815-E (about 15) form 882-E (2 only)
- One Blue Book for College Essays, any size.
- USB flash drive (8 GB should be more than enough)

## 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 the work will build on material previously completed and may include team 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, and class ends when dismissed by me. Attendance is expected and will be documented.**

**Up to three hours of absence will receive no penalty. This translates into two absences for TuTh classes (i.e., one full week). Plan this time carefully, because any absence beyond the three hours will result in a 2.5-percentage-point deduction from your end-of-semester grade, every time you do not attend class. For example, if you miss class four times beyond the excused two, your grade will go down ten percent (4 x 2.5%), i.e., one full letter grade.**

Missed class activities and assignments (quizzes and exercises) may only be made up with **my prior approval**. Essays that are not submitted as instructed and by the prescribed date and time will incur a 10% penalty. Essays that are more than two weeks late will not be accepted.

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 all your instructors 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 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. In this class, you should also contact your instructor via email and state your cause for missing class.

## 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 I will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without my 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 I will use to assess your level of learning.

Grading for this class will utilize a point system for which 2000 points equal 100% of the maximum potential grade. Points will be awarded according to the designated value for each assignment. For example, each assigned essay equals 10% of the final grade; therefore, an essay grade of 100 will result in 200 points toward the final grade.

### Course requirements:

Formal essays (5 x 10%).....	50%
Midterm exam.....	5%
Practical quizzes.....	10%
Reading quizzes.....	10%
Group Participation.....	10%
(Thorough and thoughtful peer reviews—prompt and complete discussion board posts)	
Oral team presentation.....	5%
Final exam.....	10%

### Explanation of assignments

**Formal essays.** The bulk of your grade will come from your ability to create formal written documents in the course. 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 grading. All formal assignments must include all preliminary work in order for you to get complete credit for the paper. The five essays will represent a variety of writing styles and assignments and 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 essay types and writing methods:

- (1) Evaluation essay: suggested writing method is compare and contrast
- (2) Personal Response essay: (This writing activity is to be done in class.) Suggested writing method is narration.
- (3) Explanatory essay: suggested writing method is illustration/exemplification.
- (4) Personal essay: suggested writing methods are description and narration
- (5) Literature essay: suggested writing method is argument and persuasion

**Midterm exam (in-class).** This counts as five (5) percent of the grade. The midterm exam will be multiple choice and will cover grammatical and mechanical issues relevant to the coursework.

**Practical 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 weekly attention to those grammatical and usage principles that are most frequently and glaringly violated. The following is a partial list of the issues we will be covering:

- 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 will be given based on assigned readings. The purpose of the quizzes is to ensure that students have done the readings, comprehended their meaning, and are able to analyze and synthesize the content.

**Group participation.** Each student will be assigned to a group in which they will review the work of others and post their own work for review. Effective group participation (response to discussion board prompts) forms ten (10) percent of the course grade.

**Oral team presentation.** According to new established guidelines, every student must participate in an oral team activity, which ties together with the assigned readings. By week five, teams of students will be formed, and presentation dates will be assigned by the instructor. In collaboration, members of the team will prepare an 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.

**Preparation and prewriting.** Students will be required to visit the writing center and to complete various exercises for each of the four essays written outside class. Successful completion of these requirements forms ten (10) percent of each essay grade.

**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. Instructors do not know the detailed content of the exam in advance. The final comprises ten (10) percent of the grade.

### **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.

I will 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/StudentGuidelines2010-2012.pdf#page=29>.

### 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 visit with the Office of Services for Students with Disabilities located in the 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 Office of 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.

**COURSE SCHEDULE—NOTE: The syllabus/course schedule is tentative and subject to change. Additional reading assignments and changes to reading assignments will be posted in Blackboard Announcements.**

Abbreviations: *RW = Readings for Writers*, *HH = The Hodges Harbrace Handbook*

### WEEK 1

Thurs. August 24: Introduction to the course—get acquainted, cover syllabus, discuss classroom policy, and offer a brief overview of assignments. Discuss seating charts and group formation.

Read before Tuesday, Aug. 30:

*RW*: Chapter 1, "Reading Critically," pages 3—11

*HH*: pages 6-7 (articles) and pages 11-16 (subject, verb, and object)

Notes made may be used during reading quizzes, but only if the reading assignments themselves are not visible.

### WEEK 2

Tues. August 29: Critical reading and thinking and their application. Discuss essay structure and organization with emphasis on thesis development. Assign and discuss evaluation using compare and contrast and/or division/classification. .

Read before Thursday's class: *RW*: 288-294, 300-315 & *HH*408-415

Come to class Thursday with two topic possibilities.



*August 30: Last day to register and process schedule changes by 5:00 p.m.*

Thurs. August 31: Topic selection and prewriting. MLA format and getting started

Read before Tuesday's class: RW: Chapter 5, pages 91-104, 316-320, and 324-337. HH: pages 17-28. (Understanding the function of phrases will help you develop more effective sentence patterns.)

### WEEK 3\*\*

Tues. September 5: Thesis construction and essay development so that audiences understand both meaning and purpose. Paragraph formation and transitions.

Read before next class, RW: "Organizing Ideas," pages 121-131 and HH: "Purpose," pages 315-320.

Thurs. September 7: Planning and organizing. Common grammar issues.

Read before next class: RW: Remainder of chapter 6, pages 131-140 and chapter 7, "Developing Good Paragraphs," pages 141-161. Complete your first draft to post by next class period..

*September 8: Twelfth class day. Last day to drop without a "Q" and receive 100% refund (see resignation policy).*

### WEEK 4

Tues. September 12: First draft due for post and review. Revision and proofing.

No reading assignment. Work on group discussion board replies. Proof and revise papers.

Thurs. September 14: Relevant grammar issues. Proof reading. Business letters and submission requirements. Hands-on instruction.

Read before next class: RW: Chapter 8, "Narration," pages 167-181. Pay particular attention to the essays on pages 171 and 176

### WEEK 5

Tues. September 19: Submit evaluation essay at beginning of class. Elements of effective narration. Prepare for in-class essay.

Read before next class: "Fish Cheeks," In Blackboard. Consider the vignette's flow and the rise and fall of its conflict.

Thurs. September 21: Students will write a brief informal essay (vignette) in class using a prompt that describes a specific experience from childhood. The topic choices will be announced at the beginning of class. The writer's job will be to consider the prompt, decide on a memory that will satisfy the prompt, and write an effective narrative that details the experience. Please bring a blue book for essays, available at all college bookstores. Any size will do.

Read before next class: RW Chapter 11 pages 240-263, HH "Sentence Functions," pages 41-61.

#### WEEK 6

Tues. September 26: Assign and discuss the informative essay.

Read before next class: HH "Adjectives and Adverbs," pages 62-66.

Thurs. September 28: Getting started. Topic selection and prewriting.

Read before next class: HH "Pronouns and Case," 70-81.

#### WEEK 7

Tues. October 3: Common grammar problems. Issues in formal voice. Discuss readings and common issues of expository essays.

No reading. Work on first draft and prepare for individual instruction.

Thurs. October 5: More grammar issues. Hands-on instruction.

No reading. Study for mid-semester exam.

#### WEEK 8

Tues. October 10: First draft of informative essay due for post. Mid-semester exam.

No reading. Complete group discussion board requirements.

Thurs. October 12: Edit and revision.

Read before next class: RW "Description," 190-215,

## WEEK 9

Tues. October 17: Submit Informative essay. Assign personal essay. Discuss readings and elements of the personal essay.

Read before next class: HH "Mechanics," 190-215.

Thurs. October 19: Getting started. Conflict/resolution. Internal conflict versus external conflict. Elements of effective narrative.

No required reading. Focus on completing the first draft.

## WEEK 10

Tues. October 24: First draft of personal essay due. Begin critiques and edits.

No reading. Complete group discussion board requirements.

Thurs. October 26: Proofing. Hands-on instruction.

Read before next class: RW Chapter 16, "Argument and Persuasion," pages 364-394, "A Good Man Is Hard to Find," pages 83-96, and "The Lottery," pages 46-53.

## WEEK 11

Tues. October 31: Submit personal essay at beginning of class. Assign and discuss literature essay.

Read before next class: Hemingway's "Hills Like White Elephants," posted on Blackboard. Print a copy to bring to class.

Thurs. November 2: Discuss literary argument thesis and organization. Discuss the literary short story and its elements. Assignment of group presentations.

Before next class, decide on a story and develop and post a working thesis in class discussion board.

## WEEK 12

Tues. November 7: Discussion of thesis and distinctions of literary movements.

Revise thesis as necessary and begin organization of essay.

Thurs. November 9: What we gain from literature. Group work.

No reading. Work on group project and complete first draft.

WEEK 13

Tues. November 14: Hands on instruction and help with essays and group presentations

Post first draft. No reading assignments.

Thurs. November 16: Begin group presentations. First draft is due for post. Begin critiques and edits issues. Review and post presentations.

No reading. Complete group discussion board requirements.

WEEK 14

Tues. November 21: Group Presentations. Work on critiques and edits.

No reading for the holidays.

Thurs. November 23: No class. Thanksgiving holiday.

WEEK 15

Tues. November 28: Group presentations. Hands-on instruction

No reading. Proof and revise literature essays.

Thurs. November 30: Last class day. Submit literature essay. Group presentations. Review for final

WEEK 16

Finals. See posted schedule for time and location.

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