

Composition I
1301: DE1
TTh 8:00-9:15
FH 203

Instructor: Julie Vega

Office and Phone: FH 212; 837-8771

Office hours: MW 9:00-10:00 & 11:00-12:00; T 11:00-12:00 or by appointment

Email: jvega@sulross.edu

Required Text:

Cooley, Thomas, ed. *The Norton Sampler: Short Essays for Composition*. 8th edition. New York: Norton, 2013.

Materials: Textbook, paper/spiral, pen/pencil

****Always come to class prepared. If you walk into class empty handed, you will be asked to leave and it will be counted as an absence.****

Course Description:

Composition I is a course designed to develop the students' writing skills and reading comprehension. Students will focus on a variety of different types of essays. In this course, students will develop their writing and reading skills through daily exposure to writing and reading exercises. Topics included in this course are: elements of the essay, language of the essay, and different types of essays (illustration, narration, description, process analysis, definition, comparison and contrast, cause and effect, and argument). Areas which will be emphasized for essay writing are: appropriateness, unity and focus, development, and organization.

Learning Outcomes:

After completing this course, the students should be able to demonstrate competency in: Successfully define and recognize the various types of essays.

- Demonstrate an understanding of the concepts of a well written essay.
- Develop a specific topic by giving the appropriate amount of specific and in-depth supporting details.
- Ability to present ideas clearly and with logical sequencing.
- Understand the importance of audience, purpose, and occasion.
- Identify and use the appropriate language and style for each writing assignment.
- Provide unity and focus by writing clear and precise thesis statements and topic sentences.
- Maintain a central idea throughout the entire essay as well as throughout the individual paragraphs.
- Select a point of view that is appropriate to the topic, and by maintaining this point of view throughout the essay.

ADA (Americans with Disabilities Act): Disabilities Accommodation—It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, please contact the Counseling and Accessibility Services; Ferguson Hall 112, 837-8203.

Attendance Policy:

Class attendance is mandatory and crucial to succeed in this course. You will be allowed 6 absences before you will be dropped from the class. If you are dropped from the course, you will receive a grade of “F.”

Extra Credit:

There will be opportunities to receive extra credit throughout the semester that will be announced at a later date.

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.

Regulations for Academic Honesty:

Each student must abide by rules and regulations published by the University. Following are the rules and regulations/policies for violation of academic honesty as stated in the *Student Handbook: Student Conduct and Discipline, Academic Honesty page 80*.

ACADEMIC HONESTY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

“Cheating” includes:

1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm. This section does

not apply to the typing of a rough and/or final version of an assignment by a professional typist.

8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.

9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

Any violations in this course will be grounds for automatic "0" on the assignment with no possibility for makeup work. If the violation occurs a second time, student will be referred to the chair of the department for further review and action.

Course Requirements:

This class is geared around helping you become better writers. You will have several reading and writing assignments each day. Not all of it will be difficult, but you will be expected to do the best you possibly can. I am not expecting perfection. What I do expect is for you to work hard at becoming a better writer. I expect you to work on your weaknesses as a writer and build on your strengths. All assignments **MUST** be turned in during class on the day they are due. **I WILL NOT accept any late assignments under any circumstances. NO EXCEPTIONS!!!** You know when you are going to be absent because of a school related activity, so you must turn in any and all assignments, take quizzes, or take tests **BEFORE** you are to be out. **There are no make-up quizzes or exams given in this course!! NO EXCEPTIONS!!!!!!!!!!**

- Quizzes will be administered on a regular basis over assigned readings and other materials discussed in class. **If I call on you during class to answer a question about what should have been read and you have not read, that will count as an automatic zero for a quiz grade for that day.** There will be **no make-up quizzes**. If you miss a quiz you will receive a zero for that quiz grade.

- Your spiral will be used for your journals (MUST be 8.5" x 11"). You will be given a journal entry each class day. You will have 10-15 minutes to write during class time. I expect you to use this time wisely. I will grade you on the number of entries you have compared to the number of entries that were assigned. I will pick up the journal randomly throughout the semester. If you do not have your journal in class that day, you will not be permitted to turn it in later that day or any other day. Hint: If you come to class each day and write for the allotted time given, you should easily get an A for your journal score. If you miss class, you should either get the journal entry from another student or write on a subject that interests you.
- You will be required to write 4 essays during the course of this session. Each essay must be at least 3 pages typed (use Times New Roman and 12 point font). *Each essay **MUST** be **checked** and **signed or initialed** by a tutor in the Writing Center or teacher at the respective sites. The rough draft needs to be turned in with the final copy. I **WILL NOT** accept an essay that has not been checked. I **DO NOT** accept late essays.
- There will be two exams: mid-term and final. Each exam will consist of a multiple choice, short answer, and matching over the short stories, and lectures. There will be **NO make-up exams or early exams.**

Your final grade for the class will be calculated as follows:

For paired English 1301 and English 0310:

Essays	40%
Journal	10%
Quizzes	10%
Mid-term/Final	20%
IRW Average	20%

For stand-alone English 1301:

Essays	45%
Journal	15%
Quizzes	15%
Mid-term/Final	25%

Tentative Schedule
Composition I
1301: DE1
TTh 8:00-9:15
FH 203

January

- 20 Introductions; Requirements
22 Pre-Assessment
27 Elements of Essay: Thesis, Purpose, Audience, Unity, Organization, Beginnings and Endings, Paragraphs, Transitions, Effective Sentences, Diction and Tone, Figurative Language
29 Elements of Fiction; **Chapter 1: Reading as a Writer**~ “From *Holy the Firm*,” “How I Wrote the Moth Essay---and Why”

February

- 3 **Chapter 4: Description**~ “Storm Country,” “Joyas Voladoras,” “A View from the Bridge”
5 “The Miss Dennis School of Writing,” “No Wonder They Call Me a Bitch,” “Once More to the Lake”
10 **Chapter 5: Narrative**~ “But Two Negatives Equal a Positive,” “In Case You Ever Want to Go Home Again,” “The Ashen Guy”
12 “Turning Japanese,” “Orange Crush,” “The Back of the Bus,” “The Sanctuary of School”
17 **Chapter 6: Example**~ “All Seven Deadly Sins Committed at Church Bake Sale,” “Homeward Bound,” “Metal Memorials”
19 “English is a Crazy Language,” “Happy Meals and Old Spice Guy”
Essay #1 Due: Descriptive
24 **Chapter 7: Classification**~ “The Color of Success,” “Mother Tongue,” “The Dollar-Store Economy”
26 “Stop Coddling the Super-Rich,” “Harmony and the Dream,” “The Toxic Truth about Sugar”

March

- 3 In class writing
5 Review
10 **Midterm Exam**
12 Exam discussion; *Essay #2 Due: Narrative*
16-20 **Spring Break!!! Have fun and be safe!!!**
24 **Chapter 8: Process Analysis**~ “Chasing Loons,” “How Boys Become Men,” “So, You Want to be a Writer? Here’s How.”
26 “Some Stepping-Stones to Writing a Poem,” “How to Get Out of a Locked Trunk,” “The Pizza Plot”
31 **Chapter 9: Comparison and Contrast**~ “Football vs. Asian Studies,” “Watching Oprah Behind the Veil,” “Chapels”

April

- 2 “Like Mexicans,” “Gender in the Classroom,” “The Meaning of Life”
Essay #3 Due: Process Analysis
- 7 **Chapter 10: Definition**~~ “City of Big Shoulders,” “Guys vs. Men,” “Se Habla Espanol”
- 9 “If You Are What You Eat, Then What Am I?,” “The Extraordinary Characteristics of Dyslexia,” “Blue-Collar Brilliance”
- 14 **Chapter 11: Cause and Effect**~~ “Family History,” “King, Kennedy, and the Power of Words,” “Climbing the Golden Arches”
- 16 “A Giant Step,” “Why and When We Speak Spanish in Public,” “Long Beautiful Hair”
- 21 In class writing
- 23 **Chapter 12: Argument**~~ “Two Years are Better Than Four,” “The Island of Plenty,” “Should Batman Kill the Joker?,” “Empathy”
- 28 **Mind and Mass Media: Is Google Making Us Stupid?**~~ “Mind Over Mass Media,” “Hal and Me,” “Our Semi-Literate Youth? Not So Fast”
- 30 **Moneyball: Are College Sports Worth the Price?**~~ “Let Stars Get Paid,” “College Athletes Should Not Be Paid,” “How Big-Time Sports Ate College Life;” *Essay #4 Due: Comparison and Contrast*

May

- 5 **Review for Final Exam**