ENGLISH 1301.02—Summer 2017
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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 0301.

2. A few bullet points to describe English 1301.02:
- 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: 2 essays + short oral report + assignments to prep for class work + scored in-class work every day
- Course time: we have only 24 class days! 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 your drafts are in A territory
- 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.
5. English 1301—Summer 2017 Weekly Schedule*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Day &amp; general topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>6-5</td>
<td>M: Intro to English 1301 Discovering your writing possibilities</td>
<td>M: In class: Classwork 1.1</td>
</tr>
<tr>
<td>6-6</td>
<td>TU: Bring &quot;What’s So Funny, Mr. Ścieszka&quot; Class activity: discussion &amp; application</td>
<td>TU: In class: Classwork 1.2</td>
</tr>
<tr>
<td>6-7</td>
<td>W: Independent work: writing plan</td>
<td>Due by 11:40am: Assignment 1.1</td>
</tr>
<tr>
<td>6-8</td>
<td>TH: Exploring Writing Assignment 1 possibilities</td>
<td>Optional bonus: progress report on Assignment 1.2</td>
</tr>
<tr>
<td>6-9</td>
<td>F: Workday</td>
<td>F: Assignment 1.2 (mini essay) due by 11:40am</td>
</tr>
<tr>
<td>6-12</td>
<td>M: Collaboration and peer feedback</td>
<td>M: Classwork 1.3 Bring your draft (a paper copy or electronic on your computer)</td>
</tr>
<tr>
<td>6-13</td>
<td>TU: Workshop &amp; conferencing for Writing Assignment 1</td>
<td>TU: Complete Classwork 1.4 in class Bring your laptops or tablets to class</td>
</tr>
<tr>
<td>6-14</td>
<td>W: In-class workshop and conferencing</td>
<td>W: Classwork 1.5: Complete Writing Assignment 1</td>
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Unit 2: Choice and Consequences in School Spaces: The Ron Clark Story

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<tr>
<th>Dates</th>
<th>Day &amp; general topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>6-15</td>
<td>TH: Viewing Day 1 &amp; discussion</td>
<td>TH: Classwork 2.1</td>
</tr>
<tr>
<td>6-16</td>
<td>F: Viewing Day 2 &amp; discussion</td>
<td>F: Classwork 2.2</td>
</tr>
<tr>
<td>6-19</td>
<td>M: Viewing Day 3 + class discussion</td>
<td>M: Classwork Assignment 2.3</td>
</tr>
<tr>
<td>6-20</td>
<td>TU: Class discussion of movie themes</td>
<td>TU: Classwork 2.4</td>
</tr>
<tr>
<td>6-21</td>
<td>W: Discussion &amp; prep for Writing Assignment 2</td>
<td>W: Classwork Assignment 2.5</td>
</tr>
<tr>
<td>6-22</td>
<td>TH: In-class workshop and conferencing</td>
<td>TH: Classwork Assignment 2.6</td>
</tr>
<tr>
<td>6-23</td>
<td>F: Workday &amp; mandatory conferencing</td>
<td>F: Complete Writing Assignment 2 by 11:59pm</td>
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Unit 3: Spaces of Cinematic Experience

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<th>Dates</th>
<th>Day &amp; general topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>6-26</td>
<td>M: Intro to film literacy: discussion &amp; sharing</td>
<td>M: Classwork 3.1</td>
</tr>
<tr>
<td>6-27</td>
<td>TU: Application of film literacy strategies</td>
<td>TU: Classwork 3.2</td>
</tr>
<tr>
<td>6-28</td>
<td>W: In-class research and planning</td>
<td>W: Classwork 3.3</td>
</tr>
<tr>
<td>6-29</td>
<td>TH: Workshop &amp; conferencing</td>
<td>TH: Classwork 3.4</td>
</tr>
<tr>
<td>6-30</td>
<td>F: Workshop &amp; conferencing</td>
<td>F: Classwork 3.5 (draft of presentation)</td>
</tr>
<tr>
<td>7-3</td>
<td>M: Presentations</td>
<td>M: Classwork 3.6 (peer review of presentations)</td>
</tr>
<tr>
<td>7-4</td>
<td>TU: July 4 holiday</td>
<td></td>
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<tr>
<td>7-5</td>
<td>W: Presentations</td>
<td>W: Classwork 3.7 (peer review of presentations)</td>
</tr>
<tr>
<td>7-6</td>
<td>TH: Presentations</td>
<td>TH: Classwork 3.8 (peer review of presentations)</td>
</tr>
<tr>
<td>7-7</td>
<td>LAST DAY OF CLASS</td>
<td>Course Reflection</td>
</tr>
<tr>
<td>7-10</td>
<td>M: No class (official Study Day.) TU: Finals Day (but we don’t have a final)</td>
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6. Course grade distribution:

Unit 1: Exploring our school spaces

- 365 points

Unit 2: Choice and Consequences in School Spaces

- 325 points

Unit 3: Spaces of Cinematic Experience

- 400 points

Course Reflection

- 150 points

Total points

- 1240 points

Points needed to end course with an A (90% of 1240)

- 1116

Points needed to end course with a B (80% of 1240)

- 992

Points needed to end course with a C (70% of 1240)

- 868

Points needed to end course with a D (60% of 1240)

- 744

Points needed to end course with a F (50% of 1240)

- 620

* 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. BLACKBOARD:
Blackboard is our course management system. Learn to rely on our Blackboard menu and materials to ensure what is expected.

2. 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.

3. 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.
4. **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.

5. **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).

6. **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.

7. **CONFLICTS:** If you are having personal problems, if you have transportation problems, if you have job-related conflicts, if you have baby-sitting 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.

8. **PUNCTUALITY:** You need to be in our classroom a few minutes before the beginning of class. If you miss a beginning of the class quiz or 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?"

9. **WORKDAYS:** These days will be designated for independent writing and drafting. I will announce these days at the beginning of each writing unit and they will be posted on our class Blackboard calendar and Announcements areas and syllabus weekly schedule. The scheduled workdays are shown in yellow highlighting on the daily schedule; if we need to add another workday, I'll inform you via a class announcement (which is why you need to check your messages every day even when we've met for class).

10. **ATTENDANCE:** Attendance is required in our class. We have only 24 days of class, and every day, we'll have a graded in-class activity which cannot be made up. 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 demonstrate 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, PR).
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 and correctly documents information from sources (CT, COM, TW).
8. The student is aware of the ways technology affects writing tasks (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).

**UTRGV Policy Statements**

**STUDENTS WITH DISABILITIES:** Required on all syllabi. Do not modify.

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**Brownsville Campus:** Student Accessibility Services is located in Conrad Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@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 accessibility@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://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available in late June. Students who complete their evaluations will have priority access to their grades.

**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 the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; 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 she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that supports personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**COURSE DROPS:** Recommended on all syllabi. According to UTRGV policy, students may drop any class without penalty earning a grade of "D" until the official drop date. For Summer 2017, the drop date is June 30. Following that date, students must be assigned a letter grade and cannot no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “3-drop” rule so they can recognize how dropped classes may affect their academic success. The 3-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses 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 additional fees charged to students who take the same class for the third time.