



English 13301: Composition I  
Academic Term: Spring 2023  
In Person: T/TR: 11:00 – 12:15. Ferguson Hall Room 211

<b>Instructor:</b> Mx. Levi Hernandez ( <i>They/Them</i> )	<b>Email:</b> Levi.Hernandez@sulross.edu
<b>Office:</b> Ferguson Hall, Office number 210	<b>Office Hours:</b> 1:30- 2:30 T/Tr 10:00 – 11:00 Fr
<b>Phone:</b> N/A	<b>Course Section:</b> CO2
<b>Mailbox:</b> TBD	<b>Course CRN:</b> 21294

### 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.

### REQUIRED TEXTS AND MATERIALS

- Rosa, Alfred and Paul Eschholz. *Models for Writers: Short Essays for Composition*, 13th ed. New York: St. Martins Press, 2018.
- One notebook/composition book/lined paper [at least one of these] to be used for this class only
- Pens / pencils, highlighters
- A binder or folder to keep all materials from this class in one place.

### Student Learning Outcomes:

Graduating students in English will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
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
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

**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.

## **ATTENDANCE POLICY**

Due to the emphasis on collaborative learning in this course, your presence is extremely important. I expect you to attend every class, physically and mentally. **Attending class does not only mean showing up—it also means that you have read the material, completed assignments, and are ready to participate.** If the reading has you flummoxed or the assignment is tricky, do your best and come with questions. You don't need to have all the answers, but you do need to be prepared to engage with the text and with others.

You must be on time for class. If you are more than five minutes late, I reserve the right to mark you as absent for the entire day. If you arrive to class late, please enter quietly. If you know you need to arrive late or leave early, inform me before class starts (ideally a day or two in advance).

If you are unable to attend class, **you** are responsible for acquiring the course materials and the information supplied in class. **Do not email me to ask what you missed. Reach out to your peers or come to my office hours.** Daily work—such as reading responses, in-class exercises, or quizzes—may not be made up, but you should still check in with a classmate to see what we covered in class.

Please take this opportunity to get the names and contact information of a few of your classmates.

Name: \_\_\_\_\_ Email/Phone number \_\_\_\_\_

Name: \_\_\_\_\_ Email/ Phone number \_\_\_\_\_

Name: \_\_\_\_\_ Email/ Phone number \_\_\_\_\_

Attendance does not guarantee or entitle you to an A-level grade, but it does increase your chances of reaching the academic goals you set for yourself. Remember: this class only meets three times per week—missing one day amounts to missing quite a lot.

### **ABSENCES**

I understand that some absences are unexpected and/or unavoidable. I will allow four absences—no questions asked. Use these allotted absences wisely. Students absent more than three days may receive a lower final grade. Students absent seven days will automatically fail the course. I expect you to keep track of your own absences.

### **COVID-19 Caveat:**

If you or someone in your household is sick, please get in touch with me ASAP. I realize Covid-19 may not seem like a big deal anymore, however, it is still making lots of people sick. I work on a safe not sorry policy, if you feel sick, stay home and shoot me an email.

## **CLASSROOM ETIQUETTE**

### **Class Discussion and Behavior**

Where behavior is concerned, treat the classroom like a professional setting or workplace. Remain calm, polite, and respectful as you interact with your classmates, your instructor, and their ideas. There will be disagreements over the course of the semester, and that is okay so long as each participant is given the courtesy, she, he or they deserve.

**I reserve the right to ask you to leave class if your behavior is repeatedly disrespectful in any way.**

If I ask you to leave class, you will be counted as absent.

Please be mindful that your behavior represents your character. According to a Josephson Institute lower school program, Character Counts, the six pillars of character are:

1. **Trustworthiness:** When others trust us, they give us greater leeway because they feel we don't need monitoring to assure that we'll meet our obligations. They believe in us and hold us in higher esteem. That's satisfying. At the same time, we must try to live up to the expectations of others and refrain from even small lies or self-serving behavior that can quickly destroy our relationships. Trustworthiness relies on other principles, such as integrity, honesty, and reliability. As your teacher, I will more often than not give you the benefit of the doubt but be mindful that you are responsible for showing up and completing the work I ask you to do.

2. **Respect:** People are not things, and everyone has a right to be treated with dignity. We certainly have no ethical duty to hold all people in high esteem, but we have a responsibility to be the best we can be in all situations, even when dealing with unpleasant people. Respect prohibits violence, humiliation, manipulation and exploitation. It reflects notions such as civility, courtesy, decency, dignity, autonomy, tolerance, and acceptance.
3. **Responsibility:** Being responsible means being in charge of our choices and, thus, our lives. It means being accountable for what we do and who we are. It also means recognizing that our actions matter and that we are morally on the hook for the consequences. Our capacity to reason and our freedom to choose makes us morally autonomous and, therefore, answerable for whether we honor or degrade the ethical principles that give life meaning and purpose. As an adult, you are responsible for pursuing excellence, setting goals, and asking for help.
4. **Fairness:** Fairness is a tricky concept, probably more subject to legitimate debate and interpretation than any other ethical value. Disagreeing parties tend to maintain that there is only one fair position (their own, naturally). But essentially fairness implies adherence to a balanced 4 standard of justice without relevance to one's own feelings or inclinations. Much of this class will focus on social issues, many of which you will bring to the table via your presentations and research projects. We are all allowed to express our thoughts and opinions on these subjects (yes, even me—I am a full person who is teaching you, another full person), but we should not let our personal opinions get in the way of reading someone else's work fairly. As your teacher, I promise to meet balanced rhetoric on any issue (barring clearly prejudiced material) with a fair mind.
5. **Caring:** Caring is the heart of ethics, and ethical decision-making. It is scarcely possible to be truly ethical and yet unconcerned with the welfare of others. That is because ethics is ultimately about good relations with other people. It is easier to love "humanity" than to love people. People who consider themselves ethical and yet lack a caring attitude toward individuals tend to treat others as instruments of their will. They rarely feel an obligation to be honest, loyal, fair or respectful except insofar as it is prudent for them to do so, a disposition which itself hints at duplicity and a lack of integrity. A person who really cares feels an emotional response to both the pain and pleasure of others. In recent years, rhetoric has become increasingly charged and polarized. If you are not invested in understanding others or helping them understand you, I invite you to take this class with another professor.
6. **Citizenship:** Citizenship includes civic virtues and duties that prescribe how we ought to behave as part of a community. The good citizen knows the laws and obeys them, yes, but that's not all. He or she volunteers and stays informed on the issues of the day, the better to execute her duties and privileges as a member of a self-governing democratic society. He or she does more than her "fair" share to make society work, now and for future generations. Such a commitment to the public sphere can have many expressions, such as conserving resources, recycling, using public transportation and cleaning up litter. The good citizen gives more than he or she takes. This applies to classroom participation. While you needn't say something every day, you must remember that you are part of this community. Playing with your phone, talking over others, falling asleep, or stewing with your arms crossed when you don't like how the discussion is going is not how a responsible member of a community behaves.

## REACHING OUT

### Blackboard

This course has a Blackboard site that I will use to post syllabus revisions, course readings, handouts, and assignments.

On Blackboard, you will be able to access a calendar of course deadlines, a digital copy of this syllabus, miscellaneous readings, assignment prompts and grading rubrics, and tentative grades. Keep in mind, however, that the grades published in the Blackboard Grade tab are not comprehensive. While you will have access to grades for all major assignments, it will not list a cumulative course grade. In short, **the grades published on Blackboard are not official.**

I ask that you do not email me via the Blackboard messaging system. That system is inconsistent and inaccessible from my end. Instead, I ask that you email me from your school email address instead.

### **Email Etiquette**

I welcome email! It is, by far, the best way of contacting me outside of office hours or class. It is even better than reaching out with Blackboard's internal messaging system. I do, however, require you to write in a professional manner (consider it good practice for the rest of your working life). Your emails should include the following components:

- Logical, topical subject line (e.g., Office hours appointment, Question about Paper 2, etc.)
- Salutation with my name spelled correctly (e.g., Hello Mx. Hernandez)
- A body that clearly communicates questions/concerns in complete sentences and paragraphs
- A professional signature (e.g., Sincerely, \_\_\_\_\_, Best, \_\_\_\_\_, etc.)

**Office Hours** Office hours give students the opportunity to ask questions and explore points of confusion or interest that cannot be fully addressed in class. Office hours are *your* time. Barring an emergency, I will be available on campus in my office: Ferguson Hall 210 at the times stated at the beginning of the syllabus. If these hours are incompatible with your schedule, email me to set up an appointment. I'm happy to find a time that works for you.

### **Academic Honesty**

The University expects all students to engage in all academic pursuits in a manner beyond reproach and to maintain complete honesty and integrity in academic experiences both in and out of the 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.

Academic Dishonesty 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 nonadministered 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 research 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.
12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

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 College Dean (Alpine) or Associate Provost/Dean (RGC), and eventually to the Executive Vice President and Provost before the imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Executive Vice President and Provost shall be final.

In the case of flagrant or repeated violations, the Provost 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.

### **Course Expectations:**

This is an intensive hands-on writing workshop which requires your participation in daily writing processes and reading comprehension. You must have access to a computer and be able to use Microsoft Word or Google Docs or other similar software, as well as Blackboard to complete your writing assignments. Final draft of all work must be typed in 12 point font, double spaced, Times New Roman in Modern Language Association (MLA). I reserve the right to have papers turned in online or on paper, or both.

### **GENERAL COURSE REQUIREMENTS AND GRADING**

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 submitted/completed by deadlines.

The assignments require substantial written work. In addition to the reading and writing assignments, course work will consist of discussion boards, journals, quizzes, reader/critical responses and a final examination. You must complete satisfactory work and actively participate in class to complete English1301: Composition I; therefore, good "attendance" is required for you to pass this course.

- **Quizzes:** will be administered on a regular basis over assigned readings and other materials discussed in class. There will be **no make-up quizzes**. If you miss a quiz you will receive a zero for that quiz grade.
- **Journal:** You will be given a journal entry at the beginning of each class. You will have 10 minutes to write during class time. I expect you to use this time wisely. I also expect you to write half a page per entry. 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 the required full page, 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.
- **Essays\*:** You will be required to write 3 essays during this session. Each essay must be at least 3 pages typed (use Times New Roman and 12-point font). I **do not** accept late essays unless personal circumstances arise.
- **Final Exam:** The final examination will pull together the key ideas and aspects of the advent of composition. Your final exam will consist of short answers and a fully developed essay that explores key concepts and personal analysis of the session’s work. The goal of the assignment is to apply your discussions and measure your ability to pull together the semester’s significant ideas comprehensively and clearly.
- **Participation:** Participation is a key component of this course. If you fail to show up and do the work in class, do not expect to pass this course.
  - Attached assignments should be written in Microsoft Word. Work may be submitted in “.doc, .docx, or .rtf.”
  - Due dates for essays can be found in the syllabus. Feel free to complete/submit any assignments early, but keep in mind that *I will not* grade them early. They will be graded as they come due.

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

<b>Essays</b>	<b>70%</b>
○ Essay 1 (in class):	10%
○ Essay 2:	15%
○ Essay 3:	15%
○ Essay 4:	20%
○ Essay 5 (in class):	10%
<b>Journal</b>	<b>5%</b>
<b>Quizzes (10)</b>	<b>5%</b>
<b>Attendance and Participation:</b>	<b>10%</b>



## LATE WORK AND EXTENSION POLICIES

All work and readings are due at the beginning of class on the deadline indicated in the course calendar. If you arrive late, your work is late and subject to a grade reduction. Please keep track of deadlines. Though I will accept late work, your grade is lowered a full letter for each day past the deadline. On the fourth day, your work **this includes exams** will receive an automatic F.

**Technological problems *do not* constitute a valid excuse for submitting work after a deadline.** You should get in the practice of backing up your files early and often. In fact, I recommend writing all of your papers on Google Docs or with your Sul Ross State Office 365 account. These platforms auto-save your work, so you can access them from any computer in an emergency. If you are writing your essay offline (without access to a Cloud-saving program), save your work regularly. Developing this habit now will benefit you in your academic and professional career.

If there is an emergency and you believe you would benefit from an **extension**, please meet with me during office hours or after class to discuss the situation as soon as possible. I will not grant extension requests within 24 hours of the assignment deadline.

## GRADING SCALE

The following general standards apply to all papers written in English 1310 and 1320. For each assignment, I will provide you with additional criteria via a rubric, but these general standards will always apply.

- **C:** A C indicates a satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear. A C is considered average.
- **B:** The B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization and development of a central idea. The B paper shows greater complexity of thought and development, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.
- **A:** The A paper is outstanding work. It is clearly a superior performance according to the criteria of clarity of expression and logical development of a central idea. It shows originality of thought and imaginative competence in the development of the material. It engages and holds the reader's attention and invites rereading. The style of the writing is consistently fluent, polished, and distinctive.
- **D:** A D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.
  - As counter intuitive as this may sound, this class does not award students with the grade of D. If you find yourself in the position at the end of the semester with a grade of D, do not be surprised when you receive a grade of F at the end of the course. With that being the case, try your hardest to reach at least a C in the course.

- **F:** An F indicates an unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

Semester grade: A=90-100, B=80-89, C=70-79, D=60-69, and F=0-59.

## **ACCOMMODATIONS**

We all learn differently. If you require accommodations for the successful completion of this course, please notify me within the first three weeks of class so that necessary accommodations can be made. You should also speak to an advisor with the so that all your teachers can know how to meet your needs.

### **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 Schwartz 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 9 office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, 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 24/7 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

### **SRSU Library Services**

The Bryan Wildenthal Memorial Library in Alpine 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 logging in with your LoboID and password. 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)

### **Title IX and The Office of Equity and Inclusion**

In accordance with the university's commitment to fostering a community of tolerance, openness, and respect, Sul Ross State State prohibits discriminatory behavior such as sexual misconduct (harassment, intimidation, assault, or dating/domestic violence) and complies with Title IX of the Higher Education Amendments of 1972. Title IX policy requires that faculty report any allegations of sexual misconduct, whether witnessed or firsthand, to the Office of Equity and Access.

## **Counseling Services**

College is difficult—it is meant to be difficult—but it should not feel impossible. If you experience serious issues that prevent you from attending this class, most of your classes, or all of your classes, please contact the Counseling Center and/or the Dean of Students for help and resources. The office of the Dean of 10 Students is an especially helpful office if you need help getting back on track in several courses. Remember: Sul Ross State wants you to be well and succeed. I want that for you, too.

If you want me to walk you through the process of making an appointment at the Counseling Center, I will. Swing by office hours or send me an email.

## **Covid – 19 Policy**

With Covid – 19 still causing issue in Texas and the rest of the United States there are a few policies that I will have for our class.

**Contact Tracing:** Due to the possibility of myself and the students getting Covid this class will require assigned seating. We will figure that out in the first week of class. This policy in place is to ensure that if a student or instructor gets sick Sul Ross State will be able to contact the affected parties. To ensure this system works, and the most safety is possible for the community students that test positive should contact Bobcat trace as soon as they can. Similarly, please contact me ASAP. I will figure out what accommodation I need to make to help you succeed while you are quarantined.

**Masks:** I am not allowed to have a mask mandate due to Gov. Abbot's ruling, however, with the Delta Variant I highly recommend wearing a mask when in any building on campus. Our classroom is small, and both sections are almost at capacity. Wearing a mask ensures the safest environment for our class. I will be wearing a mask during our class to set an example.

**Moving to Online Classes:** If the worst happens and classes need to be moved online for a short or extended period of time due to Covid – 19 or any other event our class will move to a synchronous zoom class. Meaning we will meet at the same time as usual but online instead of in person. I am hoping that this doesn't happen. If it does we will all make the best of it we can.

I know Covid has been exhausting to many. If you are feeling overwhelmed at any point in the semester, remember that there are resources to help you.

## 21. Required for Core Curriculum Classes For Core Curriculum Courses Only for 2022-2023

**Personal Responsibility** Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

**Social Responsibility** Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

## ENGLISH 1301 COURSE CALENDAR SPRING 2023

This calendar is tentative; I will revise it based on our class needs. However, the dates for exams will not change. For the most up-to-date version of this syllabus can be found on Blackboard.

Week 1	
Thursday	<ul style="list-style-type: none"> <li>○ Introductions Prof and Students</li> <li>○ Roll Call</li> <li>○ Syllabus and Course Calendar</li> <li>○ Seating Chart</li> <li>○ Upcoming In Class Essay</li> <li>○ Questions, Comments, Concerns</li> </ul>
Week 2	
Tuesday	<ul style="list-style-type: none"> <li>○ In Class Essay - The Most Influential Person in Your Life</li> </ul>
Thursday “The Most Important Day” (10) “The Home Place” (175)	<ul style="list-style-type: none"> <li>○ Opening Activity – Quick Write</li> <li>○ Finalize Seating Chart</li> <li>○ Active Reading and Annotating Review</li> <li>○ Introduce Essay 2</li> <li>○ Idea Generation for Essay 2</li> </ul>
Week 3	
Tuesday “Joy” Zadie Smith PDF of Blackboard	<ul style="list-style-type: none"> <li>○ Discuss “Joy”</li> <li>○ Writing an Opening Paragraph Mini-Lecture</li> <li>○ Opening Paragraph Example Handout</li> <li>○ Opening Paragraph Write Time</li> </ul>
Thursday “What is Cheugy?” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Quick Write</li> <li>○ Let’s be Descriptive – Defining Cheugy Group Activity</li> <li>○ Building Body Paragraphs Mini-Lecture</li> <li>○ Body Paragraph Example</li> <li>○ Body Paragraph Write Time</li> </ul>
Week 4	
Tuesday	<ul style="list-style-type: none"> <li>○ One-On-One Conferences</li> </ul>
Thursday “The End of Solitude”	<ul style="list-style-type: none"> <li>○ Grounding Writing – Discussing “The End of Solitude”</li> <li>○ Grounding Writing Handout and Worksheet</li> <li>○ Writing Time – Finish Body Paragraphs</li> </ul>
Week 5	
Tuesday “Manhattan” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Opening Activity – Quick Write</li> <li>○ Discuss “Manhattan”</li> <li>○ How to Write a Conclusion Mini-Lecture</li> <li>○ Conclusion Example Handout</li> <li>○ Writing Time – Conclusions</li> </ul>
Thursday “Me Talk Pretty One Day” (285) “No Speak English” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Paragraph Structure Review</li> <li>○ Personal Peer Review</li> <li>○ Draft Day</li> </ul>
Week 6	
Tuesday “Two Ways to See a River” (450)	<ul style="list-style-type: none"> <li>○ Hand back Drafts</li> <li>○ Formatting and Final Checks Handout</li> </ul>

	<ul style="list-style-type: none"> <li>○ Revise and Edit Paper 2</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>○ <b>Essay 2 - Descriptive Essay Due</b></li> </ul>
Week 7	
Tuesday	<ul style="list-style-type: none"> <li>○ How to Make a Peanut Butter and Jelly Sandwich Activity</li> <li>○ Introduce Essay 4</li> </ul>
Thursday “Life in Motion” (354)	<ul style="list-style-type: none"> <li>○ Opening Activity – Watch Swan Lake Scene with Misty Copeland</li> <li>○ Ballet Positions 101</li> <li>○ Precision is Key Mini-Lecture</li> <li>○ Idea Generation</li> </ul>
Week 8	
Tuesday “Designate a Place for Each Thing” (391) “Is Minimalism Just Elitism in Disguise?” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Opening Activity - Quick Write</li> <li>○ Design Quiz and Look at “McMansion Hell”</li> <li>○ How to Use Subheadings Wisely Mini-Lecture</li> <li>○ Introduction Write Day</li> </ul>
Thursday “Why We Crave Horror Movies” (483) “The Reapers Image” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Socratic Seminar over Readings</li> <li>○ Body Paragraph Planning</li> <li>○ End class Early</li> </ul>
Week 9	
Tuesday	<b>Spring Break [HOLIDAY]</b>
Thursday	
Week 10	
Tuesday	<ul style="list-style-type: none"> <li>○ Opening Activity – Spring Break Quick Write</li> <li>○ Draft Day 1</li> <li>○ Midsemester Check-In</li> </ul>
Thursday MLK Jr.’s “A Letter from Birmingham Jail” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Cause and Effect Mini-Lecture</li> <li>○ Cause and Effect Group Activity</li> <li>○ Draft Day 2</li> </ul>
Week 11	
Tuesday “A Manifesto for Cyborgs” Blackboard PDF	<ul style="list-style-type: none"> <li>○ Discuss Reading</li> <li>○ Write Day Conclusions</li> <li>○ Hand in Draft for Essay 3</li> </ul>
Thursday “We Should All be Feminists” (219) “Bad Feminist” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Compare and Contrast Mini-Lecture</li> <li>○ Compare and Contrast Group Activity</li> <li>○ Peer Review</li> </ul>
Week 12	
Tuesday “How to Teach Children that Failure Is the Secret to Success” (243) “Claiming an Education” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Opening Activity - Quick Write</li> <li>○ Personal Peer Review</li> <li>○ Revise and Edit Day</li> <li>○ Discuss Readings</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>○ <b>Essay 3 - Process Analysis Essay Due</b></li> </ul>
Week 13	
Tuesday	<ul style="list-style-type: none"> <li>○ In Class Reading - “A Modest Proposal”</li> <li>○ Discuss Reading so far</li> <li>○ Closing Activity – Reflection Journal</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>○ Introduce Essay 4</li> </ul>

Finish “A Modest Proposal”	<ul style="list-style-type: none"> <li>○ “A Modest Proposal” Discussion</li> <li>○ Idea Generation</li> <li>○ Drafting</li> </ul>
Week 14	
Tuesday “Salvation” (214) “Sinners in the Hands of an Angry God” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Opening Activity – Watch Polly Anna Clips</li> <li>○ Ethos, Pathos, and Logos Mini-Lecture</li> <li>○ Ethos, Pathos, and Logos Group Activity</li> <li>○ Ethos Pathos, Logos Handout</li> <li>○ Writing Day 1</li> </ul>
Thursday “The Telephone Call” PDF on Blackboard “The Story of an Hour”	<ul style="list-style-type: none"> <li>○ Satire Mini-Lecture</li> <li>○ Discuss Readings</li> <li>○ Writing Day 2</li> </ul>
Week 15	
Tuesday “Death of the Author” Day 1 PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Draft Day</li> <li>○ Discuss Reading</li> </ul>
Thursday “Death of the Author” Day 2 PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Hand Back Drafts</li> <li>○ Discuss Reading</li> </ul>
Week 16	
Tuesday “Originality is Dead and I’m Dancing on It’s Grave” YouTube Video Link on Blackboard	<ul style="list-style-type: none"> <li>○ Discuss Video</li> <li>○ Personal Peer Review Handout</li> <li>○ Workday</li> </ul>
Thursday	<b>Essay 4 - My Modest Proposal Due</b>
Week 17	
Tuesday “The Borderlands / La Frontera” PDF on Blackboard	<ul style="list-style-type: none"> <li>○ Teacher Evaluations – All Prof’s</li> <li>○ Final Discussion</li> <li>○ Class Reflection – Final Journal Entry</li> <li>○ Final Exams Schedule and What to Expect</li> </ul>
Thursday	