English 1301.02
Classroom: ELABS 350
Class time: M-F 9:40-11:10 am
PROFESSOR: Dr. Beatrice Mendez Newman
OFFICE HOURS: M-TU-W 8:00am-9:00 am
PROFESSOR Email: beatrice.newman@utrgv.edu
Professor’s office: ELABS 208
  ▪ Course start date: Monday, June 3
  ▪ Course end date: Tuesday, July 9

Course Description from ASSIST
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.

A few bullet points to describe English 1301.02:
- Course theme: stories 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 + 1 group project+ 1 oral report + assignments to prep for class work + scored in-class work every day + ONLINE activities
- Course time: We have 24 days 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: judicious use of online worktime for drafting, revision, and conferencing with professor
- No exams, including no final exam
- Class sessions: in-class activities, discussion, collaboration
- Conferencing and work days: independent work time and opportunities for in-person conferencing with professor
- 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
- Teaching goal #3: to support all students as they use online resources and possibilities to bolster learning

1. 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 stories of learning. The construct of story 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 stories using four major resources: (1) our own experiences, (2) mentor essays, (3) professional articles on school spaces, (4) films that showcase stories we can connect with.

2. Materials and Requirements:
- All class materials will be available as PDFs or web links on Blackboard.
- No textbook is required.
### 3. English 1301—Summer 2019 Schedule

This course map is an approximation of how our course work, points, and time will be allocated. Schedule and/or assignments may be adjusted to reflect class needs for more attention to specific activities.

<table>
<thead>
<tr>
<th>Module 1—Backstory: Spaces of Learning (390 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M 6-3</strong> Intro to English 1301 <strong>Class activity required (25)</strong></td>
</tr>
<tr>
<td><strong>Tu 6-4</strong> Turning experience into story <strong>Entrance Ticket required (10)</strong> Class activity required (25)</td>
</tr>
<tr>
<td><strong>W 6-5</strong> Learning from mentor essays <strong>Entrance Ticket required (10)</strong> Class activity required (25)</td>
</tr>
<tr>
<td><strong>Th 6-6</strong> Independent work: read all mentor essays <strong>Independent prep work</strong></td>
</tr>
<tr>
<td><strong>F 6-7</strong> Independent work: complete DB 1 <strong>Discussion Board 1 required (60)</strong></td>
</tr>
<tr>
<td><strong>M 6-10</strong> In-class workshop: drafting LEVEL 1 of writing assignment 1 <strong>Entrance Ticket required (10)</strong> Class activity required (50)</td>
</tr>
<tr>
<td><strong>Tu 6-11</strong> Work Day: LEVEL 1 draft conference required LEVEL 1 Draft required (50)</td>
</tr>
<tr>
<td><strong>W 6-12</strong> Class workshop: peer review of LEVEL 1 draft <strong>Entrance Ticket required (25)</strong> Class activity required (25)</td>
</tr>
<tr>
<td><strong>Th 6-13</strong> Work Day: LEVEL 2 draft conference required Conference with professor required (25)</td>
</tr>
<tr>
<td><strong>F 6-14</strong> Work Day: LEVEL 2 draft conference required Conference with professor required (25) Final Writing Assignment 1 required DUE 11:10 AM (50)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2—BIG IDEAS: The deeper story (250 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M 6-17</strong> Identifying BIG IDEAS in Writing Assignment 1 <strong><strong>Bring print out of Final Writing Assignment 1</strong></strong> Entrance Ticket required (25) Class activity required (25)</td>
</tr>
<tr>
<td><strong>Tu 6-18</strong> Cubing: a strategy for discovering Big Ideas + Mentor Essays Entrance Ticket required (10) Class activity required (25)</td>
</tr>
<tr>
<td><strong>W 6-19</strong> In-class workshop: prepping for Writing Assignment 2 Entrance Ticket required (25) Class activity required (15)</td>
</tr>
<tr>
<td><strong>Th 6-20</strong> In-class workshop: drafting Writing Assignment 2 Entrance Ticket required (25) Class activity required (25)</td>
</tr>
<tr>
<td><strong>F 6-21</strong> Draft conference Writing Assignment 2 draft required (25) Final version of Writing Assignment 2 required (50)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3—“Reading” film stories (220 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M 6-24</strong> Intro to cinematic narrative structures and strategies <strong>Class activity required (25)</strong></td>
</tr>
<tr>
<td><strong>Tu 6-25</strong> Viewing and discussion: The Ron Clark Story Entrance Ticket required (25) Class activity required (25)</td>
</tr>
<tr>
<td><strong>W 6-26</strong> “Reading a scene”: demo and application Entrance Ticket required (20) Class activity required (25)</td>
</tr>
<tr>
<td><strong>Th 6-27</strong> In-class workshop: pivotal scene analysis Entrance Ticket required (25) Collaborative class work required (25)</td>
</tr>
<tr>
<td><strong>F 6-28</strong> Pivotal scene analysis Group presentations required (50)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4—Film literacy: stories that matter (150 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M 7-1</strong> Why film matters: macro and micro issues + consubstantiation Entrance Ticket required (25) Class activity required (25)</td>
</tr>
<tr>
<td><strong>Tu 7-2</strong> In-class workshop on film presentation Entrance Ticket required (25) Class activity required (25)</td>
</tr>
<tr>
<td><strong>W 7-3</strong> Film presentations In-class presentation required (50)</td>
</tr>
<tr>
<td><strong>Th 7-4</strong> July 4 holiday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection Module: Our English 1301 Learning Story (90 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F 7-5</strong> Course wrap up and retrospective Entrance Ticket required (15) Class activity required (25)</td>
</tr>
<tr>
<td><strong>M 7-8</strong> Study day Course Reflection Essay required (50)</td>
</tr>
</tbody>
</table>

**Total course points: 1100**
Module Info on Blackboard
Specific schedules, lessons, assignments, materials, total unit points, and expectations for success are detailed in our Blackboard page, in the menu tab for each module.

4. Course grade distribution:
Points needed to end course with an A (90% of 1100)......985
Points needed to end course with a B (80% of 1100) ......875
Points needed to end course with a C (70% of 1100) .......765
Points needed to end course with a D (60% of 1100) ......655
Points needed to end course with a F (50% of 1100).......545

5. 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. Note in our course map that we have a scored, in-class activity every day. These in-class activities cannot be made up.
2. Arriving on time with your Entrance Ticket for the day.
3. Submitting assignments on time (late work will be graded at 70-50%)
4. Showing up prepared for in-class conferencing work sessions
5. Participating meaningfully in class by paying attention and contributing to class discussions
6. Being prepared when you arrive
7. Using cell phones to boost your classroom performance through class-related online activities
8. Following instructions on all assignments (formatting, submission, file labeling)
9. Asking questions when you’re not sure about something
10. Attending conferencing sessions with your professor
11. Using SOPHIE info to ensure you on top of your learning game

6. CLASS POLICIES
- 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.
- BRING YOUR DEVICES: You are strongly encouraged to bring your laptop or tablet to each in-class session. We will be doing a lot of in-class workshopping and your drafting will be highly facilitated if you are actually to work on our current projects right there during our face-to-face meetings. Your cell phones will enable you to participate in interactive, class-driven activities and in on-the-spot for info searches relevant to our class discussion.
- 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.

Contact Information:
- **Location:** Casa Bella 613 in Brownsville and Education Complex 2.202 in Edinburg
- **Phone:** 956-882-6792 Brownsville and 956-665-5327
- **Toll-Free:** 1-866-654-4555
- **Blackboard support:** [https://www.utrgv.edu/online/getting-support/index.html](https://www.utrgv.edu/online/getting-support/index.html)
- **Support Ticket:** Ask COLTT Portal

- **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. UTRGV offers abundant computer facilities for you to complete all assignments on time.

- **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.

- **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 70% for the submission with a sliding scale through 3 days late (50%) and will not be eligible for resubmission.

- **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.

- **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?”

- **Conferencing:** On our conferencing days, you should plan to be in our classroom working independently while I have one-on-one conferencing with your classmates. Bring your laptop or tablet. You will not be able to use your phone for our drafts.

- **ATTENDANCE:** Attendance is required in our class. We have 24 class days, 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 or risk being dropped. 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.

7. Learning Outcomes

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 (CT, COM).

**English 1301 COURSE GOALS**

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 6);
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).
7. UTRGV Policy Statements

Summer 2019 important dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3 (Mon.)</td>
<td>Summer I classes begin</td>
</tr>
<tr>
<td>June 4 (Tues.)</td>
<td>Last day to add a class or register for Summer I classes</td>
</tr>
<tr>
<td>June 5 (Wed.)</td>
<td>Last day to withdraw (drop all Summer I classes) and receive an 80% refund</td>
</tr>
<tr>
<td>June 6 (Thurs.)</td>
<td>Census Day (last day to drop without it appearing on the transcript)</td>
</tr>
<tr>
<td>June 10 (Mon.)</td>
<td>Last day to withdraw (drop all Summer I classes) and receive a 50% refund</td>
</tr>
<tr>
<td>June 27 (Thurs.)</td>
<td>Last day to drop (DR grade) a class or withdraw (grade of W)</td>
</tr>
<tr>
<td>July 4 (Thurs.)</td>
<td>Independence Day. No classes.</td>
</tr>
<tr>
<td>July 8 (Mon.)</td>
<td>Study Day. No classes.</td>
</tr>
<tr>
<td>July 9 (Tues.)</td>
<td>Final Exams; Official last day of the Summer I term</td>
</tr>
</tbody>
</table>

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 academic 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.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via 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://my.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 approximately 10 days before the end of the semester.

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, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

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 (including self-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; 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 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 promotes personal integrity, civility, and mutual respect that is 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. 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 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.

STUDENT SERVICES: Recommended on all syllabi.

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentrail@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

WRITING IS A WAY TO END UP THINKING SOMETHING YOU COULDN'T HAVE STARTED OUT THINKING . . .

PETER ELBOW WRITING WITHOUT TEACHERS

English 1301 Syllabus—page 6