



English 1301



Policy Statement and Syllabus

English 1301

Instructor: Ashley Arroyo
Office Location: Online
Phone: Online
Email: aarroyo@sulross.edu

Office Hours: Online
8am-8pm

Required Texts, Materials, Supplies

- Readings provided by digital link or PDF upload
- Writing handbook and MLA Guide provided by digital link
- Consistent access to a computer and the internet required

Course Expectations

This course will offer students the opportunity to study and practice the writing process and endeavor to acquire the skills necessary to actively engage with 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—all in an online environment. You must have access to a computer and be able to use a word processing software as well as Blackboard to complete 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
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 through 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. This holds especially true in an online environment.

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 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 SRSU 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-Response Essay	20%
Essay 2-Analytical Essay	20%
Essay 3-Persuasive Essay	20%
Discussion Boards	15%
Class Work/Journals	15%
Final Exam	10%

The vast majority of this course will be completed via the writing and discussion of both essays and theoretical readings. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and information 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. 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.

Late Work:

All major assignments and/or projects, etcetera, are due on the dates assigned by midnight, 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. **For school-related absences, it is the student's responsibility to contact the instructor within 24 hours after the missed class in order to arrange for missed work. If the student fails to contact the instructor, 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!

Late Work Contract:

In the event of an unusual circumstance, I will provide you with a Late Work Contract in your Blackboard course shell. You are allowed to have one contract per semester.

Attendance:

As this is a web-format 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.

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 non-administered 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.

Week 1 and 2

Read Intro to 3 –Part Essay Structure	
Read Formatting Guide	
Read Response Essay Instructions	
Write Introductory Discussion Board	Due 8/27
Write Journal: The Writing Process	Due 8/30
Write Response Essay: Topic Proposal	Due 9/6

Week 3 and 4

Write Response Essay First Draft	Due 9/13
Write Response Essay Final Draft	Due 9/20

Week 5 and 6

Read Analytical Essay Instructions	
Read Analytical Essay Suggested Outline	
Read Basic of Rhetorical Analysis	
Read Rhetorical Analysis Graphic Organizer	
Write Reflection on Response Essay	Due 9/24
Write Rhetorical Analysis: Elevator Pitch	Due 9/27
Write Topic Proposal for Analytical Essay	Due 10/6

Week 7 and 8

Read Basics of MLA Citations	
Read Key Elements of the Rhetorical Situation	
Read Rhetorical Analysis of Written and Spoken Texts	
Read Rhetorical Analysis of Visual Texts	
Read Analytical Essay Student Examples	
Write Analytical Essay First Draft	Due 10/8
Write MLA Citation Scavenger Hunt	Due 10/11
Write Analytical Essay Final Draft	Due 10/18

Week 9 and 10

Read Persuasive Research Essay Instructions and Rubric	
Read Generating a Research Question	
Read The SIFT Method: How to Determine Credible Sources	
Read How to Find Scholarly Sources	
Write a Reflection on Analytical Essay	Due 10/22

Write Research Question Proposal	Due 10/25
Write Persuasive Research Essay: First Draft	Due 11/1

Week 11 and 12

Read Persuasive Essay Examples	
Read Coming up With an Argument	
Read Surveying the Research: How to Collect Sources	
Read Evaluating the Research: How to Read Sources	
Write Research Journal	Due 11/8
Write Persuasive Essay Traditional Rough Draft	Due 11/15

Week 13 and 14

Read Using Reasons and Evidence to Back up Your Points	
Read What's the Point of a Research Paper	
Read What to do with These New Skills?	
Write Body Paragraph Practice	Due 11/22
Write Persuasive Research Essay Final Draft	Due 12/5

Week 16

Final Exam Reflection Essay	Due 12/8