



**ENG 1301: College Reading and Writing
COURSE SYLLABUS: Fall 2012**

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PLEASE NOTE: This is a common syllabus used by graduate assistants 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. 978-0-312-53493-6

Writing at Texas A&M University- Commerce. Tabettha Adkins. Fountainhead, 2011. 978-59871-474-6

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.

Student Learning Outcomes:

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):

WA 1: Choose Your Own Argument!

Make any argument you want. The topic is up to you. Write ONLY the introductory paragraph (of at least 300 words), making sure to discuss what your academic argument is, why it's important, and connect this with some research (at least 2 sources) supporting your thesis. The purpose of this assignment is to prove that you can form an effective argument. Believe it or not, this is the hardest part of most essays. Be creative!

WA 2: How Do You Define Good Academic Argument?

What makes an academic argument "good?" Now that you've read about Academic Writing and different ideas about what makes writing "good," it's time to synthesize those two concepts to create your theory of how you personally define good academic argument. Your theory will be informed by all the texts you have read so far. You might, for example, use these texts to help explain your theory, quote sections of texts that help illustrate your theory, or even point to elements of the texts with which you disagree.

WA 3: How Do I Write?

Analyze how you write from the feedback on WA 2 and your own personal analysis. Do you favor methodology? Or perhaps you like to use a specific analysis tool to make your argument affective? Using the model essay found in *Writing About Writing* pages 292-297, analyze your own writing process or processes. To complete this analysis, you will need to employ one of the strategies or techniques described by many of the scholars you have read so far this semester. For example, the sample essay uses Swales' CARS model. In this essay, be explicit about the methodology or analysis tool you're using, and use a lot of examples. The more thorough your analysis, the stronger your essay will be.

WA 4: Self-Portrait of a Reader and Writer

The prompt titled "Assignment Option 2 Portrait of a Writer" on page 325 in *Writing About Writing* asks you to "consider the story you have to tell about yourself as a writer." For this assignment, you will expand that description and "consider the story you have to tell about yourself as a writer" *and* as a reader. How are these two events, if at all, connected for you? What are some positive experiences you have had with reading and writing? When, what, and where do you like to read and write? Use the questions in the prompt (325-327) to help you get started, but be sure to connect your own experiences to the readings from Unit 3—you'll want to quote from those texts to show the connections between your experiences and the authors' experiences and/or claims.

Final Project-- 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!

You should include a typed reflection essay, 4-6 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've discussed in the course. To make these connections, you'll quote from the readings, your essays, your reading responses, and maybe even class discussions. This essay should be heavily cited in MLA style. Use 4-6 sources from the readings from this semester to support your essay.

Reading Responses

Throughout the semester there will be assigned reading responses to evaluate your understanding of the material. These reading responses will be announced in class and due the following class period. There will be a required minimum of 500 words to a maximum of 750. In your reading response you may choose to apply the reading to a current event, personal experience, or otherwise demonstrate how you personally reacted to the information.

Grading

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

Reading Responses	10%
WA 1	10%
WA 2	15%
WA 3	25%
WA 4	15%
Final Project	25%

Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

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)
- 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.)
- Many teachers require students to access an eCollege course shell for supplemental course information

ACCESS AND NAVIGATION

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

COMMUNICATION AND SUPPORT**Interaction with Instructor Statement:**

Please contact you instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: mbaker8@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. Tabettha Adkins. Students should contact her via e-mail at Tabetha_Adkins@tamuc.edu. See this website for details about these policies: <http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:

Attendance Policy

For classes that meet twice/week, 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 can be penalized as an absence.

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.

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@tamu-commerce.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*).

Units and readings:

Unit I: What is Argument?

Readings:

“Plagiarism Lines Blur for Students in Digital Age” article from *The New York Times*

Plagiarism chapter in *Writing At Texas A&M University-Commerce*

“Why Study Writing” (2)

Swales, “‘Create a Research Space’ (CARS) Model of Research Introductions” (6-8)

Greene, "Argument as Conversation: The Role of Inquiry in Writing a Researched Argument" (9-21)

Kleine, "What Is It We Do When We Write Articles Like This One—And How Do We Get Students To Join Is?" (22-33)

The Burkean Parlor

[http://web.tamu-](http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/burkeanParlor.aspx)

[commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/burkeanParlor.aspx](http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/burkeanParlor.aspx)

Rhetoric chapter in Guide

Unit 2: Rhetoric and You

Readings:

Lamott, "Shitty First Drafts" (301-304)

Kantz, "Helping Students use Textual Sources Persuasively" (67-85)

Revision v. Editing chapter in *Guide*

Unit 3: Writing Processes... or *The Process*?

Readings:

Porter, "Intertextuality and the Discourse Community" (86-100)

Swales, "The Concept of a Discourse Community" (466-467)

Williams, "The Phenomenology of Error" (37-55)

Goodman, "Calming the Inner Critic and Getting to Work" (308-310)

Perl, "The Composing Processes of Unskilled College Writers" (191-215)

Berkenkotter, "The Planning Strategies of a Published Writer" and Murray's response (216-235)

Tomlinson, "Metaphors for Revision" (251-270)

Sontag, Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed" (315-318)

Unit 4: Literacy and Literacy Sponsors

Readings:

Murray, "All Writing is Autobiography" (56-66)

King, "What Writing Is" (305-307)

Tierney & Pearson, "Toward a Composing Model of Reading" (174)

Brandt, "Sponsors of Literacy" (331)

Malcolm X, "Learning to Read" (353-361)

Alexie, "Superman and Me" (362-366)

Unit 5: Writing Beyond College

Readings:

Wardle, "Identity, Authority, and Learning to Write in New Workplaces"

Branick, "Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community" (pair with visit to Celebration of Student Writing)

COURSE OUTLINE / CALENDAR

This calendar is likely to change in order to accommodate learning needs.

Week 1	<p>T (8/28): Syllabus and Course Introduction</p> <p>TH (8/30): Plagiarism <i>New York Times</i> “Plagiarism Lines Blur” <i>Writing At Texas A&M University-Commerce</i> pg 4-11 <i>Writing About Writing</i> “Why Study Writing” pg 2</p>
Week 2	<p>T (9/4): Introduction to Argument <i>Writing About Writing</i> “CARS” pg 6 <i>Writing About Writing</i> “Argument as Conversation” pg 9 <i>Writing About Writing</i> “What Is It We Do” pg 22</p> <p>TH (9/6): Burkean Parlor <i>Writing At Texas A&M University-Commerce</i> pg 14-22 <i>Writing At Texas A&M University-Commerce</i> pg 50-52</p>
Week 3	<p>T (9/11): Reading Rhetorically <i>Writing At Texas A&M University-Commerce</i> pg 23, 30-35 WA 1 Due</p> <p>TH (9/13): Rhetorical Elements <i>Writing About Writing</i> “Shitty First Drafts” pg 301 <i>Writing At Texas A&M University-Commerce</i> pg 35-41</p>
Week 4	<p>T (9/18): Citing in MLA <i>Writing About Writing</i> “Helping Students use Textual Sources” pg 67 <i>Writing At Texas A&M University-Commerce</i> pg 69-83</p> <p>TH (9/20): Peer Review</p>
Week 5	<p>T (9/25): Conference Day</p> <p>TH (9/27): Conference Day WA 2 Due</p>
Week 6	<p>T (10/2): Discourse Communities <i>Writing About Writing</i> “Intertextuality and the Discourse Community” pg 86 <i>Writing About Writing</i> “The Concept of a Discourse Community” pg 466</p> <p>TH (10/4): The Inner Critic <i>Writing About Writing</i> “The Phenomenology of Error” pg 37 <i>Writing About Writing</i> “Calming the Inner Critic” pg 308</p>
Week 7	<p>T (10/9): Writing Workshop</p> <p>TH (10/11): The Writing Process <i>Writing About Writing</i> “The Composing Process” pg 191</p>
Week 8	<p>T (10/16): Organization, and Outlining <i>Writing About Writing</i> “The Planning Strategies” pg 216</p>

	<p>TH (10/18): Revision <i>Writing About Writing</i> “Metaphors for Revision” pg 251 <i>Writing About Writing</i> “Directions: Write, Read, Rewrite” pg 315</p>
Week 9	<p>T (10/23): Conference Day</p> <p>TH (10/25): Conference Day WA 3 Due</p>
Week 10	<p>T (10/30): Voice and Sponsors <i>Writing About Writing</i> “All Writing is Autobiography” pg 56 <i>Writing About Writing</i> “What Writing Is” pg 305</p> <p>TH (11/1): Voice and Variation <i>Writing About Writing</i> “Toward a Composing Model of Reading” pg 174</p>
Week 11	<p>T (11/6): Literacy Sponsors <i>Writing About Writing</i> “Sponsors of Literacy” pg 331 <i>Writing About Writing</i> “Learning to Read” pg 353</p> <p>TH (11/8): More Literacy Sponsors <i>Writing About Writing</i> “Superman and Me” pg 362</p>
Week 12	<p>T (11/13): Showcase and Reflection</p> <p>TH (11/15): Showcase and Reflection WA 4 Due</p>
Week 13	**Thanksgiving**
Week 14	<p>T (11/27): Present Showcase Pieces</p> <p>TH (11/29): Present Showcase Pieces Reflections Due</p>
Week 15	<p>T (12/4): Writing Beyond College <i>Writing About Writing</i> “Identity, Authority, and Learning to Write in New Workplaces” pg 520</p> <p>TH (12/6): No Class</p>
Week 16	**No Class**