



English 1301.348C3; 349C3
Composition I
Fall 2024
Dual Credit Course

Instructor Information:

Dr. Charlotte Pitts

Office hours and location:

N211 Tuesday/Thursday 2:35-3:15

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 timed 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: Review Essay (300 Points total)

Project two: Writing Process Project (450 points total)

Project three: An Annotated Bibliography (350 points total)

Project four: Exploring Audience Research Digital Poster and Presentation (350 Points total)

Final: Rhetorical Knowledge Reflection (300 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 font, 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 and timed and stamped electronically.

NOTICE:

No late or revised work for any assignments will be graded after November 27th.

Finals will not be submittable after December 4th at 12:00AM

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 August 19^h): Introduction I—*Understanding course expectations.*

| Focus | Readings / Media | Assignments |
|---|--|---|
| <p>Welcome and Intro to 1301</p> <p>An Intro to “Rhetorical Knowledge”</p> <p>An intro to MLA: Sample MLA paper.</p> <p>24-hour technology Helpdesk on COM portal</p> | <p>Read the syllabus and take the syllabus quiz in D2L.</p> <p>In Class: Learn/review how to make an MLA heading and other basic MLA starters for success. Sample MLA Paper</p> <p>Important: Always strive to read a week ahead. All course readings are available in the D2L weekly modules.</p> | <p>Welcome! Personal introductions and syllabus review.</p> <p>Read and take the syllabus quiz on D2L.</p> <p>Submit a correctly formatted MLA heading in D2L as we discuss in class. (samples provided)</p> <p>Reminder: Bring a binder with notebook paper and plastic sleeves and pockets or a big spiral notebook with pockets to class daily.</p> <p>Homework: Read Week Two readings and start on the summary/reflection for one of the two articles.</p> |

Week Two (Week of August 26th): Introduction II

| Focus | Readings | Assignments |
|---|---|--|
| <p>There isn't one "right way" to write.</p> <p>What is a citation? How do we cite the articles for this week (MLA format)?</p> <p>MLA handbook (You have a copy available to you in the COM Library online resources).</p> <p>What are citation generators?</p> <p>How to write and respond to a collegiate-level discussion post prompt.</p> <p>Ethical Use of AI: Part 1</p> <p>Review Essay Directions and Expectations</p> | <p>Who We Are Matters in Our Writing</p> <p>What is Academic Writing?</p> | <p>Read both articles. Select one of the articles in this week's readings to write <u>one</u> Word Document that includes a one-page summary and a ½ page or page personal reflection, and a correct citation at the end in a works cited about any connections you made to the article, or what you learned.</p> <p>Due August 31st at 12:00AM on D2L.</p> <p>Participate in discussion posts for both articles in D2L. Due Dates in D2L. There is a grade penalty for late entries.</p> <p>Homework: Read week three's article. The link is located under the readings heading of week three in this syllabus.</p> |

Week Three (Week of September 2nd): Review Writing

| Focus | Readings | Assignments |
|--|--|---|
| <p>Review Writing: Thinking about Audience, Purpose, and Context</p> <p>September 2nd is a school holiday, Labor Day.</p> <p>What is Scholarly Ethos?</p> <p>What are MLA in-text citations? How do we write in-text citations for this week's article summary?</p> <p>What is a review essay? Review Essay Writing Workshop</p> | <p>Constructing Scholarly Ethos in the Writing Classroom</p> | <p>Write a one-page summary (double-spaced) and a ½ page or page personal reflection about any connections you made to the article, or what you learned. Please include works cited at the end of your document with a correct MLA full citation.</p> <p>Participate in class discussions about this week's readings.</p> <p>MLA formatted article summary and personal reflection for this week's readings (one single document)</p> <p>Homework:</p> <p>Work on your Review Essay Assignment</p> |

Week Four (Week of September 9th): Revising Your Writing

| Focus | Readings | Assignments |
|--|--|--|
| <p>Revising your writing</p> <p>Review Essay: Writing workshop</p> <p>Inclusive Language</p> | <p>“Using Feedback on Writing”</p> | <p>Respond to my discussion question about this week's readings by participating in a group discussion during class.</p> <p>You do not have a summary or reflection to write. Please work on your review essay.</p> <p>Homework: Read week five's article. You do not submit a review and reflection for week five.</p> |

Week Five (Week of September 16th): Review Writing

| Focus | Readings | Assignments |
|---|--|--|
| <p>Revising Your Writing</p> <p>MLA videos</p> <p>How to cite a YouTube, movie, or video in MLA format.</p> | <p>“Bad Idea: Strong Writers Don’t Need Revision”</p> <p>Media posted in D2L and presented in class.</p> | <p>Make sure you make the corrections I gave you and respond to the feedback. Don’t just turn in the same thing without correcting it-your last grade was a progress grade. The grade for this is not progress-it’s for a cleaned version.</p> <p>Please focus on your “Review Essay”.</p> <p>Additionally, please respond to the discussion questions I posted in D2L pertaining to this week's readings and media.</p> |

Week Six (Week of September 23rd): Writing Process Project – Part One

| Focus | Readings | Assignments |
|---|--|--|
| <p>No school Monday (staff development)</p> <p>Writing Process Part 1</p> <p>How to Cite Songs vs citing music videos</p> | <p>Read only Chapter 9 in our text:</p> <p>(Click on the link, then the table of contents to get to chapter 9 in the book.)</p> <p>Writing In College: From Competence To Excellence</p> | <p>Respond to the teacher-provided discussion posts in D2L.</p> <p>Use Chapter 9 to help you with your responses.</p> <p>Homework: Read week 7’s article.</p> |

Week Seven (Week of September 30:) Writing Process Project Continued - Part Two

| Focus | Readings | Assignments |
|---|--|---|
| <p>Understanding the writing process part two</p> <p>How to cite YouTube or other videos in MLA format revisited.</p> <p>Writing Workshop</p> | <p>“I Need You to Say I”</p> | <p>You will be studying the writing process of your self-selected creator. Details will be provided in class and on the assignment page in D2L.</p> <p>Homework:</p> |

Week Eight (Week of October 7th): Writing Process Project - Part Three

Monday, October 14th is a Holiday. Dr. Pitts will be absent Friday, October 11th, and Tuesday, October 15th for a wedding in Brazil. All due dates, assignments, and instructions are in D2L.

| Focus | Readings | Assignments |
|---|--------------------------------------|--|
| <p>Understanding the writing process</p> <p>Writing Process Part Three</p> <p>Writing workshop: Synthesis of three writing process parts.</p> <p>Understanding the online COM library</p> | <p>COM Library Research and Quiz</p> | <p>Writing Process Part Three: Put it all together and discuss what you have learned and how you can apply it to your own work in the future.</p> <p>Writing Process Part Three is due October 12th at 12:00 AM in D2L.</p> |

Week Nine (Week of October 14th): Annotated Bibliography Part 1

Oct 14th-Holiday

| Focus | Readings | Assignments |
|--|--|---|
| <p>What is an annotated bibliography? Watch the instructional video in D2L about Annotated Bibliographies.</p> <p>In class, we will explore the virtual library together: Navigating the library and its many resources.</p> | <p>Online Library tutorial and quiz</p> <p>Self-selected peer-reviewed articles from the COM database.</p> | <p>Annotated Bibliography Part One: Find four self-selected articles for your intended major, or something of great interest to you applicable to your studies. Ask the librarian for help using the links provided.</p> <p>(Don't submit annotations at this point. Only submit the four correct MLA citations.)</p> <p>Complete the COM online library tutorial and quiz.</p> <p>Homework:</p> |

Week Ten (Week of October 21st): Annotated Bibliography Part Two

| Focus | Readings | Assignments |
|---|---|--|
| <p>Researching and exploring peer-reviewed articles in the COM online database.</p> <p>Digital Poster Project Introduction and Explanation. (sample provided in class)</p> <p>Topic selection</p> | <p>Your self-selected, peer-reviewed, scholarly articles from the COM library database.</p> | <p>Annotated Bibliography in MLA format due October 26th by 12:00AM.</p> <p>Homework:</p> <p>Select a topic for your poster presentation. Have your topic ready for Tuesday, October 29.</p> |

Week Eleven (Week of October 28th): Understanding Audience and Ethical Writing

| | | |
|--|--|---|
| <p>Focus</p> <p>No School for students 11/1 (staff development).</p> <p>Understanding Audience and Ethical Writing</p> <p>MLA citation expectations for poster project.</p> <p>Development of questions you plan to ask the class as you facilitate a class discussion for your digital poster presentation.</p> <p>Sign up for DIGITAL poster presentations.</p> <p>NOTICE All presentations will occur during weeks 13 and 14. All student digital posters must be submitted in D2L on or before November 11th at 7:00 AM, even if you are presenting at a later date. Due to the collaborative nature of this assignment, all late projects will be penalized one letter grade per day, (even if you are absent). Plan accordingly.</p> | | <p>Assignments</p> <p>Understanding audience and ethical writing:</p> <p>Students will develop topics for their poster presentations to facilitate class discussion. We will practice civil discourse.</p> <p>Topic only Due October 29th at 12:00AM. Start working on the project because it is due November 11^h at 7:00AM</p> |
|--|--|---|

Week Twelve (Week of November 4th): Ethical Writing and Civil Discourse 3

| Focus | Readings | Assignments |
|--|--|---|
| <p>Complete your digital poster presentations.</p> | <p>Self-selected topics for your digital poster presentation</p> | <p>Exploring Audience</p> <p>Research Poster and Presentation (digital poster) containing scholarly, peer reviewed research citations in correct MLA formatting.</p> <p>Upload the digital poster you will present in person during class by the date indicated in D2L (November 11th 7:00AM)</p> <p>Late presentations will be penalized 10 points per day.</p> |

Week Thirteen (Week of November 11th): Ethical Writing and Civil Discourse 4
 COM W DAY November 15

| Focus | Readings | Assignments |
|---|----------------------------|--|
| <p>Ethical Writing and Civil Discourse</p> <p>Ethical Writing and Civil Discourse</p> <p>In summary, we will present our digital posters and participate in civil discourse (a respectful class discussion). Additionally, all projects will be uploaded to D2L for credit.</p> <p>(see specific details on the assignment page)</p> | <p>Presentation Week 1</p> | <p>Research Poster and Presentation (digital poster) containing scholarly, peer reviewed research citations in correct MLA formatting.</p> <p>Upload the digital poster you will present in person during class by the date indicated in D2L (November 11th 7:00AM)</p> |

Week Fourteen (Week of November 18th): Ethical Writing and Civil Discourse

| Focus | Readings | Assignments |
|--|--|---|
| <p data-bbox="277 323 570 390">Ethical Writing and Civil Discourse</p> <p data-bbox="277 443 607 646">In summary, we will present our digital posters and participate in civil discourse (a respectful class discussion). Additionally, all projects will be uploaded to D2L for credit.</p> <p data-bbox="277 737 558 800">(see specific details on the assignment page)</p> | <p data-bbox="721 396 935 422">Presentation week 2</p> | <p data-bbox="1122 390 1409 594">Research Poster and Presentation (digital poster) containing scholarly, peer reviewed research citations in correct MLA formatting.</p> |

Week Fifteen (Week of November 25th): Thanksgiving Holiday

| Focus | Readings | Assignments |
|--|---|-------------|
| <p data-bbox="277 1003 396 1029">HOLIDAY</p> | <p data-bbox="699 1205 1032 1335">If you have free time, work on your final reflection essay. There will be no extensions on the due date.</p> <p data-bbox="699 1392 1032 1619">No late or revised work for any assignments will be graded after November 27th. Finals will not be submittable after December 4th at 12:00AM</p> | |

Week Sixteen (Week of December 2nd): Reflection Essay—Final paper-*What is Rhetorical Knowledge?*

| Focus | Readings | Assignments |
|---|-----------------|---|
| <p data-bbox="277 405 586 464">Our Rhetorical Knowledge tool kit revisited</p> | | <p data-bbox="1122 241 1432 310">Final paper due December 4th at 12:00 AM</p> <p data-bbox="1122 327 1414 426">Complete your “Rhetorical Knowledge” reflection assignment.</p> <p data-bbox="1122 520 1425 619">“Rhetorical Knowledge” Reflection Due Finals week at COM.</p> |

Assignments

Overview of Activities: You will complete a series of assignments in this course. The following descriptions provide an overview of these assignments. I will give detailed assignment sheets, supporting documents, and due times/dates in D2L for all major deliverables.

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. Please use the proper heading (directions available in D2L). 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 Book Review (as it would be posted on Amazon or equivalent)
- A Film/Movie Review (as it would be posted on Amazon 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, whereas you might include “character development” as a criterion for a book or film). **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 comprehensive 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, watched, 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. In a nutshell, you're writing a review of a product in MLA format (cite your sources correctly using MLA citation builder).

Your **review essay** should have the following:

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

Here is an example of the assignment for your reference. [SAMPLE](#)

Due Date(s)

Part 1:

Work in progress due _____
(100 points)

Part 2:

Final Copy with your corrections and responses to my feedback due _____
(200 points)

Do Not simply resubmit your first review without making the detailed corrections I give you. Your score for this part is dependent on you making the corrections I give you. For example, if you earned 90% on the work in progress, and don't make the corrections I provide, don't expect to earn another 90% on the final version for part two of the assignment. Corrections are necessary for full points on part two of the assignment. Please reach out if you need further clarification of the points.

There are 300 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/Flipgrid 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 “criterion” is! HELP!**

Ask yourself, *what does your audience care about and why?* If it’s a restaurant, who is your audience? If your audience would care 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 was health-conscious people. An internet search will help you come up with more criteria relevant to your topic.

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/attitudes 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. You may write in the first person (I, My Me). 100 points

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. 150 points

Part 3: Put it all together and discuss what you have learned and how you can apply it to your own work in the future. This section will be as long as you need it to be for your analysis (probably 3-4 pages depending on your writing style).

Grading Rubric:

Criterion

Possible Points

| Part 1 | Correct MLA heading 12 font, Times Roman 2-3 pages Spelling and grammar check Express your personal views of your own writing process. Submitted on time (date and time stamps are automatic with the SHSU Blackboard platform). | 100 |
|---------------|---|------------|

| | | |
|----------------------|--|--------------------------|
| <p>Part 2</p> | <p>Correct MLA heading</p> <p>12 font, Times Roman</p> <p>Views of the author or creator are clearly expressed with proper grammar and correct MLS citations for YouTube videos or other media utilized.</p> <p>Repeat: Correct citations for all claims of knowledge about the author or creator.</p> <p>3-4 pages</p> <p>Submit it on time (date and time stamps are automatic with the COM D2L platform).</p> | <p>150 points</p> |
| <p>Part 3</p> | <p>Correct MLA heading</p> <p>12 font, Times Roman</p> <p>Explores what you learned in part two and blends it with how you can apply it to your future.</p> <p>Typically, 3-4 pages. It may be more is desired.</p> <p>They are submitted on time (date and time stamps are automatic with the D2L platform).</p> | <p>200 points</p> |

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 successfully complete your coursework required for graduation.

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 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 COM library. 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 (summary of findings) 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 (summaries of findings). That would be plagiarism and not eligible for credit. Make sure to summarize and paraphrase your findings. I will explain further in class.

Grading Rubric:

| Criterion | Possible Points |
|--|------------------------|
| <p data-bbox="509 457 854 485">Part 1: MLA formatted citations</p> <p data-bbox="115 499 1252 562">You have 4 articles selected relating to your intended major. If you are unsure of a major, pick any research using the COM library resources that can help you decide on a major.</p> <p data-bbox="115 617 1252 747">List the 4 articles in alpha order in the correct MLA citation format, with a correct MLA heading. Use the MLA handbook (link provided in D2L) or citation builder (link provided in D2L). Alternatively, you can manually create one using the correct MLA format. Don't submit the annotations (little summary) at this time. I only want the MLA citations for part one.</p> <p data-bbox="115 802 1252 898">Do not post a hyperlink to the URL, that is not an MLA citation. You must make a correct MLA citation for each of the 4 articles to receive full credit. Please watch the video, send me a question, ask the writing center, or look at examples to clarify any misunderstandings.</p> | 100% |
| <p data-bbox="115 919 1252 982">Part 2 MLA citations and self-written annotations of each article. Do not use annotations written by the author of the article. Watch my video for more clarification.</p> | 250% |

Understanding Audience and Ethical Writing

Dr. Charlotte Pitts

English 1301

Purpose:

We have read and viewed many examples of writing for intended audiences. We know the audience we see in class (in person or virtually), but thanks to the Internet, our writing is often public and ends up being utilized by unintended audiences. With this in mind, you will practice fictionalizing your intended audience (as read and discussed in my instructional videos) while simultaneously providing a chance for your peers to practice taking on the role you expected them to assume. This will help you develop a skillset for writing to an intended audience. (We will pretend to be the intended audience).

Objectives:

Plan and present a poster or slideshow: When approaching this assignment, contemplate the following:

- What do you know about that you could share with the class? What do you care about? Everyone has interests, and writing is more interesting when you write about what you care about.
- Explore and practice fictionalizing your audience because we can no longer assume our audiences. Who is your target audience?
- Think about the many ways we interact with our intended audience.

Getting Started:

Please submit your topic for approval by the due date indicated. Once your topic is approved, you may start researching how to present and facilitate the class discussion. Try to stretch past the ones you explored in High School or heard in high school repeatedly.

Outcome:

At the conclusion of this project, you will have a better understanding of how to participate in written and verbal civil discourse that contributes to informing, persuading, or interacting in meaningful ways for the greater good for all.

We think about the effects our words have upon others, upon our communities, as well as for our intended and unintended audiences.

Grading Rubric:

| <p style="text-align: center;">Criterion</p> | <p style="text-align: center;">Possible Points</p> |
|---|---|
| <p style="text-align: center;">Topic selection and question prompts for discussion (3 minimum questions)</p> <p style="text-align: center;">Discussion Facilitation</p> <p>Select a current event topic (self-selected topic pre-approved by the instructor via D2L).</p> <p>Diction, dialect, and cultural expressions are encouraged if the author feels applicable to their discussion.</p> <p>The presentation may include a premade video obtained from a reliable and valid source.</p> | <p style="text-align: center;">50%</p> |
| <p style="text-align: center;">Presentation, Discussion Facilitation, Discussion posts</p> <ol style="list-style-type: none"> 1. Before you present your poster, reveal your fictionalized audience (your target audience) so that the audience in class may adopt the role you created for them. <li style="padding-left: 40px;">2. Present your poster in 5-7 minutes. 3. Ask discussion questions for your peers to respond to in their written or video responses. 4. Speak clearly, avoid “uhm, like, you know” and other words that distract from your message. 6. Respond to everyone’s presentations with a thoughtful discussion post that is either written or in video. <p style="text-align: center;">Submitted on time (date and time stamps are automatic with the D2L platform).</p> | <p style="text-align: center;">300%</p> |

English 1301

Purpose:

Our third writing project for the semester will be a “Rhetorical Knowledge Reflection” essay. I’ve chosen this essay for our course because this assignment is an excellent match for several of the learning outcomes of English 1301 surrounding “rhetorical knowledge,” including:

- 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
- revise their writing based on feedback from their instructor and peers.
- compose writing using a variety of technologies to address a range of audiences

This is something of the culmination of our course: asking you to focus on what you’ve learned about “rhetorical knowledge” and the writing process. There are no wrong answers for this assignment: rather it is designed to help *you* further reflect on rhetoric and writing as we conclude our semester together.

Assignment:

For this assignment, you’ll ultimately create a 600-800 word “Rhetorical Reflection Essay” in MLA format. To edit the document, go to “file” and then “make a copy,” and you’ll have MLA formatting set up).

The purpose of this assignment is to reflect on what you’ve learned this semester about rhetorical knowledge. **I am asking you to write this essay as if you were writing a letter to future English 1301 students:** what did you learn about rhetorical knowledge and the writing process that might be helpful to them?

Include the following in your paper:

1. What is rhetorical knowledge? How do *you* use rhetorical knowledge in writing?
2. I would like to see you reference the writing assignments we completed and what you learned about rhetorical knowledge from them.
(These were the major assignments as well as the articles).
3. I would like you to include a discussion of your writing *process*: what does your writing process look like? How do you get started? How do you draft? How do you incorporate feedback and revise? How does rhetorical knowledge shape your writing process?
4. I would like you to reference at least two of our course readings in your discussion of rhetorical knowledge.

Your final review essay should have the following:

- a.) Discuss what you’ve learned in this class about rhetorical knowledge and the writing process
- b.) Reflect on writing projects we completed this semester and discuss your writing process
- c.) Refer to *at least* two of our course readings for the semester
- d.) The completed essay is 600-800 words in MLA format.

There are 100 Points Total for this writing project, spread through the following steps (complete instructions for each stage are found on Blackboard)

Finals week:

- Details on D2L.

Grading Rubric:

| | |
|--|--|
| For your final reflection, you get full points as long as your finished essay includes the 4 requirements: | |
|--|--|

- | | |
|--|--|
| 1.) Discuss what you've learned in this class about rhetorical knowledge and the writing process 2.) Reflect on the three writing projects we completed this semester and discuss your writing process 3.) Refer to <i>at least</i> two of our course readings for the semester 4.) The completed essay is 600-800 words in MLA format. | |
|--|--|

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/docs/Student_Handbook_2024-2025_v2.pdf. *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 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 accommodations 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 prior to 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 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

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.

