

ENGL 1301W-49 Composition I Syllabus
Fall 2017 * Credit 3 * CRN 83022

Meeting Days & Times:	Tuesday and Thursday 8 – 9:20 am
Location:	Evans Complex: Room 353
Instructor:	Mrs. Nadia J. Arensdorf
Instructor's Office:	Evans Office Number: _____
Instructor Contact Info:	Email: nadiaarensdorf@shsu.edu Office Phone Number: _____
Instructor Office Hours:	Tuesday and Thursday 9:30-11 am, or By Appointment

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*. 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)

Recommended Texts:

- (3) **A good collegiate dictionary, such as the Merriam-Webster Dictionary-Thesaurus app**, the *Merriam-Webster's Collegiate Dictionary 11th edition*, the *Merriam-Webster Dictionary New Edition*, *Webster's College Dictionary*, or *The American Heritage Dictionary of the English Language*.

Attendance

Attendance is mandatory for successful completion of this course. **Basically, if you miss a class, you are responsible for the content taught or assigned in that class or as a result of that class. That means you are responsible for emailing the instructor to find out what you missed.** 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**, 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 two absences for the TuTh class (i.e., one full week for both). Any absence beyond these will result in five points per extra day absent from your final end-of-semester points earned.**

Some class activities and assignments like quizzes and exercises cannot be made up. An essay and/or related packet work turned in late will receive five points off for each class day late.

Should an emergency arise (such as a serious illness or death in the family) please report your absences through the Dean of Students. The dean’s 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 or the instructor 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.

Finally, **early in the semester, a 10-minute grading/conference session will be arranged with students.**

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 (grammar) quizzes.....	10%
Reading quizzes.....	10%
Additional components (Instructor will choose from list below).....	10%
Final exam.....	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 five 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 and must be turned in inside a folder.** 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.)
- (2) Exposition and exemplification
- (3) Comparison and Contrast
- (4) Argument and Persuasion
- (5) The fifth method will be selected by the instructor from the following:
 - Description
 - Division or **Classification**
 - Causal Analysis
 - Definition
 - Combining the modes

Oral team presentation. According to new established guidelines, every student must participate in an oral team activity, which ties together with the assigned readings 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 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 exam counts as five (5) percent of the grade. The content of the midterm exam is left to the discretion of the instructor.

Usage (grammar) quizzes. 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 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 assignments form ten (10) percent of the course grade. Short quizzes (10-15 minutes of class time) will be given based on the readings in the *Readings for Writers*. The readings illustrate the required writing 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.

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; integrating source materials and citation styles into writing; 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. The purpose of these exercises is to display an understanding of purpose, task, and audience in writing.

- Discussion board/blog/journal postings*: Throughout the semester you will be required to post 10 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 and formatting and citation styles into writing: Two assignments or 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.

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.

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 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. 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, points will be deducted.**

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). 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.

Sam Houston State University
Department of English

Student Schedule: Composition I - 83022 - ENGL 1301-49 * Tuesdays & Thursdays 8-9:20 am * Evans 353 * Fall 2017

Mrs. Nadia Arensdorf * nadiaarendorf@shsu.edu * Office Location: Evans ____ * Office Hours: Tues & Thurs 9:30-11:00, and By Appointment

Week /Mtg	Day/ Date	Topic	In Class	Assigned Reading:	Essay	Grammar	Other Components	Oral Presentations	Quizzes /Exams	Notes
1/1	Thurs 8/24	Overview of Class	Syllabus and Schedule. Write!	<i>Readings for Writers</i> (RFW): Ch. 1-2						8/23: Fall Classes Begin
2/2	Tues 8/29	Narratives	Narrative elements	RFW: Ch. 8 Narration p. 167-89						8/30: Last day to register and process schedule changes online
2/3	Thurs 8/31	Narratives	Write E-1 Narrative.	RFW: Ch. 11 Illustration/Exemplification p. 240-63	E-1 Narrative in class	HHH Ch. 6 Subject-Verb Agreement				
3/4	Tues 9/5	Exemplification	Intro E-2 Exemplification.	RFW: Ch. 5 Thesis; RFW: "Mirror, Mirror, on the Wall" p. 251-53.	Intro E-2 Exemplification					9/4: Labor Day - holiday for Faculty and Students
3/5	Thurs 9/7	Thesis	Reading Quiz 1. Intro MLA 1 Assignment.	<i>Hodges Harbrace Handbook</i> (HHH): Ch. 39 MLA Documentation p. 516-580			Intro MLA 1		Reading Quiz 1	9/8: 12th Class Day. Last day to drop without a Q and receive full refund and submit debts.
4/6	Tues 9/12	MLA	MLA formatting	RFW: Ch. 4 Voice p. 72-90		HHH Ch. 2 Fragments				
4/7	Thurs 9/14	Voice	Voice. Organizing and developing paragraphs	RFW: Ch. 6 Organizing Ideas and Ch. 7 Developing Good Paragraphs p. 141-62		HHH Ch. 3 Run-Ons, Comma Splices				
5/8	Tues 9/19	Organizing and Developing Paragraphs	Due E-2. Assign Oral Presentation Teams.	Readings for Orals. RFW: Ch. 13 Comparison/Contrast p. 288-315	Due E-2			Intro Oral Presentations		
5/9	Thurs 9/21	Comparison and Contrast	Due MLA 1. Grammar Quiz 1. Intro E-3 Comparison/Contrast	HHH: Ch. 38 Integrating Sources p. 491-515	Intro E-3 Compare/Contrast		Due MLA 1. CONFERENCES		Grammar Quiz 1	

Sam Houston State University
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Week /Mtg	Date	Topic	In Class	Assigned Reading:	Essay	Grammar	Other Components	Oral Presentations	Quizzes /Exams	Notes
6/10	Tues 9/26	Sources	Assign MLA 2. Discuss Oral Presentations.	RFW: "Grant and Lee: A Study in Contrasts" p. 300-03.		HHH Pt. 3 Punctuation	Intro MLA 2	Pick Presentation Days		
6/11	Thurs 9/28	Comparison and Contrast	Reading Quiz 2	RFW: Part 3: Rewriting Your Writing p. 419-40					Reading Quiz 2	
7/12	Tues 10/3	Revising	Revision Exercise			HHH Pt. 3 Punctuation				
7/13	Thurs 10/5		Due E-3.	RFW: CII. 16 Argumentation p. 364-94	Due E-3					
8/14	Tues 10/10	Argumentation	Due MLA 2. Intro E-4 Argument Essay.	RFW: Ch. 3 Synthesis: Incorporating Outside Sources p. 51-71	Intro E-4 Argumentation	Review for Mid-Term	Due MLA 2			
8/15	Thurs 10/12	Incorporating Sources	Mid-Term.			IIIII Ch. 7 Principal Parts of Verbs			Mid-Term	
9/16	Tues 10/17	Readings for Orals	Oral Presentations - 4 teams					4 Teams Present		
9/17	Thurs 10/19	Readings for Orals	Oral Presentations - 3 teams	RFW: "Why Don't We Complain?" p. 371-75				3 Teams Present		
10/18	Tues 10/24	Argumentation	Reading Quiz 3			IIIII Ch. 6 Progeni-Antecedent Agreement			Reading Quiz 3	
10/19	Thurs 10/26	Argumentation	Grammar Quiz 2						Grammar Quiz 2	

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Week /Mtg	Date	Topic	In Class	Assigned Reading:	Essay	Grammar	Other Components	Oral Presentations	Quizzes /Exams	Notes
11/20	Tues 10/31	Argumentation								
11/21	Thurs 11/2		Due E-4	RFW: Ch. 14 Classification p. 316-37	Due E-4.	HHH Ch. 4 Adjectives vs. Adverbs				
12/22	Tues 11/7	Classification	Intro E-5 Classification		Intro E-5 Classification					11/10: Last day to drop with a Q grade.
12/23	Thurs 11/9			RFW: "The Six Stages of Email" p. 320-22						
13/24	Tues 11/14	Classification	Reading Quiz 4			HHH Pt. 5 Sentence Structure and Emphasis			Reading Quiz 4	
13/25	Thurs 11/16	Classification	Grammar Quiz 3						Grammar Quiz 3	
14/26	Tues 11/21		Due E-5		Due E-5.					11/22-24: Thanksgiving Break
14/27	Thur, 11/23		Thanksgiving Break							
15/28	Tues 11/28		Review for Final							
15/29	Thurs 11/30		Review for Final							
16/30	12/4-7	All class schedules shift to Final Exam Schedule.	FINAL EXAM						FINAL	

