

## ENGLISH 1301: COMPOSITION AND READING

DR. MONICA SMITH

**Office:** 413C Classroom Center

**Email:** msmith@wtamu.edu

**Office Hours:** M-Th 1-2 or by appointment

**Office Phone:** 806-651-2477

**COURSE DESCRIPTION:** The WTAMU course catalog describes English 1301 as a course in the “fundamentals in power and control over language and critical thinking.” To meet these aims, students enrolled in this section of English 1301 will encounter and prepare a variety of works: standard academic essays in response to scholarly and popular texts, personal essays, journals, in-class writings, and response papers, both in and out of class. As we work with different kinds of texts, we will strive to become stronger, more critical readers. As we explore the recursive writing process, our goals will be to understand audience, develop individual writing styles, and craft persuasive, substantial arguments.

**COURSE OBJECTIVES:** In this course, students should learn to:

- read non-fiction critically;
- write papers in and out of class using processes that include discovering ideas and evidence, organizing that material, and revising, editing, and polishing the finished paper;
- think critically so that they can recognize the difference between opinion and evidence and so that they can support an intelligent, challenging thesis;
- understand the collaborative and social aspects of the writing process and demonstrate an ability to critique the writing of themselves and others;
- develop a sense of voice appropriate to the subject, the writer's purpose, the context, and the reader's expectations;
- follow the conventions of standard edited English and MLA documentation.

**CLASSROOM PERFORMANCE:** This course is both reading and writing intensive, and as such, requires considerable daily work. Students should come to each class with all assignments prepared and with all required texts in hand. Students should be prepared to participate actively in each class day, both verbally and in writing. Failure to do so will be reflected in the final course grade. Please note that while no particular prior computer experience is required, students enrolled in this course should possess a general knowledge of word processing and file management.

**REQUIRED TEXTS AND SUPPLIES:** Check the edition numbers on your copies before purchasing; make sure you have the correct book.

- Package ISBN 032144454x
  - Rosen, Leonard J. *Academic Writer's Handbook*. New York: Longman, 2006
  - Munger, David. *80 Readings for Composition*. New York: Pearson Education, 2006
  - MyCompLab 2.0, CD-ROM. New York: Longman, 2006.
- *The New York Times*. Available free of charge at kiosks around campus and online at <http://www.nytimes.com/>.
- Bronson, Po. *What Should I Do With My Life?* (Readership WT Common Reader).
- College dictionary of your choice.
- Thesaurus or synonym dictionary of your choice.
- Loose-leaf paper notebook for journal entries, preferably a thin, paper binder.
- Pocket folder for submitting assignments.

Optional but recommended:

- Thumb drive (pen drive, flash drive, jump drive). Can be purchased in the HELC for \$21-\$80
- Headphones (**optional**, but needed for listening to MyCompLab exercises in the HELC)

**ASSIGNMENTS AND REQUIREMENTS:** All assignments must be completed in order to pass the course.

**Daily Assignments**, both reading and writing, are substantial and demanding. All assignments should be completed before coming to class, and I strongly recommend that you get in the habit of looking ahead on the syllabus; know when your next large assignment is due, and plan accordingly.

**In-class Assignments** will vary from a quick response to a writing prompt to a detailed analysis of a particular passage to a quiz over the day's assigned readings. These writings will be assessed according to the degree of engagement the student demonstrates with the question or assignment. If you are absent, you cannot make these up.

**Notebook Entries** topics will vary and are designed to assist you in preparing larger assignments. See the daily schedule for specific topics due each day. I will collect these entries randomly and without advance notice. Those who have completed the entries satisfactorily will receive full credit; those who have not will receive no credit. All entries should be collected in a loose-leaf notebook for collection. Students who add the course during Drop/Add will need to make up any missed entries. All entries should be completed, regardless of your class attendance on due dates.

**Papers** consist of two major types:

- **Critique:** 1000-1500 word essays in response to readings from *80 Readings for Composition* and other texts
- **Personal Narrative:** 1000-1500 word essays revealing something about you or your understanding of (or questions about) life in a significant moment.
- Topics for both types of papers, along with grading rubrics, will be distributed periodically during the semester.

**ATTENDANCE:** Because writing skills develop slowly over time, students' regular attendance is essential.

- I will take roll every day. Students are allowed two absences without penalty (except for any missed in-class assignments that cannot be made up).
- One percentage point (1%) will be deducted from your final grade percentage (0-100%) for each absence beyond the allowed absences. For example, if you have a final grade of 82% (B) and you have missed four (4) classes beyond the allowed number of absences, your grade will be reduced by 4 percentage points, resulting in a grade of 78% (C).
- Students may not exceed the allowed number of absences for any reason, and all absences will be treated the same, i.e. no differentiation between "excused" or "unexcused" absences.
- Habitual or excessive tardiness may be counted as an absence.
- Any student who misses more than one-third of the class meetings will be asked to repeat the class.

**SUBMITTING ASSIGNMENTS:**

- Assignments are due in class and are to be delivered in person unless prior arrangements have been made with me. Any assignment that does not adhere to this requirement is considered late.
- Late assignments will lose one letter grade per business day, **not** class day.
- Assignments are not considered submitted until I receive them. To be safe, then, papers should never be left in my mailbox or stuck under my office door. Under no circumstances will I accept an email attachment in lieu of a hard copy.
- Each student is held responsible for all assignments, regardless of her/his class attendance on the day the assignment is made.
- If a previously scheduled event coincides with an exam or due date, a written request for an extension or make-up date will be considered. All such requests must be submitted prior to the date in question.

**SUBMITTING ASSIGNMENTS (CON'T)**

- Any requests for extensions based on illness or family emergency must be accompanied by written documentation verified by the Office of Student Services. All make-ups and extensions are at the instructor's discretion.

**COMPUTER ACCESS:**

- Students are expected to check email daily and the course webpage several times a week or as indicated on the daily schedule.
- Students are responsible for securing working computer equipment; labs are available on campus.
- Please note that since "The printer wouldn't work," "Something's wrong with my disk," and "I don't know what happened—I saved it but now it's not there" have become the 21st century versions of "The dog ate my homework," computer, software, or printer malfunction/failure of any kind will not constitute a valid excuse for missed, late, or incomplete work.
- Remember: save early, save often; print early, print often.

**PEER EDITING:** On the day a peer editing session is planned, you must bring a complete draft of the assignment in the specified format to class. Any student without a complete, properly formatted draft during a peer editing session will be asked to leave class and will be counted absent for that day. Any student absent on a peer editing day will lose 5 points from that assignment's final grade.

**CONFERENCES:** I encourage you to take advantage of my office hours: Monday – Thursday from 1-2. During these posted hours, you may stop by without an appointment. If these times are not convenient, please schedule an appointment. In addition, each student will have at least one scheduled conference with me. This meeting is mandatory, so if a student misses a scheduled conference, it will be counted as a class absence.

**UNIVERSITY WRITING CENTER** (422 Classroom Center): Tutors are available to assist you with whatever difficulty you may be encountering with the writing process. Take a copy of your assignment with you and be prepared to state what assistance you require. Writing tutors do not proofread papers for errors. For best results, call for an appointment 651-2473.

**ACADEMIC INTEGRITY:** All students are expected to demonstrate the highest standards of honesty and integrity in every phase of their academic careers. **Any instance of suspected academic dishonesty will be reported immediately to the Office of the Vice President for Academic Affairs.** Examples of academic dishonesty, as defined by the WTAMU Academic Integrity Code, include Improperly Acquiring Information, Improperly Providing Information, Plagiarism, Conspiracy, Fabrication of Information, Violation of Departmental or College Rules, and Inappropriate Multiple Submissions of the Same Work. All students are expected to inform themselves about and abide by the policies set forth in the WTAMU Academic Integrity Code. Failure to do so will result in the most severe penalties allowable under university regulations. See <http://www.wtamu.edu/academic/facultyhb/page/app.htm> for more information.

**ACCESS STATEMENT:** If you need adaptations or accommodations because of a disability (i.e., physical, mental, psychological, learning), have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services and to contact the faculty member in a timely fashion to arrange for suitable accommodations. Student Disability Services is located in VHAC 218.

**GRADING:**

Paper One	10%
Paper Two	10%
Paper Three	15%
Paper Four	15%
Notebook	10%
MyCompLab	10%
In-class Assignments (writings, peer review, quizzes)	15%
Final Exam	15%

**DAILY SCHEDULE:** Subject to change.

RC = 80 Readings for Composition

AWH = The Academic Writer’s Handbook

W2D = *What Should I Do With My Life?*

WTClass = available via WTClass

**Read:** Complete this reading before you come to class. Do not come to class without your book and/or copies of supplementary readings.

**Write:** Complete this notebook assignment before coming to class. Bring it to class. Remember that notebook assignments will be collected randomly and without prior notification.

**Lab:** Lab assignments are to be completed outside of class using the MyCompLab CD-Rom packaged with your textbook. Complete the lab assignments as listed. Lab assignments also may be announced in class and may be assigned to individual students as well.

**Standard Procedure for Grammar Exercises:** go to the Grammar section of MyCompLab, select the Exercise Zone, and then the grammar error you’re to work on. Be sure to “read about” the error before selecting the exercises. Complete a minimum of 3 exercises for each grammar function. You may chose Basic/Intermediate or Intermediate/Advanced exercises, depending on your understanding of the grammatical issue. You will be held accountable, however, for using correct grammar, punctuation, and mechanics in all your writing.

	<b>Tuesday</b>	<b>Thursday</b>
Week One	<b>8/29:</b> Introduction to class	<p><b>8/31: How We Write</b></p> <p><b>Read:</b> Joan Didion, “On Keeping a Notebook” (RC 2); Kurt Vonnegut, “How to Write with Style” (RC 39); AWH Ch. 1, 2, and 10.</p> <p><b>Write:</b> What are these two writers trying to say about the craft of writing? How do their observations/experiences compare to your own?</p> <p><b>Lab:</b> Log in and join your class. My Class ID is:</p> <hr/> <ul style="list-style-type: none"> <li>• From the Grammar section, click on Diagnostics and complete Diagnostic I</li> <li>• Under Research, select Avoiding Plagiarism; read the paragraph of information and then click on MLA. Complete all the exercises for MLA.</li> </ul>

<p>Week Two</p>	<p><b>9/5: Why We Write</b>  <b>Read:</b> Jonathan Swift, “A Modest Proposal” (RC 217); Mark Twain, “Running for President” (RC 225); AWH Ch. 20.  <b>Write:</b> Following the guidelines in AWH, summarize Swift’s argument and Twain’s argument. (You should write two separate summaries, not one that addresses both readings.)  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Comma Splices. Follow Standard Procedure for Grammar Exercises above.</p>	<p><b>9/7: Why We Write</b>  <b>Read:</b> Mary Wollstonecraft, from <i>A Vindication of the Rights of Woman</i> (RC 116); John Stuart Mill, from <i>The Subjection of Women</i> (RC 121).  <b>Write:</b> Following the guidelines in AWH, summarize either Wollstonecraft’s argument or Mill’s argument.  <b>Lab:</b> 1. Under Grammar&gt; Exercise Zone&gt; click on Fragments. Follow Standard Procedure for Grammar Exercises above.                  2. Under Grammar&gt; Exercise Zone&gt; click on Run-on/Fused Sentences. Follow Standard Procedure for Grammar Exercises above.</p>
<p>Week Three</p>	<p><b>9/12: Developing a Topic</b>  <b>Write:</b> Choose and revise one of your summaries to continue with in Paper One; bring three copies to class.  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Pronoun Reference/Pronoun Agreement. Follow Standard Procedure for Grammar Exercises above.</p>	<p><b>9/14: Brainstorming</b>  <b>Read:</b> AWH Ch. 3, 4, and 5  <b>Write:</b> Brainstorm paper topics using three different pre-writing strategies of your choice. Refer back to AWH Ch. 2, and also see handout. Bring these to class.  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Subject-Verb Agreement. Follow Standard Procedure for Grammar Exercises above.</p>
<p>Week Four</p>	<p><b>9/19: Drafting</b>  <b>Read:</b> AWH Ch. 9  <b>Write:</b> Draft of Paper One; 5 part argument should be present  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Apostrophes. Follow Standard Procedure for Grammar Exercises above</p>	<p><b>9/21: Peer Editing</b>  <b>Read:</b> Essays under today’s date (WT Class)  <b>Write:</b> A short response to the author of each essay; what are the papers’ strong and weak points?  <b>Lab:</b> Under Writing&gt; Writing Video Tutorials&gt; click on Office Hours: Peer Review – Part 1 AND Office Hours: Peer Review – Part 2. Watch both videos, and make notes of strategies and guidelines for peer editing/review.</p>
<p>Week Five</p>	<p><b>9/26: Peer Editing</b>                  Bring two copies of paper one draft to class.</p>	<p><b>9/28: Paper One Due</b>                  Place a copy of the grading rubric, your final paper, all drafts, outlines, brainstorming, prewriting, outlines, etc. in a folder. Papers are due at the beginning of class.</p>

Week Six	<p><b>Tuesday, 10/3:</b>  <b>Read:</b> W2D: “Introduction” (xiii); “Parasite Entrepreneurism” (51).  <b>Print:</b> Paper Two Topics and Grading Sheet available via WTClass after 12:00 on Friday, 9/29. Bring to class.  <b>Write:</b> Write at least one well developed paragraph for each question. 1) What is Bronson’s purpose in writing this book? How and why does he use his own story in “Parasite Entrepreneurism”? What does he reveal about himself? 2) If you could have a private conversation with Bronson, what questions would you want to ask him about either his book or his personal experiences? Why?  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Faulty Shift in Tense. Follow Standard Procedure for Grammar Exercises above.</p>	<p><b>Thursday, 10/5:</b>  <b>Read:</b> W2D: “The Ungrateful Soldier” (65); “Lady Reads the News” (102); “Twenty Thousand Lives a Year” (371).  <b>Write:</b> The people in our readings for today come from different backgrounds, have different goals, and live different lives. Yet they all found (or are still finding out) what they should do with their lives. What strikes you the most about their stories? Write at least two well developed paragraphs.  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Pronoun Reference; Incorrect Pronoun Case. Follow Standard Procedure for Grammar Exercises above..</p>
Week Seven <i>Last day to drop or withdraw with an “X” is 10/13</i>	<p><b>10/10: Workshop</b>  <b>Write:</b> Draft Paper Two. Bring two copies of the draft to class.</p>	<p><b>10/12: Peer Editing</b>  <b>Write:</b> Using feedback from Tuesday’s class, revise Paper Two. Bring two copies of revision to class.</p>
Week Eight	<p><b>10/17: Paper Two Due</b>  Place a copy of the grading rubric, final paper, all drafts, outlines, brainstorming, prewriting, outlines, etc. in a folder. Papers are due at the beginning of class.</p>	<p><b>10/19: Analysis</b>  <b>Read:</b> The editorial page of <i>The New York Times</i> for Wednesday, 10/18; Paper Three Topics and grading rubric available (WTClass); print, read, and bring to class.  <b>Write:</b> Choose one item from the editorial pages. Complete the handout.</p>
Week Nine	<p><b>10/24: Analysis</b>  <b>Read:</b> The editorial page of <i>The New York Times</i> for Monday, 10/23; handout (WTClass)  <b>Write:</b> Choose one editorial item for today and complete the handout.  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Dangling or Misplace Modifier. Follow Standard Procedure for Grammar Exercises above.</p>	<p><b>10/26: Analysis review</b>  <b>Read:</b> The editorial page of <i>The New York Times</i> for Wednesday, 10/25; handout (WT Class)  <b>Write:</b> If you could emulate the writing style of one person who contributed to today’s editorial page, who would it be and why? Why specifically do you find appealing about this person’s style?</p>
Week Ten <i>Last day to drop or withdraw is 10/31</i>	<p><b>10/31: Conferences</b>  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Wrong Verb Tense or Verb Form. Follow Standard Procedure for Grammar Exercises above.</p>	<p><b>11/2: Conferences</b>  <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Ineffective or Missing Transition between Paragraphs. Follow Standard Procedure for Grammar Exercises above.</p>

Week Eleven	<p><b>11/7: Peer edit</b> Using feedback received in conferencing, revise paper three. Bring two copies of paper three to class.</p>	<p><b>11/9: Paper Three Due</b> Place a copy of the grading rubric, final paper, all drafts, outlines, brainstorming, prewriting, outlines, etc. in a folder. Papers are due at the beginning of class.</p>
Week Twelve	<p><b>11/14:</b> <b>Read:</b> Zora Neale Hurston, “I Get Born” (RC 306); Paper Four Topics and grading rubric available via WTClass; print, read, and bring to class. <b>Write:</b> TBA <b>Lab:</b> Under Grammar&gt; Exercise Zone&gt; click on Lack of Parallel Structure. Follow Standard Procedure for Grammar Exercises above.</p>	<p><b>11/16:</b> <b>Read:</b> Edith Wharton, “The Valley of Childish Things” (RC 310); Annie Dillard, from <i>An American Childhood</i> (RC 312) <b>Write:</b> TBA</p>
Week Thirteen	<p><b>11/21:</b> <b>Read:</b> Richard Wright, “The Library Card” (RC 318) <b>Write:</b> TBA</p>	<p><b>11/24: No class; Thanksgiving Break</b></p>
Week Fourteen	<p><b>11/28: Paper Four</b></p>	<p><b>11/30: Paper Four</b></p>
Week Fifteen	<p>12/5: Review for final</p>	