



English 1301-018I2

English – Rhetoric and Composition

Fall II 2025

Online Course / October 13, 2025 – December 4, 2025

Instructor Information

Name: Samantha Daviss, MFA

Email: sdaviss@com.edu

Phone: Via TEAMS Appointment

Office Hours: call or email to make an appointment online

Office Location: Remote/Online

**I am available at your disposal to offer help or to answer questions. I always try to respond to emails promptly – within 24 hours at the latest.*

Course Information

Course Number: ENGL 1301

Course Title: Composition I

Credits: 3 (Lecture 3, Lab 0)

Session Dates: October 13 - December 4, 2025

Class Meeting Times: Assignments Due: Sunday at Midnight

Classroom: Remote

Required Textbook/Materials

NO TEXTBOOK PURCHASE REQUIRED - This course uses Open Educational Resources (OER)

Required Free Online Resources:

- **The Rough Writer's Guide** (OER Textbook): <https://pressbooks.pub/roughwritersguide/>
 - Our primary course textbook - completely free and accessible online
- **Purdue OWL Writing Lab:** <https://owl.purdue.edu/writinglab/index.html>
 - Primary resource for MLA citation, grammar, and writing process guidance
- Access to Microsoft Office or Google Docs for document creation
- Reliable internet connection for accessing online resources

Optional Supplementary Tools:

- **ProWritingAid:** <https://prowritingaid.com/> (free version available)
 - Grammar checking and writing improvement tool
- Additional readings may be provided via the course management system
- I will run any suspecting papers or projects through an AI or plagiarism detector at any time I deem necessary.

Note: During the past year, COM faculty researched possible OER materials to ease financial burdens for students and eliminate barriers to success. The adoption of these free resources ensures all students have equal access to high-quality materials while maintaining consistency across English 1301 sections.

Course Description

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to the audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use edited American English in academic essays.

Additional Course Objectives:

1. Analyze appropriate college-level reading materials.
2. Evaluate expository and persuasive prose.
3. **Demonstrate knowledge of MLA bibliographic and citation systems using Purdue OWL Writing Lab guidelines.**
4. Use technology in the writing process.
5. Evaluate choices and actions of others or one's own and relate consequences to decision-making. (Personal Responsibility)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Students will write clear, organized essays that present a coherent argument with supporting evidence.	Critical Thinking & Communication	Argumentative Essay – Students develop and support a thesis with credible sources and logical reasoning.
Students will identify and effectively use rhetorical strategies (ethos, pathos, logos) to persuade and influence audiences.	Communication & Critical Thinking	Rhetorical Analysis Essay – Students analyze how speakers/writers use appeals to persuade specific audiences.
3.Students will demonstrate proficiency in grammar, mechanics, and sentence-level writing conventions.	Communication	Writing Assignments & Grammar – Students apply correct grammar, punctuation, and mechanics in all written work.
4.Students will synthesize information from multiple sources and integrate credible evidence into their own writing.	Critical Thinking & Information Literacy	Research-Based Essay – Students gather, evaluate, and incorporate sources to support their arguments and claims.
5.Students will revise and edit their work based on feedback to improve clarity, organization, and overall effectiveness.	Communication & Self-Directed Learning	Peer Review Workshops – Students demonstrate growth through multiple drafts, incorporating instructor and peer feedback.

General Education Core Objectives

Students completing this course will demonstrate competency in the following Core Objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Teamwork:** Consider different points of view and work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own and relate consequences to ethical decision-making.

Course Requirements

- This course requires completion of four major essays, including one research-based essay. Students will produce a minimum of 16 to 20 pages of formal writing throughout the semester.

- All assignments will need to be in MLA format with layout/design and citation format as well.

Course Overview

This 8-week college course is designed to guide students through the designated reading material, with a specific reordering of chapters to enhance learning outcomes. **Chapter IX is moved to the first week of the course**, followed by chapters two through eight in their original order. An online quiz will be held every Friday to assess comprehension and engagement.

Weekly Reading Breakdown and Calendar Breakdown

Week	Chapters	Week Dates
1	Chapter IX	Oct 13-19
2	Chapter I	Oct 20-26
3	Chapter II	Oct 27-Nov 2
4	Chapter III	Nov 3-9
5	Chapter IV	Nov 10-16
6	Chapter V	Nov 17 - 23
7	Chapter VI	Nov 24-30
8	Chapter VII & VIII	Dec 1-4 (due: Dec 2)

Notes

- Chapter IX is prioritized as the first week of study, followed by the standard chapter sequence.
- All assignments are due by **Sunday at 11:59 PM CST** (apart from ESSAY 5) of each designated week.
- Rubrics will be embedded in all assignments for your use and for grading purposes.
- Topics have been provided; however, if there is a topic of more interest to you, please feel free to do it/them.

Major Assignments:

1. ESSAY 1: Personal Introduction (1-2 pages) – Week 1

- Introduce yourself
 - ⇒ Elaborate on your major, your desired career goals, and anything else you want to include.
 - ⇒ Elaborate on the fact that English or writing will/will not enhance your goals and your major, and if so/if not – explain how.

2. ESSAY 2: Personal Narrative Essay (2-3 pages) - Week 2

- **Option A: "A Moment That Changed My Perspective"** - Write about a specific experience that significantly altered how you view yourself, others, or the world
- **Option B: "Lessons from Failure"** - Reflect on a time when you failed at something important and what you learned from that experience

- **Option C: "A Person Who Shaped Who I Am"** - Write about someone who had a profound influence on your values, beliefs, or life direction. Focus on specific moments or interactions that illustrate their impact on you.
- **Option D: "When I Found My Voice"** - Reflect on a time when you stood up for yourself or others, spoke your truth, or discovered confidence you didn't know you had. Explore what led to that moment and how it changed you.
- **Option E: "A Place That Feels Like Home"** - Describe a physical location that holds deep meaning for you. Through sensory details and specific memories, explore why this place matters and what it reveals about your identity or journey.

3. Rough Draft Rhetorical Analysis – Week 3

- Load at least two pages of your rough draft of your Week 4 Assignment (Rhetorical Analysis) – have at least two strong pages, either outlining or explaining your rhetorical analysis project.
- How you intend to present and in what genre – meaning: will it be in academic writing, a journal, a radio script, a movie script, a newspaper
⇒ Get creative here
- Within the rough draft, include your outline, your intended audience, topic, and whether it will be “They Say” or “I Say” or a combination of both.

4. ESSAY 3: Rhetorical Analysis Essay (3-4 pages) - Week 4

- **Option A:** Analyze a TED Talk of your choice, examining how the speaker uses ethos, pathos, and logos to persuade their audience
- **Option B:** Analyze a public service announcement (PSA) or advertisement, focusing on the rhetorical strategies used to influence the target audience
- **Option C:** Analyze a political speech (historical or contemporary), examining how the speaker employs rhetorical devices, appeals, and strategies to connect with their audience and advance their agenda.
- **Option D:** Analyze an opinion editorial (op-ed) or persuasive article from a major publication, focusing on how the author constructs their argument through rhetorical choices, structure, and evidence selection.
- **Option E:** Analyze a social media campaign or viral post, examining how the creator uses visual rhetoric, brevity, platform-specific features, and emotional appeals to engage audiences and spread their message.

5. ESSAY 4: Argumentative Essay (3-4 pages) - Week 5

- **Option A: "Should College Be Free?"** - Argue for or against free college tuition, using evidence to support your position.
- **Option B: "The Impact of Social Media on Mental Health"** - Take a stance on whether social media has a predominantly positive or negative effect on users' mental health
- **Option C: "Should Remote Work Be the New Standard?"** - Argue whether employers should adopt remote or hybrid work models as the default, or maintain traditional in-office requirements, considering productivity, work-life balance, and economic impacts.
- **Option D: "The Role of Artificial Intelligence in Education"** - Take a stance on whether AI tools (like ChatGPT) should be embraced, restricted, or banned in academic settings, addressing concerns about learning, academic integrity, and preparing students for the future.
- **Option E: "Universal Basic Income: Solution or Problem?"** - Argue for or against implementing a universal basic income program, examining economic feasibility, societal impacts, and effects on work incentive and poverty reduction.

6. Peer Review and Rough Draft for Research-Based Essay – Week 6

- By the **Thursday of week 6 at 11:59 pm CST**, please upload the full rough draft of your Research-Based Essay due at the end of week 7
- By the **Sunday of week 6 at 11:59 PM CST**, have your peer review uploaded so you can offer and receive full feedback from your peers and offer them full feedback to better enhance everyone's projects.
 - ⇒ You do not have to select or respond to the same person who is doing the peer review on your paper.
 - ⇒ Also, by Thursday, you may type in "CLAIM" under your classmates' project, so others know it is taken – then complete your review by Sunday evening.
- There will be a peer review form in the module for that week – you don't need to adhere to it precisely, just use it as a strong outline.

7. **ESSAY 5: Research-Based Essay (6-8 pages) - Week 7/Week 8**

Thanksgiving Break and the End of the Semester are close together, so please have your ESSAY 5 turned in by Tuesday, Dec 2nd (nothing will be due on Sunday, November 30th of Week 7) to allot for grading time.

- **Option A: "Addressing a Local Community Issue"** - Research a problem affecting your local community and propose evidence-based solutions
- **Option B: "The Future of Work in the Digital Age"** - Investigate how technology is changing the job market and argue for specific strategies individuals or society should adopt
- **Option C: "Climate Change Adaptation Strategies"** - Research how specific regions, industries, or communities are responding to climate change impacts, and argue for the most effective adaptation approaches based on scientific evidence and case studies.
- **Option D: "Healthcare Access and Inequality"** - Investigate barriers to healthcare access for underserved populations (rural communities, low-income families, or specific demographic groups) and propose evidence-based policy solutions or interventions.
- **Option E: "The Prison System and Recidivism"** - Research the effectiveness of current incarceration practices versus alternative approaches (rehabilitation programs, restorative justice, education initiatives) and argue for reforms that reduce repeat offenses and promote successful reintegration.

Determination of Course Grade

Assignment Category	Percentage
Essay 1 (Personal Introduction)	10%
Essay 2 (Personal Narrative)	15%
Rough Draft Rhetorical Analysis	15%
Essay 4 (Argumentative Essay)	20%
Peer Review and Rough Draft for Research-Based Essay	15%

Assignment Category	Percentage
Essay 5 (Research-Based Essay)	25%

Grading Scale:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: Below 60%

Late Work, Make-Up, and Extra-Credit Policy

- **Late Work:** Late essays will be penalized 10% per day late unless prior arrangements are made.
- **Make-Up Work:** Make-up opportunities will be provided for excused absences with appropriate documentation.
- **Extra Credit:** No extra credit opportunities will be offered. Focus should be on completing all assigned work to the best of your ability.

Attendance Policy

With this being an online/remote course, attendance is not required. However, it is your responsibility to have all your assignments in on time by the expected due date.

Communication Policy

All electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. Students are expected to check their COM email regularly and monitor the course management system for announcements and updates.

Academic Dishonesty Policy

Academic dishonesty includes plagiarism, cheating, fabrication, and facilitating academic dishonesty. Any instance of academic dishonesty will result in a failing grade for the assignment and may result in failing the course. All work must be original, and sources must be properly cited using the current MLA format as outlined in the Purdue OWL Writing Lab. When in doubt about citation requirements or academic integrity, consult the Purdue OWL Writing Lab resources or ask the instructor.

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. Phone: 409-933-8186.
Email: banderson@com.edu.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students with the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodation is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason before the last eligible day for a "W" grade. Before withdrawing, students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 1. The last

date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs, including food, housing, or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students' office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.