

English 1301.03

Composition I *The first course in academic college-level reading and writing*

Location: ACR 104

Time: MWF: 10:00-10:50am

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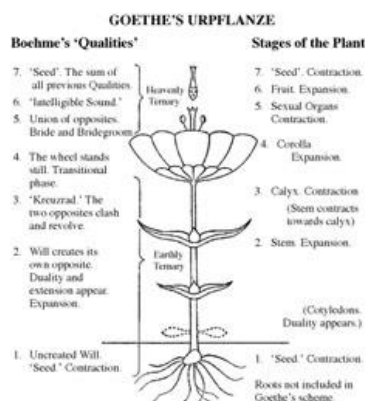
Office: Morelock 112

Phone: 8283

Office Hours: MW, 11 am-1 pm

T and Th, 11 am -2 pm or by

appointment



Required Text

Rosa, Alfred and Paul Escholz. *Models for Writers, Short Essays for Composition*. 11th Edition. Boston: Bedford/St. Martins, 2012. ISBN: 0312552017

Course Description

Composition and Rhetoric I is designed to make students effective and confident writers as well as active and engaged readers of complex texts. The course covers the principles of rhetoric—the science of how language can be used most effectively to reach a particular audience in a given situation. Students in the class explore a range of modes—such as narration, analysis, and exposition—as strategies for writing in a variety of genres. The course provides the structure to practice the process of writing from inventing topics, to researching, conferencing, editing, and publishing. Grammar and punctuation are covered in order to improve student skills in editing. As students develop a more reflective awareness of grammar and rhetoric, they are better able to think critically as they write. This course should help students more fully participate in both academic and public discourses. Student writing will be evaluated on the criteria of structure, style, mechanics and critical thinking.

This course asks students to write about writing itself, in terms of the art of writing, the discourse about place and community, and how we express our cultural identity through writing. It emphasizes the importance of tailoring one's writing to one's audience by providing opportunities for publication. The course also supports SRSU objective to enhance outdoor learning through providing experiences for students to write about how our communities relate to the natural landscape.

Course Objectives

Students will be able to

- Recognize different purposes, modes, and audiences in writing
- Understand and practice steps in the writing process, including pre-writing, revising editing, and proofreading
- Develop ideas fully and clearly in written assignments
- Organize ideas effectively in written assignments
- Recognize and practice conventional uses of grammar, mechanics, punctuation and diction
- Construct narrative, expository, and analytical papers
- Employ critical thinking skills when reading and discussing assigned works

Projects

Essays I – III 150 points each, 450 total

Students will write three four-page essays in the class. The essays are assigned as modes: narrative, description, process, definition, comparison & contrast, and causation. Students independently and in teams, therefore, must define their own genres. Genres are partly determined by modes; for example, narrative covers types of storytelling. I would like each team to change the genre for each essay. The essays can be written independently or spliced together to create one large piece of writing. Thus, instead of short individual papers four pages in length, as a team, you could produce projects up to 16 pages in length. All of your writing should be directed toward some form of publication developed by your team.

Possible Field Research on Writing Communities

I have contacted some local writers and publishers to see if we could observe them as writing communities, write about how they write, and write for them. Among the organizations I've contacted and considered working with are,

1. Texas Mountain Writers: <http://texasmountaintrailwriters.org/>
2. Weber Furlong and Building 98 in Marfa: <http://weberfurlong.com/Home.html>
3. Marfa Public Radio: <http://marfapublicradio.org/>

This project would take some work. Let me know if you want to help with this. We would be able to get out of the classroom, meet people and get to know the area.

Themes

The topic of your essays will be determined by your team, so that your team's publication has a unified subject matter of interest to a specific audience. The more focused your team is, the better you are able to share and challenge each other's ideas. If your own research has a direction, you will be able to master an area of knowledge. It is better to have a direction and belong to a community of writers, than to write on various, artificial topics, which may not be of interest to readers.

The topics below are only suggested common topics. The topics you write about should develop organically from within yourself and through discussion with your team.

I. Writers and Writing

- A. Narrative: write a personal memoir about your growth as a writer.
- B. Process Analysis:
 1. Analyze your response to a piece of literature or,
 2. Compare writing to another craft you know or,
 3. Compare your writing process to that of an established writer

II. Nature and the Environment

- A. Narrative:
 1. Write about your experience with your classmates undertaking an excursion to one of the regional parks.
- B. Description
 1. Describe a person who has set an example for you on how to relate to the environment?
 2. Describe a significant place for you in the man-made environment: city, town, ranch or neighborhood.
 3. Map, draw, or photograph a significant place for you in the natural environment. Describe how you and other living things relate to one another in that place.
 - 4.

III. Language and Identity

A. Comparison & Contrast

1. Compare how two cultural groups form relationships (e.g., women vs. men)
2. how two authors with different cultural backgrounds write.
3. Compare in your culture the relationship of women to the out-of-doors to that of men. How then do those roles compare to domestic roles in-doors?
4. Compare the different Englishes (dialects of English) that you know

B. Definition

1. Define "definition." Describe how you know the meaning of words.
2. How does knowing a second language help you define yourself?
3. Define a regional cuisine

IV. Reading and Writing Journal 200 points

Students will write approximately two journal entries per week either on the class readings or on their own writing. Students should use a quote, pose a question, and respond to the question. Students should have a critical, interpretive response to literature. If they are commenting on their own writing, they should focus on rhetorical concerns, their writing process, or their plans for their writing. At the end of the term, students should have about 20 entries (10 points each). Each entry should be about 150 words in length.

V. Publication 200 points

In teams students will perform or publish their work at the end of the semester. Publication can be in the form of a printed magazine, a chapbook, a Webzine, a staged performance, a debate, or a movie. You select the topic and format as a team. This will reinforce the importance of writing to specific audiences through different media.

VI. Final Exam 50 points

The final exam will be a second attempt at the essay done during the first day of class about a person who influenced you to attend college.

VII. Class Participation 100 points

The class participation grade will be determined by

- a. Attendance
- b. Participation in classroom discussion and problem solving.
- c. The help you give to others in conferencing and editing.

Attendance Policy

Two absences are permitted during the semester. One letter grade will be subtracted from the Class Attendance percentage for each additional absence. **More than six (6) unexcused absences will result in the student being dropped from the course with a failing grade.** Absences resulting from required school activities, direct personal emergencies, or health issues will be excused-- but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

Grade Outline

Projects	Due Date	%	Points
I. Essay 1: Narrative & Descriptive Writing	Week 7: October 6	15	150
II. Essay 2: Process & Definition in Writing	Week 10 October 27	15	150
III. Essay 3: Comparison & Contrast Or Cause & Effect	Week 13 November 17	15	150
IV. Reading and Writing Journal: Posted on Blackboard Discussions	See syllabus 20 total posts Late posts – 20% deduction	20	200
V. Publication (Collaborative)	End of term	20	200
VI. Final Exam	December 8, 10:15 am	5	50
VII. Class Participation	End of term	10	100
		100%	1000 points

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities

In compliance with the Americans with Disabilities Act, Sul Ross State University provides reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, as soon as possible please contact Counseling and Accessibility Services:

Mary Elizabeth Schwartze
Accessibility Services Coordinator
Counseling and Accessibility Services
Ferguson Hall Rm. 122
432-837-8399
mschwartze@sulross.edu

Attendance Policy:

Class attendance is mandatory and crucial to succeed in this course. You will be allowed nine absences before you will be dropped from the class. If you are dropped from the course, you will receive a grade of "F."

Writing Center and Academic Learning Center

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email writing@sulross.edu

Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Course Calendar

Dates	Activities	Readings to Discuss	Project Due Dates and Notes
Week One			
M 8.25	Introduce Syllabus		
W 8.27	Assessment		
F 8.28	Form Groups Discuss Syllabus		
Week Two			
M 9.1 Labor Day!	No Class		
W 9.3	In class writing on BB Journal about process	The Writing Process 7-19	Journal #1
F 9.5	Thesis	Thesis and Helen Keller's "The Most Important Day" 81-90	Journal #2
Unit One Narrative and Description			
Week Three			
M 9.8	Introduce Essay #1 Group Work		Collaborative Journal Writing
W 9.10	Discuss Reading and respond to Goldberg's "Be Specific."	Reading to Writing 43-63 More on Thesis : "Natalie Goldberg's "Be Specific"	Journal #3
F 9.12	Pre-writing for Essay #1		
Week Four			
M 9.15	Narration Group Work	Narration 372-76 Maya Angelou's "Momma, the Dentist, and Me" 386-395	Journal #4
W 9.17	Narrative in-class writing		

F 9.19		Kate Chopin's "The Story of an Hour" 395-399	Journal #5
Week Five			
M 9.22	Description Group Work	Description 400-401 Kyoko Mori's "Yarn." 412-418	Journal #6
W 9.24	Descriptive in-class writing		
F 9.26		Salmon Rusdie's "The Taj Mahal" 419-422	Journal #7
Week Six			
M 9.29	Unity Group Work	Unity in writing 99-102 and Sandra Cisneros' "My Name." 109-112	Journal #8
W 10.1	Peer Review		Journal #9
F 10.3	Peer Review	Gloria Naylor's "The Meaning of a Word." 113-118	
Unit Two Process and Definition			
Week Seven			
M 10.6	Process Analysis Introduce Essay #2 Group Work	Process 423-27 Paul Merrill's "The Principles of Poor Writing." 427-32	Essay #1 Due Journal #10
W 10.8	Process Writing In-class		
F 10.10		Diane Ackerman's "Why Leaves Turn Color in the Fall." 438-43	Journal #11
Week Eight			
M 10.13	Definition Group Work	Definition 444-46 Ellen Goodman's "The Company Man." 451-54	
W 10.15	Definition Writing In-class		

F 10.17		Eduardo Porter's "What Happiness Is" 456-60	Journal #12
Week Nine			
M 10.20	Paragraphs Group Work	Paragraphs 172-75 William Zinsser's "Simplicity" 176-82	Journal #13
W 10.22	Peer Review		
F 10.24	Peer Review	Mike Rose's "I Just Wanna Be Average." 183-92	Journal #14
Unit Three Comparison and Contrast			
Week Ten			
M 10.27	Comparison & Contrast Introduce Essay #3 Group Work	Comparison & Contrast 483-487 Mark Twain's "Two Ways of Seeing a River." 488-92	Essay #2 Due
W 10.29	In-class Writing		
F 10.31		Amanda Ripley's "Who Says a Woman Can't Be Einstein." 505-76	Journal #15
Week Eleven			
M 11.3	Cause & Effect Group Work	Cause & Effect 517-20 Gita Mehta's "The Famine of Bengal."	Journal #16
W 11.5	In-class Writing		
F 11.7		Sanjay Gupta's "Stuck on the Couch." 535-38	Journal #17
Week Twelve			
M 11.10	Figurative Language	Figurative Language 314-15 Robert Ramirez' "The Barrio." 316-23	
W 11.12	Peer Review		

F 11.14	Peer Review	Anne Lamott's "Polaroids." 323-29	Journal #18
Unit Three Publication			
Week Thirteen			
M 11.17	Publication Class Discussion	Editing & Proofreading 21-42	Essay #3 Due Journal #19
W 11.19	Group Work		
F 11.21	Group Work		
Week Fourteen			
M 11.24	Group Work		
W 11.26 Thanksgiving	No Class		
F 11.28 Thanksgiving	No Class		
Week Fifteen			
M 12.1	Group Work		Journal #20: Reflection on Publication
W 12.3 Last Regular Class	Finishing up		
F 12.5 Dead Day			
Week Sixteen			
M 12.8 Final Exam	10:15 a.m.		