



 [Get Started](#)

 [Syllabus](#)

Welcome to ENG 1310: College Writing I

New to the course?

- Be sure to familiarize yourself with the [Syllabus](#) and *review the information carefully*.
 - Be sure to fill out the [Course Pacing Guide](#)
 - You must submit it as your first assignment before you will be able to proceed with this course.
 - Click [Get Started](#) to begin your course.
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- This is a **6-month, online, correspondence self-paced course**.
 - **All submissions, including exams, must be completed by the course expiration date.** When you registered for the course, you were sent an email to your Texas State account indicating registration and expiration dates.
 - **You may not submit more than 2 assignments per week.**
 - You may not take an exam before previously submitted assignments have been graded and returned.

Returning to the course? Click **Modules** to the left and resume where you left off.

Important reminders:

At the end of the course, you will be asked to complete a brief course evaluation. Your input will help improve the course.

Submission 1: Course Pacing Guide/Course Study Schedule

New Attempt

Due No Due Date **Points** 0 **Submitting** a file upload

Download and add target dates to this [Course Pacing Guide/Course Study Schedule](#)

Then click Submit Assignment and attach and submit your completed document.

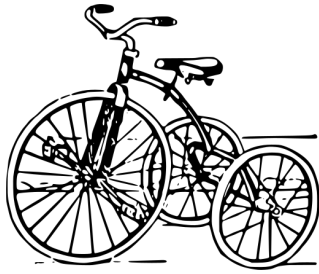
Lesson 1: Objectives

After completing this lesson, you should be able to do the following:

- identify your audience and purpose;
- identify the components of the writing process;
- write a specific statement of audience and purpose;
- pre-write to generate ideas;
- write and develop an interesting, specific, and manageable thesis;
- locate the features of *The Bedford Handbook* that you will use to improve your writing; and
- use commas correctly with coordinating conjunctions and introductory elements.

Click Next to proceed to Lesson 1: Reading Assignment.

Lesson 1: Discussion



From the time that we are young until we die, we all find ourselves needing to master certain skills. For example, when you were a pre-schooler, you probably learned the skill of steering to ride a Big Wheel or a

tricycle; then you learned the skill of balancing and went on to ride a bicycle. Perhaps you have an elderly relative who learned to use a walker or wheel chair. No matter what the skill, once you understand its components and techniques and practice it, you will master the skill. For example, students who want to master cooking attend culinary school where they learn different components of the culinary process such as pastry making and salad making and techniques such as sautéing and roasting. By enrolling in English 1310, you have agreed to study the components of writing and practice its techniques, or strategies, as we call them in writing discussions. Thus, when you have finished this course, you will have learned to write a college-level essay. Understanding the components of the writing process and how they lead to the finished essay can help you become a more successful writer. To get an overview of the writing process, consider the following model:

- **Prewriting** gets its name because most successful writers accomplish much of their work before they put pens to paper. Prewriting includes asking yourself questions about your writing task to clarify your purpose and audience. It encompasses finding and exploring the topic through talking, free writing, brainstorming, researching, or one of the other techniques explained in *The Bedford Handbook* on pages 17-19. This stage of the writing process culminates in your deciding on a specific purpose and a thesis.
- **Drafting** is getting your ideas on paper in a semi-organized manner. See pages 19-38 in *The Bedford Handbook*. You will study drafting in detail in Lesson 2.
- **Revising** involves *rethinking* the organization and development of your essay and *rewriting* to improve those areas. When revising, you will need to add, delete, and move text. In doing so, you will produce a second and subsequent drafts. See pages 38-58 in *The Bedford Handbook*. In Lessons 3 and 4 you will study revising.
- **Editing** is what you have probably thought of in the past as proofreading. To edit you must find and correct errors of style, mechanics, and spelling that interfere with your meaning. See pages 55-58 in *The Bedford Handbook*. Lessons 5 and 6 cover editing.
- **Publishing** involves putting your essay in correct manuscript form. See pages 58-69 in *The Bedford Handbook* and the syllabus to this online course.

You should understand the recursive nature of the writing process. **As you work on your essay, you will return to previous stages of the writing process rather than work through the process in a step-by-step order.**

Now that you have an overview of the writing process, you have some idea of how to proceed in preparing your early essays in this course. As you complete Lessons 2-7, you will spend more time with each stage of the writing process, learning and practicing writing skills and strategies applicable to each stage, and receiving specific feedback and suggestions in response to your writing. By the time you have finished Lesson 7, you will have gained knowledge of, and experience in, each of the stages that make up the writing process. With this overview of the writing process in mind, you are ready to focus on the prewriting stage.

Prewriting

Stop and read *The Bedford Handbook* pages 5-38, "Exploring, planning, and drafting." Then, return to the lesson.

One of the first decisions you must make in prewriting is selecting a subject or topic. In this course you are usually given two possible general topics, but you will often need to further narrow those topics. For example, in Lesson 5 you are asked to write about rules and regulations. Although the general topic is provided, you must narrow the topic to the experiences you will discuss. For example, you might write about rules within a particular workplace or within your own family or both.

A second consideration in prewriting is the purpose of your essay. Are you writing to inform, persuade, or reflect? In looking at the essay topics, always ask yourself what the purpose of the essay is.

A third consideration is your audience. In some essays, you will be writing for a specific primary audience. For example, in a future lesson you are asked to write a letter to Martin Luther King, Jr. Remember, that as a reader of your essays, I will always be an audience. As a teacher with many years of experience teaching composition and as one who has carefully read and reflected on the reading selections that will inform your writing, I expect your essays to be focused, well organized, well supported, and thoughtful with minimum stylistic, mechanical, and grammatical errors.

In some assignments your purpose and audience will be assigned, and in others you will choose the purpose and audience. Whatever the case, you should always use the shaded box "Purpose and Audience" on page 6 in *The Bedford Handbook* to consider the audience of each essay.



Person making edits on a paper

Statement of Audience and Purpose

Because understanding your audience and purpose is essential to writing an effective essay, you will be asked to identify the audience and purpose of each essay. This statement of audience and purpose can help you focus your essay.

A statement of audience and purpose consists of two parts. The first part should read, “After reading my essay, the reader(s), who is/are (fill in the blank). . . .” This first part identifies your audience. The second part should explain the knowledge, idea, or skill you want the reader to gain: “After reading my essay, the reader(s), who is/are . . . , will understand or be persuaded that (fill in the blank). . . .”

Here is an example of a successful statement of audience and purpose: “After reading my essay, the readers, who are members of the school board, will be persuaded to vote for a change in the grading system used by the school district.”

Here is an example of an appropriate statement of audience and purpose that you might write for the essay assignment in this lesson: “After reading my essay, the reader, Mr. Needham, will understand why I am taking English 1310 through the Texas State Office of Distance and Extended Learning and what I hope to accomplish.”

Thesis

Stop and read *The Bedford Handbook*, pages 19-25, "Draft and revise a working thesis statement." Then, return to the lesson.

After considering your audience and purpose and prewriting on your topic, you will have a general idea of what you want to write about. You must refine this general idea into a thesis statement which states the central idea of your essay. In the prewriting stage, you should think of your thesis as **preliminary**. It will serve to focus your writing in the drafting stage, but as you draft, you may find that your thesis changes.



Old Books

The thesis should be a direct statement, **not a question**, of what the essay will cover. For example, here is a thesis a student wrote for an essay: "Machiavelli's ideas are still relevant today." This thesis gives the reader the general idea of the essay, *but it is too broad* because it implies that *all* of Machiavelli's ideas will be considered. The thesis should be narrower so that it is manageable and so that it indicates what you will say about the topic. Now look at a more specific thesis: "Machiavelli's ideas on stinginess, cruelty, and mercy are still relevant for politicians today." This thesis tells the reader that the essay will discuss *three specific ideas* of Machiavelli as they apply to politicians. This thesis also *sets out an order for the ideas and causes the reader to expect a certain order for the essay*. The reader expects the writer to talk about stinginess first, cruelty second, and mercy third.

Avoid thesis statements that begin with "In my opinion" or that include phrases like "I will discuss." These are phrases that unsophisticated writers use to pad their writing. In English 1310 you want to eliminate them.

In writing your essays for this course, once you have written your thesis, evaluate it by using the bulleted list under "Putting your working thesis to the 'So what?' test" on pages 21-24 in *The Bedford Handbook*.

At this point, you may be asking yourself, "What is the difference between a statement of audience and purpose and a thesis?" While the statement of audience and purpose specifies the ultimate

knowledge or behavior of the reader, the thesis statement focuses on the content and stance of the paper. See the following examples:

Statement of audience and purpose: "After reading my essay, my readers, who are members of the school board, will be persuaded to vote for a change in the grading system used by the school district."

Thesis: "In fairness, clarity, and accuracy, the proposed grading system is superior to the old system."

Assignment 1

Start Assignment

Due No Due Date **Points** 0 **Submitting** a file upload

Instructions

Complete this assignment in Microsoft Word, and attach each separate portion of it below. The journal assignment and Essay 1 must be formatted *exactly* as the Modern Language Association (MLA) indicates:

- double spaced in 12-point Times New Roman, Times, or Cambria font;
- 1" side and bottom margins;
- last name and page number as a page header, beginning with the first page, 1/2" from the top;
- omission of a title page.

Journal Assignment

At the top of the page, title the assignment "Journal Assignment 1."

Write 250-350 words (about 1 page). Referring to your examination of *The Bedford Handbook*, write about the sections of the handbook that you noted and why they interested you. Since you are writing about a personal experience, you should use first person (I, me). Your journal assignment should be written in edited, academic English. When you are done, **save the assignment as JOURNAL ASSIGNMENT 1.**

Conventions Assignment

Title your page "Conventions Assignment 1."

Label the assignments Exercise 32-1 and Exercise 32-2.

(1) Read pages 407-409 in *The Bedford Handbook*. Type the answers to Exercise 32-1 (a-e) on page 409. **Leave a blank space under each item.** Once you are done, check your answers for a-e from the back of the book. In the space that you left under each response, type **in red font** corrections to items

(2) Next, type each item below. **Leave a blank space under each item.** Based on what you studied in *The Bedford Handbook*, correct the item in the space you left below it. If the item is correct, then type "CORRECT" in the blank space. More than one response may be correct.

1. When the pitcher threw the ball I hit it out of the park.
2. The truck ran out of gas, and stalled on the side of the road.
3. I disturbed the ant mound and ants covered my entire body.
4. A large number of students enroll in correspondence courses but not all of these students finish the courses.
5. By taking English Correspondence 1310 I should learn the basic conventions of edited, academic English.
6. Baby elephants are sensitive to the sun and their mothers use their large ears to protect their offspring from sunburn.
7. Many college students have a plan for studying yet rarely employ it.
8. Because of the tremendous growth of the university officials are considering a new parking garage contract.
9. Susie entered the store to purchase milk, but left with coffee, bread, and butter.
10. Considered a classic of American cinema *Gone with the Wind* is a regular showing on some channels.

Be certain that you fully understand the grammatical concepts covered by this assignment; your essays should reflect your knowledge of these concepts, and your papers will be graded accordingly.

When you are done, **save this assignment as CONVENTIONS ASSIGNMENT 1.**

Essay 1

This first essay assignment will not be graded, but I will respond with feedback similar to the way that I will mark your future papers. This first essay will serve as a diagnostic essay so that you will know what you need to work on in Essay 2. Type the following assignment according to the format requirements outlined in the syllabus. Before you begin, plan how you will organize your essay.

Write an essay in which you inform me why you decided to take English 1310 from Texas State University through the Office of Distance and Extended Learning and what you hope to accomplish in this course. The first part of this essay may be easy for you because you know why you are taking the course. The second part, your personal goals for the course, may be something you have not considered. However, even though you may be taking this course to fulfill some imposed requirement, you should have some personal writing goals that you hope to achieve. Think back over your writing history. What weaknesses have you identified in your past writings? As you looked through *The Bedford Handbook*, what topics did you note that you wanted to know more about? Since you are writing about

Follow the format requirements outlined in the syllabus.

IMPORTANT: See the [Sample College Essay](#)

for a model of the format, style, and tone appropriate for a college essay.

Review and follow the writing process outlined throughout Lesson 1.

On a separate page in Microsoft Word, type a statement of audience and purpose for your essay.

Follow the directions in this lesson for writing the two-part statement. **Save this element as STATEMENT OF AUDIENCE AND PURPOSE ESSAY 1.**

After you complete the essay, **save it as ESSAY 1 DRAFT 1.** Print the essay. Then, have a friend or family member review your essay. **Have this person complete the [PEER REVIEW ESSAY 1 form](#).** Your reviewer should type directly into the form. **Save the completed form as PEER**

REVIEW ESSAY 1. IMPORTANT: Refer to chapter 2 of *The Bedford Handbook*, which explains how to revise and incorporate others' suggestions. Return to the essay. Using a dark ink, revise the essay by hand. Feel free to re-organize portions of the essay or eliminate unnecessary parts.

Thoroughly edit the essay based on what you studied throughout this lesson and the comments that your peer reviewer provided that you might implement.

Next, scan your revised and edited essay, or if you do not have a scanner, use a cellular device to take a photo of the revised essay. **Overwrite your first version as you save this version as ESSAY 1 DRAFT 1.**

Finally, prepare your clean, final version for submission. **Underline your thesis statement on your final version. Save your final version as ESSAY 1 FINAL VERSION.**

When you are done, attach the files.

All portions of the assignment must be completed and included for the submission to be considered.

Before submitting the assignment, check to ensure that you have attached all six components:

1. JOURNAL ASSIGNMENT 1;
2. CONVENTIONS ASSIGNMENT 1;
3. STATEMENT OF AUDIENCE AND PURPOSE ESSAY 1;
4. PEER REVIEW ESSAY 1;
5. ESSAY 1 DRAFT 1, revised and edited; and
6. ESSAY 1 FINAL VERSION.

Honor Code:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

By submitting this assignment, you pledge to uphold the principles of honesty and responsibility as outlined in the official [Texas State University Honor Code](#).

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#)

Orientation Video

Please view [this orientation video \(https://mediaflo.txstate.edu/Watch/z8B5Pgb2\)](https://mediaflo.txstate.edu/Watch/z8B5Pgb2) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Click Next to proceed to Technical Requirements and Support.


Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course. Also review these [tips](#) and to be a successful online learner.
-

Many users encounter fewer problems when they **use Chrom to access Canvas courses**.

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)  _____
- Click Help in the left navigation of any Canvas course
-

If you are new to Canvas, click Student Guide in the left navigation of any course site to learn the basics.

Click Next to proceed to Free Tutoring Resources.

Free Tutoring Resources

A variety of are available for students enrolled in Texas State correspondence courses.

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



The Office of Distance and Extended Learning

FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#) (<https://policies.txstate.edu/university-policies/07-10-01.html>) .

*Please note that not all activities that constitute academic misconduct are listed in specific detail in. It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#) (.).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

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- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

Collusion in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of **standard bibliographical practice** as explained on the **Alkek**

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by **copyright**. Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online

Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services \(http://www.ods.txstate.edu/\)](http://www.ods.txstate.edu/), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning \(http://www.correspondence.txstate.edu/\)](http://www.correspondence.txstate.edu/) at [corrstudy@txstate.edu \(mailto:corrstudy@txstate.edu\)](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Click Next to proceed to Tips for Success.

Meet Your Instructor

Instructor Contact Information

Mr. Connor Wilson
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Texas State University

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Email: [cw1515@txstate.edu \(mailto:cw1515@txstate.edu\)](mailto:cw1515@txstate.edu)

Connor Wilson holds a BA in History from the University of Oklahoma, and an MA in History and English from Texas State University. He specializes in rhetoric and composition and has taught English as a lecturer in the Department of English at both Texas State and San Antonio College.

Click Next to Correspondence Course Information

