



English 1301 Syllabus

Instructor	Ms. Kiahna S. Garcia
Office Hours	M-THR: 10:00AM-12:30PM F: 11:00AM-1:00PM ***Or by appointment***
Office Location	Remote
Email	ksg18je@sulross.edu
Class Schedule	M/T/W/TR/F: Anytime/Any day
Class Location	Online (asynchronous)
Required Text	Robinson, S. et al. (2021). <i>Writing Guide with Handbook</i> . Houston: OpenStax. Available online at: https://openstax.org/books/writing-guide/pages/1-unit-introduction
Required Equipment and Software	Internet connection; computer with camera & microphone (in case we need to meet online); Microsoft Word, Microsoft PowerPoint (available free to SRSU students via Office 365)

Course Expectations and Policies

I am excited that you are enrolled in ENGL 1301! By taking this class, you will build the writing and reading skills that will help you throughout your undergraduate career. During this class, you'll practice key genres of academic writing—rhetorical analysis, problem/solution proposal, analytical report, and argument—all of which you will be asked to write in future college classes. Throughout this course, I will provide you with feedback you will use to strengthen your writing, such as clarity, organization, audience awareness, focus, and development.

The following pages contain important information about this course. Please read those carefully and ask your instructor right away if you have any questions about the course. We hope you have a great semester!

English 1301 Course Objectives:

After completing this course, you will be able to do the following:

- Use writing processes from invention to drafting, revising, and editing;
- Make effective rhetorical choices about your audience, purpose, arrangement, and style;
- To apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
- Develop communication skills to develop, interpret, and express ideas through written, oral, and visual communication;
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- Think critically to explore questions and analyze, evaluate, and synthesize information;
- compose a documented argument in writing and/or an oral presentation.

English 1301 Course Policies:

<http://english.ttu.edu/courses/2311/Archive/Tyrer/http://english.ttu.edu/courses/2311/Archive/Tyrer/>

Attendance: As this is an online asynchronous class, there will be no attendance.

However, students who have not logged into the Blackboard class, submitted any assignments, or participated in any online discussions will be administratively dropped by the Admissions Office. I will accommodate extenuating circumstances at my discretion.

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: Students and instructors are responsible for maintaining scholastic integrity at SRSU 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 result in an unacceptable and unethical academic performance. Plagiarism will most likely result in failure for the course.

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 for each semester for each class. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 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.

Sul Ross English Program Learning Outcomes:

After graduating with a bachelor's degree in English, students will be able to do the following:

- Construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct;
- Analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement;
- Produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

Texas State Government Student Learning Objectives:

1. **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **Communication Skills:** To include effective development, interpretation, and expression of ideas through written, oral and visual communication.
3. **Personal Responsibility:** To include the ability to connect choices, actions, and consequences for ethical decision making.
4. **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Sul Ross English Program 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 in a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

<http://english.ttu.edu/courses/2311/Archive/Tyrer/http://english.ttu.edu/courses/2311/Archive/Tyrer/>

Course Assignments

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	Due Date
Narrative	10%	Week 5
Problem-Solution Proposal	10%	Week 7
Comparison-Contrast Analytical Report	10%	Week 10
Argument (Core Post Assessment)	20%	Week 14
Portfolio	20%	Week 16
Peer Reviews and Reflections (2% each)	20%	Weeks 1-16
Daily Activity	10%	Daily
Total Points	100%	

Grading Scale:

Percentages and Grade Equivalents:

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

Assignment Descriptions

Personal Narrative (*Writing Guide Chapter 4*)

For the personal narrative, you will write a story about an event from your life that you keep remembering, a turning point of some sort. To get an accurate perspective of the event, you will go back in time as far as you can so that you think about the event as objectively as possible and know it as a real and meaningful turning point. You will learn how to use narrative techniques to show why the event has become meaningful.

Proposal: Problem-Solution (*Writing Guide Chapter 6*)

You will write a proposal that discusses a problem you want to learn more about, and that recommends a solution. The problem may be connected to the memory you describe in your personal narrative; however, the problem cannot be unique to you, and the solution you recommend cannot be one you only imagine; both the problem and the solution must be grounded in reality. The problem must also affect many people, and it must have an actual solution or solution that you can learn about through research.

Complex problems usually have more than one solution, so you may recommend several possible solutions.

Comparison-Contrast Analytical Report (Writing Guide Chapter 8)

You will write an analytical report on a topic that interests you and that you want to know more about. The basic purpose of an analytical report is to inform and analyze—that is, to teach your readers (your audience) about a subject by providing information based on facts supported by evidence and then drawing conclusions about the significance of the information you provide. The topic can be contemporary or historical, but it must be one that you can analyze and support with evidence from sources.

Argument (Writing Guide Chapter 10)

You will write a position argument on a controversial issue of your choosing. In a position argument, your purpose is to present a perspective, or viewpoint, about a debatable issue and persuade readers that your perspective is correct or at least worthy of serious consideration. A debatable issue is one that is subject to uncertainty or to a difference of opinion; in college classes, a debatable issue is one that is complex and involves critical thinking. These issues are not rooted in absolutes; instead, they invite writers to explore all sides to discover the position they support. In examining and explaining their positions, writers provide reasoning and evidence about why their stance is correct.

Reflections

The purpose of reflection writing is to help you tie together the ideas from your writing process, your assignment, and other thoughts and experiences in your mind. As part of this course, you are creating a portfolio of your writing (major assignments with reflections) to show your development as a writer. In reflections, you assess your growth as a writer. The portfolio of your work allows you not only to have a record of your compositions but also to reflect on those compositions and the process involved in writing them.

Daily Activities

Daily activities include the discussions and writing we do in class such as discussions of readings, usage and grammar work from Writing Guide's Handbook (at the end of the textbook) and the "Editing Focus" sections of assigned chapters, and other activities we do in class.

Portfolio (Writing Guide Chapters 1 and 20)

As part of this course, you are creating a portfolio of your writing (major assignments with reflections) to show your development as a writer. This writing portfolio will be a collection of your writing to be shared with an audience to demonstrate the growth of your writing and reasoning abilities. The portfolio of your work allows you not only to have a record of your compositions but also to reflect on those compositions and the process involved in writing them.

Guidelines for Major Essays

- **All major papers** should meet the guidelines of the assignment prompt and be formatted in **MLA 9th edition**. You are responsible for understanding and following MLA format and asking questions when needed.
- Final drafts should be double-spaced, and written in a 12-point, readable font. The title of your essay should be centered; the body of your essay should be left-aligned. Margins should be one inch wide on all sides. A correct heading and running header are required. Points will be deducted for final drafts that do not meet basic formatting standards for a college essay. Each essay will be 3 pages long.
- **All major assignments should be submitted as Microsoft Word files (.doc or .docx)**. Do not submit PDF, gdoc, .pages, .odt, .rtf, or .txt files. I will not accept assignments written in the “Submission Text” or “Comments” portion of the Blackboard submission link. Incorrectly submitted files are counted late until the appropriate file type is uploaded. Any submission that is blank or corrupt is considered late until properly submitted. Make sure you receive a successful submission confirmation from Blackboard.

Late Work: All major assignments and/or projects, etc. are due on their due dates. You are responsible for all assignments in this course and must complete all required work in English 1301 to receive a passing grade. Late assignments will not be accepted. If the student fails to contact the instructor about an extension, the grade will result in a zero. **I know that challenges happen; please talk to me if you are struggling or if something is preventing you from turning in assignments on time so we can plan a way for you to succeed.**

ENG 1301 Tentative Syllabus

The textbook *Writing Guide with Handbook* is abbreviated to *WH*.

Week	Topic	Reading	Assignments
One	Course Introduction: The Digital World	WH 1.1 "Reading" to Understand and Respond WH 1.2 Trailblazer Selena Gomez	Week 1 Discussion Board: Introduction 1.2 Discussion Questions on Selena Gomez (pg.)

		WH 1.3 Glance at Critical Response: Rhetoric and Critical Thinking WH 1.4 Annotated Student Sample: Social Media Post and Responses on Voter Suppression	
Two	Thinking and Writing Critically: Rhetoric	WH 1.5 Responding critically to texts: Critical response	Week 2 Discussion Board: Thinking Critically About a Text 1-page critical response using Table 1.1 and sentence starters (Core Critical Thinking pre-assessment) (pg.)
Three	The Personal Narrative	WH Ch 4 Introduction WH 4.1 Exploring the Past to Understand the Present WH 4.2 Memoir Trailblazer: Ta-Nehisi Coates WH 4.3 Glance at Genre: Conflict, Detail, and Revelation WH 4.4 Annotated Sample Reading: from Life on the Mississippi by Mark Twain	Week 3 Discussion Board: After reading assigned readings, what is a personal narrative? What do you think are some challenges you might face when writing your personal narrative essay? Week 3 Daily Activities: Table 4.1 Basic Story Elements Figure 4.7 Character web Figure 4.8 Senses chart
Four	Writing and Revising the Personal Narrative	WH 4.5 Writing Process: Making the Personal Public WH 4.6 Editing Focus: More on Characterization and Point of View	Week 4 Daily Activities: Use 4.5 to draft narrative (basic story elements, conflict, point of view, organization, verb tense and voice, imagery).
Five	Editing and Submitting the Personal Narrative	WH 4.6 Editing Focus WH 4.7 Evaluation: Structure and Organization WH 5.6 Verb Tense Consistency	Week 5 Assignment: Personal Narrative Essay Due Reflection Due

		WH 4.8 Multilingual Writers 4.9 Reflection for Portfolio	
Six	Writing the Proposal:	WH Ch 6 Introduction WH 6.1 Proposing Change: Thinking Critically About Problems and Solutions WH 6.2 Proposal Trailblazer: Atul Gawande WH 6.3 Glance at Genre: Features of Proposals WH 6.4 Annotated Student Sample: "Slowing Climate Change" by Shawn Krukowski WH 6.5 Writing Process: Creating a Proposal WH 6.6 Editing Focus: Subject-Verb Agreement	Week 6 Discussion Board: 6.2 Discussion Questions on Medical Problem Solver: Atul Gawande Week 6 Activity: WH 6.6 Practice Subject-Verb Agreement Begin Proposal Draft
Seven	Revising, Editing, and Submitting the Proposal	WH 6.9 Portfolio: Reflecting on Problems and Solutions WH 7.6 Quotations	Week 7 Assignment Submit Proposal (problem/solution) Reflection Due
Eight	Writing the Analytical Report	WH Ch 8 Introduction WH 8.1 Information and Critical Thinking WH 8.2 Analytical Report Trailblazer: Barbara Ehrenreich WH 8.3 Glance at Genre: Informal and Formal Analytical Reports WH 8.4 Annotated Student Sample: "U.S. Response to COVID-19" by Trevor Garcia	Week 8 Discussion Board: 8.2 Discussion Questions on Myth-Buster: Barbara Ehrenreich Week 8 Daily Activity: Select a report topic; begin gathering 3–5 credible sources WH 8.6 Practice Using Commas WH 9.6 Your Turn (correcting mixed constructions)
Nine	Revising the Analytical Report	WH 8.5 Writing Process: Creating an Analytical Report WH 8.6 Editing Focus: Commas with Nonessential and Essential Information	Draft introduction, thesis, and body sections using Table 8.1/8.2 graphic organizers

Ten	Editing and Submitting the Analytical Report	WH 8.9 Portfolio: Evidence and Objectivity WH 9.6 Editing Focus: Mixed Sentence Constructions	Analytical Report (comparison/contrast) Due Reflection Due
Eleven	Introducing the Position Argument: Developing a Question	WH Ch 10 Introduction WH 10.1 Making a Case: Defining a Position Argument WH 10.2 Position Argument Trailblazer: Charles Blow WH 10.3 Glance at Genre: Thesis, Reasoning, and Evidence WH 10.4 Annotated Sample Reading: "Remarks at the University of Michigan" by Lyndon B. Johnson	Week 11 Discussion Board: 10.2 Discussion Questions on Trendsetter: Charles Blow Choose a debatable issue; draft a working thesis and outline
Twelve	Drafting the Position Argument	WH 10.5 Writing Process: Creating a Position Argument: Thesis Frames and Organization Rhetorical Appeals and Types of Supporting Evidence Organization	Week 12 Daily Activity: WH Table 10.1: Draft argument Begin drafting essay
Thirteen	Revising the Position Argument	WH 10.6 Editing Focus: Paragraphs and Transitions WH 12.6 Editing Focus: Integrating Sources and Quotations	Week 13 Daily Activity: WH 12.6 Editing Focus: Integrating Sources and Quotations Begin revising essay
Fourteen	Submitting the Position Argument	WH 10.9 Portfolio: Growth in the Development of Argument	Week 14 Assignment Position Argument Due Reflection Due
Fifteen	Preparing the Portfolio Reflection	WH 20.1 Thinking Critically about Your Semester WH 20.2 Reflection Trailblazer: Sandra Cisneros WH 20.3 Glance at Genre: Purpose and Structure	Week 15 Activity: Review four essays and reflections written this semester Begin drafting reflection essay
Sixteen	Drafting the Portfolio Reflection & Submission	WH 20.5 Writing Process: Looking Back, Looking Forward	Week 16 Assignment Portfolio Due

