

## Fall 2026 1301L Syllabus

ENGL 1301L | Monday/Wednesday 12:30-1:45pm | Central Academic 424

Texas A&M University-San Antonio

*See below for attribution information<sup>1</sup>*

Professor Cantu | Pcantu1@tamusa.edu

Office Hours: By appointment only

### Course Catalog 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. This course offers the same content as ENGL 1301: Composition I, but it does not have a TSI restriction and is co-requisite with ENGL 1300.

### Student Learning Outcomes

| 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                                                                        |

### 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.                            |
| 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

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

<sup>1</sup> Information for Attribution: Cooper, Khimen, Christa Eshleman, S.R. Fish, and Kimberly Droddy Stelly. "ENGL 1301 Syllabus." *Writing and Rhetoric: First Semester Composition*, May 2026. This item is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more information, see <https://creativecommons.org/licenses/by/4.0/>.

## Grades

This course is writing-intentional 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. Late assignments lose 1 point per day late without an approved extension.

### Grade Distribution

| Assignment                      | Description                                                                                                                                         | Percentage (100% total) |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Digital Writing Portfolio       | Publication of summative assessments and writing goals journal entries in a final digital portfolio                                                 | 15%                     |
| Participation and attendance    | Formative in-class writing activities as assigned                                                                                                   | 15%                     |
| Writing Goals Journal           | An individual journal kept in correspondence with the instructor over the course of the semester; focused on writing goals and improvement          | 15%                     |
| Personal Narrative              | A personal essay about a selected topic of interest that will be used to inform future assignments (350-600 words)                                  | 15%                     |
| Rhetorical Analysis             | An essay analyzing the rhetorical situation of a popular source and a starting point for research on the selected topic of interest (700-850 words) | 10%                     |
| Scholarly Article Analysis      | An essay analyzing a scholarly article over the selected topic of interest serving as an introduction to scholarly sources (800-1,000 words)        | 10%                     |
| Final Writer's Reflective Essay | An essay that asks students to critically reflect on their development as a college writer over the course of the semester (900-1,050 words)        | 20%                     |

### Grade Distribution

#### *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:** Students compile all their completed unit assignments and writing goals journal entries into a final digital portfolio, and then write an introductory homepage reflecting on their writing processes and language practices.

2. **Participation/Class Activities:** Students collaborate within writing workshop groups to complete formative in-class writing activities designed to assist them towards completion of unit assignments, including reading responses, prewriting, peer reviews, etc.
3. **Writing Goals Journal:** The Writing Goals Journal assignments are intended to be an informal way for students to reflect on their writing development throughout the semester. There are five Writing Goals Journal assignments throughout the semester.
4. **Personal Narrative Essay:** In Unit 1 students complete a narrative essay about their selected topic of interest, which will inform all future assignments. This assignment serves as an introduction to critical thinking, critical writing and critical reading.
5. **Rhetorical Analysis:** In Unit 2 students complete an essay about their rhetorical analysis of a text which will inform their later research in Unit 3. This assignment shifts students from their personal interest into exploring how to develop text while introducing research strategies.
6. **Scholarly Article Analysis:** In Unit 3 students complete an analysis of a scholarly article's main argument and explore what knowledge is added to the topic by this source, allowing students to review how sources add, extend, or complicate the same topic. This assignment emphasizes critical reading and critical thinking as research strategies.
7. **Writer's Reflective Essay:** In Unit 4 students reflect on their growth and development as a writer throughout the semester in a critical reflective 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 FYC program expects you to generate your own content this semester. 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 FYC 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.

### Writing Workshop Groups

This semester, you and your peers will work together in writing workshop groups. While you sit down and put words on the page or screen on your own, you cannot succeed as a university-level writer on your own. You need an audience who cares about you and your work to read and respond to your work. This is how we learn and improve as writers. Your writing workshop group will read your work, give you helpful feedback, and support you.

### 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](mailto: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 1301 Calendar

### Important Dates:

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

This calendar is subject to change based on the needs of the class.  
The complete academic calendar is available online.

### Unit 1: Personal Narrative

| Topics                                                                                                                                                                                                                                                                     | Reading Bank                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Week 1: Introducing the Course and the Writing Process</b><br>M/W 8/24-8/26 <ul style="list-style-type: none"> <li>Introduction to ENGL 1301 and Academic Writing</li> <li>Introduction to the Writing Goals Journal</li> </ul>                                         | Reading Thursday 8/26:<br><br><b>Singh-Corcoran, Nathalie. “<u>Composition as a Write of Passage.</u>” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011.</b><br><br><b>Assignments</b> <ul style="list-style-type: none"> <li>Academic Integrity Commitment due Friday, 8/28, by 11:59pm</li> <li>Writing Goals Journal #1 due Friday, 8/28, by 11:59pm</li> </ul>                                                                                      |
| <b>Week 2: Analyzing Narrative Structure</b><br>M/W 8/31-9/2 <ul style="list-style-type: none"> <li>Introduction to the Personal Narrative</li> <li>Introduction to the Writing Process through Prewriting Practices</li> <li>Introduction to Narrative Writing</li> </ul> | Cisneros, Sandra. “ <u>Only Daughter.</u> ” <i>Latina: Women's Voices From the Borderlands</i> , edited by Lillian Castillo-Speed, Touchstone, 1995, pp. 157-60.<br>DasBender, Gita. “ <u>Critical Thinking in College Writing: From the Personal to the Academic.</u> ” <i>Writing Spaces: Readings on Writing</i> , Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011.<br><br><b>Assignments</b> <ul style="list-style-type: none"> <li>Reading Response</li> <li>Prewriting Assignment</li> </ul> |
| <b>Week 3: Finalizing Personal Narrative Writing</b>                                                                                                                                                                                                                       | Monday, 9/7:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| M/W 9/7-9/9 <ul style="list-style-type: none"> <li>• Introduction to Writing Process and Drafting Practices</li> <li>• Introduction to Writing Myths</li> </ul> | Reading: 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,<br>Wednesday 9/9:<br>Irvin, L. Lennie. “ <u>What is Academic Writing?</u> ” <i>Writing Spaces: Readings on Writing</i> , Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010.<br><br><b>Assignments</b> <ul style="list-style-type: none"> <li>• Personal Narrative</li> </ul> |
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## Unit 2: Rhetorical Analysis

| Topics                                                                                                                                                                                                                                    | Reading Bank                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Week 1: Introducing Rhetorical Analysis and Popular Sources</b><br>M/W 9/14-9/16 <ul style="list-style-type: none"> <li>• Introduction to Rhetorical Analysis</li> <li>• Introduction to Major Rhetorical Analysis Concepts</li> </ul> | Jeffrey, Robin, Emilie Zickel, Terri Pantuso, et al. “ <u>3.4 What is the Rhetorical Situation?</u> ” <i>Informed Arguments: A Guide to Writing &amp; Research</i> , 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023.<br><br>Irvin, L. Lennie. “ <u>What is Academic Writing?</u> ” <i>Writing Spaces: Readings on Writing</i> , Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010.<br><br><b>Assignments</b> <ul style="list-style-type: none"> <li>• Unit 2 Reading Response</li> </ul>                                                                                                                                                                                                           |
| <b>Week 2: Rhetorical Analysis</b><br>M/W 9/21-9/23 <ul style="list-style-type: none"> <li>• Developing Rhetorical Analysis Strategies</li> <li>• Reading Annotations</li> </ul>                                                          | Bunn, Mike. “ <u>How to Read Like a Writer.</u> ” <i>Writing Spaces: Readings on Writing</i> , Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011<br><br>Gagich, Melanie, and Emilie Zickel. “ <u>2.3 How to Read Rhetorically.</u> ” <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.<br>Long, Liza, Amy Minervini, and Joel Gladd. “ <u>48. Rhetorical Analysis.</u> ” <i>Write What Matters: Your Guide to College Writing</i> , eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020.<br><br><b>Assignments</b> <ul style="list-style-type: none"> <li>• Peer Review</li> <li>• Writing Goals Journal #2</li> </ul> |
| <b>Week 3: Writing Rhetorical Analysis</b><br>M/W 9/28-9/30                                                                                                                                                                               | Bruce, Yvonne. “ <u>11.1 Using Sources Ethically.</u> ” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i> , eds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <ul style="list-style-type: none"> <li>● Applying Rhetorical Analysis Skills</li> <li>● Coverage of Revising and Editing Strategies</li> <li>● Peer Review Feedback</li> </ul> | <p>Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.</p> <p>Jeffrey, Robin. “<u>11.3 Paraphrasing and Summarizing.</u>” <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.</p> <p>Lacy, Sarah M., and Emilie Zickel. “<u>3.7 Proof-Reading and Editing Your Final Draft.</u>” <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.</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>● Unit 2 Summative Assignment – Rhetorical Analysis</li> </ul> |
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### Unit 3: Analyzing Scholarly Sources

| Topics                                                                                                                                                                                                                                                                              | Reading Bank                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Week 1: Introducing Scholarly Sources</b><br/>M/W 10/05-10/07</p> <ul style="list-style-type: none"> <li>● Introduction to Scholarly Article Analysis</li> <li>● Introduction to the Scholarly Article Genre</li> <li>● Introduction to Locating Scholarly Sources</li> </ul> | <p>Guptill, Amy. “<u>Chapter 20. Four Tiers of Sources and How to Tell the Difference.</u>” 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.</p> <p>King Jr., Martin Luther. “<u>Letter from Birmingham Jail.</u>” UTexas.edu, 1963.</p> <p>Mills, Anna. “<u>6.4 Find the Conversation that Interests You.</u>” <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021.</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>● Locating Scholarly Articles Practice</li> <li>● Assignment Breakdown</li> </ul>                                                                                                                                                    |
| <p><b>Week 2: Close Reading Scholarly Sources</b><br/>M/W 10/12-10/14</p> <ul style="list-style-type: none"> <li>● Introduction to Reading Scholarly Sources</li> <li>● Annotating Scholarly Sources</li> <li>● Student Conferences</li> </ul>                                      | <p>Cole, Stephanie, Kimberly Breuer, Scott W. Palmer, et al. “<u>Chapter 18. Preparing to Write: Organizing and Outlines.</u>” <i>How History is Made: A Student’s Guide to Reading, Writing, and Thinking in the Discipline</i>. Mavs Open Press, Pressbooks, 2022.</p> <p>Kashyap, Athena, and Erika Dyquisto. “<u>3.2: Critical Reading and Rhetorical Context.</u>” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretxts, 2020.</p> <p>Rosenberg, Karen. “<u>Reading Games: Strategies for Reading Scholarly Sources.</u>” <i>Writing Spaces: Readings on Writing, Vol. 2</i>, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>● Midterm Conference</li> <li>● Writing Goals Journal #3</li> </ul> |

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| <p><b>Week 3: Developing Analysis</b><br/>M/W 10/19-10/21</p> <ul style="list-style-type: none"> <li>Developing Body Paragraphs</li> <li>Peer Review Feedback</li> <li>Coverage of Revising and Editing Strategies</li> </ul>                                           | <p>Akutagawa, Ryunosuke. <a href="#">“In a Grove.”</a> WordPress.com, 2026.</p> <p>Gagich, Melanie, and Emilie Zickel. <a href="#">“3.5 Revising Your Draft(s).”</a> <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.</p> <p>Kashyap, Athena, and Erika Dyquisto. <a href="#">“5.3: Writing the Essay Draft.”</a> <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>. Libretexts, 2020.</p> <p>Zickel, Emilie. <a href="#">“3.6 Peer Review and Responding to Others’ Drafts.”</a> <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.</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Peer Review</li> </ul>                                                                                                                                                                  |
| <p><b>Week 4: Preparing the Final Draft</b><br/>M/W 10/26-10/28</p> <ul style="list-style-type: none"> <li>Writing Conclusions</li> <li>Writing Introductions</li> <li>Incorporating Feedback</li> <li>Continued Coverage of Revising and Editing Strategies</li> </ul> | <p>Guptill, Amy. <a href="#">“12.8: Conclusions.”</a> <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021.</p> <p>Hoermann-Elliott, Jackie, and Kathy Quesenbury. <a href="#">“75. Introductions.”</a> <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021.</p> <p>Kashyap, Athena, and Erika Dyquisto. <a href="#">“7.3: Stage 2—Fleshing Out Your Ideas.”</a> <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretexts, 2020.</p> <p>Lacy, Sarah M., and Emilie Zickel. <a href="#">“3.7 Proof-Reading and Editing Your Final Draft.”</a> <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.</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Unit 3 Summative Assignment - Scholarly Article Analysis</li> </ul> |

#### Unit 4: Writer’s Reflective Essay and Digital Writing Portfolio

| Topics                                                                                                                                                                                                                  | Reading Bank                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Week 1: Writer’s Reflective Essay</b><br/>M/W 11/02-11/04</p> <ul style="list-style-type: none"> <li>Introduction to critical reflection practices</li> <li>Introduction to Digital Writer’s Portfolio</li> </ul> | <p>DasBender, Gita. <a href="#">“Critical Thinking in College Writing: From the Personal to the Academic.”</a> <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011.</p> <p>Sánchez-Martin, Cristina. “Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices.” <i>Writing Spaces: Readings on Writing</i>, Vol. 4, eds. Dana Lynn Driscoll, Megan Heise, Mary K. Stewart, and Matthew Vetter. Parlor Press and WAC Clearinghouse, 2022.</p> |

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|                                                                                                                                                                                                                                                        | <p>Stewart, Marjorie. <a href="#">“Weaving Personal Experience into Academic Writing.”</a> Writing Spaces: Readings on Writing, Vol. 3, eds. Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Writer’s Reflective Essay Prewriting Assignment</li> <li>• Thesis Statement Workshop</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Week 2: Developing Critical Writing</b><br/>M/W 11/09-11/11</p> <ul style="list-style-type: none"> <li>• Developing Thesis Statements</li> <li>• What is a Writer’s Portfolio?</li> </ul>                                                        | <p>Truth, Sojourner. <a href="#">“Ain’t I A Woman?”</a> Rutgers.edu, June.2026.<br/>Maddalena, Kate McKinney. <a href="#">“I Need You to Say ‘I’: Why First Person Is Important in College Writing.”</a> Writing Spaces: Readings on Writing, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Writer’s Reflective Essay Outline</li> <li>• Writing Goals Journal # 4</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Week 3: Organizing Effective Writing</b><br/>M/W 11/16-11/18</p> <ul style="list-style-type: none"> <li>• Writing Introductions and Conclusions</li> <li>• Digital Writer’s Portfolio Workshop</li> <li>• FYC Write-In (Extra Credit)</li> </ul> | <p>Atkinson, Dawn. <a href="#">“Organizing Paragraphs.”</a> <i>Mindful Technical Writing: An Introduction to The Fundamentals</i>, eds. Dawn Atkinson and Stacey Corbitt. Montana University System, Pressbooks, 2020.</p> <p>Delf, Liz. <a href="#">“Chapter 26. It’s Not Just What You Say, It’s How You Say It: Style as a Series of Choices.”</a> <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks.</p> <p>Hoermann-Elliott, Jackie, and Kathy Quesenbury. <a href="#">“61. What is style in academic writing and why is it necessary?.”</a> <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021.</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Peer Review</li> <li>• Writing Goals Journal #5</li> </ul> |
| <p><b>Week 4: Thanksgiving Break</b><br/>M/W 11/23-11/27</p>                                                                                                                                                                                           | <p>No readings – Thanksgiving Holiday</p> <p><b>Assignments</b></p> <p>No assignments – Thanksgiving Holiday</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Week 5: Revising and Reflecting on the academic personal narrative</b><br/>M/W 11/30-12/2</p> <ul style="list-style-type: none"> <li>• Coverage of Revising and Editing Strategies</li> <li>• Reflecting on the Writing Process</li> </ul>       | <p>Gagich, Melanie, and Emilie Zickel. <a href="#">“6.7 What Is Self Analysis?”</a> <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.</p> <p>Giles, Sandra. <a href="#">“Reflective Writing and the Revision process: What Were You Thinking?”</a> <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010.</p> <p>Irvin, Lennie L. <a href="#">“Changing Your Mindset about Revision.”</a> <i>Writing Spaces: Readings on Writing</i>, Vol. 5, eds. Trace</p>                                                                                                                                                                              |

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| <ul style="list-style-type: none"><li>● Course Conclusion</li></ul> | <p>Daniels-Lerberg, Dana L. Driscoll, Mary Stewart, and Matthew A. Vetter. Parlor Press, WAC Clearinghouse, 2023.</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"><li>● Writer’s Reflective Essay</li></ul> |
| <p><b>Finals Week: Final Portfolio and Conference</b></p>           | <p><b>Assignments</b></p> <ul style="list-style-type: none"><li>● Digital Writing Portfolio</li></ul>                                                                                                                       |