

English 1301: First Year Composition

MWF 10:00-10:50—Academic 025

MWF 11:00-11:50—Academic 027

Contact Information

Instructor: Dr. John Wegner

Office: Academic 0101C

Hours: MW 8:00-10:00, TR 8:00-10:00, and by appointment

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Course Description:

Kenneth Burke, in *The Philosophy of Literary Form*, tells his readers to “Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated conversation, a discussion too heated for them to pause and tell you exactly what it is about. . . . You listen for a while, until you decide that you have caught the tenor of the argument, then you put in your oar.” Our goal for this English 1301 course is to help you “put in your oar.” Doing so will require that you work to understand how to evaluate ideas, learn how audience and situation impacts your writing, discover how to be flexible as a writer, and focus on clarity in language, grammar, and ideas. During the course, we will read and analyze complex essays and work individually and in groups to recognize the value and power of rhetoric as we develop the skills necessary to be successful writers in college and in our future careers.

Required Texts:

We will use an Open Education Resource text for this course. You do not need to buy a text for this course. You can download both volumes via the links below. See the calendar for the readings. This course does not make use of Blackboard and students will need the ability to download and read chapters from these volumes. Any student who faces difficulties doing so should speak with me.

Access Volume 1: <http://writingspaces.org/volume1>

Access Volume 2: <http://writingspaces.org/volume2>

Please note: We will, at times, discuss contemporary issues and think critically about those issues. As educated, intelligent people, we will listen with an ear for understanding and respecting various viewpoints; however, we must all recognize that thinking critically also acknowledges and embraces disagreement. Our primary focus in this course, though, is learning how to write in ways that are appropriate to the variety of audiences, contexts, and purposes you will encounter in college and outside a university classroom.

Core Objectives:

- Critical Thinking, Communication, Teamwork, and Personal Responsibility

Student Learning Outcomes:

Upon completion of English 1301, students will

- Understand how to analyze and synthesize information to support a thesis;
- Recognize the importance of audiences, context, and purpose relative to a variety of rhetorical situations;
- Reflect on the writing process and value of written communication;
- Value attention to detail as important to effective communication;
- Work collectively to work in teams and peer review;
- Take responsibility for completing the work assigned and recognize the consequences inherent in various possible decisions.

Attendance: There is a direct correlation between attendance and performance. You are responsible for all the material covered in class. I will record attendance at the beginning of each class. Students who miss class regularly typically struggle completing assignments. Missing class, showing up late, and not investing the necessary time to perform well is your prerogative.

Readings, quizzes, daily grades: Quizzes can be simple reading quizzes (ten fill in the blank or multiple choice) or short essay questions (thirty minutes of writing). Students who miss class for a sanctioned university event will have the opportunity to make-up quizzes at a designated time later in the semester. Any other make-up of daily work will be at my discretion.

Essays:

This course is primarily focused on helping students develop writing skills; hence, the bulk of your grade will be determined by your essay grades. We will write 3 essays outside of class and two essays during class time. I will explain each essay assignment in writing. If you ever do not understand an assignment, ask me or someone for an explanation. Each of the essays we write will be expository in nature. Your opinion is valid only insofar as you can offer some tangible, well-thought out explanation and defense of your thoughts. In addition, each essay will have a definite, clear thesis sentence. Out of class essays will be graded based on the criteria below. In class essays will be graded more globally. However, multiple errors in grammar and mechanics will influence the grade.

For all essays:

- All essays will be graded for content and mechanics. See below. Successfully articulating ideas requires understanding how grammar and mechanics aids in your audience's understanding of your ideas.
- The submitted pieces must adhere to certain rules of form.
 - You will print and submit a copy of your essay.
 - Margins will be one inch all the way around the paper.
 - The entire essay is double spaced (that means all parts).
 - The heading: Put your name, the date, the course number, and my name in the upper-left-hand corner of the first page. After the first page, put your last name and the page number in the upper-right-hand corner of the rest of the pages.
 - The title is centered.

- **You must submit all four essays to receive credit for this course.** I rarely accept late submissions.
- Always keep an extra copy of your paper.
- The required word length is non-negotiable. If the assignment has a length requirement, those restrictions are part of the rhetorical situation you are attempting to master.

Group Project

I will divide the class into teams during the third or fourth week of the semester. Each team will work on a topic to be determined. The group will develop a contract specifying each member's responsibilities. More details regarding the assignment forthcoming, but the member's grades will be based on meeting the terms of the contract, the oral presentation, and submitted documentation. In many ways, this assignment will mirror the types of projects one might expect to encounter in the workplace.

PLAGIARISM (Academic Honesty):

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. See the [Current Student](#) page and click on Academic Honor Code. In essence, the willingness to cheat undermines our purpose at the university. To read more, check out the [Center for Academic Integrity](#).

Counseling Services: Students struggling with events in their lives or with mental health issues should seek out allies and resources available on campus. The following are institutional sources of support, but you may seek out faculty, staff and others on campus for help, including me. Campus Counseling Services 325-942-2171 Campus Police 325-942-2071 San Angelo Police 911 Michelle Boone, Title IX Coordinator 325-486-5367 **Students with Disabilities:** Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

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GRADES:

Quizzes/daily work/short in-class essays	20%
Group project:	10%
Essay 1:	10%
Essay 2,3	40%
Essay 4 (final)	20%

Out of class papers will be scored in the following manner for organization, development, and content:

A+= 98	C+= 78	F= 59
A = 95	C = 75	
A-= 92	C-= 72	
B+= 88	D+= 68	
B = 85	D = 65	
B-= 82	D-= 62	

Once a letter grade is established, the following points will be deducted for mechanical errors:

You get 2 free points a page, for up to 5 pages. (3 pages= 6 free points. 4 pages= 8 points. 5 pages= 10 points. 6 pages= 10 points, etc.)

- Each spelling error will be worth 2 points. (Typos are spelling errors.)
- Each of the following errors in grammar will be worth 2 points:
- comma splice in compound sentences
- fused or run on sentence
- subject/verb agreement error
- person and number shift
- pronoun antecedent unclear
- pronoun antecedent agreement error
- verb tense shift (only once)
- sentence fragment (unless you write [sf] in the margin beside it).

Each of the following punctuation errors will be worth one point:

- apostrophe in possessives missing
- comma in complex sentences incorrect
- improper punctuation at the end of the sentence
- failure to underscore or use quotations marks with title
- failure to use quotation marks with quotations
- Capitalization mistakes.

Students will have the opportunity to edit for grammar and mechanics to improve scores.

1301 Schedule—Fall 2021 (Subject to Change)

Note: While portions of the course are pre-built, I update the course weekly.

Week	Assignments
Week 1 (8/23-8/29)	Monday: Course Introduction; syllabus Wed: the language of power Friday: “What is Academic Writing” (Volume 1)
Week 2 (8/30-9/5)	Monday: “Finding the Good Argument”; turn in Writer’s Resume

Week	Assignments
	Wed. Discuss group work and develop topics Friday: “Backpacks vs. Briefcases”; rhetorical analysis
Week 3 (9/6-9/12)	Monday: Labor Day—no class but you should labor Wed: Assign teams; Writing Introductory Paragraphs and thesis sentences Friday: Paragraph management
Week 4 (9/13-9/19)	Monday: “So You’ve Got a Writing Assignment” Wed: Discuss Essay 1 Friday: In-class pre-writing
Week 5 (9/20-9/26)	Monday: Draft essay 1: Bring a printed copy to class; team peer review Wed: Writing day Friday: Essay 1 due during class
Week 6 (9/27-10/3)	Monday: The Social Dilemma Wed: The Social Dilemma Friday: The Social Dilemma; summary discussion and assignment
Week 7 (10/4-10/10)	Monday: Summary due Wed: Discuss essay 2; Reflective Writing and the Revision Process: What Were You Thinking? Friday: TBA
Week 8 (10/11-10/17)	Monday: Essay 2 draft Wed: Conferences Friday: Conferences
Week 9 (10/18-10/24)	Monday: Essay 2 due Wed: Team meeting with Dr. Wegner Friday: Team meeting
Week 10 (10/25-10/31)	Monday: TBA—Either a short story or essay; Wed: TBA Friday: TBA
Week 11 (11/1-11/7)	Monday: Essay 3: In class—textual analysis Wed: Essay 3: In class Friday: TBA—Either the Guardian or Dallas Morning News; create Handshake Account (https://www.angelo.edu/life-on-campus/work/handshake/)
Week 12 (11/8-11/14)	Monday: TBA—Either the Guardian or Dallas Morning News; discuss resume, cover letters, and the rhetoric of employment Wed: TBA—Either the Guardian or Dallas Morning News

Week	Assignments
	Friday: TBA—Either the Guardian or Dallas Morning News
Week 13 (11/15-11/21)	Monday: TBA—Either the Guardian or Dallas Morning News Wed: TBA—Either the Guardian or Dallas Morning News Friday: TBA—Either the Guardian or Dallas Morning News
Week 14 (11/22-11/28)	Monday: Group Presentations Wed: Thanksgiving Friday: Thanksgiving
Week 15 (11/29-12/5)	Monday: Groups Wed: Groups Friday: Groups/Discuss final essay
Week 16 (12/6-12/10)	Monday: 10:00 in-class essay 4 10:30-12:30 Tuesday: 11:00 in class essay 4 10:30-12:30