Brief Course Description:
English 1301 is the first semester of composition. As the catalog indicates, this course focuses on student writing, emphasizes reading and analytical thinking, accentuates the principles of correct English usage, and introduces research skills. Students practice writing for a variety of audiences and purposes. In order to succeed in English 1301, students must demonstrate proficiency in word processing and computer searches.

MATERIALS:
Sheehan-Johnson, Richard, and Charles Paine. Writing Today. 2nd brief edition. Remember, your own writing will also be a very important “text” in this course.
+A storage device (e.g. USB drive) for saving and retrieving your work
++$ for copying research materials and presentation handouts
+Access to a computer with connection to the Internet
NOTE: “I forgot/lost my USB drive” is not an excuse in this class. Either EMAIL your paper drafts to yourself on the class days we workshop them and turn them in, or save all your files to dropbox for easy access. These options work as excellent back-ups. No excuses.

About your Instructor: INSTRUCTORS, FILL IN WITH A BIO HERE.

DETAILED COURSE RATIONALE:
English 1301 occupies a central place in the sequence of courses that make up the Texas Wesleyan University Writing Program. English 1301 builds on the writing, reading, and thinking skills developed in high school. The skills that students learn will prepare them for writing assignments in other college courses and for writing tasks in the work world. Students will learn to develop papers around a central
idea, enabling them to transfer those learned skills to essay exams, term projects, research papers, and professional correspondences. Students will also learn to adjust writing processes to time constraints and audiences. This skill will enable students to cope successfully with timed written work in college and work environments. This section of English 1301 will focus on reading, analyzing, and writing texts in academic style. Completing the assignments in this course will encourage you to practice various styles and to analyze the rhetorical strategies that work best for each. Our goal this semester is to connect intellectually, socially, and socioacademically in order to explore the ways in which knowledge is produced through careful and thoughtful writing.

This course is student-centered, designed to provide abundant practice in college-level reading, researching, and writing. You will learn more about your own thinking, reading, and writing processes, paying close attention to how content and form are related and to how evidence and support are used to support claims. We will focus on skills of audience analysis, rhetorical analysis, informative research writing, and argument. You will also have opportunities to practice and to demonstrate skills of organization, coherence, paragraph development, and specific case-building.

Because writing or communication of any kind is a social process, you will be asked to present information orally and to participate in groups to complete collaborative assignments and peer reviews.

You should think of all writing you produce for this class as public; be prepared to share it with the class. In addition, when topic choice is allowed, you should choose only topics about which you are willing to think critically. In addition to completing in-class writings and quizzes, students enrolled in English 1301 will complete several academic projects. *NOTE: You must complete and turn in all assignments, in the order in which they are assigned, to pass this class.

Entrance Competencies: Students are expected to know how to use a web browser, library databases, Microsoft Word, campus email, online blogs and wikis.

INSTRUCTIONAL METHODS, PROCEDURES, AND EXPECTATIONS:
1. Class discussion of concepts, review of out-of-class assignments, etc.
2. In-class, supervised writing, revision, peer review, and editing.
3. Word-processing of essays outside of class time and revision of those essays both inside and outside of class.
4. At least one individual conference with the instructor during the semester.
5. Presentations, group work, and oral readings of your writing.

LEARNING OBJECTIVES & GENERAL EDUCATION CURRICULUM COMPETENCIES (GEC) 
This course responds to Texas Wesleyan University’s General Education Curriculum Competencies 1 and 3 within Language Literacy (See 2011-2013 university catalog, pg. 91). They are posted here:

Language Literacy
1. Competency in a variety of communication skills. This competency includes the ability to speak and write conventional English both clearly and correctly. The development of individual communicative style should also be encouraged. This competency also includes the ability to speak and write interactively. This includes elements of effective reading, listening, and analysis as well as the framing of appropriate and intelligible responses.
3. Sufficient skills in information technology and information retrieval methods

COURSE OBJECTIVES & LEARNING OUTCOMES:
1. To value writing as a way to learn, communicate, and understand.
2. To explore techniques that strengthen written communication:
   • by recognizing that writing is a process that involves generating ideas, drafting, collaborating, revising, and editing:
• by writing essays in a variety of rhetorical situations and by applying appropriate grammar and usage;
• by adapting language, sentence structure, and organization to fit the audience and purpose; and
• by producing effective and mature papers of varying lengths.

3. To develop critical reading skills for better understanding and appreciation of written communication and to realize the alliance between reading and writing.
4. To develop the ability to read, think, and write critically by gaining maturity of thought through analyzing, questioning, and reflecting.
5. To strengthen research skills in preparation for advanced research needs by utilizing library resources, including electronic databases as well as traditional methods.
6. To demonstrate basic mechanics of completing a research paper using MLA format.
7. To demonstrate knowledge of word-processing and formatting.
8. To gain an appreciation of communication by learning to write more confidently with a greater awareness of individual writing processes.
9. To attain a working vocabulary of the terms necessary to understand focus and genre of written communication.
10. To feel encouraged to read and write for pleasure and knowledge.

The Department of Languages & Literature at Texas Wesleyan University has adopted the national WPA Outcomes for First-Year Composition. The following 13 WPA Outcomes for students will be emphasized in 1301 specifically:
• Focus on a purpose (rhetorical knowledge)
• Respond to the needs of different audiences (rhetorical knowledge)
• Respond appropriately to different kinds of rhetorical situations (rhetorical knowledge)
• Use conventions of format and structure appropriate to the rhetorical situation (rhetorical knowledge)
• Adopt appropriate voice, tone, and level of formality (rhetorical knowledge)
• Write in several genres (rhetorical knowledge)
• Use writing and reading for inquiry, learning, thinking, and communicating (critical thinking, reading, and writing)
• Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
• Be aware that it usually takes multiple drafts to create and complete a successful text (processes)
• Learn common formats for different kinds of texts (knowledge of conventions)
• Practice appropriate means of documenting their work (knowledge of conventions)
• Control such surface features as syntax, grammar, punctuation, and spelling (knowledge of conventions)
• Use online environments for drafting, reviewing, revising, editing, and sharing texts (knowledge of conventions)

Additionally, the following experiences will be emphasized:
• Sentence and paragraph coherence
• Organization
• Using sources

English 1301 assignment sequence:

1) **RENDER AN EXPERIENCE** (could be memoir, memory-observation, literacy narrative, personal narrative, microcultures and community analysis paper, etc.; 1 cited source recommended)
2) **ANALYZE RHETORICAL STRATEGIES USED** (could analyze a website, a youtube video, a TED talk, a short story, a poem, a novel, a speech, etc.; 2+ cited sources recommended)

3) **PROFILE** (profile an innovator, an overcomer, an entrepreneur, a “game-changer,” a mentor, a small business owner who could use a publicity piece on his/her website, etc.; 3+ cited sources recommended)

4) **COMMENTARY** (could be a standard research paper with discussion or an “add-on” to the memoir that requires a review of research on the larger topic, or a “they say/I say” exploration; 4+ sources recommended)

5) **SYNTHESIZING PERSPECTIVES** (longer paper that researches various perspectives on a topic; instructors may allow source-share on a domain topic that the whole class can study together; 5+ sources recommended)

6) **SHOWCASE LEARNING & IDENTITY AS A WRITER** (electronic portfolio requiring an intro to self, a reflection on learning, career goals, campus and community involvement, and a showcase of projects from English 1301 with projects from other courses optional)

**Evaluation and Grading**

**MAJOR ASSIGNMENTS AND GRADE DETERMINATION:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE/PARTICIPATION GRADE</td>
<td>10%</td>
</tr>
<tr>
<td>(You earn a 100 for each day on time and present and a 0 for each day absent)</td>
<td></td>
</tr>
<tr>
<td>PROJECT #1</td>
<td>10%</td>
</tr>
<tr>
<td>Render an Experience in Writing</td>
<td></td>
</tr>
<tr>
<td>PROJECT #2</td>
<td>20%</td>
</tr>
<tr>
<td>Analyze Rhetorical Strategies</td>
<td></td>
</tr>
<tr>
<td>PROJECT #3</td>
<td>10%</td>
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<tr>
<td>Profile (incorporating page layout and visuals)</td>
<td></td>
</tr>
<tr>
<td>PROJECT #4</td>
<td>20%</td>
</tr>
<tr>
<td>Provide Commentary</td>
<td></td>
</tr>
<tr>
<td>PROJECT #5</td>
<td>20%</td>
</tr>
<tr>
<td>Synthesize Perspectives (using research)</td>
<td></td>
</tr>
<tr>
<td>PROJECT #6</td>
<td>10%</td>
</tr>
<tr>
<td>Final Smartboard Presentation of Student Website, including e-portfolio</td>
<td></td>
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</tbody>
</table>

*The grades above will be multiplied by their percentage value and then added to calculate the final grade.*

**GRADING SCALE:**

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

**INDIVIDUAL STUDENT OBJECTIVES:**
1. To demonstrate the ability to develop ideas in appropriate order to produce effective, unified, coherent essays using various methods of development and rhetorical strategies;

2. To determine audience and purpose of the essays you write and the essays you read;

3. To refine critical thinking skills while investigating a broad spectrum of issues, including ethical and moral discriminations and cultural diversity;

4. To demonstrate research and documentation skills;

5. To demonstrate a command of style and grammar, including punctuation, coordination and subordination, agreement, parallelism, and precision and variety in sentence constructions and in choice of words;

6. To become a proficient reviser, editor, and proofreader—both for self-benefit and for the benefit of your editing partner(s);

7. To become an active group member who contributes to collaborative learning and writing experiences.

**STUDENT RESPONSIBILITIES:**

1. To ask for help when needed.

2. To visit the Academic Success Center or to talk with the instructor when help is needed or when asked to do so by the instructor. This help must be obtained in a timely fashion, not the day before a written assignment is due.

3. To attend class regularly. If you miss class, you must, nonetheless, be prepared for the next class and must have completed any work missed during your absence.

4. To turn in out-of-class assignments on time and in the format designated.

5. To complete reading assignments before class and to be prepared to discuss them.

6. To participate in class discussion and to read aloud when requested to do so.

7. To make a friend in class so that notes and assignments can be exchanged.

8. NOT to expect the instructor to repeat a lecture given during an absence.

9. Respect for classmates and instructor (No cell phone use, no text messaging, no checking email during class, no hats or sunglasses, no food unless treating the whole class, no noisy eating, no liquids near the computers, no disrupting class, no verbal harassment of a classmate, no sleeping on your neighbor, no talking while someone else is speaking to the class, no outside reading material, no leaving to go to the restroom during this 50-minute class).

**THE ACADEMIC SUCCESS CENTER**

I strongly encourage students to seek additional personal instruction and tutoring at the Academic Success Center in the West Library. The consultants can help you plan and revise a specific paper or with developing general writing skills. This academic support service is free to all enrolled students.

Please note the following statement of ethics regarding tutorials:

- A text should reflect the student’s own work and efforts; thus, consultants do not write any portion of a student’s paper.
- For the same reason, consultants do not proofread what a student has written.
- Consultants do not guarantee a particular grade or even suggest what grade a student is likely to receive on an assignment.
- Consultants do not assist students with take-home exams or final portfolios.

Going over an essay with a writing specialist at any stage in your writing process is a wise choice. However, remember that you will be responsible for what you turn in. All judgment calls regarding your writing before it is turned in are yours and yours alone. Students in English 1301 who receive tutoring, formal or informal, are responsible for assuring that any assistance adheres to the ethical standards.
described above. Students whose writing exceeds these ethical standards violate are subject to penalties of academic misconduct.

**ABSENCE POLICY:**
According to your university handbook, the maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week. When a student has a number of unauthorized absences equal to the number of hours the class meets per week, the student may be dropped from the class roll by the instructor of the class.

Because this is a student-centered course in a learning community, attendance is crucial. Your active participation as critical reader and developing writer is essential. Be prepared and willing to participate in class activities involving peer review and critique of student work. Attend for yourself and for your classmates who will depend on you during collaborative assignments. If you know in advance that you must be absent, call me to arrange a schedule for turning in work early. You may also want to exchange phone numbers with a classmate in case you need to find out about missed work or changes in the syllabus of which you may be unaware. Please refer to your university handbook for details of the campus-wide absence policy. Students representing Texas Wesleyan University in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work in advance.

Accumulating excessive absences will adversely affect your performance in this course because you will miss critical information, writing workshops, discussion, explanation, updates, and more. Remember, after three absences, you may be dropped from the course by the instructor.

**STANDARDS APPLIED IN EVALUATION OF WRITING PROJECTS:***
Written comments will be provided on each graded assignment in order to help students understand the grade earned. However, general criteria for grading papers are summarized as follows:

The **A Paper** is an extraordinary example of college writing. It demonstrates a clear main idea that can be followed throughout the development of the paper. It maintains a strong structure from beginning to end, with carefully defined connections between the paragraphs and sentences that consistently give the entire essay a definite sense of purpose and indicates and understanding of audience. It reflects the writer’s sophisticated use of language and sense of style, including vivid, precise, and interesting word choices. Its ideas are clear, logical, and thought-provoking; it contains all the positive qualities of good writing: originality; organization; development; focus; controlled voice and tone; effective and dynamic word choice; freedom from errors in spelling, punctuation, and grammar; creative and varied sentence structures.

The **B Paper** reflects above-average writing. It clearly, logically, and adequately states its central purpose. Its ideas are clear because it contains most of the positive qualities in writing listed above. It is comparatively free of usage, mechanical, and spelling errors. Although the B Paper indicates competence, it lacks the originality of thought and style which characterizes the A Paper.

The **C Paper** reflects average skills in writing. It fulfills the basic requirements of the assignment. The paper offers sufficient thesis support, which is concrete, but some of the details may be somewhat vague or inadequately explained. The paper has an organizational pattern, but it may be incompletely carried through in some respects. The language generally communicates with the reader, but there may be times when sentence structure or wording is somewhat awkward. It may, in fact, have few correction marks on it, but it lacks the vigor of thought and expression that would entitle it to a higher grade.
The **D Paper** indicates below average achievement in expressing ideas correctly and effectively. Most D Papers present a central idea but fail to develop it adequately. The paragraphs within the paper may deviate from the thesis or may fail to help the paper move forward with a clear sense of progression. The paper may contain language that repeatedly becomes hard to follow or major grammatical errors that seriously interfere with its meaning.

An **F Paper** seriously falls short of appropriate college level writing. F Papers have major flaws in structure, organization, focus, and development. Moreover, an F Paper usually indicates failure to avoid grave errors in grammar, spelling, punctuation, sentence structure, and word usage.

NOTE: Extreme caution should be taken to avoid committing any of the following serious errors: 1) comma splice, 2) fragment, 3) misspelling, 4) punctuation, 5) lack of subject-verb agreement, 6) lack of pronoun-antecedent agreement, 7) tense shifts or misusage, 8) Misplaced or dangling modifiers, 9) inadequate or illogical paragraphs, 10) pronoun reference errors, 11) careless proofreading and/or typing errors.

**Effort and class participation:**
Writing is a skill that requires practice. Practicing writing through drafting, revising, and peer review typically leads to improvement in one’s written texts. Talking about ideas with others—including taking part in class discussion—is another way of improving one’s writing. For these reasons, students in writing courses are encouraged to participate in class discussion, revise their drafts, seek advice from others, and offer advice to other writers. Effort and class participation, however, are NOT intended as primary products of this writing course and are, therefore, not graded components of English 1301. Nor should students expect a direct correlation between the effort expended on a paper and the grade received for it; the effects of effort and class participation are typically more diffused, leading to an overall improvement in writing skills whose effects cannot be reliably predicted for any specific writing assignment.

English 1301 assignments are graded according to the instructor’s judgment of the quality of the manuscript, taking into account how well it fulfills the assignment; to what extent it demonstrates the principles taught in the course or expected of students entering the course; how effectively it communicates with its audience; to what extent it engages its reader’s imagination and understanding; how easily it can be read and comprehended (reading ease is affected by organization, grammatical correctness, and the physical appearance of the manuscript); and how well developed it is.

Papers submitted by all students in English 1301 are subjected to these criteria. Accommodations for students’ special needs are made in instruction, not in evaluation.

Because revision is an integral part of the writing process and an essential part of improving one’s own writing, students are encouraged to write multiple drafts of their assigned papers. Once a paper has been graded in this course, it may not be revised for an improved grade. However, if a paper does not meet the minimum criteria for a passing grade, it will be returned for revision with a 48-hour deadline. This extra time given will be considered during evaluation of the revised draft.

**IN-CLASS WRITING:** In-class writing will allow you to express your own analytical responses to ideas and texts that we discuss as a class. Grades from in-class writing assignments will be averaged with other daily grades and may not be made up.
ESSAYS: All essays must be wordprocessed and formatted using MLA documentation style. Give credit where credit is due, even if that means numerous citations. Revised drafts and peer review sheets should be turned in with every major project packet. Writing projects lose ten points per class day they are late. Projects turned in more than three class days after the due date will not be accepted for evaluation.

TWO FINAL COPIES OF EVERY ASSIGNMENT MUST BE TURNED IN.
The second copy is for departmental files. I WILL NOT RECORD YOUR GRADE UNTIL THE SECOND FINAL COPY IS TURNED IN.

POLICY ON LATE WORK:
All assignments should be submitted on the due date. Late writing projects in English 1301 will be penalized one letter grade for each class day beyond the due date. No major assignment will be accepted that is more than three class days late. Quizzes, presentations, collaborative assignments, and any in-class daily work may NOT be made up. Late essays will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

Rewrite policies: Missed in-class writing assignments and homework may not be made-up or rewritten. However, if a student has turned in the components and essay of an out-of-class project on time AND has followed all other writing assignment requirements, that student may rewrite an out-of-class essay that earns less than a passing grade for a better grade. Here is how:
1. Consult with your instructor or go to the ASC for help or both.
2. Take your writing assignment, your original essay, and your texts from which to work.
3. Do not only correct grammar or punctuation; if you need to rewrite, you probably need to work on organization, style, development, transitions, etc.
4. Carefully heed the professor’s comments on the original essay and follow her suggestions.
5. Turn in the original essay with your rewritten copy (I will not grade a rewrite without the original):
   a. create a new title page, if required.
   b. print out a fresh rewritten copy of your essay.
   c. include a new Works Cited page, if required.

The new grade will be an average of your original grade and the rewrite grade. If the rewrite grade is lower than the original, then the original grade will stand. NOTE: Rewritten essays are due one week from the day the original essay is returned to you—no later.

Document Format Requirements:
We will use MLA style format on each typed writing assignment. This means using
1. clean, white 8 ½-by-11-inch paper
2. one-inch margins on all four sides of the paper
3. double-spacing throughout—unless otherwise indicated
4. size 12 font in Times New Roman or Arial
5. headings and page numbering according to the MLA
This information can be found in the MLA portion of your course textbook. If you are already a psychology major, you are allowed to use APA instead, but you must study that chapter in our course textbook for your format specifications. When you have a question about documenting sources, go to your source or ask; do not just “wing it.”
POLICY FOR CONTESTING GRADES: To meet with me concerning a grade, you must 1) wait 24 hours after the essay is returned, 2) turn in within one week of the assignment a 1-page statement explaining the specific reasons the essay fulfills the assignment and merits a higher grade.

ACADEMIC INTEGRITY:
Students should read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. These policies include but are not limited to grade appeal, sexual harassment, student access to records, and others; policies specified in the current catalog are applicable unless otherwise stated in the syllabus. Please refer to the catalog description of academic integrity, including the ethics of avoiding cheating and plagiarism.

A serious offense, PLAGIARISM is “ . . . the wrongful act of taking the product of another person’s mind, and presenting it as one’s own, adopting a particularly apt phrase as your own, paraphrasing someone else’s argument as your own, or even presenting someone else’s line of thinking in development of a thesis as though it were your own” (MLA Handbook).

I am interested in what YOU have to say, not someone else; set no limits to your own learning. The penalty for plagiarism in this course ranges from an F on the paper to an F in the course. (If you copy or purchase a paper from the Internet and turn it in as your own work, you will earn an F in the course.) The incident will go on your university record. Disciplinary action may be taken beyond the academic discipline administered by the course instructor.

SPECIAL ACCOMMODATIONS:
“Texas Wesleyan University complies with the Americans with Disabilities Act (ADA) and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Texas Wesleyan University also complies with Title IX of the Education Amendments of 1972 and does not discriminate on the basis of sex” (Handbook). See your university handbook for specific procedures for obtaining academic accommodations. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance with disability accommodations, contact Dr. Michael Ellison, Director of the Counseling Center at mellison@txwes.edu or 817.531.7565. If you need to make an appointment for personal counseling, contact Scott Methvin at smethvin@txwes.edu.

UNIVERSITY POLICIES:
Read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. These policies include but are not limited to grade appeal, sexual harassment, student access to records, and others; policies specified in the current catalog are applicable unless otherwise stated in this syllabus.

Texas Wesleyan University Policies

- Students should read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. These policies include but are not limited to academic integrity, grade appeal, sexual harassment, student access to records, and others; policies specified in the current catalog are applicable unless otherwise stated in this syllabus.

- Texas Wesleyan University adheres to a disability policy which is in keeping with relevant federal law. The University will provide appropriate accommodation as determined by the Director of the Counseling Center, Dr. Michael Ellison. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the
granting of an accommodation. For assistance, students should consult with Dr. Ellison at mellison@txwes.edu or (817) 531-7565.

- Due to the limitless variety of potentially hazardous chemicals that may be found in a scientific or other laboratory environment, students having known, or potential, health-related concerns, such as allergies, asthma, contact dermatitis, pregnancy, or other physiological sensitivities should check with their physician on the advisability of laboratory work. The instructor and/or chair of the teaching department will provide, upon request, a list of chemicals that will be used in experiments during the semester. More detailed information (that is, Materials Safety Data Sheets) will be furnished by the deans upon written request.

- Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a ‘blueprint’ for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.

UNIVERSITY POLICY ON REPEATING COURSES
Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at Texas Wesleyan University. Any course taken at another university may be repeated at Texas Wesleyan, and the most recent grade on the course will be counted. When a course is repeated, the grade point average will be computed using the most recent grade achieved.

COMMUNICATION:
If you need to speak with me, please feel free to email me weekdays at or call me during office hours. My office hours are listed at the top of Page 1 of this document. Feel free to drop by the office if you have a question or want to schedule a conference. I check email on school days.

NOTE:
This course allows you to practice formal academic composition. Much of your work will be completed outside of class, so expect to spend some of every day reading or writing or both. Be prepared for quizzes over assigned readings. You will be required to read, understand, and apply the readings listed in this course schedule. In class, we may not discuss everything you are assigned to read, but you are still responsible for that information, and it will help you gather ideas for your writing. Thus, when the schedule lists a chapter, pages, and/or articles on that certain day, you must read that assignment before class meets and be prepared to discuss and apply the ideas at class time. **Always bring textbooks, note-taking materials, and a computer storage device, and email to yourself or save to dropbox all drafts/final copies.** You may need also need a self-selected handbook to bolster your research, grammar, usage, and editing skills in class.

*Syllabus is subject to change:* This syllabus is designed as a detailed blueprint for the semester and should be followed on a day-to-day basis. However, the professor reserves the right to make adjustments in due dates and/or assignment criteria if she determines such changes are in the best interest of the particular students enrolled in the course. Notification of such changes will be made orally in class or via the university class email list.

**Week-to-Week SYLLABUS:**

**WEEK 1**
Introduction to the course and overview of syllabus; Buy textbooks and bring to next class

**EXPLANATION OF ELECTRONIC PORTFOLIO AND WEBSITE REQUIREMENTS**
At the end of the semester, you will submit an electronic portfolio showcasing your projects from this course and a student profile. Soon, you will receive an assignment sheet detailing the
required website and portfolio components.

WEEK 2
READ: Writing Today, Chapter 1, Writing and Genres, pp. 2-13
Introduction Activity and overview of assignments
College Writing Q&A Session (Bring Questions about College Writing)

READ: Writing Today, Chapter 2, Topic, Angle, Purpose, pp. 14-26
INTRODUCTION TO PROJECT 1: Discourse Community Analysis
Prewriting Activity (bring unlined paper and pencil)

WEEK 3
READ: Writing Today, Chapter 3, Readers, Contexts, & Rhetorical Situations, pp. 27-39
READ: Writing Today, Chapter 14, Inventing Ideas and Prewriting, pp. 344-356
READ: Writing Today, Chapter 20, Developing Paragraphs and Sections, pp. 414-424
In-class writing activity (listing our discourse communities)
Discussion: Organizing the essay (Project #1)

READ: Writing Today, Chapter 19, Drafting Introductions & Conclusions, pp. 406-413
READ: Writing Today, Chapter 15, Organizing and Drafting, pp. 357-363
DUE: Complete Draft of Project #1 (at least 3 pages)
PEER REVIEW workshop (be ready to exchange your paper)

WEEK 4
DUE: PROJECT #1 FINAL PACKET FOR GRADING (2 final copies plus drafts)
Intro to Project #2: Memoir (story must connect to a larger issue to research for Project 6)
READ-ALOUD session (bring your textbook!) -- emphasis on memoir writing

Focus: Sentence Variety and Values for College Writing / Grammar Lessons
READ: Writing Today, Handbook Section, Sentences, pp. 600-614
READ: Writing Today, Handbook Section 2, Verbs, pp. 615-620
READ: Writing Today, Handbook Section 3, Pronouns, pp. 621-624
Writing Today, Handbook Section 4, Style, pp. 625-629
READ: Writing Today, Handbook Section 5, Punctuation, Mechanics, and Spelling, pp. 629-end
Continued discussion of topics for Project 2

WEEK 5
READ: Writing Today, Chapter 16, Choosing a Style, pp. 364-373
READ: Writing Today, Chapter 17, Designing, pp. 376-391
Workshop to create STORY PATH IN CLASS (for Project #2)
Your prewriting must show DETAILS that take me through the “path” of your entire essay as you have planned it. Also include notes on any pacing or thematic strategies you plan to use.
! You must have a story path before you leave today to earn a daily grade.

DUE: DRAFT OF PROJECT #2
WORKSHOP for a grade (emphasis on point of view, pacing strategies, metaphors, word choice, and tone)
READ: *Writing Today*, Chapter 18, Revising and Editing, pp. 389-402

**WEEK 6**

**DUE FOR GRADING: PROJECT #2: MEMOIR**

Turn in your paper in the following order from top to bottom and have it prepared BEFORE class begins:

1) 2nd final copy separate from rest, 2) final copy for grading, 3) all drafts & peer review evidence, 4) assignment sheet.

Volunteer Readings for Bonus Points

**DISCUSSION OF PROJECT #3: PROFILE**

READ: *Writing Today*, Chapter 5, Profiles, pp. 63-83

Preparation for Project #3

DUE: An existing Wix.com site (write down username and password in your phone) with a short biography on the homepage and at least 3 buttons for future website content. By the beginning of class time (1:30), email the link to your established homepage for a daily grade. NOTE: You do NOT have to have the website complete. You are simply proving you have an account and that you have started developing.

*Discussion of Chapter 5*

Read-Aloud Session: emphasis on profiles

Class Discussion, Brainstorming, and In-Class Prewriting

**WEEK 7**

DUE: DRAFT OF PROJECT #3: PROFILE

Peer Review Workshop for a Daily Grade

DUE: Revised draft of Project #3: PROFILE

Discussion of Page Layout and Design Principles for Profiles

Layout Principles and Visuals

**WEEK 8**

**DUE FOR GRADING: PROJECT #3: PROFILE**

Turn in your paper in the following order from top to bottom and have it prepared BEFORE class begins:

1) 2nd final copy separate from rest, 2) final copy for grading, 3) all drafts & peer review evidence, 4) assignment sheet.

**DISCUSSION OF PROJECT #4: RHETORICAL ANALYSIS**

READ: *Writing Today*, Chapter 8, Rhetorical Analyses, pp. 143-170

DISCUSSION OF PROJECT #4 ASSIGNMENT: RHETORICAL ANALYSIS

Discussion of strategies for rhetorical analysis / Take notes on this lecture!

**WEEK 9**

READ: *Writing Today*, Chapter 26, Quoting, Paraphrasing, & Citing Sources, pp. 491-503

DUE AS A DAILY GRADE at the beginning of class:

A complete page of notes written by you, showing details regarding what you will focus on when you analyze the video text for P4.
WRITING WORKSHOP: Review of documentation principles and MLA citation style

DUE: COMPLETE DRAFT OF PROJECT #4: RHETORICAL ANALYSIS
A minimum of three sources must be used and cited in this draft.
Revise with a focus on a strong introduction and conclusion, and include a Works Cited page

EDITING WORKSHOP

WEEK 10
DUE: FINAL PACKET FOR PROJECT #4: Rhetorical Analysis
Due in the following order from top to bottom: 1) 2nd final copy separated from rest, 2) final copy for grading, 3) all drafts and evidence of peer review and revision, 4) marked-up text, 5) copies of sources, 6) assignment sheet.
   Discussion of Project #5: Film Analysis Research Paper
   (This paper is also a rhetorical analysis, but this time, the “text” is a film, not an article.)
   FILM VIEWING & discussion

   FILM VIEWING & discussion / Generative Themes & Pair-Share
   READ: Writing Today, Chapter 25, Finding Sources and Collecting Information, pp. 476-490
   FILM VIEWING & discussion /
   Group Discussion of Characters, Themes, Rites of Passage, and Symbols

WEEK 11
   FILM VIEWING & discussion
   Film Analysis as a Genre: Word Choice, Tone, & Rhetorical Strategy
   Discussion of Project Plans & Drafting Goals

NO CLASS TODAY. UNIVERSITY CLOSED FOR EASTER BREAK THURSDAY AND FRIDAY.

WEEK 12
   DUE: COMPLETE DRAFT OF PROJECT #5: FILM ANALYSIS
   Warning!: This first draft should ALREADY have sources incorporated!
   Peer Review Workshop for a daily grade
   Discussion: Brainstorming for Outside Sources

   DUE: PROJECT #5 FOR GRADING
   Due in the following order from top to bottom: 1) 2nd final copy separated from rest, 2) final copy for grading, 3) all drafts and evidence of peer review and revision, 4) notes on the film and prewriting, 5) copies of outside sources, 6) assignment sheet.
   DISCUSSION OF PROJECT #6: Exploratory Essay on an Issue
   (Incorporating Memoir from Project #2)

   READ: Writing Today, Chapter 9, Commentaries, pp. 171-196
   What is commentary from a writer’s perspective?
   IN-CLASS RESEARCH WORKSHOP: Finding Ways to Connect Your Memoir to a Larger Issue
   Researching the Library’s Electronic Databases
   Brainstorming in Groups: Ways to Add Commentary to a Memoir

WEEK 13
   warning: ZERO TOLERANCE for showing up without a complete draft.
   DUE: DRAFT OF PROJECT #6
   Discussion of Hybrid Genres and Transitioning Strategies
DUE: Revised DRAFT of Project #6
Peer Review Workshop focusing on content, synthesis of sources, pacing, and editorial concerns

WEEK 14
DUE: Project #6 FOR GRADING: Exploratory Essay on an Issue. Packet in order from top to bottom: 1) 2nd final copy separated from rest, 2) all drafts and evidence of revision and peer review, 3) copies of outside sources on the issue you’ve chosen 4) assignment sheet. □ Author Symposium (that means you!) Be prepared to stand and read a portion of your essay to the class today for a grade!

Discussion of Project #8: Group Oral Presentation with Multimodal Backdrop (8 minutes per group)
CLASS discussion of potential topics and assignment criteria for written, verbal, and visual elements.

Planning Workshop for Project #8. Research tasks and presentation planning

PLANNING OF SCRIPT & SPEAKING ROLES for PROJECT #8
Confirm Group Research Tasks, and Contributions to the Project

STAY IN CONTACT WITH YOUR GROUP MEMBERS. YOU CAN’T AFFORD TO PROCRASTINATE!

WEEK 15
GROUP MEETINGS TO PLAN PROJECT #8 group oral presentations
(Roles, Responsibilities, Script-Writing, Slideshow Production, etc.)

DUE: PROJECT 7 websites with electronic portfolios. Your electronic portfolio must be a completed interface that fulfills the assignment criteria. By 1:30 today, send a link to your completed website to Dr. Campbell at staciadunnscampbell@yahoo.com. You must also present your website on the Smartboard to earn credit. BEGIN SHOWCASING WEBSITES (half of class will go today…be ready!)

WEEK 16
LAST DAY OF CLASS. WEBSITE presentations continued.
Wrap-up meetings with Project 8 groups
Reflection on writing skills and future goals. Feedback

FINAL EXAMS ARE May 2-7

Our Final Exam time is

You will
1) Deliver your Project 8 group presentation, and 2) listen attentively to others.

Bonus Point Opportunities: Bonus points are added to your most recent daily grade in my grade book.
1) Proof of attendance at/involvement in campus or community activities (organization meetings, theater productions, guest speakers, art exhibits, museums, athletic events, volunteer events, etc.) +5 points each. 4 max. Must have evidence.
2) Bonus peer review sessions to benefit a classmate who was absent (+7 quiz points each. 4 max.)
3) 1-page single-spaced journal entry about writing or your growth as a writer (10 points each. 2 max.)
4) A brief (2 minute) oral presentation to the class based on something you read, saw, heard, noticed in a particular medium that relates to a) writing, or b) your learning community topics (could be from a movie, web site, song, news clip, blog, wiki, chat room, etc.).
5) A grammar question that the whole class can discuss via a language sample brought in by the student asking the question. +5 points each. 5 max.