

Policy Statement and Syllabus English 1301

Instructor: Professor Camarillo
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Office Hours:
Cyber (i.e. email, telephone, or video
conference) by appointment
M-TH 9:00-10:00 am

Required Texts, Materials, Supplies

- Norton Field Guide to Writing with readings and handbook (6th edition)
- Provided as a pdf: Literature & Composition: Reading, Writing, Thinking
- Additional readings will be provided as digital files or internet links
- Consistent access to a computer and internet

Course Expectations

In this course, students will study and practice the writing process and endeavor to acquire and further craft the skills necessary to actively engage with the various cultural institutions, whether political, economic, journalistic, or ones involving entertainment, through analytical reading and writing. Students will read selections of articles, essays, and short stories to expand their experience with the cultural process of rhetoric. Demonstration of their understanding and acquisition of these skills will be assessed in the completion of four formal essays.

This is an intensive hands-on writing workshop, which requires your participation in daily writing processes and assignments, peer review, and group work. You must have access to a computer and be able to use word processing software as well as Blackboard to submit your documents. Final drafts of all work must be typed in 12pt font, double-spaced, Times New Roman typeface in Modern Language Association (MLA) format and submitted to the assignments link in Blackboard. Assignments must be submitted as a Word document or as a PDF.

Course Objectives

At the completion of this course, students will be able to:

- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

The Texas Higher Education Coordinating Board has identified six core learning objectives:

Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. Sul Ross State University is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in English 1301: Rhetoric and Composition you are also enrolling in a Core Curriculum Course that fulfills the Communication component requirement. The chart below indicates:

(a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB),

(b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

Core Curriculum Objective Table

Core Objective	Definition	How the Core Objective Will be Addressed.
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Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	This will be addressed in all essays for this course.
Communication Skills	To include effective development, interpretation and expression of ideas though written, oral, and visual communication.	This will be addressed in all essays in this course.
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	This will be addressed in group exercises and by peer review.
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.	This will be addressed in the Personal Narrative essay.

Course Requirements

Assignments require

- substantial individual written work,
- workshop, revision, and editing.

In addition to the reading and writing assignments, course work will consist of discussion boards, journal elements, and a final examination. You must complete satisfactory work and actively participate in class to complete English 1301; therefore, good attendance is required for you to pass this course.

First Class and Beyond:

By the first class day, you will find opening/welcoming remarks and suggestions for getting started in the course in the English 1301 Start Here Module. On subsequent days, please check announcements for instructions, lectures, and answers to class questions/clarifications to the course. Your modules and syllabus should be checked regularly for tasks that are assigned / due. These modules will be opened weekly throughout the semesters and should post by 10 a.m. on Mondays.

Coursework:

**Please note that you should write attached assignments in Microsoft Word to ensure we may all utilize them. Work may be submitted in “.doc, .docx, or .rtf. If you do not write documents in Word, convert them to PDFs for submission. Please contact Tim Parsons

or the help line at SHSU if you have technical problems or questions. Their contact information is available on the Blackboard main pages. Blackboard only works best in **Firefox, Safari, or Chrome** (rather than Explorer). It is free to download.**

Major Assignments: Students are responsible for all assignments in this course and must satisfactorily complete all major assignments in English 1301 to receive a passing grade.

Major Assignment	% of Final Grade
Essay 1 – Personal Narrative	20%
Essay 2 – Literary Trope Analysis Essay	20%
Essay 3 – Rhetorical Analysis Essay	20%
Discussion Boards	15%
In-Class work: Assignments / Journals / Quizzes	15%
Final Exam – Critical Response Essay	10%
Total Points	100%

The vast majority of this course will be completed via the writing and “discussion” of both essays and theoretical readings. We will read and write about selections from the required text for the course. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the semester’s work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write three essays and a final examination. You will also complete a course journal and do minor assignments that will hold course materials generated this semester. You will participate in directed discussion boards, which will answer and/or bounce off discussion prompts as listed in the syllabus. These also serve as the class participation component of the course, as they mirror the reading schedule. Discussion boards will largely influence the course grade.

****You should spend approximately two hours a day working on this course, with additional time for formal reading and writing assignments determined by your personal pace.**

Detailed Assignment Description:

Discussion Boards—The discussion boards allow us to speak to one another. The first discussion boards will ask you to do just this. Please answer in detailed manners, using examples and analysis of the why and how of your answers. The posts must be approximately three hundred words. Responses to posts should be approximately one hundred words. Responses to the initial postings of other students that essentially say nothing but "I agree with Rebecca" are unacceptable; your response should add to the discussion. The discussion boards will improve our teaching and practice of methodologies of fiction and theories on and about fiction through improved abilities to articulate your growing knowledge-base and expertise in the field of composition. You may **not** make up missed discussion boards after I have graded them. If you see a zero for a grade (or indeed the discussion board has been rendered unavailable), move onto the next discussion board.

Readings—The readings for the course involve: (1) short essays by professional writers that serve as examples of the modes we are studying (2) theoretical chapters about nonfiction writing and the writing life by many of those same writers and/or scholars of those writers and (3) Short stories and poetry for literary analysis and research. We will be able to read great and varied examples of writing. This allows us to increase confidence in our writing and analytic abilities as a way into our writing and ultimate scholarly and professional pursuits. Writing never occurs in a vacuum; it informs and is informed by its surrounding cultures as well as by the intents of the writers. The readings will highlight this crucial fact.

Personal Narrative:

In this essay, students will compose a narrative from events in their own lives, critically reflecting upon the choices they made and the consequences which resulted from those choices through the construction of causal structure of plot.

Literary Trope Analysis Essay:

By identifying tropes employed by an author in a literary or genre short story, students will write an analysis of the tropes and develop an interpretation of the story based upon their inclusion.

Rhetorical Analysis Essay:

Students will develop an analysis of the rhetorical choices made by the creators of one of several documentaries from which they will have the opportunity to select.

Assignments / Journals—This work will consist of prompts which ask you to write about what you read, analyze techniques from the text, analyze the selections we read in the textbook, or to expand your own ideas. The goals of these exercises are to facilitate clear understanding of the processes of composition, as well as develop your abilities to write with confidence. Obviously, the responses are as valuable as the effort put into them. Please feel free to use any of the exercises as inspirations for further, more formal assignments—they are meant to be such. These assignments will either be journal elements in blackboard, assignment elements in blackboard, or **will be turned in as a single Word attachment.**

Final Examination—The final examination will focus on writing a critical response building from the rhetorical analysis essay. Students will build a thesis-driven critical response to the documentary they chose for that assignment. **See the detailed assignment under the assignments link in the course.**

Guidelines for Written Essays

To receive a passing grade for written assignments in this class, students must carefully follow the guidelines provided hereafter. These guidelines are not provided as a suggestion but are absolutely required for every single major essay students complete in this course. There are no exceptions to these guidelines though additional guidelines will be provided in the specific prompts for each assignment. Not following these guidelines may result in a failing grade for the assignment. All essays must:

- be in essay form;
- meet the appropriate page length;
- be typed, not handwritten, in double-spaced MLA format, using Times New Roman 12-point font with 1-inch margins on all sides;
- have appropriate and complete headings;
- have an *original* title, not the title of another work or a general title such as the type of assignment;
- properly cite quotes, summaries, and sources.
- be submitted online through Blackboard by the due date

Late Work: All major assignments and/or projects, etc. are due on the dates assigned by the time end of class, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work in English 1301 to receive a passing grade. All assignments **MUST** be submitted/completed by deadlines. I will **not** accept any late assignments under any circumstances. No exceptions! There is no make-up work in this course! **For school-related absences, it is the student's responsibility to contact the instructor within 24 hours before the missed class in order to make arrangements for missed work. If the student fails to contact the instructor, VIA

EMAIL, the grade will result in a zero. You may not complete discussion boards after the due date. If you see a zero in the grade book, move on. ***If you are struggling, please do not wait to contact me to discuss appropriate paths to your success!***

Attendance: As this is an in class writing course, consistent participation is absolutely necessary. Remaining current with the course schedule and taking part during the expected due dates will not only keep you personally engaged, but also will ensure that other participants of the course can benefit from your thoughts, ideas, and reactions toward the reading and writing assignments. You may not have more than three absences, after the third absence you will be dropped a letter grade. After the fifth absence, you will be dropped from the class with a grade of an F if you have missed the Withdrawl date.

According to State law there may be a valid reason for a student's absence from class. Acceptable reasons are, but not limited to: personal illness, death in the immediate family, religious holy days in compliance with Section 51.911 of the Texas Higher Education Code, military or legal obligations, or school trips. It is the responsibility of the student to inform the instructor of an absence related to one or more of the aforementioned categories and to ask for make-up work. A high school student who misses class due to a required function at their school district or a University Scholastic League (UIL) event will be excused. Documentation of such activities must be provided to the instructor. Arrangements must be made with the instructor prior to the absence. Students must be allowed to complete missed work due to an excused absence without penalty.

Grading Scale:

Percentages and Grade Equivalents:

A= 90-100% B=80-89% C=70-79% D=60-69% F=59% or below

Cheating & Plagiarism: It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any documented case of plagiarism or cheating in this course will result in a 0 for the assignment, which will likely result in an F for the course.

Academic Ethics: It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment, which will likely result in a failure for

the course. Plagiarism can be purposeful or inadvertent, but either results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

“Cheating” 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 nonadministered 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. Students are not permitted to use or turn in A.I. (artificial intelligence) generated work in any capacity.
9. "Plagiarism" means the appropriation and the unacknowledged incorporation of another’s work or idea in one’s own written work offered for credit.
10. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
11. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
12. "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.

Students With Special Needs

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 (Licensed Professional Counselors), SRSU’s

Accessibility Services Coordinator at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours), or email 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, Sul Ross State University, Alpine, Texas, 79832.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as 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.

A Writer's Reference: I strongly recommend all students own and utilize Diana Hacker's *A Writer's Reference*. It is a sound, credible, and particularly usable stylebook.

Syllabus

Weekly Assignments:

👉 Week One

Read: 8/26	Read Course Introduction via the English 1301 Start Here (Read syllabus and policies)
Read: 8/27	The Norton's Field Guide to Writing: Mother Tongue by Amy Tan pg. 719 - 725
Read: 8/28	The Norton's Field Guide to Writing: Writing a Literacy Narrative pg. 81 - 103
Due: 8/28	Academic Integrity Check for English 1301 Assignment
Due: 8/28	Upload Profile Picture Assignment
Due: 8/29	Discussion Board 1 – Introduction – Initial post
Due: 8/30	Discussion Board 1 – Introduction – Respond to all posts
Due: 8/30	Reading Quiz - Writing a Literacy Narrative pg. 81 - 103

👉 Week Two

HOLIDAY: 9/2	Labor day
Read: 9/3	Lecture: Crafting Personal Narratives
Read: 9/3	The Norton's Field Guide to Writing: Formations of a Caribbean Illustrator by Nicole Miles pg. 726 - 734
Due: 9/4	Discussion Board 2 – Initial post
Due: 9/5	Discussion Board 2 – Respond to two posts
Read: 9/5	Writing Critical Response Paragraphs (In the Course Materials Folder)
Write: 9/6 – DUE 9/8	Journal – Critical Response

👉 Week Three

Read: 9/9	Review Personal Narrative Essay 1 – Due Sept 20th
Watch: 9/9	Watch this video on "Shitty First Drafts" by Anne Lamott
Due: 9/10	Discussion Board 3 – Initial post
Due: 9/11	Discussion Board 3 – Respond to two posts

Read: 9/12	The Norton's Field Guide to Writing: Memoirs pg. 236 - 244
Due: 9/15	Brainstorming your Shitty First Draft

Read 🍷 Week Four

Write: 9/16	In-Class Writing – Personal Narrative Essay
Read: 9/17	Grammar Review - The Norton's Field Guide to Writing: Elements of a Sentence pg. HB-4 to HB-10
Due: 9/18	Grammar Quiz
Write: 9/19	In-Class Writing – Personal Narrative Essay
Due: 9/20	Discussion Board 4 – Initial post
Due: 9/21	Discussion Board 4 – Respond to two posts
Due: 9/22	Personal Narrative Essay Due

🍷 Week Five

Read: 9/23	Literature & Composition: Reading, Writing, Thinking Textbook: Read “Close Reading: Analyzing Poetry and Passages of Fiction” pg 19 - 26
Lecture: 9/24	What is a Literary Trope?
Due: 9/25	Close Reading Literary Tropes
Read: 9/26	Literature & Composition: Reading, Writing, Thinking Textbook: Read “A Good Man is Hard to Find” pg 1211 - 1222
Due: 9/27	Discussion Board 5 – Initial post
Due: 9/28	Discussion Board 5 – Respond to two posts

🍷 Week Six

Read: 9/30	Literature & Composition: Reading, Writing, Thinking Textbook: Read “The Moths” pg 272 - 277
Lecture: 10/1	The Moths
Read: 10/2	Literature & Composition: Reading, Writing, Thinking Textbook: Read “The First Year of My Life” pg 1390 - 1395
Lecture: 10/3	The First Year of My Life

Read: 10/4	The Norton Field Guide to Writing: Read Ch 53 on MLA Style pg 570 - 614
Due: 10/6	Journal – Tropes plus MLA Format

👉 Week Seven

Read: 10/7	Review Literary Trope Analysis Essay 2 – Due Oct 25 th by 11:59pm
Read: 10/8	Literature & Composition: Reading, Writing, Thinking Textbook: Read “The Book of the Dead” pg 835 - 850
Lecture: 10/9	The Book of the Dead
Due: 10/10	Discussion Board 6 – Initial post
Due: 10/11	Discussion Board 6 – Respond to two posts
Write: 10/11	In-Class Writing – Literary Trope Analysis Essay

👉 Week Eight

Write: 10/14	In-Class Writing – Literary Trope Analysis Essay
Learn: 10/15	How to cite a story from a textbook in MLA Format
Write: 10/16	In-Class Writing – Literary Trope Analysis Essay
Read: 10/17	Grammar Review - The Norton's Field Guide to Writing: Elements of a Sentence pg. HB-11 to HB-27
Due: 10/18	Grammar Quiz
Write: 10/18	In-Class Writing – Literary Trope Analysis Essay

👉 Week Nine

Write: 10/21	In-Class Writing – Literary Trope Analysis Essay
Due: 10/22	Discussion Board 7 – Initial post
Due: 10/23	Discussion Board 7 – Respond to two posts
Write: 10/24	In-Class Writing – Literary Trope Analysis Essay
Due: 10/27	Literary Trope Analysis Essay Due

✿ Week Ten

Read: 10/28	The Norton Field Guide to Writing: Read Rhetorical Situations pg 59 - 77
Watch: 10/29	Presidential Speech - 10/29
Read: 10/30	The Norton Field Guide to Writing: "Why it Worked: A Rhetorical Analysis of Obama's Speech on Race" pg 116 - 122
Read: 10/31	Rhetorical Appeals – 10/31
Due: 11/1 at	Discussion Board 8 – Initial post
Due: 11/2 at	Discussion Board 8 – Respond to two posts

✿ Week Eleven

Read: 11/4	Visual Rhetoric
Watch: 11/5	Watch one of three documentaries
Due: 11/6	Journal – Rhetoric in Documentaries
Due: 11/7	Discussion Board 9 – Initial post
Due: 11/8	Discussion Board 9 – Respond to two posts

✿ Week Twelve

Review: 11/11	Review Rhetorical Analysis Essay 2
Read: 11/12	The Norton Field Guide to Writing: Read "Organizing Your Writing, Guiding Your Readers" pg 345 - 363
Read: 11/13	Thesis Writing and Outlining - 11/13
Due: 11/15	Thesis Writing and Outline for Rhetorical Analysis Essay

✿ Week Thirteen

Write: 11/18	In-Class Writing – Rhetorical Analysis Essay
Read: 11/19	MLA in-text citations and works cited for films
Write: 11/20 – 11/22	In-Class Writing – Rhetorical Analysis Essay
Due: 11/22	Rhetorical Analysis Essay 2

✿ Week Fourteen

Review: 11/25 – 11/26	Review Final Exam – Critical Response Essay
HOLIDAY	Thanksgiving Holiday 11/27 – 11/29

✦ Week Fifteen

Read: 12/2	What is a Critical Response Essay? 12/2
Write: 12/2	In-Class Writing – Critical Response Essay
Read: 12/3	Read from the Norton’s Textbook: “Arguing a Position” pg 164 - 195
Write: 12/4 – 12/6	In-Class Writing – Critical Response Essay
Due: 12/7	Discussion Board 10 – Initial post
Due: 12/8	Discussion Board 10 – Respond to two posts

✦ Week Sixteen

Write: 12/9 – 12/10	In-Class Writing – Critical Response Essay
Due: 12/10	Turn in Final Exam –