



Spring 2025
ENG 1301

COURSE TITLE: Composition I

CRNS/SECTIONS: 21186/001

CLASS DAYS & TIMES: TR 9:30-10:45

CLASSROOM: FH 203

PROFESSOR: Dr. Stein
PROFESSOR'S Office: FH 214B
PROFESSOR'S PHONE #: 432-837-8770
PROFESSOR'S E-MAIL: kstein@sulross.edu

PROFESSOR'S OFFICE HOURS: Tuesdays: 11:00-12:15
Wednesdays: 11:00-1:00
Thursdays: 11:00-12:15
OR by appointment

Note: Sometimes I am called into university meetings during these times. I'll try to let you know ahead of time if I am not going to be available during scheduled office hours.

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.

Core Curriculum Assessment

- 1) Teamwork Student Learning Outcome

SLO: Students will develop teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

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 Policies

1) ATTENDANCE POLICY

Attend class! To be successful, you must attend class regularly. Therefore, satisfactory attendance is a course requirement. Unsatisfactory attendance consists of absences, tardiness, leaving the classroom early, coming to class unprepared to participate (without texts and/or assignments), and/or using your cell phone (turn off before class begins). **No absences (except for representing the university) - and you must let me know in advance - will be “excused” (uncounted).**

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 April 4. Remember that the State of Texas only allows you six withdrawals. Never drop a class without checking with your professor, Lobo Den, your coach, and Financial Aid.

If you must be absent, you are responsible for finding out what was covered and assigned in class in order to be prepared when you return to class. According to the University catalog, **“When a student has to miss class due to an *authorized University activity*, it will be the responsibility of the student to notify the instructor of the class in advance [and to complete all assignments] within a reasonable time and at the convenience of the instructor.”**

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

Class Member: _____
Phone #: _____ E-Mail: _____

2) LATE WORK

I do not offer make-ups for missed daily work. If you miss an in-class assignment, quiz, or journal, then you will receive a zero for that assignment. Do all assignments and turn them in when requested.

I will accept late essays under only the most egregious of circumstances, and I am the one who will decide if your circumstances are egregious or not. It doesn't happen often, and on the occasions when it does happen, you are assessed a minimum of 10% of the points off. Do not wait until the last minute to complete your essays. This is your responsibility.

In other words, come to class, come to class on time, and come to class ready to work.

3) GRADES

For your own peace of mind and protection, keep all graded assignments. Don't throw away anything until you have received your final grade at the end of the semester. Also, by keeping your work, you will always have an approximate idea of what your current grade is. You can also check BlackBoard to have an idea of your current status.

4) TUTORING:

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors. (Allow 48 hours turnaround time for a writing assignment.)
- **Access Tutor.com via Blackboard:** Log in to your BlackBoard account to get started anytime, anywhere.
- **Sul Ross Writing Center via BlackBoard:** Log in to your BlackBoard account to set up an appointment with a Writing Center tutor. (Allow 48 hours turnaround time for a writing assignment)

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

5) ADA STATEMENT

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact

Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

6) STUDENT RESPONSIBILITIES

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

7) SRSU LIBRARY SERVICES

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires 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), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

8) COUNSELING

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

9) ACADEMIC INTEGRITY

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. **Students should also avoid using open AI sources unless permission is expressly given** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Do not use ChatGPT or programs like Grammarly *to fix* your papers. I am interested in helping you grow as writer, not as a web surfer.

SRSU Student Handbook (pp. 85-86): The University expects all students to engage in academic pursuits in a manner that demonstrates honesty and integrity, both inside and outside of the classroom. Academic dishonesty erodes the foundation of higher education, jeopardizes the quality of education, and depreciates the genuine achievements of others. It is a responsibility of all members of the Sul Ross State University community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct.

Sul Ross State University students are responsible for authenticating any assignment submitted to an instructor or graduate committee. If asked, a student must be able to produce proof that the assignment submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonesty case.

Any of the following acts constitute academic dishonesty. This listing is not, however, exclusive of any other acts that may reasonably be said to constitute academic dishonesty. Clarification is provided for each definition with a listing of some prohibited behaviors.

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices and materials in any academic assignment or activity.

Clarification:

- a. Students completing any examination are prohibited from looking at another student's examination and from using external aids (for example, books, notes, calculators, conversation with others, electronic devices) unless specifically allowed in advance by the instructor.
- b. Students may not have others conduct research or prepare work for them without advance authorization from the instructor.
- c. Students may not acquire answers for any assigned work or examination from any unauthorized source. This includes, but is not limited to, the services of commercial term paper companies; the purchasing of answer sets to homework from tutoring companies; and the acquisition of past examinations or papers from students previously enrolled in the course.
- d. Collaboration with other students in the completion of assigned work is also prohibited unless specifically authorized by the course instructor. Students should assume that all assignments are to be completed individually unless the instructor indicates otherwise.

2. **Fabrication:** Making up data or results and recording or reporting them.

Clarification:

- a. The intentional invention and unauthorized alteration of any information or citation in any academic exercise.
- b. "Invented" information shall not be used in any laboratory experiment, report of results, or academic exercise. It would be improper, for example, to analyze one sample in an experiment and then "invent" data based on that single experiment for several more required analyses.
- c. Students shall acknowledge the actual source from which cited information was obtained.

d. Changing information on tests, quizzes, examinations, reports, or any other material that has been graded and resubmitting it as original for the purpose of improving the grade on that material.

10) CLASSROOM CLIMATE OF RESPECT

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

11) SUPPORTIVE STATEMENT

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

12) TECHNICAL SUPPORT

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

You can reach the support desk:

By calling 888.837.6055

Via email blackboardsupport@sulross.edu

Using resources from the Technology Support tab within blackboard

Clicking the Support Desk graphic on the course homepage

13) E-MAIL

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.

14) 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.

Course Requirements and Grading

<u>Assignment</u>	<u>Points Possible</u>	<u>Actual Grade</u>
Descriptive Paper	200	_____
Narrative Paper	200	_____
Process Analysis/ Compare & Contrast Paper	200	_____
Daily Grades	200	_____
Journals	100	_____
Final Exam	100	_____
Total Points	1000	_____

Note: It is a course requirement that you take the final exam. Failure to do so could result in your earning an “F” for the course.

Grading Scale:

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

Course Assignments:

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.

Core Curriculum Teamwork Assignment: The Teamwork assessment (pre and post) will be part of your Daily Grade and is part of the Core Curriculum Assessment process, as mandated by the state.

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. You will submit a packet of information for each essay, which includes proof of tutoring that took place at least three days before the essay is due. Tutoring can be from the Lobo Den, the Writing Center, or Tutor.com. I will not grade final drafts of your essays without the complete essay packets. You must demonstrate that you have gone through the writing process.

Journals: The majority of classes will begin with you writing a journal entry. I will not grade you on your grammar, but I do want you to practice your best grammar skills. You will use MLA format. You will write on the assigned topic. You will strive to write at least one double-spaced page, but you are encouraged to write as much as you can in the 10-15 minutes that we write.

Final Exam: This in-class essay will help me determine how your writing skills have developed over the course of the semester.



Composition I
Course Calendar
Spring 2025
21186

- Jan. 16 (R) Introduction to the Course
- Jan. 20 (M) *Martin Luther King, Jr. Holiday – No Classes!*
- Jan. 21 (T) Core Curriculum Teamwork Assignment
- Jan. 23 (R) Introductions to Each Other
- Jan. 28 (T) MLA Format
Assign: Descriptive Essay
Read: Thesis; “Lucy and Her Friends” and “Anxiety: Challenge by Another Name”
- Jan. 30 (R) Read: Unity; “My Favorite Teacher”; “The Most Important Day”; “Against Meat”
- Feb. 4 (T) Read: Organization; “A View from the Bridge”; “Where Anonymity Breeds Contempt”
- Feb. 6 (R) Read: Description; “The Corner Store”; “The Unforgettable Miss Bessie”; “My Lost Mother’s Last Receipt”
Bring 3-page Descriptive Rough Draft to Class
- Feb. 11 (T) Read: Paragraphs and Transitions; “The Home Place” “How Chuck Taylor Taught America How to Play Basketball”; “The Phantom Toll Collector”
- Feb. 13 (R) Read: Effective Sentences; “White Lies”; “Salvation”; “We Should All Be Feminists”
- Feb. 18 (T) Read: Beginnings and Endings; “Shame”; “The Case for Censoring Hate Speech”; “Can Music Bridge Cultures and Promote Peace?”
- Feb. 20 (R) ***Descriptive Essay Due** (submit in BlackBoard by end of class)
Read: Narration; “What’s in a Name?”; “Life in Motion”
- Feb. 25 (T) Assign: Narrative Essay
Read: Diction and Tone; “How Do Plants Know Which Way Is Up and Which Way Is Down?”; “Me Talk Pretty One Day”; “Momma, the Dentist, and Me”
- Feb. 27 (R) Read: Figurative Language; “The Flight of the Eagles”
- Mar. 4 (T) Read: “The Barrio”; “Polaroids”
- Mar. 6 (R) **Bring 3-page Narrative Rough Draft to Class**
- Mar. 11 (T) Read: Illustration; “Becoming a Writer”

Mar. 13 (R) “Be Specific”; “The Power of Conformity”

Mar. 18 (T) Spring Break – No Class!

Mar. 20 (R) Spring Break – No Class!

Mar. 25 (T) Read: Process Analysis; “The Principles of Poor Writing”

Mar. 27 (R) ***Narrative Essay Due** (submit in BlackBoard by end of class)

Note: March 24-April 4 – Please complete the Connecting with Students for Success Survey.

Apr. 1 (T) Execute Process Analysis Exercise

Read: “Designate a Place for Each Thing”; “Why Leaves Change Color in the Fall”

Assign: Process Analysis/Cause & Effect Essay

Apr. 3 (R) Read: Cause and Effect; “Our Vanishing Night”

April 4 (F) Last day for student to drop a class with a “W” (by 4:00 pm)

Apr. 8 (T) Read: “Why We Crave Horror Movies”; “Black Men in Public Space”

Apr. 10 (R) Read: Definition; “The Meanings of a Word”

Bring 3-page Process Analysis/Cause & Effect Rough Draft to Class

Apr. 15 (T) Read: “Who Gets to Be Hapa?”; “What Happiness Is”

Apr. 17 (R) Read: Argument; “In Praise of the F Word”

Apr. 22 (T) Read “Tarring Opponents as Extremists Really Can Work”; “Shame Is Worth a Try”

Apr. 24 (R) ***Process Analysis/Cause & Effect Essay Due** (submit in BlackBoard by end of class)

Apr. 29 (T) Review for Final Exam.

May 1 (R) Dead Day! No Classes.

May 5 (M) Final Exam: 8:00-10:00.

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