Texas A&M University-Kingsville  
Department of Language and Literature  
Spring 2017

**English 1301, Rhetoric and Composition**  
3 credit hours

Section: **010** (SAMF 104: 8-9:15AM TR) and **013** (SAMF 206: 12:30-1:45PM TR)

**Instructor:** Jenni Vinson, M.A., Doctoral Candidate, Bilingual Education, Lecturer of English.  
Please address me as: Jenni

Office: Fore Hall 201D

Office Phone: 593-2712 (voice mail after 4 rings); fax: 361-593-2116  
e-mail: kujev001@tamuk.edu  
cell: 361-232-7689—leave message with name, class name and time (ie---Eng 1301 8AM)

Office Hours: **MWF** 10:00AM-12:45PM 3:00-5:00 PM  
**TR**: 2:00-5:00PM  
or by appointment.

**Required Texts:**

1. **Insightful Writing: A Process Rhetoric.** David Sabrio and Mitchel Burchfield  
   - Paperback: 336 pages  
   - Publisher: Cengage Learning; 1 edition (January 23, 2009)  
   - Language: English  
   - ISBN-10: 0618870261  
   - Bookstore Cost: $75.00

**ALL ESSAY WORK WILL BE GRADED ELECTRONICALLY**—on your laptop or off of a flash drive—invest in one or the other for this class

- You will need a fully charged laptop for each class day. The university provides you with a copy of MS Word. Most of what we accomplish in this course will be electronic.
- If you do not own a laptop— you will be allowed to use the local computer lab.
- Things to be written manually—homework and journals

**Catalog Description:**

1301. Rhetoric and Composition. (ENGL 1301)  
3(3-0)

Study of English grammar and usage and the principles of effective expository and argumentative writing; development of reading skills; analysis of short essays as models for writing. Required of all freshmen.
Foundational Component Area:
This course fulfills the Communication portion of the general education curriculum. Courses in this category 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 involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Course Objectives:
By the end of the semester, the successful student will be able to
1. demonstrate competence in written communication through standard grammar, spelling, and punctuation (in other words, write essays that are unified, organized, and developed through appropriate strategies; that contain effective paragraphs, sentences, word choice; and that contain appropriate grammar, usage, punctuation, and spelling).
2. demonstrate competence in written communication by planning, organizing, and composing different types of messages appropriate for field of study, situations, and audiences (in other words, use a writing process of prewriting, drafting, revising, and proofreading/editing in order to develop an effective final product, or essay).
3. read, understand, discuss, and write about college-level essays while developing active reading strategies and analytical and critical thinking skills.
4. develop strategies to improve writing skills, and to adapt skills learned in this course to other courses and to the student’s profession/career.
5. demonstrate critical thinking about the subject matter, teamwork in managing the collaborative assignments, and personal responsibility for the work assigned.

Assessment
SLO #1 and #2 will be assessed by a series of essays. SLO #3 will be assessed by reading quizzes and classroom discussion of the readings. SLO #4 will be assessed by the final essay.

Course Requirements
1. Five - Seven essays and selected revisions. Cumulative proofreading and editing test of standard written English (50%)
2. Final Essay (10%)
3. Classroom attendance and participation, and some short, unannounced quizzes on reading and lecture material. Writer’s journal (10%)
4. Homework: 30%

Writer’s Journal
You will hand in 10 journal entries of 50-200 words each. Most of these journals will be related to the essays or readings you do this semester. Some journals may be written in class. The journals written out of class must be typed and double spaced. These journals will also help you develop your writing fluency. For journal writing, I do not normally take off points for errors in grammar, punctuation, and spelling; so these journals are a form of “non-threatening” writing. I will usually assign the subjects of these journals.
Due dates of journals are on the syllabus. To get full credit for a journal, you must hand it in at the beginning of class on the day it is due, it must relate to the assigned subject, it must be typed and double spaced, and it must be at least 100 words long. I do not normally accept late journals.

Grading
See attached “Grading Criteria” sheet. Students MUST have a passing average on essays in order to pass the course. The grading scale is as follows: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60. (A student may exceed the parameters of the grading scale by amassing extra credit and complying with the standard grading. However, the student’s grade will only reflect the allowable statistical measure of A or 100% I the case of Dual Enrolled students). The usual grade for an F essay is 50. The grade for work not done or not handed in is zero. The grade of zero hurts your average much worse than an F. Therefore, plan on handing in EVERY assignment.

Disability statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

Six-drop policy:
The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar’s Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html.

Academic misconduct statement:
You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Forms of academic dishonesty:
1) Cheating: Using unauthorized notes or study aids, allowing another party to do one’s work/exam and turning in that work/exam as one’s own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2) Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3) Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.

4) Plagiarism: Portrayal of another’s work or ideas as one’s own. Examples include unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

5) Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

6) Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.

7) Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

**Other Forms of Academic Misconduct:**

1) Failure to follow published departmental guidelines, professor’s syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.

2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.

3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/test site without permission during a test.

4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, other students and staff.

5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.

6) Nondisclosure or misrepresentation in filling out applications or other university records.

7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

**Non-academic misconduct:**

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include
1) interfering with the instructor's ability to conduct the class,
2) causing inability of other students to profit from the instructional program, or
3) any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member’s efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment /Discrimination:
Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant’s immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

The following needs to be added ONLY on syllabi for classes that may involve a circumstance that could be harmful to an unborn child.

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at (361) 593-4758 or karen.royal@tamuk.edu.
CLASS WORK FOLDER
Your class journals and assignments will be collected in a “folder” of your choosing. That folder will be graded TWICE during the semester.

Format for Out-of-Class Essays
1. Type and double-space essays. Standard font (such as Times New Roman), and font size 12. Leave margins on all sides of your paper and number your pages. Your last name and page number should appear at the upper right corner of each page. You do not need a cover sheet.
2. Use a word processor, save your work, and print a paper copy before you shut down the system. Computers are available for student use at several locations around campus: Fore Hall 111, Jernigan Library (third floor), and the Business Administration Building.

ESSAYS WE WILL ACCOMPLISH:

Essay One: How We Learn. Analytical. GROUP

Essay Two: Multiple Intelligences. Analytical. GROUP

Essay Three: Personal Plan for Success. Narrative. INDIVIDUAL

Essay Four: One is Better Than Another. Argumentative. GROUP

Essay Five: The Person Who Inspires Me to Succeed. Biographical. INDIVIDUAL.

Essay Six: The Paradigm: Analytical Narrative. INDIVIDUAL

Essay Seven: My Favorite Movie. Descriptive. GROUP

Essay Eight: FINAL: INDIVIDUAL
English 1301 Tentative Syllabus

Spring 2017

**HOMEWORK IS DUE THE DAY IT APPEARS ON THE SYLLABUS.**
**JOURNALS are due on the date they are listed. They are homework assignments. They are freestyle writing and are to be 100 words or more—typed. Please include a word count (found on the bottom, left hand side of MS Word.

**** HOMEWORK may be either handwritten or done on computer.

**ALL ESSAY WORK WILL BE GRADED ELECTRONICALLY—on your laptop or off of a flash drive—invest in one or the other for this class

Essay One: How We Learn. Analytical. GROUP
Essay Two: Multiple Intelligences. Analytical. GROUP
Essay Three: Personal Plan for Success. Narrative. INDIVIDUAL
Essay Four: One is Better Than Another. Argumentative. GROUP
Essay Five: The Person Who Inspires Me to Succeed. Biographical. INDIVIDUAL.
Essay Six: The Paradigm: Analytical Narrative. INDIVIDUAL
Essay Seven: My Favorite Movie. Descriptive. GROUP
Essay Eight: FINAL: INDIVIDUAL

Reading and writing assignments should be completed before class on the dates indicated.

**FOR EVERY CLASS DATE:** Bring to class any books in which you have assignments

*Insightful Writing* is abbreviated IW.

January

19 Introduction; handouts; overview of writing process. Introduce Essay One.
**IN CLASS:** Definitions: keys for success, etc

24 **HOMEWORK due today:** Overview of writing process and reading process: IW, 19-25. Learning: IW, 1-9. After reading the “Learning Styles” article, respond in writing to questions 1-7 (skip question 5) on pp. 4-5 of IW.
Read IW pp 2-4

**IN CLASS:** Begin Discussing Essay ONE—GROUP—based on IW p 2-4
**JOURNAL #1**—SLO. Prompt: “How I learn”

26 **HOMEWORK due today:** READ: IW, 19-25.
Write **JOURNAL # 2:** Impressions of 19-25
**IN CLASS:** --Continue Essay ONE: Intro, conclusion—Template set up. P1

31 Generating ideas (prewriting): READ: IW, pp. 26-top of 35
IN CLASS: Continue Essay ONE: P2, P3, P4. Essay ONE
JOURNAL #3: Impressions of 26- to of 35

February

2     HOMEWORK due today: read IW pp. 35-40
      JOURNAL #4: Impressions of pp. 35-40
      IN CLASS: Essay ONE: Free write day
             Read pp. 41-45. Answer question on pp 46-47.
      IN CLASS: Grading day of Essay ONE.
      JOURNAL #5 (IN CLASS): p. 50 answer any of Explorations 1-8, that may apply to you, as a journal

7     Read IW pp 47-49. Answer question 1-8 p 49-50
      IN CLASS: Grading day of Essay ONE.

INTRODUCE ESSAY THREE FOR CONFERENCE WEEK: Feb. 13-17
***************SIGN UP FOR CONFERENCE WEEK ***************

9     IN CLASS: Introduce Essay Two Collaborative Essay TWO.
      Homework—Read IW pp 10-13
      JOURNAL #6. My own Multiple Intelligences (TWO).
      Essay Two: Essay Template set up. Introduction and conclusion

10    HOMEWORK due today: Read pp 51-56
       JOURNAL # 7 impression of reading assignment
       IN CLASS: Essay Two
       Prepare for CONFERENCE WEEK

13-17: CONFERENCE WEEK
       HOMEWORK due today: Read pp 51-56 refresh memory!
       Respond to Peer response checklist 1-10 regarding a group member’s part of Essay Two

The week of February 13-17 will be “required conference” week. The main focus of this conference will be your electronic completed draft of Essay TWO (Group). During this week your English 1301 class will not meet. However, if you miss your conference with me, the miss will count TWO class absences.

Come to conference time with a COMPLETE DRAFT of your paper to be reviewed with JENNI during conference. Expect to EDIT your paper and bring it back during this conference time.
21 HOMEWORK due today: READ IW pp 57-60. Read IW pp 60-61
IN CLASS:

Introduce Essay FIVE—a Power Point Narrative Biography:
The Person Who Inspires Me to Succeed. Biographical Narrative. Individual

IN CLASS-- Jenni’s Essay—Willie De la Fuente: An American Hero—as an intro to next essay. ASSIGN PRESENTATION DATE per student

Free Write last portion of day

23 Read IW, pp 62-70. Journal #7 impressions of reading.

Essay THREE—Free Write day


IN CLASS—Grading Day of Essay THREE.

28 HOMEWORK due today: Read IW: pp 70-76. Answer in writing questions 1-6 on pp 77-78

Grading day Essay THREE.

March:

2 HOMEWORK due today: Read IW 92-94. Journal # 8 on the reflection of: IW 92-94
INTRODUCE Essay Four: One is Better Than Another. Argumentative. GROUP Each group member will need 1 (ONE electronic source)

7 HOMEWORK due today: Read IW 95-99. Answer in writing questions 1-6 on p 99.

FOLDER CHECK—to be GRADED.

14-20 SPRING BREAK
21 MIDTERM

Essay Four: One is Better than Another. Argumentative. GROUP create work cited in class.

Write Journal # 9: My Overall semester impression of collaborative versus individual writing.

Essay Four: One is Better than Another. Argumentative. GROUP free write day

28 Essay Four: One is Better than Another. Argumentative. GROUP
IN CLASS --- Essay Four grading day

30 Essay Five: One is Better than Another. Argumentative. GROUP
IN CLASS --- Essay Four grading day

April

4 Essay Five Presentations begin.
Introduce Essay Six
IN CLASS Essay Six: The Paradigm: Analytical Narrative. INDIVIDUAL

IN CLASS Begin presentations 10-12 minutes per student. 1-5
Essay Six-- writing
6 IN CLASS— Begin presentations 10-12 minutes per student. 6-10
Essay Six-- writing

11 IN CLASS— Begin presentations 10-12 minutes per student. 11-15
Essay SIX Due today in PRINT.
Introduce Essay Seven: My Favorite Movie. Descriptive. GROUP Each group member needs 1 source.

13 IN CLASS --- Continues presentations 10-12 minutes per student. 16-20
Essay Seven. Show complete/compiled Work cited.
18 IN CLASS --- Continues presentations 10-12 minutes per student. 21-25
Essay Seven

20 IN CLASS --- Continues presentations 10-12 minutes per student. 21-25
Essay Seven

25 IN CLASS Essay Seven: Grading Day One

27 IN CLASS Essay Seven: Grading Day One
May

2    FINAL EXAM Part 1  Essay Eight: FINAL: INDIVIDUAL

4    FINAL EXAM Part 2

Essay One: How We Learn. Analytical. GROUP
Essay Two: Multiple Intelligences. Analytical. GROUP
Essay Three: Personal Plan for Success. Narrative. INDIVIDUAL
Essay Four: One is Better Than Another. Argumentative. GROUP
Essay Five: The Person Who Inspires Me to Succeed. Biographical. INDIVIDUAL.
Essay Six: The Paradigm: Analytical Narrative. INDIVIDUAL
Essay Seven: My Favorite Movie. Descriptive. GROUP
Essay Eight: FINAL: INDIVIDUAL
Texas A&M University-Kingsville
Grading Criteria for Essays in English 1301/1302

The **A** paper meets all of the requirements of the assignment and has these characteristics:
- Shows creativity and originality in thought and implementation
- Addresses audience concerns with subtlety
- Develops ideas amply with a variety of evidence and explanation
- Follows an effective organizational plan
- Exhibits a fluency of style
- Contains no serious grammatical or mechanical errors and few, if any, minor errors
- Displays a polish resulting from careful editing
- If required, sources are used, cited, and integrated skillfully

The **B** paper meets all the requirements of the assignment and has these characteristics:
- Handles the topic in a thoughtful manner, but may lack the insight or conviction that an **A** paper would possess
- Is written in an appropriate voice for the audience
- Presents a clear thesis and well-supported body paragraphs
- Has an effective organizational plan
- May lack an **A** paper’s fluency of style and control of sentence structure
- Has some grammatical and mechanical errors but few or no serious ones
- Displays ample evidence of proofreading
- If required, sources are usually used, cited, and integrated

The **C** paper follows directions, completes the assignment, and has these characteristics:
- Shows minimal originality or creativity in thought
- Shows some awareness of audience, but often in a self-conscious way
- States, discusses, and at least minimally supports and develops its ideas
- Demonstrates a sense of organization and purpose
- Contains minimal sentence variety
- Has some grammatical and mechanical errors including some serious ones
- Displays some evidence of proofreading
- If required, sources are usually used and cited, but sometimes not integrated skillfully

The **D** paper inadequately follows or completes the assignment and/or has **one or more** of the following faults:
- Treats its subject superficially
- Displays little sense of audience
- Inadequately or inconsistently states, discusses, supports, and/or develops its ideas
- Follows an ineffective and/or confusing organization
- Has some garbled or stylistically immature or inappropriate prose, including empty or superfluous words
- Contains many errors in mechanics, grammar, and phrasing
- Shows inadequate evidence of proofreading
- If required, sources are sporadically used and cited, and not well integrated

The F paper fails to follow or complete the assignment and/or has one or more or the following faults:
- Demonstrates an inadequate grasp of the subject matter and/or treats its subject superficially
- Has no sense of audience
- Fails to state, discuss, support, and/or develop its ideas effectively
- Tends toward redundancy and repetition
- Lacks organization or has an organization that makes no sense
- Has garbled or stylistically immature or inappropriate prose
- Contains frequent errors in mechanics, grammar, and phrasing and/or many major errors
- Shows little evidence of proofreading
- Gives the impression of having been conceived and written in haste
- If required, sources are rarely used and cited, and not integrated, or are not used; or are used but not cited (plagiarism)