



**ENG 1301.025: College Reading and Writing
COURSE SYLLABUS: Fall 2012**

Instructor: C. Anne Phifer

Office Location: Hall of Languages 126

Office Hours: Tuesday & Thursday: 11am – Noon & 3:30pm – 4:30pm or by appointment

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PLEASE NOTE: This is a common syllabus used by graduate students 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 for printing out additional readings from eCollege.

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: The Writing Process. 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. 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 5-6 pages and quote from at least two critical articles you have read in class in addition to Swales.

WA2: Literacy & Discourse Communities: In this essay you will demonstrate your understanding of the concept Discourse Community. 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? Consider the role institutions have on your own identities and attitudes toward reading and writing. Examine your own attitudes toward writing by making larger connections to the narratives and the critical scholarship. You may want to look at *WaW* pg 458 Assignment Option #1 for help brainstorming. This essay should be 5-7 pages and quote from at least two critical articles you have read in this section.

WA3: Language Rights. Scholars in the field are continually discussing student language rights; now it is your turn to weigh in on the argument. What is meant by "student language rights"? What do you think about this debate? Where do you stand on the topic? What might be gained and lost by students when adopting SAE? You may want to look at *WaW* pg 712 Assignment Option #1 to help you brainstorm. This essay should be 4-5 pages and quote from at least three critical articles you have read in this section.

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 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.

Reading Responses:

Journals – Class will often begin with a journal entry. This journal entry will help gear up your brain to think critically and talk about writing. These journal entries should be kept in a notebook so you may turn them in at the end of the semester as part of your portfolio. These journal entries are freewrites, which means I will not grade these journal entries for punctuation or grammar, but your handwriting must be legible.

Reader Responses – For some of the readings I will ask that you type a full page response to the article before class. These responses are more organized than freewrites, which means I will be looking for well thought out critical responses, as well as organization, grammar and punctuation. They are to be double-spaced, typed in 12 point font Times New Roman, and in MLA format. You will turn these in using Dropbox on eCollege.

Participation – Your participation is based on three things: journal entries, participation in class discussion, and attendance. If you are absent excessively, you will fail. If you fail to participate in class discussion, you will receive a low participation grade. If you come in to class and do not work on your journal, your participation grade will be affected. If you come into class ready to work, having read the readings, and participate in discussion, you will be fine.

Grading

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

WA1 -	10 pts
WA2 -	15 pts
WA3 -	15 pts
Showcase -	10 pts
Reflection -	15 pts
Journal -	10 pts
Participation -	15 pts (in-class writing and contribution to class discussion)
Reader Response -	10 pts
Total Points =	100

You must turn in all major writing assignments (including WAs, journal, showcase piece, and reflection) to pass this course. Failure to turn in any of the required assignments will result in a failing grade.

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)
- 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.)
- Access to eCollege to turn things in and access readings

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 me with any questions you may have. My communication preference is e-mail, and my e-mail address is: annephiper.tamuc@gmail.com. I also have office hours every week, during which you can come to see me at will, or by appointment. Please, if there is anything you need or are unsure about, contact me. I will be happy to help.

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. See this website for details about these policies: <http://web.tamuc.edu/commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/default.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

For classes that meet twice/week, students may miss up to four times without penalty.

After the fifth 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 class or they are absent.

Excessive tardiness can be penalized 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.

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 me. I want you to avoid plagiarism, too, so I will help you do so whenever and wherever I 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 me 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*).

Other Course Policies:

Cell Phone policy – using your cell phones, including texting, while in class is disrespectful and disruptive to me and those around you. If you text during class, you will be asked to leave and you will not earn participation points for that day. Your cell phones should be turned OFF and PUT AWAY.

Writing Center

The Writing Center (or the “Communication Skills 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. We are located in the Hall of Languages, Room 103 (903-886-5280).

COURSE OUTLINE / CALENDAR required to be on syllabus

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

Week 1 8/27 - 8/31	Tuesday: The Burkean Parlor http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/burkeanParlor.aspx HW: The Plagiarism Chapter in <i>Guide</i> and “NYT_Plagiarism” from DocSharing Thursday: Plagiarism (Chapter in <i>Guide</i> & NYT article discussion) HW: Read Rhetoric chapter in <i>Guide</i> and Read <i>WaW</i> “Introduction to the Conversation” (1-5).
Week 2 9/3 - 9/7	Tuesday: Rhetorical Analysis. HW: <i>WAW</i> Swales, “Create a Research Space (CARS) Model of Research Introductions” (6-8) and Kleine, “What Is It We Do When We Write Articles Like This One—And How Do We Get Students To Join Is?” (22-33) Thursday: Research Writing. HW: <i>WAW</i> Perl, “The Composing Processes of Unskilled College Writers” (191-215) and Lamott, “Shitty First Drafts” (301-304)
Week 3 9/10 - 9/14	Tuesday: Writing Processes. HW: DocSharing, “Bradbury” and “OnWriting” Thursday: Writing Processes. HW: Kantz, “Helping Students use Textual Sources Persuasively” (67-85) and Textual Analysis Chapter in <i>Guide</i> Reading Response #1: Use two textual sources from this week to discuss the writing process and why textual evidence is necessary. Must be at least one full page, double spaced, MLA format. Turn in to Dropbox in eCollege by Monday, 9/17, at midnight.
Week 4 9/17 - 9/21	Tuesday: Textual Sources. HW: DocSharing “Creative_Writing”; Attend the Writing Center before next week. Thursday: Creative Non-Fiction HW: Revision v. Editing chapter in <i>Guide</i>
Week 5 9/24 - 9/28	Tuesday: Revision vs. Editing Thursday: No class. Submit WA1 by midnight Thursday, 9/27. HW: <i>WAW</i> Swales, “The Concept of a Discourse Community” (466-467) and Johns’ “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” (498-517).
Week 6 10/1 - 10/5	Tuesday: Discourse Communities HW: <i>WaW</i> Porter’s “Intertextuality and the Discourse Community”, (86-97) and Mirabelli’s “Learning to Serve” (538-556) Thursday: Community & Literacy HW: <i>WAW</i> Malcolm X, “Learning to Read” (353-361) and Brandt’s “Sponsors of Literacy” (331-349). Go online to Youtube and other sites to see clips of Malcolm X’s speech and the 1992 movie – what do you notice about his use of language, what does he do with language?

	<p>RR#2 – Write a paragraph summarizing Brandt’s concept of a literacy sponsor. Write a second paragraph about the clip you found on Malcolm X and his use of language, and what he does with language (what is he arguing in your clip?).</p>
<p>Week 7 10/8 - 10/12</p>	<p>Tuesday: Literacy & Power HW: DocSharing Ottery’s “Who Are They and What Do They Have to Do with What I Want to Be?: The Writing of Multicultural Identity and College Success Stories for First-Year Writers” and WAW Wardle, “Identity, Authority, and Learning to Write in New Workplaces” (520-537).</p> <p>Thursday: Sign up for mid-term conferences HW: WA2</p>
<p>Week 8 10/15 - 10/19</p>	<p>Midterm conferences. No class this week; instead, bring me your WA2 draft and a proof sheet from the Writing Center. If you do not show up to the conference, I will count you absent and will count 5 points off of your final grade. There are a lot of you, so rescheduling won’t necessarily be an option. E-mail me.</p> <p>HW: Read <i>WaW</i> Harris’ “The Idea of Community in the Study of Writing” (581-594) and the National Council of Teachers of English 1974 “Resolution on the Students’ Right to Their Own Language” found at http://www.ncte.org/positions/statements/righttoownlanguage</p>
<p>Week 9 10/22 - 10/26</p>	<p>Tuesday: Introduction to Student Language HW: WAW Alexie, “Superman and Me” (362-366) and Murray, “All Writing is Autobiography” (56-66)</p> <p>Thursday: Autobiography HW: <i>WaW</i> Heath’s “Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate Traditions” (367-394).</p>
<p>Week 10 10/29 - 11/2</p>	<p>Tuesday: Literacy Events and Oral Traditions. HW: Read from DocSharing Richardson “Race, Class(es), Gender, and Age: The Making of Knowledge about Language Diversity” and Anzaldua’s “How to Tame a Wild Tongue.”</p> <p>RR#3 – Write a two page, double-spaced response to either Richardson or Anzaldua. What is the argument in the narrative? How do they support the thesis? What part is argued well, and what part is not convincing to you? How does this relate to NCTE? To Heath?</p> <p>Thursday: Racial Literacy HW: DocSharing Fish’s “What Should Colleges Teach” and http://opinionator.blogs.nytimes.com/2009/09/07/what-should-colleges-teach-part-3/</p>
<p>Week 11 11/5 - 11/9</p>	<p>Tuesday: What Colleges Should Teach HW: HW: Read McWhorter’s “The Cosmopolitan Tongue” found at http://www.worldaffairsjournal.org/article/cosmopolitan-tongue-universality-english and DocSharing Mellix’s “From Outside, In.”</p> <p>Thursday: Losing the Other. Sign up for conferences. HW: WA3</p>
<p>Week 12 11/12 -</p>	<p>Conferences. No class, just meet with me like before. Bring your journal for grading and an idea for your showcase piece. If you don’t attend, I will count you absent and will mark 5 points off of your final grade. This conference is vital.</p>

11/16	
Week 13 11/19 - 11/23	Thanksgiving- University closes at noon on Wednesday. No class this week, however... HW: WAW Branick, "Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community" (557-573).
Week 14 11/26 - 11/30	Tuesday: Talk about Branick and Celebration of Student Writing. Draw for presentation day. Thursday: No class; work on your showcase pieces and reflective essays.
Week 15 12/3 - 12/7	Tuesday: Showcase Pieces. Turn in final. Thursday: Last class day. Showcase Piece. Turn in final.
Week 16	No class. Have a great Holiday Season!