Communication
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ENGLISH

2. Course prefix and number: ENGL 104

3. Texas Common Course Number: 1302

4. Complete course title: Composition and Rhetoric

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - [x] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? Every spring, fall and summer semester

9. Number of class sections per semester: 25 - 30

10. Number of students per semester: 650 - 1300

11. Historic annual enrollment for the last three years: 1635 1892 2069

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: Christine Murray, Ph.D. 2/14/13

   Course Instructor

   Date

   Approvals:

   [Signature]

   Date 2/14/13

14. Department Head

   Date 2/14/13

15. College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following four ways:

This course introduces students to the principles of rhetoric and provides them with foundational writing skills essential for the completion of researched, persuasive writing for a variety of audiences, particularly the academic community. Reading assignments focus on analysis of rhetorical modes. Writing assignments focus on development of personal responsibility, awareness of audience, purpose, style, and proper use of grammar, syntax and mechanics. English 104 emphasizes academic writing as an activity for the clear expression of ideas, awareness of the effects of messages and the fostering of understanding. The sequence of assignments offers extensive practice in critical thinking, library research, analysis of researched sources, supporting claims, and in the use of persuasive appeals. The sequence also offers extensive practice in drafting, revising, and editing researched persuasive essays that support a clear thesis statement with relevant evidence.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

CTS: The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas about persuasive discourse. The evaluation of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

CS: The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings through regular practice in persuasive forms of writing. The evaluation of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teemed groups.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):
Texas A&M University

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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

T: The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentation skills, and classroom tasks. The evaluation of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

PR: The course teaches personal responsibility by enhancing students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues. The evaluation of personal responsibility will be based on assignments in which students are expected ethically to cite another person’s work in composing an oral presentation and/or written research essay.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number: English 104-507: Composition and Rhetoric

Term: Spring 2013

Meeting times/location: TR 2:20-3:45  LAAH 551

Instructor: Christine Murray, Ph.D. Email: chris_murray@tamu.edu  Tel: 979-847-4550

Office Hours/Location: M 12:00-2:00, T4:00-5:00, and by appointment/ LAAH 358

Catalog Course Description:

Engl. 104: Composition and Rhetoric. (3-0). Credit 3. Focus on referential and persuasive researched essays through the development of analytical reading ability, critical thinking and library research skills.

Course Description:

This course introduces students to the principles of rhetoric and provides them with foundational writing skills essential for the completion of researched, persuasive writing for a variety of audiences, particularly the academic community. Reading assignments focus on analysis of rhetorical modes. Writing assignments focus on development of personal responsibility, awareness of audience, purpose, style, and proper use of grammar, syntax and mechanics. English 104 emphasizes academic writing as an activity for the clear expression of ideas, awareness of the effects of messages and the fostering of understanding. The sequence of assignments offers extensive practice in critical thinking, library research, analysis of researched sources, supporting claims, and in the use of persuasive appeals. The sequence also offers extensive practice in drafting, revising, and editing researched persuasive essays that support a clear thesis statement with relevant evidence. No college courses are prerequisite.

Learning Outcomes:
At the end of the semester, students will be able to do the following:

- Communicate clearly by writing persuasive academic essays appropriate to subject, occasion, and audience.
- Communicate clearly by using appropriate scholarly research, analytical reading, critical thinking, and the mastery of Standard Written English
- Demonstrate awareness of key rhetorical concepts and use of critical thinking; demonstrate and enhance awareness of personal responsibility to compose researched, ethically cited, persuasive essays
- Work effectively as team members in group-assignments while discussing, analyzing and writing various forms of persuasive communication

Core Curriculum Objectives:

- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas about persuasive discourse.
- Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings; through regular practice in persuasive forms of writing.
- Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentational skills, and classroom tasks.
• *Personal Responsibility (PR):* The course teaches personal responsibility by enhancing students' understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues.

**Assessment of Core Objectives:**

• **CTS:** The assessment of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.
• **CS:** The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teamed groups.
• **T:** The assessment of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentation skills to support a shared purpose or goal.
• **PR:** The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person's work in composing an oral presentation and/or written research essay

**Required Textbooks (available at the University Bookstore):**


**Grading:**

<table>
<thead>
<tr>
<th>Major Grade Categories/Assignments</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent Participation in Teamwork Activities,</td>
<td>15%</td>
</tr>
<tr>
<td>In-class Discussions, and Other Classwork</td>
<td></td>
</tr>
<tr>
<td>Major Writing Project 1: Comparative Analysis Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 2: Rhetorical Analysis Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 3: Annotated List of Works Cited</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 4: Researched Persuasive Essay</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:** A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)

**Attendance and Absenteeism:** see policies in general: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07), and policies in particular, Student Rules 7.1.6.1 and 7.1.6.2. Students are required to be in class at the stated times, and to turn in work as instructed, on the stated due dates.

**Requirements for the 4 Major Writing Projects:**

Students will receive a formal assignment instruction prompt for each of the major projects. The sequence of major written projects is designed to lead student writers through critical thinking and analysis of researched sources in a systematic process of development. All major assignments will involve learning how to ethically cite sources in building persuasive arguments, this will also be the primary goal of major assignment 3, Annotated Works Cited. Major Writing Projects 1, 2, and 4 are standard essays, including an introduction where context, background, and thesis statement are clearly communicated; a middle section of analysis and persuasion; and a standard essay-conclusion. The four major assignments are: 1. Comparative Analysis of differing sources enhances critical thinking and clear communication regarding an appropriate academic subject, occasion and audience (1000-1250
words). 2. Rhetorical Analysis continues this process by enhancing awareness of the rhetorical elements of persuasive discourse (1000-1250 words); 3. Annotated List of Works Cited enhances understanding of research sources while emphasizing the ethical citation and documentation of research source (1000 words); 4. The Researched Argument Essay combines lessons of Major Projects 1-3 while also focusing on the elements of persuasive discourse at sustained length (2500-3000 words). Overall, the Major Writing Projects will assess three core objectives: critical thinking, communication skills, and personal responsibility for original thought and ethically citing all sources. **Format of Written Projects:** All work must be typed on a computer and formatted according to MLA referencing guidelines. All work must demonstrate ethical practices of citation and documentation of all sources informing the work, in MLA format. A guide to MLA formatting style is available in the required textbook, *A Writer's Reference.* Additionally, regular lessons and practice in how ethically to cite sources in MLA form and style are scheduled for Unit 1 of the course.

Major Writing Projects are graded based on clarity and persuasiveness of argument; knowledge of the issue-topic and sources used; accurate, ethically citing of all sources in proper MLA form; and appropriate use of grammar and mechanics.

Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university policies at [http://student-rules.tamu.edu](http://student-rules.tamu.edu)

**Participation Requirements (15%):**
Students are expected to keep up with the course readings, writings, and other assignments. The Participation grade is based on evidence of preparation (completed readings), demonstration of critical thinking and clear communication in the forms of classroom discussion and written responses, as well as asking questions, responding to instructor's questions, and engaging in cooperative teamwork and debate with classmates.

**Americans with Disabilities Act (ADA):**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity:**
*"An Aggie does not lie, cheat or steal, or tolerate those who do."* Students are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UNIT 1: Comparative Analysis Essay</td>
<td>• Syllabus, <em>A Writer's Reference: MLA format</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Course Introduction, Different Kinds of Writing, What is Academic Writing, MLA Form</em></td>
<td></td>
</tr>
</tbody>
</table>
Organizing Academic Papers, Intro to Comparative Analysis, Critical Thinking Team work in class. Choosing an Essay Topic, Understanding the Rhetorical Situation and Audience; Global Idea Development; Teamwork and Personal Responsibility in writing and discussion.


Classwork exercises on Grammar, Mechanics, Editing and Revision, Peer Edits. **Major Writing Project 1 due: Comparative Analysis Essay.**

**UNIT 2: Rhetorical Analysis**
Introduction to Rhetoric, Rhetorical Situation, Rhetoric in Persuasive Writing.

Rhetorical Modes of Appeal and Logical Fallacies.

Picking a Research Topic, Using Rhetoric, Writing with clarity, Writing: Exposition and Analysis.

Sentence Structure and Transitional Phrasing, Grammar, Mechanics, Editing and Revision, Peer Edits. **Major Writing Project 2 due: Rhetorical Analysis Essay.**

**UNIT 3: Annotated Bibliographic Research**
Introduction to Research, Planning for Academic Research, Using the Library, Plagiarism.

Conducting Web-Based Research, Evaluating Sources, MLA Formatting and Citations, Citation Generators, Annotations, Paraphrasing, Summarizing, Quotations, Evaluations. **Major Writing Project 3 due: Annotated List of Works Cited (MLA format).**

**UNIT 4: Researched Persuasive Writing**
Introduction to Academic Argument, Stasis Theory.

Contradiction and Silo Arguments, Bias.


Final Review of Grammar and Mechanics, Editing and Revision, Peer Edits, Question Sessions. **Final Revision of Major Writing Project 4 due, Researched Persuasive Essay.**
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Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ENGLISH

2. Course prefix and number: ENGL 203

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Writing about Literature

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - [x] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? Every summer, fall and spring semester

9. Number of class sections per semester: 18 - 30

10. Number of students per semester: 400 - 700

11. Historic annual enrollment for the last three years: 1179, 1311, 1351

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: [Signature] 
   Course Instructor
   Date: 18 Feb 2013

13. Approvals: [Signature] 
   Date: 2/19/13

14. Department Head
   [Signature] 
   Date: 2/18/13

15. College Dean/Designee
   [Signature] 
   Date

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See form instructions for submission/approval process.
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Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following four ways:

English 203 is designed to introduce students to the purposes, strategies and opportunities of critical/analytical reading and writing about literature. Focusing on texts drawn from various historical periods and representing a variety of literary/cultural genres (drama, novel, short story, poetry, autobiography, film), students will work to develop those skills that make for the richest possible reading experience, and to master the techniques needed to express that experience most effectively in written form.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

CTS: The course will enhance critical thinking skills through regular reading of literature, through class discussion, and through writing assignments focused on key ideas about analysis and interpretation of literature. The evaluation of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

CS: The course promotes communication skills through small and large group discussion of major literary ideas, authors, periods, and issues central to the readings; the course promotes communication skills through regular practice in persuasive forms of writing about literature. The evaluation of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teamed groups.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

T: The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentation skills, and classroom tasks based on literature. The evaluation of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

PR: The course teaches personal responsibility by enhancing students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question about literature; the course teaches personal responsibility by regular practice in teams and group discussion about literary ideas and issues. The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person’s work in composing an oral presentation and/or written research essay.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course Title and Number: English 203.514, Writing about Literature

Instructor: Christine Murray, Ph.D.

Contact Information: chris_murray@tamu.edu Office Location: 358 LAAH Tel. 979-847-8550

Office Hours: M 12-2, T 12-1, and by appointment

Term: Spring 2013

Class Meeting Times/Location: TR 2:20 p.m. - 3:35 p.m. / LA AH 264

Catalog Course Description:
Engl. 203. Writing about Literature. (3-0) Credit 3. Exploration of literature by genre and/or theme; literary analysis and interpretation; intensive writing about literature.

Course Description:
English 203 is designed to introduce students to the purposes, strategies and opportunities of critical/analytical reading and writing about literature. Focusing on texts drawn from various historical periods and representing a variety of literary/cultural genres (drama, novel, short story, poetry, autobiography, film), students will work to develop those skills that make for the richest possible reading experience, and to master the techniques needed to express that experience most effectively in written form.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition
- Demonstrate critical thinking about principle themes and ideas in literature
- Write to communicate clear persuasive essays about literature

Core Curriculum Objectives:
- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading of literature, through class discussion, and writing assignments focused on key ideas about analysis and interpretation of literature.
- Communication Skills (CS): The course promotes communication skills through small and large group discussion of major literary ideas, authors, periods, and issues central to the course readings; the course promotes communications skills through regular practice in persuasive forms of writing about literature.
- Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentational skills, and classroom tasks on literature.
- Personal Responsibility (PR): The course teaches personal responsibility by enhancing students' understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question about literature; the course teaches personal responsibility by regular practice in teams and group discussion about literary ideas and issues.

Assessment of Core Objectives:
- CTS: The assessment of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.
- CS: The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teamed groups.
- T: The assessment of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal.
- PR: The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person's work in composing written research essays and/or oral presentations.

### Grading:

<table>
<thead>
<tr>
<th>Major Grade Categories/Assignments</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Writing Project 1: Essay: Critical Analysis of a Short Story</td>
<td>15%</td>
</tr>
<tr>
<td>Major Writing Project 2: Essay: Poetry Explication</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 3: Essay: Play Analysis (Due: Week 6)</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 4: Essay: Researched Critical Analysis of a Novel (Due: Week 10)</td>
<td>25%</td>
</tr>
<tr>
<td>Grammar and Mechanics Exercises (Due: Week 6)</td>
<td>5%</td>
</tr>
<tr>
<td>Teamed Group Work and In-class Activities: teamed group reading facilitation, rough drafts, peer review workshops, reading responses: due each week in class activities</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale:** A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)

**Attendance and Absenteeism:** see policies in general: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07), and policies in particular, **Student Rules 7.1.6.1 and 7.1.6.2**. Students are required to be in class at the stated times, and to turn in work as instructed, on the stated due dates.

**Requirements:** All Major Writing Projects submitted for a grade must computer-typed and must ethically cite and document all sources in the proper MLA format. All Major Writing Projects must focus on one or more of the texts read in class and offer a close reading and interpretive analysis of the literary text(s). Overall, the Major Writing Projects comprise a minimum of 20 pages of original, formal writing (5000 words) completed outside of class. The process of writing about literature in the Major Writing Projects includes: 1. an introduction with a thesis statement and summary of main points to be discussed in the essay; 2. the middle section of interpretive analysis and persuasion where all points stated in the introduction are developed and appropriately supported with all sources ethically cited; 3. an original and fitting conclusion to the essay. 4. a proper MLA formatted Works Cited page where all sources are ethically included and properly documented. Student essays will go through at least one team-worked peer review in each Unit of the course.

Grades for essays are based on clarity and persuasiveness of argument, knowledge of the literary text(s), accurate citation of sources; and appropriate use of grammar, and mechanics. Research assignments in English 203 will use a variety of materials, print and electronic. Printed sources must be consulted and ethically integrated into the paper in proper MLA formatting for citing of sources. Students will be required to submit copies of any research sources used, notes and drafts with the final revision of the essays.

Reading assignments and peer review require critical thinking and response: Students will also need to apply critical thinking to their own work, revising with the goal of communicating ideas as clearly as possible. Daily practice in critical forms of writing about literature will be a vital part of the course. Students are expected to participate in collaborative, team work activities and class discussion, and to write during every class. Overall, the Major Writing Project assignments will emphasize three core objectives: critical thinking, communication skills, and personal responsibility for original thought and the
ethical citation of all sources. Through collaborative peer review exercises, the Major Writing Projects will also provide practice in the core curriculum objective of Team Work

Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university policies at http://student-rulestamu.edu

Textbook and Resource Material:

By enrolling in this course, you accept responsibility for purchasing all required textbooks and materials. Failure to purchase them will not be accepted as an excuse for late, missing, or incomplete assignments.


- Four standard-sized file folders with which to compile paper-based portfolios of all draft materials and final submissions of the 4 major writing projects (see below)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading/ Assignments due</th>
</tr>
</thead>
</table>
| 1    | **Critical Analysis of the Short Story**  
- Reading Literature  
- Responding in Writing to Literature | Introductions/ Syllabus  
Gardner, readings Parts 1 and 4  
Writing Argument in Response to Literature |
| 2    | - Plot and Character  
- Point of View | Gardner, readings, Parts 1 and 4 |
| 3    | - Setting and Symbol  
- Theme | Gardner, readings Parts 1 and 4 |
| 4    | - Tone and Irony  
- **Team Work Peer Review** | Gardner, readings Parts 1 and 4  
**Due: Portfolio 1** |
| 5 | **Poetry Explication**  
- Close Reading of Poetry: Who Is Speaking?  
- Reading Aloud  
- Sound, Rhythm and Meter | Gardner readings, Parts 2 and 4 |
| 6 | **Poetic Voice(s) and Figurative Language** | Gardner readings, Parts 2 and 4  
Due: Grammar and Mechanics Exercises |
| 7 | **The Forms of Poetry**  
- Writing about Poetry  
- **Team Work Peer Review** | Gardner readings, Parts 2 and 4  
Due: Portfolio 2 |
| 8 | **Analysis of Drama**  
- Delivery, Dialogue, Performance | Gardner readings, Parts 3 and 4 |
| 9 | **Character, Conflict, Plot**  
- Writing about Drama | Gardner readings, Parts 3 and 4 |
| 10 | **Stage, Scene, Setting**  
- **Team Work Peer Review** | Gardner readings, Parts 3 and 4  
Due: Portfolio 3 |
| 11 | **Critical Analysis of the Novel**  
- Theme, Historical Context, and the Idea of Time in the novel | Readings assigned from *Frankenstein* |
| 12 | **Intertextuality: Dialogism, the Novel, and Discourse** | Readings assigned from *Frankenstein* |
| 13  | - Symbolism, Influence, Mimesis and Significance—the Novel in its Other Lives: Film and Visual Storytelling  
     - Team Work Peer Review | Readings assigned from *Frankenstein*  
                                 |  
| 14  | - Revising, proofreading, submitting the Final Essay | Due: Portfolio 4 |

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

**Academic Integrity**

For additional information please visit: http://www.aggiehonor.tamu.edu

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