

**SUL ROSS STATE UNIVERSITY
ACADEMIC CENTER FOR EXCELLENCE
ENG 1301 Fall 2026**

COURSE TITLE: English Composition I
SECTION: CRN 11710 Section C02
CLASS DAY & TIME: MWF 11:00-11:50am
CLASSROOM: FH 213
INSTRUCTOR: Ms. Anne Marie Hilscher
INSTRUCTOR'S OFFICE: FH 208
INSTRUCTOR'S PHONE #: 432-837-8338
INSTRUCTOR'S E-MAIL: ahilscher@sulross.edu
INSTRUCTOR'S OFFICE HRS: MW 9:00-10:00 & 1:30-3:00; Tues/Thurs 9:30-10:45 & 1:30-3:00 and by appt.

CREDIT HOURS: 3

LECTURE HOURS: 3

Required Text: Rosa, Alfred and Paul Eschholz. *Models for Writers: Short Essays for Composition*, 15th ed., New York: St. Martin's 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, a computer, and online access ****Always come to class prepared with paper and a writing utensil. ****

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

STUDENT ASSISTANCE: Tutors are available in the Tutoring and Learning Center, Library first floor, free of charge. Please check with the Tutoring and Learning Center for hours and days of tutor availability.

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. 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 or stop by Ferguson Hall, Room 112, if they have any additional questions about the process. Our mailing address is PO Box C-122, Alpine, TX, 79832.

TEXAS SUCCESS INITIATIVE (TSI) ADVISING: As a developmental education student, you have a TSI hold on your records. In order for you to register for the next semester, you must see a TSI advisor in Lobo Den once registration has begun for the next semester. Lobo Den is located in the library and the phone number is 837-8982.

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. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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.

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.

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.

SRSU LIBRARIES: 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.

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 must 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. 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. The 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*.

“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 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 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 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 is expected to familiarize themselves with the requirements of such laws.

Ms. Hilscher's Addendum

SRSU'S ARTIFICIAL INTELLIGENCE (AI) STATEMENT: The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using

AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

MY STATEMENT: No use of generative AI tools is permitted. This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me.

ATTENDANCE POLICY: 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 will 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.

EXTRA CREDIT: There may be opportunities to receive extra credit throughout the semester; those opportunities will be announced at a later date.

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 as well as 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 around 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 the best you possibly can. 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 (see Essays below). There are no make-up quizzes, in-class work, or exams given in this course. **For university-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 work prior to the absence, the grade will result in a zero. No make-up work is given after the absence. 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, course work 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." Do not email me your assignments.

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.

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. **Late essays will incur a 10-point penalty for each day after the due date.**

Discussion Boards (Open on Friday mornings; close on the following Sunday at 11:59 pm): 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. No AI-generated answers.

In-Class Assignments/Quizzes: These exercises are designed to supplement your writing skills. They are assigned and due on the same day and must be completed during class time. Late submissions will not be accepted unless otherwise stated.

Exams: There will be three exams: Midterm, Composition Final, and Grammar Final. **The Midterm** will consist of a multiple-choice and matching over the short stories and lectures. The **Composition final exam** will pull together the key ideas and aspects of the advent of composition. Your Composition final exam will consist of fully developed (no less than half a page) short answers. The goal of the assignment is to apply your discussions and measure your ability to pull together the semester's significant ideas comprehensively and clearly. The grammar final exam will be comprehensive over the material learned this semester. There will be **NO make-up exams or early exams**.

Extra Credit: Although not guaranteed, opportunities to earn extra credit may be announced later in the semester.

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

Essays	40%
Discussion Boards/Quizzes	20%
In-class Assignments	10%
Mid-Term	15%
Final Exam	15%
TOTAL	100%

WEEK	DATE	English 1301 Tentative Schedule
1	M Aug 24	Pre-Assessment – Core Curriculum
	W Aug 26	Course Expectations; Blackboard Review
	F Aug 28	Essay Guidelines and Prompts, MLA Format
2	M Aug 31	<u>Thesis:</u> “Anxiety: Challenge by Another Name” “The Most Important Day” “Where Anonymity Breeds Contempt”
	W Sep 02	<u>Unity:</u> “How to Make People Feel Heard” “Shame” “My Favorite Teacher”
	F Sep 04	<u>Organization:</u> “A View from the Bridge” “Two Ways to Belong in America” “Shame is Worth a Try” Reading Quiz #1 (over Readings for Week 2) Discussion Board #1
3	M Sep 07	NO CLASS – LABOR DAY
	W Sep 09	<u>Description:</u> “The Corner Store” “Chlorine” “Crying in H Mart”
	F Sep 11	Review and Discussion Board #2
4	M Sep 14	<u>Paragraphs:</u> “My Rosetta” “Johnny Appleseed and America’s Drinking History” “Pipe Dream”

	W Sep 16	<u>Transitions:</u> “Teammates Forever Have a Special Connection” “What Happiness Is” “Against Meat”
	F Sep 18	Review and Discussion Board #3 Reading Quiz #2
5	M Sep 21	<u>Effective Sentences:</u> “White Lies” “My Life’s Sentences” “Salvation”
	W Sep 23	<u>Beginnings and Endings:</u> “Fighting with Your Partner? Use These 4 Phrases” “Can Music Bridge Cultures and Promote Peace?”
	F Sep 25	Review and Discussion Board #4 <i>*Descriptive Essay Due—by 11:59 p.m. in Blackboard</i>
6	M Sep 28	<u>Narration:</u> “What’s in a Name?” “Life in Motion” “Call Me Charlie”
	W Sep 30	<u>Diction and Tone:</u> “Flight of the Eagles” “Wolfpack” “An Indian Father’s Plea”
	F Oct 02	Review and Discussion #5 Reading Quiz #3
7	M Oct 05	<u>Figurative Language:</u> “The Barrio” “A Plan B Essay” “Whirl, Interrupted”
	W Oct 07	<u>Voice:</u> “A Pleasure to Burn: One Family’s Hot Sauce Heirloom” “Wheels Up” “We Should All Be Feminists”
	F Oct 09	Review and Discussion Board #6
8	M Oct 12	<u>Illustration:</u> “Be Specific”
	W Oct 14	<u>Illustration</u> (continued): “The Rule of Three” “The Case for Short Words”
	F Oct 16	Review and Discussion Board #7; Reading Quiz #4

9	M Oct 19	Review for Midterm; Student Meetings
	W Oct 21	Midterm Exam
	F Oct 23	“In the Forests of Memory” reading and Discussion Board #8
10	M Oct 26	PB & J Group Work; Execute PB &J Exercise
	W Oct 28	<u>Process Analysis:</u> “Designate a Place for Each Thing” “Tiger Tips on Interviewing” “Spiders’ Legs Are Hydraulic Masterpieces”
	F Oct 30	Review and Discussion Board #9; Reading Quiz #5 <i>*Narrative Essay Due---by 11:59 p.m. in Blackboard</i>
11	M Nov 02	<u>Cause and Effect:</u> “When a Teacher Sees You, Everything Opens Up”
	W Nov 04	<u>Cause and Effect</u> (continued): “Black Men in Public Space” “Why We Crave Horror Movies”
	F Nov 06	Review and Discussion #10; Last Day to drop with a “W.”
12	M Nov 09	<u>Compare and Contrast:</u> “On a Plate” “Stressed and Overwhelmed”
	W Nov 11	<u>Compare and Contrast</u> (continued): “Appalachia’s White Working Class”
	F Nov 13	Review and Discussion #11; Quiz #6
13	M Nov 16	<u>Argument:</u> “In Praise of the F Word” “Let Children Get Bored Again”
	W Nov 18	Final Exam Review
	F Nov 20	Practice Exam Exercise (graded) due Sunday, Nov 22, by 11:59 pm in Blackboard
14	M Nov 23	<i>*Process Analysis/Cause & Effect Essay Due---by 11:59 p.m. in Blackboard</i>
	W Nov 25	NO CLASS – THANKSGIVING HOLIDAYS
	F Nov 27	NO CLASS – THANKSGIVING HOLIDAYS
15	M Nov 30	Final Exam Part 1: Short Essays
	W Dec 02	Final Exam Part 2: Short Answers
	Fri Dec 04	No Class
16	<i>Final Exam Week</i>	