

ENGL 1301W.84 CRN: 84494 Composition I Syllabus

Fall 2017; Credit 3

Meeting Days/Times: TTH, 2:00-3:20, EV Room 315
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Office Hours: 11- 12:30 TTH or by after 3:20 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 research tasks.
- Demonstrate the conventions of Standard American English grammar and appropriate mechanics across various genres and writing situations.

Textbooks

Required Texts:

Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbook*. 19th ed. Boston: Cengage Learning, 2017. ISBN: 978-1-305-67644-2 (student edition)

Jo Ray Mc Quen-Metherell and Anthony C. Winkler. *Readings for Writers*. 15th ed. Boston: C, 2010. Cengage Learning, 2016. ISBN-13: 978-1-337-28104-1 (student edition)

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 grade.

Class activities and assignments (quizzes and exercises) cannot be made up unless otherwise specified by me in advance or because of serious injury/illness/family death, etc.

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 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%
Summary or response papers / Peer workshop responses	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.)
- (2) Example
- (3) Comparison and Contrast
- (4) Argument and Persuasion
- (5) Analysis

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 *Bedford Reader*. 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 *Bedford Reader*. 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.

Summary or response papers; peer workshop responses. These assignments will add up to ten (10) percent of the course grade.

- **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.
- **Integrating sources quizzes:** 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. Practice quizzes and the dates of the for-credit quizzes will be listed on the calendar.

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.

You will be required to submit most of your essays to a plagiarism detecting service. Your enrolling in this course and electing to stay in this 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 with 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. The **penalties** for the use of a telephone or computer, etc. without permission can be a zero for the day and an absence.

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. 936.294.3512). TDD 936-294-3786 and email at 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 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.

Abbreviations: RW = Readings for Writing
 HHH = Hodges Harbrace Handbook
 HW = Homework
 RQ = Reading quiz
 RR = Reading response
 GQ = Grammar quiz
 RD = Rough Draft

Date	Topic	Reading(s)/Homework	Notes
WEEK 1 August 24	Introduction to the course. Distribution of the syllabus. Overview of the course. Introductions to each other	HW: (For August 29) Critical Reading and Thinking (RW) Ch 1&2	<i>Late registration. Process class schedule changes.</i>
WEEK 2 August 29 August 31	<p style="text-align: center;">No School due to Harvey</p> <hr/> <p style="text-align: center;">No School due to Harvey</p>	<p style="text-align: center;">—</p> <hr/> HW: (For Sept 5th) - Read on blackboard “Fish Cheeks” and “Champion of the World.” Read in RW up to pg. 167 HW: (For Sept. 5) Read Active verbs (HHH) pg. 102 HW: (For Sept. 5) Read narrative essay, chapter 8 (RW) pg. 167...	<i>Aug. 30: Last day to register and process schedule changes.</i>
WEEK 3 September 5	Discuss Critical Reading and Thinking Modes of writing Discuss “Fish Cheeks” and “Champion of the World” Discuss grammar/reading quizzes Take RQ quiz 1 Active verbs exercise and discussion (handout) Intro Essay 1 Narrative Ch 8 Explain Focus Statement/thesis Descriptive words- Someone entered the room exercise –ran, fell, cut	HW: Focus statement for narrative essay is due Sept 7th Read in RW active words, pg 428	<i>Sept. 4 Labor Day8: Twelfth class day. Last day to drop without a “Q” (see resignation policy in Term Guidelines).</i>

<p>September 7</p>	<p>Pointer- use descriptive words</p> <p>Discuss -focus statements due Discuss Planning your essay (chapter 8 RW) Discuss subject/verb agreement Pointer- be concise GQ 1 active words</p>	<p>HW: for Sept 12 : Prepare for quiz on subject/verb agreement (HHH pg 82-92) Will begin writing essay on Tuesday</p>	
<p>WEEK 4 September 12</p> <hr/> <p>September 14</p>	<p>GQ 2 - Quiz on subject/verb agreement Begin writing narrative in class</p> <hr/> <p>Continue writing Narrative Discuss Peer Review Responses/38 BH Narrative Peer review, then finish paper</p>	<p>HW: Essay 1 – Narrative is due Sept 14th</p> <p>Read Peer Reviews in HHH, 374 –</p> <hr/> <p>HW: (For 9/24) Read in RW (Chap. 11. Pg 240 –) read critically “The Myth of the Latin Woman...” (245-) and “Mirror, Mirror, on the Wall...” (251-) Be prepared for discussion / quiz / Summary Response</p>	
<p>WEEK 5 September 19</p> <hr/> <p>September 21</p>	<p>Intro Essay 2 Exemplification/Illustration/Example (Chapter 11) pg. 240 in RW Discuss readings, Write Reading Response, and Take reading quiz</p> <hr/> <p>Choosing a topic/In class write Discuss Grammar- Word choices (wordy/repetitious/redundancies/tighten & enhance) HHH 225-252 Pointer, Be clear</p>	<p>HW: (For 9/19) Choose a topic to write on for your example essay, choosing from the choices on RW 262-263</p> <hr/> <p>HW: (For 9/26) Focus statement due and word choices quiz HHH 225-252</p>	
<p>WEEK 6 September 26</p> <hr/> <p>September 28</p>	<p>GQ 3 - Word choices quiz Share in class Focus statement/ intro thesis statement/handbook 332</p> <hr/> <p>Share in class Thesis statement and support Discuss Rough draft /peer review/assessments Discuss Commas, semi colons, and colons Pointer -Check for Correct Punctuation</p>	<p>HW: Prepare thesis statement/support for 9/28 HHH 332-</p> <hr/> <p>HW: RD due 10/3 GQ 4 Correct Punctuation Quiz Draft PEER REVIEW</p>	

<p>WEEK 7</p> <p>October 3</p> <p>October 5</p>	<p>Draft Due/peer review/assessments Correct Punctuation Quiz – GQ 4/Handbook 45-51...</p> <hr/> <p>Essay 2 is due/ Introduce 3rd essay Compare and Contrast/ Ch 13, pgs 288 in <i>RW</i>- Focus/thesis/Organization of Compare and Contrast essay</p>	<p>HW: Example essay due 10/5</p> <hr/> <p>HW: For Oct. 10th Read in <i>RW</i> pages 288-, “Grant and Lee..”” (p 300...) and “The Legacy of Antigay Discrimination” (on Black board ...) HW:Prepare for the 10th - Focus/thesis/Organization in outline form for E3 in <i>RW</i>, pg 125</p>	
<p>WEEK 8</p> <p>October 10</p> <p>October 12</p>	<p>RR 3 Summary, RQ 3 Focus/Thesis/Organization in outline form due/share with class</p> <hr/> <p>E3 RD is due/ peer reviews Midterm</p>	<p>HW: Study for Midterm/Continue to work on paper Midterm Oct 12th</p> <hr/> <p>HW: E3 is due Oct 17</p>	
<p>WEEK 9</p> <p>October 17</p> <p>October 19</p>	<p>E3 is due /Introduce E4 – Argument/Persuasion Chapter 16, pg 364 in <i>RW</i></p> <hr/> <p>Discussion/RR 4 - writing response and RQ 4 quiz</p>	<p>HW: For Oct 19th Read in <i>RW</i> (pgs 364 – 370) & “Why Don’t We Complain” (pgs 371...) & “A Modest Proposal” (pgs 377...)</p> <hr/> <p>HW: Prepare Topic/Thesis/claims/support due Oct. 24th</p>	
<p>WEEK 10</p> <p>October 24</p> <p>October 26</p>	<p>Share Topic/Thesis/claims/support for E4</p> <hr/> <p>MLA/Plagiarism Discussion Rough Draft for E4 due for Peer Review</p>	<p>HW: Read, begin page (Chapter 36, pg. 464..., Chapter 37, pg. 483..., Chapter 38, pg. 491..., Chapter 39, pg. 516...,) in Handbook (HHH)</p> <hr/> <p>HW: Review MLA/Plagiarism Discussion (Chapter 36, pg. 464..., Chapter 37, pg. 483..., Chapter 38, pg. 491..., Chapter 39, pg. 516...,) in Handbook</p>	

<p>WEEK 11</p> <p>October 31st</p> <p>November 2</p>	<p>Bring essay for editing and questions</p> <p>MLA /Plagiarism Source quiz</p> <hr/> <p>E4 is due</p> <p>Introduce E5, Combining modes, Chap. 17, pg.338 (analysis/argumentative/Persuasion/example)</p> <p>Assign Usage presentations</p>	<p>HW: E4 is due Nov. 2nd</p> <hr/> <p>HW: For Nov. 7th Read carefully “I Want a Wife” (on Black board) Read chapter 17, pg. 395Re-read chapters 11 and 16 as needed</p>	
<p>WEEK 12</p> <p>November 7</p> <p>November 9</p>	<p>Discuss “I Want a Wife”</p> <p>Discuss purpose, audience, currency prepare outline in class for essay</p> <hr/> <p>Bring HHH and RW to class</p> <p>E5 In class write</p> <p>E5 is due at end of class</p>	<p>HW: Finalize outline and prepare strategy to write in-class essay</p> <hr/> <p>HW: Prepare for usage presentations</p>	
<p>WEEK 13</p> <p>November 14</p> <p>November 16</p>	<p>Usage Presentations begin</p> <p>Usage Presentations continue</p>	<p>HW: Read and review Glossary of Usage in BH, 789-803</p> <p>Prepare for presentations</p>	
<p>WEEK 14</p> <p>November 21</p> <p>November 23</p>	<p>Usage Presentations</p> <p>Thanksgiving holiday</p>	<p>HW: Read through Grammatical sentences in HHH (fragments, run on sentences, subject / verb agreement/ pronouns, and adjectives and adverbs) section G</p>	<p><i>November 22-24: Thanksgiving holiday</i></p>

