

ENG 1301.001 (HL 305) College Reading & Writing
CLASS MEETING: MTWR 9:00-10:50
COURSE SYLLABUS: Summer II 2012

Instructor: Charles Stephens
Office Location: HL 233
Office Hours: M & T 11:00 – Noon or by appointment
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COURSE INFORMATION

Textbooks and Supplementary Readings:

• *Textbooks Required:*

- Adkins. *Guide to Writing at Texas A&M University-Commerce*. Fountainhead, 2011.
- Wardle, Elizabeth and Doug Downs. *Writing about Writing: A College Reader*. Bedford/St. Martin's, 2011.
- Regular internet access (additional readings available online)
- Email: I will *only* communicate with you through the email address given to me through the university's distribution list. It should be the same email through which you receive all university communications.

Materials

- Flash drive or Dropbox account
- College-Rule Composition Book (will be your journal for course)
- You will print a combined total of about 50 pages of typed work in this class including essays, homework assignments, and drafts

Course Description:

Our goals in this course are both simple and complex. On the simple side, you are here to grow as a writer, a reader, and a contributing member of the academic community, an “academic.” On the more complex side, we will try to understand what terms like rhetoric, composition, argument, literacy, ethnographic research, and discourse mean. We will place ourselves into the continuing conversations around these terms and around what is expected of college writers.

Writing and reading are at the heart of this course and you will do a lot of both. Be prepared. **Because this is a shortened summer course, you should expect a bit more work per week than would be normal for a longer spring or fall semester.**

Student Learning Outcomes:

Students who are successful in ENG 1301 will leave the course have fully developed:

- an ability make a “claim” when discussing a topic (rather than restating data)
- understanding of the diversity of rhetorical contexts and the need to recognize and negotiate these contexts
- an understanding of process of writing, which may include multiple drafts
- an awareness of audience in composition
- an ability to read critically and offer informed analysis

Attendance Policy

- **Because this is a shortened summer course and there is really no way to “make up” work in this time, students may only miss TWO days of class without penalty. THREE or more days of missed class will result in a failing grade in the class.**
- There is no such thing as “partial attendance”—students are either present for the entire course or they are absent. This also means that you are ready for class; if you have not done the reading and, therefore, cannot participate in discussions, you will be marked as absent.
- Excessive tardiness will be penalized as an absence (more than once is excessive).
- The university has no policy for “excused absences” except for university sanctioned events, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

Tragedies happen (deaths, car breakdowns, sick children, etc.)—my suggestion is that you save your “free absences” for these instances. If you, however, use all of your absences up and a tragedy hits *after* you have used them, please remember this suggestion before asking me to grant you an additional “free day”—the answer will be a firm, “I am sorry, but no.”

COURSE REQUIREMENTS

The Writing Assignments/Formal Essays:

WA1: Becoming Part of the Conversation: Our first week of class will focus on how we think about ourselves as writers. Your essay for this week will begin with your understanding of The Burkean Parlor, Plato’s *Allegory of the Cave*, and David Foster Wallace’s *This is Water* speech. You will produce an annotated bibliographic entry for each reading and then write a one page introduction that ties them all together. Length is 4 pages total. **I do change my prompts every semester to discourage plagiarism or “recycling” papers from earlier attempts at 1301.**

WA2: “How To” Compose an Argument: During our second week of class you will read about the composing process. We will also discuss the elements of making a good argument. Using your readings and our class discussion, you will write instructions for a novice writer who has been tasked with presenting an argument about a controversial subject to an audience that has an opposing point of view. Length 3-4 pages.

WA3: Setting, Scene and Action: Our third week of class turns to creative writing with a focus on creating a scene using all of the senses. You also learn more about engaging your audience and providing a plot so that your story “goes somewhere.” Our readings this week will include Stephen King, Raymond Carver, Gabriel Garcia Marquez, and Kurt Vonnegut. Length 4-5 pages.

WA4: Definitions of Literacy: Our final full week of the course will be a focus on many of the terms you will use in ENG 1302, including literacy, literacy event, discourse community, code switching, and literacy sponsors. This assignment will require you to write a definition for each term (there will be between ten and fifteen) and provide a paragraph-length example of the term. Length 5-6 pages.

Letter to Professor Stephens: Your final assignment for the class will be a letter to me. You will tell me, in detail, about *three* things you learned over the course. You may also take this opportunity to tell me where the course might be improved. This may be presented as a PowerPoint, speech, blog, video, etc. Approximate Length 2-3 pages.

GRADING

Here’s a breakdown of how your grade will be calculated:

WA1-WA4 (60% of final course grade):

I will provide a grading rubric for each writing assignment so that you may see exactly what I am looking for in each one (emphasis will vary). Overall, you will need to turn in your best work, work that shows effort and has been through several drafts. *All* writing assignment grades may be improved by up to TEN points by visiting the Writing Center and providing me with your feedback sheet stating that you worked specifically on whichever assignment you would like the points to go toward (should read something like “Worked on WA3” somewhere on your feedback sheet). **Essays are listed as “draft” on the lesson plan because no essay is ever “complete.”**

Letter to Prof. Stephens: (10% of final course grade):

I am not looking for praise. I am looking for you to articulately state what it is you have learned in this class, how you have improved over the past several weeks, and what I might do better in the future. In other words, don’t tell me “I learned how to be a better writer” while writing a sub-par letter to prove it.

Reading Responses (20% of final course grade):

Every day of class you must respond to the readings with a one page reading response in your journal. This response should simply tell me the gist of what you learned. Here’s what I am looking for: for *each* reading, one paragraph that briefly explains the major point of the article/story and one paragraph that tells me your opinion of what you read. You do not have to fill the page, but you should use a separate page for each reading.

Participation (30% of final course grade):

More than just attendance, participation is based on both your physical and mental presence in the class. Please be here, but know that your attendance will not be counted if:

- You have not done the reading and/or completed the writing required for that day of class (measured with periodic oral and written quizzes)
- Come unprepared – without required materials (i.e. text book, journal, “attention”)
- Are more than ten minutes late for class
- Fall asleep/close your eyes/ lay your head down at any point during the class

ACCESS AND NAVIGATION

You must have Internet access to read and/or receive the supplemental texts.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact me with any questions you may have. My communication preference is e-mail, and my address is: **cstephens2@leomail.tamuc.edu**. Also, each instructor in the department of literature and languages is required to keep at least two office hours per course per week – you may request an appointment if my office hours do not fit your schedule.

Grievance Procedure:

If you have concerns about the class or about me as an instructor, please speak to me about those concerns. If you are not satisfied with the outcome of our conversation, the next person in the chain of command is the Director of the Writing Program, Dr. Tabettha Adkins. Her e-mail address is Tabetha_Adkins@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself.

In order to ensure the most effective session possible, we offer visitors the following suggestions: (1) Get started on your writing project early, and visit the Writing Center at least one day before your final draft is due. You will need time to work with the ideas and suggestions generated in your tutorial sessions. (2) Bring a written copy of your assignment, any relevant readings, and one or two specific questions or concerns you would like to discuss with us.

The Writing Center is located in the Hall of Languages, Room 103 (903-886-5280) and online:

<http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3]) If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

On University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

University Specific Procedures:

ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Cell Phones, iPods, and other devices

I find electronic devices distracting and I find the use of them while I am lecturing *personally offensive* and rude. Refrain from using them in class. If one goes off by accident, I tend to be forgiving. If you use one while I am lecturing, you will write a 5 page essay on a subject of my choice which will be integrated into your grade.

There will be times during class when I allow you to use your devices; please wait for me to tell you when it is okay to have your phones and/or computers out.

Lesson Plan in Detail*

**Subject to Change with Notice*

Date	In-Class Reading/Discussion	Homework
Week 1 July 9, 10, 11, and 12	M: Syllabus & Plagiarism Policy (GUIDE) T: The Burkean Parlor (Handout) W: Plato's <i>Allegory of the Cave</i> (Video) R: Wallace's <i>This is Water</i> (Audio)	<i>Mon.</i> : WW 34-36 (Ch. 1 Intro) <i>Tue.</i> : WW 1-33 (Swales, Green, Klein) <i>Wed.</i> : WW 56-66 (Murray) <i>Thu.</i> : Write WA1 (Due Sunday by Midnight)
Week 2 July 16, 17, 18, and 19	M: WW 86-100 (Porter); 471-473 (Swales) T: Concepts of Rhetoric/Argumentation W: WW 353-66 (Malcolm X and Alexie) R: "Five Bits of Advice" (Handout) and WW 595-601 (Keller)	<i>Mon.</i> : WW 170-173 (Ch. 2 Intro) <i>Tue.</i> : GUIDE 13-23 (Rhetoric) <i>Wed.</i> : GUIDE 45-65 (Textual Analysis) <i>Thu.</i> : Write WA2 (Due Sunday by Midnight)
Week 3 July 23, 24, 25, and 26	M: WW 305-307 (King) – Creative Writing T: The Prodigal Son (Handout) W: Cupid and Psyche (Handout) R: <i>Dr. Horrible Sing-Along Blog</i> (Video)	<i>Mon.</i> : Marquez "The Handsomest Drowned Man" <i>Tue.</i> : Carver "A Small, Good Thing" <i>Wed.</i> : Vonnegut "Harrison Bergeron" <i>Thu.</i> : Write WA3 (Due Sunday by Midnight)
Week 4 July 30, 31, August 1, and 2	M: WW 328-352 (Ch. 3 Intro and Brandt) T: WW 463-465; 538-556 (Ch. 4 Intro and Mirabelli) W: What is Ethnographic Research? R: <i>Waiting for Superman</i> (Video)	<i>Mon.</i> : WW 442-457 (Cecchini and Perez) <i>Tue.</i> : WW 557-573 (Branick) <i>Wed.</i> : WW 706-711 (Diaz) <i>Thu.</i> : Write WA4 (Due Sunday by Midnight)
Week 5 August 6, 7, 8, and 9	M: Cultural Literacy Overview T: "O Me! O Life!" (Walt Whitman) W: NO CLASS R: NO CLASS	<i>Mon.</i> : Shakespeare Wikipedia Assignment <i>Tue.</i> : Write Letter to Professor Isip (Due by Midnight)