

English 1301-009
Composition I – Sul Ross State University
Cathy Lopez, Instructor

Office Number MAB 103A
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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.

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.
3. Be able to not only write effectively, but recognize how and when revision is called for.
4. Write in an academically appropriate tone.
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 USB drive or a cloud storage account (Google Drive and Dropbox) 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 them, print them, read them, and bring them to class.
- 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> or computer labs on campus have it if you don't have a computer of your own.

Readings

As there is no textbook, all of the readings for this class will be available via Blackboard.

Grades

Q&Rs (25%) | "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.

Process Pieces (25%) | There is more to writing than turning in a completed essay. You'll be graded on the pieces that go into your writing. This includes, but isn't limited to, brainstorming, proposals, annotated bibliographies, primary research, and early drafts. These may not all be things you are familiar with, so we'll be working intensely on them in class. You'll get plenty of warning before something that is to be graded will be turned in.

Essays (Two at 25% each) | You will write two major essays in this class. One will be written during the first half of the semester, the other will be written during the second half. All of your process pieces will be in service of writing your essays. This writing process will be as painless as I can make it. These two quarters of your grade will be based on the final, revised drafts.

Extra Credit

Will be hard to come by, and involve more work than would go into our regular class work when you consider the work to points earned ratio. You would do better to put your full effort into our assigned work, rather than hoping for extra credit opportunities.

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. If you are seriously sick, please do not come in. This is not elementary school, there are no pizza parties for perfect attendance.

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 Swartz, 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. A revision will be allowed along with a one page statement on plagiarism. Further instances will be reported according to the guidelines in the Student Handbook.

Week 1 August 24-28

T| Introductions, Discussion of the Syllabus. If we have time, how to make Word work for you.

Homework

- 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?
- Richardson's "Writing is Not Just a Basic Skill."
- **Due Tuesday:** 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.

R| Discussion of Murray, and What are your expectations for this class?

Week 2 August 31- September 4

T | Discuss Bartholomae "Writing with Teachers: A Conversation with Peter Elbow", **QR 1 Due**

R | Discuss "Why Academics Suck at Writing" by Stephen Pinker

Week 3 September 7-11

M | No Class for Labor Day

T | Discuss Haas and Flower "Rhetorical Reading Strategies and the Construction of Meaning"

R| Discuss Ray and Burton "Response to Christina Haas and Linda Flower..." **QR2 is due**

Week 4 September 14-18

T | Discuss Levinowitz "How 'Diet Gurus' Hook Us with Religion Veiled in Science"

R | Discuss Suzanne Rumsey "Heritage Literacy: Adoption, Adaption, and Alienation of Multimodal Literacy Tools" **QR 3 due**

Week 5 September 21-25

T | Introduce Essay One. Discuss "From Topics to Questions"

R| One on One Conferences. **Bring your Essay One ideas.**

Week 6 September 28- October 2

T | Discuss Anne Lamott "Shitty First Drafts." **Continue One on One Conferences.**

R| Discuss Margaret Kantz "Helping Students Use Textual Sources Persuasively" **QR 4 Due**

Week 7 October 5-9

T | **Essay One Due.** Library Day

R | Discuss Murray "Teach the Motivating Force of Revision"
Discuss Neubert and McNelis "Peer Response: Teaching Specific Revision Suggestions"
QR 5 Due

Week 8 October 12-16

T | Discuss Nancy Sommers "Revision Strategies of Student Writers and Experienced Adult Writers" **QR 6 Due**

R | Discuss Alice Gillam's "Research in the Classroom: Learning through Response"

Week 9 October 19-23 (Midterm)

T | Discuss "Performance breakdown effects dissociate from error detection effects in typing"

R | Discuss "What's Up With That: Why it's so Hard to Catch Your Own Typos"
Essay One Revision Due

Week 10 October 26-30

T | Discuss "Shaka When the Walls Fell" **QR 7 Due**

R| Introduce Essay Two

Week 11 November 2-6

T | **Essay Two Proposals Due.** Class Workshop.

R| Discuss "That Way We're All Talking Now." **QR 8 Due.**

Week 12 November 9-13 (The 13th is the last day to withdraw with a W.)

T | Discuss "The Art and Science of Finding Your Voice," "Becoming a Stylish Writer," and "10 Tips on How to Write Less Badly."

R | Discuss "Inoculating Against Jargonitis." **QR 9 Due.**

Week 13 November 16-20

T | Discuss Gawne and Vaughan "I Can Haz Language Play: The construction of language and identity in LOLspeak"

R| Discuss Mary Bucholtz "The Whiteness of Nerds: Superstandard English and Racial Markedness" **QR 10 Due.**

Week 14 November 23-27 (Thanksgiving Break begins Wednesday.)

T | **Essay Two Due.** Discuss Writing Assessment revisions.

W | Prepare for Turkey Day (No Class)

F| Black Friday. Rejoice or lament as you will. (No Class)

Week 15 November 30 - December 2

T | Discuss the Reflective Note. **Writing Assessment Revision/Rewrite Due.**

Essay Two revisions and your Reflective Note are due by 5 pm on the day of the final for our class meeting time.