

Course Information

Department	Language, Literature, and Arts
Course Title	Composition I
Credit Hours	3
Prerequisite	TSI Restriction(s): Reading and Writing

Course Description

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

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

Texas Core Curriculum Objectives

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as "Core 10" courses focused on communication.

Core Objective	Description
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Core Objective	Description
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral and visual communication.
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.

Required Materials

- Reliable access to a computer with a stable internet connection and a reliable office suite program
- Reliable access to digital recording software, such as a smartphone, webcam, etc.
- A notebook or other method of taking notes for completing Reading Notes.

Assignments and Grading System

Assignments

Reading Notes

For each reading assignment, students will take notes, highlight, and write down their comments, questions, and thoughts for use in discussion.

Writing Goals Journal

As students work on their projects for the class, they use the Writing Goals Journal to plan for their projects and reflect on their experiences with each project.

Personal Narrative

In Unit 1, students use personal narrative as a vehicle for exploring and reflecting on their experiences with writing and language, a topic 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. Students compose an Outline, Rough Draft, participate in in-class peer reviews, and finish with a Complete Draft.

Rhetorical Analysis

In Unit 2, the second project continues the semester's exploration of language. Students complete a rhetorical analysis of both a popular text and a scholarly text about their topic which will inform their later research in Unit 3. This assessment shifts students from their personal interest into exploring how both popular and scholarly authors develop texts while introducing research strategies and ethical source integration. Students compose an Outline, Rough Draft, participate in in-class peer reviews, and finish with a Complete Draft.

Argument

Unit 3 brings the semester's exploration of language to a culminating point. Students complete a research project with an informed stance about their updated perspectives on the selected topic. This assignment requires students to incorporate research from their Rhetorical Analysis, demonstrating their mastery of research strategies and ethical source integration. Students compose an Outline, Rough Draft, participate in in-class peer reviews, and finish with a Complete Draft.

Digital Portfolio

Unit 4 offers students a chance to reflect on their experiences and their growth as a writer by completing a digital writing portfolio which also serves as the final for the course.

Grading System

The grading system used in this course is a variation of labor-based grading, where assignments are assessed using a points-based system for completion and how well students have met the requirements for each assignment. Written assignments will be evaluated on content, appropriate rhetorical choices for audience and format, and completeness. Evaluations of assignments will be keyed to expectations outlined on each assignment sheet and rubric.

The total possible points for each assignment are as follows:

Assignment	Points Possible
Course Acknowledgment	5
Reading Notes 1 – 25	5 each (125 total)
Writing Goals Journal 1-6	10 each (60 total)

Assignment	Points Possible
Outlines for Projects 1-3	20 each (60 total)
Rough Drafts for Projects 1-3	20 each (60 total)
Complete Drafts for Projects 1-3	20 each (60 total)
E-portfolio	20
Attendance	29
Extra Credit	*
Total	419* points possible

* It is possible to earn more than the total points listed here by completing extra credit assignments.

Course Schedule

	Readings
Week One: Course Introduction	Day 1: Syllabus, Course Website, Assignments Day 2: Singh-Corcoran, Nathalie. "Composition as a Write of Passage." <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011, and The MLA Style Center. "Student Guide to AI Literacy." Modern Language Association, 2024.
Week Two: Personal Narratives	Day 1: 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. Day 2: Cisneros, Sandra. "Only Daughter." <i>Latina: Women's Voices From the Borderlands</i>, eds. Lillian Castillo-Speed, Lacy, Sarah M., Melanie Gagich, and Terri Pantuso. Touchstone, 1995, pp. 157-60, and "2.2 What is the Writing Process?" <i>Informed Arguments: A Guide to Writing &</i>

	<i>Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023.
Week Three: Exploring Our Languages	Day 1: Alvarez, Sara P., Wan, Amy J., and Lee, Eunjeong. “Workin’ Languages: Who We are Matters in Our Writing.” <i>Writing Spaces: Readings on Writing</i>, Vol. 4, eds. Dana Driscoll, Megan Heise, Mary Steward, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2022. Day 2: Anzaldúa, Gloria. “How to Tame a Wild Tongue.” <i>Borderlands/La Frontera</i>, Aunt Lute Books, 1987, pp. 53-64 and skim the TAMUSA Writing, Language, and Digital Composing Center website
Week Four: Organizing Drafts	Day 1: 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. Day 2: 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.
Week Five: Writing Anxiety and MLA Format	Day 1: The Writing Center. “Writing Anxiety” and “Procrastination.” University of North Carolina at Chapel Hill, 2026. Day 2: University Library. “Basics of MLA.” Texas A&M University – San Antonio, 2026. Complete the tutorial and screenshot your quiz results, and skim the Purdue Online Writing Lab. “MLA Formatting and Style Guide.” Purdue University, 2025.
Week Six: Rhetorical Situations and Library Research	Day 1: 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. Day 2: University Library. “Introduction to the Research Process.” Texas A&M University – San Antonio, 2026. Complete the tutorial and screenshot your quiz results, and 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.
Week Seven: Understanding Sources and APA Format	Day 1: 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. Day 2: University Library. “Basics of APA.” Texas A&M University – San Antonio, 2026. Complete the tutorial and screenshot your quiz results, and skim the Purdue Online Writing Lab. “APA Style Introduction.” Purdue University, 2025.
Week Eight: Integration and Synthesis and Plagiarism	Day 1: 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 and 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. Day 2: University Library. “Avoiding Plagiarism.” Texas A&M University – San Antonio, 2026. Complete the tutorial and screenshot your quiz results and 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.
Week Nine: Editing and Ethics of AI	Day 1: 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 and Lacy, Sarah M., and Emilie Zickel. “3.7 Proof-Reading and Editing Your Final Draft.” <i>1st Edition: A Guide to Rhetoric</i>,

	<i>Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Day 2: Center for Teaching Excellence. “Helping students understand the biases in generative AI.” The University of Kansas, 2026, and Copley, Michael. “Data centers are booming. But there are big energy and environmental risks.” NPR. 2025, October 14.
Week Ten: Styles of Argument	Day 1: 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 and 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. Day 2: 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.
Week Eleven: Evidence and Fallacies	Day 1: 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 and 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. Day 2: Purdue Online Writing Lab. “Logical Fallacies.” <i>Purdue Online Writing Lab</i>, Purdue University, 2025 and Fletcher, Jennifer. “Parlor Crashers.” <i>Rhetorical Thinking</i>, 2021.
Week Twelve: Style	Day 1: 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, 2022.

	Day 2: 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.
Week Thirteen: Reflections on Writing	Day 1: 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. Day 2: Lynch, Paul. "The Sixth Paragraph: A Re-Vision of the Essay." <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011.
Week Fourteen: Digication Introduction	
Week Fifteen: Digication Workshops	
Week Sixteen: Finals	