



English 1301.105/155CL  
English 1301 | Composition I: Introduction to Writing Studies  
Semester: Spring 2024 | 1/16/2024 – 5/9/2024, 16-week semester  
M/W 9:30-10:50 am, LRC 247, Building #8

**Associate Professor Dalel Serda, MFA**

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**Office Phone:** (409) 933-8497

**Student Hours/Conference/Office Hours:** LRC Suite B Rm. #241 Humanities Department

Monday: 8:30 am – 9:30 am & 12:30 – 2:00 pm

Tuesday: 8:30 am – 9:30 am

Wednesday: 8:30 am – 9:30 am & 12:30 pm – 1:30 pm

Thursday: 8:30 am – 9:30 am & 1:30 pm – 2:30 pm

These are f2f and online Teams hours. I can also make myself available to you via Teams outside these hours pending our arrangements.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the “Office 365 & Email” button next to the “D2L” button. “Teams” is one of the apps available through Office 365. There is no cost as a result. It is my preferred mode of communication for its ease and speed.

**Textbooks: THERE ARE NO BOOKS REQUIRED FOR THIS CLASS. The following are suggestions for optional resources:**

*A Pocket Style Manual* handbook by Diana Hacker and Nancy Sommers. Any edition is fine though the newest edition will have the most current MLA formatting guidelines. NOTE: Purchasing a used and/or older copy should work fine provided you are resourceful and can locate the most current MLA guidelines online if your used copy is lacking them.

FREE: The OWL Website (the Purdue University’s Online Writing Lab): <http://owl.english.purdue.edu/>

FREE: You should also have a college-level dictionary to use every time you read a college-level text, etc. Keep a list of new terms and notes that help you understand them. I recommend free online dictionaries/apps.

FREE: <https://pressbooks.pub/roughwritersguide/>

\*\*\***Core Semester Readings:** These are available for downloading and reading on **D2L Brightspace** as PDFs under the “Content” link on the menu. There are free printers on campus if you prefer to read off paper. This is my recommendation if it’s possible although these articles are long, so I do not recommend you print them at home.

**Framing Texts:** We’ll use these texts to frame our discussion about writing all semester:

1. Stuart Greene: “Argument as Conversation: The Role of Inquiry in Writing a Researched Argument”

2. Deborah Brandt: “Sponsors of Literacy”
3. Martinez, Aja: “A Personal Reflection on Chican@ Language and Identity in the US-Mexico Borderlands: The English Language Hydra as Past and Present Imperialism”
4. Malcolm X: “Learning to Read”
5. Christina Haas and Linda Flower: “Rhetorical Reading Strategies and the Construction of Meaning”
6. Nancy Sommers: “Revision Strategies of Student Writers and Experienced Adult Writers”
7. Ronald T. Kellogg and Alison P. Whiteford: “Training Advanced Writing Skills: The Case for Deliberate Practice”
8. Linda Flower and John R. Hayes: “The Cognition of Discovery: Defining a Rhetorical Problem”

### **Recommended Items for Class:**

- Flash drive for your own storage needs (you don’t need a new one if you have one). Get into the habit of saving your work (backing it up) *many* times during a single writing session. I also recommend using Office 365 since it’s free with your COM tuition, and it provides free cloud-based storage.
- Two-pocket folder or binder for your handouts and paper drafts
- **Notebook for in-class writing/notetaking; pens, pencils, etc.**
- Near **DAILY access to the Internet (there are labs and free WiFi on campus).**
- Access to Microsoft Word or Macintosh Pages software. (Turn in all work as **.doc/.docx** files.) You may of course use Office 365 for all your word processing needs since it’s free with your COM tuition. Access it through the COM Homepage. The button for it is next to the D2L button.

### **General Course Description:**

**ENGL 1301 Composition I:** The course is an intensive study of and practice in college-level academic reading and writing processes. We will practice moving from invention and researching to drafting, revising, and editing, both individually and collaboratively, and to make all writing public. We will emphasize effective rhetorical choices, including audience, purpose, arrangement, and style. Finally, we’ll focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses. This change was a result of recommendations by the English faculty group for the 2011 Learning Objectives project.

**Course Prerequisites:** TSI Reading 351 and TSI Writing 340 and Essay of 4 OR TSI Writing less than 340, and ABE at least 4, and Essay of 5.

### **IMPORTANT: The Weekly Grade Work in the First Half of Class:**

For the daily assignments for the first part of the semester, you will be responsible for downloading, printing, annotating, and responding to all assigned readings. I will have paper copies in class, but if you misplace anything, all documents are available for viewing and printing on D2L.

In your end-of-the-week written responses to the assigned texts, you might, *for example*, interpret the week’s authors’ arguments *then* assert *your critical thesis* about an implicit insight in the text or about an element the author(s) might have overlooked or under-discussed that you might have experienced personally. You will then support your position with directly quoted or paraphrased evidence from the text and your own anecdotal experiences/evidence. Include supportive analysis and explanations of the connections/points/claims you’re making. Your weekly writing helps you synthesize and connect your understanding of the text to your personal experience as a student while contributing to our academic conversation. The idea for the weekly posts is to practice developing thesis-driven writing. Concentrate on developing and supporting your thesis with evidence, analysis, and explanation.

**The goal of academic writing is to develop a worthwhile thesis that is supported by evidence and contributes to the class’s ongoing, text-based conversation.** Generating new ideas is difficult but working toward that end is productive and can become habitual.

Each week, you are responsible for posting MLA formatted 250+ word (minimum, not maximum) thesis-driven, evidence-supported reading responses on the D2L Discussion Board. **These are DUE Fridays at 12 noon.**

Your posts should synthesize the texts we read for the week and should help apply, challenge, and/or extend the thinking in them by reflecting and analyzing your own lived experience with the ideas in the readings. You will need to cite evidence from all the week’s assigned texts in your weekly posts. You can also include past assigned readings that help you shape, support, or expand on your ideas.

You will also consider the “Serda Discussion Questions” I provide for each reading because they help you think about the assigned texts. The weekly writing you’ll do requires you to forge connections between texts. Drawing from a variety of our assigned readings will enrich your understanding of their potential interconnectedness and help you practice writing about these connections. Our weekly writing will also help you learn to consistently document multiple texts in a single written response. These are skills you need to practice as you work toward preparing to write the higher stakes, multi-page, researched essays which are the major projects for this class.

Your weekly grades will be made up of the following: the quality of your D2L response to the assigned reading and your comments on your peers’ D2L posts: you’re responsible for 50+ word comments for two+ peers each week; **these are due by the end of Sunday.** Keep in mind, you must be *actively participating* on D2L to ensure a quality understanding of the texts and how to analyze and write about them. **Also, keep in mind your weekly grades and participation account for 25% of your semester grade.** Long story short, this portion of your overall grade is key. Success is about work ethic, commitment, efficiency, and resourcefulness. \*\*\*Please note that because this is an English Composition course and thus, a reading and writing course, you will need to set aside AT LEAST between 2-4 hours of reading, thinking, and writing time TWICE a week to keep up with the work in this class. While I will expect you to keep up with reading and annotating (notetaking) for each class, you will be writing for a grade once a week for the first part of the semester.

**YOUR ORIGINAL DISCUSSION QUESTION (DQ):** You will also be responsible for including an original, thought-provoking, open-ended discussion question with each of your D2L posts. These questions will help show me the way your brain works; they will also serve you as points of entry for developing longer writing and/or to help your peers respond to your post. Reiteration: *The purpose of the D2L posts and discussion question(s) is to push our class discussions into new, debatable (and thus, potentially thought-provoking and insightful) directions.* Aim to be original and divergent in your thinking.

### **MAJOR PROJECTS:**

For the major projects in this course, I’ll provide detailed assignment sheets well ahead of time as noted in your syllabus course calendar (see below). I will also provide student examples of some work in this course so that you can self-evaluate the quality of your work. Furthermore, I will provide you with marginal notes on your major projects in addition to end comments and a numerical grade. For the weekly D2L posts, I provide a rubric in this syllabus, student examples when available, and short content, grammar, and mechanics comments for your benefit. Should all this fail to provide you with the kind of assistance you’d like or require, please contact me during office hours and consider visiting **The Tutoring Center in ICB 104 (details on the Center below) or scheduling virtual time with a tutor to get more personalized attention.**

**GRAMMAR AND MECHANICS (etc.) HOMEWORK (self-monitored):**

The detailed course calendar includes Grammar and Mechanics Homework assignments. These are self-monitored, mini assignments that will ensure your weekly Discussion Board posts and major projects are accurate. **I will expect the editorial accuracy of your Discussion Board posts to improve each time you post because of the Grammar and Mechanics Homework assignments and because of my notes on each of your posts.** This will be the way I evaluate your progress, and you will likely see your grades reflect this progress as we proceed with the course. Note: I will grade more leniently at the beginning of the course and expect you to improve with each passing assignment; I will increase my expectations and will grade less leniently as the course progresses. NOTE: If I see recurring mechanical/grammatical/stylistic issues, I'll make note of them in my responses to your posts. Eventually, I will ask you to seek tutoring if the issue doesn't resolve. Take advantage of the Tutoring Center. I did when I was in your place as a college student, and the tutors helped me solve many writing issues very quickly. I hope the same for you.

Should you need more assistance than the feedback and resources I provide you, please see me in person or visit The Tutoring Center in ICB 104.

**Course Requirements/Grading Formula:**

Project #1 Language or Literacy Narrative and Analysis	15%
Project #2 Autoethnography: Subjective Experience as Evidence	15%
Project #3 Annotated Bibliography	10%
Project #4 Student Scholarship: The Researched Argument	20%
Project #5 Oral and Visual Presentation of Project #4	15%
Weekly Grades/Professionalism/Everything Else	25%
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Total:	100%

**Course Grade Determination:** I will use both low-stakes (weekly grades such as class participation on D2L posts) and high-stakes reading, writing, and speaking assessments (such as the major projects) to help you understand and practice the critical thinking and analytical strategies necessary to meet the course's Student Learning Outcomes. You will receive grades along with written comments on all major assignments and grades and short comments on D2L posts **submitted on time**. All late work will receive a grade but likely no comments. Please speak to me during office hours if you feel this syllabus does not properly explain how you will be evaluated this semester.

**Grading Rubric for all writing:**

95+ = The writing/project is insightful, thought-provoking, and well-composed. There is a well-developed, debatable, analytical thesis. The work pushes the class conversation forward in surprising ways. The student successfully connected multiple class readings to generate and support complex ideas when appropriate. All evidence is explained well and cited correctly.

90+ = The writing/project is insightful, thought-provoking, and for the most part, composed well. There is a well-developed, debatable, analytical thesis. The work attempts to push the class conversation forward; these feel somewhat original and new to the class conversation. When appropriate, the author connected more than one of the class readings to attempt to generate complex ideas. All evidence is explained well and cited correctly.

80+ = The writing/project is a solid response though not overly original; it may have some grammatical and/or mechanical errors. The author may have connected more than one of the class readings to attempt to generate interesting claims and ideas. The evidence may or may not be cited correctly.

70+ = The writing/project is on time and meets minimum expectations. There is often no properly cited evidence in this work. There may or may not be efforts to connect multiple texts. NOTE: Late posts can earn up to a 75% if they are very high quality.

60+ = This work show minimal effort; though, on time, the work is below average in content, grammar, and mechanics. There is rarely properly cited evidence in these.

50+ = This work is likely submitted late, and the content is at least average.

0-40+ = This work is submitted late, and the content is below average.

### **Grading Scale:**

**A 90-100%** = Excellent work; superior in both style and content.

**B 80-89%** = Good work; solid content

**C 70-79%** = Average work; **meets the minimum requirements**

**D 60-69%** = Below average work; does not meet the requirements

**F 50-59%** = Failing work; deficient in mechanics, style, and content; all late work will lose half credit

### **Make-Up /Late Work Submission Policy:**

If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit but only *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is strong, I might credit the work up to 75%. What this means is always aim for high-quality writing even if the work is late. The last day I will accept any work will be Monday night (11:59 pm) of the last week of class. I will not provide feedback for any work that is submitted late after the first deadline or for work that fails to meet minimum requirements though I will assign a grade.

**Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your Daily Grade average.** This is a f2f **participation-heavy** course. The success of the course depends on the community we build; thus, your presence on D2L and in class is vital. I *reserve* the right to drop you after four **consecutive** missed assignments and/or four missed classes without notice from you. In sum, your active engagement is key.

**IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS or if you are going to be absent.**

**Communication Policy:** Email me at [dserda@com.edu](mailto:dserda@com.edu) using your COM email, please. I do not check D2L messages with daily frequency. I only use that function to send your major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it. I recommend you download the TEAMS app.

**Communicating with your instructor:** ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

**Student Learning Outcomes for COM’s English Department:**

**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.
6. Evaluate choices and actions of others or one’s own and relate consequences to decision-making.

**Student Learner Secondary Outcomes:**

1. Demonstrate knowledge of MLA bibliographic and citation systems.
2. Use technology in the writing process.

**General Education Core Objectives:**

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

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	D2L Discussions Peer Reviews
2. Develop ideas with appropriate support and attribution.	Unmapped	D2L Discussions Essays
3. Write in a style appropriate to the audience and purpose.	Communication Skills (COM)	D2L Discussions Essays Peer Review Project (#3) Oral/Visual Presentation

4. Read, reflect and respond critically to a variety of texts.	Critical Thinking Skills (CT)	D2L Discussions Essays (#3) Peer Review
5. Use edited American English in academic essays.	Unmapped	D2L Discussions Essays Peer Review Class Discussions Grammar/Mechanics HW Oral Presentation of Research
6. Evaluate choices and actions of others or one’s own and relate consequences to decision-making.	Personal Responsibility (PR)	Peer Review Essays Oral Presentation of Research

**Academic Dishonesty:**

Any incident of academic policy will be dealt with per college policy and the Student Handbook. Academic dishonesty is an extremely serious offense and will result in a **grade of zero** on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Using artificial intelligence (AI) technology to produce parts or all of your college work qualifies as academic dishonesty if your instructor didn’t explicitly ask you to use it. Please avoid using AI unless your professor says otherwise. When in doubt about whether you can use any technology to help you with your work, ask your professor.

**Plagiarism:**

Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. **Plagiarism includes paraphrasing someone else’s words without proper citation and attribution, copying directly from a website, and pasting it into your paper, and/or using someone else’s words without quotation marks.** Any assignment containing *any* plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for appropriate disciplinary action.

**Links on Avoiding Plagiarism:** [https://owl.purdue.edu/owl/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/avoiding_plagiarism/index.html)

**Student Concerns/Questions Statement**

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Dr. Brian Anderson at 409.933.8186 or [banderson@com.edu](mailto:banderson@com.edu).

**About Me: My Teaching Philosophy:**

Learning is fluid. Learning takes place both inside and outside the classroom. It continues long after we leave school. In this course, we will think of ourselves as creators of meaning. We will also regard

ourselves as active learners and contributors. I specify “active” because I want to foster a sense of inquiry, reflection, communication, and interaction. All these lead to *autonomy* which is related to self-determination and self-realization. In other words, I hope to help you become selfishly aware of what the world offers you and in turn, what you can offer the world.

Additionally, we will work to think objectively while valuing our own subjectivity. We will acknowledge that to be good humans, we must be able to be objective and subjective in tandem. Yet, before we go off on our unique paths toward self-actualization, I ask that we learn to work together to bring what we learn from the outside in and take what we learn here outside.

I see myself as both a teacher and student. Both identities allow me to be particularly sensitive to what works and does not work in the traditional and virtual classroom. Additionally, I push myself to make connections between what I learn and teach in a course and the life that continues outside it. Bridging the two makes what I do in school, as both a teacher and student, much more relevant and meaningful for me. I hope to encourage you to seek those connections also.

Moreover, I recognize you have been a student a long time. You will join this course with a wealth of experience, wisdom, and knowledge, and because I understand your importance, this will be a student-centered course where we will push boundaries together.

#### **Success Tips for Students: Mechanics and The Tutoring Center – ICB 104:**

I am interested foremost in the sharing of ideas through dialogue (that is, dialogue in form of reading, writing, research, discussion, etc.); because of this, I will not spend *too* much time working on grammar and mechanics while in class though I will cover MLA style formatting rules and citation conventions *during* most class meetings for English 1301. We **will** spend **SOME** time on grammar and mechanics outside class during the first half of the semester through the Grammar and Mechanics Homework, and I expect you to self-monitor and guide your progress. That said, I encourage you to become well acquainted with The Tutoring Center (ICB 104), **to use your *A Pocket Style Manual* handbook with greater regularity than the syllabus course calendar dictates**, and to actively use The OWL at Purdue Web site (<http://owl.english.purdue.edu/>) because I will hold you responsible for mastery of all of these related concepts. **In sum, be a true college student: Take the initiative. Be resourceful.**

Closely consider our evolving English language conventions and reinforce them each time you speak, read, or write for this class and all other speaking or writing instances. \*As a college student, have dictionary.com on your computer and phone to actively expand your vocabulary. Make this a private endeavor.

**The Tutoring Center** (ICB 104) is staffed with tutors. Let them be a part of the team that helps you become the best communicator possible. Additionally, your peers and I will also be available to help you. I am specifically here to help you, so don't be shy; use the office hours I offer to your advantage. **Visit <https://com.mywconline.com/> to schedule a tutoring appointment with The Tutoring Center. Students come back raving about how helpful the center is. Take advantage.**

**The GCIC Academic Symposium:** COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. To learn more, visit: [com.edu/symposium](http://com.edu/symposium). Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume/CV. This academic year, the symposium is on Friday, March 22, 2024, from 9 a.m. to 2:30 p.m. in the ICB building. The abstract submission deadline is Thursday, Feb. 15, 2024, at 11:59 p.m. Please speak with me if you are interested or have questions.



**English 1301 | Spring 2024 | 16-Week Calendar  
1/16/2024 – 5/9/2024  
(Tentative/Subject to change with notice)**

**MODULE 1: Learning to Join the Academic Conversation;  
This is What it Means to Be a Scholar**

**As a class, we will ask and attempt to answer this set of questions from as many angles as possible:  
What is literacy and language? What counts as “good” language, reading, and writing? What  
contributes to the way we think about language and literacy? What is “academic writing” and  
“academic discourse”? What does it mean to read, write, think, discuss, and research at the college  
level? Is academic discourse relevant to the non-academic world outside?**

**Week 1: Wednesday, Day 1 of 1**

**Mingle and get to know your peers**

**Pass out syllabus and discuss it.**

**Show students how to get on D2L/Office 365 for Friday’s introductory assignment.**

Introduction: Who are you and who will you be? What is your relationship with language?

Nameplate with major and high school

Optional handbook and Grammar and Mechanics Homework

MLA

D2L app – called Pulse

Outlook app

Teams app

Office 365 (Word, Cloud Storage, PowerPoint, Stream)

Grammarly – Free version

**Week 1 Homework: Post to the Week 1 Discussion Board forum on D2L Brightspace**

For Friday by noon, compose and post a 250+ word introductory mini narrative that tells us about your most important language, reading, or writing memory and how it affected you in the short and long term. Organize your writing so that you include a thesis that takes a position about your language, reading, and/or writing life and includes illustrative evidence to support it. Post 50+ word conversational comments and feedback for at least two peers for Friday’s post. Your responses to your peers are due by Sunday night at midnight at the latest.

Please read the syllabus in full before Monday’s class. Annotate it. Get on D2L and figure out how it works and where things are. Please be aware that I will expect you to come to class with any questions you may have on the second day of class. If you do not ask, I cannot answer.

Then read Greene’s essay and annotate it. We will begin our course reading, thinking, and writing by considering what it means to engage in academic discourse at the college level. Stuart Greene, the author of the assigned essay, sets out to explain what academic discourse is. Essentially, it is learning to thoughtfully discuss complex ideas and **argue in support of a position** using evidence, analysis, and explanation. This is how we share ideas with our peers/colleagues/community. These conversations intend to push ideas forward, which is to say, they attempt to stimulate others intellectually and maybe even move others into ethical action. Bring the annotated article to the class. Bring a spiral notebook for in-class writing. Bring the syllabus for reference.

**Week 2: Monday, Day 1 of 2**

We will cover anything we didn't cover from the list on Day 1 including meeting each student in class. Discuss the syllabus again to add clarification. We will also discuss Greene's important essay.

In class writing prompt: How is writing like a conversation?

Group/classwork on Greene: According to Greene, what kind of writing do we do in college? What is Greene's central thesis regarding college writing? How does he explain and support the thesis?  
Notebook reflections

**Homework:**

Before class on Wednesday, read and annotate the first half of Deborah Brandt's article. Come to class ready to discuss the first half of the Brandt article. Bring your annotated article and your spiral notebook for in-class journaling and notes.

**Week 2: Wednesday, Day 2 of 2**

In class writing prompt: Who is your reading, writing, or speaking role model and why?

Group/classwork on the first half of Brandt's article: What is Brandt's central thesis about literacy? How does she explain and support the thesis? What evidence does she use? What are the major questions she raises? What are new questions that emerge for you after reading it?

Thesis/claims/evidence review; paragraph and essay writing review: essay (introduction, body, conclusion) and paragraph (claims, evidence, analysis, explanation)

**Grammar and Mechanics Homework:**

1. Review in-text citations (also called parenthetical citations) for directly quoted, summarized, and paraphrased textual evidence. Use A Pocket Style Manual's index to find the handbook's explanation.
2. Review the "Understanding the Differences Between an Argument and a Thesis" link inside the "Syllabus Response" folder inside "Module 1" on the "Content" link on BB.

**Week 2 Homework: Post to the Week 2 Discussion Board forum on D2L Brightspace**

Post a 250-word+ reading response to Greene and Brandt's articles (you're only responsible for the first part of Brandt's article for this post) that acknowledges an important idea in the article and extends, applies, or challenges it with analysis and anecdotal evidence from your own lived experiences. Your reading response should be copied/pasted from Microsoft Word into the Discussion Board forum for Week 2 by Friday at noon and your 50-word+ feedback for two peers should be posted by Sunday night. Use MLA formatting. See the student examples as a reference on formatting and content examples.

Afterward, finish reading Brandt's article and annotate it. Bring your annotated article to class with you for discussion.

**Week 3: Monday, Day 1 of 2**

In class writing prompt: How do you think your reading, writing, thinking, and communication processes and skills will impact you in your future career and life?

Discuss the rest of Brandt's article. Review key points in her article and in Greene's. Draw meaningful connections between the two articles' ideas.

**Grammar and Mechanics Homework:**

1. All good argumentative writing has a laid-out thesis. Review this source again and be sure you understand the relationship between the thesis, claims, evidence, analysis, and explanation, and how these contribute to the overall argument.  
<https://clas.uiowa.edu/history/teaching-and-writing-center/guides/argumentation>

**Homework:** Read and annotate Martinez's essay. Bring your annotated essay and your spiral notebook for in-class journaling and notes.

**Week 3: Wednesday, Day 2 of 2**

In class writing prompt: Consider your language(s)? How does it/they tie to your identity? How does language shape your thoughts and your thoughts your language? Does language limit or constrain us? How so?

Discuss Martinez.

**Grammar and Mechanics Homework: REVIEW**

1. Review in-text citations (also called parenthetical citations) for directly quoted, summarized, and paraphrased textual evidence. Use *A Pocket Style Manual* p.110-121 or the OWL at Purdue.
2. Review the "Understanding the Differences Between an Argument and a Thesis" link inside the Brandt folder.

**Week 3 Homework: Due Friday at Noon to the Discussion Board on D2L**

Write 250+ words in response to the week's assigned Brandt and Martinez readings. Work toward drawing meaningful connections between the texts and with yourself and your experiences. Work toward writing a response that takes a claim or idea from each of the assigned texts and challenges, applies, or extends them. Do this by using your own experiences and ideas. As always, this Friday post is due by noon or earlier. Make sure your writing includes an interesting thesis that is supported with claims as well as textual and anecdotal evidence. Take time to analyze and explain your position. Make sure you correctly cite the textual evidence using in-text citations which are also called parenthetical citations.

Include an original Discussion Question.

Remember to comment on at least two of your peers' posts. Make each of your comments at least 50 words. Your peer posts are due at the latest by Sunday night.

Read Malcolm X's essay. After your post, please read and annotate Malcolm X's "Learning to Read" personal essay. Bring your annotated essay and your spiral notebook for in-class journaling and notes. This essay will serve as an example of a language and literacy narrative which is partly what Project #1 is. It explores language and literacy sponsorship and literacy motivation as well as literacy development.

**Week 4: Monday, Day 1 of 2**

In class writing prompt: What motivates you to improve yourself? What motivates your interest in improving your literacies? Were you inspired by Malcolm X's work ethic? Explain with specificity? What is especially memorable about his essay?

Discuss Malcolm X: What is Malcolm X's central thesis? What claims does he use to construct his essay?

What evidence does he use to support the claims that make up his thesis? Does reading Malcolm X's essay help you understand the varying perspectives of a complex conversation as Greene suggests? Does Malcolm X's essay help us understand how literacy and literacy sponsors help shape our outcomes?

Introduce Project #1: Language or Literacy Narrative and Analysis.

**Homework:**

Develop a rough sketch for Project #1 and come to class ready to take advantage of the time in class to work on Project #1.

**Grammar and Mechanics Homework:**

1. Review "signal phrases." We use signal phrases to introduce all directly quoted material and paraphrased textual evidence. Look up "signal phrases," "lead-in phrases," and/or "integrating sources" in the handbook's index or use these terms to run a search on the OWL at Purdue site.

**Week 4: Wednesday, Day 2 of 2**

Workday for Project #1.

**Grammar and Mechanics Homework:**

1. Review this link to get more insights on what a language and/or literacy narrative can be: <https://newcollege.asu.edu/writing-program/assignments5#:~:text=Overview,experiences%20in%20a%20person's%20life.>
2. Google "subject-verb agreement"; review its meaning and usage.

**Week 4 Homework: Due Friday at Noon to the Discussion Board on D2L**

Post your Project #1 draft, comment on two of your peers, and then continue working on Project #1. Bring three copies of your draft for peer review on Monday.

**Week 5: Monday, Day 1 of 2: Peer Review**

Peer review for Project #1. Please be on time and come to class with three copies of your Project #1. Aim for at least 500+ words and use MLA formatting guidelines. This means your draft needs to be double-spaced with 12-point, Times New Roman.

**Grammar and Mechanics Homework:**

1. Review Project #1 details. Keep them in mind as you work.

**Homework:** Revise Project #1. Read the first half of Haas and Flower's article. Bring your annotated article to class for discussion.

NOTE: Haas and Flower's article is a "peer-reviewed, scholarly article" and is written by researcher-scholars. Brandt's article was also written for peer scholars and is also considered a peer-reviewed, scholarly article while Greene's article was written specifically for readers like you, new college students. Martinez's article is academic and incorporates both scholarly secondary source references as well as references to her lived experiences exactly like Project #1 does. Malcolm X's essay is a first person narrative which means it's a primary source. Peer-reviewed scholarly articles are considered secondary sources. Here is more explanation on the difference between primary and secondary sources: <https://libguides.furman.edu/special-collections/for-students/primary-secondary-sources#:~:text=Primary%20sources%20can%20be%20described,sources%20and%20often%20interpret%20them.>

Haas and Flower are important writing and reading researchers studying first-year composition students like you to better understand what processes you use when you read and what processes more advanced students use when they read. The implicit central research question Haas and Flower start with is something like **what are the reading processes of new and experienced students?** The purpose is always to learn more about how to help novices or beginner college students become more effective readers, writers, and researchers. As always, I suggest you use my Discussion Questions to help you think as you read and to serve as model questions for the ones you might develop for yourself as you prepare your written response at the end of the week.

**Week 5: Wednesday, Day 2 of 2:**

In class writing prompt: What is your reading process? Describe it. How do you know when you have read well? How is reading for college different and/or like the way you read for fun?

Discuss the first half of Haas and Flower at the beginning of class.

Final Work Day for Project #1: Finish revising Project #1.

**Week 5 Homework: Due Friday at Noon to the Discussion Board on D2L**

Revise and edit Project #1. Ready it for Friday's final 12 pm noon submission. Submit it as a Word document attachment on a new thread you begin for the Project #1 Discussion Board forum. You are not required to comment on your peers' work, but of course, you may if you wish.

After, finish reading and annotating Haas and Flower's article for class discussion.

**Week 6: Monday, Day 1 of 2**

In class writing prompt: Think about your annotating process. Describe it. Think about what annotating does for the way you read. Explain, please.

Discuss the rest of the Haas and Flower article in class.

**Grammar and Mechanics Homework:**

1. Before you submit your revised and edited Project #1, ensure it meets MLA formatting guidelines and all project requirements. Use your handbook or the OWL at Purdue site to monitor your MLA formatting usage.

**Homework:** Read and annotate Sommers' article for class discussion.

**Week 6: Wednesday, Day 2 of 2**

In class writing prompt: Think about the difference between revising and editing and describe it. What is the purpose or goal you have as you revise? What is the purpose or goal of editing?

Discuss Sommers. Let's pay attention to the way Sommers showcases and analyzes her primary research evidence.

**Grammar and Mechanics Homework:**

1. Review common comma rules. Use the handbook's index in the back to look up "commas" or run a search on the OWL at Purdue site.

**Week 6 Homework: Due Friday at Noon to the Discussion Board on D2L**

Write a single response that incorporates evidence from both the Haas and Flower and Sommers articles. Please post your 250+ word response at 10 am. Write your thesis-driven, evidence-supported, and cited

post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto D2L's Discussion Board. Use MLA style guidelines. Include an original Discussion Question.

Remember to write 50+ word comments for at least two of your peers' posts.

After, read and annotate the first part of Kellogg and Whiteford's article. **Read up to page 256. Stop right before the "Working Memory Constrains Writing Development" section.** Bring the annotated article with you to class. Please be ready to discuss your ideas. Note: Due to time constraints, you are only responsible for the first half of Kellogg and Whiteford's article though, of course, you may read and talk to us about the rest.

### **Week 7: Monday, Day 1 of 2**

In class writing prompt: Think about a hobby or interest you have that requires you to have skill. Choose something you know you do well. How long have you done it? How do you know you are good? What evidence do you have? What contributed to you doing well?

Discuss Kellogg and Whiteford as a class.

### **Grammar and Mechanics Homework:**

1. Where do periods and commas go when you have in-text citations? Figure this out, please. Reference the handbook or the OWL at Purdue, please.

**Homework:** Read and annotate our last article, Linda Flower and John R. Hayes' "The Cognition of Discovery: Defining a Rhetorical Problem." Come to class with the annotated article.

### **Week 7: Wednesday, Day 2 of 2**

In class writing prompt: What is the relationship between questions and problems? When we answer complicated questions, we are solving problems. What do I mean by this? How are questions helpful for us when we need to solve problems? How is a writing assignment (such as this one you are doing right now) helped by having questions to which to respond? In other words, do questions help you write? Do questions help you solve the problem of having something to write about?

Discuss Flower and Hayes and connect it to other assigned readings for this class.

Introduce Project #2: Autoethnography: Subjective Experience as Evidence

### **Grammar and Mechanics Homework:**

1. Review semi-colon usage, run-on sentences, and fragments. Reference the index for *A Pocket Style Manual* and/or run a search on The OWL at Purdue Website.

### **Week 7 Homework: Due Friday at Noon to the Discussion Board on D2L**

Reread the Project #2 handout and develop ideas for your draft. Post at least 200+ words that list the questions or ideas you are thinking about exploring. Your thoughts can be cohesive or loose. They can be a list, mind-dumping, or something else entirely. Please provide 50+ word comments for at least two of your peers.

Begin drafting and come to class ready to work on your draft in class and chat with your peers about the progress of your ideas. Make a Tutoring Center appointment (online or f2f) to get a professional opinion on your draft as you develop it. Make sure to provide the tutor with your Project #2 handout.

**Week 8: Monday, Day 1 of 2**

Project #2 Work Day: Come to class ready to work on your draft for Project #2. As soon as you get to class, turn on your computer and open your draft and continue working. Come to class with questions about work. Consult with your peers while in class.

**Homework:** Finish a full draft of Project #2. Come with three copies of your Project #2 draft for peer review.

**Week 8: Wednesday, Day 2 of 2**

Peer review for Project #2. Please be on time because the peer review groups are largely first come, first serve. Come to class with three copies of your draft for peer review. If you'd like for me to print your draft, send it as an attachment via email at least an hour before class.

**Grammar and Mechanics Homework:**

1. Ensure your Project #2 meets MLA formatting guidelines and that your analysis has correctly cited evidence from the assigned class articles. Use your handbook or the OWL at Purdue site to monitor your MLA formatting usage.
2. Make sure you are using "signal phrases" to introduce all directly quoted material. Look up "signal phrases," "lead-in phrases," and/or "integrating sources" in the handbook's index or use these terms to run a search on the OWL at Purdue site.

**Week 8 Homework: Due Friday at Noon to the Discussion Board on D2L**

Use your peer review feedback to revise and edit your Project #2. **Submit Project #2 by Friday at noon.** Make sure it meets all minimum requirements for Project #2. Submit it as a Word document attachment on a new thread you begin for the Project #2 Discussion Board forum.

**SPRING BREAK: March 11 – March 15: No school or homework. Please be sure to be ready for class next week.**

**MODULE 2: Adding to the Academic Conversation;  
Practicing the Art and Science of Scholarship**

**Week 9: Monday, Day 1 of 2: IMPORTANT DAY**

I will introduce Projects #3-4 in class today. Please do not be absent. We will do the prep work for Project #3 today, and I'll also introduce academic library research.

Here are *examples* of questions that could work for Projects #3-4.

Are good readers good writers?

What is the effect of social media on literacy?

What is the effect of artificial intelligence on literacy?

What is the relationship of motivation and literacy?

What is the effect of personal writing on academic writing?

Is writing in the sciences the same as writing in the humanities?

What kinds of problems do first-generation Latinas face in college?

How can first-generation college students achieve academic success?

What is the effect of multilingual knowledge on our writing?

Do social media participation help increase reading and writing literacy?

How do writing and other performative arts impact our identities?

Is visual rhetoric as persuasive as other forms of rhetoric (verbal? Text-based? Musical?)

Are traditional rhetorical elements present in modern-day social media platforms?

How does public rhetoric (like news, pop culture, and politics) affect us?  
Can reading and writing affect our cognitive processing?  
Do reading and writing affect our empathy?  
How does gender and/or ethnicity affect *what* we read and write and *how* we read and write?  
Does confidence affect our ability to academically achieve success?  
What is the effect of notetaking (annotation) on reading, writing, and learning (retention, comprehension, memory, etc.)?

**Homework:**

Do research on your own and settle on your research area and related questions. Bring them with you to the library on Wednesday.

**Week 9: Wednesday, Day 2 of 2: Library Day: Please do not be absent.**

Meet at the library for our academic library database orientation.

**Week 9 Homework:**

Attend the GCIC Academic Symposium to earn extra credit!

Post your approved secondary source citations and notes for Friday **at 5pm**. Begin reading and annotating your scholarly articles.

**Week 10: Monday, Day 1**

Work on secondary research article reading and annotating for Project #3.

**Homework:** Continue your secondary research summaries.

**Week 10: Wednesday, Day 2**

Final day to work on the secondary research summaries. Discuss primary research and draft ideas.

**Week 10 Homework:**

Submit your finished draft of the secondary source summaries for Project #3 and include your ideas for primary research.

**Week 11: Monday, Day 1**

Work on primary research. Document methodology, findings, and conclusions on Project 3.

**Week 11: Wednesday, Day 2**

Work on primary research. Document methodology, findings, and conclusions on Project 3.

**Week 11 Homework:**

Finish, revise, and edit Project #3. Please submit Project #3 by Friday at noon. Submit it as a Word document attachment.

When you finish, please begin organizing and drafting Project #4.

**Week 12: Monday, Day 1**

Workday for Project #4.

**Homework:** Continue working on Project #4.



**Week 12: Wednesday, Day 2:**

Workday for Project #4.

**Week 12 Homework:**

Submit Project #4 draft on Friday at noon. Read and comment on two peers' drafts. Come ready for peer review next week. Bring one printed copy of your Project #4 for peer review.

**Week 13: Monday, Day 1:**

Peer review for Project #4

**Homework:**

Continue working on Project #4 and begin your Project #5 visual aid and bullet points.

**Week 13: Wednesday, Day 2:**

Workday for Project #4 and #5.

Introduce Project #5 and sign up for presentation slots.

**Week 13 Homework:**

**\*\*\*Submit the final version of Project #4 anytime between now and the end of class time on Monday of next week.**

After, continue working on Project #5. Ready your presentation of Project #5.

**Week 14: Monday, Day 1**

Submit Project #4 during class time if you have not yet. Then use class time to work on Project #5. Do the course evaluation for this course, please.

**Homework:**

Continue working on Project #5. Ready your presentation of Project #5.

**Week 14: Wednesday, Day 2**

Workday for Project #5.

**Homework:**

Finish your work Project #5. Ready your presentation of Project #5.

**MODULE 3: Actively Participating in the Academic  
Conversation; Presenting Scholarship-Inspired Multimodal Projects**

**Week 15: Monday, Dec. 4 – Friday, Dec. 8, 2023: Day 1**

Presentation of Project #5 – Day 1 of 4

Please do the course evaluation for this course.

**Week 15: Monday, Dec. 4 – Friday, Dec. 8, 2023: Day 2**

Presentation of Project #5 – Day 2 of 4

Please do the course evaluation for this course.

**Week 16: Monday, Dec. 11 – Friday, Dec. 15, 2023: Day 1**

Presentation of Project #5 – Day 3 of 4

**Week 16: Monday, Dec. 11 – Friday, Dec. 15, 2023: Day 2**

Presentation of Project #5 – Day 4 of 4

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\* Grades will be available on WebAdvisor after Friday. THANK YOU for your hard work. Enjoy your break!  
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## College of the Mainland 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\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_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 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 accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the 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 1<sup>st</sup> 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

**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 Counseling Center at College of the Mainland has implemented an Early Warning Program. 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 Warning Program, you will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer 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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).