



ENG 1301 – Composition I (12218/004)

FALL 2020

Course Syllabus

Instructor:	Dr. Kathy Stein
Office Hours:	Tuesdays 11:00-12:45; Thursdays 11:00-12:45; by appointment; by Zoom
Office Location:	Ferguson Hall 214B (or by Zoom if needed)
Telephone:	432-837-8770
Email Address:	kstein@sulross.edu
Classroom Location:	Lawrence Hall 300
Required Texts:	Open Educational Resources: Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html MLA Style Center: https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009 Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage: https://www.esd.whs.mil/CMD/MFWM/

Section I: Introduction

Catalog Description

An intensive study of writing techniques useful to the advanced writer. Areas of concentration include grammar, rhetorical strategies, and style.

Welcome to ENG 1301! Writing will be an important part of your collegiate life. I'm excited that we will be working together this semester to strengthen your written communication skills.

Section II: Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This English course is designed to enhance your communication skills.

Section III: Course Objectives

This course offers you the opportunity to read and analyze a variety of both topical and critical articles that will serve as a model for the types of writing that you will practice this semester. We will use a variety of rhetorical styles, and we will also work on your editing skills by improving your grammar. We will also help you better your peer revision skills by collaborating during review sessions as we read each other's work.

Section IV: Student Learning Outcomes (SLOs)

Writing students will demonstrate the ability to do the following:

- SLO 1: Construct essays that demonstrate unity, organization, coherence, and development
- SLO 2: Study rhetorical theory and then apply the theory to analyze the form of popular and academic writing.
- SLO 3: Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
- SLO 4: Demonstrate creativity or originality of thought in written and multimedia projects
- SLO 5 Study grammar in relation to the art of writing in order to improve both as a writer and editor.

Section V: Marketable Skills

- 1) Students will communicate effectively in writing and speaking.
- 2) Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- 3) Students will recognize how social and cultural contexts shape meaning and language.

Section VI: Course Requirements and Grading

Assignment	Points Possible	Actual Grade	Grading Scale
Diagnostic Essay	100	_____	Entire Course A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = < 599
Memoir Paper	200	_____	
Reflection Paper	200	_____	
Literacy Narrative Paper	200	_____	
Journals	200	_____	
Final Exam	100	_____	
Total Points	1000	_____	

Section VII: Policies

COVID 19

Safety Pledge - One University/One Community

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus. Failure to do so will be treated as a class

disruption, per the Student Handbook, and will result in immediate dismissal from class.

- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential health issues.
- I agree to follow the guidelines set forth in this document or as describe by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

If you test positive, have had contact with someone known to be positive, believe that you may have contracted the virus, or if you have been recently tested for COVID-19, **YOU MUST SELF-QUARANTINE AND STAY HOME**. The self-quarantine period is 14 days.

In addition, if you are not feeling well, play it safe and stay home. You can submit your work via BlackBoard (if required) or by email.

Should at any point during the semester, the university move to online teaching only, our entire class have to be quarantined, or if I have to go into quarantine, then I will be in touch with you via your Sul Ross email address and we will continue our classes online.

Attendance

Attend class! Successful students commit to attending class regularly. Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a better writer. You have to be committed.

Satisfactory attendance does not consist of your mere physical presence in class. You need to attend class, be on time, stay until class is dismissed, complete your homework, finish writing assignments on time, and be ready to engage intellectually with the material, with me, and with your classmates.

Everything else constitutes unsatisfactory attendance and includes, but is not limited to, absences, tardiness, leaving class early, coming to class unprepared to participate (without materials and/or assignments), sleeping, and/or using your cell phone (turn off before class begins), etc.

I have no desire to fight you over your cell phones, but think about it. If you don't want to be in class and if you'd rather be on your phone, then leave class and be on the phone. Don't interrupt class with your inattention.

No absences will be "excused" (uncounted) unless they result from your carrying out official, verifiable university business recognized by SRSU. Excused absences will only matter for daily work, and only if you inform me before you miss a class that you have an absence upcoming. Because you have so much time to work on major papers/packets, the due dates for them are still in effect even if you have an excused absence or accommodation.

You have paid to attend this class. It is up to you to choose to attend this class. It is difficult to do well in a class that you do not attend. The decision is yours. Should you decide to drop this class, you must do so before 4:00 p.m. on November 13. Remember that the State of Texas only allows you six withdrawals.

Should you have to miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is not an excuse for missing a due date or misunderstanding an assignment. Your classmates are always your first resource. You should feel free to contact me should you need more clarification.

Classroom Demeanor

I want you to feel free to speak your mind in this class. However, we will share our ideas in a respectful manner. We don't have to agree with each other, but we do have to support each other's right to have a differing point of view.

Online Learning

Distance learning students are expected to dress appropriately for class. Also, please limit the visual/audio disruptors that may be in the background. It is a good idea to mute yourself except for when you need to share something or ask a question.

Please review this site: <https://help.blackboard.com/Collaborate/Ultra/Participant>

Academic Integrity

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

If you have any questions about this, please ask!

Grading

Anytime you submit an assignment electronically, you will name the file using the following protocol: Last Name and Assignment Descriptor (Ex. Doe Narrative Paper).

I will attempt to return graded within one week. If circumstances require me to take a little longer, I will let the class know.

Grades are a double-edged sword. Grading is meant to show you how you can make your writing/communication skills stronger. Please take all comments (whether mine or peers) in the spirit of helping you become a better communicator.

Late Work

Submitting work late is a horrible habit that will not help you as a student and will only act as a disservice when you move into a professional role after graduation.

Do all assignments and turn them in when requested. Even if you cannot be in class when the assignment is due, the assignment itself is still due. If you know that you will be missing class when an assignment is due, you can submit the final document and scanned packet via e-mail before class begins or you can turn in the final document and packet to my office before class begins.

I do not accept late work. Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely fashion or did not submit all parts of the assignment.

Format

You will use MLA format. All submitted drafts must be word processed. Computers and printers are available to you in the library, the ACR, Red Paw Den, and in the Library. All work

completed in class must be legible. To receive the maximum number of points, you must follow directions.

Note: Don't trust the classroom printer to be working when you need it to work. The classroom printer not working is not a valid reason for not turning in a paper on time.

Talk to Me

If you have questions or concerns, talk to me. I can't help if I don't know what the problem is.

Section VIII: University Programs and Services

Americans with Disabilities Act (ADA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities.

It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

E-Mail, BlackBoard, and Office 365

You will want to check your Sul Ross e-mail regularly. It is an easy way for me to stay in contact with you and for you to stay in contact with me. I will use BlackBoard to send messages to your class, provide you access to class assignments, and post your major paper grades. We will use BlackBoard in class. You need to be able to access both your SRSU e-mail, BlackBoard, and Office 365 accounts. If you need log-in help, please call 432-837-8888. Check your access early in the semester. I would recommend that you save your work on Office 365. This way you can access your work from any computer that has Internet access.

You will submit your assignments to BlackBoard using a Word file. Do not use OneNote.

Writing Help:

You must submit each paper (rough draft) to Smarthinking. You will forward your Smarthinking response to me. I will not grade your papers without the Smarthinking notes on your rough draft.

The Smarthinking link is found on your home page of BlackBoard in the left column. Be sure to allow 48 hours turnaround time for Smarthinking to get your results back to you. At a minimum, ask Smarthinking to look at your grammar.

SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

COVID 19 Protocols: As part of SRSU's phased reopening, the Library and Archives of the Big Bend will welcome current students, staff, faculty, and community borrowers to make appointments to access the building, and will continue to promote curbside delivery of physical resources.

Use the [Library Services and Resources Continuity Guide](#) to learn more about the phased reopening, including how to make appointments and what the Library is doing to promote safety and #stopthespread.

SRSU Distance Education Statement (should we have to go online)

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ETS Proficiency Exam

On November 30, students will receive an email to take the ETS Proficiency Exam. This is a Core Curriculum requirement, and should take no longer than one hour to complete. The exam will measure proficiency in reading, writing, and critical thinking. There will be a random drawing among those students who complete the exam for an Amazon Gift Card. Also, students who earn high scores will receive a certificate of recognition.

Educator Standards

For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.



Dr. Stein
CRN: 12218/004
LH 300

ENG 1301
Fall 2020
TR 8:00-9:15

Course Calendar

Note: Always bring your current writing assignment to class on a flash drive (or Office 365).

Key:

HW: Homework, it is due at the next class meeting

Due: I have bolded all of the major assignments' due dates. Daily grades are not necessarily noted in the syllabus and, therefore, are not bolded.

Italics: Items that are italicized are for your general information as a SRSU student.

- Aug. 25 (T) Discuss: Course Syllabus and Course Calendar.
HW: Read "The Five Elements of Successful Teamwork."
”
- Aug. 27 (R) MLA Format; **In-Class Essay**.
Late Registration Ends
- Sept. 1 (T) Discuss: Introductions to Each Other.
HW: Read *Back to the Lake* (IE/2nd ed): Ch. 2, "The Writing Process."
- Sept. 3 (R) Discuss: The Writing Process;
Grammar: "Parts of Speech."
HW: Read *The Norton Field Guide to Writing* (2nd ed.): Ch. 15, "Memoirs."
- Sept. 7 (M) Labor Day Holiday.*
- Sept. 8 (T) Discuss: Writing a Memoir.
Grammar: "Learn to Use Quotation Marks."
Assign: Journals.
Assign Memoir Essay.
HW: Read and Journal *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 849, "Us and Them."
- Sept. 9 (W) Note: Census Day; after this date, any drop will count as one of your six allowed drops.*

- Sept. 10 (R) Discuss: *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 849, “Us and Them.”
Grammar: Sentence Structure.
HW: Read and Journal *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 857, “My Father Was a Writer.”
- Sept. 15 (T) Discuss: *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 857, “My Father Was a Writer.”
Grammar: “Learn to Use Phrases and Clauses.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 866, “#11187-424.”
- Sept. 17 (R) Discuss: *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 866, “#11187-424.”
Grammar: “Learn Three Uses for the Semicolon.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 876, “The Myth of the Latin Woman.”
- Sept. 22 (T) **DUE: Submit Rough Draft Memoir Paper to Smarthinking.**
Peer Review: Bring a copy of your Memoir Paper to class.
HW: Read and Journal *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 876, “The Myth of the Latin Woman.”
- Sept. 24 (R) Discuss: *The Norton Field Guide to Writing with Readings and Handbook* (4th ed): p. 876, “The Myth of the Latin Woman.”
Grammar: “Use Commas to Separate Items in a Series.”
- Sept. 29 (T) **DUE: Memoir Paper (Submit in BlackBoard before 8:00 a.m.).**
HW: Read *The Norton Field Guide to Writing* (3rd): Ch. 18, “Reflections.”
Grammar: “Use Commas Around Nonrestrictive Modifiers and Sentence Interrupters.”
- Oct. 1 (R) Discuss: Reflection Writing.
HW: Read and Journal *The Norton Field Guide to Writing with Readings* (5th ed): p. 970, “Guys vs. Men.”
Grammar: “Use Commas for Special Purposes.”
- Oct. 6 (T) Discuss: *The Norton Field Guide to Writing with Readings* (5th ed): p. 970, “Guys vs. Men.”
Assign: Reflection Essay.
Grammar: “Learn When Not to Use a Comma.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings* (5th ed): p. 977, “If You Are What You Eat, Then What Am I?”

Oct. 8 (R) Discuss: *The Norton Field Guide to Writing with Readings* (5th ed): p. 977, “If You Are What You Eat, Then What Am I?”
Grammar: “Avoid Dangling Modifiers.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings* (5th ed): p. 983, “When Picture-Day Combs Don’t Actually Comb.”

Oct. 13 (T) Discuss: *The Norton Field Guide to Writing with Readings* (5th ed): p. 983, “When Picture-Day Combs Don’t Actually Comb.”
Grammar: “Maintain Parallelism.”

Oct. 15 (R) **DUE: Submit Rough Draft of Reflection Paper to Smarthinking.**
Peer Review: Bring a copy of your Reflection Paper to class.
HW: Read and Journal *The Norton Field Guide to Writing with Readings* (5th ed): p. 987, “American Stories Are Refugee Stories.”

Wk of Oct. 19 Mid-Terms

Oct. 20 (T) Discuss: *The Norton Field Guide to Writing with Readings* (5th ed): p. 987, “American Stories Are Refugee Stories.”
Grammar: “Learn the Active and Passive Voices.”

Oct. 22 (R) **DUE: Reflection Paper (Submit in BlackBoard before 8:00 a.m.).**
Grammar: “Use the Correct Pronoun Case.”
HW: Read *The Norton Field Guide to Writing with Readings* (4th ed): Ch. 10, “Writing a Literacy Narrative.”

Oct. 27 (T) Discuss: Literacy Narrative Writing.
Grammar: “Avoid Verb Tense and Voice Shifts.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings* (5th ed): p. 688, “Sometimes the ‘Tough Teen’ Is Quietly Writing Stories.”

Oct. 29 (R) Assign: Literacy Narrative Essay.
Discuss: *The Norton Field Guide to Writing with Readings and Handbook* (5th ed): p. 688, “Sometimes the ‘Tough Teen’ Is Quietly Writing Stories.”
Grammar: “Learn to Identify Adjectives.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings* (5th ed): p. 693, “Se Habla Español.”

Nov. 3 (T) Discuss: Read *The Norton Field Guide to Writing with Readings* (5th ed): p. 693, “Se Habla Español.”
Grammar: “Learn to Use Adverbs.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings and Handbook* (5th ed): p.697, “Mother Tongue.”

- Nov. 5 (R) Discuss: *The Norton Field Guide to Writing with Readings* (5th ed): p.697, “Mother Tongue.”
Grammar: “Learn to Use Adjectives and Adverbs with Sense Verbs.”
HW: Read and Journal *The Norton Field Guide to Writing with Readings* (5th ed): p.704, “Formation of a Caribbean Illustrator.”
- Nov. 10 (T) Discuss: *The Norton Field Guide to Writing with Readings* (5th ed): p. 704, “Formation of a Caribbean Illustrator.”
Grammar: “Avoid Sexist Language.”
- Nov. 12 (R) **DUE: Submit Rough Draft Literacy Narrative Paper to Smarthinking.**
Peer Review: Literacy Narrative Paper (Bring a copy of your paper to class.)
- Nov. 13 (F) *Note: Last day for students to drop a class with a grade of “W” (by 4:00 p.m.).*
- Nov. 17 (T) Rhetorical Appeals.
- Nov. 19 (R) **DUE: Literacy Narrative Paper (Submit in BlackBoard before 8:00 a.m).**
- Nov. 24 (T) This will be a Zoom class for everyone.
Grammar Review: “Post-Test.”
- Nov. 26 (R) *Thanksgiving Holiday.*
- Dec. 1 (T) This will be a Zoom class for everyone.
Final Exam Review.
- Dec. 3 (R) *Dead Day.*
- Dec. 9 (W) This will be a Zoom class for everyone.
Final Exam: 8:00-10:00 a.m.

This calendar is tentative and may be changed to best meet the needs of your class.