

**TEXAS A&M UNIVERSITY – TEXARKANA
ENGLISH 1301 - COMPOSITION I
COURSE SYLLABUS
FALL 2011**

MEETING TIME: Monday/Friday, 1 p.m. - 2:15 p.m. **MEETS:** August 25 – December 15

LOCATION: UC 249

PROFESSOR: Tina Shelby **E-MAIL ADDRESS:** Tina.Shelby@tamut.edu

OFFICE: Library – 2nd Floor **PHONE:** (903) 826-0738

OFFICE HOURS:

Monday: 2:30 p.m. – 4 p.m.

Wednesday: 1 p.m. – 3:30 p.m.

COURSE NUMBER: ENGL 1301.002 **COURSE TITLE:** Composition I

CREDITS: 3 SCH

COURSE DESCRIPTION

This course helps students understand and develop their writing, reading, and thinking skills through the creation and rhetorical study of personal and scholarly texts. It includes a focus on the principles and techniques of written, expository, and persuasive composition; an analysis of literary, expository, and persuasive texts; and critical thinking.

TEXTS

Required:

Hacker, Diana. *Rules for Writers*. 6th ed. New York: Bedford, 2008. ISBN: 0-312-66481-8

Rottenberg, Annette T. *Elements of Argument*. 9th ed. New York: Bedford, 2009. ISBN: 0-312-48047-4)

Recommended: a collegiate dictionary

STUDENT LEARNER OUTCOMES

The Texas Higher Education Coordinating Board adopted Exemplary Educational Objectives (EEOs) to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. For ENGL 1301 *Composition I*, the Communication EEOs are integrated into the Student Learner Outcomes below:

1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation as evidenced in satisfactory completion of all the written and oral discourses to be submitted in this course. This objective reflects the expectations of Communications Exemplary Educational Objective 1.
2. Understand the importance of specifying audience and purpose and select appropriate communication choices as evidenced in acceptable completion of Papers I-VI. This objective reflects the expectations of Communications Exemplary Educational Objective 2.

3. Understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication as evidenced in the satisfactory completion of Papers I-VI and in class discussion. This objective reflects the expectations of Communications Exemplary Educational Objective 3.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding as evidenced by students' ability to consider and discuss in groups the weaknesses and strengths of example compositions, including those written by class members and professional writers.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument as evidenced in the satisfactory completion of Papers I-VI.
6. Develop the ability to research and write a documented paper and give an oral presentation based on that paper. This objective reflects the expectations of Communications Exemplary Educational Objective 6.
7. Apply the conventions of edited American English in all written and oral discourse related to this course.

In summary, students are expected to write and edit effective academic discourse, supported by appropriate and varied sources. In researching sources, students will learn to search and incorporate appropriate material in both print and electronic formats. Additionally, students will use methods of critical thinking and logical reasoning to evaluate, analyze, and synthesize information.

PREREQUISITES

None.

JUSTIFICATION

This three-hour course partially fulfills the core curriculum requirement for six hours in English Composition.

COURSE OUTLINE

This course includes the following areas of focus: (1) practice in a close reading of a substantial number of argumentative essays and identifying the characteristics of effective discourse through discussion and writing summaries of selected essays; (2) practice in writing expository and argumentative discourse.

ASSIGNMENTS

A: Reading and Summarizing Essays

The assignment of reading and analyzing essays addresses Student Learner Outcomes 1, 2, 4, 5, and 7. Be prepared to discuss the assigned essay in either a group or class discussion and to share your summary with a group. Please note: reading assignments may vary from instructor to instructor. However, variations are limited to the specific chapter/section of the text assigned for that week.

List of Assigned Essays: (Note the attached course calendar)

Week 1

Margaret Mead: Warfare: An Invention—Not a Biological Necessity, pp. 110-16

Week 2

Anna Quindlen: A New Look, an Old Battle, pp. 255-57

Week 3

See calendar (pp 7-8)

Week 4

Eric Auchard: We're All Celebrities in Post-Privacy Age, pp. 288-90

Week 5

Robert A. Sirico: An Unjust Sacrifice, pp. 279-80

Week 6

See calendar (pp 7-8)

Week 7

Theodora Ooms: Marriage-Plus, pp. 258-65

Week 8

—What is the Role of Sex and Violence in Popular Culture? essays, pp. 636-70

Week 9

See calendar (pp 7-8)

Weeks 10 & 11

—How Far Will We Go to Change Our Body Image? essays, pp. 535-65

Weeks 12 & 14

—How Has Terrorism Affected the American Idea of Justice? essays, pp. 767-97

Week 13

See calendar (pp 7-8)

Week 15

See calendar (pp 7-8)

B. Writing (Note the attached course calendar)

The assigned papers address Student Learner Outcomes 1-7.

Week 1: Summary due second class day

Week 2: Paper I written in class & Summary

Week 3: Paper II (Revision of Paper I)

Week 4: Summary

Week 5: Summary

Week 6: Paper III (out of class)

Week 7 Summary

Week 8: Summary

Week 9: Paper IV (out of class)

Week 10: Summary

Week 11: Summary

Week 12: Summary

Week 13 Paper V (research paper)

Week 14: Summary

Week 15: Final (Paper written in class)

METHODS OF INSTRUCTION

Methods of instruction in this course seek to develop students' analytical skills in reading and to refine their written skills in producing effective academic discourse. To that end, the course requires a substantial number of writing activities as well as written and oral analyses of highly regarded examples of argument.

COURSE REQUIREMENTS AND MEANS OF EVALUATION

To pass this course, students must complete all major assignments as listed below, including the final essay exam. Mandatory visits with a writing tutor in the ASK Center (at least three hours per semester) will be part of the final grade for this course.

TEN SUMMARIES OF DESIGNATED READINGS

You are required to submit ten summaries of assigned essays. These summaries should be typed, approximately 250 words, and review the main points of the essay. You should paraphrase the ideas in the essay. Do not copy any of the words or phrases of the original. Be careful to present the ideas and main points clearly. Six will be in-class writing assignments. Four will be completed out of class. Summaries written out of class are due at the beginning of class on the second class meeting of each week that does not require an outside writing assignment, with the exception of the first summary, which is due on the first class meeting of the week. They will be graded as follows: minimal effort (5 points); major points mentioned but lacking in development (7 points); thorough overview of essay with major points mentioned and written following acceptable usage (10 points). In all, a perfect score for the ten summaries will be 100 points. (A list of assigned essays with calendar dates will be provided.) Summaries are due on the first class meeting of the following weeks: 1, 2, 4, 5, 7, 8, 10, 11, 12, and 15. **100 points**

WRITING ASSIGNMENTS

Paper I: Persuasive/Argumentative Essay (in class) (500 words) **100 points**

Paper II: Revision (out of class) of Paper I (600 words) **100 points**

Paper III: Persuasive/Argumentative Essay: Response to Essay (600 Words) (out of class) **150 points**

Paper IV: Research-based Persuasive/Argumentative Essay (750 words, not counting Works Cited page) (out of class) **200 points**

Paper V: Research Paper on approved topic (6-8 pages, 250 words to page, at least 1250 words, not counting Works Cited page) **250 points**

Paper VI: Final Essay (in class) **200 points**

Total points possible: 1000

Grading Scale: A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; Below 600 points = F

All papers written outside of class must be submitted to turnitin.com

General Rubric for evaluation of Papers I-VI

In addition to the requirements listed below, Papers IV and V must meet the additional requirements of (1) appropriate and correct use of sources (2) adequate number of sources (3) MLA citation and documentation.

“A” papers: 90-100% of points awarded

The essay:

contains a clear thesis that is maintained and presented in an organized manner and supported throughout the paper;

contains an effective introduction that attracts the interest of the reader, followed by a logical development of topic, and concluded with an appropriate closing;

maintains coherence with the use of transitional words, phrases, and sentences to show the relationship of ideas;

contains unified paragraphs;

offers specific and critical analysis and evaluates the significance of supporting details or examples;

reveals a writing style that adheres to the conventions of edited American English;

reveals a writing style that evinces the writer’s use of stylistic techniques that enhance the paper’s effectiveness; and

shows creative or original approach toward topic.

“B” papers: 80-89% of points awarded

The essay:

Contains 1-6 as listed above

“C” papers: 70-79% of points awarded

The essay:

Contains 1-4 as listed above. The paper may reveal minor errors in adhering to the conventions of edited American English, but these problems are not so severe that they inhibit the writer’s ability to be effective or to achieve clarity.

“D” papers: 60-69% of points awarded

The essay:

contains a thesis, but the thesis lacks acceptable clarity and/or development;

lacks effective organization and appropriate use of supporting detail;

lacks clear organization;

reveals some major problems in composition at the sentence level: i.e., fragments, comma splices, run on sentences;

lacks acceptable adherence to the conventions of edited American English.

“F” papers: 59% or less of points awarded

The essay:

lacks a discernable thesis;

reveals problems in coherence and clarity;

lacks a sense of organization and contains little or no supporting details;

contains major problems at the sentence level: i.e., fragments, comma splices, run-on sentences;

lacks acceptable adherence to the conventions of edited American English.

RESOURCES NEEDED

None

FACULTY REQUIREMENT

M.A. in English; PhD in English preferred

BIBLIOGRAPHY

Fulwiler, Toby, ed. *The Journal Book*. Portsmouth: Heinemann, 1987.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009.

Strunk, William Jr. & E. B. White. *The Elements of Style*. 4th ed. New York: Longman, 1999.

Whitely, Sandra. *The Essential Writer's Companion: A Concise Guide to Writing Effectively for School, Home, or Office*. New York: Houghton-Mifflin, 1997.

Zinsser, William K. *On Writing Well*. New York: Collins, 2006.

ATTENDANCE POLICY

A strict attendance policy is in force in this class and for good reason. Because the class includes frequent classroom practice in writing with immediate feedback, you must be present to benefit from the writing exercises. Moreover, these writing practices offer a systematic approach to the acquisition of skills. Attending occasionally will undermine your development as a writer. For these reasons, if you miss more than three days, the instructor will begin procedures to drop you administratively from this course.

ACADEMIC INTEGRITY

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of F in the course and/or disciplinary actions. For additional information, see the university catalog.

E-MAIL ACCOUNT

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana e-mail account. This e-mail account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university e-mail account and is expected to check the official A&M-Texarkana e-mail account on a frequent and consistent basis. Faculty and students are required to utilize the university e-mail account when communicating about coursework.

DISABILITY ACCOMMODATIONS

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

UNIVERSITY DROP POLICY

To drop this course after the 12th class day, a student must complete the *Drop/Withdrawal Request Form*, located on the University Web site <http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html> or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the instructor. The form must be submitted to the Registrar's office for processing in person, by e-mail at

Registrar@tamut.edu, by mail at P. O. Box 5518, Texarkana, TX 75505, or faxed to 903-223-3140. Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Course Calendar – Fall 2011

Friday 8/26

First class meeting/Class Intro; discuss expectations of "Summary"

HW: Read and write a summary of Margaret Mead's "Warfare: An Invention—Not a Biological Necessity" pp 110-16; begin reading Chapter 1 pp 3-30

Week 1

Monday 8/29

Due: Summary 1, Margaret Mead's "Warfare: An Invention—Not a Biological Necessity";

Discuss Summary 1; Lecture/Discuss Chapter 1

HW: Complete reading of Chapter 1 pp 3-30

Friday 9/2

Lecture/Discuss Chapter 1

HW: Read and write a summary of Anna Quindlen's "A New Look, an Old Battle" pp 255-57; take at least two learning styles inventories online

Week 2

Monday 9/5

Labor Day

Friday 9/9

Due: Summary 2, Anna Quindlen's "A New Look, an Old Battle" pp 255-57; Discuss Summary 2; begin writing Paper 1 (turn in work at the end of class)

HW: Read Chapter 2 pp 31-60

Week 3

Monday 9/12

Complete Paper 1 in class; discuss Chapter 2

HW: Read Chapter 3 pp 61-79; begin working on Paper 2

Friday 9/16

Lecture/Discuss Chapter 3, share & discuss Paper 2, group discussions

HW: Read Chapter 4 pp 80-102; finish Paper 2

Week 4

Monday 9/19

Due: Paper 2, Lecture/Discuss Chapter 4

HW: Read and write a summary of Eric Auchard's "We're All Celebrities in Post-Privacy Age" pp 288-90; begin reading Chapter 5 pp 122-32

Friday 9/23

Due: Summary 3: Eric Auchard's "We're All Celebrities in Post-Privacy Age" pp 288-90;

Discuss Summary 3, Lecture/Discuss Chapter 5

HW: Complete reading of Chapter 5 pp 122-32

Week 5

Monday 9/26

Lecture/Discuss Chapter 5

HW: Read and write a summary of Robert Sirico's "An Unjust Sacrifice" pp 279-80; begin reading Chapter 6 pp 157-84; begin Paper 3

Friday 9/30

Due: Summary 4: Robert Sirico's "An Unjust Sacrifice" pp 279-80; discuss Summary 4; Lecture

HW: Complete reading of Chapter 6 pp 157-84; rough draft of Paper 3

Week 6

Monday 10/3

Group sharing/discussion of Paper 3 rough draft; Lecture/Discuss Chapter 6

HW: Continue working on Paper 3; begin reading Chapter 7 pp 211-32

Friday 10/7

Lecture; peer review (share & discuss Paper 3)

HW: Final copy of Paper 3; complete reading of Chapter 7 pp 211-32

Week 7

Monday 10/10

Due: Paper 3, Lecture, Discuss Chapter 7

HW: Read and write a summary of Theodora Ooms's "Marriage-Plus" pp 258-65; begin reading Chapter 8 pp 272-99

Friday 10/14

Due: Summary 5: Theodora Ooms's "Marriage-Plus" pp 258-65; discuss Summary 5, Lecture

HW: Complete reading of Chapter 8 pp 272-99

Week 8

Monday 10/17

Lecture/Discuss Chapter 8

HW: Read and write a summary of “What is the Role of Sex and Violence in Popular Culture?” (from Chapter 17 pp 636-70); begin working on Paper 4

Friday 10/21

Due: Summary 6: “What is the Role of Sex and Violence in Popular Culture?”(from Chapter 17 pp 636-70); discuss Summary 6; Lecture

HW: Read Chapter 9 pp 322-50; continue working on Paper 4

Week 9

Monday 10/24

Lecture/Discuss Chapter 9

HW: Rough draft Paper 4; begin reading Chapter 10 pp 367-93

Friday 10/28

Lecture; peer review (share & discuss Paper 4)

HW: Final copy Paper 4; complete reading of Chapter 10

Week 10

Monday 10/31

Due: Paper 4, Lecture/Discuss Chapter 10

HW: Read and write summary of “How Far Will We Go To Change Our Body Image?” (from Chapter 14);

Friday 11/4

Due: Summary 7: “How Far Will We Go To Change Our Body Image?” (from Chapter 14); discuss Summary 7, Lecture/Discuss Chapter 10

HW: Begin reading Chapter 11 pp 431-54

Week 11

Monday 11/7

Lecture/Discuss Chapter 10

HW: Complete reading Chapter 11; begin work on Paper 5; read and write a summary of “How Far Will We Go To Change Our Body Image?” (from Chapter 14)

Friday 11/11

Due: Summary 8: “How Far Will We Go To Change Our Body Image?” (from Chapter 14); discuss Summary 8, Lecture/Discuss Chapter 11

HW: Continue working on Paper 5.

Week 12

Monday 11/14

Lecture, Discuss Chapter 11

HW: Read and write a summary of “How Has Terrorism Affected the American Ideal of Justice?” (from Chapter 21 pp 767-97); continue working on Paper 5

Friday 11/18

Due: Summary 9: “How Has Terrorism Affected the American Ideal of Justice?” (from Chapter 21 pp 767-97); discuss Summary 9; Lecture/Discuss MLA documentation

HW: Read Chapter 12 pp 474-95; continue working on Paper 5

Week 13

Monday 11/21

Lecture/Discuss MLA documentation and Chapter 12

HW: Rough Draft Paper 5 (must include quotes and citations)

Friday 11/25

THANKSGIVING HOLIDAY

Week 14

Monday 11/28

Lecture; peer review (share & discuss: quotes and citations)

HW: Works Cited Paper 5

Friday 12/2

Lecture; peer review (share & discuss: Works Cited page)

HW: Final Copy Paper 5

Week 15

Monday 12/5

Due: Paper 5; Lecture

HW: Read and write Summary 10: “How Has Terrorism Affected the American Ideal of Justice?” pp 767-97

Friday 12/9

Due: Summary 10: “How Has Terrorism Affected the American Ideal of Justice?” pp 767-97;

Lecture/Discussion in preparations for Final Essay Exam

HW: Prepare for final exam

Week 16

Monday 12/12

Final Essay Exam (Paper 6) in class assignment