English 1310, Fall 2013: College Writing I
Section 035: MWF 10:00-10:50 FH 130
Section 047: MWF 11:00-11:50 FH 130

Instructor: Kayla Kitchens
Office: Flowers Hall 128
Hours: M 12:00-2:00 & W 12:00-1:00, or by appointment
Phone: 512-245-9261 (office)
Email: klk129@txstate.edu

This syllabus supplements the general First-Year English Syllabus, available online at
www.english.txstate.edu

Course Description
English 1310 is a course in expository writing. We'll spend the semester stimulating the way you think
about a variety of individual, societal, and political topics, and in doing so, make you a better and more
analytical writer. After completing this course, you should be able to draft, revise, and edit a paper for a
particular audience and purpose. These skills will serve you well during your entire academic career and
beyond.

Learning Outcomes
The Department of English has adopted student learning outcomes for general education courses in
writing and literature and for all degree programs in English. You will find these outcomes at
http://www.english.txstate.edu/about/learning.html (under the ‘Student Resources’ menu). Please
review the outcomes for the course/program in which you are enrolled.

Required Textbooks
*We will be using these texts regularly—they are not optional*

Attendance Policy
Because this class is run as a workshop, with in-class planning, writing, revising, and editing, regular
attendance is essential. Students are expected to attend every class. There are no excused absences.
When an absence is unavoidable, the student is responsible for acquiring missing course materials and
the information supplied in class. Students absent more than four days may receive a lower final grade
for the course; students absent more than six days may fail the course.

TRACS/Email
There is a TRACS site for this course, which we will use throughout the semester for grades,
assignments, and email (so you must check your Texas State email regularly).

Reading
There are reading assignments for nearly every class. Do them. If you don’t, it will be nearly impossible
to take part in discussion, which is extremely important to the class goals. It is everyone’s responsibility to
finish all assigned readings—if the class is not completing the readings, unannounced quizzes may be
implemented.
Requirements
Participation in peer-review sessions & discussion
Lead class discussion
Five papers (four with drafts and completed peer review sheets)
Final Exam (an in-class paper)
Semester-long blog (min. 14 entries) containing all written responses
(Note: You cannot pass this course unless you submit all papers and take the final.)

Peer Review Policy
On peer-review days, I will check for complete typed drafts. If your draft is not substantially complete, or if you miss class, I will lower your grade on that paper by half a letter, even if the final copy is on time. I will accept no paper unless it is accompanied by a draft and a completed peer-review sheet.

Late Paper Policy
As a rule, I do not accept late papers. Should a pressing issue arise that affects the timely submission of your paper, discuss it with me in-person, but do not anticipate an extension.

Grade Computation
Each student’s final grade will be computed according to the following percentages:

Discussion assignment: 5%
Blog: 10%
Paper 1: 5%
Paper 2: 10%
Paper 3: 15%
Paper 4: 20%
Paper 5: 20%
Final exam: 15%

Semester grade: A=90-100; B=80-89; C=70-79; D=60-69; F=59 or lower

"U" Grade (Unearned failing): Grade used when a student does not officially withdraw from but fails to complete a course (i.e., did not take a final exam, stopped attending, etc.) and fails to achieve the course objectives.

For a detailed description of what constitutes an A paper, B paper, etc., please refer to page 11 of the First-Year English Syllabus

Academic Honesty
The Texas State University Honor Code states, “We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing […] conflict as much with academic achievement as with the values of honesty and integrity.”

Plagiarizing is submitting work that is in any way not your own. Refer to the First-Year English Syllabus and to The Bedford Handbook for definitions and general policies concerning plagiarism. Any cases of verifiable plagiarism, whether deliberate or accidental, will result in a failing grade on the assignment and may result in a failing grade for English 1310. (Note: Peer Review and consultation with your instructor or a counselor at the Writing Center do not constitute plagiarism and are encouraged.)
Classroom Behavior
Behave in the classroom as you would in any other professional setting. Arrive on-time. Remain for the duration of class. Turn off and tuck away cell-phones and MP3 players before class begins. Laptops are unnecessary in this course and as such are not allowed.

Classroom Discussion
When participating in discussion, keep in mind that the University classroom is one of the most diverse spaces within our society. There will be other members of the class with whom you disagree or who will disagree with you; this is expected and welcomed. It is only through considering the beliefs and ideas of those with whom we disagree that we can truly decide on what we believe. So feel free 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 and their ideas.

Anyone who yells, is disrespectful, or uses any discriminatory/vulgar language, may be dismissed and receive an unexcused absence for the day.

Also, refrain from interrupting or chatting while someone is speaking, as this is disrupting and disrespectful.

Special Needs
Students with special needs who require accommodations for the successful completion of this course must notify both the Office of Disability Services and the course instructor by no later than the end of the first week of classes so that necessary accommodations can be made.

Remember: This class is designed to help you become a successful college writer. We will all work together to achieve this goal, and I will do everything I can to assist you every step of the way.

But also, keep in mind that you're in college. From this point on, your education is ultimately yours and yours alone. Take control of it by showing up, participating, and growing.
Course Calendar

*This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs.
**Expect for Bedford readings to be assigned in addition to what is printed below as they become pertinent. The Bedford text should be brought to every class, regardless of schedule. Please note: you should come to class already having completed the assignments/readings for that date.

Reading the World=RW
The Bedford Handbook=BH
Library E-Reserve=ER

August

Week 1

8/26 Introduction to Course, discuss first paper
8/28 Paper 1 written in class
8/30 RW 549-565 Reading strategies; BH 86-87

September

Week 2

9/2 Labor Day – no class
DISCUSSION THEME #1: Education

9/4 Paper 1 returned and discussed; BH Chapter 1.1a (2-10) (assessing the writing situation)
9/6 Paper 2 assigned; RW 46-50 (Douglass), 53-59 (Newman)

Week 3

9/9 BH Chapter 1. 1b-1c (13-21) RW 76-81 (Okakok)
9/11 Thesis/intro for Paper 2 due; BH Chapter 1, sections 1d-1f (21-35); workshop thesis statements
9/13 BH Chapter 3, sections 3a-3c (62-75) (building effective paragraphs)
Week 4

9/16 Outline for Paper 2 due; model peer review

9/18 Bring complete draft of Paper 2; peer review

9/20 BH 39-49: global revision, BH 739-740: document design

Week 5

9/23 Final draft of Paper 2 due; BH 49-51; proofreading workshop

DISCUSSION THEME #2: War and Peace

9/25 BH 504-514 (Integrating sources); RW 274-280 (Mead)

9/27 RW 282-286 (Orwell), 288-291 (Oe)

Week 6

9/30 Paper 2 returned and discussed; Paper 3 assigned; RW 293-303 (Elshtain)

October

10/2 BH 49-59 (editing and proofreading a final draft); BH 21-25 (section 1d); discussion of outline strategies

10/4 Formal outline for paper 3 due; workshop

Week 7

10/7 Conferences

10/9 Conferences

10/11 Conferences

Week 8

10/14 Typed draft of paper 3 due; peer review

10/16 BH 75-83, 25-32, 34-35; transitions, intros, conclusions

10/18 Final draft of paper 3 due; workshop
DISCUSSION THEME #3: Social Action and Government

Week 9

10/21 RW 199-200, Video clips in class

10/23 Paper 4 assigned; RW 227-236 (Tutu)

(October 24th is the last day to drop with a “W”)

10/25 Paper 3 returned and discussed; Review of writing conventions with BH

Week 10

10/28 Thesis/plan due for Paper 4; workshop; BH 142-147 (effective sentences)

10/30 RW 202-217 (King), Printout of Birmingham clergy statement

November

11/1 Typed draft of Paper 4 due; peer review

Week 11

11/4 Final draft of Paper 4 due; workshop and review of writing conventions

DISCUSSION THEME #4: Social Class

11/6 RW 558-561 (Reading Visual Texts); view images: RW 320, 269/C4, 341, 504/C8


Week 12

11/11 Paper 4 returned and discussed; BH 191-196, sections 15a-15d (sentence variety)

11/13 Thesis/outline for Paper 5 due; workshop

11/15 Typed draft of Paper 5 due; Peer review

Week 13

11/18 Final draft of Paper 5 due; workshop
DISCUSSION THEME #5: The Power of Words

11/20 Paper 5 returned and discussed; RW 539-545 (Morrison)

11/22 RW 506-514 (Achebe)

Week 14

11/25 ER “What I See When I Look at the Face on the $20 Bill” (Vowell) 33pgs

11/27-29 Thanksgiving Break

December

Week 15

12/2 Course evaluations; begin discussion of in-class essay strategies

12/4 Preparation for final exam

(December 5th is the last official class day)

FINAL EXAM (IN-CLASS ESSAY):

Section 035: Monday, December 9 (11am – 1:30pm)

Section 047: Wednesday, December 11 (8 am – 10:30am)

You must attend the final

(Final Grades will be available December 18th)
Dates and Requirements for Blog

On the dates listed below, you are required to make a blog entry (between 150 and 200 words) addressing one of the readings for that day. There should be an even blend of personal and critical responses to the texts. You are encouraged to quote, add pictures, post links to articles and video. As far as grading, I will be looking at the quality of your responses over quantity. The main purpose of these responses is to get you thinking about the texts and to incorporate your thoughts into class discussion. In order to do this, I require that these entries must be posted by 8:00 am the day the readings are assigned for. The only exception to the deadline is if you are leading discussion for that day. If that is the case, you are welcome to post your blog entry within a few days of the assignment. The blog entries are worth 10% of your final grade.

1. 8/30 RW 549-565 Reading strategies
2. 9/6 RW 46-50 (Douglass), 53-59 (Newman)
3. 9/9 RW 76-81 (Okakok)
4. 9/25 RW 274-280 (Mead)
5. 9/27 RW 282-286 (Orwell), 288-291 (Oe)
6. 9/30 RW 293-303 (Elshtain)
7. 10/21 RW 199-200
8. 10/23 RW 227-236 (Tutu)
9. 10/30 RW 202-217 (King), Printout of Birmingham clergy statement
10. 11/6 RW 558-561 (Reading Visual Texts); view images: RW 320, 269/C4, 341, 504/C8
12. 11/20 RW 539-545 (Morrison)
13. 11/22 RW 506-514 (Achebe)
14. 11/25 ER “What I See When I Look at the Face on the $20 Bill” (Vowell) 33 pgs