

Fall 2026 Composition I Syllabus

ENGL 1301 | Mondays and Wednesdays, 12:30-1:45 | Madla 203

Texas A&M University-San Antonio

See below for attribution information¹

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Office: 314C | Office Hours: M&W, 3-4 pm, available online by appointment

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. TSI Restriction(s): Reading and Writing.

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

¹ 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/>.

- Notebook and pen for journaling and drafting
- Reliable home internet, laptop, and charger

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. Grades very rarely measure what they say that they are measuring, so I would like for us to think about several reasons why we emphasize grades so much. To move away from grades, grading in this class will be done by effort-based grading, with the default grade being a B. This course uses a 2-point Credit grading system to prioritize learning, effort, and engagement (2 points on time and well thought out, 1 point for lateness and/or low effort, and 0 points for no submission). Your final evaluation is based on completion of required assignments, not on subjective judgments of quality or perfection.

Assignment Requirements

Assignment	Description
Digital Writing Portfolio	Publication of summative assessments and writing goals journal entries in a final digital portfolio
Participation	Formative in-class writing activities as assigned
Reflection Journal	An individual journal kept in correspondence with the instructor over the course of the semester; focused on writing goals and improvement
Personal Narrative	A personal essay about a selected topic of interest be used to inform future assignments 400-700 words)
Rhetorical Analysis	An essay analyzing the rhetorical situation of a popular source and a starting point for research on the selected topic of interest (650-800 words)
Scholarly Article Analysis	An essay analyzing a scholarly article over the selected topic of interest serving as an introduction to scholarly sources (850-1,050 words)
Persuasive Essay	An essay requiring two secondary sources (one popular and one scholarly) that demonstrates a stance over the selected topic (950-1,500 words)

Please note that you will not always receive written individual feedback from your colleagues and me. Sometimes you'll receive feedback verbally in class or in conferences, and sometimes that feedback will be directed to the entire class. Also, the feedback you receive will almost always be formative, meaning it will engage with your ideas and will offer suggestions for additional revision.

The default grade for this course is a **"B."**

To earn a "B," you must fulfill the following conditions:

- Contribute to class discussion on a regular basis
- Complete weekly labor journals
- Complete and submit all assignments, with no more than two assignments being late

- Schedule and attend one meeting with me
- Work with your colleagues with care and compassion

To earn an “A:”

Earning a grade higher than the default “B” is possible, but doing so will require more labor than what I’ve outlined above. **To earn an “A” grade**, you’ll need to meet the following conditions:

- Contribute to class discussion on a regular basis and lead discussion when scheduled to do so
- Complete weekly labor journals
- Complete and submit ALL assignments on time
- Schedule and attend one meeting with me
- Work with your colleagues with care and compassion
- Complete at least two of the additional tasks below:
 - o Schedule and attend one additional meeting with me
 - o Schedule and attend one session with the Writing Center
 - o Complete a revision of one major assignment
 - o Another labor task of your choice—must be approved by me first

If you have ideas for an additional task, please feel free to bring them forward. Any tasks not listed here will need my approval first.

To earn “C,” “D”, and “F:”

Failing to meet the terms defining a “B” grade can result in a “C,” “D,” or “F.” You will automatically earn one of these grades if your labor meets any of the following conditions:

Grade	# of incomplete assignments	# of late assignments	# of ignored assignments
“C”	1-3	4-5	1-3
“D”	4-6	6	4-6
“F”	7 or more	7 or more	7 or more

Incomplete, Late, and Ignored Assignments

I will consider your assignments in this class “incomplete” if you submit them by a given deadline but they are not completed assignments (remember that you’ll be able to revise incomplete assignments until they are complete). Your assignments will be “late” if you submit them within 3 days of an initial deadline. If you don’t submit an assignment within the 3-day extension, or if you don’t submit an assignment at all, I will consider it “ignored.”

Assignments (See appendix for assignment sheets)

1. **Digital Writing Portfolio:** 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.
2. **Participation:** 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.
3. **Reflection Journal:** The Reflection Journal assignments 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. You may also use the journal as a way to reflect on your week. These will be done weekly throughout the semester and can be done through different methods such as audio, video, or written.
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.
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.
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.
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.

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. 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

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

Important Dates:

August 24th First class day
 September 7th Labor Day Holiday – No Classes
 November 13th Last day to drop with a “W”
 November 25th Study day – No Classes
 November 26th-28th Thanksgiving Holiday – No Classes
 December 5th-11th 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	Baca, Jimmy Santiago. "I Am Offering This Poem." <i>Immigrants in Our Own Land and Selected Early Poems</i>, New Directions Publishing Corporation, 1990. Bachelor-Robinson, Michelle, Maria Jerskey, Toby Fulwiler, et al. "Glance at Genre: Conflict, Detail, and Revelation." <i>Writing Guide with Handbook</i>, Updated Edition. Rice University, OpenStax, 2024. Lacy, Sarah M., Melanie Gagich, and Terri Pantuso. "2.2 What is the Writing Process?" <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. 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. "Student Guide to AI Literacy." <i>The MLA Style Center</i>, Modern Language Association, 2024. Assignments Academic Integrity Commitment Writing Goals Journal #1
Week 2: Analyzing Narrative Structure - Introduction to the Personal Narrative - Introduction to the Writing Process through Prewriting Practices	Cisneros, Sandra. "Only Daughter." <i>Latina: Women's Voices From the Borderlands</i>, edited by Lillian Castillo-Speed, Touchstone, 1995, pp. 157-60. DasBender, Gita. "Critical Thinking in College Writing: From the Personal to the Academic." <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. 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</i>

• Introduction to Narrative Writing	in <i>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 Reading Response Prewriting Assignment
Week 3: Finalizing Personal Narrative Writing • Introduction to Writing Process and Drafting Practices • Introduction to Writing Myths	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 Unit 1 Summative Assessment: Personal Narrative

Unit 2: Popular Rhetorical Analysis

Topics	Reading Bank
Week 1: Introducing Rhetorical Analysis and Popular Sources	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

● Introduction to the Rhetorical Analysis ● Introduction to Major Rhetorical Analysis Concepts ● Introduction to Locating Popular Sources	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 Reading Response Attribution Quiz
Week 2: Developing Rhetorical Analysis in Essays ● Developing Rhetorical Analysis Strategies ● Reading Annotations ● Introduction to Ethical Attribution	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. 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 Peer Review Writing Goals Journal #2
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. <i>On Writing: A Memoir of the Craft</i>. 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 Unit 2 Summative Assignment – Rhetorical Analysis

Unit 3: Analyzing Scholarly Sources

Topics	Reading Bank
Week 1: Introducing Scholarly Sources	Guptill, Amy. “ Chapter 20. Four Tiers of Sources and How to Tell the Difference .” Adapted by Liz Delf, Rob Drummond, and Kristy

• Introduction to the Scholarly Article Analysis • Introduction to the Scholarly Article Genre • Introduction to Locating Scholarly Sources	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 Locating Scholarly Articles Practice Assignment Breakdown
Week 2: Close Reading Scholarly Sources • Introduction to Reading Scholarly Sources • Developing and Organizing Ideas with Outlines • Ethical Source Integration • Student Conferences	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 Dyquist. “3.2: Critical Reading and Rhetorical Context.” <i>Writing, Reading, and College Success: A First-Year</i>

	<i>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.” Iastate.edu, 2019. Assignments Midterm Conference Writing Goals Journal #3
Week 3: Developing Analysis • Developing Body Paragraphs • Peer Review Feedback • Coverage of Revising and Editing Strategies	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 Dyquisto. “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</i>

	<i>Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments Peer Review
Week 4: Preparing the Final Draft • Writing Conclusions • Writing Introductions • Incorporating Feedback • Continued Coverage of Revising and Editing Strategies	Guptill, Amy. “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. 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. Libretxts, 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. Libretxts, 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 Unit 3 Summative Assignment - Scholarly Article Analysis

Unit 4: Persuasive Writing

Topics	Reading Bank
Week 1: Introducing Persuasive Writing	Abrams, Shane. “Chapter 10. Aristotelian and Rogerian Argumentation.” Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. <i>A</i>

● Introduction to the Persuasive Essay ● Introduction to Persuasive Academic Writing ● Introduction to Persuasive Structures using Preferred Argumentation Method ● Reviewing and Furthering Research	<i>Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. Chopin, Kate. “The Story of An Hour.” acadiau.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 Research Template Thesis Statement Workshop
Week 2: Developing Persuasive Writing ● Guidance on Developing a Stance with the Burkean Parlor ● Developing Thesis Statements ● Introduction to Logical 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 Works Cited Writing Goals Journal # 4
Week 3: Organizing Effective Persuasive Writing • Writing Introductions and Conclusions • Writing Cohesive Body Paragraphs • FYC Write-In (Extra Credit)	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 Peer Review Writing Goals Journal #5
Week 4: Cultivating Source Integration and Attribution	Binder, Leandra, Andrew Fields, Asa Holcombe, et al. “Academic Dishonesty and Plagiarism.” <i>UNM Core Writing</i>

• Meaningful Source Integration using the Quote Sandwich • Ethical Attribution in Crafting the Final Bibliography Page	<i>Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023. 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 No assignments – Thanksgiving Holiday
Week 5: Revising and Reflecting on Persuasive Essays • Coverage of Revising and Editing Strategies • Reflecting on the Writing Process • Course Conclusion	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 on Writing</i>, 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 Unit 4 Summative Assessment – Persuasive Essay
Finals Week: Final Portfolio and Conference	Assignments Final Conference Digital Writing Portfolio