ENGLISH 1301.54—Fall 2017

Classroom: ELABS 246, MW 9:25-10:40am
Dr. Beatrice Mendez Newman
beatrice.newman@utrgv.edu

Rhetoric & Composition 1

Course Tagline: Writing/Collaborating/Sharing/Growing/Learning

1. Course Description from 2015-2017 Undergraduate Catalog:

ENGL 1301 Rhetoric and Composition I
3-0
English 1301 is designed to help students become more effective and confident writers as well as more active and engaged readers of complex texts. To do this, students will engage in a variety of writing projects which will help them become more reflective writers who are better able to revise their work to meet the needs of a given writing situation. [Credit for this course may be obtained by qualified students through advanced placement or advanced standing examinations.] Prerequisites: Satisfactory scores on English portion of ACT test and TSI examination or ENGL 0031.

2. A few bullet points to describe English 1301.54:
   - Course theme: spaces of learning (see explanation below)
   - Film-based discussions: we’ll watch, discuss, and analyze one school film and view selected clips from many other school movies
   - No textbook
   - Course work: 3 essays + short oral reports + assignments to prep for class work + scored in-class work every day
   - Course time: although we have 15 weeks of class, every class day will count significantly toward your success.
   - Success strategy 1: a lot of in-class workshopping time to make progress on your writing assignments
   - Success strategy 2: feedback to make sure you are able to revise your drafts to get into A territory with each writing assignment
   - Success strategy 3: step-by-step, sequenced student-centered writing tasks
   - Success strategy 4: workdays that enable you to work on current assignments independently and to come in for one-to-one conferencing
   - No exams, including no final exam
   - Class sessions: in-class activities, discussion, collaboration
   - My #1 teaching goal: to help students learn to enjoy writing through a low-stress, highly interactive approach
   - Teaching goal #2: to end the class with everyone making an A

3. Materials and Requirements:
   - USB flash drive to download and save course materials
   - NO BOOKS REQUIRED—I’ll distribute all required class reading via BLACKBOARD.
   - REQUIRED: your favorite writing implements for in-class writing activities
   - STRONGLY SUGGESTED: bring your laptop or tablet for in-class activities every day

4. What we’ll do in English 1301
   THEMATIC FOCUS IN THIS CLASS. We are going to center our work in this class on the general theme of spaces of learning. The construct of space allows us to explore how we shape the learning spaces we inhabit in order to move productively toward our goals. We will apply our understanding of learning spaces in three major venues: (1) our own experiences, (2) several short stories and essays, (3) school movies.
ENGLISH 1301.54—Fall 2017

5. English 1301—Fall 2017 Weekly Schedule

### Workdays (independent work and conferencing) are highlighted in yellow

<table>
<thead>
<tr>
<th>Dates</th>
<th>Day &amp; general topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-28</td>
<td>Intro to English 1301/launching our class community/generating good ideas</td>
<td>Class Work (CW 1.1) (5 points) Class activity</td>
</tr>
<tr>
<td>8-30</td>
<td>Strategies in “What’s So Funny, Mr. Scieszka” &amp; “Eleven”</td>
<td>CW 1.2 (10 points) Class discussion</td>
</tr>
<tr>
<td>9-6</td>
<td>Educational symbols and Big Ideas/Ralph Fletcher’s “First Pen”</td>
<td>CW 1.3 (25 points) Prelim oral report on Writing Assignment 1 topic</td>
</tr>
<tr>
<td>9-11</td>
<td>Discussion and reports on mentor essays</td>
<td>CW 1.4 (25 points)</td>
</tr>
<tr>
<td>9-13</td>
<td>In-class workshop—starting Writing Assignment 1</td>
<td>CW 1.5 (25 points)</td>
</tr>
<tr>
<td>9-18</td>
<td>In-class workshop—finishing up LEVEL 1 of Writing Assignment 1</td>
<td>CW 1.6 (25 points) + LEVEL 1 (50 points)</td>
</tr>
<tr>
<td>9-20</td>
<td>In-class workshop: practicng LEVEL 2</td>
<td>CW 1.7 (25 points) Workshopping: LEVEL 2</td>
</tr>
<tr>
<td>9-25</td>
<td>Independent workday for LEVEL 2 drafting</td>
<td>CW 1.8 (75 points) Workshopping (LEVEL 2 draft)</td>
</tr>
<tr>
<td>9-27</td>
<td>In-class workshop: crafting an intro and conclusion</td>
<td>Assignment 1.2 Conferencing (10 points)</td>
</tr>
<tr>
<td></td>
<td>Sign up for conferences on 10-2 or 10-4</td>
<td>Writing Assignment 1 due TH, Oct. 5 (50 points)</td>
</tr>
<tr>
<td>10-2</td>
<td>Conferencing in professor’s office</td>
<td>Assignment 1.2 Conferencing (10 points)</td>
</tr>
<tr>
<td>10-4</td>
<td></td>
<td>Writing Assignment 1 due TH, Oct. 5 (50 points)</td>
</tr>
<tr>
<td>10-9</td>
<td>Viewing Day 1 &amp; discussion</td>
<td>Classwork 2.1 (25 points)</td>
</tr>
<tr>
<td>10-11</td>
<td>Viewing Day 2 &amp; discussion—Sign up for 10-16 or 10-18 conferences</td>
<td>Classwork 2.2 (25 points)</td>
</tr>
<tr>
<td>10-16</td>
<td>Mandatory conference—Golden lines discussions</td>
<td>Assignment 2.1 (50 points—mandatory conference)</td>
</tr>
<tr>
<td>10-18</td>
<td>In-class workshop on Writing Assignment 2: details and development</td>
<td>Classwork 2.3 (50 points)</td>
</tr>
<tr>
<td>10-23</td>
<td>In-class workshop on Writing Assignment 2: intro and conclusion</td>
<td>Classwork 2.4 (50 points)</td>
</tr>
<tr>
<td>10-25</td>
<td></td>
<td>Writing Assignment 2 due TH, Oct.26 (100 points)</td>
</tr>
<tr>
<td>10-30</td>
<td>Intro to film literacy: discussion &amp; sharing + Start Dead Poets Society</td>
<td>Classwork 3.1 (25 points)</td>
</tr>
<tr>
<td>11-1</td>
<td>Application of film literacy strategies: pivotal scenes in Dead Poets Society</td>
<td>Classwork 3.2 (50 points)</td>
</tr>
<tr>
<td>11-6</td>
<td>Independent work: finish viewing Dead Poets Society</td>
<td>Classwork 3.3 (50 points)</td>
</tr>
<tr>
<td>11-8</td>
<td>In-class workshop: Planning Writing Assignment 3</td>
<td>Classwork 3.4 (50 points)</td>
</tr>
<tr>
<td>11-13</td>
<td>In-class workshop: draft of Writing Assignment 3</td>
<td>Classwork 3.5 (50 points)</td>
</tr>
<tr>
<td>11-15</td>
<td>In-class workshop: draft 2 of Writing Assignment 3</td>
<td>Classwork 3.6 (75 points)</td>
</tr>
<tr>
<td>11-20</td>
<td>Sign up for 11-27 &amp; 11-29 conferencing</td>
<td>Assignment 3.1 (25 points)</td>
</tr>
<tr>
<td>11-22</td>
<td></td>
<td>Writing Assignment 3 due TH, 11-30 (100 points)</td>
</tr>
<tr>
<td>11-27</td>
<td>Conferencing: finishing up Writing Assignment 3</td>
<td>Assignment 3.1 (25 points)</td>
</tr>
<tr>
<td>11-29</td>
<td></td>
<td>Writing Assignment 3 due TH, 11-30 (100 points)</td>
</tr>
<tr>
<td>12-4</td>
<td>Course retrospective</td>
<td>Classwork 4.1 (25 points)</td>
</tr>
<tr>
<td>12-6</td>
<td>Conferencing</td>
<td>Conference option (15 bonus points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End-of-course reflection due Friday, Dec. 6 NOON (100 points)</td>
</tr>
</tbody>
</table>

### Course Wrap Up Unit

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course grade distribution:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>275 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>300 points</td>
</tr>
<tr>
<td>Unit 3</td>
<td>425 points</td>
</tr>
<tr>
<td>Course Reflection</td>
<td>125 points</td>
</tr>
<tr>
<td>Total points</td>
<td>1125 points</td>
</tr>
</tbody>
</table>

- Points needed to end course with an A (90% of 1240)............................ 1013
- Points needed to end course with a B (80% of 1240)............................ 900
- Points needed to end course with a C (70% of 1240)............................ 788
- Points needed to end course with a D (60% of 1240)............................ 675
- Points needed to end course with a F (50% of 1240)............................ 563

* This is a close indication of how our time will be allocated; however, I will adjust the schedule whenever the class seems to need more time on a unit.
7. **Staying on the A trajectory**
As of day 1 of this class, everyone has an A. You can keep your A by meeting the following expectations:

1. Attending class **every** day and submitting an end-of-class assessment sheet every day
2. Arriving on time
3. Submitting assignments on time (no late work will be accepted)
4. Checking daily for info and assignments on Blackboard
5. Completely applying all submission requirements presented in SOPHIE for assignments
6. Participating meaningfully in class by paying attention and contributing to class discussions
7. Avoiding in-class disruptions such as chatting with class neighbors and not listening to the presentation when you’re supposed to be participating in a lesson
8. Being prepared when you arrive
9. Putting cell phones away during class
10. Refraining from texting during class
11. Not asking for special treatment
12. Following instructions on all assignments (formatting, submission, file labeling)—see guidelines below
13. Following the absence and attendance policy included on this syllabus
14. Using SOPHIE on Blackboard to always know what’s expected and how to do course work correctly

---

8. **CLASS POLICIES**

1. **TECHNICAL REQUIREMENTS:** Please check the technical requirements for full participation in online learning, presented in the syllabus tab and the technical requirements tab from our course menu on our Blackboard page. Some caveats: (1) do not send assignments from your phone; such submissions tend to be garbled and unformatted and will yield a low score; (2) not having updated hardware and software on your personal computer will not justify problematic submissions or non-submissions. We have numerous computer labs on campus which you can use to complete your course work.

2. **BLACKBOARD SUPPORT:** If something should go wrong with your Blackboard access, here’s the basic contact info from the Blackboard support tab on your syllabus menu. You need to keep in mind, however, that a Blackboard issue exacerbated because you waited till the last minute to do an assignment is not an excuse for a late submission. Also, I cannot change or “fix” anything related to Blackboard technology.

3. **INTERNET ACCESS:** Make sure you check the technical requirements on our Blackboard menu to ensure your software and hardware is up-to-date. All of our course materials and assignments are dependent on Blackboard. You need constant access to the internet in order to succeed in our class. **Not having Internet access at home is not an excuse for failing to complete your assignments.** UTRGV offers abundant computer facilities for you to complete all assignments on time.
4. **SOPHIE**: Our SOPHIE tab on our Blackboard menu is the place to check for expectations, how-tos, and general course info. Make sure you consult with SOPHIE about absences, grades, email protocol, attendance, circumstances that might lead to being dropped, and requirements for submissions. You need to check out SOPHIE right away.

5. **CLASS COMMUNITY**: On-going interaction will be a vital part of our course work. Our early course activities will be designed to help you feel comfortable with each other so that you are willing to make in-class comments, ask questions, and work with each other on writing and other projects. Make sure that you develop some sort of buddy system with a reliable classmate within the first few class meetings. I will not go over what you missed when you are absent, so find someone in class that you can trust to fill you in if you ever need to be absent.

6. **CLASS WORK**: There is no make up work in this class. Don't even ask if you can make up an assignment you missed. This is why you need to be in class every day and pay attention to assignments on Blackboard. If we have something due on a day that you must be absent, you may email your completed assignment to me before our class meeting time, but you need to arrange for the early submission. However, if there is a class activity relevant to the assignment (such as in-class workshopping on days that drafts are due, you will get only partial credit for the submission).

7. **LATE WORK**: Formal assignments can be submitted late through the cut off time (the time and date, usually 2 days after the assignment is due when the assignment will no longer be available on Blackboard). However, late assignments will earn a maximum of 75% for the submission and will not be eligible for resubmission.

8. **CONFLICTS**: If you are having personal problems, if you have transportation problems, if you have job-related conflicts, if you have babysitting problems, if you think our class time is inconvenient and you are having trouble making it to class, if your family expects you to be dealing with family issues, these are likely to interfere with your ability succeed in English 1301. Neither do these problems constitute excuses for not doing your work.

9. **PUNCTUALITY**: You need to be in our classroom a few minutes before the beginning of class. If you miss a beginning of the class activity because you are late, you will earn a zero for that assignment. If you are habitually late, even if it's "only a few minutes," you will be invited to drop the class. If you cannot get to class on time for whatever reason, you need to drop this class. When you arrive late, you disrupt everyone, and you interfere with the activities already in progress. If you arrive late, please do not turn to your classmate and ask "what are we doing?"

10. **WORKDAYS**: These days will be designated for independent classwork, drafting, and conferencing with your professor. These workdays are shown on our daily schedule in **yellow highlighting**.

11. **ATTENDANCE**: Attendance is required in our class. We have 29 class days, and every day, we'll have a graded in-class activity which cannot be made up; these scored class activities are designated as Classwork on our syllabus with allotted points shown for each. **Approximately 2/3 of the grade for each unit is from our class activities, so daily, consistent attendance is vital to maintaining a good class grade.** These activities will be vital to your progress on the main assignment for each unit. If you miss a class, please do not email me to ask if we did anything important in class. This is a bad question. Instead, you need to contact a trusted classmate to fill you in so that you are ready to jump back into our class activities the next day. If you miss two consecutive class meetings, you will be contacted and advised to get back to our class. If you miss three consecutive class meetings, you will get a drop notice. If you fail to respond within one day to the "being dropped from English 1301" email, the drop form will be submitted to the Registrar’s Office.
9. Learning Outcomes and Institutional Policies

Texas Higher Education Coordinating Board Student Learning Outcomes for Communication

English 1301 and 1302 are in the communication area of UTRGV's core curriculum. Courses in this area focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses also involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. The following four student learning outcomes should be met in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.

- **Critical Thinking (CT).** Students will develop comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.
- **Communication skills (COM).** Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.
- **Teamwork (TW).** Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.
- **Personal responsibility (PR).** Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.

**Student Learning Outcomes for the First Year Writing Program Sequence**

The following statements describe what we want our students to know, think, value, and do when they finish the First Year Writing Program and successfully complete 1302 with a "C" or better.

1. The student improves his/her writing by engaging in processes of inventing, drafting, organizing, revising, editing, and presentation (CT, COM, PR).
2. The student writes with a purpose and composes texts in genres appropriate to his/her purpose and audience (CT, COM).
3. The student productively interacts with his/her peers, engaging in small group activities regularly and in which students give one another feedback on their writing (COM, TW, PR).
4. The student thinks critically about his/her position in the context of a larger ongoing conversation about the issue he/she is investigating (CT, COM).
5. The student is aware of the choices that writers have to make and feels confident in his/her ability to use that awareness to engage in a variety of future writing tasks (CT, COM).
6. The student finds, evaluates, and uses appropriate sources for research (CT, COM, PR).
7. The student meaningfully integrates information from sources (CT, COM, TW).
8. The student is aware of the ways technology affects writing (CT, COM).

**English 1301 is designed to help you become a more effective and confident writer, a more active and engaged reader of complex texts, and a discerning researcher with increased written, visual, oral, and aural literacies. To do this, you will engage in a variety of writing projects that will help you become a more rhetorical writer, one who is better able to compose and revise your work to meet the needs of a given writing situation.**

**English 1301 is designed to help students:**

1. see that writing is an opportunity for learning (CT, COM; WPSLO 1-8);
2. develop an understanding of writing as an interactive and recursive process (CT, COM; WPSLO 1, 3);
3. become reflective writers, aware of the rhetorical choices writers make (CT, COM, PR; WPSLO 2, 5-8);
4. identify their own purposes for writing (CT, PR; WPSLO 2);
5. develop their abilities to write in a variety of genres appropriate for their audience and purpose (CT, COM; WPSLO 2);
6. become actively engaged readers, able to use multiple reading strategies for a variety of complex texts, including their own (CT, COM; WPSLO 4, 6);
7. learn how to interact productively with their peers throughout the writing process (CT, COM, TW; WPSLO 3);
8. know how to use various types of feedback (teacher, peer, self-assessment) to revise their texts effectively (CT, COM, PR; WPSLO 1, 3);
9. gain more confidence in their abilities to engage in future writing tasks successfully (PR; WPSLO 5);
10. use technology in their writing in rhetorically effective ways (CT, COM; WPSLO 8);
11. learn about and effectively use the conventions of writing that govern a given writing situation (CT, COM; WPSLO 2, 5); and
12. understand the rhetorical implications of writing style and grammatical conventions for a given writing situation (CT, COM; WPSLO 1, 5).

10. **UTRGV Policy Statements**

**STUDENTS WITH DISABILITIES:** Required on all syllabi. Do not modify. Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7347 (Voice) or email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** Required on all syllabi. Do not modify. Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://eavey.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available: Fall 2017 (full semester) Nov. 15 – Dec. 6

**ATTENDANCE:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy. Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored University activities, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide an open society for all students, including students with disabilities, as required by law. Students who participate in more than six absences during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to Texas law that states that students who have completed the 3-peat rule are not eligible to receive additional free tuition charges to students who take the class for the third time.

**SCHOLASTIC INTEGRITY:** Recommended on all syllabi. As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including but not limited to: cheating, plagiarism, (including self-plagiarism), and collusion; submission for credit of work or materials that are attributable to whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:** Required on all syllabi. Do not modify. In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which s/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/袖qcy, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect free from sexual misconduct and discrimination.

**COURSE DROPS:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy. According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. In Fall 2017, the official drop date is Nov. 15. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that states that students who have completed the 3-peat rule are not eligible to receive additional free tuition charges to students who take the class for the third time.