
ENGLISH 1301 COMPOSITION & RHETORIC I

FALL 2017

Required Texts

- *The Arlington Reader*, 3rd ed. Lynn Z. Bloom & Louise Z. Smith
- *A Writer's Reference*, 7th ed. (with "Writing About Literature")
Diana Hacker & Nancy Sommers

Additional Materials

- in-class writing tools (pen or pencil and paper)
- a two-pocket folder (for submitting revised essays)
- a stapler

Attendance

You should attend all of every class. Excessive Tardies and Absences will affect your grade (see "Professionalism"). Failure to attend constitutes grounds for failing the course; if you miss **nine** days of class or more, you will receive an "F." I make no distinction between "excused" and "unexcused" absences; an absence is an absence. I take role at the beginning of each class session; if you arrive after role call, check in with me at the end of class. It is your responsibility to find out, from your classmates, what you missed if you were absent.

Writing Assignments

You will write three Major Essays (a Literacy Narrative, a Rhetorical Analysis, and an Informative Essay), with required Rough Drafts and Peer Reviews for each; the third essay will be in lieu of a final exam. You will also submit ten Writing Exercises, graded Excellent (+), Satisfactory (✓), or Unsatisfactory (-). You must hand in assignments to me at the beginning of class on the day they are due. Papers not submitted directly to me will not receive grades. I never assign extra credit or make-up work. I discuss grades only in private, and only forty-eight hours (at least) after I have returned an assignment.

Late Assignments

For Major Essays, I deduct ten points from the grade for each class period after the assigned due date you submit it. Late Writing Exercises receive an Unsatisfactory (-) if late by one class period, a zero afterwards. I do not accept Rough Drafts submitted after the Peer Review Workshop. I will give no written comments or feedback on late submissions.

DR. MARK WOMACK

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drmarkwomack.com/engl-1301/

Division One Office

CASA 114
832.482.1053

Section 5006

Monday/Friday 7:00–7:55
CASA 327

Wednesday 7:00–7:55
CASA 319

Section 5009

Monday/Friday 8:05–9:00
CASA 327

Wednesday 8:05–9:00
CASA 319

Credit Hours

3

Prerequisites

Placement by testing or
completion of ENGL 307 or
326 and ENGL 305 or 313

Co-requisites

None

Professionalism

Your grade depends in part on how professionally you behave in class. You should always arrive in class on time with your assignments ready to turn in and your text books in hand; you should have completed the readings for that day and be ready to discuss them intelligently. Professionalism includes all of these as well as regular attendance and a sincere effort to improve your own writing and that of your peers through revision and peer reviews. Every Absence lowers your professionalism grade by five points, every Tardy by one point. Professionalism will often mean the difference between one grade and the next—or, in borderline cases, between passing and failing.

Cell Phones

You may not use cell phones in class. Keep your cell phone turned off and out of sight from the moment the class starts until the moment it ends. **Every time I see or hear your cell phone during class, I will deduct ten points from your Professionalism grade.** (Notify me before class begins if there is an emergency situation that absolutely requires you to leave your cell phone on.)

Laptops & Tablets

You may use your laptop or tablet computer only for taking notes, accessing the class website, or other specifically class-related work. If you use it to IM, e-mail, play games, shop or any other such activity during class, you lose ten points from your Professionalism grade and forfeit your right to bring the device to class for the rest of the semester.

Manuscript Requirements

Make and keep a copy of any work turned in for grading. Print out all your assignments on 8 ½ x 11 inch paper. MLA style requires one-inch margins, double spacing, and page numbers. I require you to staple pages together. *I will not accept, read, or grade any unstapled papers.* Use only readable typefaces (like Century Schoolbook or Palatino). Always print with a good ink cartridge to ensure legibility. I won't grade papers I consider illegible. Edit and proofread everything you turn in; make every assignment as error-free as you can before you submit it.

Website

I will make all course materials—including the the syllabus, assignment sheets, peer reviews, and so on—available on the class website: drmarkwomack.com/engl-1301.

Course Description

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Learning Outcomes

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose.
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays.

Academic Integrity Policy

All student work for this course must be original to the student and original to the course. If clear evidence of academic dishonesty is found for any assignment, a 0 (0 points) for the assignment will be recorded. If a second incident of academic dishonesty occurs, an F for the course grade will be recorded.

GRADING CRITERIA FOR MAJOR ESSAYS

I consider four areas when assessing grades for your major essays: your thesis statement, your argument, your use of evidence (including quotations and proper documentation of sources), and your prose style.

The better each of those areas is, the higher your grade will be.

A

- Original and interesting thesis
- Persuasive argument
- Lots of convincing evidence
- Lucid prose style

B

- Workable thesis
- Well-structured argument
- Solid supporting evidence
- Decent prose style

C

- Obvious and boring thesis
- Coherent argument
- Some supporting evidence
- Correct grammar, spelling, and punctuation

D

At least **one** of the following:

- No discernible thesis
- Incoherent argument
- Little or no supporting evidence
- Chronic grammar, spelling, and punctuation errors

F

Two or more of the following:

- No discernible thesis
- Incoherent argument
- Little or no supporting evidence
- Chronic grammar, spelling, and punctuation errors

Or Fails to meet basic requirements for the assignment

Course Grade

Professionalism	10%
Writing Exercises	15%
Literacy Narrative	25%
Rhetorical Analysis	25%
Informative Essay	25%

Numerical Values for Letter Grades

A+	100–97
A	96–93
A–	92–90
B+	89–87
B	86–83
B–	82–80
C+	79–77
C	76–73
C–	72–70
D	69–60
F	59–0

SCHEDULE OF READINGS & ASSIGNMENTS

Week One

Monday 1/13	Wednesday 1/15	Friday 1/17
Review instructions, policies, and syllabus	Assignment for Essay 1 “Planing” & “Drafting” <i>A Writer’s Reference</i> [AWR] (C1–C2)	Writing Classic Prose
	Diagnostic Paragraph	Writing Exercise: Two Messages

Week Two

Monday 1/20	Wednesday 1/22	Friday 1/24
MLK HOLIDAY	“Mother Tongue,” <i>The Arlington Reader</i> [TAR] (34–38)	“Aria: A Memoir of a Bilingual Childhood,” <i>TAR</i> (275–84) &
	Writing Exercise: Mind Map	Signed Course Agreement

Week Three

Monday 1/27	Wednesday 1/29	Friday 1/31
“On Keeping a Notebook” & “CONTEXTS,” <i>TAR</i> (54–66) [Official Day of Record]	“The Joy of Reading and Writing: Superman and Me,” <i>TAR</i> (45–47)	<i>Peer Review Workshop</i>
Writing Exercise: Informal Outline		Literacy Narrative Draft

Week Four

Monday 2/3	Wednesday 2/5	Friday 2/7
“Shooting an Elephant,” <i>TAR</i> (516–21)	“Politics and the English Language” (on-line)	“Active Verbs” & “Passive Verbs,” <i>AWR</i> (W3 & M1-b)
		Writing Exercise: Believing/Doubting

Week Five

Monday 2/10	Wednesday 2/12	Friday 2/14
“Write or Die,” <i>TAR</i> (71–73) “Revising” <i>AWR</i> (C3)	“The Roseto Mystery,” <i>Outliers</i> (3–11) “Evaluating Arguments,” <i>AWR</i> (A3)	Assignment for Essay 2
		Literacy Narrative Revised

Week Six

Monday 2/17	Wednesday 2/19	Friday 2/21
“The Matthew Effect,” <i>Outliers</i> (15–34) & “The Relative Age Effect In Sports: It’s Complicated” (on-line)	“The 10,000-Hour Rule,” <i>Outliers</i> (35–68) & “Malcolm Gladwell, Eclectic Detective” (on-line)	“The Trouble With Geniuses, Part 1,” <i>Outliers</i> (69–90)
		Writing Exercise: Mind Map

Week Seven

Monday 2/24	Wednesday 2/26	Friday 2/28
“The Trouble With Geniuses, Part 2,” <i>Outliers</i> (91–115)	“The Three Lessons of Joe Flom” <i>Outliers</i> (116–58)	“Harlan, Kentucky,” <i>Outliers</i> (161–76)
		Writing Exercise: Informal Outline

Week Eight

Monday 3/3	Wednesday 3/5	Friday 3/7
“The Ethnic Theory of Plane Crashes,” <i>Outliers</i> (177–223)	“Rice Paddies and Math Tests,” <i>Outliers</i> (224–49)	<i>Peer Review Workshop</i>
		Analysis Essay Draft

Spring Break: March 10 to March 14

Week Nine

Monday 3/17	Wednesday 3/19	Friday 3/21
“Marita’s Bargain,” <i>Outliers</i> (250–69)	“A Jamaican Story,” <i>Outliers</i> (270–85)	“Supporting a Thesis” & “Integrating Sources” <i>AWR</i> (MLA-1, MLA-3)
		Writing Exercise: Creative Imitation

Week Ten

Monday 3/24	Wednesday 3/26	Friday 3/28
Concision: “Wordy Sentences,” <i>AWR</i> (W2)	Unity & Flow: “Writing Paragraphs,” <i>AWR</i> (C4)	Assignment for Essay 3
		Analysis Essay Revised

Week Eleven

Monday 3/31	Wednesday 4/2	Friday 4/4
“Why We Crave Horror Movies” (on-line) Password: Copyright1981!	“Documenting Sources,” <i>AWR</i> (MLA-4) [“W” Day: Thursday 4/3]	“Citing Sources” & “Quotation Marks,” <i>AWR</i> (MLA-2 , P5)
		Writing Exercise: Mind Map

Week Twelve

Monday 4/7	Wednesday 4/9	Friday 4/11
“I Have a Dream” (text / video) “Letter from Birmingham Jail,” <i>TAR</i> (494-507)	“Designing Documents” <i>AWR</i> (C5)	“Typography in Ten Minutes” (on-line) “Research Papers” (on-line)
		Writing Exercise: Informal Outline

Week Thirteen

Monday 4/14	Wednesday 4/16	Friday 4/18
“The Naked Source,” <i>TAR</i> (320-25)	<i>Peer Review Workshop</i>	GOOD FRIDAY
	Informative Essay Draft	

Week Fourteen

Monday 4/21	Wednesday 4/23	Friday 4/25
“Evolution as Fact and Theory,” <i>TAR</i> (437-43)	“Where I Lived and What I Lived For,” <i>TAR</i> (594-98)	“Sentence Fragments,” & “Run-on Sentences,” <i>AWR</i> (G5, G6)
		Writing Exercise: Enlivened Prose

Week Fifteen

Monday 4/28	Wednesday 4/30	Friday 5/2
Revision Workshop	Revision Workshop	Last Day of Class
		Informative Essay Revised

ENGLISH 1301 COURSE AGREEMENT

Name: _____
(print)

Sign, date, and return this agreement to your instructor, Mark Womack, on or before **January 24, 2014**.

Initial the blanks before each statement.

_____ I have read, understood, and agree to comply with all the policies and procedures explained in the syllabus for ENGL 1301: <http://drmarkwomack.com/pdfs/1301-syllabus-s14.pdf>

_____ I understand that my continued enrollment in the class constitutes my acceptance of the policies and procedures in the syllabus.

_____ I accept responsibility for knowing the policies in the syllabus and understand that pleading ignorance will not remove my responsibility. If I do not understand a policy or procedure, I will ask my instructor to clarify it.

_____ I accept responsibility for knowing the assignment requirements, due dates, and class expectations. If I am unsure about any of them, I will ask my instructor for clarification.

_____ I understand that my instructor reserves the right to change the Course Policies or the Schedule of Readings & Assignments, with prior verbal and written notice, at any time.

Optional:

_____ I give my permission for the instructor to use my work for instructional purposes in this class, future classes, or for other educational purposes. I understand that the instructor will remove all identifying characteristics from my work.

Signature: _____

Date: _____