

English 1301.004

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

Theron Francis, PhD

Writing with *The New Yorker*



Location: MAB 200

Time: Tuesday/Thursday: 9:30-10:45

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Office: Morelock 112c

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Office Hours:

M through F, 11 am to 2 pm

Required Text

New Yorker issues distributed free

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 (SLO 1, 7). 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 (SLO 1). Students in the class explore a range of modes—such as narration, analysis, and description—as strategies for writing in a variety of genres (SLO 6). The course provides the structure to practice the process of writing from inventing topics, to researching, conferencing, editing, and publishing (SLO 2). Grammar and punctuation are covered in order to improve student skills in editing (SLO 5). As students develop a more reflective awareness of grammar and rhetoric, they are better able to think critically as they write (SLO 7). This course should help students more fully participate in both academic and public

discourses (SLO 1). Student writing will be evaluated on the criteria of structure, style, mechanics and critical thinking (SLO 3,4,5,7).

Student Learning Outcomes (SLOs)

Students will be able to

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

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.

Projects and Grade Outline

Projects	Due Date	%	Points
I. Essay 1: Review		25	250 total
a. Rhetorical Analysis of <i>New Yorker</i> review	9.9	10	100
b. Statement of Purpose on Discussion Board	9.14	2.5	25
c. Reflective Post evaluating you own review	9.28	2.5	25
d. Your Review, 4 pages	9.23	10	100
II. Essay 2: Non Fiction, 4 pages		25	250 total
a. Rhetorical Analysis of journalism in <i>New Yorker</i>	10.7	10	100
b. Statement of Purpose on Discussion Board	10.12	2.5	25
c. Reflective Post evaluating you own non-fiction	10.28	2.5	25
d. Your non-fiction piece, 4 pages	11.2	10	100
III. Essay 3: Creative Writing, 4 pages		25	250 total
a. Rhetorical Analysis of creative writing in <i>New Yorker</i>	11.11	10	100
b. Statement of Purpose on Discussion Board	11.16	2.5	25
c. Reflective Post evaluating you own creative writing, a poem or short story	11.30	2.5	25
d. Your creative writing	11.30	10	100
IV. Portfolio and Cover Letter with Glossary of Rhetorical Terms	Date of Final 12.6	10	100
V. Final Exam	12.6 8 am	5	50
VI. Class Participation		10	100
		100%	1000 points

Projects

1. Review

- a. A Rhetorical Analysis of a review in the *New Yorker*.
The *New Yorker* review can be on a movie, art exhibit, book, or music performance/recording. Your analysis must be 2 pages in length. It should cover the content, style, structure, and cultural context of the piece. The purpose of your analysis is to provide yourself with a template for writing your own review.
- b. Statement of Purpose for your own review
Write a three paragraph, one page plan for writing your own review. Post it on the Blackboard discussion board. You should cover something you attend and observe. A statement of purpose covers anticipated findings, how you will research your subject, and why you are writing on the subject (a rationale).
- c. Reflective Post
Write a three paragraph, one page evaluation of your own review.
- d. Your review.
Write a four page review of a book, concert, or exhibit that you attended.

2. Non-Fiction

- a. A Rhetorical Analysis of a piece of non-fiction in the *New Yorker*.
The *New Yorker* non-fiction can be a piece of current events reporting, history, or an explanation of how something works. Your analysis must be 2 pages in length. It should cover the content, style, structure, and cultural context of the piece. The purpose of your analysis is to provide yourself with a template for writing your own piece of non-fiction.
- b. Statement of Purpose for your own non fiction
Write a three paragraph, one page plan for writing your own review. Post it on the Blackboard discussion board. You should cover something that is important to you and your community. A statement of purpose covers anticipated findings, how you will research your subject, and why you are writing on the subject (a rationale).
- c. Reflective Post
Write a three paragraph, one page evaluation of your own non-fiction. Post it on the Blackboard discussion board.
- d. Your Non Fiction.
Write a four page piece of non-fiction. It can be reporting on a current event, history, or an explanation of a problem or a solution.

3. Creative Writing

- a. A Rhetorical Analysis of a piece of creative writing in the *New Yorker*.
The *New Yorker* creative writing can be poetry or a short story. Your analysis must be 2 pages in length. It should cover the content, style, structure, and cultural context of the piece. The purpose of your analysis is to provide yourself with a template for writing your own piece of creative writing.
- b. Statement of Purpose for your own creative work
Write a three paragraph, one page plan for writing your own poem or short story. Post it on the Blackboard discussion board. Aim for depth in creative writing. A statement of purpose covers your goals, research, and why you are writing on the subject in this form (a rationale).
- c. Reflective Post
Write a three paragraph, one page evaluation of your own creative writing. Post it on the Blackboard discussion board.
- d. Your Non Fiction.

Write a four page piece of creative writing, if it's a short story and at least a full page, if it's a poem.

IV. Portfolio and Cover Letter

Submit a portfolio comprising the three works of your own writing with a cover letter explaining the growth of your writing skills in the class. Also add a glossary of rhetorical and grammatical terms, which we have covered in class.

V. Final

The final exam is the same as the beginning of class assessment. It assesses your ability to write clearly about a reading.

VI Extra Credit

I will raise your grade one full grade (10%) if you do additional work in order for your writing to reach an authentic audience.

- a. Have your non-fiction or review accepted by the Sul Ross student newspaper, *The Skyline*, for publication.
- b. Have your creative writing accepted at *The Sage* for publication.
- c. Prepare a PowerPoint on your non-fiction writing for the Sul Ross Student Research Symposium, which takes place at the end of the spring semester.
- d. Performing a reading of creative writing at the Wildenthal Library or the Hotel Richey (if it's open again).

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 - ADA (Americans with Disabilities Act)

SRSU Disability Services. 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 or counseling must contact

Rebecca Greathouse Wren, LPC-S
Counseling and Accessibility Services in Ferguson Hall 112
8-12 am and 1-5 pm M thru F

Call 432 837-8203

Mailing address: P.O. Box C-122, Sul Ross State University
Alpine, Texas 79832

E-mail: rebecca.wren@sulross.edu

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 four (4) 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.

Tutoring & Learning Center at The Wildenthal Library

Writing tutors are available in the library's new Tutoring & Learning Center. An additional source for feedback and tutoring is Smart Thinking. Smart Thinking provides immediate access to tutors online and quick responses to written work. The link to Smart Thinking can be found on the course's Blackboard site.

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 correct, please ask before turning in the work.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Course Calendar

Dates	Activities	Project Due Dates	Resources and Notes
Week 1			
8.24 26	Introduce course Introduce Rhetorical Analysis of a Review Beginning of class assessment		Select a review to read from the NYer
Week 2			
8.31 9.2	Discuss readings Basic Grammar		
Week 3			
9.7 9	Events to review Peer review of Rhetorical Analysis	Rhetorical Analysis of NYer Review Due 9.9	
Week 4			
9.14 16	Pre-writing techniques Basic punctuation	Statement of Purpose for your Review Due 9.14	

Week 5			
9.21 23	Peer Review of review The paragraph and using quotes	Review Due 9.23	
Week 6			
9.28 30	Introduce Rhetorical Analysis of Non-Fiction writing authoritative voice	Reflective Post on Review 9.28	Select a non-fiction piece to read from the NYer
Week 7			
10.5 7	Discuss readings Peer Review of Rhetorical Analysis	Rhetorical Analysis of NYer Non-Fiction Due 10.7	
Week 8			
10.12 14	Citing sources and plagiarism	Statement of Purpose for your Non-Fiction Due 10.12	
Week 9			
10.19 21	Peer Review your non-fiction		11.12 Last Day to Drop with W
Week 10			
10.26 28	Style and word choice	Non-Fiction Writing Due 10.28	
Week 11			
11.2 4	Introduce Rhetorical Analysis of a creative writing	Reflective Post on your non-fiction Due 11.2	Select creative writing to read from the NYer
Week 12			
11.9 11	Discuss readings Peer Review of Rhetorical Analysis	Rhetorical Analysis of Creative Writing Due 11.11	11.9 Last day for instructor initiated drop for excessive absences.
Week 13			
11.16 18	Peer Review	Statement of Purpose Due 11.16	
Week 14			
11.23 25	Peer Feedback on your creative writing Thanksgiving: No class Thursday		
Week 15			
11.30	Last Day of Class Peer Review of your creative writing Prepare the portfolio.	Creative writing Due 11.30 and Reflective Post	Dead Day (a day for study) is 12.2 12.1 is the last day for all classes. Friday, 12.3 is the first day finals
Week 16			
12.6	Final Exam and Portfolio Due		Final Exams

8 am to 10 am			12.6-12.8
Week 17			
12.13	Grades due from instructor to registrar		