

## **ENGL 1301W Composition I Syllabus**

**Fall 2017; Credit 3**

**Meeting Days/Times:** Sections 62 (CRN 82878) and 63 (CRN 82879) ONLINE  
**Instructor:** Debbra Vogel  
**Office:** EV 463  
**Contact Information:** [dgv001@shsu.edu](mailto:dgv001@shsu.edu)  
**Office Hours:** We can meet by appointment in person on campus or through Skype or Facetime.

### **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*.

## Attendance

Checking Blackboard on a regular basis is important for online classes. Attendance and participation online is mandatory for successful completion of this course. Failure to regularly participate, complete readings, and view all material presented will 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 log onto Blackboard at least 2-3 times per week to participate.

Should an emergency arise (such as a serious illness or death in the family) please report your situation to 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.

### 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%
Video introduction.....	5%
Midterm exam.....	5%
Online Lab/Usage Exercises.....	10%
Reading quizzes.....	10%
Final exam.....	10%
<i>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):</i>	
Discussion boards, peer workshop responses / integrating source materials into writing / and all other weekly assignments .....	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 timed.** 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 (Timed)
- (2) Description
- (3) Exemplification
- (4) Comparison and Contrast
- (5) Argument and Persuasion

**Midterm exam.** This exam counts as five (5) percent of the grade, and will include the usage topics covered during the first half of the semester.

**Online lab/usage exercises.** These activities 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 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 assignments form ten (10) percent of the course grade. Short quizzes 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, peer workshop responses, integrating sources and MLA citation quizzes, and other weekly assignments. Any combination of these assignments will add up to (but not exceed) ten (10) percent of the course grade.

- *Discussion board:* Throughout the semester you will be required to create discussion posts and respond to your classmates' posts. Discussion posts serve an instructive purpose and show that you are engaging with the course material.

Actively participating is your opportunity for expanding class discussion and getting assistance with ideas that need more clarification. Your 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.

- *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 learning how to provide constructive feedback and respond to a variety of writing samples. In order to turn your final paper in for grading, you must receive a peer evaluation and provide an evaluation for one of your peers. Your written evaluations to your peers will also be assessed and computed as part of your final course grade.

- *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.

- *Other exercises:* Additional components may also include other exercises and weekly assignments added by the instructor.

## 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 for others' work. Because your input is essential to the success of others, your participation 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 submit a draft of an assignment, make sure you are clear about its purpose. 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 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 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](mailto: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.



**COURSE SCHEDULE\***

The weeks run from Monday through Sunday. Unless otherwise specified all assignments for the week must be completed by 11:59 pm on Sunday the week they are due.

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

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

Date	Topics	Reading(s)	Notes
WEEK 1 August 23-27	-Introduction and overview	N/A	<i>Late registration open.</i> Watch the Course Overview video Post a video introduction to Blackboard by 11:59 pm on Sun., Aug. 27.
WEEK 2 August 28-September 3	-Critical Reading -Rhetoric -The Writing Process -Sentence Essentials	RFW: Ch. 1, pp. 1-11; Ch. 2, pp. 12-40  HHH: Ch. 1, pp. 2-42; Ch. 31, pp. 306-322	<i>Aug. 30: Last day to register and to process schedule changes online.</i> Discussion: Visual image MT: Ch. 1 & 31
WEEK 3 September 4-10	-Effective Paragraphs -Summarizing -The Basic Essay -Sentence fragments -Comma splices and fused sentences	RFW: Ch. 5, pp. 91-104; Ch. 7, pp. 141-159  HHH: Ch. 2-3, pp. 45-61	<i>Sept. 4: Labor Day, holiday for students and faculty.</i>  <i>Sept. 8: 12<sup>th</sup> class day. Last day to drop without a "Q" and receive 100% refund and to submit degree applications.</i>  Discussion: "Writing Successful Paragraphs" Summary/Response MT: Ch. 2 & 3
WEEK 4 September 11-17	-Narration -Essay 1: Narration -Pronouns and case -Pronoun Reference	RFW: Ch. 8, pp. 167-180 including "My Name is Margaret" and "Shame"  HHH: Ch. 5, pp. 70-80; Ch. 28, pp. 288-290	RQ 1: "My Name is Margaret" and "Shame" Discussion: Brainstorm ideas for your narration essay MT: Ch. 5 & 28
WEEK 5 September 18-24	-Description -Essay 2: Description -MLA formatting	RFW: Ch. 9, pp. 190-198 including "The Libido for the Ugly"	RQ 2: "The Libido for the Ugly" Discussion: Description prewriting activity



	-Subject/verb agreement	HHH: Ch. 6, pp. 82-92	Write narration essay (timed) MT: Ch. 6
WEEK 6 September 25-October 1	-Emphasis -Conciseness	RFW: "Hell," pp. 199-201  HHH: Ch. 21, pp. 245-248; Ch. 29, pp. 292-296	RQ 3: "Hell" Discussion: Reading selections Submit Essay 2 draft
WEEK 7 October 2-8	-Giving peer review feedback -Exemplification Essay 3: Exemplification -Midterm review	RFW: Ch. 11, pp. 240-253, including "The Myth of the Latin Woman" and "Mirror, Mirror, on the Wall"	Peer review of Essay 2 RQ 4: "The Myth of the Latin Woman" and "Mirror, Mirror, on the Wall"  Discussion: "Myth" and "Mirror" reading selections
WEEK 8 October 9-15			<b>Midterm Exam</b> Discussion: Exemplification prewriting <b>Submit revised Essay 2</b>
WEEK 9 October 16-22	-Comparison and Contrast -Essay 4: Comparison and Contrast -Adverbs and adjectives -Verbs	RFW: Ch. 13, pp. 288-303, including "Real Work" and "Grant and Lee: A Study of Contrasts"  HHH: Ch. 4, pp. 62-69; Ch. 7, pp. 93-107	RQ 5: "Real Work" and "Grant and Lee" Discussion: Comparison/Contrast prewriting Essay 3 draft due 9
WEEK 10 October 23-29	-Sentence Unity -Commas	HHH: Ch. 12-13, pp. 158-175; Ch. 23, pp. 255-260	Peer review of Essay 3 Discussion: "Real Work" and "Grant" reading selections Essay 4 draft due
WEEK 11 October 30-November 5	-Subordination and Coordination -Misplaced Modifiers -Other Punctuation	HHH: Ch. 24-25, pp. 262-274; Ch. 14-17, pp. 176-211	<b>Submit revised Essay 3</b>  Peer review of Essay 4
WEEK 12 November 6-12	-Argument and Persuasion -Essay 5: Argument and Persuasion -Parallelism -Consistency -Using the Library Databases -Evaluating sources	RFW: Ch. 16, pp. 364-370  Current issue readings TBA  HHH: Ch. 26-27, pp. 275-287; Ch. 36-38, pp. 464-490	<i>Nov. 10: Last day to "Q" drop.</i>  <i>Students cannot drop after this date; they will receive grade earned.</i>  Discussion: Reading selections

			<b>Submit revised Essay 4</b>
WEEK 13 November 13-19	-Integrating quotations -Paraphrasing -Avoiding plagiarism -MLA in-text citations -Works Cited page	RFW: Ch. 6, pp. 121-129  HHH: Ch. 38-39, pp. 491-580	Integrating Sources Quiz  MLA Citation Quiz
WEEK 14 November 20-26			<i>Nov. 22-24: Thanksgiving holidays for students and faculty.</i>  Essay 5 draft due Wed., Nov. 22 by 11:59 pm
WEEK 15 November 27-December 3	-Review for final		<i>Nov. 27: Classes resume.</i>  <i>Dec. 1: Last class day. Last day to resign by 5:00 p.m. in Registrar's Office.</i>  Peer review of Essay 5 due Wed., Nov. 29 by 11:59 pm  <b>Essay 5 due Sun., Dec. 3</b>
Finals week December 4-7	Departmental final	<i>The Hodges Harbrace Handbook</i> and all the lectures	<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>  <b>Final must be completed by Friday, Dec. 7</b>

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