



ENG 1301: College Reading and Writing
COURSE SYLLABUS: Fall 2012
1301.003 (Tues/Thur 8am-9:15am; HL 201)
1301.004 (Tues/Thur 11am-12:15pm; HL 201)

Instructor: M. Couzelis
Office Location: HL 126
Office Hours: Tues & Thur 9:30am – 11:00am and by appt.
Office Phone: (903) 468.8725
Office Fax: (903) 886.5980
University Email Address: mcouzelis@leomail.tamuc.edu

PLEASE NOTE: This is a common syllabus used by graduate students teaching sections of this course.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Writing About Writing: A College Reader. Elizabeth Wardle & Doug Downs. Bedford St. Martins, 2011.

Writing at Texas A&M University- Commerce. Tabettha Adkins. Fountainhead, 2011.

Paper for printing additional reading assignments from eCollege.

Paper & writing utensil for writing in class

Course Description:

English 1301 - (formerly ENG 101) - Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly, and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

In this section of ENG 1301, students are also required to attend lab twice a week. This lab is on your schedule (100L). You must attend and complete the work for both this course and the lab in order to pass the course. Your grade in your lab will makeup 30% of your grade for this course.

Student Learning Outcomes:

Students who are successful in ENG 1301 will be able to:

- Students will be able to use rhetorical terminology to describe writing.
- Students will be able to identify instances of plagiarism and explain why it is a serious offense in academic writing.
- Students will be able to interpret texts written for academic audiences.
- Students will be able to use academic writing conventions in their own writing.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Major Writing Assignments (WAs):

All writing assignments are to be typed, printed out, and brought to class on the assigned due date. Margins all around should be 1-inch, and the font should be Times New Roman 12 point. I strongly advise NOT waiting until the last minute – give yourself time to handle situations such as the printer dying or running out of ink or running out of money on your leocard for printing. I do not accept late papers unless under dire circumstances and procrastination is not an excuse.

WA1: Discourse Communities. In this essay you will demonstrate your understanding of the concept Discourse Community. You should explore the concept of a discourse community using Swales six criteria and the other readings as well. In this paper you should examine a narrative from the selection of readings (Malcolm X or Rose) and analyze how that author is a part of a discourse community as proven by what he says in his writing. What discourse community are they a part of, which critical reading (Swales, Brandt, or Porter) can you see at work in the narrative, and how is the critiquing that community, education, and language in general?

Make sure you use Swales' CARS model to help create your introduction. In this essay, be explicit about the methodology or analysis tool you are using, and use a lot of examples. The more thorough your analysis, the stronger your essay will be. This essay should be 4-5 pages and quote from at least two critical articles you have read in class.

WA2: Institutional Literacy. Building upon the first unit's exploration of discourse communities, consider the role institutions have on your own identities and attitudes toward reading and writing. Examine your own attitudes toward writing by making larger connections to the narratives and the critical scholarship. You may want to look at *WaW* pg 458 Assignment Option #1 for help brainstorming. This essay should be 4-5 pages and quote from at least two critical articles you have read in this section.

WA3: Language Rights. Scholars in the field are continually discussing student language rights; now it is your turn to weigh in on the argument. What is meant by "student language rights"? What do you think about this debate? Where do you stand on the topic? What might be gained and lost by students when adopting SAE? You may want to look at *WaW* pg 712

Assignment Option #1 to help you brainstorm. This essay should be 4-5 pages and quote from at least three critical articles you have read in this section.

Final Project— Two Parts --

Showcase Piece: You will also create a showcase piece to highlight what you've learned about "Writing About Writing." The medium you select is your choice – you could do a video, a song, a poem, a short story, a painting...there are many possibilities. If you are considering an option not mentioned above, you must discuss your idea with me.

This showcase piece takes effort and time, and especially planning and critical thinking about what writing means to you. You might consider how to represent your initial views of writing and your current views. You might consider how to represent how you view writing and reading, versus how others see those topics. You might consider representing what forms of writing and reading are valuable in your life. These are just some ideas to help you get started critically thinking. Remember - you are flexing your creative muscles to think critically about writing - so be creative!

Reflection Essay: You should include a typed reflection essay, 5 pages discussing the significance of your showcase piece. Analyze what this piece represents to you about writing, and connect your showcase to the issues we have discussed in the course. To make these connections, you will quote from the readings, your own essays, your own reading responses, and maybe even class discussions. This essay should be heavily cited in MLA style. You should utilize at least 5 sources to support your analysis of your showcase piece.

Reading Responses:

Journals – class will often begin with a journal entry. This journal entry will ask a question that allows you to reflect on an article you read the night before for homework or to brainstorm about the upcoming WA. These journal entries should be kept in a notebook so you may turn them in at the end of the semester as part of your portfolio. These journal entries are freewrites, which means I will not grade these journal entries for punctuation or grammar, but your handwriting must be legible. I will be looking to see how you engaged with the article or the upcoming assignment in the journal prompt.

Reader Responses – for some of the articles I will ask that you type a full page response to the article before class. These responses are more organized than freewrites, which means I will be looking for well thought out critical responses, as well as organization, grammar and punctuation. On eCollege there is a link to help you write these essays. They are to be a full page, single-spaced, typed in 12 point font Times New Roman. You will turn these in using Dropbox on eCollege.

Participation – Your participation grade will be made up of three parts. The first part will be how well you handle the day you are an "expert" on an article. Each of you for one day will be responsible for writing a journal prompt for the assigned reading. You will email me the journal prompt by midnight the night before your class period. The journal prompt should be at least three questions relating to your assigned reading. These questions should not be answered with a yes/no (Do NOT ask "Do you agree..." questions). Ask questions that begin with What, Why, How...and keep in mind what WA you have due in that section. Asking questions that relate the reading to the upcoming WA is always a good idea. You will also start the class discussion of the article that day and help clarify any confusion students might

have with the article. The other two parts of your participation are talking during class discussions, and doing the assigned homework readings. Talking in class in an intelligent way shows you have read the homework assignments.

Grading

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

- WA1 - 10 pts
- WA2 - 20 pts
- WA3 - 20 pts
- Showcase - 10 pts
- Reflection - 30 pts
- Journal - 10 pts
- Participation - 30 pts (in-class writing and contribution to class discussion)
- Reader Resp – 10 pts
- Lab Grade - 60 pts
- Total Points = 200

You must turn in all major writing assignments (including Was, journal, showcase piece, and reflection) to pass this course. Failure to turn in any of the required assignments will result in a failing grade.

Grading Scale:

200-180	A
179-160	B
159-140	C
139-120	D
119 and below	F

Your grades will be posted for you to see throughout the semester on eCollege. The great thing about eCollege is that it calculates your total grade for you as we go so you always know where you stand in the class. Only you and I can see your grades on eCollege.

TECHNOLOGY REQUIREMENTS

You will need:

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (everyday)
- Regular internet access (additional readings available online and eCollege)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed)

- Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)

ACCESS AND NAVIGATION

Some texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts. You must have an understanding of eCollege.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and my address is: mcouzelis@leomail.tamuc.edu. Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

Grievance Procedure:

Students who have concerns about their writing course or instructors should speak *first* to the instructor about those concerns. If the student is unsatisfied with the outcome of that conversation, the next person in the chain of command is the Director of the First-Year Writing Program, Dr. Tabetha Adkins. Students should contact her via e-mail at Tabetha.Adkins@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

Students may miss up to **four** times without penalty. After the **fifth** absence, the student's final grade will drop by one letter. After the **seventh** absence, the student cannot pass the course.

There is no such thing as "partial attendance"—students are either present for the entire course or they are absent.

Excessive tardiness will be penalized as an absence. If you come to late 3 times that will count as an absence. "Late" is when I have completed calling roll and class has begun. It is your responsibility to make sure your presence is accounted for accurately; therefore, if you do come in late, then it is your responsibility to make sure I have you marked as late instead of absent.

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.

You are responsible for obtaining the information you missed when you are absent. Do not email me and ask what you have missed; refer to the calendar on Ecollege or email a peer from class.

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. See your *Writing at Texas A&M University-Commerce* Guide (a required text for this course) for more information.)

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:

Statement on behalf of students with disabilities

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*).

Other Course Policies:

Cell Phone policy – using your cell phones, including texting, while in class is disrespectful and disruptive to me and those around you. If you text during class, you will be asked to leave and you will not earn participation points for that day. Your cell phones should be turned OFF and PUT AWAY.

Writing Center

The Writing Center (or the “Communication Skills 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. We are located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

COURSE OUTLINE / CALENDAR

The calendar is subject to change. It is your responsibility to keep up with modifications to the schedule. A more detailed calendar and assignments are available online in your eCollege.

“Academia is a conversation about ideas, and you are able to contribute ideas to a conversation as well as anyone else.” -Foss & Waters.

Week 1

Tues - Aug 28 – Intro, syllabus overview and policies. Burkean Parlor pg 11
or <http://english.ttu.edu/kairos/2.1/features/brent/burke.htm>.

HW: Read Rhetoric chapter in *Guide*.

Thur – Aug 30 – Rhetorical Analysis.

HW: Plagiarism chapter in *Guide* **AND** “NYT_Plagiarism” from DocSharing **AND** *WaW* Porter’s “Intertextuality and the Discourse Community, (86-97, or in DocSharing if you do not own the book yet).

Week 2

Tues - Sept 4 – Plagiarism. Sign up for “expert” day.

HW: Read *WaW* “Introduction to the Conversation” (1-5) or online at

http://www.scribd.com/fullscreen/63383266?access_key=key-nreny1bnyc7p598yiud

Read from DocSharing Holt’s “How Teachers Make Children Hate Reading”

AND Read in *WaW* Swales, “Create a Research Space (CARS) Model of Research Introductions” (6-8) or online at

http://www.scribd.com/doc/63383413?secret_password=1o28h0xxk7zwrrii5rl4

Thur - Sept 6 – College reading and writing.

HW: Read *WaW* Swales’ “The Concept of Discourse Community,” (466-480, pay special attention to section 2.3); and. **RR#1: Type up one-page, single-spaced response on Swales’ concept of a discourse community. Put into your own words each of the six criteria. Think of a discourse community you are a part of (a group of friends does not count) or a community you know of, and prove that community is a discourse community by going through each criteria offering evidence that your community satisfies the requirements. Turn in to Dropbox by Monday midnight.**

Week 3

Tues - Sept 11 – Swales.

HW: Read from DocSharing Rose’s “Blue-Collar Brilliance,” **AND** Read in *WaW* Mirabelli’s “Learning to Serve” (538-556).

Sept 12 – Census Date – last day to drop and receive 100% refund.

Thur - Sept 13 – Mirabelli & Rose.

HW: Read *WaW* Brandt’s “Sponsors of Literacy” (331-349); and Malcolm X’s “Learning to Read” (353-361). Go online to youtube and other sites to see clips of Malcolm X’s speech and the 1992 movie – what do you notice about his use of language, what does he

do with language? **RR#2** – write a paragraph summarizing Brandt’s concept of a literacy sponsor. Write a second paragraph about the clip you found on Malcolm X and his use of language, and what he does with language (what is he arguing in your clip?).

Week 4

Tues - Sept 18 – Brandt & Malcolm X.

HW: Read from DocSharing Ottery’s “Who Are They and What Do They Have to Do with What I Want to Be?: The Writing of Multicultural Identity and College Success Stories for First-Year Writers” and hooks’ “Pedagogy and Political Commitment: A Comment.”

Thur - Sept 20 – Ottery & hooks.

HW: Write WA1. Bring to class. Use the “Top Ten” sheet in DocSharing to proof read your essay!

Week 5

Tues - Sept 25 - **WA1 Due**. Intro WA2. Stern’s prose-poem “What They Learn in School.”

HW: Read from DocSharing Rodriguez’s “The Achievement of Desire” and from *WaW* Johns’ “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” (498-517) **RR#3** – write one-page, single-spaced response to Johns. What is her thesis statement? How does she support her argument and what kind of evidence does she include? How is she persuasive, and where does her argument work well? Where could her argument be stronger?

Thur - Sept 27 – Rodriguez & Johns.

HW: Read from *WaW* Wardle’s “Identity, Authority, and Learning to Write in New Workplaces” and from DocSharing Rose’s “I Just Wanna Be Average.”

Week 6

Tues - Oct 2 – Wardle & Rose.

HW: Read from DocSharing Barrientos’ “Se Habla Espanol,” and bell hooks’ “Close to Home.”

Thur – Oct 4 – Barrientos & hooks. Sign up for conferences.

HW: Write your WA2 draft and bring it with you to your conference next week.

Week 7

Oct 8-12 - conferences to discuss WA2. No class this week; you show up for your conference time in my office, bringing with you your draft WA2 printed out. If you do not attend your conference, then I will count you absent and deduct 5 points off your final grade at semester end.

Week 8

Tues - Oct 16 – **WA2 Due**. Intro to WA3. View Bauerlein’s “The Dumbest Generation”

<http://www.youtube.com/watch?v=vzNkW2eyR-I>

HW: Read *WaW* Harris’ “The Idea of Community in the Study of Writing” (581-594) and the National Council of Teachers of English 1974 “Resolution on the Students’ Right to Their Own Language” found at

<http://www.ncte.org/positions/statements/righttoownlanguage>

Thur - Oct 18 – Harris & NCTE

HW: Read from DocSharing Richardson “Race, Class(es), Gender, and Age: The Making of Knowledge about Language Diversity” and Anzaldua’s “How to Tame a Wild Tongue.” **RR#4 – write one-page, single-spaced response to either Richardson or Anzaldua. What is the argument in the narrative? How do they support the thesis? What part is argued well, and what part is not convincing to you? How does this relate to NCTE?**

Week 9

Oct 22 – Midterm Grades Due.

Tues - Oct 23 – Richardson & Anzaldua.

HW: Read *WaW* Heath’s “Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate Traditions” (367-394).

Thur - Oct 25 – Heath.

HW: Read in DocSharing Fish’s “What Should Colleges Teach” as well as <http://opinionator.blogs.nytimes.com/2009/09/07/what-should-colleges-teach-part-3/>

Week 10

Tues – Oct 30 – Fish.

HW: Read McWhorter’s “The Cosmopolitan Tongue” found at <http://www.worldaffairsjournal.org/article/cosmopolitan-tongue-universality-english>

And from DocSharing Mellix’s “From Outside, In.” **RR#5 – write one-page, single-spaced response to either McWhorter or Mellix. What is the argument in the narrative? How do they support the thesis? What part is argued well, and what part is not convincing to you? How does this relate to NCTE?**

Thur - Nov 1 – McWhorter & Mellix.

HW: Read *WaW* Murray’s “All Writing is Autobiography” (56-66) and Alexie “The Joy of Reading and Writing” (362-366).

Week 11

Tues - Nov 6– Murray & Alexie.

HW: Write WA 3.

Thur - Nov 8– **WA3 Due.** Discuss final reflection essay and Showcase Piece.

Sign up for conferences.

HW: Review your journal entries, notes from the textbook and class discussions, as well as your WAs. What overriding themes do you see in connection with you, writing, and reading? Brainstorm ideas for your showcase piece. Come to the conference with ideas written down – what might you create and how will that connect to selective notions we have discussed in class.

Week 12

Nov 13 - Nov 17 – conferences. Bring your journal for grading, and a draft essay.

Week 13

Tues - Nov 20 - no class. Thanksgiving.

Thur - Nov 22 – no class. Thanksgiving.

HW: Branick, “Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community” (pair with visit to Celebration of Student Writing) (557-573)

Week 14

Tues - Nov 27 – Talk about Branick and Celebration of Student Writing. Draw for presentation day.

Thur – Nov 29 – No class. Work day.

Week 15

Tues - Dec 4 – Showcase Pieces. Turn in final.

Thur - Dec 6 – last class day. Showcase Piece. Turn in final.

Friday Dec 7 from 10am-12pm in The Club in SRSC - Celebration of Student Writing. If you attend the Celebration, you will receive extra credit, but you must come up to me and make sure I write your name down for the extra credit. If I don't see you and write your name down, then you will not get credit for attending.

*This date is also the last day of classes. **I will NOT accept any papers or revisions after 12/7.**