



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

**Instructor:** Frank Alexander

**Office Location:** HL 215

**Office Hours:** TTH, 8:30 - 9: 30 a.m. and by appt.

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**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.* Tabetha 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):

*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: Me: The Subjective Self.* Who are you as a Writer? You have considered the experience of different writers and student writers in general. What is your experience with writing, in general, and more specifically with academic writing? In what ways are you experiencing change as a writer?

The more thorough your analysis, the stronger your essay will be. This essay should be 4-5 pages and quote from at least one critical article you have read in class.

*WA2: Others: Discourse Communities.* In this essay you will demonstrate your understanding of the concept of 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 they say in their writing. What discourse community are they a part of, which critical reading (Swales, Brandt, or Porter) can you see at work in their narrative, and how are they 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 article you have read in class.

*WA3: How Do You Make Conversation to an Academic Community?* Having considered yourself, discourse communities, and how "to speak" within the community, it's time to synthesize your 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. 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.

## Participation

This class is important. *You need it to help you learn, but just as importantly, your classmates need you to help them learn.* Show up to class on time and prepared. Keep up with the readings. Complete the homework as assigned. When you work in groups, participate and “pull your weight.” Participate in peer reviews. Stay involved in all class discussions. Be in class and do your assignments. Present your Showcase Piece and watch as your classmates present their Showcase Pieces. Be a force for good in the classroom.

Your participation grade will be determined by your behaviors as identified in the preceding statements including work products in class or small assignments that will you will turn in during class time (e.g., turning in the Academic Integrity contract when assigned, quizzes, etc).

## Grading

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

**WA1 - WA3 (30%)**

**Reading Responses (20%)**

**Participation (30%)**

**Final Project (20%)**

## 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his/her address is: [falexander1@leomail.tamuc.edu](mailto:falexander1@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](mailto: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

### Course Specific Procedures:

#### *Attendance Policy*

Any absence will likely cause a drop in grade due to missed assignments and class participation. However, students may miss up to **three** times without penalty. After the **fourth** 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.

Scheduled conferences with the instructor (for which regular class meetings are cancelled) count as class meetings when counting attendance. (In other words, if you skip your conference with me, it counts 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. Email me ahead of time when you know you will not be able to be at 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 or syllabus 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 dishonestly. 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.

#### *Academic dishonesty/ Plagiarism:*

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]). As we will discuss in class, plagiarism isn't simply the use of another source's words without giving credit to that source. In fact, this issue is far more complicated. For example:

1. If you write an entire paragraph based on information from a source and only cite that source at the end of the paragraph, this practice can be considered a form of plagiarism.
2. If you use an author's idea without crediting the author, this practice can be considered a form of plagiarism.
3. If you turn in an essay you've used in another course, you can be accused of plagiarism. Yes, you can plagiarize yourself!
4. If you buy a paper from an online "paper mill," this is definitely plagiarism.
5. If someone writes your paper for you, this is definitely plagiarism.

Some tips for avoiding plagiarism:

1. Take good notes so you'll know which sources are making which claims.
2. If you find information in three or more sources, that information is probably considered "common knowledge" and does not need to be cited.
3. Start working on your assignments early to avoid temptation to purchase a paper from a "paper mill" in an act of desperation.
4. If you run out of time on an assignment and are tempted to purchase from a "paper mill," talk to me. Chances are, I'll give you an extension if you need one.

My promise to you:

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article in the Chronicle of Higher Education: <http://chronicle.com/article/Plagiarism-Detection-Tool/29885>. I also promise, however, that I take academic dishonesty very seriously. If I catch a student blatantly and purposefully using another writer's words, that student should expect to fail the assignment and maybe the entire course.

Help and information:

For great information about plagiarism and how to avoid it, visit this site on Purdue University's Online Writing Lab (OWL) page:  
<http://owl.english.purdue.edu/owl/resource/589/01/>.

I am, of course, always available to talk through these issues, as well.

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](mailto: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*).

### Other course policies:

1. I do not accept late work unless the situation is dire. You must talk to be beforehand to have any chance of receiving credit on late work. Procrastination is no excuse.
2. I do not accept papers submitted via e-mail unless we previously agreed upon that arrangement.

3. Turn your cell phone ringer off and put it away during class. If you're experiencing some kind of emergency in your personal life that requires access to a cell phone during class, let me know before class begins.
4. You must turn in all assignments in order to pass the course.
5. Please be courteous to me and to your classmates; come to class on time. See attendance policy for more information.
6. All assignments must be typed in 12pt Times New Roman font and double-spaced.

*A Message from the Writing Center:*

The Writing Center (Communication Skills Center) is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process; to that end, we can assist writers at any stage of the writing process. This is your place for assistance with your reading and writing projects here at TAMU-Commerce. We can help you with your papers and digital texts in any of your classes. We have two locations: (1) on the ground floor of the Hall of Languages (room 103), and (2) beside the circulation desk in Gee Library. To make an appointment, come to HL 103 or call 903.886.5280

**COURSE OUTLINE / CALENDAR**

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

*The calendar is subject to change. It is your responsibility to keep up with modifications to the schedule.*

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

<p><b>Week 1</b> August 27-August 31</p>	<p><b>Readings due 8/28:</b></p> <ol style="list-style-type: none"> <li>1. Burkean Parlor (WAW, 11) and attached</li> <li>2. Read “Introduction to the Conversation” (WAW, 1-5) or online at <a href="http://www.scribd.com/fullscreen/63383266?access_key=key-nreny1bnyc7p598yiud">http://www.scribd.com/fullscreen/63383266?access_key=key-nreny1bnyc7p598yiud</a></li> </ol> <p><b>Readings due 8/30:</b></p> <ol style="list-style-type: none"> <li>1. “Plagiarism,” chapter 3 in Writing at Texas A&amp;M Program Guide</li> <li>2. “Plagiarism Lines Blur in Digital Age” article from The New York Times: <a href="http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all">http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all</a></li> <li>3. Jimmy Wales on Wikipedia and research: <a href="http://www.quora.com/Jimmy-Wales-1/What-does-Jimmy-Wales-think-when-a-university-professor-states-not-to-cite-Wikipedia-as-a-source">http://www.quora.com/Jimmy-Wales-1/What-does-Jimmy-Wales-think-when-a-university-professor-states-not-to-cite-Wikipedia-as-a-source</a></li> </ol>
<p><b>Week 2</b> September 3-7</p>	<p><b>Readings for 9/6:</b></p> <ul style="list-style-type: none"> <li>• Swales, ““Create a Research Space (CARS) Model of Research Introductions” (6-8)</li> <li>• Greene, “The Role of Inquiry in Writing a Researched Argument” (9-21)</li> <li>• Kleine, “What Is It We Do When We Write Articles Like This One—And How Do We Get Students To Join Is?” (22-33)</li> </ul> <p>If you click on the links below, you can download Downs and Wardle’s introduction and the articles by Greene, Swales, and Kleine.</p> <p>Links:  <a href="http://www.scribd.com/fullscreen/63383266?access_key=key-nreny1bnyc7p598yiud">http://www.scribd.com/fullscreen/63383266?access_key=key-nreny1bnyc7p598yiud</a>  <a href="http://www.scribd.com/fullscreen/63382739?access_key=key-23x99vtx32p43nxhyq2e">http://www.scribd.com/fullscreen/63382739?access_key=key-23x99vtx32p43nxhyq2e</a>  <a href="http://www.scribd.com/doc/63383352?secret_password=21i52pai3m6b5aot3aw6">http://www.scribd.com/doc/63383352?secret_password=21i52pai3m6b5aot3aw6</a>  <a href="http://www.scribd.com/doc/63383413?secret_password=1o28h0xxk7zwrrii5rl4">http://www.scribd.com/doc/63383413?secret_password=1o28h0xxk7zwrrii5rl4</a></p> <p style="background-color: yellow;"><b>Bring signed copy of plagiarism contract to class</b></p>

	<p><b>Readings for 9/8:</b></p> <ul style="list-style-type: none"> <li>• Kantz, “Helping Students use Textual Sources Persuasively” (67-85)</li> </ul> <p><b>Bring reading response to class</b></p>
<p>Week 3 September 10-14</p>	<p><b>Readings for 9/11:</b></p> <ul style="list-style-type: none"> <li>• Malcolm X, “Learning to Read” (353-361)</li> <li>• Alexie, “Superman and Me” (362-366)</li> <li>• Murray, “All Writing is Autobiography” (56-66)</li> </ul> <p><b>Readings for 9/13:</b></p> <ul style="list-style-type: none"> <li>• Lamott, “Shitty First Drafts” (301-304)</li> <li>• King, “What Writing Is” (305-307)</li> <li>• Goodman, “Calming the Inner Critic and Getting to Work” (308-310)</li> <li>• Haruf, “To See Your Story Clearly, Start Buy Pulling the Wool over Your Own Eyes” (311-314)</li> <li>• Sontag, Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed” (315-318)</li> <li>• Diaz, “Becoming a Writer” (319-321)</li> </ul> <p><b>Bring reading response to class</b></p>
<p>Week 4 September 17-21</p>	<p><b>Readings for 9/18:</b></p> <ul style="list-style-type: none"> <li>• “Revision v. Editing,” chapter 6 in <i>Guide</i></li> <li>• Perl, “The Composing Processes of Unskilled College Writers” (191-215)</li> </ul> <p><b>For 9/20: Write WA1 and bring to class. Use my handout to proofread your essay! Bring 3 copies</b></p>
<p>Week 5 September 24-28</p>	<p><b>Readings for 9/25: None</b></p> <p><b>Readings for 9/27:</b></p> <ul style="list-style-type: none"> <li>• Swales, “The Concept of a Discourse Community” (466-478)</li> <li>• Hyland, “Social Interactions in Academic Writing” (700-705)</li> </ul>
<p>Week 6 October 1-5</p>	<p><b><i>Student conference week</i></b></p>
<p>Week 7 October 8-12</p>	<p><b>Readings for 10/9:</b></p> <ul style="list-style-type: none"> <li>• Porter, “Intertextuality and the Discourse Community” (86-100)</li> <li>• Brandt, “Sponsors of Literacy” (331-348)</li> </ul> <p><b>Readings for 10/11:</b></p> <p>Porter, “Intertextuality and the Discourse Community” (86-100)</p> <p><b>Bring reading response to class</b></p>
<p>Week 8 October 15-19</p>	<p><b>Readings for 10/16:</b></p> <ul style="list-style-type: none"> <li>• TBA</li> </ul> <p><b>For 10/18: Write WA2 and bring to class. Use my handout to proofread your essay! Bring 3 copies</b></p>
<p>Week 9 October 22-26</p>	<p><b>Readings for 10/23: None</b></p> <p><b>Readings for 10/25:</b></p> <ul style="list-style-type: none"> <li>• Rhetoric, chapter 4 in <i>Guide</i></li> <li>• TBA</li> </ul>
<p>Week 10 Oct 29 - Nov. 2</p>	<p><b>Readings for 10/30:</b></p> <ul style="list-style-type: none"> <li>• Rose, “A Cognitivist Analysis of Writer’s Block” (236-250)</li> <li>• Dawkins, “Teaching Punctuation as a Rhetorical Tool” (139-155)</li> </ul> <p><b>Readings for 11/1:</b></p> <ul style="list-style-type: none"> <li>• “Editing Reviews,” chapter 8 in <i>Guide</i></li> <li>• “Textual analysis,” chapter 5 in <i>Guide</i></li> </ul> <p><b>Bring reading response to class</b></p>

Week 11 November 5 -9	<p><b>For 11/6: Write WA3 and bring to class. Use my handout to proofread your essay! Bring 3 copies</b></p> <p><b>Readings for 11/8: TBA</b></p>
Week 12 November 12-16	<b><i>Student Conferences</i></b>
Week 13 November 19-22	<p>University closes at noon on Wednesday and remains closed through weekend. <b>Be thankful</b></p> <p><b>Readings for 11/20:</b></p> <ul style="list-style-type: none"> <li>• Devoss, et.al. "The Future of Literacy"</li> <li>• Baron, "The Stages of Literacy Technologies"</li> </ul> <p><b>Bring reading response to class</b></p>
Week 14 November 26 - 30	<p><b>Readings for 11/27:</b></p> <ul style="list-style-type: none"> <li>• Branick, "Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community" (557-573)</li> <li>• We assign presentations this day</li> </ul> <p>11/29 No class, work day</p> <p><b>Final Project due 12/04</b></p>
Week 15 December 3 - 7	<p>12/4 – Showcase Pieces, final presentations</p> <p>12/6 - Showcase Pieces, final presentations</p> <p><i>Friday, Dec 7 from 10am-12pm in The Club in SRSC - Celebration of Student Writing*****</i></p>
Week 16 December 10-14	<p>Finals Week (no formal exam for ENG 1301)</p>

\*\*\*\*\*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.