

Fall 2026 Composition I Syllabus

ENGL 1301_015 | TTR 2:00-3:15 PM | Classroom Hall 207
Texas A&M University-San Antonio

Instructor: Professor Nicolas Palumbo (they/them)

Email: npalumbo@tamusa.edu

Office Location: Classroom Hall 314X

Student Meeting Times: Mondays from 12:30pm to 1:30pm, or scheduled upon request

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.

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
- 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, aka assigned readings. Please be prepared each class to write about and discuss assigned texts; these discussions are meant to generate ideas and help us deepen our understanding and appreciation of the relevant topics and skills, so don't be afraid to voice different and unique perspectives on these assigned texts. The more unique ideas and thoughts we discuss, the better opportunity everyone has to learn and get something positive out of the course.

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 where applicable. You can check your total grade at any time in Blackboard. Please email me, or visit my office during Student Meeting Time, to discuss any extension, revision, absence, or just ask any questions you might have that I don't cover during class. Late assignments, incomplete assignments, unexcused absences, and any academic dishonesty will have a negative impact on your grade. Most things can be cleared up with communication, so if you're ever worried about your grade, please talk to me about it!

Labor-Based Grading

I use a grading scheme known as Labor-Based Grading for this course. The final letter grade you receive at the end of the course is still dependent on the percentage of points you have

at the end of the semester (see the Numerical Grade Equivalents section), but the way that those points are distributed and earned per your assignments is likely different than what you are used to, so I want to provide some explanation and context.

What is a grade? Grades, as a whole, can be seen as (or at least, in my opinion, should be) a reflection of success in a given course. If you succeed in the objectives and goals of a course, this should reflect in a high grade. This is to show both you and others that you did in fact succeed in the course. This might seem obvious when you spell it out, but this system, as is true of all systems, comes with some negatives. Namely, if the grading system is not properly aligned with the course outcomes, students can receive a grade that is unfair or unearned, and that can have a negative effect on their college career in any number of ways.

So, what is Labor-Based Grading? In short, it is a grading system that rewards effort, risk-taking, growth, and engagement, rather than objective “correctness”. In order to align the grading system with the goals of this course, I find it would result in unfair or unearned outcomes if I stuck to more traditional grading schemes. The point of this course is not to have correct answers, such as in a math course, nor is it an expectation for you to demonstrate proficiency in a specific skill, such as in a speech and debate course. Instead, this course asks that you develop proficiencies in a number of core skills necessary for success in college classrooms, specifically the understanding of ideas at a collegiate level, and the ability to convey your ideas at a collegiate level. Since these skills are both relative to yourselves as individuals, and generalized across all your different majors, Labor-Based grading is the fairest way I feel I can assess you.

Finally, what does that look like? Every individual thing I ask you to do in this course will be weighed equally, each task being worth 1 point. Some assignments may include multiple tasks. If you accomplish a task as I have laid out, you get the point. If you accomplish a task late, or if it is only partially completed, you will receive 0.5 points. If a task is not completed at all, or less than half complete, you will receive 0 points.

In certain circumstances, exemplary effort in the completion of assignments can result in additional points being awarded. For example, if you choose to put more work into a specific assignment than what it requires because you feel it would benefit you in some way to do so, or simply out of intellectual curiosity, you can essentially create your own extra credit. However, this needs to be discussed before submission so I know what to expect and why you’re doing it.

Most tasks (including assignments, participation, and attendance points) can be changed from 0 or 0.5 points, to 1, in different ways depending on the task; with some exceptions which are outlined below. As with all aspects of this course, if you are confused at any point, or are just curious about the grading scheme, ask me about it and I’ll be happy to clear things up.

One final note on grades. It is my job to help you succeed in the objectives of this course, which means it is my job to assist you in reaching the level of success you want to achieve, and equally important, to not disadvantage you in any way from working towards that success. If you feel that for some reason you don't have what you need to succeed in this course, please let me know so I can make any appropriate adjustments, or direct you to resources that can help you in ways I cannot.

Grade Distribution

Assignment	Description	Points
Digital Writing Portfolio	Publication of summative assessments and writing goals journal entries in a final digital portfolio	12 points
Participation	Formative in-class activities, reading responses, and other recurring tasks as assigned	1 per submission
Attendance	Attending class meetings	1 per week
Writing Goals Journal	An individual journal kept in correspondence with the instructor over the course of the semester; focused on writing goals and improvement	6 per entry
Personal Narrative	A personal essay about a selected topic of interest be used to inform future assignments (350-600 words)	7 points
Rhetorical Analysis	An essay analyzing the rhetorical situation of a popular source and a starting point for research on the selected topic of interest (750-900 words)	8 points
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)	8 points
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)	11 points

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 summative assessments and Writing Goals Journal entries into a final Digital Portfolio, and write an introduction reflecting on their writing processes and language practices.
2. **Participation and Recurring Tasks:** 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. **Writing Goals Journal:** The Writing Goals 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 and themselves. There are five Writing Goals Journal assignments throughout the semester.
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 to be excused for an absence or late arrival. Your success and development as a writer depend on your active participation during class and 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, and the possibility of academic misconduct marks on your permanent record.

Generative AI (Important)

This course assumes that all work submitted by students will be generated by the students themselves, working individually, or in groups when specified. Students should not have another person/entity/program do any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT in any capacity. Use of any AI-generated content and tools in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity. **Any use of these technologies for this course will result in the same consequences 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, or really as a person, 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. Your grade will never depend on the actions of others in your group, you're your own within the group; this is meant to eliminate or reduce the stress of group assignments, while still maintaining the benefits of collaboration and group scholarship, key skills for the university and beyond. Should you have any questions or concerns about how the workshop groups are meant to function, or are functioning, please do not hesitate to let me know.

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.

All assignments need to be submitted as files through blackboard, we will go over the specifics in class, but again, always ask if you feel at all unsure about this or any other policy.

ENGL 1301 Calendar

Each week's assignments are due on Saturday at 10:00 am, unless otherwise specified.

Assignments and readings may change, but I will make sure to make it very clear if, when, and why any changes are made.

Readings in a week marked with an asterisk (*) mean that you are only expected to read, and respond to, one of the marked texts. So if a week has 4 readings, but 2 of them are marked with an asterisk (*), that means you only need to read and respond to 1 of the marked texts, and the 2 unmarked texts, for a total of 3 readings. You may choose to read and respond to all readings, but that is your own prerogative, and not an expectation.

Unit 1: Personal Narrative

Topics	Readings and Assignments
Week 1 (8/23 – 8/29): 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. Assignments: -Academic Integrity Commitment

	-Writing Goals Journal #1 -Attendance -In class exercises -Reading response for Week 2's Readings
Week 2 (8/30 – 9/5): Analyzing Narrative Structure • Introduction to the Personal Narrative • Introduction to the Writing Process through Prewriting Practices • Introduction to Narrative Writing	Cisneros, Sandra. "Only Daughter." <i>Latina: Women's Voices From the Borderlands</i>, edited by Lillian Castillo-Speed, Touchstone, 1995, pp. 157-60. 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: -Prewriting Assignment -Attendance -In class exercises -Reading response for Week 3's Readings
Week 3 (9/6 – 9/12): Finalizing Personal Narrative Writing • Introduction to Writing Process and Drafting Practices • Introduction to Writing Myths	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 -Attendance -In class exercises -Reading response for Week 4's Readings
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Unit 2: Popular Rhetorical Analysis

Topics	Readings and Assignments
Week 4 (9/13 – 9/19): Introducing Rhetorical Analysis and Popular Sources • Introduction to the Rhetorical Analysis • Introduction to Major Rhetorical Analysis Concepts • Introduction to Locating 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 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. 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. *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. Assignments: -Attribution Quiz -Attendance -In class exercises

Week 5 (9/20 – 9/26): Developing Rhetorical Analysis in Essays • Developing Rhetorical Analysis Strategies • Reading Annotations • Introduction to Ethical Attribution	-Reading response for Week 5's Readings 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. 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 -Attendance -In class exercises -Reading response for Week 6's Readings
Week 6 (9/27 – 10/3): Refining Rhetorical Analysis • Applying Rhetorical Analysis Skills • Coverage of Revising and Editing Strategies • Peer Review Feedback	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. *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: -Unit 2 Summative Assignment – Rhetorical Analysis -Attendance -In class exercises -Reading response for Week 7’s Readings
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Unit 3: Analyzing Scholarly Sources

Topics	Readings and Assignments
Week 7 (10/4 – 10/10): Introducing Scholarly Sources • Introduction to the Scholarly Article Analysis • Introduction to the Scholarly Article Genre • Introduction to Locating Scholarly Sources	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. 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 -Attendance -In class exercises -Reading response for Week 8's Readings
Week 8 (10/11 – 10/17): Close Reading Scholarly Sources • Introduction to Reading Scholarly Sources • Developing and Organizing Ideas with Outlines • Student Conferences	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. "5.3: Writing the Essay Draft." <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>. 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. Assignments: -Midterm Conference -Writing Goals Journal #3 -Attendance-Reading response for Week 9's Readings
Week 9 (10/18 – 10/24): Developing Analysis • Developing Body Paragraphs • Peer Review Feedback	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.

Coverage of Revising and Editing Strategies	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. 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: -Peer Review -Attendance -In class exercises -Reading response for Week 10’s Readings
Week 10 (10/25 – 10/31): 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. 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. Assignments:

	-Unit 3 Summative Assignment - Scholarly Article Analysis -Attendance -In class exercises -Reading response for Week 11's Readings
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Unit 4: Persuasive Writing

Topics	Readings and Assignments
Week 11 (11/1 – 11/7): 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	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. 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. 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 -Attendance -In class exercises -Reading response for Week 12's Readings
Week 12 (11/8 – 11/14): Developing Persuasive Writing • Guidance on Developing a Stance with the Burkean Parlor	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 Emillie

• Developing Thesis Statements • Introduction to Logical Fallacies	Zickel. MSL Academic Endeavors, Pressbooks, 2017. 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 -Attendance -In class exercises -Reading response for Week 13’s Readings
Week 13 (11/15 – 11/21): Organizing Effective Persuasive Writing • Writing Introductions and Conclusions • Writing Cohesive Body Paragraphs • FYC Write-In (Extra Credit)	*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. 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 -Attendance -In class exercises -Reading response for Week 14's Readings
Week 14 (11/22 – 11/28): Cultivating Source Integration and Attribution • Meaningful Source Integration using the Quote Sandwich • Ethical Attribution in Crafting the Final Bibliography Page	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. Assignments: -Reading Response for Week 15's Readings
Week 15 (11/29 – 12/5): 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. Assignments:

	-Unit 4 Summative Assessment – Persuasive Essay -Attendance -In class exercises
Finals Week (12/6 – 12/12): Final Portfolio and Conference	Assignments: -Final Conference -Attendance -Digital Writing Portfolio

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central

Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

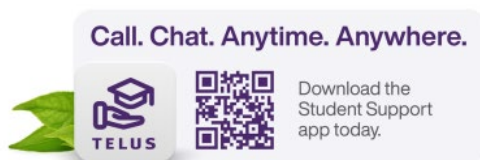
Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC):

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state

VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all

A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both

rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic

misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

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

Appendix 1

See pages below for assignment sheets

Writing Goals Journal #1

ENGL 1301: Composition I

Purpose

This assignment prompts thoughtful reflection on your writing experiences, personal goals, and language practices, serving as the first in a series of journal entries that will track your growth and progress throughout the semester.

Length

Your response should be between 100-150 words on this first assignment.

Task

In a brief paragraph, describe your experiences with writing in the past. Consider and share your needs as a writer, and be completely honest, even if you do not like to write. Please address the following, while making sure to respond directly to the last question:

- Do you like, dislike, or are you ambivalent towards writing? Why?
- How do you define *good* writing? Do you consider yourself a good writer?
- What are your top three strengths when it comes to writing?
- What do you hope to gain from your learning experience in this class when it comes to writing and/or your language?
- Even the best writers have things that they would like to improve. What are the top three things you want to improve in your writing this semester? Consider these things as goals you are setting for yourself.

Keep your goals in mind, as we will return to this assignment throughout the semester. It is important that you take this last question seriously as you will continuously build upon your response in subsequent Writing Goals Journal assignments. You will earn 1 point for each question you answer, and 1 point for the word count, for a total of 6 possible points.

Unit 1 Summative Assessment: Personal Narrative

ENGL 1301: Composition I

Purpose

Writing is a way of translating your thoughts to an audience, clearly and with purpose. To think clearly, you need to notice, question, and organize your thought patterns. To write well, you need to make intentional choices that aim for a clear purpose. This Unit 1 Personal

Narrative assignment asks you to write a paper that utilizes intentional choices to create a clear purpose. It helps you reflect on previous writing experiences, prepares a solid foundation for what is to come, and allows you to practice recursive writing skills vital to your academic and professional development.

The personal narrative's literary focus is especially valuable in a rhetoric and composition context, because your language practices and life experiences offer a concrete way to introduce foundational rhetorical concepts. Through this assignment, you will learn to engage with your language practices and life experiences as critical inquiry and analysis, a key skill in rhetoric and composition. You will achieve this by exploring how deliberate choices in storytelling, structure, voice, and specific details are inherently rhetorical, influencing how your language and story persuade, inform, and resonate with an audience.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following student learning outcomes from our course syllabus:

1. Demonstrate rhetorical agency when communicating with audiences about your language practices
2. Understand key concepts such as audience, purpose, and genre
3. Analyze texts using the class's key concepts
4. Reflect on your individual writing processes
5. Critically examine your language practices
6. Collaborate with peers

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following Texas Core Curriculum Objectives:

1. **Critical Thinking:** Analyze texts for purpose and structure; craft self-reflective inquiry to develop a writing project topic with appropriate support.
2. **Effective Communication:** Use the Personal Narrative as a vehicle for communicating learning and analysis appropriate to audience.
3. **Teamwork:** Communicate with peers and the instructor at various stages of the writing process to develop ideas and analyze example texts.
4. **Personal Responsibility:** Demonstrate ethical decision-making with Personal Narrative subject matter, avoiding scholastic dishonesty concerns.

Disciplinary Knowledge

This assessment will also help you become familiar with important disciplinary knowledge:

1. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective paper.
2. **Research and Reading Processes:** Demonstrate the ability to effectively and strategically read texts and articles to locate authors' main topics/arguments, as well as literary or rhetorical devices utilized.
3. **Genre Conventions:** Communicate understanding of unique components for the narrative genre, such as the narrative arc.
4. **Style Conventions:** Apply formatting conventions of the MLA style guide.

Tasks

Using the topic you selected during the prewriting exercises, develop a story to help someone understand why you selected this topic. The story should help the audience understand why your topic is important to you. You should utilize a **narrative arc**, the general structure of a story that develops or progresses the events or character from beginning to end. Unless you are deeply familiar with narrative construction, or wish to test your limits with regards to narrative structure (speak to me if that is your aim), I recommend starting with the common elements of western narrative structure. These most common elements, and usual order of those elements, are:

1. Exposition of the setting and characters
2. Rising action
3. Climax
4. Falling action
5. Resolution

A good story has conflict that moves the narrative forward. This could be conflict between the narrator and another character, self, society, nature, or even fate. This tension gives significance (the so-what factor). The significance can be explicitly stated or implicit in the themes explored. Use specific and concrete details that create imagery and appeal to your readers' senses. Like any good story, your paper should showcase literary devices such as a defined setting, organized plot, developed characters, and figurative language.

The following sequential steps will guide you through this Personal Narrative:

1. **Select** a topic for the narrative that aligns with the course's focus.
 - Complete the topic brainstorming activities that are assigned.
2. **Plan** and outline the Personal Narrative.
 - Complete the prewriting activity, which helps organize ideas. Break down your story to include the five narrative arc elements (see above).
 - Develop a timeline for completing the assignment.

3. **Draft** the Personal Narrative.
 - Draft the main points of the story, focusing on development to help an audience understand your perspective.
4. **Revise** and edit the Personal Narrative.
 - After a peer review writing workshop, incorporate peer and professor feedback and make necessary revisions to the content and the structure.
 - Edit for document formatting elements to align the paper with a formatting style.
 - Edit for grammar, spelling, punctuation, and clarity appropriate to your narrative.
5. **Finalize** the Personal Narrative.
 - Prepare the final polished version of your Personal Narrative.
 - Confirm the Personal Narrative meets all requirements and core objectives.

Criteria for Success

1. **Length and Format Requirements:** The Personal Narrative should be between 350-600 words. One double-spaced page of 12-point font is about 300 words. The paper needs to use formatting guidelines of a standard of your choice (MLA or APA are most common), but since you are not required to have an outside source for this paper, no Works Cited or References page is needed this time. Follow correct document formatting for headers, titles, margins, and other general set-up.
2. **Style and Tone:** You may choose the type of organization you want to use to fully develop your unique perspective, however the narrative arc's elements should be present within your paper. Your assumed audience is a random group of your academic peers with varied beliefs. How you choose to write, since it is a story of your life, dictates the tone, whether it be serious or humorous, and stylistic elements should be chosen that benefit your purpose. You are telling a personal story, so use first person (I, me, my, mine).
3. **Reflection:** After submitting your Personal Narrative, reflect on your completed work in Writing Goals Journal #2. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed, developed, and/or eliminated?
4. **Grading Criteria:** The Personal Narrative will be graded based on the following criteria:

- a. **Introduction/Opening:** The introduction addresses audience needs by including material that would pique someone's interest and sets up the story. Hook your audience.
- b. **Organization:** The paper is organized in a way that flows, moves the story forward, and is easy to follow. The writing is structured in paragraphs that appropriately convey the narrative arc. The visual layout of the paper does not detriment the reader's ability to follow the narrative. Details are carefully considered so that the story flows appropriately. Guide your audience.
- c. **Word Count:** The word count is within the expected range and meets the required length, indicating appropriate development and effort.
- d. **Development:** The content is developed in a logical way, showcasing the best of your learning for writing personal narratives. The paper includes a clear sense of importance, either explicitly or implicitly, where themes, recurring thoughts, emotions, and/or situations point to the story's significance. The paper aligns with literary devices (i.e. a clearly defined setting; concrete rather than abstract details, etc.); and the writing *shows* an experience, rather than *tells* the audience the story. Make your audience care.
- e. **Conclusion:** The conclusion addresses audience needs by reminding the reader about the writing's purpose. What do you want your audience to leave with?
- f. **Style:** The writing showcases clear, fluid prose with minimal grammar and mechanical concerns that distract from the text's readability, demonstrating a commitment to the editing process. Word choice and tone are appropriate for the personal narrative.
- g. **Format:** Chosen formatting guidelines are followed with few errors.

Rubric

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations = 1 point	Approaching Expectations = 0.5 points	Does Not Meet Expectations = 0 points	Points /7
Introduction	The introduction piques the audience's interest, sets up the narrative,	The introduction attempts to pique interest and set up the story, but lacks engagement	The introduction does not effectively pique interest or	/1

	and addresses all audience needs.	or clarity in its setup.	adequately set up the narrative.	
Organization	The paper is cohesive and easy to follow. It utilizes proper paragraphs to appropriately convey the narrative arc, and unimportant or superfluous details are removed.	The paper is generally cohesive, with details that hinder moving the story forward. Paragraphs could be more refined, and the narrative arc is unclear.	The paper is difficult to follow. The purpose of each paragraph is unclear, the narrative arc is limited, and there are too many disruptive or confusing details.	/1
Word Count	Meets the minimum word count required for the essay.	Meets between 60% and 90% of the minimum word count required.	Meets less than 60% of the minimum word count required for the essay.	/1
Development	Showcases student's learning about personal narratives, communicates significance, uses literary devices (defined setting and concrete details), and <i>shows</i> the experience.	There are some areas where the significance is less clear. Literary devices could be more consistent, and there are instances of <i>telling</i> rather than <i>showing</i> .	Lacks clear significance, fails to effectively use literary devices, and primarily <i>tells</i> the story rather than <i>shows</i> the experience.	/1
Conclusion	The conclusion effectively addresses audience needs by powerfully reminding the reader of the paper's purpose and key takeaway.	The conclusion attempts to summarize the purpose but may be less impactful in its takeaway message.	The conclusion does not effectively address audience needs or provide a clear takeaway.	/1
Style	The writing features clear, fluid prose with minimal grammatical and mechanical concerns, demonstrating thorough editing. Word choice and	The writing is generally clear but may have occasional grammatical or mechanical concerns that slightly distract from readability.	The writing is unclear, contains frequent grammatical and mechanical errors that impact readability, contains inappropriate	/1

	tone are consistently appropriate and effective.	Word choice and tone are mostly appropriate.	word choice or tone.	
Format	All formatting guidelines are followed with virtually no errors in document layout.	Most formatting guidelines are followed with only minor, infrequent errors in document layout.	Formatting guidelines are not followed, resulting in noticeable layout errors.	/1

Unit 2 Summative Assessment: Rhetorical Analysis

ENGL 1301: Composition I

Purpose

The term *rhetorical analysis* refers to a language practice we engage in regularly: evaluating how, and how effectively, a text communicates its central message. If you have ever thought

a speaker's emotional delivery undermined their argument or noticed that a cluttered slide design distracted from the presenter's main point, you have engaged in rhetorical analysis.

The purpose of this essay is to develop your ability to critically analyze and interpret popular texts. Rhetorical analysis involves understanding how elements in a text contribute to a text's message, and how this message might impact an audience. As a result, you will use terms associated with rhetorical analysis that have been covered in class and the course readings. This assessment focuses on improving your strategies for reading and integrating scholarly sources, because many academic writing situations require you to incorporate external sources into your work. By studying how scholarly sources impact their audiences, you further develop your own rhetorical agency, writing processes, and language practices.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following student learning outcomes from our course syllabus:

1. Demonstrate rhetorical agency when communicating with audiences about your language practices
2. Understand key concepts such as audience, purpose, and genre
3. Analyze texts using the class's key concepts
4. Reflect on your individual writing processes
5. Critically examine your language practices
6. Collaborate with peers

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following Texas Core Curriculum Objectives:

1. **Critical Thinking:** Analyze and evaluate a text for rhetorical strategies that help or hinder the audience's experience with the text.
2. **Effective Communication:** Use the academic essay as a vehicle for communicating learning and rhetorical analysis.
3. **Teamwork:** Communicate with peers at various stages of the writing process to improve the final essay assignment.
4. **Personal Responsibility:** Demonstrate ethical decision-making with source integration into essay writing, avoiding scholastic dishonesty concerns.

Disciplinary Knowledge

This assessment will also help you become familiar with important disciplinary knowledge:

1. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective paper.
2. **Research Process:** Demonstrate the ability to locate relevant and appropriate details that support a claim.
3. **Reading Process:** Demonstrate the ability to effectively and strategically read popular sources to locate rhetorical strategies and devices.
4. **Genre Conventions:** Communicate understanding of unique rhetorical analysis components in texts.
5. **Style Conventions:** Apply formatting conventions of a chosen style guide.

Tasks

For this assessment, you will analyze the rhetorical elements in your selected text, like appeals and rhetorical devices. Focus on how these elements help or hinder an audience's experience with the text. Specifically, consider if each rhetorical element is effective in reaching the text's intended audience. The writing should demonstrate your clear understanding of the rhetorical concepts covered in class, so use rhetorical vocabulary as you complete the analysis. Remember that analysis focuses on both *presenting* and *addressing* questions, so always come back to *why* you are pointing out the specific rhetorical elements, not just pointing them out in the first place. Doing so will help you avoid generic or formulaic responses in favor of your original thoughts and creativity.

Your essay needs to communicate the major rhetorical elements that you want to highlight, so organize and develop the writing to help someone understand your perspective. You will also need to determine what rhetorical analysis tools or frameworks you will be using, so that your analysis is cohesive. The writing needs to align with academic conventions, so the assignment needs to include 1) a clear central claim, 2) insightful analysis about the rhetorical elements you are analyzing and their use, 3) relevant evidence from your selected text, and 4) ethical source integration in the essay and a works cited/references page. You will compose this essay in steps with plenty of in-class time to address questions. You are encouraged to work through and reflect on any uncertainties or fears about the writing process. Sometimes, we need to work through our ideas before we can clearly present them to others, and it is better to start writing and have time to adjust, than to write at the last minute with no time for editing and refinement.

The following sequential steps will guide you through this Rhetorical Analysis:

1. **Select** your popular text for the essay with instructor approval.
2. **Annotate** the selected text.
 - Apply the rhetorical analysis concepts reviewed in class. Highlight required elements and consider how they impact your reading experience.
 - Create works cited and in-text citations as you annotate.

3. **Draft** the Rhetorical Analysis.
 - Draft the main points of the assignment, focusing on your rhetorical approach and integrating material from your selected text.
 - Review attribution guidelines as you integrate source material.
 - Draft the introduction to establish an overview of the essay's main points.
 - Draft the conclusion to remind your readers of your essay's purpose, and offer additional thoughts about your selected text's effectiveness.
4. **Complete** peer review.
 - Bring required draft materials to peer review workshops.
 - Collaborate with peers to locate strengths and areas for improvement.
5. **Revise** and edit the Rhetorical Analysis.
 - Use peer feedback to make necessary revisions to the content and structure.
 - Revise and edit any attribution missteps such as missing in-text citations.
 - Edit for document formatting elements to align the essay with chosen citation style.
 - Edit for grammar, spelling, punctuation, and overall clarity.
6. **Finalize** the Rhetorical Analysis.
 - Prepare the final polished version of the essay.
 - Confirm the essay meets all requirements and core objectives.

Criteria for Success

1. **Length and Format Requirements:** The essay should be between 750-900 words, providing an introduction, main points, and conclusion. The document needs to use formatting guidelines covered in class for header, heading, font, and spacing.
2. **Research Requirements:** The essay needs to integrate the selected text being analyzed. All citations need to use the formatting guidelines covered in class.
3. **Reflection:** After submitting your essay, reflect on your completed work in Writing Goals Journal #3. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed or further developed?
4. **Grading Criteria:** The Rhetorical Analysis will be graded based on these criteria:
 - a. **Introduction:** The introduction addresses audience needs with an appropriate rhetorical approach for the opening, and a clear walkthrough for what a reader can expect from the essay's content.

- b. **Organization:** The essay is organized in a logical way for presenting the required information. The essay's central claims help to establish the body paragraphs, and body paragraphs include topic sentences and transitions. The writing is easy to follow with minimal distraction from the overall purpose.
- c. **Word Count:** The word count is within the expected range and meets the required length, indicating appropriate development and effort.
- d. **Context and Audience:** The essay demonstrates clear understanding of the text's context (the surrounding circumstances and broader conversation) and the audience's perceptions and assumptions.
- e. **Analytical Development:** The analysis is developed in a logical way that showcases student learning in academic writing and rhetorical analysis. The essay develops claims with specific textual examples, making them clear to a non-expert, and critically analyzes the text through specific examples of rhetorical strategies and devices.
- f. **Conclusion:** The conclusion addresses audience needs by reminding the reader about the essay's purpose (what someone should take away from reading the essay) and leaving a meaningful impression.
- g. **Style:** The writing showcases clear prose with minimal grammar and mechanical concerns that do not distract from the text's readability, demonstrating a commitment to the editing process. Source integration is ethical, with minimal attribution concerns, demonstrating a commitment to revising for academic audiences.
- h. **Format (5 points):** Chosen formatting guidelines are followed with minimal errors.

Rubric

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations = 1 point	Approaching Expectations = 0.5 points	Does Not Meet Expectations = 0 points	Points /8
Introduction	Effectively engages the audience and clearly outlines what to expect from the essay. The rhetorical approach is	Shows some effort to engage the audience or preview the essay, but the approach	Vague or fails to orient the reader to the essay's content or purpose.	/1

	appropriate and purposeful.	is underdeveloped or uneven.		
Organization	Essay is logically structured around a central claim(s). Body paragraphs follow a clear order and include strong topic sentences and transitions that guide the reader.	Essay is largely organized, but structure may lack consistency. Some topic sentences or transitions may be underdeveloped or missing.	Essay lacks clear organization. The central claim is underdeveloped or missing, and paragraphs are disjointed.	/1
Word Count	Meets the minimum word count required for the essay.	Meets between 60% and 90% of the minimum word count required.	Meets less than 60% of the minimum word count required for the essay.	/1
Context and Audience	Essay demonstrates a strong awareness of the context surrounding the text and anticipates audience expectations and assumptions.	Essay shows partial awareness of context or audience, but this may not consistently inform the analysis.	Essay lacks consideration of the text's context or audience. Analysis appears isolated or overly general.	/1
Analytical Development	Ideas are well-developed, supported by specific examples and analysis. Rhetorical strategies are effectively connected to the essay's claims.	Ideas are somewhat developed with examples that may be unclear. Poor connections between strategies and claims.	Analysis lacks development. Few textual examples are used, and analysis of rhetorical strategies is missing.	/1
Conclusion	Conclusion effectively reinforces the essay's main purpose and leaves the reader with a clear takeaway.	Conclusion is present but may repeat previous ideas without reinforcing the essay's purpose.	Conclusion is missing or ineffective, offering no clear reflection on the essay's purpose.	/1
Style	Writing is clear and polished, with minimal errors. Style reflects attention to	Writing is mostly clear but may contain minor inconsistencies in	Writing is frequently unclear or contains distracting errors.	/1

	tone and editing. Source use is ethical and attribution is appropriate.	tone. Source attribution may be inconsistent or lack clarity.	Source use is unethical or attribution is missing.	
Format	Formatting is correct with minimal or no errors in layout, headings, spacing, or citation style.	Some formatting issues are present, but they do not impede understanding.	Formatting is incorrect or distracting, showing lack of attention to detail.	/1

Unit 3 Summative Assessment: Scholarly Article Analysis

ENGL 1301: Composition I

Purpose

Reading scholarly articles can be intimidating. However, these articles are invaluable and necessary for academic work. They represent the strongest research available, which then undergoes rigorous peer review to ensure credibility and reliability. However, when we first start reading them, we can struggle to understand the main point of the article's argument, or other important key factors inherent to certain types of articles. Without the ability to

properly read academic articles, we risk misinterpreting or misunderstanding important ideas or discoveries.

The Scholarly Article Analysis will help you understand how scholarly articles advance knowledge and language practices, and will allow you to practice strategic reading. The most important thing to know is that scholarly articles demonstrate experts' awareness of existing publications in their field. This means that the writers of scholarly articles cite the work of other experts before offering their unique contribution to the topic.

An expert's unique contribution to a topic presents analysis (how and why something happens), so when we read these sources, we want to make sure we understand the major analysis component: What does the author present that is new to the field? How does this aid us in understanding and expanding our language practices? Students are typically asked to use scholarly articles to support their academic writing. This assessment focuses on improving your strategies for locating, reading, and integrating these sources.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following learning outcomes:

1. Demonstrate rhetorical agency when communicating with audiences about your language practices.
2. Understand key concepts such as audience, purpose, and genre.
3. Analyze texts using the class's key concepts.
4. Reflect on your individual writing processes.
5. Critically examine your language practices.
6. Collaborate with peers.

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following core curriculum objectives:

1. **Critical Thinking:** Analyze and evaluate scholarly articles for use of sources and contribution to new knowledge in the field/industry.
2. **Effective Communication:** Use the academic essay as a vehicle for communicating, learning, and analysis.
3. **Teamwork:** Communicate with peers and the instructor at various stages of the writing process to improve the final essay assessment.
4. **Personal Responsibility:** Demonstrate ethical decision-making with source integration into essay writing, avoiding scholastic dishonesty.

Disciplinary Knowledge

This assessment will also help you become familiar with important disciplinary knowledge:

1. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective essay.
2. **Research Process:** Demonstrate the ability to locate relevant and appropriate scholarly articles when researching a topic.
3. **Reading Process:** Demonstrate the ability to effectively and strategically read scholarly articles to locate authors' main topics/arguments.
4. **Genre Conventions:** Communicate understanding of unique components for the scholarly article genre.
5. **Style Conventions:** Apply formatting conventions of the MLA style guide.

Tasks

Using your selected topic, and advancing on the ideas you worked with in the Unit 1 Personal Narrative and the Unit 2 Rhetorical Analysis, you will begin exploring experts' perspectives. You will locate a scholarly article related to your topic to learn more about what experts say about your topic, and understand how experts build their perspectives/viewpoints. When you are searching for a scholarly article, it is okay if you find different perspectives on the topic. What we know is always being updated and revised. If you encounter this situation, choose the article that was published within the last 5 years. If both articles appear to have been published within that same time, see if the newest one of them is responding to the other directly; if it is, choose the newest one. In the unlikely, but not unheard of, situation arises where you find 2 recently published scholarly peer-reviewed articles focusing on the same topic with conflicting ideas, but seemingly have no relationship to one another, choose the one you find most interesting, but I would request that you bring the situation to my attention first.

Focus your Scholarly Article Analysis on what you learned about scholarly articles:

1. How did the author(s) develop their writing with sources from other experts to support the unique contribution to the field/industry? How many sources in the works cited are scholarly articles or books? Why would an author want/need to incorporate other scholarly texts to improve the credibility of their perspective?
2. What unique perspective about the topic does the article present, and how do these perspectives work with or against each other? Consider what the article's main argument is, the similarities and differences within those arguments, and why authors' contributions to the field/industry offer new perspectives.
3. How has the article informed your understanding about your selected topic, and what new ideas have emerged as a result? What information surprised or shocked you, what information made you re-think your initial perspective about the topic, and/or what information made you think about something you might do because of what you learned from these articles?

The following sequential steps will guide you through this Scholarly Article Analysis:

1. **Conduct** research to advance your knowledge about a selected topic.
 - Conduct research on your selected topic that you wrote about in the Unit 1 Personal Narrative and the Unit 2 Rhetorical Analysis, and look for a scholarly article that gives you experts' perspectives on the topic.
 - Save a copy of the scholarly source you've selected in a way that allows you to access it without internet connection and/or outside the library database.
2. **Annotate** the selected texts.
 - Break down the scholarly article by applying the reading strategies reviewed in class. Review the title, abstract, introduction, and conclusions/discussion sections to understand the author's/authors' unique contributions to their field.
 - Use the questions above to inform your annotations for the scholarly article, highlighting specific examples/exerpts relevant to each question you can use as you draft.
 - Create works cited/references and in-text citations as you annotate.
3. **Draft** the Scholarly Article Analysis.
 - Draft the main points of the analysis, focusing on the three guiding questions and integrating material from the scholarly article.
 - Draft the introduction to establish an overview for your main points.
 - Draft the conclusion to remind the reader of the purpose of the assignment and explain what you have learned from the scholarly article.
4. **Complete** peer review.
 - Bring required draft materials to peer review workshops.
 - Collaborate with peers during peer review workshops to locate strengths and areas for improvement.
5. **Revise** and edit the Scholarly Article Analysis.
 - After a peer-review writing workshop, incorporate peer and professor feedback and make necessary revisions to the content and the structure.
 - Edit for document formatting elements to align the paper with chosen formatting style.
 - Revise and edit any attribution missteps like missing in-text citations.
 - Edit for grammar, spelling, punctuation, and overall clarity.
6. **Finalize** the Scholarly Article Analysis.
 - Prepare the final polished version of your analysis.
 - Confirm your analysis meets all requirements and core objectives.

Criteria for Success

1. **Length and Format Requirements:** The essay should be between 850-1,050 words, providing an introduction, main points, and conclusion. The document needs to adhere to chosen formatting guidelines for the header, heading, font, and spacing.
2. **Research Requirements:** The essay must integrate a scholarly article. Any research citations need to adhere to chosen formatting guidelines.
3. **Reflection:** After submitting your essay, reflect on your completed work in Writing Goals Journal #4. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed, developed, and/or eliminated?
4. **Grading Criteria:** The Scholarly Article Analysis will be graded based on the following criteria:
 - a. **Introduction:** The introduction addresses audience needs with an appropriate approach for the opening, and a clear walkthrough for what a reader can expect from the essay's content.
 - b. **Organization:** The essay is organized appropriately for presenting the required information. The essay's central thesis establishes the body paragraphs, and the body paragraphs include topic sentences and transitions. Ultimately, the writing is easy to follow with minimal distraction from the overall purpose.
 - c. **Word Count:** The word count is within the expected range and meets the required length, indicating appropriate development and effort.
 - d. **Scholarly Source Engagement:** The essay demonstrates knowledge and familiarity with scholarly source conventions and addresses these elements in their analysis. These elements include engagement with the scholarly conversation surrounding the topic, and articulation of the article's contribution to the industry/field.
 - e. **Development:** The essay is developed in a logical way that showcases student learning in academic writing and textual analysis. The essay develops claims with specific textual examples, and critically analyzes the text through specific examples.

- f. **Conclusion:** The conclusion addresses audience needs by reminding the reader about the writing's purpose (what someone should take away from reading the essay).
- g. **Style:** The writing showcases clear prose with minimal grammar and mechanical concerns that do not distract from the text's readability, demonstrating a commitment to the editing process. Source integration is ethical with minimal attribution concerns, demonstrating a commitment to revising for academic audiences.
- h. **Format:** Formatting guidelines are followed with minimal errors.

Rubric

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations = 1 point	Approaching Expectations = 0.5 points	Does Not Meet Expectations = 0 points	Points /8
Introduction	Introduction engages the audience and outlines what to expect from the essay. The approach is appropriate and purposeful.	Introduction shows some effort to engage the audience or preview the essay, but approach is underdeveloped.	Introduction is vague or fails to orient the reader to the essay's purpose.	/1
Organization	Essay is structured around a central thesis. Body paragraphs follow a clear order and include strong topic sentences and transitions that guide the reader.	Essay shows signs of organization, but structure may lack clarity or consistency. Some topic sentences or transitions may be missing.	Essay lacks clear organization. The thesis is underdeveloped and paragraphing is ineffective.	/1
Word Count	Meets the minimum word count required for the essay.	Meets between 60% and 90% of the minimum word count required.	Meets less than 60% of the minimum word count required for the essay.	/1
Scholarly Source Proficiency	Demonstrates thorough knowledge and familiarity with scholarly source	Shows some knowledge of scholarly source conventions, but	Lacks sufficient understanding of scholarly source conventions.	/1

	conventions. Engages effectively with the scholarly conversation surrounding the topic and clearly articulates the article's contribution to the field.	there may be inconsistencies. Engagement with the scholarly conversation is present but could be more precise.	There's minimal or no engagement with the scholarly conversation, and the article's contribution is unclear.	
Development	Essay is developed and well-organized, clearly showcasing strong student learning in academic writing and textual analysis. The essay develops claims effectively with specific textual examples and provides critical analysis of the text through these examples.	Essay is adequately developed, but some areas lack flow. Demonstrates some learning in academic writing and textual analysis. Claims are developed with textual examples, but analysis is inconsistent.	Content is poorly developed, showing limited student learning in academic writing and textual analysis. Claims are weakly developed or lack specific textual examples, and critical analysis of the text through specific examples is absent.	/1
Conclusion	Conclusion effectively reinforces the essay's main purpose and leaves the reader with a clear takeaway.	Conclusion is present but may repeat previous ideas without reinforcing the essay's purpose.	Conclusion is missing or ineffective, offering no clear reflection on the essay's purpose	/1
Style	Writing is clear and polished, with minimal errors. Style reflects attention to academic tone and careful editing. Source use is ethical and attribution is appropriate.	Writing is mostly clear but may contain minor inconsistencies in tone. Source use may be inconsistent or lack clarity in attribution.	Writing is frequently unclear or contains distracting errors. Source use is unethical or attribution is missing.	/1

Format	Formatting is correct with minimal or no errors in layout, headings, spacing, or citation style.	Some formatting issues are present, but they do not impede understanding.	Formatting is incorrect or distracting, showing a lack of attention to detail.	/1
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Unit 4 Summative Assessment: Persuasive Essay

ENGL 1301: Composition I

Purpose

Throughout the semester, we have focused on analyzing the structure and merits of well-crafted compositions, exploring how evidence-supported writing strengthens these works. The emphasis has been on engaging with the ideas of others to deepen your understanding

of your selected topic. Now, it is your turn to write a persuasive essay on the topic you have been exploring all semester. This essay will reflect your emerging perspective on the topic and how it developed through your language, research, and analysis. Remember, your journey began with a personal interest, then evolved through analyzing a popular source and a scholarly source related to your topic, all of which should now inform your language practices and persuasive argument. In this essay, you will present your stance on the topic using the organizational approach presented in class to structure your argument.

The persuasive essay is designed to meld together all the reflective and analytic writing skills and strategies you practiced through the Writing Goals Journal and previous summative assignments (the Personal Narrative, Rhetorical Analysis, and Scholarly Article Analysis). Your ultimate goal is to develop an argument about your chosen topic that you have arrived at through these reflective and analytic writing assignments. This assignment also serves as a bridge as you look ahead to Composition II, in which you will move from analysis and evaluation to knowledge generation. In Composition I you have learned about the language of research and reflected on how you situate yourself within this linguistic environment; in Composition II, you will begin to develop your own original research.

Your Persuasive Essay should include the following five major elements:

1. A central claim that reflects your position on the topic you have been researching.
2. Relevant, meaningful support for your claims, drawing from analyzed sources.
3. An acknowledgment of, and refutation of, opposing views to demonstrate a well-rounded understanding of the topic.
4. Sound reasoning that avoids logical fallacies and strengthens your argument.
5. An effective use of various rhetorical strategies to engage your audience.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following learning outcomes:

1. Demonstrate rhetorical agency when communicating with audiences about your language practices.
2. Understand key concepts such as audience, purpose, and genre.
3. Analyze texts using the class's key concepts.
4. Reflect on your individual writing processes.
5. Critically examine your language practices.
6. Collaborate with peers.

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following core curriculum objectives:

1. **Critical Thinking:** Analyze, evaluate, and integrate sources into your own original analysis, demonstrating the ability to begin a more informed argument.
2. **Effective Communication:** Use the academic essay as a vehicle for communicating learning, analysis, and synthesis of sources.
3. **Teamwork:** Communicate with peers and the instructor at various stages of the writing process to develop ideas and analyze example texts.
4. **Personal Responsibility:** Demonstrate ethical decision-making with source integration into essay writing, avoiding scholastic dishonesty.

Disciplinary Knowledge

This assessment will also help you become familiar with important content knowledge in the discipline:

1. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective essay.
2. **Research Process:** Demonstrate the ability to integrate relevant and appropriate researched information into analysis.
3. **Reading Process:** Demonstrate the ability to review prior material to locate relevant and appropriate information needed to develop an academic essay.
4. **Genre Conventions:** Communicate understanding of unique components of critical research-based essays.
5. **Style Conventions:** Apply formatting conventions of the MLA style guide.

Tasks

The Persuasive Essay will be a culmination of all your work this semester. Using the topic and sources you have been working with all semester, you will articulate your own unique perspective that you have arrived at after thinking, researching, and writing all semester.

Use the following guidelines to structure your Persuasive Essay:

- **Introduction:** Your introduction should clearly establish your persuasive focus by engaging the reader, building common ground, and highlighting the importance of the issue. It should also demonstrate your credibility on the topic and lead to a clear central claim that outlines your position and previews how your argument will unfold.
- **Body Content:** Your body paragraphs should effectively use rhetorical appeals to readers while also acknowledging and rebutting the opposition when appropriate. The paragraphs should integrate source material seamlessly and build from each other to develop a complex argument using rhetorical strategies for structure.

- **Conclusion:** Your conclusion should explain what the fully developed argument of the essay is and reflect on the implications of that argument for the essay's audience. Make sure it is clear what you want the audience to think or do. This is also a good place to reinforce your credibility. Consider adding any logical and/or emotional appeals to further move your audience toward your call to action.

The following sequential steps will guide you through this Persuasive Essay:

1. **Brainstorm** a position-based stance to your topic.
 - Complete a brainstorming session as a first step in the writing process.
2. **Evaluate** your prior research.
 - Evaluate your sources and identify support for your claims.
 - Add additional sources if needed or required.
3. **Annotate** additional research texts (if needed).
 - Break down the scholarly articles by applying the reading strategies reviewed in class. Review the title, abstract, introduction, and conclusion to understand the authors' unique contributions to their field.
 - Create works cited and in-text citations as you annotate.
4. **Draft** the Persuasive Essay.
 - Draft the main points of the essay, integrating relevant source material.
 - Draft the introduction to establish an overview of the essay's main points.
 - Draft the conclusion to remind the reader of the purpose of the essay and clearly restate your perspective.
5. **Complete** peer/instructor review.
 - Bring required draft materials to drafting and revising workshops.
 - Collaborate with peers during workshops to locate strengths and areas for improvement.
6. **Revise** and edit the Persuasive Essay.
 - After a peer review writing workshop, incorporate peer and professor feedback and make necessary revisions to the content and the structure.
 - Revise and edit any attribution missteps such as missing in-text citations.
 - Edit for grammar, spelling, punctuation, and overall clarity.
 - Edit document formatting to align with chosen style guide.
7. **Finalize** the Persuasive Essay.
 - Prepare the final version of the essay, ensuring it is polished and professional.
 - Confirm that the essay meets project requirements and core objectives.

Criteria for Success

1. **Length and Format Requirements:** The essay should be between 950-1,500 words. The document must be formatted according to your chosen citation style, including a properly formatted works cited/references page at the end.
2. **Research Requirements:** The essay needs to integrate the required sources (at least one popular and one academic) used to support your claims. All research citations need to use your chosen formatting style including a works cited/references page listing all your sources cited within the essay. These sources should be used in significant ways to develop the essay's argument. All sources should be credible.
3. **Style and Tone:** This essay requires you to work closely with multiple sources, which means you will need to use signal phrases and in-text citation consistently and properly to effectively manage your source material. In describing and responding critically to your source material, you must be sure to avoid unintentional plagiarism. Your tone should remain respectful and considerate.
4. **Reflection:** Reflect on your completed work in Writing Goals Journal #5. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed, developed, and/or eliminated? What have you learned about persuasive writing that you can use again later and in what situations?
5. **Grading Criteria:** The Persuasive Essay will be graded on the following criteria:
 - a. **Context and Purpose for Writing:** The essay responds to the prompt and engages with its broader purpose. The writing demonstrates a thorough understanding of context, considers the expectations of an academic audience, positions itself within a larger conversation or issue, and maintains focus appropriate to the purpose throughout the essay.
 - b. **Development:** Ideas are explored and expanded using detailed explanation, relevant examples, and supporting evidence. The essay illustrates mastery of the subject, conveying your understanding and skills throughout. The integration of research and critical thinking builds complexity and depth in the essay.
 - c. **Organization:** Ideas are clearly and logically arranged and connected throughout the essay. The use of transitions, paragraph structure, and an overall sense of flow helps readers move through the argument. Introductory and concluding paragraphs skillfully frame the discussion.

Body paragraphs are well developed, coherent, and build off each other to advance the argument in meaningful ways.

- d. **Control of Syntax and Mechanics:** Sentence structures, punctuation, grammar, spelling, and word choice demonstrate clarity and fluency of appropriate language. Attention towards readability is clearly shown.
- e. **Thesis:** The thesis or central claim is thoughtfully placed, clear, and appropriate in scope, as effectively frames the discussion that follows. The thesis statement is easily identifiable and makes an arguable claim that is specific, original, and compelling for the essay's intended audience.
- f. **Stance and Counterargument:** The essay presents a position on an issue and addresses opposing views. The essay builds a strong case in favor of the chosen position, and different perspectives, i.e. counter arguments, are acknowledged, described, and situated in relation to the writer's own stance.
- g. **Word Count:** The word count is within the expected range and meets the required length, indicating appropriate development and effort.
- h. **Works Cited/References:** Sources are properly documented, complete, and listed on their own page at the end of the essay using the chosen formatting style. Alphabetical order, punctuation, and consistency with in-text citations are demonstrated.
- i. **In-Text Citations:** Formatting and placement of in-text citations are according to chosen style guidelines. Parenthetical or narrative citations are accurately used when quoting, summarizing, or paraphrasing.
- j. **Quotation and Paraphrase Attribution:** Quoted and paraphrased material are appropriately introduced, framed, and attributed to the original source. The different types of phrases are appropriately used, and there is a balance between the writer's voice and source materials.
- k. **Source Usage:** Sources are effectively woven into the essay to support claims, provide context, or offer different viewpoints. Sources are relevant and contribute to the development of the essay's ideas. All of the sources on the works cited/references page clearly appear/are referenced in the essay.

Rubric

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations = 1 point	Approaching Expectations = 0.5 points	Does Not Meet Expectations = 0 points	Points /11
Context and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task. All elements of the work maintain focus and the purpose.	Demonstrates basic awareness of context, audience, and purpose with a generally clear focus. Shows understanding of audience assumptions but may lack full development.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s).	/1
Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, and craft a clear and compelling stance.	Uses appropriate and relevant content to explore and develop ideas within the context of the discipline, though depth and consistency of the argument may be incomplete.	Uses appropriate and relevant content to develop simple ideas in some parts of the work, or does not use appropriate or relevant content.	/1
Organization	Argument proceeds along clear path of development, with clear transitions and without unnecessary digressions. Introductory and concluding paragraphs frame the discussion. Body paragraphs are well developed, coherent, and build off of each	The argument's development shows some clarity, but may be unclear in parts. Transitions might be awkward or missing. Introductory and concluding paragraphs may insufficiently frame the discussion. Body paragraphs are related but may	Argument lacks unity or any discernible path of development. Little or no attempt is made to frame the discussion, and paragraphs lack development and internal coherence.	/1

	other to advance the argument.	lack full development.		
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses language that generally conveys meaning to readers with clarity, though writing includes noticeable errors.	Uses language that sometimes impedes meaning because of errors in usage.	/1
Thesis	Thesis statement is easily identifiable and makes an arguable claim that is specific, original, and compelling for the essay's intended audience.	Thesis statement is identifiable but may be vague, or factual rather than arguable. It may also show confusion about formulating an argument within parameters.	Thesis statement is missing (or unidentifiable) or demonstrates little or no effort to formulate an argument within the parameters set by the essay's prompt.	/1
Stance and Counterargument	Builds a strong case in favor of position stated in thesis; acknowledges a counterargument OR makes a concession that does not detract from the position.	Establishes a case in favor of the position stated in the thesis, though development may be uneven. May acknowledge a counterargument but not fully.	Does not establish support for position stated in thesis OR gets off topic to the point of distraction from original objective.	/1
Word Count	Meets the minimum word count required for the essay.	Meets between 60% and 90% of the minimum word count required.	Meets less than 60% of the minimum word count required for the essay.	/1
Works Cited/References Page	All reference elements are present. All citations contain all required	Most citations (50–75%) contain the required elements in order, though	Many (75%) citations do not contain required elements, or the page is missing.	/1

	elements in the correct order.	several have errors.		
In-Text Citation Format	All in-text citations follow chosen citation style.	Most citations follow chosen style; some have formatting errors.	Citations are largely incorrect, or missing altogether.	/1
Quotation and Paraphrase Attribution	All quotes and paraphrases are attributed.	Majority (60–75%) of quotations and paraphrases are clearly attributed, though lack consistency.	Quotations and paraphrases are rarely attributed or missing.	/1
Source Usage	All of the sources on the works cited/references page clearly appear in the essay. There are no sources in the essay that are missing from the works cited page.	No more than one or two sources from the works cited/references page are missing from the essay, OR no more than one or two in-text citations are missing from the works cited page.	Three or more sources from the works cited/references page are missing from the essay, or three or more in-text citations are missing from the works cited page. Or there are no in-text citations or there is no works cited/references page.	/1

Final Assessment: Digital Writing Portfolio

ENGL 1301: Composition I

Purpose

This semester, as you have worked through the writing process across four units and their Summative Assessments, you have also reflected on those writing experiences, personal goals, and language practices in your Writing Goals Journal. Now, as your first semester as a university writer comes to a close, you will reflect on your overall growth as a writer in a digital writing portfolio that you submit to Blackboard prior to our Final Conference.

Tasks

For this assessment, you will compile all your completed Summative Assessments and Writing Goals Journal entries into a digital writing portfolio. You will then write an introduction reflecting on and examining your individual writing processes and language practices. After completing your introduction, you will combine it with all of your portfolio artifacts into a Word document or PDF, and then upload that file to Blackboard. When we meet for your final conference in my office, we will discuss your digital writing portfolio.

1. **Review** all your Summative Assessments and Writing Goals Journal entries.
 - Revise and edit any of these artifacts as needed.
2. **Draft** the introduction to your Digital Writing Portfolio.
 - Your introduction should be at least 350 words.
 - Introduce yourself and briefly explain your thought process for each artifact.
3. **Compile** your introduction and artifacts into a single Word or PDF file.
 - Your introduction, Summative Assessments, and Writing Goals Journal entries.
4. **Complete** peer review.
 - Bring required draft materials to peer review workshops.
 - Collaborate with peers to locate strengths and areas for improvement.
5. **Revise** and edit the Digital Writing Portfolio.
 - Use peer feedback to make necessary revisions.
 - Edit for grammar, spelling, punctuation, and overall clarity.
 - Edit for document formatting elements to align with chosen style.
6. **Finalize** the Digital Writing Portfolio.
 - Submit your portfolio file to Blackboard prior to your Final Conference.

You will earn 1 point for each of your artifacts, 1 point for your introduction, 1 point for demonstrating revision and clarity, and 1 point for attending your final conference, for a total of 12 possible points. Note: if you don't attend your final conference you will receive 0 points for this assignment automatically.