

English 1300: Basic Writing

English 1300 is an intensive writing course for students who require additional experience in expository composition in preparation for English 1310 and other college level courses.

In English 1300, you will study the principles of effective composition, with emphasis on the improvement of papers through revision and the critical reading of substantive nonfiction texts. While self-expressive and narrative writing may serve as a means of supporting ideas within a given paper, such writing is not, in itself, the focus of the course.

After completing English 1300, you should be able to draft, revise, and edit texts in which you demonstrate the ability to formulate a thesis (central idea) in an orderly way; form clear and effective paragraphs and sentences; use an appropriate vocabulary; and apply the grammatical conventions of written English.

Goals and Objectives: To learn the moves that matter in College Writing.

Processing class readings.

- Learning how to annotate texts.

- Learning how to summarize/paraphrase texts.

- Learning how to read critically.

Learning how to produce academic writing.

- Learning organizational strategies for academic essays.

- Learning academic conventions.

Engaging in the writing process.

- Learning prewriting strategies.

- Learning revision and proofreading strategies.

- Learning how to peer review.

Developing arguments

- Learning how to develop claims

- Learning how to support claims with evidence

Understanding the rhetorical situation

- Learning how to appeal to a specific audience for a specific purpose.

- Learning the Aristotelian appeals of *ethos*, *pathos*, and *logos*.

Disability Accommodations

If you are a student with a disability who will require one or more accommodations to participate in your first-year English class, please contact your instructor as soon as possible. You will be asked to provide documentation from the Office of Disability Services. It is your responsibility to register with that office and to contact your instructor in a timely manner to arrange for appropriate accommodations.

Writing Assignments

The main assignments in this course are to total a minimum of 2,500 words, dispersed according to the preference of the instructor. This could be four papers and one final, or three papers, one revision, and one final.

Reading Assignments

Your instructor expects you to complete every reading assignment. But you should not assume that all assignments will be discussed specifically in class or given equal treatment if they are discussed. Instructors may emphasize material of particular relevance to a given class, but they always assume that students have read the entire assignment before coming to class.

Course Textbooks

The Bedford Handbook 9e

They Say/I Say: The Moves That Matter in Academic Writing with Readings 2e

Class Community

Exchange names, phone numbers, and email addresses with several members of your class. Because you are responsible for all assignments, even when you are absent, you should know how to reach a classmate in an emergency. You may also want to contact a classmate to discuss an idea for a paper or to seek advice about an upcoming assignment. Think of your first-year English class as a community of writers; strive to become an active member of that community.

As a member of the Texas State Community, you are required to check your Texas State e-mail for important updates from professors and fellow students.

Conferences

All instructors keep regular office hours and encourage students to take advantage of those hours. When you observe a persistent problem in your writing or have questions about an assignment, seek help from your instructor. If you cannot meet the instructor during regular office hours, make an appointment for another mutually convenient time.

Attendance and Participation

Because the skills taught in first-year English are cumulative, regular and punctual attendance and active participation are essential. Many instructors conduct their courses as workshops in which students draft and revise their papers and comment on one another's work. You cannot benefit from such activities unless you are there to participate. You should therefore plan to attend, be on time to, and actively participate

in every class meeting.

If you must be absent because of illness, your instructor may require a written statement from the Student Health Center or a private physician before excusing the absence. Each instructor may establish a specific attendance policy; if yours does, make sure that you understand it.

Personal Technology

If you bring a laptop, netbook, or tablet computer to class, you should use it only for class work, such as taking notes or working on some stage of an assigned paper. You should not check email, Facebook, or your bank balance; watch videos; play games; or in any other way distract yourself and your classmates from what is going on in the classroom. Each instructor may establish a specific policy regarding classroom computer use; if yours does, make sure that you understand it.

Please turn off and put away your cell phone at the start of class. If an emergency situation requires you to be available by telephone, confer with your instructor for his/her preference for handling this situation.

Class Discussion of Reading Assignments and Ideas

The university classroom is a diverse community. During class discussions, you may hear points of view with which you disagree, as well as express points of view with which others will disagree. Remember that such exchanges are critical to both the development and the communication of informed opinions and beliefs.

So expect to disagree with, refute, and/or challenge the ideas of others. However, when doing so, remain calm, polite, and respectful at all times toward your classmates, your instructor, and their ideas.

Class Discussion of Student Work

Students learn much about how to improve their own work by reading and discussing the work of other students. Your instructor may duplicate some of your and your classmates' papers to use as texts for discussion by the entire class. You should therefore consider your work available for public discussion by an audience (your class) once you have turned it in.

Deadlines

Students have rightly protested that those who hand in late work enjoy an unfair advantage over those who complete work on time. Your instructor is not obliged to accept late papers or to allow you to write an in-class assignment after the rest of the class has done so. Late work—if your instructor agrees to accept it—may be penalized by grade-reduction. If you have a legitimate excuse for lateness, speak with your

instructor in advance. Each instructor may establish a specific policy for late work; if yours does, make sure that you understand it.

Flowers Hall Computer Labs

The English Department offers some sections of first-year English in computer labs located in FH G13, FH 114, and FH 120. When classes are not in session, the computers in these labs are available for general student use. An English coursework printing lab is available in FH G06.

Flowers Hall Computer Labs

The English Department offers some sections of first-year English in computer labs located in FH G13, FH 114, and FH 120. When classes are not in session, the computers in these labs are available for general student use. An English coursework printing lab is available in FH G06.

Online Resources

Your instructor may provide you with supplemental readings that can be accessed online. You can access your TRACS site via your active Texas State email account.

Writing Center and SLAC

The Texas State Writing Center (located on the first floor of Academic Services Building-North, across from The Den) offers individual writing tutoring for all Texas State students, including those taking English 1300. While tutors cannot edit your papers for you, they can work with you during any stage of the writing process—from exploring an idea to polishing a draft. Your instructor may advise you to visit the Writing Center or may require that you do so. You may also seek help on your own. Visit the Writing Center's Website at www.writingcenter.txstate.edu to make an appointment with a tutor. For additional assistance, call 512-245-3018.

The Student Learning Assistance Center (SLAC), located on the 4th floor of the Alkek Library, also offers free tutoring for student writers. Call 512-245-2515 for information, or visit SLAC's online site at www.txstate.edu/slac.

Format for Papers

A standard format for typed papers is illustrated on pages 583-588 of *The Bedford Handbook* 9e. Unless your instructor tells you otherwise, follow this format in preparing final copies of your papers.

Final Exams

The final exam in first-year English is an in-class paper. The paper may be impromptu, or your instructor may announce topics in advance and allow you to bring notes. In any

event, the paper itself must be drafted and revised during the regular final exam period.

Grades

The grade you earn on a paper indicates the way you have met the demands of a particular assignment. While your instructor may use tests and class participation to measure your performance, your final grade in English is based primarily on the papers you write.

All graded papers, except the final exam, are returned to you during the semester in which you write them. Your instructor may ask you to keep papers for use later in the course. In any case, you should routinely save copies of all your work.

To help you stay informed about your course performance, many instructors will record your grades on TRACS Gradebook 2. Keep in mind, however, that grades recorded on Gradebook 2 are not necessarily comprehensive; for example, they may not include points earned for journals, quizzes, portfolios, or the final exam. The grades in TRACS are *not* official.

Grading Standards

In evaluating student writing, English 1300 instructors use the following guidelines.

A: A superior paper. It is focused, unified, well organized, and rich in supporting detail. Sentence structure is correct and effective, usage precise and appropriate. There are few or no errors in usage and mechanics.

B: A good paper. It is generally focused, unified, organized, and clear. Supporting detail is generally good. There are few errors in usage and mechanics.

C: An adequate paper. Focus and organization are competent. Supporting detail is adequate but may need more development. Sentence structure is generally correct. There are minor errors in usage and mechanics.

D: An inadequate paper. A main idea may be evident, but the paper lacks focus and adequate supporting detail. There are significant errors in sentence structure, usage, or mechanics.

F: A failing paper. A main idea is not clearly evident, or the student has not addressed the assigned topic. Organization and supporting detail are weak or confusing. There are significant or numerous errors in sentence structure, usage, or mechanics.

English 1300 Final Grades.

At the end of the semester, you will earn one of the following grades in English 1300:

CR (Credit): You have (1) completed all required assignments, (2) satisfied the attendance policy, and (3) earned an average of C- or higher in the course. A grade of CR will not affect your GPA. If you are taking English 1300 to satisfy Texas Success Initiative requirements, a grade of CR will make it possible for you to register for English 1310.

PR (Progress): You have (1) completed all required papers, (2) satisfied the attendance policy, and (3) earned a D average in the course. A grade of PR will not affect your GPA. A grade of PR earns no credit for English 1300. If you earn a PR, you may be required by the Success Initiative Program to continue remedial work in composition until you earn either CR in English 1300 or a passing score on an approved assessment test.

F (Failure): You have not met the requirements for either a CR or a PR. A grade of F will affect your GPA, and you will be required to continue remedial work in composition until you earn either CR in English 1300 or a passing score on one of the tests approved for the Texas Success Initiative.

U (Unearned): You have never attended the class. This is the same as a failing grade on your transcript.

Academic Honesty

Plagiarizing is submitting work that is in any way not your own. Refer to The Bedford Handbook 9e, pages 563-68. Any cases of verifiable plagiarism, whether deliberate or accidental, will result in a failing grade on the assignment and will result in a failure of first year English (Note: Peer review and consultation with your instructor or a tutor at the Writing Center do not constitute plagiarism and are encouraged.) Your instructor may ask you to write and sign the Texas State student academic honesty pledge on all written work in the course. Your instructor may also require you to submit your papers to Turnitin, an online program that will check your work for originality. If your instructor requires these measures, he or she will provide specific directions.

The complete Texas State University Honor Code and University policies on plagiarism are available online at: www.txstate.edu/effective/upps/upps-07-10-01.html.

The English Department expects all students to be familiar with the Honor Code and related policies.

The Texas State University Honor Code states, as members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

We Are Conscientious:

We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

We Are Respectful:

We act civilly toward one another, and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking

when appropriate, and permitting other people to participate and express their views.

We Are Honest:

We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

The Pledge for Students

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation: ***I pledge to uphold the principles of honesty and responsibility at our University.***

The Pledge for Faculty and Administration

Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our University.

They Say/I Say = TS/IS
Bedford Handbook = BH

Week 1

M or T

Discuss the course syllabus and how to read the course calendar.

Introduce the basic structure of an academic essay: introductions, thesis statements, body paragraphs, and conclusions.

W or Th

Read "Sample Student Writing: Literacy Narrative" (*BH* 69-76)

In-class diagnostic essay: literacy narrative

Week 2

M or T

Read "Preface" (*TS/IS* pages xix-xxix)

Read "Introduction: Entering the Conversation" (*TS/IS* pages 1-15)

W or Th

Read "Reading and Writing Critically" (*BH* pages 109-117)

Read and annotate "Hidden Intellectualism" in *They Say/I Say* (*TS/IS* pages 380-386)

Read "Entering Class Discussion" (*TS/IS* 141-144)

Week 3

M or T

Read "Blue-Collar Brilliance" (*TS/IS* 243-255)

Read "Exploring the Subject" (*BH* pages 24-29)

Receive prompt for Essay #1

W or Th

Bring to class your prewriting for Essay #1

Read "Draft and Revise a Working Thesis Statement" (*BH* 29-36)

Week 4

M or T

Bring to class your thesis statement for Essay #1

Read "Draft a Plan" (*BH* 36-49)

W or Th

Read "Academic Writing Doesn't Always Mean Setting Aside Your Own Voice" (*TS/IS* pages 121-128)

Discuss PIE (Writing Center handout)

Week 5

M or T

Conferences. Bring draft of Essay #1 to your conference.

W or Th

Conferences. Bring draft of Essay #1 to your conference.

Week 6

M or T

Essay #1 due

Read "Starting with What Others are Saying" (*TS/IS* pages 19-29)

Read "Don't Blame the Eater" (*TS/IS* pages 391-394)

W or Th

Read "The Art of Summarizing" (*TS/IS* 30-41)

Draft a summary of "What You Eat is Your Business" (*TS/IS* pages 395-399)

Week 7

M or T

Read "Small Changes: Why The Revolution Will Not Be Tweeted" (*TS/IS* 312-327)

Read "Reforming Egypt in 140 Characters" (*TS/IS* 329-334)

Receive prompt for Essay #2

W or Th

Read "Yes/No/Okay, But" (*TS/IS* 55-67)

Read "Reading and Writing Arguments" (*BH* 159-175)

Bring to class a draft thesis for Essay #2

Week 8

M or T

Read "Building Effective Paragraphs" (*BH* 87-99)

Bring to class your thesis and outline for Essay #2

W or Th

Read "revising, editing, and reflecting" (*BH* 49-68)

Practice peer review in class

Week 9

M or T

Bring draft of Essay #2 to class. Peer review

Read "Connecting the Parts" (*TS/IS* 105-120)

W or Th

Bring revised draft of Essay #2 to class.

Read "Coherence" (*BH* 99-105)

Editing workshop

Week 10

M or T

Essay #2 due.

Read "Argumentative Tactics" (*BH* 142-159)

W or Th

Read "Kenyon Commencement Speech" (*TS/IS* 198-210)

Bring *Bedford Handbook* to class

Week 11

M or T

Read "Up Against Wal-Mart" (*TS/IS* 606-619)

Read "Progressive Wal-Mart. Really" (*TS/IS* 620-623)

W or Th

Receive prompt for Essay #3 (Revision of previous essay)

Read "The Art of Quoting" (*TS/IS* 42-51)

Week 12

M or T

Read "Part III: Clear Sentences" (*BH* 199-248)

Bring Literacy Narrative to Class

W or Th

Read "Part IV: Word Choice" (*BH* 251-275)

Bring Essay #3 Draft to Class

Week 13

M or T

Read "Part V: Grammatical Sentences" (*BH* 277-354)

Bring Essay #3 draft to class

W or Th

Peer review: Revision

Week 14

M or T

Peer review: Editing

W or Th

Essay #3 (revision) due

Prepare for final

Week 15

M or T

Prepare for final

Drafting In-Class Essays (Writing Center *PowerPoint*)

W or Th

Prepare for final

Final Exam