

English 1301 – Composition I – Sul Ross State University

Cathy Lopez, Instructor

Office Number MAB 103-C

Office Hours MWF 9-10 am, and by appointment

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English 1301 Undergraduate Catalog Description

This is an introductory college course which emphasizes the composition of short essays and reading skills. Required of all students. (ENGL 1301) Prerequisite: English 1300 or sufficient English, verbal, and reading scores to meet the requirements of English 1300 as described above.

Course Objectives

Upon successful completion of this course, students will:

1. Demonstrate knowledge of the research process.
2. Be comfortable participating in the academic community, particularly through the peer review process.
3. Be able to not only write effectively, but recognize how and when revision is called for.
4. Write in an academically appropriate tone, and have an understanding of the different sorts of writing that may be called for in the course of their academic career.
5. Apply the conventions of MLA style.
6. Be confident in their reading and writing abilities.

What I Want To Do in Here

English 1301 is what we call a core curriculum requirement. That means everyone *has* to take it. This semester we'll look at why colleges across the country require this course, discuss whether they should, and while doing so we'll achieve everything that is meant to be achieved in a composition and rhetoric course. This is going to be a very self-aware semester.

We're going to do this mainly through the use of writing workshop and what we in academia call peer review. We'll talk about your writing, but we'll also be talking about writing done by professional academics. By coming to college, you've joined the academic community. The writers we'll be looking at have been doing this longer than you have, but they are your peers in exploring the issues at hand. You all bring a different perspective to our classroom community, and each of those perspectives is valuable to our discussion.

As I do regard our classroom, and by extension Blackboard, a community, I will always endeavor to treat you and your ideas with respect. I expect no less of any of you in your treatment of me and your classmates. These are connections that will possibly stick with you for quite some time, be mindful of that. You will be working in groups, commenting on each other's writing, sharing ideas, and discussing the homework. Please take this work seriously, and give your peers' work the care and attention to detail you'd like your work to receive from them.

Things You're Going to Need

- Either a pen drive (USB drive) or a cloud storage account (Google Drive and Dropbox are both good.) is going to be incredibly valuable to you, not just in this class but in general. You never know where and when you're going to need to print or work on something.
- All of your readings will be electronic, so find, print, read, and bring 'em.
- A binder or folder to keep track of your readings, and your various drafts and writing projects. You'll want them all handy when it comes time to build the portfolio.
- You'll need Adobe Acrobat Reader to read the PDFs, but there's a free download at:
- <http://www.adobe.com/products/acrobat/readstep2.html> or computer labs on campus have it if you don't have a computer of your own.

Readings

[NOTE: These *source citations* are in correct MLA format the way they would appear in a Works Cited page.]

Richardson, Mark. "Writing Is Not Just a Basic Skill." *Chronicle of Higher Education*. 7 Nov. 2008. Web. 22 Aug. 2014.

Available at:

https://www.etsu.edu/cas/litlang/composition/documents/Writing_is_Not_a_Basic_Skill.pdf

Murray, Donald M. "Finding Your Own Voice: Teaching Composition in an Age of Dissent." *College Composition and Communication* 20.2 (1969): 118-23. 1 May 1969.

Haas, Christina, and Linda Flower. "Rhetorical Reading Strategies and the Construction of Meaning." *CCC* 39.2 (1988): 167-83.

Neubert, Gloria A., and Sally J. McNelis. "Peer Response: Teaching Specific Revision Suggestions." *The English Journal* 79.5 (1990): 52-56.

Gillam, Alice M. "Research in the Classroom: Learning through Response." *The English Journal* 79.1 (1990): 98-99.

Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers" *CCC* 31.4 (1980): 378-88.

Kantz, Margaret. "Helping Students Use Textual Sources Persuasively." *College English* 52.1 (1990): 74-91.

Rumsey, Suzanne Kesler. "Heritage Literacy: Adoption, Adaptation, and Alienation of Multimodal Literacy Tools." *CCC* 60.3 (2009): 573-586.

Grades

Portfolio (50%) | This semester, you will work on four major writing projects and many smaller and always related bits of writing. Your portfolio will contain three polished pieces of writing and all the bits and revisions for each:

1. Both versions of your writing assessment,
2. what you feel is your best piece of writing,
3. and your final reflective project.

You will be re-thinking and re-writing parts or all of every piece of writing I read from you this semester. As you write and re-write your projects, you will need to keep track of the feedback you receive, the revision and editing changes you make, and each successive draft. I suggest you do this by either using *track changes* in MSWord or by manually highlighting and writing explanatory notes on each draft. I would like to move towards a paperless class, but I can't assume everyone will be able to keep track of their revisions electronically.

The portfolio will be graded as a whole. You will have every opportunity to revise your writings based on the comments that you get from me, your classmates, and Writing Center tutors throughout the semester, and I will comment on them as many times as you are willing to keep working on them up until one week before the semester is over (specific date TBA). Writing is a continual process, and I will treat it as such.

IMPORTANT NOTE: If you do not submit a complete portfolio at semester's end, you may not receive a passing portfolio grade.

Q&R (30%) | "Q&R" is short for the *question and response* papers you will write for every

reading we have. Basically, I want you to write down a question you have about what you read and try to answer it in NO MORE THAN one single-spaced page. I will sometimes provide reading questions for each of our readings that you can borrow from and/or build off of, but it's important to start trying to understand a text by asking questions of it that come from you.

Blackboard (20%) | While we will talk every day in class, I also want us to have an online space where we ask questions, discuss concerns, report successes, and stay engaged with the work we're doing. It will be your responsibility to submit one original post and one comment/response to a peers' post every two weeks. The grade I give you for Blackboard depends entirely on the frequency and quality of your original posts and your comments on your peers' posts. If I see you writing and giving feedback consistently on the forums, you'll do great. If you are invisible or only posting short responses like "Yeah!" or "That's a good point.", you can plan on it seriously affecting this part of your grade. Feel free to ask me how well I think you're using the forums at any time during the semester.

Attendance and Drop by Instructor Policy

As I treat my 1301 classes as workshops, absences will greatly detract from your success. If you know you are going to miss a day, please let me know beforehand so that we can make arrangements. If you are absent, please let me know what's going on.

Late Work

Late work makes life hard for all of us, so don't count on turning any in. If you know of an upcoming absence, complete and turn in your work early. If it is a sudden absence, I will accept work emailed to me no later than 15 minutes past the beginning of class.

Materials in Class and Punctuality

Bring everything every day, and be on time. If we start an activity and you don't have the necessary materials or walk in late, you won't be able to constructively contribute to the work we do in class. But it is still better to come to class than not to come! Even if you are not prepared, you will still take something away from class that day.

Accommodating Students with Disabilities

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203. E-mail: mschwartz@sulross.edu

Plagiarism and Academic Integrity Statement

Plagiarism is taken very seriously in my classroom, and at Sul Ross. An instance of plagiarism will result in an F for the project. Further instances will be reported according to the guidelines in the Student Handbook.

Week 1. Aug 25 – Aug 29 Writing Studies & First-Year Composition

M | Introductions, Discussion of the Syllabus.

Homework Assignment for Next Time

- Find the reading for this week and print it out. If you can, find all the readings for the semester and print them out.
- Writing assessment: Write a profile of someone who has influenced the person you are today, especially in terms of your decision to pursue a university degree. In the discussion, you will wish to illustrate three ways in which this individual has impacted your educational aspirations. 2-3 pages, double-spaced. I will be looking at your focus, organization, development, critical thinking, and grammar, mechanics and form.

W | Discussion

Homework Assignment for Next Time

- Re-read Richardson
- Read Murray. What do you think about the responsibilities of students vs. the responsibilities of teachers? This was written in 1969. Is it still relevant today?
- Some other questions to keep in mind for possible blog postings and discussion:
 1. How do you read articles that I assign? Do you read other texts differently or the same? Why?
 2. Describe what happens to you when a piece of reading is "engaging," when you are neutral, and when you are mostly turned off? What seems to be your way of reading, or what are your reading needs.

F | Discussion of Murray and Richardson. What are your expectations for this class?

Homework Assignment for Next Time

- Read Haas and Flower. It's a long article for a long weekend. It's going to be tough, because you are not in their intended audience. Don't get discouraged! This is a challenge I believe you are up to. Post your questions/criticisms on Blackboard. Somebody else might be feeling the same way you are, or might have an answer for you. Write a Q&R for either Richardson or Murray.

Week 2. Sept 1 – Sept 5: Reading and College (Writing)

M | No Classes. Labor Day Holiday.

W | Discuss Haas and Flower in small groups and then as a class. Q&R 1 is due.

Homework Assignment for Next Time

- Practice putting yourself in conversation with Murray and/or H&F. Bring one page (we'll call this Q&R2) in which you tell us what you think they are saying and whether or not you agree with the statements. Include at least one direct and one indirect citation. Include a bibliography at the bottom of the page, using MLA format.

F | Continue Haas and Flower Discussion, Q&R 2 is due. Discuss Project 1.

Homework Assignment for Next Time

- Read Rumsey, write Q&R 3. Make a short list of literacy practices you'd like to explore in Project 1. Make sure it tells us who, what, when, and where. It doesn't have to be extremely involved. This is just putting your thoughts on paper as writing prep.

Week 3. Sept 8 – Sept 12: Peer Response and Project 1

M | Rumsey Discussion. Q&R 3 is due.

Homework Assignment for Next Time

- Make a short list of literacy practices you'd like to explore in Project 1. Make sure it tells us who, what, when, and where. It doesn't have to be extremely involved. This is just putting your thoughts on paper as writing prep.

W | Drawing genograms. Discuss making sense of funds of knowledge, writing, and reading.
Homework Assignment for Next Time

- Work on your genogram sketch. Be prepared to discuss the literacy practice you are tracking, as well as the symbol system you're using.

F | Sharing genograms: making sense of funds of knowledge, writing, and reading.

Homework Assignment for Next Time

- Read Neubert&McNelis and Gillam; write Q&R 3 on one of them.

Week 4. Sept 15 – Sept 19: Workshops and Revision

M | Discuss Neubert and McNelis, and Gillam. Q&R 3 is due.

Homework Assignment for Next Time

- Draft conversation surrounding literacy genogram and readings from class. Remember what I said in your Project 1 handout: you really can write about any aspect of literacy that you'd like so long as you make it clear to your audience (your small group peers and colleagues in the class) how you understand this practice to be in conversation with the issues affecting you as a student in 1301. Experiment with different ways to be persuasive, precise, accurate, etc. Use autobiographical evidence; just be sure you select your material for the richness of the details you can include.

W | Workshop genograms and Project 1 drafts.

Homework Assignment for Next Time

- Read Sommers; write Q&R 4.

F | Discuss Sommers. Q&R 4 is due.

Homework Assignment for Next Time

- Revise Project 1 in preparation for submission to me for feedback. Be sure to include an Author's Note with your submitted draft on Monday.
- Read Kantz; write Q&R 5. Since your brains are exhausted, here's some help. Kantz continues the academic conversation specific to the Haas and Flower article you've already read. Read carefully/critically. Think about your Project 1 draft and your process as you wrote it and your process as you revised it. Think about the prompt for Project 1 I gave you. Are you able to make connections between it and Kantz's article? Do you feel it pushes you to ask rhetorical questions of yourself? How so? Evaluate your Project 1 draft according to the ideas that come to you as you read the article.

Week 5. Sept 22 – Sept 26: Using Sources

M | Discuss Kantz. Q&R 5 is due.

Homework Assignment for Next Time

- Continue revisions on Project 1. Write Author's note.

W | Project 1 due. Workshop Author's Notes. (Bring two copies. One to turn in with Project 1, one for workshopping.)

F | By now we've probably lost some ground and need to review a couple of things. Let's talk about how everything seems to be coming together.

Week 6. Sept 29 – Oct 3

M | Discuss Project 2

Homework Assignment for Next Time

Read "From Topics to Questions" selection (provided via Blackboard).

W | Writing Research Questions

Homework Assignment for Next Time

Draft 3 inquiry-based research questions for workshop on F. Revising Research Questions

F | Workshopping research questions.

Homework Assignment for Next Time

- Draft Proposal for Project 2.

Week 7. Oct 7 – Oct 10

M | Workshopping Project 2 Proposals.

W | Finding Secondary Sources, research in the databases.

F | All About Annotated Bibliographies

Week 8. Oct 14 – Oct 17

M | Library Research Day

W | Proposal Due; Workshop Annotated Bibliographies

F | Workshop Project 2 proposals

Week 9. Oct 21 – Oct 24

M | Research Day, Post your findings on Blackboard. Is it going well? Or are you hitting walls?

W | Let's talk about where we are and what might be troubling us, what's going well. How are you finding the world of research?

Homework Assignment for Next Time

Article TBA, Q&R 8

F | Discuss (Article), Q&R 8 due

Week 10. Oct 28 – Oct 31

M | Project 3 Introduced

W | Whole-Class Workshops/ One on one conferences with me.

F | Whole-Class Workshops/ One on one conferences with me.

Week 11. Nov 4 – Nov 7

M | Whole-Class Workshops

W | Project 2 Due

F | Project 3 Workshops

Week 12. Nov 11 – Nov 14

M-F | Project 3 presentations all week

Week 13. Nov 18 – Nov 21

M | Project 3 Due; Project 4 Introduced

W | Wiggle Room Day! We'll have stuff to discuss, I just don't know what yet.

F | Project 4 Workshop

Week 14. Nov 24 – Nov 28

M | Project 4 Workshop

W | Thanksgiving Holiday

F | Recover from food coma, avoid Black Friday, or glory in it, your choice.

Week 15. Dec 1 – Dec 3

M | Portfolio Workshop

W | Last Day of Classes, Project 4 Due

DECEMBER 8TH: Portfolios due by 5pm in the English office. Make sure they are stamped as received!