

Sam Houston State University
ENGLISH 1301 COMPOSITION I Syllabus
Spring 2018
Credit Hours 3
On line (No In-Class Meetings)
ENGL 1301W.30 (CRN 22892)

Instructor:	Barbara Jones
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Cell Phone:	936.442.0931
Office Hours:	7:30 p.m. – 9:00 p.m. daily

Because you are on line, you will have no on-campus meetings except for tutoring in Academic Success Center if you are a resident SHSU student (You will use SKYPE if you are not on campus).

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 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.

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;
- employ careful reflection, evaluate their peers' oral midterm presentations;
- work 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; and
- demonstrate the conventions of Standard American English grammar and appropriate mechanics across various genres and writing situations.

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

Four (1000 word) research papers @ 10% each	40%
Four (500 word) summary-responses @ 5% each	20%
Midterm group project and video report	10%
Average of on line editing review quizzes (on Bedford Handbook companion website)	20%
Final	10%
Total	100%

NOTE: 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 four (4) essays and four (4) summary-responses will include time spent in various stages of the writing process. Essays will be drafted, will be reviewed by a tutor at The Academic Enrichment Center and will be revised by the original author before the instructor collects the paper for evaluation and assessment. The four essays will represent a variety of writing styles and strategies which are designed to help you develop your college-level writing skills. Together, the formal essays will count as forty (40) percent of the course grade, i.e., each will be worth ten (10) percent; the summary-responses at five (5) percent apiece will count as twenty (20) percent of your semester grade. The research papers will exemplify the following writing methods:

- (1) Narration
- (2) Exposition and example
- (3) Comparison- Contrast
- (4) Argument and Persuasion
- (5) Description
- (6) Process Analysis
- (7) Division or Analysis
- (8) Classification
- (9) Cause and Effect
- (10) Definition

NOTE: *Late assignments will suffer an automatic -10 point deduction. If the paper is over a week late, the professor will not accept it.*

The Midterm: Collaborate Connections. According to new established guidelines, every student must participate in one oral team activity, which ties together the assigned readings for each assignment in *The Bedford Reader*. I will match teams of five students to whom I will assign readings from a thematic block. After reading their own selections and those of their group (5 total), they will make connections between these readings and, ultimately, connections to the theme. Each member will prepare a video presentation of his or her findings (the connections) and submit it through the appropriate drop box for this assignment. Students will post these videos by **midnight, Friday, March 23, 2018**. Obviously, any late submission for this midterm will be disregarded; you **must** meet the deadline.

Usage quizzes. Grammar and mechanics have a significant effect on each written assignment because the intent of ENGL 1301 is to develop and practice writing skills that are academically and professionally essential. For this reason, during the first two weeks of the semester, you will complete an intensive review through *The Bedford Handbook* companion website (see the link on the menu). Hopefully, realizing that editing forms a significant percentage of your grades, mastery of these rules will result in better grades on the ensuing assignments.

Objective final exam. Students will take a 50-question, multiple choice final exam, based on usage and mechanics (basic editing skills). The final comprises ten (10) percent of the grade.

Additional components

- **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 four (4) summary-responses of selected works throughout the course. Readings in the textbook and notes from the professor will help you construct effective summaries. See page 15 to for specific guidelines for these four assignments.
- **Research papers:** These are 750-1000-word assignments; if they are short, I will take an incomplete deduction. If they run over 100-400 words, I will accept them. If they are over 1200 words, I will not accept them as I do not grade two full length papers for the price of one. Writers should have five sources, two of which may be the readings from the book. Every source should be used in the paper; those that do not suffer a -2 deduction. Every source mentioned in the paper should be documented in the bibliography. **DO NOT USE THE TEXTBOOK** in your documentation as these are merely reprints. **Please see pages 678-81 for the information for your documentation.**
- **Integrating source material into writing:** Readings and q covering sources, plagiarism, in-text citations, methods of developing cue sentences, the MLA citation style, and the integration of sources will be covered by the *Bedford Handbook* exercise assignment at the beginning of the semester.
- **Academic Success Center:** You will be required to consult with a tutor on each research paper. This is **mandatory**. I will deduct 10% from your posted grade if I find you have ignored this step. If you are a student on campus, schedule your appointment in Room 110 in the Farrington Building (or phone 936.294.3680). If you do not attend class on campus, schedule a SKYPE session. **Schedule your appointments on the day you begin an assignment** as their schedule books quickly; the instructor will not be sympathetic when you cannot make an appointment because you waited too late. The center will compile a list of the students who visited with tutors; you do not need to include any paperwork to me to confirm your visit.

NOTE: *You will automatically submit every writing assignment to a plagiarism detecting service, Turnitin.com. Don't do it!*

For **University Policy on Academic Honesty, Americans with Disabilities Act, Absences for Religious Holy Days and Visitors in the Classroom**, please note the following link: www.shsu.edu/syllabus. Since this is an online course, the sections on **Absences on Religious Holy Days** and **Visitors in the Classroom** do not, of course, apply.

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.

Counseling Services:

SSD Office Location: Lee Drain Annex (next to the Farrington Building)

Telephone: 936-294-3512

TDD: 936-294-3786

E-mail: disability@shsu.edu

Web Address: www.shsu.edu/disability

Department Policy on Plagiarism

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>.

Instructor Evaluations

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

If you have already reviewed the Contacting Barb Jones and Bb Student Orientation, proceed to the [Assignments](#) link under **COURSE CONTENT**.

Required Texts:

Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*. 12th ed. Boston: Bedford/St. Martin's, Dec. 20, 2013. ISBN: 978-0-312-60969-6 (student edition)

Hacker, Diana, and Nancy Sommers. *The Bedford Handbook with Writing in the Disciplines*. 9th ed. Boston: Bedford/St. Martin, 2014. ISBN-13: 978-1-4576-0576-3; ISBN-10: 1-4576-0596-1

Required equipment: Microsoft Word or any writing program on which you can convert to Rich Text Format (a general word processing program will not work as I do not have the drivers) and a Web cam (either through your computer or as an external component for about \$10.00)

Recommended Texts:

A good collegiate dictionary, such as *Webster's College Dictionary* or *The American Heritage Dictionary of the English Language* (paper or on line)

You may use dictionary.com

Lesson Plan

WEEK ONE

Read Part I, Chapters 1 (pp. 9-26), CRITICAL READING, Chapter 2 (pp. 27-55), THE WRITING PROCESS, and Chapter 3 (pp. 56-90), ACADEMIC WRITING.

WEEK TWO & THREE

Exercises to Review Editing Rules & Study of MLA Format

(To be completed by midnight, Tuesday, February 13, 2018)

Access to the Companion Website to *The Bedford Handbook*:

The online portion of our course is open for student registration.

To register for the webpage, go to

<http://www.macmillanhigher.com/launchpad/bedhandbook9e/2779400>

PLEASE bookmark the page to make it easy to return to.

You have three options to enroll in the course: you can purchase direct access, you can buy an access code, or you can get free 21-day access while deciding. Your registration options are explained [here](#).

Because this assignment is due by **midnight, Tuesday, February 13, 2018**, we are taking advantage of the free 21-day access. See **Grammar Exercises** under Assignments in the menu on the left.

WEEK FOUR

Assign Summary-Response (due by **midnight Tuesday, February 20, 2018**) and **Research Paper #1** (due by **midnight Tuesday, March 6, 2018**).

HELPFUL: See my links on the **Thematic Content - Research Paper One** and **The Basic Approach**. In the latter, I provide an example of how I would approach each of the four assignment blocks.

- Next, read the document on **How to Write the Summary-Response** (S-R).
- **Reread page 15.**
- Please compose **original titles**; Do NOT use the authors'. I will deduct one point if you do not write an original title.
- The author (-2 if omitted) and the title of the selection (-3 if omitted) **must** be included in the summary so that your audience knows from the beginning to which reading you refer (-5 for both if you do not include them).
- Note that a perfect summary is **one** sentence; no summary should be longer than **three** (-10 if incorrect).
- This summary **is** the first paragraph; there is no introduction or conclusion to this paper.
- The response will be the second paragraph and run the balance of the word count (-40 if not a response, but a recap of the reading).

Argumentative Research Paper #1

WEEK FIVE & SIX

When you begin your argumentative research paper, see the additional links (below) in this assignment: **Library Databases, Structure, Aristotle's Theory of Persuasion, How Do I Cite My Sources**, and **Editing**. Each of these documents should contribute to your success in writing this paper, or I would not have included them.

SEE THE THEMATIC CONTENT SECTION (in the front of the textbook, just past the Table of Contents) **FOR THE CHOICE OF THEMES FOR YOUR SEARCH PAPER ONE.**

Theme	Page
COMMUNICATION:	xxix
MEDIA:	xxxv
READING AND WRITING:	xxxvii
ETHICS:	xxxi-xxxii
HUMOR AND SATIRE:	xxxiii

The last day to visit the Academic Enrichment Center (mandatory) is **Monday, March 5, 2018**.

This research paper is due by midnight on **Tuesday, March 6, 2018**.

To Summarize:

1. Select an issue from one of the theme blocks assigned for this paper.
2. Read at least two articles from that block.
3. Select a topic that the readings generated in your mind.
4. Research for **five sources** (You may use one of the sources from the book, but cite them from the original sources, not our text). See the **Acknowledgments** on pages 678-682. If you document a source incorrectly, I will deduct -2 points. I will deduct -5 points for each missing source.
5. Compose a 1000-word MLA research paper, correctly citing *five sources* from the readings and databases. Submit by midnight on **Tuesday, March 6, 2018**.

See also

The Basic Assignment (instructor's example)

How to Write a Summary-Response

View/Complete Library Databases

Structure of an Essay

Aristotle's Theory of Persuasion

How Do I Cite My Sources?

Editing

WEEK SEVEN and EIGHT

Tuesday, March 6, 2018

Assign Research Paper #2:

Repeat process as outlined in the first assignment.

See the **Themes for Research Paper #2** below.

The **Summary-Response #2** is due by midnight, **Tuesday, March 20, 2017**.

THEMATIC CHOICES (Read three selections in the theme you select; write your S-R 2 on one of those readings):

POLITICS:	xxxvi
DEATH:	xxxix
PSYCHOLOGY:	xxxvii
SOCIAL CUSTOMS:	xxxviii-xxxix
CHILDHOOD:	xxviii-xxix
FAMILY	xxvii
COMMUNITY	xxix-xxx
AUTOBIOGRAPHY	xxvii-xxviii
BIOGRAPHY	xxviii

After submitting S-R 2, derive a topic from the reading and write your Research Paper 2. Use five sources; two may come from the text.

The last day to visit TWC is midnight, **Monday, April 2, 2017**.

Submit the **Research Paper #2** by midnight, **Tuesday, April 3, 2017**.

WEEK NINE though ELEVEN

WEEK TEN: Spring Break!

MIDTERM: Oral Panel Presentation

MIDTERM

“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 five, teams of five students will be

formed, and presentation dates will be arranged by the instructor. In collaboration, members of the team will prepare an oral presentation, which may incorporate visual and textual materials. The focus will be on the writing strategies in the readings, questions on meaning, issues on language, connections with suitable biographical information about the author and the author's purpose of writing the text in its historical and social context. This presentation counts as five (5) percent of the semester grade." (Department of English)

Merriam-Webster Dictionary's website defines the word "collaborate" as "to work jointly with others or together especially in an intellectual endeavor." To satisfy the new guideline described above, I will ask you to use a feature in Blackboard, View Everywhere, a medium by which you may present an visual-audio report on camera.

- I will create four-member teams from the actively enrolled students in this course after grading RP 2.
- I will then assign each group an issue.
- I will assign each group member an article.
- Each student will read their own selection, of course, but also the articles assigned to the other three members of the group.
- Members of the groups should then find connections between their own reading to each of the articles of their partners. Obviously, if everyone works together, they will find these links more quickly than if they work alone. Use e-mails, text messages, telephoning, or meeting to work as a group. Yes, cooperation yields faster results!
- These connections must be specific details, not general observations. Students may also research biographical information about the authors and/or each author's purpose in writing the text in its historical and social context to find these links.
- After each member of the team has found those connections, he or she must post an oral report on his or her findings to the appropriate drop box in this assignment.
- Record your oral report on either an MP-3, if you prefer, or use the Video Everywhere feature in Blackboard. Should you have problems with the Video Everywhere feature, call the Help Desk at 936.294.2780.

Your Oral Presentation (video) due by midnight, **Friday, March 23, 2018**

WEEK ELEVEN & TWELVE

Assign Summary-Response and Research Paper #3:

Repeat process as outlined in the first two assignments.

See the **Themes for Research Paper #3** below.

The **Summary-Response #3** is due by **midnight, Tuesday, April 10, 2018**.

See the **THEMATIC CONTENTS** to select the readings, summary, response, and topic for your research paper:

CULTURAL DIVERSITY:	xxx-xxxi
IMMIGRATION AND ASSIMILATION:	xxxiv
SPORTS & LEISURE:	xxxix
POPULAR CULTURE:	xxxvii
BEAUTY AND APPEARANCE:	xxvii
HISTORY:	xxxiii
THE NATURAL WORLD:	xxxvi

Begin your five-source, MLA research paper on a topic you create from your readings.

The last day to visit TWC is **Monday, April 23, 2018**.

Submit the **Research Paper #2** by **midnight, Tuesday, April 24, 2018**.

WEEK FIFTEEN through SEVENTEEN

Assign Summary-Response 4 & Research Paper 4:

Repeat process as outlined in the first assignment.

See the **Themes for Research Paper 4** below to make your reading, summary, response, and topic selections.

THEMATIC CONTENT:

VIOLENCE	xxxix-xl
WOMEN AND MEN	xl
MARRIAGE	xxxv
MINORITY EXPERIENCE	xxxv-xxxvi
SELF DISCOVERY	xxxviii
MANNERS AND MORALS	xxxiv
FEAR AND ANXIETY	xxxii-xxxiii
HEALTH AND DISABILITY:	xxxiii

The **Summary-Response #4** is due by midnight, **Tuesday, May 1, 2018.**

Research your own choice of topic and write a 1000-word, five source MLA research paper.

The last day to visit TWC is **Thursday, May 3, 2018.**

Submit the **Research Paper #4** by midnight, Friday, **May 4, 2018.**

The Final

The final is an instructor-generated fifty-question, multiple choice exam over grammar, mechanics, punctuation, and formats that we have studied this semester. The final will open at **6:00 a.m. Saturday, May 5, 2018**, and close on at **11:59 p.m. on Tuesday, May 6, 2018.** You may take the two-hour exam at any time. However, once you begin the final, do not exit it as you will not be able to return at a later time.