Name: Jane Webb Childress  
Email: janechildress@sbcglobal.net  jchildress@sfasu.edu  
Phone: 468-3895, my office,  468-2101, English Dept  
Office Hours: MW 12-1  
TR 11-12:25, 2-3:15  
Department: Dept. of English  
Class meeting time and place: MWF 11-11:50 F184

St. Martin’s, 2010.  
Lumberjacks Write!  SFASU, 2011

Course Description: Study and application of the writing process and the skills of writing with a  
focus on analytical reading and writing. Essay assignments address rhetorical analysis and  
evaluation and critical responses to close readings of texts. Required of all students who do not  
qualify for English 133H or 235H. Prerequisite: Pass or exemption from THEA or a C in English  
099. Must earn a grade of C or higher to be admitted to English 132.

Program Learning Outcomes: This is a general core curriculum course and no specific program  
learning outcomes for this major are addressed in this course.

General Education Core Curriculum Objectives/Outcomes:

- Communication EEO 1: To understand and demonstrate writing and speaking processes  
  through invention, organization, drafting, revision, editing, and presentation.
- Communication EEO 2: To understand the importance of specifying audience and  
  purpose and to select appropriate communication choices.
- Communication EEO 3: To understand and appropriately apply modes of expression,  
  i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual,  
  and oral communication.
- Communication EEO 4: To participate effectively in groups with emphasis on listening,  
  critical and reflective thinking, and responding.
- Communication EEO 5: To understand and apply basic principles of critical thinking,  
  problem solving, and technical proficiency in the development of exposition and  
  argument.
- Communication EEO 6: To develop the ability to research and write a documented paper  
  and/or give an oral presentation.
Student Learning Outcomes:
1. Ability to apply and independently use all phases of the writing process, including invention, drafting, revising and editing, and producing and presenting formal essays and other non-fiction prose genres.
2. Ability to identify the elements of the rhetorical situation inherent in the arguments and research of others, including the purpose of the speaker, the needs of the audience(s), and the content and the context of the argument or research itself.
3. Ability to analyze the rhetorical fallacies related to the different types of rhetorical appeals (ethos, pathos, logos) in a given text or work.
4. Ability to identify, judge, and manage the rhetorical situations of their own compositions, including their own constraints as speakers, the needs of their audience(s), the most effective rhetorical appeals for their arguments, and the contextual limitations and opportunities impacting their work.
5. Ability to work effectively in teams on projects involving critical-thinking and problem-solving and to collaborate and report on solutions.
6. Skill and increased sophistication in explaining and developing topics at the paragraph and sentence level; the goal is continued improvement in writing complete, unified, clear, and coherent paragraphs composed of grammatically correct sentences.
7. Ability to independently apply critical thinking, composition, and document design skills to arguments and other persuasive genres of writing across a range of disciplines.
8. The ability to conceive, write, and present a research-based argument and/or academic inquiry related to their own interests and academic goals, using both primary and secondary sources.

Course Requirements: 1 short paper, 3 major projects (final product about 5 pages/1000 words), in-class final essay, class participation, in-class writing, critiques of student papers and other assignments as required.

This will be a workshop-style course in which we will share ideas and work in progress. We will be a community of writers where everyone works together to help each other succeed. You will be expected to work in small groups and participate in class discussions. I will be more of a coach, facilitator, and editor than a disseminator of “right answers.” Be sure to read the additional hand-out on draft workshops.

In this composition course, you will write for different audiences, both academic and outside the classroom, and for different purposes. We will explore the rhetorical choices writers make based on particular writing situations, and work on shaping writing so that it accomplishes its purpose. In other words, we’ll ask “What do you want this piece of writing to do?” and then we’ll set out to do it.
Manuscript requirements: Your papers should be typed on white 8 ½ by 11” paper with adequate margins. Include your name, section #, my name, and date. Number all pages after the 1st page; staple. Please do not turn in anything torn from a spiral notebook.

Late Papers: will not be accepted except in cases of dire emergency. Contact me on or before the due date to discuss an alternate date.

Draft Workshops: Once during the semester, you will pass out copies of a draft of your paper to the class for critique in a draft workshop. See additional hand-out for details. You must meet this obligation on time to pass.

Course Calendar: We will spend about the first three weeks on your first paper, a short analysis of the concept that “everything’s an argument”; this will introduce you to the process of the draft workshops and to the way I grade. You will then work on three major projects that will culminate in three final written products, and you will turn in all work that leads up to your final products in a portfolio. For the next four weeks you will work in groups researching current issues in the news, make group presentations to the class, and write to a particular audience to make your argument on your group’s issue. For the next four weeks you will enter into an “ongoing academic conversation” in your major or a field you’re interested in, and develop a portfolio based on that. For the next three weeks, you will develop your own argument on that issue for a particular audience in that field. An in-class final essay recognizes that there are still situations when you need to write off-the-cuff, and you need to be prepared for them.

Grading Policy: The major projects and final will be graded A, B, C, D, F, with pluses and minuses and many comments from me. Everything else, including class participation will be graded 0, -, check, or +. The first paper and last project will count 10%. The middle two projects and final will each count 20% and everything else will count 20%.

All letter-graded assignments must be completed to pass the course.

Attendance Policy: You may have 3 absences without making any explanation to me. After your 4th absence and any beyond that, you need to bring me documentation of your reason for absence plus a 1-page letter to me about your absence. You may be a budding Toni Morrison or Stephen King, but the point is that we will be a community of writers helping each other in this class, and we need you. If you miss the equivalent of 3 weeks of classes, you will be dropped from the course. If this is before the midterm, you will need to drop, or you will receive an F. If this is after the midterm, you will receive an F. If this occurs, please do not return to class, plead for mercy in my office, or show up for the final. This only creates an awkward, embarrassing situation for everyone.

Please do not use your cell phone for any purpose in my class. The goal is for all of us to be fully present and attentive to all the in-the-flesh people in the classroom, including me. If you text in class (even if it’s under your desk or clothing or in your backpack!), you will be asked to leave the class, and that day will count as an absence (& remember that the equivalent of 3 weeks’ absences means you must drop the course).