PART I – Course Information

Course Type
X Existing/Restructured
☐ New Course Proposed Fall 2013
   If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: ENGL 1301

Texas Common Course Number (TCCN Matrix): ENGL 1301

Course Title: Composition I

Course Catalog Description (Copy and paste from online catalog for existing courses):

ENGL 1301, Composition I, is the basic study in English diction, sentence structure, and rhetoric, with emphasis on the development of a thesis or claim. More specifically, the course involves the study of skills and methods used in writing at the university level, with the focus on writing academic texts and incorporating appropriate documentation. As the first half of a two-semester sequence that constitutes first-year composition at SHSU, ENGL 1301 is designed to introduce students to the nature of writing for academic purposes so that they will be able to develop ideas through invention (drafting, oral team discussion, and revision) and express them clearly and persuasively. The course builds a solid framework for students' understanding of how reading and writing operate concurrently in academic contexts. Editing, which includes learning the rules and conventions of Standard American English, is an essential part of learning to write competently in a university setting. Credit: 3.

Course Prerequisites: N/A

Available Online?
X Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: )
☐ No

Number of Sections to be Offered per Academic Year: 75

Estimated Enrollment per Section: 25-26

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Douglas Krienke and Helena Halmari

E-Mail Address: eng_mdk@shsu.edu; halmari@shsu.edu

Phone: 294-1413; 294-1402
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<tr>
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<tr>
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<td>Allen Maize</td>
<td>9/12/2012</td>
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PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: 1. Communication

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

Freshman composition is a core requirement because writing well is an essential part of a university education. By the end of ENGL 1301, students will be able to develop a thesis or claim, in a discernible and effective order, and demonstrate that they have a command of the conventions of written English appropriate to the freshman level in college. The course includes a review of usage and grammatical terminology as they relate to the writing process. It also offers an introduction to basic citation and documentation practices.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: To provide students with the essential tools to succeed in all their subsequent university-level writing tasks. This is an umbrella objective, and the syllabus of ENGL 1301 (see attached) is its operational definition.

How will the objective be addressed (including strategies and techniques)?

Objective 1 includes several skills and is necessarily divided into subsections. The main aims of ENGL 1301 are (1) to strengthen students’ ability to read a variety of texts representing several rhetorical types and (2), through this reading component, to improve their writing skills, oral expression, and visual literacy. Students will also learn to work with peers to review their own writing and the writing of others. Thorough revision includes the re-visioning of the text, its structure, its contents, its visual effect, and how appropriately it meets the needs of its intended audience and purpose. Discussions, peer reviews, and oral critique will develop students’ competence in clear verbal expression. Students will learn to draft and revise their own texts for content and organization of thought, as well as for editing.

Describe how the objective will be assessed:

Upon having taken ENGL 1301, students will be able to create formal written compositions through invention, organization, drafting, revision, and editing. They will write five (5) formal essays through time spent in the various stages of the writing process. Each essay will be drafted and go through a guided peer-editing process, which is a controlled form of peer-assessment. In addition to peer-editing, feedback and informal assessment on the first draft will
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be given by the instructor. The essay will then be revised by the student before the instructor
gives a final assessment and evaluation.

After instructors have had an opportunity to evaluate the essay, they will arrange a
conference time for each student on an individual basis in order for the student to receive
constructive criticism on the paper. This meeting is a reciprocal exchange between the student
and the instructor because the students also have an opportunity to ask questions about how
well their papers reflect their understanding of the necessary skill of writing.

Objective/SLO 2: To teach students to respond to different rhetorical situations by employing
the appropriate rhetorical modes and types.

How will the objective be addressed (including strategies and techniques)?

Students will learn to analyze the main components of varying rhetorical situations: audience,
purpose, and context. Successful writers need to know to whom they are writing and how that
must affect their style; they need to understand why they are writing, because it affects the
argumentative strategies they choose; and they need to dissect the context of writing to
determine the most effective and appropriate choice of diction.

The five essays that the students will write represent a variety of writing styles and strategies
which are designed to help students to develop their college-level writing skills. Students write
both in class and at home. The essays will exemplify the following writing methods:

1. Narration
2. Exposition and example
3. Comparison and Contrast
4. Description
   (Other possible methods to choose from are the following:
   Process Analysis
   Division or Analysis
   Classification
   Cause and Effect
   Definition)
5. Argument and Persuasion

Describe how the objective will be assessed:

Together, the formal essays will count as fifty (50) percent of the course grade, i.e., each will be
worth ten (10) percent. At various stages of the composition process, the peers and the
instructor play different roles in giving feedback and evaluation of how well the student is
making progress toward analyzing the components of audience, purpose, and context, and how
well the chosen method of writing matches these contextual constraints. Final assessment of
the essays is done by the instructor using a holistic grading rubric. The students' ability to
analyze audience, purpose, and context of writing will be assessed through various exercises,
one of which may be an exercise measuring their ability to write informative electronic
messages to different audiences, for varying purposes, and in a number of contexts.

Objective/SLO 3: To teach students to build a solid connection between reading and writing,
with an emphasis on understanding texts—oral, written, and visual.

How will the objective be addressed (including strategies and techniques)?
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Through numerous readings, ENGL 1301 students will learn to read analytically and think critically, with the aim of solving problems. The approach is based on the assumption that a good writer is also an avid reader. ENGL 1301 teaches the students not only to write but also to read and to understand and interpret what they read. The writing tasks will arise from the readings, which provide a suitable basis of content material.

Describe how the objective will be assessed:

To verify that the students do the actual readings, short reading quizzes (5-10 minutes of class time) will be given based on the texts in the Bedford Reader. These quizzes are also used to ensure that the students have not only read, but have also comprehended the meaning of the text and are able to analyze and synthesize the content. Short summary/response papers constitute an additional assessment method. These develop especially the skill of synthesis and at the same time enhance the students' creative abilities. Some instructors may use blogging and journal writing to assess further the students' understanding of the texts.

**Objective/SLO 4:** To introduce students to the modified process method (prewriting, writing, peer review, and rewriting) in order to develop well-organized formal papers in support of a thesis or claim.

How will the objective be addressed (including strategies and techniques)?

The first and foremost task of this core course is to help students overcome their fear of writing. The course will provide them with the tools to gain this confidence, which is necessary for them to become competent and confident writers. After students have taken ENGL 1301, they will be able to brainstorm for ideas, both by themselves and in collaboration with others; they will be able to draft and revise, ask for feedback from others, and themselves provide feedback.

Describe how the objective will be assessed:

The students' success in reaching Objective 4 can most tangibly be assessed when the peers and the instructor are able to identify a coherent line of argument, a discernible thesis that runs throughout the essay providing it with focus and coherence. A concrete phrase or sentence, the "point," must be identifiable by the reader. Because multiple feedback sessions are obligatory throughout the course (peer review, feedback on the draft, writing conference with the instructor, more peer feedback, and the final evaluation of the essay), students will learn during this process to shape and define their thesis.
Objective/SLO 5: To teach students to edit their own writing by demonstrating their ability in applying the conventions of standard American English grammar and appropriate usage and mechanics across various genres and writing situations, as well as appropriate citation methods.

How will the objective be addressed (including strategies and techniques)?

An essential characteristic of competent university-level writing is to master the usage, citation, and documentation conventions. Being able to apply these skills competently enhances the student's credibility and hence the ethical appeal of the student's text. Therefore, students are required to purchase the Bedford Handbook. It is not merely a reference tool; the instructors will teach from it. Because the intent of ENGL 1301 is to develop an practice writing skills that are academically and professionally essential, it is important to give brief weekly attention to those grammatical and usage principles that are most frequently and glaringly violated. Thus, throughout the semester, instructors will choose such essential elements of grammar and usage with which students predictably struggle; when reading the students' essays, they will carry out an error analysis and will address the frequent and recurring usage problems in class, giving students exercises from the handbook and raising the overall awareness of standard written American English. The following list may be regarded as a minimum and may be extended at the discretion of the instructor:

- Correct usage of the principal parts of verbs
- Agreement of subject and verb
- Agreement of pronoun and its antecedent
- Correct usage of pronoun form
- Correct choice between adjective and adverb
- Avoidance of sentence fragments
- Avoidance of run-together sentences and comma splices
- Sentence structure and emphasis
- Correct punctuation

Students learn that even though linguistically all language varieties are created equal, for academic writing tasks they cannot use the spoken, colloquial language; nor can they use the kind of language that they use for text messaging and informal e-mails.

Appropriate citation and documentation is another essential component of competent academic writing. In ENGL 1301, students will learn the MLA citation method for documenting basic, fundamental research tasks.

Describe how the objective will be assessed:

Usage quizzes will form ten (10) percent of the grade. The uniform departmental final examination, based on basic editing skills, will form another ten (10) percent.
PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. *Address all skill objectives associated with the selected Component Area.* *(See Appendix)*

1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?

In this class, students will read, write, and discuss, in order to achieve a meaning and an understanding of what the authors’ aims and goals are. Because critical thinking involves such overlapping operations as innovation, analysis, inference, synthesis, and evaluation, students are expected to engage in all these processes while they discuss their readings and write about them.

Describe how the skill will be assessed:

The students will be assigned readings from the *Bedford Reader*; they will annotate, summarize, and discuss each reading in class to indicate their understanding and critical thinking. Because critical thinking is involved in all writing, students are required to develop five (5) formal essays through the processes of invention, organization, drafting, revision, and editing. These essays will be drafted, will go through guided peer editing, and will be revised by the original author before the instructor collects the papers for evaluation and assessment.

Other forms of assessed tasks include the following: oral team presentations, reading quizzes, summary response papers, practice in writing efficient and informative electronic messages, peer workshop responses, discussion boards, blogs, and journal posting.

About 1,800 students take ENGL 1301 every year. During the academic year, at the end of each semester, instructors collect an essay from every fifth student, i.e., from twenty percent of students enrolled (approximately 360 essays). In May, experienced instructors and professors will conduct a grading session of these essays using a 4-point holistic grading rubric in order to assess whether the aims and objectives of ENGL 1301 are reflected and reasonably met in these compositions. Each essay is read by two different evaluators, who assign a holistic grade of 1-4 for the essay. Those receiving the combined score of 5 or above, will be deemed as meeting the overall standards of a beginning composition student. Our intention is that at least 70 percent of the approximately 360 essays will meet this goal. Depending on the level of writing skills that the incoming freshmen bring with them, this goal may or may not be realistic.

2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?

The entire course addresses the effective development of a coherent thesis. Students will interpret readings and will learn, via the modified process writing approach (prewriting, writing, rewriting, and revision) to develop and support their ideas through succinct examples and details from the assigned reading, text, or material.
Describe how the skill will be assessed:

The major part of the assessment is the feedback that the students receive from peers and the instructor on their five (5) formal, developed, and structured essays. The assessment of the students' oral and visual skills will be incorporated in their team oral reports, which enhance the students' skills in analysis and synthesis because they will use visual and oral senses to convey their argument in a logical, persuasive manner.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?
N/A

Describe how the skill will be assessed:
N/A

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

How will the skill be addressed (including strategies and techniques)?

During the semester, students will work in teams, whose responsibility is to read and provide constructive criticism on each member’s written work (the five formal essays, each structured and developed by a specific rhetorical mode and type, such as description, exposition, and argumentation). During peer critique, different points of view will be acknowledged and respected.

In addition, every student must participate in an oral team activity, which ties together with the assigned readings of the week in the *Bedford Reader*. For this purpose, by week 5, teams of 3-4 students will be formed, and presentation dates will be assigned by the instructor. In collaboration, members of the team will prepare a 10-minute oral presentation, which incorporates visual and textual materials. The presentations will take place throughout the remainder of the semester. The focus will be on the writing strategies in the readings, questions on meaning, issues of language, and connections with suitable biographical information about the author and the author’s purpose of writing the text in its historical and social context.

Describe how the skill will be assessed:

The peer-review is assessed as an obligatory component of students' participation. The oral team presentation will be assessed by a brief oral, holistic yet detailed, critique from the class as a whole, as well as the instructor. This team presentation counts as five (5) percent of the semester grade.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?

Personal responsibility is a key feature of ENGL 1301, woven into all activities and assignments that students do in class. Most importantly, all readings expose students to issues of personal responsibility. They provide students with examples of how life choices lead to consequences. Through explicit discussions of these readings, students learn, over and over, of the consequences of ethical versus unethical decisions in life. Thus, through reading and writing, students will gain an understanding of choices, good and bad. The readings convey the essence of an experience for the students. Through readings, students can, so to say, experiment vicariously with different life choices, and thus, in a safe manner, learn to see the consequences. You cannot have an experience by being told about it; you must experience it yourself. Students take the personal responsibility upon themselves to read the work, and through this reading, they will acquire experience, which will then embody issues about life to which they can relate in a real way. Through discussion about each reading, students will consider these important questions:

1. What is the text about? (This is its subject/topic.)
2. What is the text for? (This is its function.)
3. How is the text put together? (This is its organization or form.)
4. What is the text’s temper, mood, and personality? (This is its tone.)
5. How good is the text? (This question involves their own judgment or critical appraisal.)

Dissecting each reading from these five aspects allows the students to question what some of their own preconceived notions, prejudices, and stereotypes are, whether they are valid or flawed. Students are reminded through this understanding that it is important to comprehend another person’s point of view, which, necessarily enhances personal responsibility of one’s own actions and choices. Analyzing and interpreting these readings give students opportunities to weigh their own life choices so that they can engage ethically in local and global communities as responsible members.

Personal responsibility is also an integral part of teamwork. Because the students’ input is essential to the success of the entire team, they are personally responsible not only for their attendance but also for their full and constructive input and participation.

Describe how the skill will be assessed:

Through the instructor’s written analysis and through in-depth writing conferences (where students meet one-on-one with their instructor to discuss their writing process), the instructor analyzes and gives feedback to students about how well their writings reflect their responsible understanding of the sometimes very controversial issues. The assessment is necessarily holistic; however, the instructor, as a teacher-mentor, makes sure that everyone’s opinions, even dissenting ones, can be expressed. Nevertheless, ethical choices through discussion and conferencing, are always encouraged.

In a composition class, it is necessary for students to participate, and they are themselves responsible for attending. Sometimes, even in college, responsibility must be encouraged with mandatory attendance policies. The detailed attendance policy (see syllabus) is intended,
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through some punitive means, to concretely teach the students personal responsibility and the consequences of their personal choice of not attending.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?
N/A

Describe how the skill will be assessed:
N/A

**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

   **Week 1**: Introduce the course. Review syllabus. Students will introduce themselves to each other and the instructor. Establishment of the instructor’s persona to the class. Give pretest/diagnostic composition assessment.

   **Week 2**: Return pretest results and review them as a teaching tool. Introduce students to composition grading rubric. Explain the organization and format of *Bedford Reader* and *Bedford Handbook*. Discuss the importance of basic aims of methods of writing in *Bedford Reader*. Assign “Disability” by Nancy Mairs in *Bedford Reader* (pages 13-26) for the purpose of understanding the importance of critical reading in an effort to emphasize that critical thinking is not a “negative thought,” which is a common misapplication of this term. This essay will allow the students to understand that critical thinking and reading involve such applied functions as analysis, inference, synthesis, and evaluation. Vocabulary quiz. Introduce appropriate use of verb forms, tenses, and moods in standard English (*Bedford Handbook*, page 288-308). Arrange for a visit to the Writing Center.


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Week 5: Continue study of example essay (Essay #2). See examples in writing about television on page 208 in *Bedford Reader*. See examples of a job application letter (*Bedford Reader*, pages 209-210). Rough draft of example essay (Essay #2) due. Begin unit on oral team presentations, which are to take place throughout the semester. Form teams for oral presentations and assign dates. Explain to students that they will present oral critique on other students’ presentations.

Week 6: Revising an example essay (Essay #2) by reviewing checklist:
1. Generalization: What general statements do your examples illustrate?
2. Support: Do you have sufficient examples to establish your generalization?
3. Specifics: Are examples detailed? Do these examples reveal some aspects of the generalization?
4. Relevance: Do all examples relate to the generalization?
5. Sentence variety: Have you varied sentences for clarity and interest?

Peer review on the draft of example essay (Essay #2). Introduce adjectives and adverbs (*Bedford Handbook*, pages 280-287).


Week 13: Introduce MLA citation (*Bedford Handbook*, pages 491 ff.). Use various exercises and applications in *Bedford Handbook* to help students understand the importance of recognizing source
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materials and their practical applications. Essay #4 final draft on description due. Introduce argumentation and persuasion: stating opinion and proposals (Essay #5).

Week 14: Discuss argument and persuasion in an image (Bedford Reader, pages 546-547), in order for students to respond to the image by soliciting such a reaction as “Are You Offended?”; “Are You Persuaded?”; “Are You Amused?” Review reasoning process (Bedford Handbook, pages 124-129). Discuss logical fallacies (Bedford Reader, pages 554-556). Read Katha Pollitt, “What’s Wrong with Gay Marriage?” (Bedford Reader, pages 570-575); Charles Colson, “Gay ‘Marriage’: Societal Suicide” (Bedford Reader, pages 576-579). Reading quiz over both selections. Vocabulary quiz. Draft on Essay #5 on argument and persuasion due for peer review.


2. Attach course syllabus

Syllabus Attached?  X Yes
ENGL 1301W Composition I Syllabus

Fall 2012; Credit 3

Meeting Days/Times: Place section and CRN numbers, days, times, and locations here
Instructor: Name
Office: EV add number
Contact Information: Email/phone
Office Hours: 3 hrs per week minimum and by appointment. List by day and time.

Course Description

ENGL 1301, Composition I, is the basic study in English diction, sentence structure, and rhetoric with emphasis on the development of a thesis or claim. More specifically, the course involves the study of skills and methods used in writing at the university level, with the focus on writing academic texts and incorporating appropriate documentation. As the first half of a two-semester sequence that constitutes first-year composition at SHSU, ENGL 1301 is designed to introduce students to the nature of writing for academic purposes so that they will be able to develop ideas through invention and express them clearly and persuasively. The course builds a solid framework for students' understanding of how reading and writing operate concurrently in academic contexts. Learning the rules and conventions of Standard American English is an essential part of learning to write competently in a university setting.

Aims and Outcomes

Freshman composition is a core requirement because writing well is an essential part of a university education. By the end of ENGL 1301, students will be able to develop a thesis or claim, in a discernible and effective order, and demonstrate that they have a command of the conventions of written English appropriate to the freshman level in college. The course includes a review of usage and grammatical terminology as they relate to the writing process. The main aims of ENGL 1301 are (1) to strengthen students' ability to read a variety of texts representing several rhetorical types and (2), through this reading component, to improve their writing skills, oral expression, and visual literacy. Students will also learn to work with peers to review their own writing and the writing of others. They will learn to draft and revise their own texts for content and organization of thought, as well as editing. Thorough revision includes the re-visioning of the text, its structure, its contents, its visual effect, and how appropriately it meets the needs of its intended audience and purpose. Discussions, peer reviews, and oral critique will develop students' competence in clear verbal expression.
Course Objectives

Upon completion of ENGL 1301 students will be able to

- analyze audience, purpose, and context,
- respond appropriately to different rhetorical situations and constraints,
- read analytically and think critically, with the aim of solving problems through the development of exposition and argument,
- build a solid connection between reading and writing, with the emphasis on understanding texts, oral, written, and visual,
- use the modified process method (prewriting, writing, and rewriting) to develop well-organized, formal texts in support of a thesis or claim,
- evaluate and critique others’ writing, including that of their peers, logically and constructively,
- based on careful listening, give constructive verbal criticism to their peers’ oral team presentations,
- work in collaboration to improve their written and oral expression through revision and editing,
- identify persuasive appeals in written, oral, and visual texts,
- use the MLA citation method for documenting basic, fundamental research tasks,
- demonstrate the conventions of Standard American English grammar and appropriate mechanics across various genres and writing situations.

Textbooks

Required Texts:


Recommended Texts:

A good collegiate dictionary, such as Webster’s College Dictionary or
The American Heritage Dictionary of the English Language.

Attendance

Attendance is mandatory for successful completion of this course. Even a moderate number of absences may seriously jeopardize your ability to learn the material and pass the course. Because much of our work will build on material previously completed and will include team and group interaction, you should make every effort to attend class and be on
time. Students must be in the classroom for the entire time in order to receive full credit for attendance. Your attendance is expected and will be documented. Department policy is that up to three hours of absence will receive no penalty. This translates into three absences for the MWF class and two absences for the TuTh class (i.e., one full week for both). Plan this time carefully, because any absence beyond the three hours will result in an X-percentage-point deduction from your end-of-semester grade. [Replace X with what you feel comfortable with and, as a reasonable instructor, can support and defend.] 

Class activities and assignments (quizzes and exercises) cannot be made up. [State your own make-up and late work policy here in clear terms.]

Should an emergency arise (such as a serious illness or death in the family) please report your absences through the Dean of Students. His office will assist you in gathering the required documentation and make sure that all your professors are made aware of the circumstances. The instructor will decide whether the documented circumstances qualify as an emergency or not.

If you are unable to attend a class, you must make sure you are prepared for the session when you return. Much of what you need to know in order to be prepared will be on the calendar, but unanticipated events can occur during classes that may change the calendar. Contact a classmate to see what unanticipated assignments, discussions, etc., you might have missed; this will help ensure that you are not surprised when the class is doing something for which you are not prepared.

Grading Plan

This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Other assignments may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.

Course requirements:

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<td>Formal essays (5 x 10%)</td>
<td>50%</td>
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<td>Oral team presentation</td>
<td>5%</td>
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<td>Midterm exam</td>
<td>5%</td>
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<td>Usage quizzes</td>
<td>10%</td>
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<td>Reading quizzes</td>
<td>10%</td>
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<td>Final exam</td>
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<td>Additional components</td>
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<td>(instructors choose from the following types; the purpose of all these exercises is to display an understanding of purpose, task, and audience in writing):</td>
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<td>Discussion board, blog, or journal postings / summary or response papers / peer workshop responses / integrating source materials into writing / writing efficient and appropriate informative e-mail messages</td>
<td>10%</td>
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According to department policy, no extra credit is offered.

Total 100%
Explanation of assignments

Formal essays. The bulk of your grade will come from your ability to create formal written compositions through invention, organization, drafting, revision, and editing. Each of the five (5) essays will include time spent in various stages of the writing process. Essays will be drafted, will go through guided peer-editing, and will be revised by the original author before the instructor collects the paper for evaluation and assessment. All formal assignments must include all preliminary work in order for you to get credit for the paper. The five essays will represent a variety of writing styles and strategies which are designed to help you develop your college-level writing skills. One essay (narration) will be written entirely in class. Together, the formal essays will count as fifty (50) percent of the course grade, i.e., each will be worth ten (10) percent. The essays will exemplify the following writing methods:

(1) Narration (This writing activity is to be done in class.)
(2) Exposition and example
(3) Comparison and Contrast
(4) Argument and Persuasion
(5) The fifth method is selected from the following:
   Description
   Process Analysis
   Division or Analysis
   Classification
   Cause and Effect
   Definition

Oral team presentation. According to new established guidelines, every student must participate in an oral team activity, which ties together with the assigned readings of the week in the Bedford Reader. By week 5, teams of 3-4 students will be formed, and presentation dates will be assigned by the instructor. In collaboration, members of the team will prepare a 10-minute oral presentation, which incorporates visual and textual materials. The presentations will take place throughout the remainder of the semester. The focus will be on the writing strategies in the readings, questions on meaning, issues on language, and connections with suitable biographical information about the author and the author's purpose of writing the text in its historical and social context. The presentation will be followed by a brief (5 min.) critique from the class as a whole. This team presentation counts as five (5) percent of the semester grade.

Midterm exam (in-class). This counts as five (5) percent of the grade. The content of the midterm exam is left to the discretion of the instructor.

Usage quizzes. These form ten (10) percent of the grade. Because the intent of ENGL 1301 is to develop and practice writing skills that are academically and professionally essential, it is important to give brief (5-10 minutes of class time) weekly attention to those grammatical and usage principles that are most frequently and glaringly violated. The following list may be regarded as a minimum and may be extended at the discretion of the instructor:
Correct use of the principal parts of verbs
Agreement of subject and verb
Agreement of pronoun and antecedent
Correct use of pronoun form
Correct choice between adjective and adverb
Avoidance of sentence fragments
Avoidance of run-together sentences and comma splices
Sentence structure and emphasis
Correct punctuation

**Reading quizzes.** These form ten (10) percent of the course grade. Short quizzes (5-10 minutes of class time) will be given based on the readings in the *Bedford Reader*. The readings illustrate the required methods. The purpose of the quizzes is to ensure that the students have done the readings, comprehended their meaning, and are able to analyze and synthesize the content.

**Departmental final exam.** Students will take a final exam, based on usage and mechanics (basic editing skills). The final is an objective test, which will be administered (designed and scored) centrally by the Department of English. Your instructor does not know the detailed content of the exam in advance. The final comprises ten (10) percent of the grade.

**Additional components.** These assignments are to be chosen by the instructor from the following assignment types: discussion board, blog, or journal postings; summary or response papers; peer workshop responses; writing efficient and appropriate informative e-mail messages. Any combination of these assignments will add up to (but not exceed) ten (10) percent of the course grade.

[Instructors should write a brief paragraph giving general information about their own assignments within these general categories, especially to indicate how any writing-to-learn strategies are incorporated; however, these descriptions are not meant to serve as the assignment instructions. Please provide students with detailed assignment sheets and/or guidelines for all graded components of your course. Below are sample paragraph descriptions of the above evaluation categories to serve as a model of this portion of the syllabus.]

- **Discussion board/blog/journal postings** [Note to instructors: choose from among these methods of using reflective writing.]: Throughout the semester you will be required to post 10 blogs to the class blog space. Blogs serve an instructive purpose and show that you are engaging with the course material. Actively participating in the blogging activity is your opportunity for expanding class discussion and getting assistance with ideas that need more clarification. Your blog posts, along with those of your classmates and instructor, will form a large part of your learning and are not considered an optional component of the course. Guidelines for posting and evaluation will be given to you as the semester begins.
• **Summary/response papers:** Effective summarizing of articles, papers, and books (among other things) is important for writing well and is a valuable skill in any college-level course. You will be required to complete five (5) summary responses of selected works throughout the course. We will learn what makes an effective summary and will practice the skill prior to your creating your own. Primary texts and due dates will be listed on the calendar.

• **Peer workshop responses:** As part of your writing you will learn to critique the writing of others and of your peers. Time will be spent in class learning how to provide constructive feedback and response to a variety of writing samples. In order to turn your final paper in for grading, you must receive two peer evaluations and provide two evaluations for your peers. Your written evaluations to your peers will also be assessed and computed as part of your final course grade. In addition, you will be required to provide verbal feedback to your classmates' oral presentations.

• **Integrating source material into writing:** Two quizzes covering sources, plagiarism, in-text citations, methods of developing cue sentences, the MLA citation style, and the integration of sources will be required during the semester.

• **Writing efficient informative electronic messages:** Based on an imagined practical situation, with determined roles, topics, and purposes of writing, you will create and send an e-mail to the class. The class will then discuss your e-mail's rhetorical effectiveness, including not only its fit to the purpose, topic, and audience but also your use of Standard American English.

**Classroom Policies**

*Individual and group responsibility*
During the semester you will be working in teams whose responsibility will be to read and provide constructive criticism on each member's written work and at times create a document (such as an oral team presentation) as a team. Because your input is essential to the success of the entire team, your attendance is required. Failure to work as part of the collaborative team will mean that you do not have the proper background to do the assignment and no grade will be recorded.

If you are to bring a draft of an assignment, make sure you are clear about its purpose and have that draft with you. Do not come to class without the needed materials, including your book and your drafts. You must have prepared the proper materials by the calendar deadline in order to be able to participate and get the full benefit of the class interaction. Failure to work as part of a classroom cooperative will jeopardize your individual grade.

*Assignments*
Because writing is a process and involves various stages, students are expected to work through projects in a step-by-step fashion and **turn in all of these steps** when the assignments are due. If any step in the process of a particular assignment is missing or completed unsatisfactorily, the final paper will not be accepted.
Your instructor may require that you submit all of your essays to a plagiarism
detecting service such as turnitin.com. Your enrolling in the course and electing to stay in
that section constitutes your agreeing to submit your work as your instructor requires.

Cell phones and electronics
The use (including visible presence) of cell phones, text messagers, and all similar electronic
devices is prohibited during class-time. Failure to comply to this policy will result to
expulsion from the classroom. Even the visible presence of such a device during a test will
result in a zero for that test. All such devices should be turned off or put in a silent mode
and not be taken out during any class.

Computer use (for computer classrooms)
Using the computer during class for other than class assignments will not be tolerated. If
you access Facebook, Twitter, or any other site not affiliated with our coursework during
class, you will be asked to leave the classroom, since it will be obvious that you do not
care to attend to the class activities.

DO NOT check e-mail, surf, or engage in any activity with the computers while the
instructor is lecturing or while you are working on an assignment. DO NOT use the
computer for any activity other than that assigned. If you need to access the Internet or
your email for the assignment, be sure you receive permission before accessing the sites.
The penalties for using electronic devices for other than course work during class are:
• an absence being registered for that day
• a zero being recorded for the current assignment

University Policies

Academic Honesty

English Department policy states that a paper or assignment, which evidence can support
as plagiarized or in any manner not the result of a student’s own intellectual endeavors,
will receive zero points. The second offense will result in failure of the course and
possible university disciplinary action. Submitting your own previously written work
for a current assignment or submitting an assignment in more than one class without the
prior permission of the instructors is also considered academically dishonest. For
information on plagiarism and other Classroom Rules of Conduct, see the following site:

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall
not be excluded, solely by reason of their disability, from participation in any academic
program of the university. Further, they shall not be denied the benefits of these programs
nor shall they be subjected to discrimination.

Students with disabilities that might affect their academic performance are expected
to visit with the Office of Services for Students with Disabilities located in the Counseling
Center, Lee Drain Annex (tel. 936.294.1720). They should then make arrangements with
their individual instructors so that appropriate strategies can be considered and helpful
procedures can be developed to ensure that participation and achievement opportunities are not impaired. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

Instructor Evaluations

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.
COURSE SCHEDULE*

**Week 1:** Introduce the course. Review syllabus. Students will introduce themselves to each other and the instructor. Establishment of the instructor's persona to the class. Give pretest/diagnostic composition assessment.

**Week 2:** Return pretest results and review them as a teaching tool. Introduce students to composition grading rubric. Explain the organization and format of *Bedford Reader* and *Bedford Handbook.* Discuss the importance of basic aims of methods of writing in *Bedford Reader.* Assign “Disability” by Nancy Mairs in *Bedford Reader* (pages 13-26) for the purpose of understanding the importance of critical reading in an effort to emphasize that critical thinking is not a “negative thought,” which is a common misapplication of this term. This essay will allow the students to understand that critical thinking and reading involve such applied functions as analysis, inference, synthesis, and evaluation. Vocabulary quiz. Introduce appropriate use of verb forms, tenses, and moods in standard English (*Bedford Handbook,* page 288-308). Arrange for a visit to the Writing Center.

**Week 3:** Introduction to narration as an important model of prose expression (Essay #1). See narration in an advertisement on pages 96-97 of *Bedford Reader* to understand the importance and utilization of visual imagery in writing. Explain the method of narration (telling a story) as a method of writing. Assign Howard Markel, “Mary Ellen’s Story” (*Bedford Reader,* pages 133-138); Shirley Jackson’s short story “The Lottery” (*Bedford Reader,* pages 139-146). Reading quiz over both selections. Vocabulary quiz. Introduce students to subject-verb agreement (*Bedford Handbook,* pages 243-255).

**Week 4:** In-class writing assignment on narration (Essay #1). Usage quiz on subject-verb agreement. Introduction to the importance of example essays (*Bedford Reader,* pages 203-210). See how method of example (Essay #2) is achieved in visual image (cartoon) on pages 202-203 in *Bedford Reader.* Read Brent Staples, “Black Men and Public Space” (*Bedford Reader,* pages 226-232); David Foster Wallace, “This Is Water” (*Bedford Reader,* pages 233-241). Vocabulary quiz. Reading quiz over assigned selections. Introduce students to sentence boundaries and grammatical sentences (*Bedford Handbook,* pages 225-243; overview).

**Week 5:** Continue study of example essay (Essay #2). See examples in writing about television on page 208 in *Bedford Reader.* See examples of a job application letter (*Bedford Reader,* pages 209-210). Rough draft of example essay (Essay #2) due. Begin unit on oral team presentations, which are to take place throughout the semester. Form teams for oral presentations and assign dates. Explain to students that they will present oral critique on other students' presentations.

**Week 6:** Revising an example essay (Essay #2) by reviewing checklist:

1. **Generalization:** What general statements do your examples illustrate?
2. **Support:** Do you have sufficient examples to establish your generalization?
3. **Specifics:** Are examples detailed? Do these examples reveal some aspects of the generalization?
4. **Relevance:** Do all examples relate to the generalization?
5. **Sentence variety**: Have you varied sentences for clarity and interest? Peer review on the draft of example essay (Essay #2). Introduce adjectives and adverbs *(Bedford Handbook, pages 280-287)*.

**Week 7**: Learn about comparison and contrast *(Bedford Reader, pages 245-254)*. For visual effect, study the importance of comparison and contrast in painting and photograph *(Bedford Reader, pages 244-245)*. Read Suzanne Britt, “Neat People vs. Sloppy People” *(Bedford Reader, pages 255-260)*. Vocabulary quiz. Study of sentence fragments *(Bedford Handbook, pages 226-234; exercises)*. Usage quiz on sentence fragments. Essay #2 on example (expository essay) due.


**Week 13**: Introduce MLA citation *(Bedford Handbook, pages 491 ff.)*. Use various exercises and applications in *Bedford Handbook* to help students understand the importance of recognizing source materials and their practical applications. Essay #4 final draft on description due. Introduce argumentation and persuasion: stating opinion and proposals *(Essay #5)*.