



English 1301 Composition I College Connect Syllabus

Instructor	
Office Hours	Online 8am-8pm
Office Location	Online
Telephone	432-208-7871
Email	aarroyo@sulross.edu
Class Schedule	Online
Class Location	Online
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)

Required Texts, Materials, Supplies

- *Writing Guide with Handbook*
- Consistent access to a computer and internet

Course Expectations

This College Connect course provides you with supplemental activities and content that will support your success in English 1301. This class will your learning and mastery of the English 1301 outcomes listed below.

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.

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 to 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 a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

Major Assignments for English 1301 that this class supports

Major Assignment	% of Final Grade	Due Date
Pre-writing assessment	5%	
Narrative	10%	
Problem-Solution Proposal	10%	
Comparison-Contrast Analytical Report	10%	
Argument	10%	
Portfolio	10%	
Peer Reviews and Reflections (2% each)	20%	
Daily Activity	10%	
Post-writing assessment	5%	
Total Points	100%	

Assignment Descriptions

Personal Narrative (*Writing Guide* Chapter 4)

For the personal narrative, you will write a story about an event from your life that 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 solutions 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 that you choose or that your instructor assigns to you. 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.

Peer Reviews

One of the most helpful parts of the writing process can be soliciting input from a peer reviewer. Participating in peer review is a necessary part of the writing process. Having the response and feedback of an outside reader can help you shape your writing into work that makes you proud. A peer review occurs when someone at your level (a peer) offers an evaluation of your writing. Instructors aid in this process by giving you and your peers judgment criteria and guidelines to follow, and the feedback of the reader should help you revise your writing before your instructor evaluates it and offers a grade. You will engage in peer reviews for each of your major assignments.

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, sharing discussion board posts, 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 Written 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.

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. For school-related absences, it is the student's responsibility to contact the instructor within 24 hours after the missed class in order to make arrangements for missed work. If the student fails to contact the instructor, 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.

Grading Scale:

Percentages and Grade Equivalents:

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

The textbook *Writing Guide with Handbook* is abbreviated to *WH*. You need to be prepared for each class by completing reading assignments and activities listed for that day.

Week	Topic	College Connect Activities
One	Course Introduction: The Digital World	WH 1.3 Glance at Critical Response: Rhetoric and Critical Thinking—review and discuss questions WH H 3 . Clear and Effective Sentences WH 4.5 Sentence Structure
Two	Thinking and Writing Critically: Rhetoric	WH H 4 Sentence Errors WH 1.5 and Table 1.1 Responding critically to texts—review if necessary WH 1.7 Concept map of rhetorical situation—review and discuss questions
Three	Writing Personal Narrative	WH H 5 Words and Language Table 4.1 Basic Story Elements—review if necessary Figure 4.7 Character web—review if necessary

Week	Topic	College Connect Activities
		Figure 4.8 Senses chart—review if necessary
Four	Drafting the Personal Narrative	WH H 6 Point of View WH 4.6 Editing Focus: More on Characterization and Point of View
Five	Revising and Submitting the Personal Narrative	WH H 7 Verbs • Subject-Verb Agreement • Verb Tense WH 5.6 Verb Tense Consistency—do Practice with Verb Tense Consistency activity
Six	Writing the Proposal: Genre, Drafting, and Editing	WH H 7 Verbs • Irregular Verbs • Verb Mood WH 6.6 Practice Subject-Verb Agreement
Seven	Revising and Submitting the Proposal	WH H 9 Pronouns • Pronoun Reference • Pronoun-Antecedent Agreement WH 7.6 Quotations Editing Proposal
Eight	Writing the Analytical Report	WH H 9 Pronouns • Pronoun Case WH 8.3 Glance at Genre: Informal and Formal Analytical Reports--review Discuss report topics
Nine	Drafting and Editing the Analytical Report	WH H 9 Punctuation • Commas WH 8.6 Editing Focus: Commas with Nonessential and Essential Information WH 8.6 Practice Using Commas Workshop on thesis statements for Report
Ten	Submitting the Analytical Report	WH H 9 Punctuation • Apostrophes • Other Punctuation WH 9.6 Editing Focus: Mixed Sentence Constructions WH 9.6 Your Turn (correcting mixed constructions)
Eleven	Writing the Position Argument	WH H 10 Mechanics Review Position Argument assignment and discuss questions WH 10.3 Glance at Genre: Thesis, Reasoning, and Evidence--discuss
Twelve	Drafting the Position Argument	WH H 11 Quotations WH 12.6 Editing Focus: Integrating Sources and Quotations WH 10.5 Writing Process: Creating a Position Argument: Thesis Frames and Organization—review and workshop

Week	Topic	College Connect Activities
Thirteen	Revising the Position Argument	WH 10.6 Editing Focus: Paragraphs and Transitions WH 12.6 Editing Focus: Integrating Sources and Quotations
Fourteen	Submitting the Position Argument	Workshop on position argument
Fifteen	Preparing the Portfolio Reflection	Self assessments of writing challenges and strategies for success
Sixteen	Drafting the Portfolio Reflection & Submission	Workshop of Portfolio Reflection

English 1301 CC Course Policies

Attendance

To be successful in this course, you must attend consistently and punctually and participate fully. For in-person courses, attendance counts as part of your course grade.

Students who enroll in a course but have “Never Attended” (in-person class) or who have not logged into the Blackboard class (for a fully-online course) by the official census date 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 results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a 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 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.