

English 1301 Syllabus

Instructor	
Office Hours	T-TH 1-3 p.m. and by appointment
Office Location	MAB 112C
Telephone	TBD
Email	bhaines@sulross.edu
Class Schedule	M-W-F 9:50 – 10:40 @ FT Davis HS
Class Location	
Required Texts available in Blackboard	- Robinson, S. et al. (2021). <i>Writing Guide with Handbook</i>. Houston: OpenStax. https://openstax.org/books/writing-guide/pages/1-unit-introduction - Anderson, Daniel J., et al. <i>Human Wisdom for the Age of AI: A Field Guide to Cultivating Essential Skills</i>. Elon University, American Association of Colleges and Universities, and The Princeton Review, 2026, https://www.aacu.org/publication/human-wisdom
Required Equipment and Software	Internet connection; computer with camera & microphone; Microsoft Word, Microsoft PowerPoint (available free to SRSU students via Office 365)

Course Expectations

We are 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. Your instructor 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.

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: 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
Discussions (4)	10%	Weeks 1, 2, 7, 11
Critical Review	10%	Week 3
Personal Narrative	10%	Week 6
Analytical Report	10%	Week 10
Peer Reviews (5)	10%	Weeks 3, 5, 9, 12, 13
Argument	20%	Week 14
Peer Reviews File	C/I	Week 16
Reflections File	10% (2% each)	Week 16

Portfolio	20%	Week 16
Total Points	100%	

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

Portfolio (*Writing Guide* Portfolio sections of each chapter [1.8, 4.8, 8.8, 10.8, and Ch 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. Use first person point of view. Remember to save all your drafts and papers in well organized files.

Critical Review of Social Media (*Writing Guide* Chapter 1)

For your first assignment, you will review a social media post or meme that addresses an aspect of social activism, that is, social media about efforts to cause social change. For example, Selena Gomez uses social media to raise awareness of and support for mental and physical health improvements. Your instructor will discuss which point of view to use—first person or third person or a reasonable combination of both.

Personal Narrative (*Writing Guide* Chapter 4)

For the personal narrative, you will write a narrative about a memory of when a cultural tradition from your heritage grew in importance for you. You will develop your ability to use narrative techniques to show why this cultural tradition became meaningful to you personally. You will use first person point of view.

Analytical Report (*Writing Guide* Chapter 8)

The analytical report is an informational text. Informational texts present facts and make conclusions based on those facts. 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. It is appropriate to use third person point of view.

Argument (*Writing Guide* Chapter 10)

An argument is a text that states a **claim** and supports it with logical **reasoning** and **evidence**. A **claim** is a statement that something is true or valid or that some action should be taken. Every claim in an argument should be supported by logical reasoning. **Reasoning** includes cause and effect, comparison and contrast, problem and solution discussions. Reasons are supported by reliable and sufficient evidence. **Evidence** can be facts, statistics, examples, quotations, etc. See Ch 6.5 for a list of kinds of evidence. You will write a position argument on a controversial issue that you choose. In a position argument, your purpose is to present a perspective on a debatable issue and persuade readers that your

perspective is 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. You need to explore all sides and then form your own claim that you will support with reasoning and evidence. Your instructor will discuss which point of view to use—first person or third person or a reasonable combination of both.

Peer Reviews (*Writing Guide* Ch 4.5, 6.5, 8.7, 10.6 and 10.7)

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. Use first person point of view to provide your readerly response to a classmates' writing, and second person point of view to offer suggestions. Note: Save all peer reviews you write and receive in a digital file entitled *Peer Reviews* to be submitted whenever the instructor asks.

Reflections (*Writing Guide* Portfolio "Reflective Task" sections of each chapter [20.3, 20.5 and 20.7, 1.8, 4.8, 8.8, and 10.9])

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. Use first person point of view.

Note: Save all reflections in a digital file entitled *Reflections* to be submitted whenever the instructor asks.

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.

Generative Artificial Intelligence (AI)

Sul Ross State 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 their 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.

Generative AI Use in This Class

A learning objective for this class is critical thinking and the ability to use the writing process to develop and enhance communication. Your instructor may integrate Generative AI activities using *Human Wisdom for the Age of AI* to develop the human capabilities you need for personal growth and sharpened critical thinking.

Generative AI tools can aid your thinking; they should never replace your thinking. The standard in this course's three optional AI activities is transparent, intentional, and critically reflective AI use. For example, see this course's AI Use Disclosure at the end of this syllabus.

Disclosure Requirement: Any assignment that involves the use of a generative AI tool (ChatGPT, Claude, Gemini, Copilot, Perplexity, etc.) must include a brief AI Use Disclosure at the end of the submission. Your disclosure should identify: (1) which tool(s) you used, (2) how you used the tool(s), (3) how you evaluated or revised the output, and (4) a statement of author responsibility.

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*.

Human Wisdom for the Age of AI is abbreviated to *AI*.

You need to be prepared for each class by completing reading assignments and activities listed for that day.

Week	Topic	Reading and Class Content	Activities and Assignments
One	Course Introduction: The Digital World	- WH 1.1 "Reading" to Understand and Respond, Rhetorical Situation - WH 1.2 Trailblazer Selena Gomez - WH 20.3 Portfolio - Handbook—preview - H-12—Guide to Documentation (MLA & APA)--preview	WH 1.2 Discussion Questions on Selena Gomez
Two	The Critical Response: Rhetorical Situation and	- WH 1.3 Glance at Critical Response: Rhetoric and Critical Thinking - WH 1.4 Annotated Student Sample:	- WH 1.4 Discussion Questions - WH 1.5 Mapping the Rhetorical Situation - WH Table 1.1 Drafting Frame for homework

Week	Topic	Reading and Class Content	Activities and Assignments
	Drafting	Social Media Post and Responses on Voter Suppression • WH 1.5 Responding critically to texts: Critical response • WH 3.6 Sentence Structure • H.3 Clear and Effective Sentences	• Complete draft due Week 3.
Three	The Critical Response: Peer Review, Submission, and Reflection	• AI Deep Diving: Build your capacity for attention, memory and deep work • H.4 Sentence Errors • WH 1.6 Rubric “Critical Language Awareness” (usage and grammar in academic contexts versus personal contexts) • WH 1.8 Portfolio: Tracing Writing Development	• AI Deep Diving activity ◦ Surface Swim and Shallow Dive for homework ◦ Scuba zone in class • Peer Review using WH 1.6 Rubric “Critical Language Awareness” column only • Critical Response due • WH 1.8 Reflective Task: freewriting –save in a Reflections file
Four	The Personal Narrative: Exploring the Past to Understand the Present	• 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	• Table 4.1 Basic Story Elements • Figure 4.7 Character web • Figure 4.8 Senses chart
Five	The Personal Narrative: Drafting the Story, Peer Review, and Revision	• WH 4.5 Writing Process: Making the Personal Public • WH 4.6 Editing Focus: More on Characterization and Point of View • AI The Creative Kitchen • WH 4.8 Spotlight on . . . Multilingual Writers	• Use 4.5 to draft narrative (story elements, conflict, point of view, organization, verb tense and voice, imagery) • AI The Creative Kitchen ◦ Taste Test for homework ◦ Kitchen Work in class • WH 4.6 In class peer review “Focusing on Big-Picture Elements” • Full draft due for workshop
Six	The Personal Narrative: Editing, Submission, and Reflection	• WH 4.7 Evaluation: Structure and Organization • H. 7 Verbs—Verb Tense • H. 7 Verb Tense Consistency • WH 5.6 Verb Tense Consistence • 4.9 Reflection for Portfolio	• WH 5.6 Practice with Verb Tense Consistency • Personal Narrative due • WH 4.9 Reflective Task—3 paragraphs – save in Reflections file
Seven	The Informal Analytical Report: Information and Critical Thinking	• 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 of Informal Analytical Report: “U.S. Response to COVID-19” by Trevor Garcia • WH 8.5 Writing Process: Creating an	• WH 8.2 Discussion Question on Myth-Buster • WH 8.4 Discussion Questions • WH 8.5 Finding and Focusing a Topic • Table 8.3 Broad topics and focusing questions --Homework

Week	Topic	Reading and Class Content	Activities and Assignments
		Analytical Report H. 7 Subject-Verb Agreement	
Eight	The Analytical Report: Thesis and Evidence	- WH 8.5 Gathering Information - WH 8.5 Kinds of Evidence - WH 8.5 Thesis and Organization - AI The Drive to Discover - WH 8.5 Drafting an Analytical Report - Body Paragraphs - Developing Paragraph Content - WH 6.6 Subject-Verb Agreement H. 7 Verb Mood	- WH Table 8.4 Organizational Plan - AI The Drive to Discover - AI The Compass-Guided Expedition for homework - AI the gap analysis in class - Write complete draft for Week 9 - WH 6.6 Practice Subject-Verb Agreement
Nine	The Analytical Report: Peer Review and Revision	- WH 8.5 Citing Sources H. 12 Index and Guide to Documentation - WH 8.5 Peer Review - WH 7.6 Quotations - When to Use Quotations - Embedding Quotations H. 11 Quotations	- Peer Review in class - Table 8.5 Peer Review Questions
Ten	The Analytical Report: Submission and Reflection	- WH 8.8 Discipline-Specific and Technical Language H. 9 Punctuation—Commas - WH 8.6 Commas with Nonessential and Essential Information - WH 8.9 Portfolio: Evidence and Objectivity	- WH 8.6 Practice Using Commas Analytical Report due - WH 8.9 Reflective Task—write cover letter using and save in Reflections file
Eleven	The Position Argument: Developing a Question	- WH Ch 10 Introduction - WH 10.1 Making a Case: Defining a Position Argument - 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 H. 9 Punctuation— - Common Comma Errors - Apostrophes - Other Punctuation	10.4 Discussion Questions on "Remarks at the University of Michigan" by Lyndon B. Johnson - Choose a debatable issue; draft a working thesis and outline
Twelve	The Position Argument: Rhetorical Appeals and Types of Evidence	- WH 10.5 Writing Process: Creating a Position Argument: Thesis Frames and Organization - Rhetorical Appeals and Types of Supporting Evidence - Organization - WH 9.6 Mixed Sentence Constructions H. 4 Mixed Sentence Constructions	- WH Table 10.1: draft argument for workshop - WH 10.5 Peer Review Critical Thinking and Counter Claims - WH 9.6 Your Turn (practice editing mixed-construction sentences) - WH 10.6 Peer Review: Critical Thinking and Counterclaims
Thirteen	The Position Argument:	- WH 10.6 Paragraphs and Transitions H. 2 Paragraphs and Transitions	- In class work on paragraphs and transitions - WH 10.8 Peer Review Thesis and Support

Week	Topic	Reading and Class Content	Activities and Assignments
	Paragraphing, Transitions, Peer Review and Revision	Review WH 12.6 Integrating Sources and Quotations	
Fourteen	The Position Argument: Editing, Submission, and Reflection	WH 10.9 Portfolio: Growth in the Development of Argument	Position Argument due - WH 10.9 Lessons Learned—write two pages of reflection and save in Reflections file
Fifteen	The Portfolio and Reflection Letter	- WH 20.1 Thinking Critically about Your Semester - WH 20.2 Reflection Trailblazer: Sandra Cisneros - WH 20.3 Glance at Genre: Purpose and Structure	- Review four essays and reflections written this semester - Draft and revise reflection essay
Sixteen	The Portfolio Submission	WH 20.5 Writing Process: Looking Back, Looking Forward	Portfolio due Reflections file due Peer Reviews file due

English 1301 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.

Generative AI Use Disclosure

In creating this course, I used GenAI tools Claude and Copilot to organize activities and readings in the schedule. However, the tool created a schedule with too many inconsistencies and errors to be useful. My prompts should have been more precise to generate a more useful schedule. I also asked Claude to give feedback on readability of syllabus passages. I take full responsibility for the content of this syllabus and Blackboard course.