



English 1301.102-H4
Composition I
Summer
Dual Credit Course

Instructor Information:

Dr. Charlotte Pitts

Office hours and location:

LRC 247

Email me with questions or concerns. I will respond within 24 hours, Monday to Friday.

➡ Also available by **appointment** (email me several days and times that would work best for you. I will do my best to accommodate your request).

Required Textbook/Materials:

Students will have access to the internet and a laptop or computer during class.

- You will need a binder with notebook paper and a couple of plastic sleeves or a large spiral with pockets. Please bring your binder or spiral and pencils/highlighters daily.
- You will need to plan time for the computer lab in the library or have access to your own device to complete assignments outside of class. All work is submitted electronically.

Course Description

➡ Course Overview

In English 1301, students develop rhetorical knowledge, including negotiating purpose, audience, context, and conventions. Students practice their writing processes, including drafting and revising for a variety of purposes.

Student Learning Outcomes: Upon completion of this course, students will:

1. Develop Rhetorical Knowledge

- a. read and evaluate writing across genres and forms, including digital texts, with attention to purpose and audience
 - b. Identify and analyze various audiences, purposes, and contexts for writing
 - c. navigate multiple language contexts and audience expectations, including genre conventions
 - d. Negotiate conventions and expectations as social constructs
2. Develop Their Own Writing Processes
- a. Draft writing in multiple genres, with different primary audiences and purposes
 - b. Make intentional, rhetorical choices in their writing based on purpose, audience, and context
 - c. develop skills in collaborative composing
 - d. Revise their writing based on feedback from their instructor and peers
 - e. compose writing using a variety of technologies to address a range of audiences

Course Introduction

Welcome to English 1301. My name is Dr. Charlotte Pitts. I'm excited to share this course with you as we work to "develop rhetorical knowledge" and refine our own writing processes. Forget all you think you know about this course because I think you'll be pleasantly surprised at how much we will do in this class to help you be a better student, writer, and thinker. Essentially, we will be learning about and practicing with a variety of tools to help you communicate in college and beyond. You are being initiated to rhetorical analysis as the main tool to help you navigate writing and communication situations—in our department, across the university, and into your professional life.

This class is not just about writing five-paragraph essays, as you might expect. Our digital world provides us with many opportunities to use technology to get our messages across. We will be creating useful texts (a generic word that refers to all sorts of deliverables) through a process of analysis that focuses on the purpose and audience beyond what you are used to thinking about from high school English.

Above all, I see my purpose in this course to help you be successful. To that end, I welcome your questions, suggestions, rants, reviews, etc. This is our community space. I want you to feel welcome and comfortable to take chances learning and creating. I call this space **our community** because I am not here to be authoritarian. I'm here to learn about you and tailor the course to your needs. I want to facilitate your learning in this course. I hope you have fun with your writing assignments and enjoy your semester at the College of the Mainland.

➡➡Required Texts

- You don't need to buy any books for this course. We'll be using OER texts for this course. All materials will be provided on the online learning platform, D2L.
- In addition to weekly articles, we will use an OER book for an occasional reference (TBA).

Course requirements:

➡➡Major Assignments

Writing Assignments:

Students will complete several writing assignments throughout the semester, which will be graded for specific aspects of organization, style, correct usage, adherence to a specific style format (usually MLA), proper documentation of sources, and overall clarity and effectiveness. All essays must be typed and will be turned in electronically on the COM learning platform called D2L. Submissions are dated and time-stamped. A 24-hour help desk is available on the COM portal for people experiencing technical difficulties uploading assignments.

Our section of English 1301 has four major writing projects. Full instructions for each of these assignments will be discussed in class. I will teach weekly lessons, explain the assignments, and meet with you individually as needed to clarify assignment details.

Project One: Product Review Essay (200 Points) Week 1

Project Two: Writing Process Project (200 Points) Week 2

Project Three: An Annotated Bibliography (200 points) Week 3

Project Four: College Student Infographic (200 Points) Week 4

Project Five: Movie/Streaming Series Review (200 Points) Week 4 and 5

Final: Rhetorical Knowledge Reflection (200 Points)

➡ Additional Assignments

Article Summaries and Personal Reflections 100 points each

You will read articles pertaining to our writing assignments. You will create one document that contains a one-page, double-spaced, 12-point, Times Roman, MLA summary and a ½ to one-page personal reflection, and a citation of the article (all the same document). Your personal reflection can make text-to-self, text-to-text, or text-to-world connections. Additionally, it can be about experiences or misconceptions that may have been clarified by reading the article. Please use the *first person* in your reflection. I will explain each assignment in detail during class. We can meet individually if further explanation is desired.

Required online COM Library Research Tutorial:

Students must complete a research tutorial provided by the COM Library. This will help students develop the skills of choosing and documenting sources for research writing. We will discuss how to access and complete this assignment in class.

Professionalism:

As this is a college course, students are expected to approach class time and the coursework with maturity and professionalism. This includes participating actively in class discussions and activities, coming to class prepared, attending regularly and punctually, and responding to other students and the instructor respectfully and professionally. Do not play on your phone or wear headphones /earbuds while the teacher is presenting.

Classwork:

I expect all students to participate in class. The classwork grade will account for consistent completion of style and grammar practice exercises, assigned responses to readings, drafts and revisions, online discussions and assignments, peer critiques, and overall contribution to the workings of the class.

GRADESCALE

A=90-100, B=80-89, C=70-79, D=60-69.

F=0-59.

*Plagiarized student work will not be accepted for a grade. This includes unauthorized use of AI.

Late Work, Make-Up, and Extra-Credit Policy: Late work may be accepted for classwork and essays within limits and at the instructor's discretion. Students will lose points on assignments accepted late. Essays will not be accepted more than one day late. Students will have access to class slideshows, online assignments, and course documents through course software online so

that due dates will apply even with absences. Exceptions will be made only in exceptional circumstances. All D2L assignments are dated, timed, and stamped electronically.

Attendance Policy: Attendance and punctuality are both requirements of the course. Frequent absences and tardies will be penalized by a reduction in the professionalism score. Consistently absent or tardy students (6 or more absences and 7 or more tardies) will be dropped from the course, or they will be given a failing grade if W Day has passed.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email or via Brightspace/D2L. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Academic Dishonesty: Student work must be original and produced by the student who turns it in. Any work copied from other students (even if revised), created by online text generators, resubmitted for multiple assignments or copied from published writers (even if revised) will not be credited. Students will not be given chances to redo plagiarized assignments. Repeated instances of academic dishonesty will result in a reduction in the professionalism score and/or discipline referrals.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Brian Anderson (College of the Mainland) at 409-933-8186, banderson@com.edu.

Course Outline:

➤➤ Tentative Course Outline

*Notice that this is subject to change. I will explain each assignment in detail.

This schedule gives you a general idea of what's coming, but it's **crucial** that you look for readings and updates on the weekly modules in D2L.

Week One (Week of June 2nd): Introduction I- What is “*Rhetorical Knowledge*?”

Focus	Readings	Assignments
Welcome and Intro to 1301		We will do most of this during class.
An Intro to “Rhetorical Knowledge”	Syllabus	MLA heading
	Sample ML paper	Syllabus Quiz
	Article: Scholarly Ethos	Article Summary
Ethical use of AI		Complete the Library Online Tutorial.

Week Two (Week of June 9th): Introduction II

Focus	Readings	Assignments
<p>Thesis Statements</p> <p>What is a citation? How do we cite the articles for this week (MLA format)?</p> <p>What are citation generators?</p> <p>How to write and respond to a collegiate-level discussion post prompt.</p> <p>Review Essay Directions and Expectations</p>	<p>Revisiting Scholarly Ethos</p>	<p>Review Essay Rough Draft</p> <p>Revisiting Scholarly Ethos: Class Discussion and Discussion Post</p>

Week Three (Week of June 16th): Project Three: An Annotated Bibliography (200 points) Week 3

Focus	Readings and Resources	Assignments
<p>Navigating the library and its many resources</p>	<p>Use the COM library to search for articles.</p> <p>Use this link to schedule Zoom meetings with a librarian.</p> <p>Book a Librarian</p>	<p>Annotated Bibliography Parts One and Two</p>

Week Four (Week of June 23rd): College Infographic Project

Focus	Readings	Assignments
Researching for the infographic	“ Assessing Source Credibility ”	Discussion post for Assessing Source Credibility.

Week Four (Week of June 23rd) and Week 5 (Week of June 30th) Movie Review

Focus	Readings	Assignments
Movie/series review	Movie or TV series that you select for this project	<p>For this essay, you will need to select a movie or TV/streaming series to evaluate.</p> <p>Options for Completing the Assignment:</p> <p>Students can choose to complete this assignment in any of the following compositions:</p> <ul style="list-style-type: none">● Compose a 750-word essay● Create a 5-6 minute audio recording● Create a 5-6 minute video recording

Assignments

Overview of Activities: You will complete a series of assignments in this course. The following descriptions provide an overview of these assignments. For all major deliverables, I will provide detailed assignment sheets, supporting documents, and due times/dates.

Product Review Essay

Dr. Charlotte Pitts

English 1301

Purpose:

Our first writing project for the semester will be a review essay.

Learning Outcomes:

- read and evaluate writing across genres and forms with attention to purpose and audience.
- navigate multiple language contexts and audience expectations, including genre conventions
- negotiate conventions and expectations as social constructs
- draft writing in multiple genres, with different primary audiences and purposes
- compose writing using a variety of technologies to address a range of audiences

In short, the review essay is helpful in developing and refining our “rhetorical knowledge,” which is the main goal of our class: that is, review essays push us to think more carefully about our audience to achieve our purpose. You will also use this information on your final writing project.

Assignment:

For this assignment, you'll ultimately create a 600-1000 word "review essay" in MLA format. To edit the document, go to "file" and then "make a copy," and you'll have MLA formatting set up). In our case, we are going to choose one of the following:

- A Restaurant Review (as it would be posted on Yelp or equivalent)
- A Product Review (as it would be on Amazon or equivalent)

Regardless of which of these options you choose, the focus of this assignment will be drawing on our *rhetorical knowledge* of an audience to achieve our purpose (in this case, either endorsing--or perhaps warning your audience to avoid--a particular item or eatery).

You are going to be tasked with establishing 3 to 5 *criteria*. By *criteria*, I mean the categories you will establish in your essay that you will use in your evaluation (for example, if you are reviewing a product, you might include "durability" as a criterion) **Your criteria should be connected to your audience and their concerns**--in other words, who is the *audience* for your review, and what do *they* need to know about what you are reviewing? I'll be talking more about criteria during this week's lecture video.

Think about a product you have recently purchased or what to purchase. That may help you with this assignment. For example, I recently ordered meal prep meals from a company. I could write a whole review of my experience because I have personal knowledge from doing it. I think this assignment will be a lot easier for you if you think about something you experienced, read, or purchased personally. Don't try to do this abstractly, I think that would make it much harder. I'll explain this assignment further in the Blackboard assignment directions. Your **review essay** should have the following:

- a.) The essay has a clearly identified audience and purpose
- b.) The essay designates 3-5 criteria that are used in the review that are connected to the audience/purpose.
- c.) The completed essay is 600-1000 words in MLA format.

Here is a student-generated example of the assignment for your reference. [Link to Sample Review Essay](#)

Due Date(s)

There are 200 Points Total for this writing project. Complete instructions for each stage are found on Blackboard. I will explain further in a video as well.

Assignment FAQs

1. How will discussions and Works-In-Progress be graded?

In English 1301, I will ask you to reflect frequently on your own progress and learning.

You are graded as follows:

- For discussion posts: You'll get full points if you posted and answered the question **and** responded to peers as instructed (while being courteous and thoughtful to your peers).
- For "Works-in-Progress" Assignments: You'll get full points for turning in a draft of the specified length with the specified parts as indicated in the assignment.

- For the final draft: You'll get full points if you show me where you are *trying* to make the changes/edits/additions/etc asked of you in the feedback to your "Work-in-Progress" draft.

2. I still don't understand what a "criteria" is! HELP!

Ask yourself, *what does your audience care about and why?* If it's a restaurant, who is your audience? If your audience cares about the restaurant being kid-friendly (like a child menu), then "kid-friendly" could become a criterion on which you judge the restaurant. Another audience might care more about the ambiance of the restaurant. Maybe your audience has to budget carefully, so then considerations about cost/affordability could be a criterion. Think about what aspects of the restaurant/item you're reviewing will be most important to your audience. Ask yourself what criteria are important to you. That will help you generate some ideas for criteria. I eat super clean and like outdoor seating. My criteria would include healthy options and outdoor dining if my audience were health-conscious people. An internet search will help you come up with more criteria relevant to your topic.

[Types of Criteria \(a few examples\)](#)

Writing Process Project

Dr. Charlotte Pitts

English 1301

Purpose:

Our second writing project for the semester will be a “Writing Process Project.” I’ve chosen a writing process project for our course because this assignment is an excellent match for several of the learning outcomes of English 1301 surrounding “rhetorical knowledge,” including:

- draft writing in multiple genres, with different primary audiences and purposes
- revise their writing based on feedback from their instructor
- compose writing using a variety of technologies to address a range of audiences

In short, the writing process project pushes us to explore how we currently write as well as options for developing and improving writing skills.

Assignment

Part 1: Write about what you know about the writing process, your feelings about writing, and how you approach your own writing (for example, academic writing, creative writing, or practical writing tasks). Please double-space your work, and use Times Roman, font size 12 for this assignment. Typically, part one will be an approximately two to three-page document.

Part 2: You will study the writing process of an author or creator of your choice and report your findings. You may utilize YouTube videos with interviews about different writing processes for comedians, authors, screenwriters, etc.) Be creative and have fun selecting your creator of choice. Typically, part two will be a three to four-page document.

Annotated Bibliography

Dr. Charlotte Pitts

English 1301

Purpose:

You will write and research for your entire academic career. This assignment will provide you with an opportunity to explore scholarly, peer-reviewed research pertaining to your intended major while navigating our online library. Please use the COM online library for your resources because you will need to be familiar with accessing and using library resources in order to complete your coursework.

Utilize the writing center for assistance in navigating the library, or explore the online library when time permits.

If you have any downtime, this is an assignment you can start on early. It's an assignment to help you explore the library and access reliable and valid information for your research, as well as develop autonomy and self-advocacy skills by utilizing all of the resources available to you.

Examples of annotated bibliographies:

<https://www.scribbr.com/mla/mla-annotated-bibliography/>

Objectives

- draft writing in multiple genres, with different primary audiences and purposes
- revise their writing based on feedback from their instructor
- compose writing using a variety of technologies to address a range of audiences

Assignment:

Part 1: Access the SHSU library <https://library.shsu.edu/>. Research articles pertaining to your intended major. Utilize the writing center and other library resources available to find articles for this project.

Submit only the 4 citations in MLA format that you will write annotations for next week. You may use <https://www.mybib.com/tools/mla-citation-generator> as a resource for writing your selected MLA citations. Double-check generated citations because it is not 100% correct.

Part 2: Write your annotations for each article. Do not cut and paste existing annotations. That would be plagiarism and not eligible for credit. Make sure to summarize and paraphrase your findings. I will explain further in the weekly video.

Grading Rubric:

Criterion	Possible Points
MLA heading MLA formatted citations (four peer-reviewed articles from the COM library)	100%
Part 2: MLA heading A title that says Annotated bibliography MLA-formatted citations (you did this in part one. Make the corrections.) Self-written annotations of each article.	100%

College InfoGraphic Project

Dr. Charlotte Pitts

English 1301

Overview

An [infographic](#) is a visual presentation of information, data, and patterns clearly and concisely to a specific audience. In this assignment, you will identify an issue that impacts college students today, research that topic, and create an infographic that you can share with your fellow classmates. The purpose of this infographic assignment is to visually represent the various points of view on a research topic of your own choosing. In a sense, you will tell a story about your research topic using a variety of modes, including—but not limited to—words, images, colors, and numbers.

Learning Objectives

This project helps students work toward developing their proficiency in the following course outcomes:

1. Identifying and analyzing various audiences, purposes, and contexts for writing.
2. Drafting writing in multiple genres, with different primary audiences and purposes.
3. Making intentional, rhetorical choices in their writing based on purpose, audience, and context.
4. Composing writing using a variety of technologies to address a range of audiences

Assignment Requirements

In this assignment, you will identify an issue impacting college students today, research that topic, and create an infographic that you can share with your classmates. The purpose of this infographic assignment is to visually represent the various points of view on a research topic of your choosing. In a sense, you will tell a story about your research topic using a variety of modes, including—but not limited to—words, images, colors, and numbers.

Part I: The Infographic

Based on the research you've conducted in this unit, create an infographic that, **at a minimum**, includes the following:

- The main title for the infographic
- 5 sections of information with headings
 - 1 section should be a “tips” section geared toward students
 - 1 section should be a list of references at a minimum of 3 sources you used during your research
- 1 graph/chart
- 4 graphics/images
- 10 total facts on the infographic

You can use any infographic platform, such as Piktograph, Canva, Adobe Spark, Adobe Illustrator (you have free access to the Adobe suite via your SHSU email), infogram.com, or [PowerPoint templates](#). **You should save the assignment as a .PDF, .JPEG, or . PNG file and submit it on Blackboard. Other file types will not be accepted.**

Part II: Reflection

This short reflection should explain the purpose of your infographic and the specific rhetorical strategies you used to design it. For example, if you used a pie chart in your

infographic to visualize data from a source, you should explain how and why you made that decision and how it supports the purpose of your infographic overall.

Examples

Check government, commercial, and non-profit websites for examples of infographics. Note how rich they are in information, but also pay attention to the poorly constructed ones, too. Check out [this great resource](#) on crafting effective infographics.

Additional Guidelines

1. Do not delay in getting started on this assignment. You need time to hunt for worthwhile information and to develop a substantive and interesting infographic. Use the research you've collected this term. Work smarter, not harder! 2. Many students have learned the hard way that copying information off websites (googling "infographic + {topic of your choice}" and then recreating one you find) leads to low or failing grades for this assignment. Use this opportunity to be creative and analytical.

	Advanced	Good	Adequate	Needs Improvement
Message Clarity 20%	The topic and messages of the infographic are clear and easily understood, intended to inform or convince the viewer.	The topic and main ideas are clear.	The topic is given, but the main ideas are unclear or lacking.	Topic and/or main ideas are absent or very unclear.
Details 20%	Details (including labels) support the main idea without distracting with clutter.	Detail is added to support each main idea with minimal clutter.	More is needed for understanding. Some are distracting.	Very little detail is provided for the main ideas, and understanding is limited.

Content - Accuracy 15%	At least 4 accurate facts/concepts are displayed in the infographic	3 accurate facts are displayed.	2 accurate facts are displayed.	Fewer than 2 accurate facts are displayed.
Graphics - Relevance 15%	The graphics used represent information appropriately.	Most graphics represent the information appropriately.	All graphics relate to the topic but do not represent it appropriately.	The graphics do not relate to the topic.
Graphics - Visual 15%	Color, shape, size, and arrangement of graphics contribute meaning to the overall message.	Color, shape, size, and arrangement are eye-catching and contribute some meaning.	Color, shape, size, and arrangement are present but do not add to the information.	Color, shape, size, and arrangement are distracting or misleading.
Design/ layout 15%	The design/layout is neat, clear, and visually appealing.	Is attractive in terms of design, layout, and neatness.	It is acceptably attractive, though it may be a bit messy.	Is distractingly messy, unattractive, or very poorly designed.

Movie/Streaming Series Review Essay

Dr. Charlotte Pitts

English 1301

Context:

In this unit, we have worked to understand how writers (and speakers) operate within rhetorical contexts and compose to be more effective in that unique context. We have also explored this idea by asking ourselves how writers make (and communicate) judgments by applying reliable and appropriate criteria to a specific artifact/object.

Assignment:

For this essay, you will need to select a movie or TV/streaming series to evaluate. You will write a review of your movie/tv show based on the following evaluative criteria:

1. Acting,
2. Character development,
3. Plot,
4. Cinematography,
5. Music, score, and/or sound effects,
6. Graphics, and
7. Additional criteria are based on the genre. For example, in a rom/com, actor/character chemistry is important, but in a horror film, effective jumpscare and special effects are more important.

You do not need to cover all of these criteria, but your review should be based on some of these criteria. **Your project should incorporate multimodal elements, as appropriate for your subject, and you should consider layout and document design rather than merely present a typed essay.**

Options for Completing the Assignment:

Students can choose to complete this assignment in any of the following compositions:

- Compose a 750-word essay
- Create a 5-6 minute audio recording
- Create a 5-6 minute video recording

Questions to Get You Started:

- What kind of evidence are you providing in support of your evaluation?
- Are you being fair? How can you make your evaluation a balanced review of your artifact?

Other Considerations:

To have a rich evaluation, you will need to incorporate information about your movie/TV series. For this, only web sources are required. You **are required** to include a Works Cited page, formatted according to MLA standards. You can check out a [student sample of the video option](#) for ideas.

Grading Rubric

	Advanced	Good	Adequate	Basic	Needs Improvement
Thesis	The thesis makes a clear evaluation based on reliable criteria.	The thesis and/or criteria lack clarity.	The thesis has but uses unreliable or inappropriate criteria.	The writer must infer what the evaluation and/or criteria are.	There is no project or stated criteria.
Organization	The project follows a logical structure, clearly moving from point to point with appropriate transitions.	The project structure is clear; most points have appropriate transitions.	The project has some logical organization, but not all transitions are clear.	Project organization is confusing; transitions are lacking.	The project has no apparent organization; transitions are non-existent.
Content	The content of the project offers insightful and interesting evaluations; appropriate examples are	The content of the project offers some evaluations; some examples are	The content of the project presents some evaluation; examples are presented and	The content of the project may relate to the prompt, though examples are not presented	The content of the project does not respond to the prompt;

	presented and fully explained.	presented and explained.	partially explained.	and/or not explained.	examples are not presented.
multimodal components	The project effectively incorporates multimodal elements and document design in order to enhance the quality of the review.	The project incorporates multimodal elements and document design, but such elements may not enhance the review.	The project incorporates either multimodal elements or document design or incorporates both but ineffectively.	The project does not incorporate multimodal elements or document design.	The project does not incorporate multimodal elements or document design.
language practices	the language practices reflect a nuanced understanding of audience and purpose.	The language practices reflect an appropriate understanding of the audience and purpose.	The language practices reflect an adequate understanding of audience and purpose.	The language practices reflect a limited understanding of audience and purpose.	The language practices reflect little understanding of audience and purpose.