ENG 1301.009 and 1301.010 (HL 208) US-College Reading & Writing
CLASS MEETING: MWF 9-9:50 AM (1301.009) and 10-10:50 (1301.010)
COURSE SYLLABUS: Fall 2012

Instructor: J.D. Isip
Office Location: HL 126
Classroom: MWF 10-Noon (HL 208)
Office Hours: MWF 8-9:50 AM or By Appointment
Office Phone: (903) 468.8725
Office Fax: (903) 886.5980
University Email Address: jisip@leomail.tamuc.edu
Class Web Page: eCollege on myLeo

COURSE INFORMATION

Textbooks and Supplementary Readings:
• Textbook Required: 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.

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
• Students may only miss SIX days of class without penalty. SEVEN 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 few weeks of class will focus on how we think about ourselves as writers. Your first essay 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 7 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: For our second essay 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 6-7 pages or 8-10 slide PowerPoint.

WA3: Setting, Scene and Action: Our third “essay” for the 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 will include Stephen King, Raymond Carver, Gabriel Garcia Marquez, and Kurt Vonnegut. Length 6-7 pages.

WA4: Definitions of Literacy: Our final formal essay for 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.

Additional Assignments

Letter to Professor Isip: This 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.

Showcase Piece: Our class ends with a final piece you will present to your classmates which utilizes all or some of the writing techniques you have learned to use in this class. The Fall 2012 showcase piece will focus on your favorite holiday traditions, what they have to do with your discourse community (or communities), and how what you have learned in this class has made you think more deeply about the importance of these traditions (if at all). This assignment is supposed to be engaging and fun, but please put effort into it. I will not be generous in grading for those who waste their classmates’ time with a lame, half-hearted presentation.

GRADING

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

WA1-WA4 (40% 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.”

Showcase Piece: (15% of final course grade):
Your final project must be accompanied by a short reflective essay describing how you pulled together your research and ultimate project. I will provide further details in class later in the semester. 2-3 Pages.
Letter to Prof. Isip: (5% 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 eCollege. 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.
You may “make-up” points for any Reading Response by attending one hour of one or both of either of the two fall poetry readings (Mayo Review Open Mic on Sept. 20 and/or Edgar Allan Poetry Reading on Oct. 19).

Participation (20% 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 view the supplemental texts at the class web page: eCollege on myLeo

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: jisip@leomail.tamuc.edu (you may also email me directly from eCollege). Also, each instructor in the department of literature and languages is required to keep at least three 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. Tabetha 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:

Isip – Fall 2012/1301 Syllabus and Schedule 3
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.

http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx
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<tr>
<th>Date</th>
<th>In-Class Reading/Discussion</th>
<th>Homework</th>
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| Week 1     | M: Syllabus & Plagiarism Policy (GUIDE)  
W: The Burkean Parlor (Handout) and  
Plato’s Allegory of the Cave (Video)  
F: Wallace’s This Is Water (Audio) | Intro on eCollege  
Plagiarism Policy in eCollege  
THREE Reading Responses in eCollege |
| Aug: 27, 29, 31 |                                                                                          |                                                               |
| Week 2     | M: NO CLASS  
W: WW 1-33 (Swales, Green, Klein)  
F: WW 34-36 (Ch. 1 Intro); 56-66 (Murray) | THREE Reading Responses in eCollege  
Bring journal to conference.                                   |
| Sept: 5, 7 | (No Class M)                                                                                |                                                               |
| Week 3     | M: WW 36-55 (Williams)  
W: WW 301-4 (Lamott)  
F: Conferences                                                  |                                                               |
| Sept: 10, 12, 14 |                                                                                          |                                                               |
| Week 4     | M: Conferences  
T: Conferences                                                | WA1 Due in eCollege Dropbox by midnight on Saturday.  
Bring journal to conference.                                    |
| Sept: 17, 18 |                                                                                          |                                                               |
| Week 5     | M: NO CLASS  
W: GUIDE 13-23 and 45-65  
(Rhetoric and Textual Analysis)  
F: “Five Bits of Advice” (link on eCollege) | READ WW 353-66 (Malcolm X and Alexie)  
and Cracked.com article “Five Bits of Advice…”  
TWO Reading Responses in eCollege |
| Sept: 26, 28 |                                                                                          |                                                               |
| Week 6     | M: WW 170-73 (Ch. 2 Intro)  
W: WW 86-100 (Porter); 471-473 (Swales)  
F: WW 595-601 (Keller) | READ Letter from Birmingham Jail and Justice Harlan’s Dissent (links on eCollege)  
TWO Reading Responses in eCollege                               |
| Oct: 1, 3, 5 |                                                                                          |                                                               |
| Week 7     | M: Hairspray (Part One)  
W: Hairspray (Part Two)  
F: Seeing Both Sides Makes Us Better | WA2 Due in eCollege Dropbox by midnight on Saturday.               |
| Oct: 8, 10, 12 |                                                                                          |                                                               |
| Week 8     | M: Conferences  
W: Conferences  
F: Conferences                                                | READ Carver “A Small, Good Thing”  
ONE Reading Response in eCollege  
Bring journal to conference.                                    |
| Oct: 15, 17, 19 |                                                                                          |                                                               |
| Week 9     | M: NO CLASS  
W: NO CLASS  
F: NO CLASS                                                   | READ Vonnegut “Harrison Bergeron” and  
Marquez “The Handsomest Drowned Man”  
TWO Reading Responses in eCollege                               |
| No Class   | (Prof. Isip @ Conf)                                                                         |                                                               |
| Week 10    | M: WW 305-307 (King) – Creative Writing and Freytag’s Pyramid  
W: The Prodigal Son (link on eCollege)  
F: Cupid and Psyche (link on eCollege) | WA3 Due in eCollege Dropbox by midnight on Saturday.               |
| Oct: 29, 31, Nov. 2 |                                                                                          |                                                               |
| Week 11    | M: WW 328-352 (Ch. 3 Intro and Brandt)  
W: WW 463-465 (Ch. 4 Intro)  
R: WW 538-556 (Mirabelli) | READ Branick example (557-73)  
Notes on Branick to use in WA4                                   |
| Nov: 5, 7, 9 |                                                                                          |                                                               |
| Week 12    | M: Conferences  
W: Conferences  
F: Conferences                                                | WA4 Due in eCollege Dropbox by midnight on Saturday.               |
| Nov: 12, 14, 16 |                                                                                          |                                                               |
| Week 13    | M: NO CLASS  
W: NO CLASS  
F: NO CLASS                                                   | Work on Showcase Pieces                                        |
| No Class   | Thanksgiving Brk                                                                            |                                                               |
| Week 14    | M: Showcase Presentations  
W: Showcase Presentations  
F: Showcase Presentations                                      | WATCH Pausch “The Last Lecture”  
ONE Reading Response in eCollege  
FILL OUT two class surveys online                             |
| Nov: 26, 28, 30 |                                                                                          |                                                               |
| Week 15    | M: Cultural Literary Exercise – Day One  
W: Cultural Literary Exercise – Day Two  
F: “O Me, O Life” (Whitman) | Letter to Professor Isip in eCollege Dropbox by midnight on Monday. |
| Dec: 3, 5, 7 |                                                                                          |                                                               |