



**COURSE TITLE:** ENG 1301-Composition I

**CRNS/SECTIONS:** 11958/C04 and 11970/SSS

**CLASS DAYS & TIMES:** TR 11:00-12:15

**CLASSROOM:** FH 203

**INSTRUCTOR:** Dr. Stein

**INSTRUCTOR'S OFFICE:** FH 214B

**INSTRUCTOR'S PHONE:** 432-837-8770

**INSTRUCTOR'S E-MAIL:** [kstein@sulross.edu](mailto:kstein@sulross.edu)

**INSTRUCTOR'S OFFICE HOURS:** M: 1:00-2:00; TR: 9:00-9:30; TR 12:30-2:30 (unless I am engaged in university service elsewhere) OR by appointment

**TEXTBOOK:** Rosa, Alfred and Paul Eschholz. *Models for Writers: Short Essays for Composition*, 13th ed. New York: St. Martin's Press, 2018.

### **Open Educational Resources:**

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/747/01>

Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage: <https://www.esd.whs.mil/CMD/MFWM/>

### **Catalog Description**

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

### **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.

### **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.

### **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.

### **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.*

## Course Requirements and Grading

Assignment	Points Possible	Actual Grade
Diagnostic Essay	100	_____
Descriptive Paper	200	_____
Narrative Paper	200	_____
Process Analysis/ Compare & Contrast Paper	200	_____
Daily Grades	100	_____
Reader Response Journal	100	_____
Final Exam	100	_____
Total Points	1000	_____

### Grading Scale:

900-1000	= A
800-899	= B
700-799	= C
600-699	= D
599 or fewer	= F

## Course Policies

### 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.

### **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.

Even if you are representing the university, as essays are process-oriented assignments and you know today when each of them are due, you must still submit your essays in BlackBoard on the days listed in the course calendar.

The only assignments that I will accept late are the essays and that is only up to one week ten percent penalty will be assigned to essays submitted late. I do not accept any other 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. You will submit your final drafts of your essays via BlackBoard.

**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.

**University Programs and Services***Americans with Disabilities Act (ADA)*

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.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, 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 [mschwartz@sulross.edu](mailto:mschwartz@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, SUI 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](mailto: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/OneDrive**

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

I strongly recommend that you have a tutor look at your work before you turn in the final draft. In BlackBoard in your Organizations section, you can find the Writing Center. You can click into the Writing Center and make an appointment with a writing tutor.

Tutors are available in the Tutoring and Learning Center, Library first floor, free of charge, for face-to-face tutoring sessions.

## 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](http://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](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## Course Assignments:

**Diagnostic Essay:** This essay is part of the Core Curriculum Assessment process and gives me an idea of your writing skills at the beginning of the semester.

**Daily Grades/Quizzes:** These assignments are not listed in the syllabus. You must be in class to complete these assignments. There is no make-up for these missed assignments.

**Essays:** You will write three essays this semester. Each essay must be at least 3 pages typed (use Times New Roman and 12 point font). Essays should be word-processed in Microsoft Word.

**Reader Response Journal:** You will write a reader response journal for each essay that you are assigned to read. I will not grade you on your grammar, but I do want you to practice your best grammar skills. You will be graded on the following:

- 1) appropriately identifying the author
- 2) appropriately identifying the title of the essay
- 3) identifying the theme
- 4) identifying the point of view of the essay
- 5) listing at least three ideas from the essay that support that theme
- 6) sharing the page number where each supporting idea is found
- 7) writing in complete sentences.

Reader Responses are due in BlackBoard before class begins. Remember, I will not accept late Reader Responses.

**Final Exam:** This essay is part of the Core Curriculum Assessment process and will help me determine how your writing skills have developed over the course of the semester.



Composition I  
Course Calendar

Week 1:

August 23 (T) Introduction to the Course  
August 25 (R) Core Curriculum Diagnostic Assessment

Week 2:

August 30 (T) Introductions to Each Other  
September 1 (R) MLA Format: Assign Descriptive Essay; Thesis  
Read: "Lucy and Her Friends" and "Anxiety: Challenge by Another Name"

Week 3:

September 6 (T) Unity  
Read: "My Favorite Teacher," "The Most Important Day," "Against Meat"  
September 8 (R) Organization  
Read: "A View from the Bridge" and "Where Anonymity Breeds Contempt"

Week 4:

September 13 (T) Description  
Read: "The Corner Store," "The Unforgettable Miss Bessie," "My Lost Mother's Last Receipt," "The Art of Communal Bathing," and "My Rosetta"  
September 15 (R) Paragraphs and Transitions  
Read: "The Home Place" "How Chuck Taylor Taught America How to Play Basketball," "The Phantom Toll Collector," and "Teammates Forever Have a Special Connection"

Week 5:

September 20 (T) Effective Sentences  
"White Lies," "Salvation," and "We Should All Be Feminists"  
**Bring 3-page Descriptive Rough Draft to Class**  
September 22 (R) Beginnings and Endings  
"Shame," "The Case for Censoring Hate Speech," and "Can Music Bridge Cultures and Promote Peace?"

Week 6:

September 27 (T) **\*Descriptive Essay Due** (submit in BlackBoard by end of class)



- Narration  
 Read: “What’s In a Name?,” “Momma, the Dentist, and Me,” and  
 “Listening to My Father” October 1
- September 29 (R) Assign Narrative Essay  
 Diction and Tone  
 Read: “The Story of an Hour,” “Me Talk Pretty One Day,” and “Momma,  
 the Dentist, and Me”
- Week 7:  
 October 4 (T) Figurative Language  
 Read: “The Flight of the Eagles”  
 October 6 (R) Read: “The Barrio” and “Polaroids”
- Week 8:  
 October 11 (T) Writing: **Bring 3-page Narrative Rough Draft to Class**  
 October 13 (R) Writing: Narrative Essay Prep
- Week 9:  
 October 18 (T) **\*Narrative Essay Due** (submit in BlackBoard by end of class)  
 Illustration  
 “Becoming a Writer”  
 October 20 (R) “Be Specific” 15 “The Power of Conformity”
- Week 10:  
 October 25 (T) Assign: Process Analysis/Cause & Effect Essay  
 Read: “The Principles of Poor Writing”  
 Assign PB & J Group Work  
 October 27 (R) Execute PB & J Exercise 29 Process Analysis  
 Read: “Designate a Place for Each Thing” “Why Leaves Change Color in  
 the Fall”
- Week 11:  
 November 1 (T) Cause and Effect  
 Read: “Our Vanishing Night”  
 November 3 (R) Read: “Why We Crave Horror Movies” and “Black Men in Public Space”
- Week 12:  
 November 8 (T) Definition  
**Bring 3-page Process Analysis/Cause & Effect Rough Draft to Class**  
 “The Meanings of a Word”  
 November 10 (R) Read: “Who Gets to Be Hapa?” and “What Happiness Is”
- Week 13:  
 November 14 (M) Last day for student to drop a class with a “W” (by 4:00 pm)  
 November 15 (T) **\*Process Analysis/Cause & Effect Essay Due** (submit in BlackBoard by  
 end of class)

November 17 (R) Argument

Read: "In Praise of the F Word," "Tarring Opponents as Extremists Really Can Work," and "Shame is Worth a Try"

Week 14:

November 22 (T) Blackboard

November 23-27 Thanksgiving Break

Week 15:

November 29 (T) Review for Final Exam.

December 1 (R) Dead Day! No Classes.

Week 16:

December 7 (W) Final Exam: 10:15-12:15.

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