

Fall 2026 ENGL. 1301L-CoReq Syllabus

ENGL 1300 & 1301L.017 | M, W, T & TH/ 11AM – 12:15PM | Senator Frank L. Madla 352
Texas A&M University-San Antonio

Professor Lea Colchado Joaquín, Ph.D. | lcolchadojotamusa.edu

Office: HALL 314 or via Teams| Office Hours: Wednesdays and Fridays, 3:30pm-5pm

Course Catalog Description

ENGL 1300 Integrated Reading & Writing (Coreq)

Credits: 3 (3-0-0)

This course helps students improve their reading comprehension of college-level texts and their writing effectiveness. This course is corequisite with ENGL 1301L, and is a skilled-based course designed to support students in achieving their reading and writing goals. Successful completion of this course with a C or better fulfills INRW TSI requirements (TSI, 2002). Credit earned for this course does not count toward any degree offered by the university. *With INRW Director's approval, students may take [ENGL 1300](#) independent of ENGL 1301L.

Corequisites: ENGL 1301L.

Restrictions: Graduate level students may not enroll.

Course Catalog Description

ENGL 1301

Credits: 3 (3-0-0)

ENGL 1301 supports students in their belonging as writers. The course validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio.

Student Learning Outcomes for 1300

Student Learning Outcomes
Understand Grammar, Usage, and Mechanics
Understand key concepts of audience, purpose, and genre
Read and analyze texts using annotation and discussion strategies
Develop your own individual reading and writing practices
Critically examine your language practices, goals, and needs
Apply Morphology to improve comprehension
Choose proper syntax, usage level, and tone for writing task

Student Learning Outcomes for 1301L

Student Learning Outcomes
Demonstrate rhetorical agency when communicating with audiences about your language practices
Understand key concepts such as audience, purpose, and genre
Analyze texts using the class's key concepts
Reflect on your individual writing processes
Critically examine your language practices
Compose a digital writing portfolio
Collaborate with peers

Required Materials

- All course readings provided for free on Blackboard
- Notebook and pen for journaling and drafting
- Reliable home internet, laptop, and charger

Grades

This course is Labor Based Assessment (LBA) and will also include group discussions over assigned texts. Please be prepared each class to write about and discuss assigned texts, but do not be afraid to voice different and unique perspectives on these assigned texts. To succeed in this course, it is crucial that you read all assigned texts, develop original ideas about those texts, attend class, take detailed notes, engage with your peers during discussions and workshops, write with integrity and inspiration, and ask for help! I grade assignments each week with written feedback. You can check your total grade at any time in Blackboard. Please email me or visit my office during office hours to request an extension in advance, or a revision.

Grade Distribution

Each class task is worth 1 point. If you complete 80% of the assigned tasks you will receive a B in the class.

Numerical Grade Equivalents

Final course grades are calculated on the standard scale:

A = 100-90 | **B** = 89-80 | **C** = 79-70 | **D** = 69-60 | **F** = 59 or less

Assignments (See appendix for assignment sheets)

1. **Digital Writing Portfolio check-in:** In ENGL 1301 Students compile all their completed summative assessments and writing goals journal entries into a final digital portfolio and then write an introduction reflecting on their writing processes and language practices. **In ENGL 1300 you will be required to work on your Introduction and reflections in class. You will also be expected to upload each of these to blackboard as part of your grade.**

2. **Participation check-ins:** In ENGL 1301 students collaborate within writing workshop groups to complete formative in-class writing activities designed to assist them towards completion of summative assessments, including reading responses, prewriting, peer reviews, etc. **In ENGL 1300 students will be asked to discuss and reflect on the peer collaboration process.**
3. **Writing Goals Journal Prewriting and Check-ins:** In ENGL 1301 students are assigned a Writing Goals Journal with assignments that are intended to be an informal, low-stakes way for students to reflect on and communicate their writing strengths and areas for improvement to the instructor. There are five Writing Goals Journal assignments throughout the semester. **In ENGL 1300 students will complete initial beginning of the semester (BOS), middle of the semester (MOS), and end of the semester (EOS) reading and writing reflections that they can use as the basis for their ENGL 1301 writing journal assignments.**
4. **Unit 1 Summative Assessment (Personal Narrative):** Students complete a narrative essay about their selected topic of interest, which will inform all future assignments. This assignment serves as a diagnostic for student writing and allows students to begin a long-term research project starting from their personal interests. **In English 1300 Students complete a topic walk-about to determine a topic of interest and it's viability to sustain research and interest.**
5. **Unit 2 Summative Assessment (Rhetorical Analysis):** Students complete an essay about their rhetorical analysis of a text which will inform their later research in Unit 3. This assessment shifts students from their personal interest into exploring how professional content creators develop text while introducing research strategies and ethical source integration. **In Engl 1300 students will learn the parts of Rhetorical Analysis**
6. **Unit 3 Summative Assessment (Scholarly Article Analysis):** Students complete an essay about their analysis of a scholarly article's main argument and what knowledge is added to the topic by this source, allowing students to review how sources add, extend, or complicate the same topic. This assessment shifts students from professional content creators to how experts in a field develop texts to advance knowledge, while still emphasizing research strategies and ethical source integration. **In ENGL 1300 students will learn MLA, APA, and other selected citation styles. They will practice ethical source integration research strategies.**
7. **Unit 4 Summative Assessment (Persuasive Essay):** Students complete a research essay with an informed stance about their updated perspectives on the selected topic. This assignment requires students to incorporate research from their Rhetorical Analysis and Scholarly Article Analysis assignments, demonstrating their mastery of research strategies and ethical source integration. **In ENGL 1300 students will learn the difference between persuasion and argumentation.**

Students will practice writing thesis and then finding evidence to support their claims to help them with their argument and persuasive essay.

Attendance

You are absent if you are not present for class and late if you arrive after attendance has been taken. You must communicate the circumstances with me in advance to be excused for an absence or late arrival. Your success and development as a writer depend on your active participation within your writing workshop group. Consistent attendance is crucial.

Respect

I am committed to fostering a respectful classroom environment in which different backgrounds and perspectives are acknowledged. While working with classmates and instructors, you will respectfully listen to others' experiences and perspectives, share your own experiences and perspectives, and value the opportunity to learn from each other. Demonstrating respect for those different from you prepares you for success in the classroom and as citizens. If you use violent, harassing, and or discriminatory language, you will be reported to the university and may be subject to Student Code of Conduct policies.

Plagiarism

Plagiarism is defined as the intentional use of another's "language, ideas, or original (not common knowledge) material" without acknowledgement ("Defining and Avoiding Plagiarism"). If you plagiarize, copy, or otherwise cheat on an assignment, you will receive a permanent zero on that assignment without the opportunity for revision.

Generative AI

The INRW program expects you to generate your own content this semester. **Relying on generative AI to write content for you prevents you from growing as a university-level writer and critical thinker.** However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well **as a starting point** for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased or incorrect information, and to generate writing that lacks human imagination. For these reasons, the INRW program discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, consult with your professor before doing so. **Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.**

Personal Conferences

This semester, you and your peers will work together in writing workshop groups, and you will also work individually on assignments. As you work, I will circulate around the

room and talk to each of you individually. Please be prepared to share with me what you are working on, what your current reading/writing goal is, and how I can support you in this. You may also ask me to help support you in digication, blackboard, and in communication you're your professors. I will assist you in all college going habits.

Digital Tools

This course uses Blackboard. While instruction will be provided, it is your responsibility to submit assignments on time. If you experience technical difficulties with Blackboard, please try a different browser, contact me, or contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu. Links to Google Docs or SharePoint files will not be accepted, as I am often unable to access the files behind those links due to locked sharing permissions.

ENGL 1300/1301L Calendar

Each week's assignments are due on Friday by 11:59 pm.

Important Dates:

August 24 th	First class day
September 7 th	Labor Day Holiday – No Classes
November 13 th	Last day to drop with a “W”
November 25 th	Study Day – No Classes
November 26 th -28 th	Thanksgiving Holiday – No Classes
December 5 th -11 th	Final examinations

The complete [academic calendar](#) is available online.

Unit 1: Personal Narrative

Topics	Reading Bank
Week 1: Introducing the Course and the Writing Process - Introduction to ENGL 1301 and Academic Writing - Introduction to the Writing Process and Generating Ideas - Introduction to the Writing Goals Journal ENGL 1300 Lecture - Academic Standard English - Morphology	Crystal, “David. What is Standard English?” <i>Concorde</i>. 1994. https://www.davidcrystal.com/GBR/Books-and-Articles (access through website) Lippi-Green, Rosina. <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Second edition, Routledge, Taylor & Francis Group, 2012, https://doi.org/10.4324/9780203348802. (no longer in print. PDF provided) McWhorter, John. “Its Complicated.” <i>Talking Back, Talking Black : Truths About America’s Lingua Franca</i>. First edition, Bellevue Literary Press, 2017. Ebook. (access through TAMUSA library) Paul, Sarah, “Understanding Morphology: Part 1” <i>Sarah’s Teaching Snippets</i>. https://sarahsnippets.com/understanding-morphology-part-1/ (access through website) Assignments (In Class) - Who am I as a reader? (BOS) - Who am I as a writer? (BOS)
Week 2: Analyzing Narrative Structure Introduction to the Personal Narrative	Cisneros, Sandra. “<i>Only Daughter</i>.” <i>Latina: Women's Voices From the Borderlands</i>, edited by Lillian Castillo-Speed, Touchstone, 1995, pp. 157-60. DasBender, Gita. “<i>Critical Thinking in College Writing: From the Personal to the Academic.</i>” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds.

• Introduction to the Writing Process through Prewriting Practices • Introduction to Narrative Writing ENGL 1300 Lecture • The Writing Process • Annotation Practice	Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. Gagich, Melanie. “3.2 Knowing Your Audience.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Long, Liza, Amy Minervini, and Joel Gladd. “2. Generate Ideas.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Ramsdell, Catherine. “Storytelling, Narration, and the ‘Who I Am’ Story.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. Assignments 3. Reading Annotation and Discussion 4. What is your annotation practice? (Reflection)
ENGL 1300 Lecture • Prewriting Outline • Peer review outline	Berry, Wendell. “Economy and Pleasure.” <i>What Are People For?: Essays</i>, Counterpoint, 2010, pp. 125–44. Binder, Leandra, Andrew Fields, Asa Holcombe, et al. “Writing Paragraphs Using Logical Organization.” <i>UNM Core Writing Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023. Crowther, Kathryn, Lauren Curtright, Nancy Gilbert, et al. “5.5 Revising and Editing.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Irvin, L. Lennie. “What is Academic Writing?” <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010. Assignments 5. Create an outline for your personal narrative

Unit 2: Popular Rhetorical Analysis

Topics	Reading Bank
Week 1: Introducing Rhetorical Analysis and Popular Sources • Introduction to the Rhetorical Analysis • Introduction to Major Rhetorical Analysis Concepts • Introduction to Locating Popular Sources ENGL 1300 Lectures • Rhetorical situation • T Charts (Quotes)	Jeffrey, Robin, Emilie Zickel, Terri Pantuso, et al. "3.4 What is the Rhetorical Situation?" <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Jones, Rebecca. "3.5 Classical Rhetoric." <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Occom, Samson. "Montaukett Petition" and Biography. <i>The Norton Anthology of English Literature</i>, edited by Stephen Greenblatt, shorter 11th ed., vol. 1, W. W. Norton & Company, 2024, pp. 1195-97. Purdue Online Writing Lab. "APA Style Introduction." <i>Purdue Online Writing Lab</i>. Purdue University, 2025. Purdue Online Writing Lab. "MLA Formatting and Style Guide." <i>Purdue Online Writing Lab</i>. Purdue University, 2025. Zickel, Emilie, Robin Jeffrey, Yvonne Bruce, et al. "7.6 Using the Right Sources for Your Project." <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Assignments 1. Annotation of one reading 2. Create a T Chart of quotes for one reading
Week 2: Developing Rhetorical Analysis in Essays • Developing Rhetorical Analysis Strategies • Reading Annotations	Bruce, Yvonne, and Emilie Zickel. "3.4 Creating the Thesis." <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.

• Introduction to Ethical Attribution ENGL 1300 Lecture 7. Voice/Tone/Syntax 8. Explication of Quotes	Bruce, Yvonne, Melanie Gagich, and Svetlana Zhuravlova. "5.2 Synthesizing in Your Writing." <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Gagich, Melanie, and Emilie Zickel. "2.3 How to Read Rhetorically." <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Lloyd, Amanda. "4.2 Body Paragraphs: An Overview." <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Long, Liza, Amy Minervini, and Joel Gladd. "48. Rhetorical Analysis." <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Assignments 1. Determine Audience/Purpose or change the tone of a piece of writing 2. Explication of quotes (They say I say)
Week 3: Refining Rhetorical Analysis and Content Development • Applying Rhetorical Analysis Skills • Coverage of Revising and Editing Strategies • Peer Review Feedback	Bruce, Yvonne. "11.1 Using Sources Ethically." <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Hulst, Craig. "Grammar, Rhetoric, and Style." <i>Writing Spaces: Readings on Writing</i>, Vol. 3, eds. Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020. Jeffrey, Robin. "11.3 Paraphrasing and Summarizing." <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. King, Stephen. On Writing: A Memoir of the Craft. Scribner, 2010. Excerpt in <i>VPM</i>, 2 July 2010.

	Lacy, Sarah M., and Emilie Zickel. “3.7 Proof-Reading and Editing Your Final Draft.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments 1. Outline of Rhetorical Analysis 2. Peer workshop of outline
--	--

Unit 3: Analyzing Scholarly Sources

Topics	Reading Bank
Week 1: Introducing Scholarly Sources • Introduction to the Scholarly Article Analysis • Introduction to the Scholarly Article Genre • Introduction to Locating Scholarly Sources ENGL 1300 Lecture 9. Using rhetorical situation to determine reliability 10. Reading Rubrics and Assignment sheets	Guptill, Amy. “Chapter 20. Four Tiers of Sources and How to Tell the Difference.” Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. Jeffrey, Robin. “9.4 Using Effective Keywords in Your Research.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. King Jr., Martin Luther. “Letter from Birmingham Jail.” UTexas.edu, 1963. Long, Liza, Amy Minervini, and Joel Gladd. “82. Search Tools.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Mills, Anna. “6.4 Find the Conversation that Interests You.” <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021. Zickel, Emilie. “10.4 A Deeper Look at Scholarly Sources.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie

	Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments 1. Assignment breakdown 2. Using a rubric to plan your assignment
Week 2: Close Reading Scholarly Sources • Introduction to Reading Scholarly Sources • Developing and Organizing Ideas with Outlines • Ethical Source Integration • Student Conferences ENGL 1300 Lecture 11. Reflection 12. Transfer •	Bruce, Yvonne. “11.1 Using Sources Ethically.” <i>A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Cole, Stephanie, Kimberly Breuer, Scott W. Palmer, et al. “Chapter 18. Preparing to Write: Organizing and Outlines.” <i>How History is Made: A Student’s Guide to Reading, Writing, and Thinking in the Discipline</i>. Mavs Open Press, Pressbooks, 2022. Kashyap, Athena, and Erika Dyquisto. “3.2: Critical Reading and Rhetorical Context.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretexts, 2020. Long, Liza, Amy Minervini, and Joel Gladd. “89. Three Forms of Integration: Summary, Paraphrase, and Direct Quotations.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Mills, Anna. “10.1: How Argument Analysis Essays are Structured.” <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021. Woolf, Virginia. “The Death of the Moth.” lastate.edu, 2019. Assignments (In Class) 1. How have I grown as a reader? (MOS) 2. How have I grown as a writer? (MOS)

Week 3: Developing Analysis - Developing Body Paragraphs - Peer Review Feedback - Coverage of Revising and Editing Strategies ENGL 1300 Lecture 13. Creating a thesis 14. Supporting evidence ACTIVITIES: Thesis Statement Throwdown by Dr. Catilin Tucker - Use the articles from the Thesis Statement Throwdown and the generated Thesis to come up with “quotes” that support this thesis from the article. Each group must find at least 3 supports for the thesis.	Akutagawa, Ryunosuke. “In a Grove.” WordPress.com, 2026. Babin, Monique, Carol Burnell, Susan Pesznecker, et al. “4.7 Transitions: Developing Relationships between Ideas.” <i>A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Gagich, Melanie, and Emilie Zickel. “3.5 Revising Your Draft(s).” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Hoermann-Elliott, Jackie, and Kathy Quesenbury. “70. Paragraphs.” <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021. Kashyap, Athena, and Erika Dyquist. “5.3: Writing the Essay Draft.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>. Libretexts, 2020. Zickel, Emilie. “3.6 Peer Review and Responding to Others’ Drafts.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments - Practice thesis statements - Supporting evidence for each thesis statement
Week 4: Preparing the Final Draft - Writing Conclusions - Writing Introductions - Incorporating Feedback - Continued Coverage of Revising and Editing Strategies	StanfordAmy. “12.8: Conclusions.” <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021. Hoermann-Elliott, Jackie, and Kathy Quesenbury. “75. Introductions.” <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021.

ENGL 1300 Lectures 15. Transitions 16. Revision/proofreading/editing •	Kashyap, Athena, and Erika Dyquisto. “7.2: Stage 1—The Big Picture.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretexts, 2020. Kashyap, Athena, and Erika Dyquisto. “7.3: Stage 2—Fleshing Out Your Ideas.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretexts, 2020. Lacy, Sarah M., and Emilie Zickel. “3.7 Proof-Reading and Editing Your Final Draft.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017, Assignments 1. Outline of Scholarly Article Analysis 2. Peer workshop of outline
--	---

Unit 4: Persuasive Writing

Topics	Reading Bank
Week 1: Introducing Persuasive Writing • Introduction to the Persuasive Essay • Introduction to Persuasive Academic Writing • Introduction to Persuasive Structures using Preferred Argumentation Method • Reviewing and Furthering Research ENGL 1300 Lecture 17. Difference between persuasion and argument 18. Types of argumentation •	Abrams, Shane. “Chapter 10. Aristotelian and Rogerian Argumentation.” Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. Chopin, Kate. “The Story of An Hour.” acadiaw.ca, 2026. Gladd, Joel. “66. Tips for Writing Academic Persuasive Essays.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Hewett, Beth L. “From Topic to Presentation: Making Choices to Develop Your Writing.” <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and

	Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010. Horkoff, Tara. “Chapter 10.2 The Structure of a Persuasive Essay.” <i>Writing for Success – 1st Canadian H5P Edition</i>. BCcampus, Pressbooks, 2021. Jones, Rebecca, and Sarah LeMire. “4.5 Toulmin: Dissecting the Everyday Argument.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Assignments 1. Assignment sheet breakdown ENGL 1301L individual 2. Analysis of rubric for assignment planning ENGL 1301L Individual
Week 2: Developing Persuasive Writing • Guidance on Developing a Stance with the Burkean Parlor • Developing Thesis Statements • Introduction to Logical Fallacies ENGL 1300 Lecture 19. Author’s ethical responsibilities 20. Spotting fallacies	Fletcher, Jennifer. “Parlor Crashers.” <i>Rhetorical Thinking</i>, 2021. Gagich, Melanie, and Emillie Zickel. “6.5 Logical Fallacies.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Purdue Online Writing Lab. “Logical Fallacies.” <i>Purdue Online Writing Lab</i>, Purdue University, 2025. Truth, Sojourner. “Ain’t I A Woman?” Rutgers.edu, June.2026. Zickel, Emilie. “8.5 Failures in Evidence: When Even ‘Lots of Quotes’ Can’t Save a Paper.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments 1. Reflection on my goals as a writer 2. Reflection on how to transfer my writing skills to other courses.

Week 3: Organizing Effective Persuasive Writing • Writing Introductions and Conclusions • Writing Cohesive Body Paragraphs • FYC Write-In (Required) ENGL 1300 Lecture 21. Authorial Styles 22. Grammars	Atkinson, Dawn. “Organizing Paragraphs.” <i>Mindful Technical Writing: An Introduction to The Fundamentals</i>, eds. Dawn Atkinson and Stacey Corbitt. Montana University System, Pressbooks, 2020. Binder, Leandra, Andrew Fields, Asa Holcombe, et al. “Standards and Style in Writing.” <i>UNM Core Writing Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023. Delf, Liz. “Chapter 26. It’s Not Just What You Say, It’s How You Say It: Style as a Series of Choices.” <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks. Guptill, Amy. “Chapter 27. Introductions and Conclusions.” Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. Hawthorne, Nathaniel. “Young Goodman Brown.” Columbia.edu, June. 2026. Hoermann-Elliott, Jackie, and Kathy Quesenbury. “61. What is style in academic writing and why is it necessary?” <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021. Assignments 1. creating a paragraph 2. changing the style
Week 4: Cultivating Source Integration and Attribution • Meaningful Source Integration using the Quote Sandwich • Ethical Attribution in Crafting the Final Bibliography Page	Binder, Leandra, Andrew Fields, Asa Holcombe, et al. “Academic Dishonesty and Plagiarism.” <i>UNM Core Writing Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023.

ENGL 1300 Lecture 23. Using AI to assist in research 24. Using AI to find readings ACTIVITY Read this article from Tulane University about using AI in research then have students work in groups to create a list of do's and don'ts for college students	Gladd, Joel. “91. Pack Snacks: Use the ‘Quotation Sandwich.’” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Kelly, Kristy. “Chapter 29. Deconstructing Plagiarism.” <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. Lloyd, Amanda. “4.4 Supporting Evidence.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Purdue Online Writing Lab. “Research and Citation Resources.” <i>Purdue Online Writing Lab</i>, Purdue University, 2025. Assignments Reflection on AI
Week 5: Revising and Reflecting on Persuasive Essays - Coverage of Revising and Editing Strategies - Reflecting on the Writing Process - Course Conclusion ENGL 1300 Lectures 25. Skills inventory (see below) 26. transfer	Gagich, Melanie, and Emilie Zickel. “6.7 What Is Self Analysis?” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Giles, Sandra. “Reflective Writing and the Revision process: What Were You Thinking?” <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010. Irvin, Lennie L. “Changing Your Mindset about Revision.” <i>Writing Spaces: Readings on Writing</i>, Vol. 5, eds. Trace Daniels-Lerberg, Dana L. Driscoll, Mary Stewart, and Matthew A. Vetter. Parlor Press, WAC Clearinghouse, 2023. Lynch, Paul. “The Sixth Paragraph: A Re-Vision of the Essay.” <i>Writing Spaces: Readings</i>

	on Writing, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. Purdue Online Writing Lab. “Writing Is a Process.” <i>Purdue Online Writing Lab</i>, Purdue University, 2025. Assignments 1. Who am I now as a reader? (EOS) 2. Who am I now as a writer? (EOS)
Finals Week: Final Portfolio and Conference ENGL 1300 Lecture 27. NONE	Assignments 1. Choosing your best work 2. Writing about why you chose it