



**ENG 1301.016 & .018: 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):

WA1: How Do I Write? 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 the scholars you read in unit one. 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. Length: 3-5 pages. Minimum number of sources from our textbooks: 3.

WA2: How Do You Define Good Academic Argument? Now that you've read about Academic Writing in Unit One and different ideas about what makes writing "good" in Unit Two, it's time to synthesize those two concepts to create your theory of how you personally define good academic argument, via example. 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. You will compose your essay in the form of instructions for a friend who has been tasked with presenting an argument to an audience with an opposing viewpoint. You will need to explain basic rhetorical concepts, including the three appeals and the four rhetorical elements via exemplification. Remember, you are not making your friend's argument for them; you are assisting them in constructing an effective argument. While you can and probably should suggest a few specific points your friend should make, you should also focus on how and why your suggestions will be effective. Length: 4-6 pages. Minimum number of sources from our textbooks: 4.

WA3: Self-Portrait of a Reader and Writer/Literacy Sponsorship: 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? In addition, using Brandt's definition of a literacy sponsor, you will need to identify someone who has been a literacy sponsor to you, and connect their sponsorship to your story. Define and contextualize their sponsorship within your experiences as a reader and a writer.

Use the model essay on pages 271-277 and the questions in the prompt (325-327) to help you get started, but be sure to connect your own experiences to the readings from Units 3 and 4—you'll want to quote from those texts to show the connections between your experiences, the authors' experiences and/or claims, and how your literacy sponsor has affected your development and proves/disproves the authors' claims. One objective of this essay is to illustrate that you understand the concept of the literacy sponsor, but another objective is to demonstrate that you can synthesize all the major concepts and texts from the course. Length: 6-8 pages. Minimum number of sources from our textbooks: 6 plus Brandt.

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 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. Length: 4-6 pages. Minimum number of sources from our textbooks: 6.

Grading

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

WA1	10% of final grade
WA2	15% of final grade
WA3	35% of final grade
Final Project	20% of final grade
Participation	20% of final grade

IMPORTANT: You must complete all of the major writing assignments (WA1, WA2, WA3, and the Final Project) in order to receive a passing grade, regardless of class average. You will have the opportunity to revise the four WA's; revisions must follow the guidelines as detailed on the Major Writing Assignment handout or your grade will remain unchanged. Your participation grade will be based on your attitude, willingness to contribute to class discussions, attendance and preparedness in student conferences, as well as any informal writing assignments, quizzes, response journals, and homework assigned. There will be a quiz or in-class writing assignment nearly every time class meets; these activities cannot be made up if absent. I will, however, drop the two lowest quiz/in-class writing assignment grades at the end of the semester. Note regarding page length: The required page counts listed refer to full pages. If the assignment calls for a minimum of two pages, 1 ¾ pages does not meet that requirement.

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: cstephens2@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. 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:

Response Journals: Every reading assignment marked with “RJ” requires a response journal from you. A response journal is basically proof that you have done the required reading and put some thought into it. Each response journal should include a one paragraph objective summary of the reading and a one paragraph summation of your thoughts on the reading. Response journals should be in MLA format.

Attendance Policy: You must show up for class, on-time and on a regular basis, or you will not pass this class. Excessive absences will negatively affect your grade. If you miss 4 or more class meetings, your final grade for the course will be lowered by one full letter. That means you get 3 “free” absences. Budget them wisely. If you miss 7 or more class meetings, you will not pass this class. An absence is an absence, regardless of reason. If you arrive 5 or more minutes late for class, you are tardy. 3 tardies = 1 absence. If you arrive 10 or more minutes late, you are absent and will not be allowed in the classroom that day.

Cellphones/Texting/Computer Use: Texting, use of cellphones, or the use of online chat/instant messenger is not allowed in my class. If you break this rule you will be asked to leave the classroom and will receive a participation grade of 0 for the day. You may also be required to write an essay on courtesy and respect before returning to class.

Other Course Policies

- I will accept late Writing Assignments, but they will lose 10 points for every day they are late.
- I do not accept papers submitted via e-mail without my pre-approval.
- You must turn in all major assignments in order to pass this course.
- All assignments must be typed in 12pt Times New Roman font, double spaced, and MLA format. See the **Major Writing Assignment Handout** for more information.
- Papers that do not meet the minimum length requirements will not receive a grade higher than C.
- Major Writing Assignments that do not include the minimum number of sources and a works cited page will not receive a grade higher than D.
- Bring your books, your notes, your essays, something to write on, and something with which to write to every class meeting. You cannot participate without them.
- There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

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*).

COURSE OUTLINE / CALENDAR

Writing About Writing=WaW, *Writing at Texas A&M University-Commerce*=Guide

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

“RJ” indicates that a response journal is required for the indicated reading. Response journals are due at the beginning of each week, as is all the listed reading for that week.

There will be quizzes.

Week 1 (8/27-8/31): **Begin Unit 1: What is Academic Writing?**

Readings:

- The Burkean Parlor
(<http://english.ttu.edu/kairos/2.1/features/brent/burke.htm>)
- Chapter 3: Plagiarism (*Guide* 3-12)
- “Plagiarism Lines Blur in Digital Age” article from *The New York Times*. (<http://www.nytimes.com/2010/08/02/education/02cheat.html>)

- Wikipedia founder on using Wikipedia in college
(<http://chronicle.com/blogs/wiredcampus/wikipedia-founder-discourages-academic-use-of-his-creation/2305>)
- “How to Write a Personal Essay” article from the *Utne Reader*
(<http://www.utne.com/1999-03-01/HowtoWriteaPersonalEssay.aspx>)
- “The History of Dialogue: Other People’s Papers” article from *The New Inquiry* (<http://thenewinquiry.com/post/6797940267/the-history-of-dialogue-other-peoples-papers>)

Week 2 (9/3-9/7): Discuss Major Writing Assignment Handout

Readings:

- Chapter 4: Rhetoric (*Guide* 13-44)
- Swales, “‘Create a Research Space’ (CARS) Model of Research Introductions” (*WaW* 6-8)

- RJ-Greene, “The Role of Inquiry in Writing a Researched Argument” (*WaW* 9-21)

Week 3 (9/10-9/14): **Peer Review WA1 on Thursday, 9/13. You must bring a hard copy of your rough draft of WA1 to class with you.**

Readings:

- Kleine, “What Is It We Do When We Write Articles Like This One— And How Do We Get Students To Join Us?” (*WaW* 22-33)
- Kantz, “Helping Students use Textual Sources Persuasively” (*WaW* 67-85)

- RJ-Porter, “Intertextuality and the Discourse Community” (*WaW* 86-100)
- Swales, “The Concept of a Discourse Community” (*WaW* 466-467)

Week 4 (9/17-9/21): **WA1 due 9/18**

Begin Unit 2: What Makes Good Writing?

Readings:

- Williams, "The Phenomenology of Error" (*WaW* 37-55)
- Dawkins, "Teaching Punctuation as a Rhetorical Tool" (*WaW* 139-155)

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

Week 5 (9/24-9/28): **Peer Review WA2 on Thursday, 9/27. You must bring a hard copy of your rough draft of WA2 to class with you.**

Sign up for Student Conferences

Readings: (RJ for this week should cover King, Goodman, and Haruf)

- King, "What Writing Is" (*WaW* 305-307)
- Goodman, "Calming the Inner Critic and Getting to Work" (*WaW* 308-310)
- Haruf, "To See Your Story Clearly, Start Buy Pulling the Wool over Your Own Eyes" (*WaW* 311-314)

- Hyland, "Social Interactions in Academic Writing" (*WaW* 700-705)
- Chapter 6: Revision v. editing (*Guide* 67-84)

Week 6 (10/1-10/5): **WA2 due in the main office by 4 pm on 10/2**

No class this week. Make sure to show up for your assigned student conference timeslot, and be prepared to discuss your grade, progress in the class, and any writing related questions you may have)

Week 7 (10/8-10/12): **Begin Unit 3: Writing Processes... or *The Process?***

Readings:

- "The Writer" by Richard Wilbur
(<http://www.poets.org/viewmedia.php/prmMID/15487>)
- Perl, "The Composing Processes of Unskilled College Writers" (*WaW* 191-215)

- RJ-Brandt, "Sponsors of Literacy" (*WaW* 331-352)

Week 8 (10/15-10/19):*Readings:*

- RJ-Rose, "A Cognitivist Analysis of Writer's Block" (*WaW* 236-250)
- Lamott, "Shitty First Drafts" (*WaW* 301-304)
- Sontag, *Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed*" (*WaW* 315-318)

- Tomlinson, "Metaphors for Revision" (*WaW* 251-270)
- Diaz, "Becoming a Writer" (*WaW* 319-321)

Week 9 (10/22-10/26): **Begin Unit 4: What's Reading Got To Do With It?**

Readings:

- RJ-Hass and Flower, "Rhetorical Reading Strategies and the Construction of Meaning" (*WaW* 120-138)
- Tierney & Pearson, "Toward a Composing Model of Reading" (*WaW* 174-191)

Week 10 (10/29-11/2): **Peer Review WA3 on Thursday, 11/1. You must bring a hard copy of your rough draft of WA3 to class with you.**

Readings: (RJ for this week should cover Malcolm X and Alexie)

- Malcolm X, "Learning to Read" (353-361)
- Alexie, "Superman and Me" (362-366)
- Chapter 5: Textual analysis (*Guide* 45-66)

Week 11 (11/5-11/9): **WA3 due 11/6**

Begin Unit 5: Writing Beyond College

Sign up for Student Conferences

Readings:

- Devoss, et.al. "The Future of Literacy" (*WaW* 395-421)
- Baron, "The Stages of Literacy Technologies" (*WaW* 422-441)
- No readings due today.

Week 12 (11/12-11/16): No class this week. Make sure to show up for your assigned student conference timeslot, and be prepared to discuss your final project, grade, progress in the class, and any writing related questions you may have)

Week 13 (11/19-11/23): Catch up and brainstorm final projects on Tuesday. No class Thursday.

Week 14 (11/26-11/30): Sign up for Final Project presentations.

Final Projects will be presented in class this week.

Readings:

- Wardle, "Identity, Authority, and Learning to Write in New Workplaces" (*WaW* 520-537)
- RJ-Mirabelli, "The Language and Literacy of Food Service Workers" (*WaW* 538-556)

Week 15 (12/3-12/7): **Final Projects will be presented in class this week.**

Wrap up course.

Readings:

- RJ-Branick, "Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community" (*WaW* 557-573)

Week 16 (12/10-12/14): Finals week (no formal exam for ENG 1301)