



The rising STAR of Texas

English 1310: College Writing I
Spring 2018

Course Description: Expository writing as a means of exploring and shaping ideas. Emphasis on critical reading and the improvement of essays through revision.

Instructor: Amanda Meyer

Section 252: MWF 8-8:50am; FH 225

Section 255: MWF 9am-9:50am; FH 252

Section 260: MWF 10am-10:50am; FH 254

Office: FH M07

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Hours: Mondays and Wednesdays 11am-2pm and by appointment

The information given below supplements that found in the *First-Year English Syllabus*, which is available online at <http://www.english.txstate.edu/studentres/syllabus.html>.

General Education Core Curriculum (Code 010)

Communication Foundational Component Outcomes

Students will examine ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Core Objectives/Competencies Outcomes:

- **Critical Thinking**
 - Students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication**
 - Students will effectively develop, interpret and express ideas through written, oral and visual communication.
- **Teamwork**
 - Students will recognize different points of view and work effectively with others to support a shared purpose or goal.
- **Personal Responsibility**
 - Students will relate choices, actions and consequences to ethical decision-making.

Learning Outcomes:

The Department of English has adopted student learning outcomes for general education courses in writing and literature and for all degree programs. You will find these outcomes at <http://www.english.txstate.edu/about/learning.html>. Emphasis on critical reading and the improvement of essays through revision.

Textbooks/Required Materials:

Michael Austin, *Reading the World: Ideas That Matter*, 3e

The Bedford Handbook, 9e

First-Year English Syllabus

An English-specific notebook

An English-specific folder with pockets

Requirements:

Written and oral responses to readings from *Reading the World*

Participation in peer review sessions

Five papers (four with drafts and completed peer review sheets or proof of Writing Center visit)

Classroom discussion leadership

Final exam (an in-class essay)

A portfolio containing all of your drafts and graded papers.

It is your responsibility to keep copies of all five essays in your folder.

(Note: you cannot pass this class unless you submit all papers and take the final)

Professional Conduct:

Students should behave in the classroom as in any other professional setting or workplace. Remain calm, polite, and respectful as you interact with your classmates, your instructor, and their ideas.

Electronics Policy:

Because in-class electronics use is generally disruptive and disrespectful to me and your fellow classmates, I have a **zero tolerance electronics policy**. If a cellphone, set of headphones, laptop or secret spy communicator is seen or heard (everyone can hear vibrate) during class, the device's owner will be asked to leave class and the day will be counted as an absence for him or her. I am 100% serious. Don't risk it: turn them all off. You may even grow fond of your time apart.

If you feel you have extenuating circumstances (such as a sick child at home) please come talk to me.

TRACS and Email:

We will have a TRACS site for this class with resources and updates. **Check your Texas State email regularly for announcements. This syllabus is available through TRACS. It is your responsibility to be aware of due dates. If you have a question, the answer is more than likely on your syllabus.** Look there first for all homework assignments, due dates, and policies.

Paper Assignments and Late Paper Policy:

I DO NOT accept late papers. All papers are to be typed in Times New Roman size twelve font with one-inch margins, double-spaced, fronts-of-page only, stapled, meticulously edited, and thought-provoking. **Computer problems are NO EXCUSE for a late paper.** You need to have your paper done and printed before it is due in class.

You must turn in all five essays and take the final exam to pass this class

Portfolio:

You are responsible for keeping everything you do in this class. You are required to keep a folder for this class. Make sure to keep copies of any homework assignments, worksheets, handouts, and all five essays (including the first one taken in class).

Peer Review Policy:

On peer review days, I will check for completed typed drafts. If your draft is not substantially complete or if you miss class, I will lower your grade on that paper (up to half a letter grade)—even if the final copy is on time. Students whose papers are not reviewed in class, must visit The Writing Center with their rough drafts. I will accept no paper unless a draft and a completed peer review sheet (or proof of Writing Center or SLAC visit) accompany it.

Final Drafts/High Importance: Turn in a hard copy of your paper in class the day it is due along with an electronic copy via *Turnitin* on TRACS no later than midnight the date it is listed as due on the syllabus.

*A portion of each paper grade is based on having your draft reviewed and also checking another's draft (which can only be done in class since The Writing Center does not offer peer reviews).

Attendance Policy:

Because I conduct this class as a workshop, with in-class planning, writing, revising, and editing, regular attendance is essential. Students are expected to attend *every class*. When an absence is unavoidable, the student is responsible for acquiring the missed course materials and the information supplied in class. Students absent more than 3 days may receive a lower final grade for the course. **Students absent more than 6 days may fail the course.**

*As per the *FYE Syllabus*, coming to class late or leaving class early is a distraction for me and the other students. I will take roll no later than **five minutes** into class. If you are more than five minutes late, you risk the possibility of being counted absent.

University recommended excused absences (all requiring documentation such as doctor's note):

- a. Injury or illness requiring treatment at home or in a hospital
- b. Death of a family member
- c. Required participation in a University-sponsored activity
- d. A field trip or off-campus activity required for a non-elective course essential to the student's degree program
- e. Required participation in active military service
- f. Official religious Holy Days

Grading Policy:

Grading standards are described in the *First-Year English Syllabus*. In determining your course grade, I will give slightly more emphasis to work done later in the course especially if you show improvement, have participated in discussion, and shown respect for your fellow students and instructor. In general, though, each graded paper (including the final exam) counts roughly the same. Attendance, participation, classwork, worksheets, and/or reading responses will be worth 10% of your grade.

*Grades in TRACS Gradebook are not official

Grade Distribution:

Classwork (peer review, discussion worksheets)-10%

Paper 1- 5%

Paper 2- 15%

Paper 3- 15%

Paper 4- 20%

Paper 5- 25%

Final Exam- 10%

***Attendance is crucial to passing this course. Many of the assignments that count as a portion of your grade are done in class.**

Academic Honesty:

As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor and shun mediocrity, special requests and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

The Pledge for Students

Students at our university recognize that, to ensure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

Plagiarizing is submitting work that is in any way not your own. Refer to the *First-Year English Syllabus* for definitions and general policies concerning plagiarism. Any cases of verifiable plagiarism, whether deliberate or accidental, will result in a failing grade on the assignment and may result in a failing grade for English 1310. (Note: Peer review and consultation with me or with a tutor at The Writing Center do not constitute plagiarism and are encouraged.)

I will not respond to requests to “bump up” grades. Student grades will reflect the effort put into the course.

U Grade:

A grade of U (Unearned Failing) is awarded to students who do not officially withdraw from, but fail to complete, a course (i.e., do not take a final exam, stop attending, etc.) and fail to achieve the course objectives.

Students with Special Needs:

Students who need special accommodations to succeed in this course must inform the instructor and the Office of Disability Services in the first two weeks of the semester.

Course Calendar:

The calendar is tentative. I will distribute written revisions as I adapt instruction and materials to your needs. Assignments are listed on the dates they are due.

The Bedford Handbook=BH

Reading the World=RW

UNIT 1: EDUCATION AND SOCIAL ACTION

Week 1

- W 1/17 Introduction to the course; why literature matters; “The Impotence of Proofreading” (in-class)
- F 1/19 Syllabus/listening quiz; getting to know you game; visit The Writing Center (in-class)

Week 2

- M 1/22 **Paper 1 written in class; prompt for paper #2**
- W 1/24 *BH* 109-110 (Reading and writing critically); “The Silken Tent” and “The Flea” (in-class)
- F 1/26 *BH* 87-92 (Building effective paragraphs); PIE structure (in-class)

UNIT 2: HUMAN NATURE AND SOCIAL ACTION

Week 4

- M 1/29 Typed draft of Paper 2 due; peer review; *BH* 35-49 (revising and peer review)
- W 1/31 *RW* 53-59 (Feynman); *RW* 40-44 (Tagore); essay excerpts
- F 2/2 *RW* 5-11 (Tzu); *RW* 13-19 (Seneca); **Paper 2 due**; paper 3 assigned

Week 5

- M 2/5 *RW* 357-368 (Hardin); wealth inequality video (in-class)
- W 2/7 *RW* 100-103 (Locke); TEDtalk: Steven Pinker’s The Blank Slate (in-class)
- F 2/9 sign-up for conferences, grading rubric and explanation, and sample student paper (in-class)

Week 6

- M 2/12 Conference week (BRING OUTLINE OF PAPER 3)
- W 2/14 Conference week (BRING OUTLINE OF PAPER 3)
- F 2/16 Conference week (BRING OUTLINE OF PAPER 3)

Week 7

- M 2/19 Typed draft of Paper 3 due; peer review
- W 2/21 *RW* 425-441 (King); “On White Privilege” video (in-class); privilege discussion and game (in-class); “Future of Race in America” video (in-class)
- F 2/23 *RW* 638-640 and *RW* 646-648 (introductions and conclusions); *RW* 278-281 and *RW* 286-291 (sentence fragments and run-ons); grammar review (in-class)

UNIT 3: THE INTERCONNECTED WORLD

Week 8

- M 2/26 *BH* 582-590 (MLA documentation style); *BH* 570-574 (Integrating sources)
W 2/28 **Paper 3** due; paper #4 assigned
F 3/2 scholarly article research lesson (in-class); *RW* 641-643 (transitions)

Week 9

- M 3/5 *RW* 685-689 (Quoting, Paraphrasing, and Summarizing); Critical analysis and *Visioneers* clip (in-class)
W 3/7 *BH* 509-511 (sentence types); thesis/outline of Paper 4 due; workshop
F 3/9 Typed draft of Paper 4 due; peer review; essay excerpts

UNIT 4: THE HUMAN SPIRIT AND LANGUAGE & RHETORIC

Week 10

- M 3/12 SPRING BREAK
W 3/14 SPRING BREAK
F 3/16 SPRING BREAK

Week 11

- M 3/19 research structure and PIE game (in-class)
W 3/21 **Paper 4** due; workshop--paper annotated; paper 5 assigned
F 3/23 *RW* 614-616 (reading visual texts)

Week 12

- M 3/26 Wittliff Collections
W 3/28 Bring thesis/outline of Paper 5; workshop in class; class jeopardy
F 3/30 Typed draft of Paper 5 due; peer review

Week 13

- M 4/2 "A Work in Progress" (in-class viewing); discussion
W 4/4 *RW* 374-379 (Shiva); Rifkin video (in-class)
F 4/6 *RW* 217-223 (Morrison) and *RW* 508-512 (Orwell)

Week 14

- M 4/9 Film
W 4/11 Film Cont.
F 4/13 Finish film and worksheet

Week 15

- M 4/16 *RW 670-672 (comparing and contrasting) and RW 666-667 (Anticipating counterarguments)*
- W 4/18 *RW 314-325 (Darwin); RW 78-83 (Mencius); I AM clip; discuss*
- F 4/20 “The Danger of a Single Story” (in-class)

Week 16

- M 4/23 **Paper 5** due
- W 4/25 *BH 814-817 (resumes, professional letters and emails); professional writing (résumés, cover letters, and emails)*
- F 4/27 Course evaluations; writing the in-class essay preparation

Week 17

- M 4/30 Preparation for Final Exam; portfolio inventory (**bring all graded copies of essays to class!**)

FINAL EXAM: IN-CLASS PAPER

MWF 8-8:50am class: Wed., May 9th, 8-10:30am

MWF 9am-9:50am class: Fri., May 4th, 8-10:30am

MWF 10am-10:50am class: Fri., May 4th, 11am-1:30pm