

Course Title: FRESHMAN COMPOSITION I**Course Prefix: ENGL****Course No.: 1123****Section No.: P01****Department of Languages & Communication****College of Arts & Sciences****Instructor Name:** Sarah Wakefield**Office Location:** Hilliard 213**Office Phone:** 936-261-3726**Fax:** 936-261-3739**Email Address:** srwakefield@pvamu.edu**U.S. Postal Service Address:** Prairie View A&M University
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Mail Stop
Prairie View, TX 77446**Office Hours:** TR 1-4pm, F 12-2pm**Virtual Office Hours:** Most evenings in eCourses and on Twitter (@SR_Wakefield)**Course Location:** JJPY 363**Class Meeting Days & Times:** TR 9:30-10:50am**Catalog Description:** A writing course focused on composing strong arguments through critical thinking and analysis of primary and secondary source material. The course emphasizes rhetorical awareness in writing essays for a variety of audiences and purposes. Students will actively participate in peer workshops and demonstrate awareness of general research methods and ethics.**Prerequisites:** Unconditional admission to PVAMU or satisfactory completion of ENGL 0112 or 0101. **NOTE:** You must pass this course with a C or better in order to advance to ENGL 1123.**Required Text:** *Writing Analytically: A Guide to Composition I* (Cengage), a custom textbook produced exclusively for PVAMU by Cengage. Some course materials are posted on the Student Resources webpage for ENGL 1123: <http://www.pvamu.edu/pages/6930.asp>**Access to Learning Resources:** PVAMU Library:
phone: (936) 261-1500;
web: <http://www.pvamu.edu/pages/3585.asp>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>**Course Goals or Overview:**

The goals of this course are to practice critical thinking, writing, and reading skills; refine awareness of different rhetorical modes; practice writing as a recursive process; produce essays with strong purpose, content, and organization; improve proofreading and editing skills; produce critical writing based on analysis of primary and secondary source material; improve sense of audience in reading and writing; start learning techniques for research and documentation in MLA format; write at least 1 paper with a research component.

Course Learning Outcomes/Objectives**At the end of this course, the student will...**

		Core Curriculum Objective
1	Compose solid, argument-driven thesis statements directed at a specified audience.	Critical Thinking
2	Provide logical, appropriate evidence to support an argument.	Critical Thinking
3	Organize writing assignments clearly.	Communication
4	Write in clear, correct, grammatical prose.	Communication
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate.	Teamwork
6	Cite research correctly according to MLA format, both in the text and in the bibliography.	Personal Responsibility

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

EXAMS – On the multiple choice midterm and final examinations, students will demonstrate content mastery by correctly identifying key concepts and terms related to rhetoric and composition. They will demonstrate **critical thinking** by correctly identifying different types of analysis and their uses. They will demonstrate **personal responsibility** by correctly identifying instances of plagiarism and of proper source attribution according to MLA guidelines for citation.

PREWRITING ASSIGNMENTS – On the three prewriting assignments (each leading up to one of the major essays) students will demonstrate **critical thinking** by systematically analyzing the arguments and evidence within their source materials. They will demonstrate **communication skills** by articulating their own position and planning the structure of their major essays.

ESSAYS – On the three formal essays, students will demonstrate **critical thinking** by developing sustained arguments based on college-level, research-based analysis. They will demonstrate **communication skills** by organizing and developing their ideas clearly, sustaining a proper tone for a sophisticated audience, and constructing clear and grammatically correct sentences. They will demonstrate **personal responsibility** by properly attributing ideas, information, and language to source material using MLA citation guidelines.

Daily Work & Participation – Students will demonstrate **critical thinking, communication skills, personal responsibility, and teamwork** on a variety of homework assignments, in-class exercises, and quizzes. For example, **personal responsibility** will be demonstrated on a “plagiarism worksheet” on which students will identify examples of plagiarism and proper MLA-style source attribution. Students will demonstrate **teamwork** through group-oriented invention exercises and peer review exercises for each of the three major essays.

GRADING MATRIX

Instrument	Value	
Rhetorical Analysis Worksheet I (prewriting)	5%	50 points
Essay 1: Rhetorical Analysis	10%	100 points
Rhetorical Analysis Worksheet II (prewriting)	5%	50 points
Essay 2: Critical Response	20%	200 points
Evaluation Worksheet & Annotated Bibliography (prewriting)	10%	100 points
Essay 3: Evaluative Argument	20%	200 points
Daily Work & Participation (homework, drafts, peer reviews, quizzes, in-class participation)	20%	200 points
Midterm Exam	5%	50 points
Final Exam	5%	50 points
Total:	100%	1000 points

GRADE DETERMINATION:

A = 90 to 100%	900 to 1000 points	D = 60 to 69%	600 to 699 points
B = 80 to 89%	800 to 899 points	F = 0 to 59%	0 to 599 points
C = 70 to 79%	700 to 799 points		

Course Procedures

Submission of Essays: All essays and prewriting assignments must be submitted through Turnitin.com by the deadline posted within the system. If your instructor also requires a hard copy, printed essays are due by the end of the class period. Essays will be accepted late for four calendar days after the due date with a deduction of 5% from your essay grade for each day. After four calendar days have passed, your essay will not be accepted and you will receive a grade of zero on the assignment. Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Access to Turnitin.com is free. Create a new account or sign using an existing account at: http://www.turnitin.com/en_us/home. Use the following Class ID and Class Enrollment Password to enroll in the proper section of the course (and please note that the Class ID is unique to this section of ENGL 1123).

Class ID: (7-digit Turnitin Course Code) **Class Enrollment Password:** pvcomp

***NOTE: All of your work for this course must be original. You are not allowed to submit papers that you or anyone else has submitted for any other course or any other previous or concurrent section of composition.

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in Rich Text Format (RTF). All essays must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines are in your textbook and online at: <http://owl.english.purdue.edu/owl/resource/747/01/>

Exam and Quiz Policy: The midterm and final exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (see Student Handbook). If you have a university event on the day of an exam, arrange to take it early. Pop quizzes are given throughout the semester over textbook readings and course concepts. If you are late or have an unexcused absence, you cannot make up a quiz. With an excused, documented absence, you may make up a quiz on the instructor's schedule.

Extra Credit Policy: No extra credit will be available in any section of ENGL 1123, including this one.

COURSE SCHEDULE

WEEK 1: COURSE INTRODUCTION	
T 1/15 In Class: Course introduction.	R 1/17 For Class: Read “Analytical Writing” (4-8) In Class: Discuss reading; receive Essay #1 assignment NOTE: Late registration period ends Friday 1/18
WEEK 2: THE RHETORICAL SITUATION	
T 1/22 For Class: Read “The Rhetorical Situation” (11-21), “Culture in Need of an Extreme Makeover” (272-73), and “The Technology Slaves” (277-80) In Class: Analyze rhetorical situation in “Culture in Need” and “Technology Slaves”	R 1/24 For Class: Read “Reading Rhetorically” (22-29) and “Sample Rhetorical Analysis Worksheet” (373-74; also available on course website); select source article for Essay #1. In Class: Continue discussion of rhetorical situations and workshop rhetorical situations in Essay #1 source articles NOTE: Morning sections may be affected by the General Student Assembly
WEEK 3: ARGUMENT	
T 1/29 For Class: Read “Writing Arguments” (78-95) In Class: Discuss reading and analyze argument structure in “Technology Slaves” (with reference to “Sample Rhetorical Analysis Worksheet”) NOTE: Wednesday 1/30 is the last day to drop a class without record (withdraw period begins Thursday, 1/31)	R 1/31 For Class: Read “Sample Rhetorical Analysis Paper” (375-78) In Class: Continue analyzing “Technology Slaves”; workshop argument analysis with source articles (based on second section of Rhetorical Analysis Worksheet) DUE: Rhetorical Analysis Worksheet I (submit through Turnitin by 11:59pm on Friday, 2/1)
WEEK 4: SOURCE INTEGRATION	
T 2/5 For Class: Read “Summarizing, Paraphrasing, and Quoting” (154-62) and “Avoiding Plagiarism” (167-72) In Class: Discuss source integration with reference to the sample paper	R 2/7 For Class: Complete the Plagiarism Worksheet (173-74; electronic version available on course website) In Class: Discuss Plagiarism Worksheet and do exercises with Source Integration Worksheet (175-76, electronic version available on course website)
WEEK 5: DRAFTING	
T 2/12 In Class: Workshop Essay #1 (class may meet at an alternative location) DUE: Essay #1: Rhetorical Analysis (submit through Turnitin by 11:59pm on Wednesday, 2/13)	R 2/14 For Class: “About That New Jersey Organ Scandal” (309-10) and “What’s the Economy for Anyway?” (330-32) In Class: Discuss readings and the concept of ethics; receive assignment for Essay #2

WEEK 6: TOPIC EXPLORATION (CONTEMPORARY ETHICS)	
T 2/19 For Class: Read “Sample Critical Response Paper” (381-86) and “Revisiting the Stanford Experiment” (302-308) In Class: Examine sample paper and begin discussing “Stanford Experiment”	R 2/21 For Class: Select source article for Essay #2: Critical Response In Class: Continue discussion of “Stanford Prison Experiment” and workshop Rhetorical Analysis Worksheet II DUE: Rhetorical Analysis Worksheet II (submit through Turnitin by 11:59pm on Monday, 2/25)
WEEK 7: RESEARCH PROCESS	
T 2/26 For Class: Read “Planning and Drafting Essays” (30-47) and “Finding and Evaluating Web Sources” (143-54) In Class: Workshop web research (class may meet in an alternate location)	R 2/28 For Class: Read “Paper Structure in College in Writing” (48-53) and “Sample Task Outline” (379-80) In Class: Discuss simple-to-complex arrangement
WEEK 8: DRAFTING	
T 3/5 In Class: Continue discussing simple-to-complex arrangement and review for Midterm Exam	R 3/7 In Class: MIDTERM EXAM DUE: Full draft of Essay #2 (submit through Turnitin by 11:59pm on Friday, 3/8) NOTE: Midterm grades posted by Tuesday 3/12
SPRING BREAK: 3/11 – 3/15	
WEEK 9: PEER REVIEW & REVISION	
T 3/19 For Class: Read “Revising and Editing Essays” (54-74) In Class: Peer review workshop (class may meet in an alternative location)	R 3/21 For Class: Read “Writing Varied Sentences” (222-27), “Writing Concise Sentences” (228-35), and “Revising Sentence Fragments” (236-39) In Class: Revision workshop DUE: Peer review of another students Essay #2 draft (submitted through Turnitin by 11:59pm)
WEEK 10: EVALUATIVE ARGUMENT	
T 3/26 For Class: Read “Revising Run-Ons” (240-45), “Revising Faulty Parallelism” (246-49), and “Revising Awkward or Confusing Sentences” (250-57) In Class: Revision workshop DUE: Final draft of Essay #2: Critical Response (submit through Turnitin by 11:59pm on Wednesday, 3/27)	R 3/28 For Class: Read “Arguing Evaluations” (96-110) In Class: Discuss reading and receive assignment for Essay #3 NOTE: Monday, 4/1 is the last day to Withdraw from courses

WEEK 11: RESEARCH PROCESS	
T 4/2 For Class: Read “Learning Styles, Freedom, and Oppression” (358-61), “The Importance of Multicultural Education in Global Education” (362-67), and the first part of “Writing a Research Paper” (113-26) In Class: Discuss “Learning Styles” and “Multicultural Education” as examples of evaluative arguments; discuss topic development for Essay #3	R 4/4 For Class: Read “Finding and Evaluating Library Sources” (131-42) and “Sample Evaluation Worksheet & Annotated Bibliography” (course website) In Class: Research workshop (class may meet in an alternative location)
WEEK 12: ANNOTATED BIBLIOGRAPHY	
T 4/9 For Class: Read the final part of “Writing a Research Paper” (126-30) In Class: Workshop Evaluation Worksheet & Annotated Bibliography	R 4/11 In Class: Workshop Evaluation Worksheet & Annotated Bibliography DUE: Evaluation Worksheet & Annotated Bibliography (submit through Turnitin by 11:59pm on Friday 4/12)
WEEK 13: DRAFTING	
T 4/16 For Class: Read “Synthesizing Sources” (162-66) In Class: Discuss reading and workshop Essay #3 draft	R 4/18 In Class: Workshop draft of Essay #3 DUE: Full draft of Essay #3 (submit through Turnitin by 11:59pm on Monday 4/22)
WEEK 14: PEER REVIEW & REVISION	
T 4/23 For Class: Read “Disparities Demystified” (349-53) In Class: Analyze evidence, argument structure, tone in reading; workshop Essay #3 revision	R 4/25 In Class: Continue revision workshop DUE: Peer review of another student’s Essay #3 draft (submit through Turnitin by 11:59pm)
WEEK 15: REVISION	
T 4/30 In Class: Review for final exam DUE: Final draft of Essay #3: Evaluative Argument (submit through Turnitin by 11:59pm on Wednesday 5/1)	End-of-Term Schedule: Tuesday (4/30) is the last day of classes. The final exam period extends from Wednesday (5/1) to the following Tuesday (5/7). Final grades for graduating seniors will be posted in PantherTracks by Wednesday, 5/7. Final grades for all other students will be posted in PantherTracks by Tuesday, 5/14.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

FORMS OF ACADEMIC DISHONESTY:

1. Cheating: 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. Academic misconduct: Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Use of invented information or falsified research.
4. Plagiarism: 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. In ENGL 1123, a paper with plagiarized material will automatically receive a failing grade ranging from 0% to 59% depending on the severity of the case as determined by the instructor.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class. In this class, you are allowed three unexcused absences. Your fourth unexcused absence, and each one beyond that, will result in a 3-point deduction from your final grade. Excused absences require documentation from an appropriate university official. If you miss class due to a legitimate emergency, you may take documentation to the third floor of Evans Hall and apply for an excused absence from the Office of Student Affairs.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

PRINCIPAL COURSE ASSIGNMENTS

UNIT	ASSIGNMENT	DESCRIPTION	CORE CURRICULUM OBJECTIVES
I	Prewriting 1: Article Summary	Summary of the non-academic source article that will be used for Paper #1. Minimum Length: 1p (300 words)	<ul style="list-style-type: none"> Communication Critical Thinking
	Paper 1: Rhetorical Analysis	Analysis of the rhetorical structure of one non-academic source. Topic Area: Pop Culture Source Requirements: One non-academic article provided by instructor. Paper Format: MLA Minimum Length: 3pp (900 words)	<ul style="list-style-type: none"> Critical Thinking Communication Personal Responsibility
II	Prewriting 2: Task Outline	Outline demonstrating how various modes of expression will be used in Paper #2. Minimum Length: 1p (300 words)	<ul style="list-style-type: none"> Critical Thinking Communication
	Peer Review of Paper 2	Critical review of a full draft of another student's Paper #2.	<ul style="list-style-type: none"> Communication Teamwork
	Paper 2: Critical Response	Thesis-driven argument developed in response to non-academic source article. Topic Area: Contemporary Ethics Source Requirements: One non-academic article provided by instructor. One or more relevant newspaper articles. Paper Format: MLA Minimum Length: 4pp (1200 words)	<ul style="list-style-type: none"> Critical Thinking Communication Personal Responsibility <p>* source use & ethical analysis</p>
III	Prewriting 3a: Evaluation Worksheet & Annotated Bibliography	Assignment explaining the source material and key analytical components (value terms, criteria, etc.) that will be used for Paper #3. Minimum Length: 2pp (500 words)	<ul style="list-style-type: none"> Communication Critical Thinking
	Prewriting 3b: Task Outline	Outline demonstrating how various modes of expression will be used in Paper #3. Minimum Length: 1p (300 words)	<ul style="list-style-type: none"> Communication Critical Thinking
	Peer Review of Paper 3	Critical review of a full draft of another student's Paper #3.	<ul style="list-style-type: none"> Communication Teamwork
	Paper 3: Evaluative Analysis	Position paper critically evaluating a policy, procedure, institution, or set of conditions. Topic Area: Education Source Requirements: At least three non-academic sources. Paper Format: MLA Minimum Length: 4pp (1200 words)	<ul style="list-style-type: none"> Critical Thinking Communication Personal Responsibility

Effective Teamwork

Working with classmates on a task, whether it's as small as finding a topic sentence or as big as a group research project, requires several skills.

Here is a brief list of what effective vs. ineffective team members do, along with examples:

Effective	Ineffective
<ul style="list-style-type: none">• Finishes all the work on time	<ul style="list-style-type: none">• Doesn't do all parts of the assignment or finishes late
<ul style="list-style-type: none">• Does a thorough job and wants to do well	<ul style="list-style-type: none">• Does a superficial job and just wants to get done
<ul style="list-style-type: none">• Helps classmates do better on their work	<ul style="list-style-type: none">• Focused mostly on him/herself and doesn't seem to care how classmates do
<ul style="list-style-type: none">• Gives polite, constructive feedback ("I like the thesis but maybe you...?")	<ul style="list-style-type: none">• Gives rude ("this is a mess") or vague feedback ("maybe change some things")
<ul style="list-style-type: none">• Listens or reads attentively	<ul style="list-style-type: none">• Doesn't pay attention
<ul style="list-style-type: none">• Uses positive vocal tone, facial expressions, and body language to show a good attitude	<ul style="list-style-type: none">• Uses sarcasm, negative facial expressions and body language to show a bad attitude toward the class work
<ul style="list-style-type: none">• Motivates others by being confident that everyone can do a good job ("we can write this paper!")	<ul style="list-style-type: none">• Brings others down by downgrading the task or others' abilities ("I don't know how anyone can get an A on this stupid thing")
<ul style="list-style-type: none">• Helps and encourages classmates	<ul style="list-style-type: none">• Works alone and/or discourages classmates
<ul style="list-style-type: none">• Tries to bring everyone into the conversation, takes turns talking	<ul style="list-style-type: none">• Dominates the conversation, interrupts others, ignores some classmates
<ul style="list-style-type: none">• Responds to any conflict directly & positively	<ul style="list-style-type: none">• Responds to conflict by ignoring it or by getting angry

TEAMWORK EVALUATION

Your name _____

Please score yourself and each team member by **writing the names in the box** that best describes your team's experience. BE HONEST!

Individual Contributions

4	3	2	1
Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.

Constructive Climate

- Treats team members respectfully by being polite and constructive.
- Uses positive tone, facial expressions, and/or body language to convey positive attitude about team and its work.
- Motivates teammates by expressing confidence about task's importance & team's ability to do it.
- Provides assistance and/or encouragement to team members.

4	3	2	1
Supports a constructive team climate by doing ALL of the above.	Supports constructive team climate by doing ANY 3 of the above.	Supports a constructive team climate by doing ANY 2 of the above.	Supports a constructive team climate by doing ANY 1 of the above.