**English 1320 Syllabus, Slightly Revised**

**Fall 2025**

**Prof. J. Rodríguez**

Below is my schedule for 1320 for Fall 2025. It is very similar to the schedule other 1320 classes will be following, but there are some slight variations here and there.

Notice that this course asks you to write one essay. That’s it. Just one essay. But we try to break down the process of writing into several key components, such as brainstorming, research strategies, revision, and so on.

So it’s really not a difficult class. If you write an essay, and it’s a good essay, you will very likely pass the course—unless there are some weird situations that might come up. But most students do fine.

The Canvas “shell” for this course has the set of modules, and I will be activating the modules as we go through the term. You will be prompted to read materials and take quizzes. It’s not difficult, but it is required.

Students who take 1320 in-person, spend a lot of time doing in-class exercises. I will be trying to replicate some of that in this online course, although it won’t be exactly the same thing. But you will need to pay attention because I will be inventing little projects and tasks for you to do almost every week—Nothing hard, just things that I hope help you sharpen your writing skills. Most of that, I feel, will be graded “pass/fail”, which means that if you do the assignments, you’ll “pass” the assignments. A lot of what we do in 1320 has “low-stakes” grading. Your final grade for the course will be based mostly on your actual rough draft and final paper that are due in November and December.

Keep in mind that other 1320 classes will be slightly different, but don’t worry about that. As long as you keep up with my particular assignments, you’ll be fine.

**Grading Percentages: Keep in mind that you must complete all 4 major assignments. Even if the “Annotated Bibliography” is worth only 10 percent, if you don’t complete it, you will fail the course.**

Research Proposal: 10 percent

Annotated Bibliography: 10 percent

First Draft: 30 percent

Final Paper: 30 percent

All Other Class Quizzes,

Assignments, Exercises: 20 percent

**The E-Textbook:**

Our textbook is an e-book titled *Steps to Writing Well* by Jean Wyrick. You should be able to access the required content through your Canvas site. You’ll be prompted to read sections and take quizzes that are automatically graded.

Grading Rubric

 I grade essays on a simple rubric, as follows

A: Essays that are written well, make a point, have good research, and show good attention to details like formatting and bibliographic style.

B: Essays that have good writing, but may have issues with structure, or argument, or some other element. These are not “bad” essays, just essays that could be better.

C: Essays that meet a minimum standard for the course. These papers have all the elements, writing, research, etc, but are probably difficult to read or make sense of, probably have weak research, and probably have poor attention to form.

D: Essays that falter seriously on one or more of the writing elements: weak argument, irrelevant research, grammar and punctuation issues. The test is this: I ask myself, how would another professor react if they saw that I “passed” this student based on this work?

But like I say all the time, writing can always improve with a bit of effort and reading. You are at a university to improve on *skills you don’t already have*—or else why pay all that money?

**Class Schedule (All dates subject to revision)**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | Aug. 18 | Introductions |  |
| 2 | 25 | Topic Development | Brainstorming |
| 3 | Sept. 1 | Topic Development | Research Proposal: Developing an IdeaAssignment 1: Research Proposal |
| 4 | 8 | Research | Research Strategies/Finding Articles  |
| 5 | 15 | Research | The Bibliography |
| 6 | 22 | Research | Focusing the ResearchAssignment 2: Annotated Bibliography |
| 7 | 29 | Research | Formatting  |
| 8 | Oct. 6 | Writing | Thesis Statement |
| 9 | 13 | Writing | Body Paragraphs |
| 10 | 20 | Writing | Beginnings and Endings |
| 11 | 27 | First Draft | Structuring the PaperAssignment 3: The First Draft |
| 12 | Nov. 3 | Revision | Transitions, Metaphors, etc.  |
| 13 | 10 | Peer Reviews | Getting Feedback |
| 14 | 17 |  | Working on the Final Paper |
| 15 | 24 |  | Working on the Final Paper |
| 16 | Dec. 1 | Final Papers Due | Assignment 4: The Final Paper |
|  |  |  |  |
|  |  |  |  |