



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

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Back to the Lake. 2nd ed. Thomas Cooley. W. W. Norton, 2011. ISBN: 978-0-393-91268-5 (REQUIRED)

A Writer's Reference 7th ed. Diana Hacker and Nancy Sommer. Bedford/St. Martin's, 2011. ISBN: 978-0-312-60143-0 (RECOMMENDED)

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 who are successful in ENG 1301 will be able to:

1. Compose critical, original texts appropriate for an academic audience.
2. Read, understand, and interpret texts written for academic audiences.
3. Use rhetorical terms to talk about writing composed both by the student and by others.
4. Discuss and write about the complex academic conversations on writing.
5. Demonstrate that they are prepared for ENG 1302.

COURSE REQUIREMENTS

Graded Assignments:

Essay #1- Personal Narrative (10%)

Requirements:

- 3-5 pages
- Double-spaced, Times New Roman
- MLA format

Prompt:

Narration is the storytelling mode of writing. Some narratives, such as short stories and novels, are fictional. Personal narratives, on the other hand, draw upon a writer's experience. You will be composing a *personal narrative* about a significant event from your life. In preparation for this essay, you will read and analyze a number of sample narratives by both student writers and professional writers.

Compose a personal narrative about an experience from your life that changed you in some way. This might be a childhood memory or a more recent event. This does not have to be an event that is obviously life-changing to others. Although the subject of this essay is your own experience—which you know well—the challenge will be to make the event feel relevant to your readers. You will need to include some critical analysis of how this event changed you. Although this is not an argumentative essay, it should include some sort of a thesis, whether it is implicitly or explicitly stated.

This piece is an opportunity for you to sharpen your descriptive writing skills and practice writing with your audience in mind. One key to writing a good narrative is being selective. Try to distill your narrative into the scenes and descriptions that capture the essence and argument of the experience you are relating.

You will exchange a draft of this paper with a classmate for peer review, and you will have ample time to revise and polish it. Translation: Make this first essay count.

Essay #2- Expository Essay (15%)

Requirements:

- 4-6 pages
- Double-spaced, Times New Roman
- MLA format

Prompt:

An expository essay provides information about a topic and contains some sort of an argument, which is summarized in a thesis statement. It is similar to an argumentative

essay (which you will write in unit four), but it contains less research and may be slightly more informative than argumentative.

Since this is an English course, the topic of your expository essay will be *academic writing*. Think about this essay as an opportunity to offer information and advice to other writers of academic papers. You might choose to do one or more of the following:

- Describe and analyze an effective process for composing academic essays
- Describe and analyze some of the elements of academic writing
- Compare the characteristics of different types of academic writing
- Compare academic writing to other types of writing

Your own experiences with academic writing will certainly inform this paper and you may include narrative elements, but this is primarily an informative essay. Focus on providing description and analysis of your topic and draw on your experiences mainly to support your ideas. It is important that you have a clear thesis statement that summarizes your ideas and indicates your stance about your topic.

Essay #3- Article Review (15%)

Requirements:

- 4-6 pages
- Double-spaced, Times New Roman
- MLA format
- Quote and/or paraphrase 1-3 articles
- Include accurate in-text citations and works cited page

Prompt:

In units two and three, you have read academic articles that represent a variety of topics, perspectives, arguments, and writing styles. Select one article from these units and compose a review of it. Your review should include a brief summary of the article's main argument(s) followed by an extended analysis and critique.

Critique both the writer's argument and his or her methods of presenting and defending it. Is the writer's thesis statement logical? Does the writer support the thesis with sound evidence and reasoning? Is the writing style rhetorically effective? Is the writer missing anything? Is there any way that this article could be improved upon?

You are only required to cite the article you are reviewing, but you may quote or paraphrase up to two other sources in your review. You might find it helpful to compare the article you are reviewing to other articles on the same topic. Addressing a conflicting point of view could help you demonstrate a point and it could also enhance your ethos as a writer.

You may pick an article that you like, dislike, or have mixed feelings about. Regardless of how you critique the article, you should demonstrate that you have conducted a balanced analysis. If you are reviewing an article that you really like, you should still discuss any ways that the piece could have been stronger. Or if you are critiquing an article you

basically disagree with, you should still acknowledge its merits. Whatever your overall evaluation is, envision yourself conducting a conversation with the author and his or her ideas.

Essay #4- Argumentative Essay (20%)

Requirements:

- 5-6 pages,
- Double-spaced, Times New Roman
- MLA format
- Quote and/or paraphrase 2-3 articles
- Include accurate in-text citations and works cited page

Prompt:

Compose an original argumentative essay on the topic of writing. Since I am giving you a very broad topic to work with, there are a number of directions that you can go with this project. After thinking about the articles you have read about writing and language this semester, formulate your own focused argument relating to this topic. Your essay should include the following:

- A clear and defensible thesis statement
- Appropriate and effective use of evidence (including both personal experience outside sources)
- Successful organization, logic, and transitions
- An effective and consistent voice

Since this essay is very open-ended, you may need to spend a considerable amount of time brainstorming and narrowing down your thesis. We will workshop ideas for this essay on the discussion board.

Final Revision Project (10%)

Requirements

- 1.5-2 page reflective essay about revision choices
- Double-spaced, Times New Roman
- MLA Format
- Substantially revised version of selected essay

For your final project, you will select one essay that you have written this semester and make substantial revisions to it. You will also write a brief reflective essay that describes your revision process and the global and local revisions that you made to your essay.

You may decide to revise an essay that you like and want to polish into a masterpiece. Or you may resuscitate an essay that you are not particularly pleased with. Either way, your grade will depend on your ability to make thoughtful and substantial revisions to a piece of writing. Surface edits alone will not suffice.

Peer Review 1 (7.5%)

For your narrative essay assignment, you will be given extra time to conduct a peer review and make revisions to your paper. Instructions for peer review will be provided in the lecture and in Doc Sharing.

Peer Review 2 (7.5%)

For your final revision project, you will select one essay to revise. You will conduct a peer review to help guide you in your revision process. Instructions for peer review will be provided in the lecture and in Doc Sharing.

Weekly Discussion Board Reading Responses (15%)

Each week, you will contribute to a class discussion thread about the assigned readings, responding to the prompts I provide. My goal is for us to critically examine the readings as a group, which will require you to be very thoughtful about the posts you contribute and to critically engage the points raised by your classmates. Since we will not be meeting in person, the discussion thread is a crucial part of this course. Think of it as a virtual roundtable discussion.

Requirements:

Compose one main post *and* provide at least two responses to classmates' posts every week. Discussion posts and responses are due each Friday at midnight.

Guidelines:

Your main post should meet all the requirements of the prompt and demonstrate original thought. Your post need not be as formal as an essay, but please respect your classmates by checking your post for grammar and coherence before you publish it to the board. If you quote any part of a reading, provide an in-text citation following MLA guidelines. You do not need to include a works cited entry at the end of your post, but you must cite the author and page number so that your classmates can locate and reference any quote you use.

Your responses to your classmates' posts should demonstrate that you have thought critically about their ideas and can build upon what they have said. You may add to others' ideas, question them, or argue a conflicting point of view. It is okay to disagree—in fact I encourage friendly academic arguments—but **you may not use abusive language or attack anyone**. Let's keep our discussions civil and respectful.

I will also chime in on the discussion board throughout the week. Please be sure to read all of your classmates' posts as well as mine.

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)

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/her** address is: **TBA**. 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@tamu-commerce.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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.

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 Calendar: Units with Readings and Assignments

NOTE: FOR THE PURPOSES OF THIS COURSE, WEEKS BEGIN ON MONDAY AND END ON SUNDAY. For example, if an assignment is due on a Sunday, it is due on the SECOND Sunday of that school week.

Unit 1: Narrative Writing

Week 1 (Monday 8/27- Sunday 9/2)

Readings:

- Introduction to 1301/Introduction to Unit 1 (*eCollege*-Week 1 Lecture)
- Syllabus (*eCollege*- Syllabus tab or Doc Sharing)
- Lorde, “The Fourth of July” (*eCollege*-Doc Sharing)
- Dillard, “An American Childhood” (*BTTL*, 90-4)

Assignments:

- Discussion board due Friday, August 31st at 11:59 p.m.
- **Syllabus quiz due Friday, August 31st at 11:59 p.m. (extra credit)**

Week 2 (Monday 9/3- Sunday 9/9)

Readings:

- Thesis Statements / Reading Rhetorically (*eCollege*- Week 2 lecture)
- Personal Narrative Prompt (*eCollege*- Personal Narrative Tab and Doc Sharing)
- Chapter 2 (*BTTL*, 12-47)
- Chapter 4 (*BTTL*, 62-81)

Assignments:

- Discussion board due Friday at midnight

Week 3 (Monday 9/10- Sunday 9/16)

Readings:

- MLA Format/ Strategies for Invention and Composing Styles (eCollege- Week 3 Lecture)
- Plagiarism (eCollege-Doc Sharing)
- Peer Review Handout (eCollege-Doc Sharing)

Assignments:

- Discussion board due Friday at midnight
- **Exchange selected essay with peer reviewer by Tuesday at midnight**
- **Return selected essay to peer reviewer by Friday at midnight**
- **Peer Review #1 due Sunday at midnight**

Week 4 (Monday 9/17- Sunday 9/23)

Readings:

- Strategies for Revision/ Focusing on Description (eCollege- Week 4 Lecture)
- Cofer, “More Room” (*BTTL*, 152-6)
- Chapter 5 (*BTTL* 121-139)

Assignments:

- Discussion board due Friday at midnight
- **Essay #1 due Sunday at midnight**

Unit 2: Expository Writing

Week 5 (Monday 9/24- Sunday 9/30)

Readings:

- Introduction to Unit 2/Aristotle’s Three Appeals (eCollege- Week 7 Lecture)
- (eCollege- Week 5 Lecture)
- Expository Essay Prompt (*eCollege*- Expository Essay Tab and Doc Sharing)
- Chapter 10 (*BTTL* 374-99)
- Horner, “The Extraordinary Characteristics of Dyslexia” (*BTTL* 418-421)
- Mernissi, “The Harem Within” (*BTTL* 410-7)

Assignments:

- Discussion board due Friday at midnight

Week 6 (Monday 10/1- Sunday 10-7)

Readings:

- Citing Sources using MLA Format (eCollege- Week 6 Lecture)
- Tomlinsion, “Tuning, Tying, and Training Texts: Metaphors for Revision” (eCollege-Doc Sharing)
- Chapter 8 (*BTTL* 269-85)

Assignments:

- Discussion board due Friday at midnight

Week 7 (Monday 10/8- Sunday 10/14)

Readings:

- More Strategies for Revision (eCollege- Doc Sharing)
- Tan, “Mother Tongue” (*BTTL* 345-51)

Assignments:

- More Strategies for Revision- Backward Outlining (eCollege- Week 7 Lecture)
- Discussion board due Friday at midnight
- **Essay #2 due Sunday at midnight**

Unit 3: Critical Writing

Week 8 (Monday 10/15- Sunday 10/21)

Readings:

- Critical Reading and Writing (eCollege- Week 8 Lecture)
- Critical Essay Prompt (*eCollege*- Critical Essay Tab and Doc Sharing)
- Chapter 3 (*BTTL* 38-55 only)
- Movie Review (Doc Sharing)
- Book Review (Doc Sharing)

Assignments:

- Discussion board due Friday at midnight

Week 9 (Monday 10/22- Sunday 10/28)

Readings:

- Language, Power, and Conflict (eCollege- Week 9 Lecture)
- Brandt, “Literacy Sponsors” (eCollege- Doc Sharing)
- Malcolm X, “Learning to Read (eCollege- Doc Sharing)

Assignments:

- Discussion board due Friday at midnight

Week 10 (Monday 10/29- Sunday 11/4)

Readings:

- Strategies for Editing: Sentence-Level Pruning (eCollege- Week 10 Lecture)
- Lessig, “Free Culture” (*BTTL* 627-32)

Assignments:

- Discussion board due Friday at midnight
- **Essay #3 due Sunday at midnight**

Unit 4: Argumentative Writing

Week 11 (Monday 11/5- Sunday 11/11)

Readings:

- Argumentative Writing (eCollege- Week 11 Lecture)
- Argumentative Essay Prompt (*eCollege*- Argumentative Essay Tab and Doc Sharing)
- Chapter 12 (*BTTL* 513-39)
- Jefferson, “The Declaration of Independence” (*BTTL* 542-6)

Assignments:

- Discussion board due Friday at midnight

Week 12 (Monday 11/12- Sunday 11/18)

Readings:

- Toulmin’s Model of Argumentation (eCollege- Week 12 Lecture)
- Elbow, “Closing My Eyes as I Speak: An Argument for Ignoring Audience” (access through JSTOR database)

Assignments:

- Discussion board due Friday at midnight

Week 13 (Monday 11/19- Sunday 11/25)

Readings:

- Logical Fallacies (eCollege- Week 13 Lecture)
- Logical Fallacies Exercise (Doc Sharing)

Assignments:

- Discussion board due Friday at midnight
- **Essay #4 due Sunday at midnight**

Unit 5: The Reflective Writer

Week 14 (Monday 11/26- Sunday 12/2)

Readings:

- Discussion of Final Revision Project (eCollege-Week 14 Lecture)
- Final Revision Project Prompt (*eCollege*- Final Revision Project Tab and Doc Sharing)
- Sontag, “WRITERS ON WRITING; Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed” (find at <http://www.nytimes.com/2000/12/18/books/writers-on-writing-directions-write-read-rewrite-repeat-steps-2-and-3-as-needed.html?pagewanted=all&src=pm>)

Assignments:

- Select essay for final revision project
- Discussion board due Friday at midnight

Week 15 (Monday 12/3- Sunday 12/9)

Readings:

- Discussion of Final Revision Project Cont'd (eCollege-Week 15 Lecture)
- Gluck, "The School Children" (eCollege- Doc Sharing)
- Hughes, "Theme for English B" (eCollege- Doc Sharing)

Assignments:

- Discussion board due Friday at midnight
- Complete course evaluations
- **Exchange selected essay with peer reviewer by Tuesday at midnight**
- **Return selected essay to peer reviewer by Friday at midnight**
- **Peer Review #2 due Sunday at midnight**

Week 16 (Monday 12/10- Sunday 12/16)

No readings

Assignments:

- **Final Revision Project due Thursday at midnight**