Course Information

Course Number:	ENGL-1301
Course Title:	Composition I
Section:	150
Semester:	Fall 2023
Time:	M/W 3:30pm-4:45pm
Location:	Grant 113
Credit Hours:	3

Instructor Details

Instructor:	Justiss Burry, Ph.D.
Office:	Grant 316
Phone:	254-968-9128
E-Mail:	Jburry@tarleton.edu
Office Hours:	M/W 10am-12pm and T/R 11am-1pm

Communication Expectations

Make sure that you utilize your Tarleton email to send me communications. I ask this because I am quicker to respond since my email forwarded to my phone. Remember that these emails are public record, so sometimes the best email is one that requests a meeting. Note that I tend to email back quickly, but please allow me up to 48 hours to respond should I not be around a computer/I'm playing Archero/Toon Blast on my phone. Also, please make sure to employ professional language and tone in your emails to me, or you will receive an email that asks you to reorient your email and/or tone as a learning moment. Here's an example of an effective email a previous student sent to me because it includes salutations, a purpose, and is succinct (don't indent—it's only indented for demonstrative purposes):

> Good Afternoon Professor Burry,
>
> Per our conversation the other day, attached is the photo of the practice plan from my flip grid video since it wouldn't focus. I had such a hard time trying to finish it... just my luck. It took three laptops and about 8 attempts, but I did my best and the working video is now posted. Thank you for your help... again!
>
> Best regards,
>
> Student Student

Course Description

A prerequisite to English 1302, the course introduces students to the diverse characteristics of writing for academic contexts. Students in English 1301 write about ideas, in particular responding analytically and critically to written sources. The course helps students become familiar with academic audiences,

situations, purposes, genres, and some primary conventions (style, arrangement) of those genres. Moreover, students work to develop their own composing processes, particularly for ways of inventing ideas, planning, and revising their texts.

Course Requirements

Table 1 below provides an overview of the details of ENGL 1301. Note that the course requires participation and the successful completion of three major projects. Activities and tasks related to each project are posted in Canvas, and assignments will be uploaded to Canvas as designated in the directions for each task.

Table 1: A breakdown of major graded projects

Project 1 (Weeks 1-5): Literacy Narrative In this project, students examine their own literacy practices through engagement with reading and writing that has shaped how they conceive of literacy. Through the study narrative examples, outlining practice, and reading application, students will begin to consider and construct a narrative about their own literacy conceptions. Students develop strategic approaches and practices for writing about literacy for multiple audiences including a national archive for literacy narratives. This project encourages students to consider alternative views of what constitutes reading and writing while analyzing their own writing practices. In their analyses, students address the guiding question: "How do my interactions with reading and writing inform the ways I think about literacy and writing practices?"	20%
Project 2 (Weeks 5-10): Analysis of Writing Concepts In this project, students develop knowledge about core writing concepts associated with the rhetorical situation and the writing process. Through the study of these core writing concepts, students develop knowledge about writing across a range of contexts and for various audiences and purposes. Considering the conceptual knowledge and writing practices they find most effective in exploring their own writing processes, as well as their analysis of the work of other writers, students develop strategic approaches and practices for writing in various situations. In their analyses, students address the guiding question: "How can we draw on our existing writing knowledge and develop new knowledge to help us write effectively in any situation?"	30%
Project 3 (Weeks 10-15): Writing and Community Genre Analysis In this project, students analyze the writing of a particular community of their choosing, first selecting a community to observe and then analyzing the writing that occurs within or around that community. As in the previous project, students explore key writing concepts and how they are evident within the writing that exists in their community of study. This project will help students develop their understanding of	30%

academic writing processes, as well as the ways writing intersects with audiences and genres in specific contexts. Writing an analysis essay, students will explore the guiding question: "How do members of a community use genres to write within, around, and about their community, and which writing concepts are evident as communication within that community occurs?"	
Participation: Attendance and Exercises Attendance/participation is recorded in Canvas, where the total percentage is displayed. Any absence or classroom disruption, including tardiness, will result in the loss of participation points. Exercises must be completed every week.	20%

Textbook and/or Resource Materials

A textbook is not required for this course. In order to facilitate an accessible learning classroom for everyone, most course content is located in Google Docs and can be accessed through Canvas. Google Docs can also be accessed directly through docs.google.com, but students must be signed in through their Google account to access the files. All texts in Google Docs can be downloaded or accessed through the pdf link to guarantee that access to the content will not be dependent on an internet connection or access to Google suite.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Prerequisites

None.

Course Learning Outcomes

Students who complete this course successfully will be able to:
1. to help you improve your writing for academic contexts;
2. to help you understand your own composing process and the many ways you might adapt it to new situations; and
3. to help you get a little sense of how/why scholars wrestle with problems, issues, and questions.
4. Each student supports a constructive team climate by doing the following: Treats team members respectfully, motivates teammates, and provides assistance and/or encouragement to team members.

All these purposes you will encounter not just in English 1301, but in other academic courses that you'll take at Tarleton and in other professional writing contexts.

The course goes about accomplishing these purposes through:
1. completing four major writing tasks (including the final exam);
2. engaging in the processes required to produce them; and
3. identifying the context established by our course subject matter.

Course Policies: Grades, Technology, and Expectations

The following sections are meant to help facilitate expectations for the course. If you have any questions about the policies listed here, please free feel to email me at Jburry@tarleton.edu to set up a meeting time.

Grading Policy

Please allow up to two weeks for me to return all grades and feedback to you. I require two weeks because I have multiple classes to grade, so I rotate them for each assignment. For example, Class 1 may be graded first so they receive grades and feedback within a week or so. Class 3, however, will not receive grades and feedback until the end of week two.

See Table 1 above under "Course Requirements" for specific major writing assignments and corresponding grade weights. Please refer to the current University Catalog for additional information regarding grades and course withdrawal policies.

Grading Scale and Grade Conversion

The grading scale for the course is the same one used throughout the first-year writing program and the University, which is indicated by the following letter grades: A= superior; B= above average; C= average; D= below average; F= unacceptable.

These are the grades that will appear on your transcript and in Duck Trax because the system doesn't record plus or minus grades. Grades will be determined through application on a 1000-point scale:

Table 2: Grade points-to-letter scale

A is 1000-900 points
B is 899-870 points
C is 799-770 points
D is 699-670 points

F is 599 points or fewer

This system is based on the University grading system, found in the "Academic Information" section of the University catalog.

Incomplete, Blank, or Incorrect Assignment Uploads

All uploads to Canvas must be completed drafts of the correct assignment. If an incomplete or blank draft or an incorrect assignment is uploaded, the submission will be counted as no submission and no points will be awarded. If attempts to submit work to any platform are unsuccessful, the work must be submitted to your Instructor immediately by email with an explanation of the failed attempt and a copy of the submitted help information technology (IT) ticket.

Technology Policy

It is 2023, so I do not mind electronics in the classroom. In fact, technology can offer powerful and supportive assistance; however, if I notice that your work is not getting done in class, or if you are not participating in class discussion and/or peer groups, your participation grade may be negatively affected. In short, I encourage use of technology in the classroom, but remember that Facebook and the like are ancillary to learning in the classroom. This policy is conditional and subject to change at any time during the term if technology use distracts from learning.

Technology Requirements

Students are required to have regular access to a computer, the internet, a word processor, Canvas, Tarleton email, and a printer. There are many technology labs on campus that students can use at no extra cost, so students should have regular access to all required technology via Tarleton campus resources.

Diversity and Inclusivity Statement

This course is an inclusive classroom space. We are committed to a learning atmosphere that acknowledge and appreciate the diverse students at Tarleton State University and their views on race, ethnicity, ability, gender, religion, and socio-economic status. In this class you will have the opportunity to express and experience that cultural diversity through the varied voices of your classmates as it relates to the content of the course.

For me, diversity is actively championing and campaigning for the rights of those that have been disenfranchised. Activism without action is just another "ism" that people employ to make themselves feel like they are helping and contributing to another cause. For this reason, my ontological approach to diversity is to *do* something that engages students in work that isn't myopic. As such, this course is an inclusive classroom space. We, as a community of students, are committed to a learning atmosphere that acknowledges and appreciates the diverse students at Tarleton. In this class you will have the opportunity to express and experience cultural diversity through the varied voices of your classmates as

it relates to the content of the course. The diversity that students bring to this class will be viewed as a resource, strength, and benefit, and it will enhance students' learning needs.

Classroom Etiquette

Fostering a conducive and positive learning environment is the responsibility of every participant in this classroom and is especially important during current politicized times with politics, masks, vaccine hesitancy, etc. In fact, one fostering tenet is the expectation that everyone treats one another with respect. You may disagree with others' opinions/comments in this class (including in person and/or online), and that's ok...an important learning crux for academics is disagreeing and navigating others' ideas. *It is the way people express their disagreement that matters*. Be aware of your tone, language, and body language when disagreeing, and remember to keep it appropriate for the classroom which includes online discussion spaces. Also, you must avoid crude, disrespectful comments, and/or jokes that may disrupt the positive learning environment. Some of these comments may be but are not limited to: making jokes and/or comments about one's race, sex (see Title IX regulations), religion, sexual orientation, age, or personal history. Failure to foster and maintain this respectful environment may result in a severe detriment to one's grade. If problems should arise, or if this paragraph is unclear, please see me during my office hours to discuss.

The Use of Artificial Intelligence (AI)

In this course, we will be integrating Artificial Intelligence (AI) technologies into our curriculum to enhance learning and engagement. AI tools such as CHATGPT will be used for rhetorical invention and revision processes providing you with hands-on experience and a deeper understanding of the course material.

The use of AI in our course is motivated by its potential to personalize learning, increase student engagement, and prepare you for the increasing prevalence of AI in professional settings. For instance, AI can provide personalized feedback, adapt course content to individual learning styles, and simulate real-world scenarios.

Your use of AI tools will be assessed through course workshopping and exercises, evaluating your understanding of AI and your ability to use AI tools effectively. However, you should not use AI in your writing assignments unless specifically required to do so. Trying to subvert this policy may result in an academic integrity violation. If you have any questions or need assistance with the AI tools, please reach out during office hours or email Jburry@tarleton.edu.

Attendance Policy

Attendance and participation are required and connected. Attendance is recorded using the Canvas application Roll Call Attendance, which calculates and displays the total percentage of the course attended. Attendance is required to earn participation points, but attendance alone does not guarantee full credit for participation. Students who are physically present but openly distracted or disruptive will not earn points for attendance/participation. When behavior in class impacts a student's participation

score, the Instructor will contact the student directly. If distracting or distracted behaviors continue, the Instructor will involve external stakeholders.

Roll Call Attendance in Canvas has three options: Present, Absent, Neither. To be marked as present, students must be physically present for the entire course. Students with excused absences as determined by the categories listed below will be marked Neither so that the absence does not count against them. Students who are physically present will be initially marked as present. Students who do not participate or who cause disruption or distraction in class, will be shifted from Present to Neither in Roll Call, which does not allow the student to earn points for participation but does not count against the student.

Students are required to keep up with and submit work even when absent. Work submitted before the due date will be accepted whether in class or not. Course content is available on Canvas, so students do not need to ask Instructors what material was missed. Questions about missed activities should be asked to the Instructor in person during office hours. Students can also contact peers to discuss missed class activities.

Other Expectations

I am a human. It's strange to really understand, perhaps, but I am. As John Dryden, a famous poet noted, "To err is human / to forgive divine." In other, non-fancy academic speak, respect me and my time and I promise to do the same for you! I consider myself a facilitator of learning and our classroom is our thinking space. Trust, I'm not here to flex about my knowledge etc., but I know a few things; y'all do too, so let's learn together.

Late/Make-up Work Policy

Late and missed work will not earn assignment credit. You'll receive credit for all the work you do for our class, inside or outside, if you follow proper protocol for submission and submit your work on time. You will submit most of your work to Canvas.

Course Schedule

This course utilizes a Student Work Syllabus (SWS) which is a Google Document that lists exercise and assignment due dates as well respective point values. Students should regularly check the SWS as it is often the first document updated, followed by Canvas.

*Note: this course schedule is subject to change throughout the semester. There will be as much notice as possible given when items change.

Learning Management System Usage (Canvas)

Our class learning management system (LMS) is Canvas:
1. All materials for class will be housed there (except for the SWS).
2. All official communication for our class will take place through Announcements function in Canvas.

3. Your grades will be accessible via the Grades link in Canvas.

If you have any problems accessing Canvas, you will be directed to the Canvas help desk via Canvas. To access help, click on the Help link on the left-hand side of your screen and look for the link specifically for student-related questions. Should you need additional help, the Tech Spot in the library (directly behind Study Grounds Café) is there for assistance.

Important Dates

For more information, please see the Academic Calendar - https://catalog.tarleton.edu/universitycalendarsandfinalexaminationschedules.
- **Holidays and No-Class Days**
  - o Labor Day – September 4, 2023
  - o CPTSC Conference – September 25, 2023
  - o RHM Symposium – October 16, 2023
  - o Research Day – November 1, 2023
  - o Thanksgiving Break – November 22-25, 2023
  - o Reading Day – December 6, 2023
- **Grade-related Dates**
  - o Midterm Grades Due – October 23, 2023
  - o Withdrawal Deadline – November 17, 2023
- **Finals and Commencement**
  - o Last Day of Class – December 5, 2023
  - o Final Exam – December 7, 2023 time TBA
  - o All grades due December 18, 2023 by 12pm

Learning Resources

Tarleton's Writing Center offers assistance to any student who wants to improve his or her writing skills. Rather than offering editing assistance, during a session in the Writing Center, consultants and students work together to enhance the organization, development, grammar, and style of any type of writing across the disciplines. Students are encouraged to visit the Writing Center at any stage during the writing process, from brainstorming and pre-writing to final polishing. The Tarleton Writing Center is conveniently located on the second floor of the O.A Grant building. Students are encouraged to make an appointment by visiting the Writing Center during office hours or calling 254-968-1814. Additional feedback is available via Zoom, an online application. Students may also email their work to writingcenter@tarleton.edu. For more information or to make an appointment, visit Tarleton University Writing Center.

University Policies

The following are university policies and must be followed by all students, faculty, and staff.

Academic Integrity Statement and Policy

Cheating, plagiarism, or doing work for another person who will receive academic credit is impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. Consult the following links for further information on academic conduct.

- Student Judicial Affairs: https://www.tarleton.edu/judicial/academicconduct.html
- Student Handbook: https://www.tarleton.edu/studentrules/code-of-student-conduct.html

Americans with Disabilities Act (ADA) - Student Success

Tarleton State University is committed to complying with the Americans with Disabilities Act (www.ada.gov) and other applicable laws. If you are a student with a disability seeking accommodation for this course, please contact the Office of Disability Resources at 254.968.9400, disability@tarleton.edu, or visit https://www.tarleton.edu/drt/.

Academic Affairs Core Values in the Classroom

Academic Integrity

Tarleton State University's core values are integrity, leadership, tradition, civility, excellence, and service. Central to these values is integrity, which is maintaining a high standard of personal and scholarly conduct. Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

Academic Civility

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Excellence

Tarleton holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- honoring Tarleton's core values.
- upholding high standards of habit and behavior.
- maintaining excellence through class attendance and punctuality.
- preparing for active participation in all learning experiences.
- putting forth their best individual effort.

- continually improving as independent learners.
- engaging in extracurricular opportunities that encourage personal and academic growth.
- reflecting critically upon feedback and applying these lessons to meet future challenges.

Academic Affairs - Service Learning Opportunity (For Spring Semesters)

In support of Tarleton's core value of service, each student is expected to participate in a service-learning experience as a part of the Spring term's week of service. This experience will challenge students to be engaged in the local community, address a community need, connect course objectives to the world around you, and involve structured student reflection. In this service-learning experience, you will not only enhance your knowledge and skills, but actively use those skills as you serve your community.

Student Rules

Students are responsible for knowing and abiding by the policies and information contained in the Tarleton Student Rules - https://www.tarleton.edu/studentrules.

College and Department Policies

The following policies are specific to the department of English and Languages. If you have any questions about them, please set up a time to discuss any confusion.

Athletic Department/Greek Life Grade Sheets

If you are on an athletic team, or if you're in a fraternity or a sorority and need to have me sign a "progress report" form, I will be glad to have you come to my office to discuss your progress in the course. I will send a personal memo to your coach detailing your work in class, and I will also provide a copy of the memo to you if you request it. Make sure that you schedule your visit in advance of your deadline.

Withdrawing from English 1301

Hopefully, no one will need to drop this course at midterm. Sometimes, though, that may be necessary. According to university regulations, first-year students can't drop their composition course until after midterm grades have been entered. Before you make this decision, you should schedule a time to talk with me as well as meet with your academic advisor to ensure this is the most successful move for you to make.

Check the university calendar or catalog (available online through the Tarleton home page) to see when the withdrawal period begins and ends.