



**ENG 1301.01W: US College Reading and Writing  
Fall 2012**

**COURSE INFORMATION**



**THE INSTRUCTOR**

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**MATERIALS**

- Textbooks:

- 1) *Writing About Writing: A College Reader*. Elizabeth Wardle & Doug Downs. Bedford St. Martins, 2011. (*henceforth WAW*)
- 2) *Writing at Texas A&M University- Commerce*. Tabettha Adkins. Fountainhead, 2011. (*henceforth GUIDE*)

**COURSE DESCRIPTION:**

English 1301 - Introduces students to academic reading and writing as extended, complex, and recursive processes that need continuous practice and research. In 1301 students will read and write weekly, and will work on essay organization and development. The course will emphasize close reading, summarizing, and analyzing and comparing different types of texts and different varieties of language as they are used in multiple contexts.

**Student Learning Outcomes:**

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

1. Compose critical texts, appropriate for an academic classroom.
2. Read, understand, interpret, and extract information from texts written for academic audiences.
3. Use rhetorical terms to talk about writing
4. Discuss and write about the complex academic conversations on writing.
5. Recognize and use appropriately different types of texts, varieties of language, and registers.

**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

You will write four major writing assignments (WAs), reading responses (RRs), reading keywords (KWs) and a final project. You will submit the assignmentson eCollege>Dropbox>[...] on time. The deadlines are indicated on the calendar at the end of this document.

**Class Activities - Discussions**

Almost each week is dedicated in part to reading and writing practice. You will be asked to participate to the discussion board and interact with your classmates. Discussions are worth up to 10% of the final grade.

### Reading Keywords (KWs)

During the course, you will be required to come up with eight (8) “reading keywords”. You will write an average of three keywords a page to summarize/describe/comment on some of the chunks the text is made of. The keywords will also work as memory hooks for you to retrieve the content without reading the whole text again and again.

### Reading Responses (RRs)

Each reading response will be focused on one of the articles from the textbooks. It will consist of:

200 to 250 word summary;

100 to 150 words on what you found interesting about the article and why;

100 to 150 words on what in the article puzzled you.

80 to 120 words of comments and opinions on the topic dealt with in the article.

Each reading response must range from 480 and 670 words.

### Major Writing Assignments (henceforth WAs)

The prompts of the three writing are available in .pdf in eCollege: DocSharing > Writing Assignments. Each WA is worth 45 points. When you submit a WA, you can earn up to 33 points; after my comments, you will revise your paper –REVISION IS MANDATORY-- and resubmit it to earn up to 12 more points.

### Final Project

*Showcase Piece:* You will also create a showcase piece to highlight what you’ve learned about Writing. The medium you select is your choice – you could do a video, a song, a poem, a short story, a blog, a web page.

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, 2-3 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.

### GRADING

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

ACTIVITIES	POINTS	%
DISCUSSIONS	90	20%
CLASS ACTIVITIES	45	10%
8 READING KEY WORDS	90	20%
3 READING RESPONSES	45	10%
3 WRITING ASSIGNMENTS	135	30%
FINAL PROJECT	45	10%
TOTAL	450	100%

FINAL GRADE	
405-450	A
355-404	B
315-354	C
270-314	D
269 AND BELOW	F

### TECHNOLOGY REQUIREMENTS

You will need:

- Flash drive or other means (dropbox.com account, for example) for storing digital versions of the essays and other written material you generate (always keep a backup of everything you turn in!);
- A valid, working email address that you check often (at least once a day);
- Regular internet access (additional readings are available online);

### ACCESS AND NAVIGATION

You must have Internet access – the Gee Library on campus offers plenty of computers connected to the internet.

You have to submit assignments electronically. Your Assignments should be submitted in the designated Dropboxes under each particular week. Click Dropbox in the Tool Bar on the top of your eCollege page to access dropboxes (see further steps below). Assignments will not be accepted by e-mail.

The assignments should be submitted using Microsoft Word (either PC or Mac). If you are using any other word processor (for example, WordPerfect or Microsoft Works), you must convert your files to RTF (rich text format) before sending them to me. If you don't do so, your assignment will not arrive in a readable format. You are responsible for sending me a file I can read. If I cannot read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed. In order to submit an assignment using the dropbox, please follow the following steps

1. Click **Dropbox** tab
2. Click **Submit** an Assignment
3. Select Basket (e.g. Week 1, Reading Response 1)
4. Add **Attachments** (3 steps--Select File, Attach File, OK)
5. Add Comments (if any)
6. Verify that your Attachment is attached.
7. If all is OK, click **Submit**
8. If your Assignment was successfully submitted, you will see **OK**. (If you don't see OK, you need to locate the problem.)
9. Your assignment then goes to the **Outbox** of your Dropbox. Once it is graded, it will be in your Inbox.

**YOU ARE RESPONSIBLE FOR SUBMITTING YOUR WORK CORRECTLY AND ON TIME.**

**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 her address is: [ldiferrante@leo.tamuc.edu](mailto:ldiferrante@leo.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](mailto:Tabetha.Adkins@tamuc.edu)

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Attendance Policy**

Participation is a particularly important element in this course. If you miss more than 3 week worth work, you will fail the course. Participation grade will be constituted by: *attendance* and *active participation*. The sum of the two will constitute 20% of the final grade.

**Plagiarism**

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. She wants you to avoid plagiarism, too, so she will help you do so whenever and wherever she 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](mailto:StudentDisabilityServices@tamuc.edu)

**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**

This calendar is likely to change in order to accommodate learning needs. All changes will be communicated in class and/or by email.

WEEK	DAYS	TODAY IN CLASS	ASSIGNMENT ( <u>DUE TODAY</u> )	
			WRITING	READING
WEEK 1	M 27 AUG	Introduction to the course		
	W 29 AUG	Keywords	<b>Keywords ONE</b> (11 pts)	Young, Wikipedia founder discourages on using Wikipedia in college <b>eCollege</b>
WEEK 2	M 3 SEPT	<b>Labor day, no class.</b>		
	W 5 SEPT		<b>Reading Response ONE</b> (15 pts)	Swales, "The Concept of a Discourse Community" <b>WAW</b> (466-480)
WEEK 3	M 10 SEPT		<b>Keywords TWO</b> (11 pts)	Plagiarism in <b>Guide</b> (3-11)
	W 12 SEPT			Rhetoric in <b>Guide</b> (just 13 -22)
WEEK 4	M 17 SEPT		<b>Keywords THREE</b> (11 pts)	Rhetoric in <b>Guide</b> (just 23 -31)
	W 19 SEPT			Rhetoric in <b>Guide</b> (just 32 -43)
WEEK 5	M 24 SEPT	Peer review	<b>WA 1 draft</b>	
	W 26 SEPT		<b>Writing Assignment 1</b> (45 pts)	
WEEK 6	M 1 OCT		<b>Keywords FOUR</b> (11 pts)	Revision v. Editing in <b>Guide (pp.74-83)</b>
	W 3 OCT			Greene, "The Role of Inquiry in Writing a Researched Argument" ( <b>WAW</b> 9-21)

WEEK	DAYS	TODAY IN CLASS	ASSIGNMENT <b>(DUE TODAY)</b>	
			WRITING	READING
WEEK 7	M 8 OCT		<b>Keywords FIVE</b> (11 pts)	King, "What Writing Is" ( <b>WAW</b> 305-307)
	W 10 OCT	Peer review	<b>WA2 draft</b>	Goodman, "Calming the Inner Critic and Getting to Work" ( <b>WAW</b> 308-310)
WEEK 8	M 15 OCT	Midterm Conferences	<b>Writing Assignment 2</b> (45 pts)	
	W 17 OCT	Midterm Conferences		
WEEK 9	M 22 OCT		<b>Keywords SIX</b> (11 pts)	Brandt, "Sponsors of Literacy" ( <b>WAW</b> 331-352)
	W 24 OCT			Perl, "The Composing Processes of Unskilled College Writers" ( <b>WAW</b> 191-215)
WEEK 10	M 29 OCT		<b>Reading Response 2</b> (15 pts)	Tomlinson, "Metaphors for Revision" ( <b>WAW</b> 251-270)
	W 31 OCT		<b>Keywords SEVEN</b> (11 pts)	
WEEK 11	M 5 NOV	Peer review	<b>WA 3 draft</b>	
	W 6 NOV		<b>Writing Assignment 3</b> (45 pts)	
WEEK 12	M 12 NOV		<b>Keywords EIGHT</b> (13 pts)	Malcolm X, "Learning to Read" ( <b>WAW</b> 353-361)
	W 14 NOV			Diaz, "Becoming a Writer" ( <b>WAW</b> 319-321)
WEEK 13	M 19 NOV		<b>Reading Response 3</b> (15 pts)	Alexie, "Superman and Me" ( <b>WAW</b> 362-366)
	W 21 NOV	<b>Thanksgiving, no class.</b>		
WEEK 14	M 26 NOV	Presentations	<b>FINAL PROJECT</b> (45 pts)	
	W 28 NOV	Presentations		
WEEK 15	M 3 DEC	Presentations		
	W 5 DEC	Presentations		
	W 7 DEC	Celebration of Student Writing 10 a.m. - noon SRSC Conference A, B & C		