

English 1301
Spring 2026

Instructor: Edwin Urias
Office and Phone: FH 210, 432-837-8725
Office hours: MWF 12:00 – 1:00 pm
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Required Text:

Rosa, Alfred and Paul Eschholz. *Models for Writers: Short Essays for Composition*, 15th ed.
New York: St. Martins Press, 2025.

Online Guide:

<https://owl.english.purdue.edu/owl/resource/747/01>

Materials:

Plenty of loose-leaf paper for in-class notes and assignments, computer and online access

****Always come to class prepared with paper, pen or pencil****

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.

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.
6. 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.
7. 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.
8. 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.

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 009: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.

ADA (Americans with Disabilities Act): ADA (Americans with Disabilities Act): SRSU Counseling and 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 Mr. Ronnie Harris, M.ED., LPC-S, Director, Counseling and Accessibility Services at **432-837-8203** or email ronnie.harris@sulross.edu or counseling@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.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Attendance Policy: Authorized/Excused Absences Statement:

Class attendance is mandatory and crucial to succeed in this course. An absence because of participation in an official University activity is considered to be an authorized/excused absence. While every effort will be made by departments to minimize missed class time of students by careful scheduling of authorized University activities, when a student has to miss a class due to an authorized University activity, **it will be the responsibility of the student to notify the instructor of the class in advance.** ALL assignments due on a date where the student will be absent, MUST be turned in before the student leaves (no exceptions).

****You are allowed 6 absences total (authorized included). After the 6th absence, you can be dropped, and you will receive a grade of "F."**

****If you are more than 5 minutes late to class, you will be counted as absent, and to limit the number of distractions, you will not be allowed into the classroom.**

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.

Extra Credit:

Possible opportunities to receive extra credit throughout the semester will be announced at a later date.

Academic Support Center:

The Tutoring and Learning Center is located on the 1st floor of the Bryan Wildenthal Memorial Library. Tutors are available to help you. Take advantage of this service any time you need help. This is a free service to all Sul Ross State University students.

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/. Off-campus access requires logging in with your LobOLD 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.

AI Statement:

To maintain academic integrity and uphold the principles of originality, the use of AI-generated material, including but not limited to essays, assignments, and other academic work, is strictly prohibited in this course. Students are expected to produce their own work and acknowledge all sources appropriately. Violation of this policy may result in academic penalties, including but not limited to failure of the assignment or the course. It is the responsibility of each student to ensure the authenticity of their submissions. If there are any questions regarding the use of specific tools or technologies, students are encouraged to seek clarification from the instructor.

Regulations for Academic Integrity:

Each student must abide by rules and regulations published by the University. Following are the rules and regulations/policies for violation of academic honesty as stated in the ***Student Handbook: Student Conduct and Discipline, Academic Honesty page 80.***

ACADEMIC INTEGRITY

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

“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 an 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 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. "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 resource 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.

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 dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs 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.

****Any violations in this course will be grounds for an automatic "0" on the assignment with no possibility for makeup work. If the violation occurs a second time, the student will receive a grade of 'F' for the entire course, and the student will be referred to the chair of the department for further review and action. The use of Grammarly or any other online editing service will NOT be accepted without proper citation and submission of an unedited rough draft.**

Student Responsibilities Statement

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. All students are expected to obey all federal, state, and local laws and are expected to familiarize themselves with the requirements of such laws.

Course Expectations:

This is an intensive hands-on writing workshop that requires your participation in daily writing processes and assignments. You must have access to a computer and be able to use word processing software and Blackboard to complete your documents. Final draft of all work must be typed, or word processed in 12-point font, double-spaced, Times New Roman in Modern Language Association (MLA) format, and submitted to the appropriate link in Blackboard.

Course Requirements:

This class is geared toward 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 your best. 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. **I WILL NOT accept any late assignments under any circumstances. NO EXCEPTIONS!!!** There are no make-up quizzes, in-class work, or exams given in this course. ****For school (university or high school) related absences, it is the student's responsibility to inform the instructor of pending absences and MUST complete all work prior to the absence. If the student does not complete the work prior to the absence, the grade will be a zero. No make-up work is given for absences. If a student is absent, any assignment due that day, must be submitted via email BEFORE the class begins.**

The assignments require substantial written work. In addition to the reading and writing assignments, coursework 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.

- ❖ Attached assignments should be written in Microsoft Word. Work may be submitted in “.doc, .docx, or .pdf.”
- ❖ 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.

- **Quizzes:** will be administered on a regular basis over assigned readings and other materials discussed in class. There will be **no make-up quizzes.** *see ‘Course Requirements.’
- **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 **one page per entry.** I will grade you based on the number of entries you have compared to the number assigned. I will pick up the journal randomly throughout the semester (4 times). 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 one 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.
- **Discussion Board:** The discussion boards allow us to speak to one another. Think of the discussion boards as the “cyber” equivalent of sitting in a seminar room with one another and talking about our readings, writings, thoughts, and reactions to the coursework. Please answer in a detailed manner, using examples and analysis of the why and how of your answers. Once the assignment has closed, it will not be reopened.
- **Grammar:** Your final grade in ENG 0310 will be included as part of the grade you will receive in this course.
- **Essays:** You will be required to write 3 essays during the course of this session. Each essay must be at least 3 pages typed (use Times New Roman and 12-point font). You will be required to have the rough draft checked and submitted with the final copy. **I DO NOT** accept late essays.
- **Mid-term** will consist of a multiple-choice and matching over the short stories and lectures.
- **Final exam** will pull together the key ideas and aspects of the composition course. Your Composition final exam will consist of fully developed (no less than half a page) short answers. There will be **NO make-up exams or early exams.**

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

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| Essays | 40% |
| Journal | 15% |
| Discussion Boards/In-Class Assign. | 20% |
| Quizzes/Mid-Term/Final Exam | 25% |

English 1301
Spring 2026
Tentative Schedule

Week 1: Mon. No Classes
Wed. Introduction to the Course
Fri. Assessment – Core Curriculum

Week 2: Mon. No Classes – Dr. Martin Luther King Day
Wed. Blackboard Review/Essay Guidelines and Prompts
Fri. MLA Format

Week 3: Mon. **Thesis**
“Anxiety: Challenge by Another Name”
“The Most Important Day”
“Where Anonymity Breeds Contempt”
Wed. **Unity**
“How to Make People Feel Heard”
“Shame”
“My Favorite Teacher”
Fri. **Organization**
“A View from the Bridge”
“Two Ways to Belong in America”
“Shame is Worth a Try”
Reading Quiz #1 (over Readings for Week 3)
Discussion Board #1

Week 4: Mon. **Description**
“The Corner Store”
“Chlorine”
“Crying in H Mart”
Wed. **Paragraphs**
“My Rosetta:
“Johnny Appleseed and America’s Drinking History”
“Pipe Dream”
Fri. **Transitions**
“Teammates Forever Have a Special Connection”
“What Happiness Is”
“Against Meat”
Discussion Board #2

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| Week 5: | Mon. | <u>Effective Sentences</u> |
| | | “White Lies” |
| | | “My Life’s Sentences” |
| | | “Salvation” |
| | Wed. | <u>Beginnings and Endings</u> |
| | | “Flipping the Script: Finding the Love of My Life While Writing the Book of My heart” |
| | Fri. | <u>Beginnings and Endings</u> (continued) |
| | | “Fighting with Your Partner? Use These 4 Phrases” |
| | | “Can Music Bridge Cultures and Promote Peace?” |
| | | Reading Quiz #2 (over Readings for Weeks 4 & 5) |
| | | Discussion Board #3 |

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| Week 6: | Mon. | <u>Narration</u> |
| | | “What’s in a Name?” |
| | Wed. | <u>Narration</u> (continued) |
| | | “Life in Motion” |
| | | “Call Me Charlie” |
| | Fri. | <u>Diction and Tone</u> |
| | | “Flight of the Eagles” |
| | | “Wolfpack” |
| | | “An Indian Father’s Plea” |
| | | Discussion Board #4 |
| | | *Descriptive Essay Due—by 11:59 p.m. in Blackboard |

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| Week 7: | Mon | <u>Figurative Language</u> |
| | Wed. | “The Barrio” |
| | | “A Plan B Essay” |
| | | “Whirl, Interrupted” |
| | Fri. | <u>Voice</u> |
| | | “A Pleasure to Burn: One Family’s Hot Sauce Heirloom” |
| | | “Wheels Up” |
| | | “We Should All Be Feminists” |
| | | Quiz #3 (over Readings for Weeks 6 & 7) |
| | | Discussion Board #5 |

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| Week 8: | Mon. | <u>Illustration</u> |
| | | “Be Specific” |
| | Wed. | <u>Illustration</u> (continued) |
| | | “The Rule of Three” |
| | Fri. | <u>Illustration</u> (continued) |
| | | “The Case for Short Words” |
| | | Quiz #4 (over Readings for Week 8) |
| | | Discussion Board #6 |

Week 9: No Classes: Spring Break

Week 10: Mon. Review for Midterm
Wed. Student Meetings
Fri. **Midterm Exam**

Week 11: Mon. PB & J Group Work
Wed. Execute PB & J Exercise
Fri. **Process Analysis**
“Designate a Place for Each Thing”
“Tiger Tips on Interviewing”
“Spiders’ Legs Are Hydraulic Masterpieces”
Discussion Board #7

**Narrative Essay Due---by 11:59 p.m. in Blackboard*

Week 12: Mon. **Cause and Effect**
“When a Teacher Sees You, Everything Opens Up”
Wed. **Cause and Effect** (continued)
“Black Men in Public Space”
Fri. **Cause and Effect** (continued)
“Why We Crave Horror Movies”
Quiz #5 (over Readings for Weeks 10 & 11)
Discussion Board #8

Week 13: Mon. **Definition**
“I Love You, Now Leave Me Alone: What Friendship Means to an Introvert”
Wed. **Definition** (continued)
“Who Gets to Be Hapa?”
Fri. **Definition** (continued)
“Cut From the Same Cloth: Wearing Hijab in Houston, Post Trump”
Discussion Board #9

Week 14: Mon. **Compare and Contrast**
“On a Plate”
Wed. **Compare and Contrast** (continued)
“Stressed and Overwhelmed”
Fri. **Compare and Contrast** (continued)
“Appalachia’s White Working Class”
Discussion Board #10

Week 15: Mon. **Argument**
“Becoming Disabled”

Wed. **Argument**: (continued)

“In Praise of the F Word”

Fri. **Argument**: (continued)

“Let Children Get Bored Again”

Discussion Board #11

****Process Analysis/Cause & Effect Essay Due---by 11:59 p.m. in Blackboard***

Week 16: Mon. In-class Writing

Wed. Review for Final

Week 17: Final Exam TBD