



ENG 1301.022: College Reading and Writing
COURSE SYLLABUS: Spring 2012
Tuesday/Thursday- 2:00-3:15am

Instructor: K. Cooper
Office Location:
Office Hours: Tuesday and Thursday 9:30am – 11:30am
Office Phone: 903-468-8725
Office Fax: 903-886-5980
University Email Address: kcooper7@leomail.tamuc.edu

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

Additional reading assignments provided by instructor on 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

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. The word counts I assign will start with the first word of the introduction and end with the last word of the conclusion. Headings, titles, and works cited pages **do not count** in the word count. 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 only if you have contacted me before the due date. Procrastination is not an excuse and lack of materials (ink, paper, etc.) is not an excuse.

Major Writing Assignments (WAs):

WA1: Writing Assignment One will consist of two parts. You will first write a 600-700 word essay arguing over a topic of your choice. This essay will demonstrate your ability to integrate what you've learned about academic writing and logical argument into an argument that you feel passionate about. This essay will include at least **two** reliable outside sources. Following this essay, you will write another 600-700 word essay that will identify elements of academic argument from the first essay. You should be able to identify at least **five** different elements of argument that we've discussed in class. In this second essay you will cite at least **two** sources from the class reading. Both of these essays will include strong thesis statements, introductions, bodies, conclusions, in-text citations, works cited pages, should will be in MLA format, and printed.

WA2: In this essay you will demonstrate your understanding of literacy, discourse, and discourse community. This 1200 word essay will clearly define all three of these terms demonstrating a clear understanding of them. Identify a discourse community that you are (or have been) a part of, explain what makes it a discourse community, and describe the literacies necessary in that community. Make sure to include at least **two** citations from the class readings to help back up your argument. This writing assignment will be typed in MLA format.

WA3: Writing Assignment three will approach the concept of literacy sponsors. In a 1200-1500 word essay, after discussing and defining literacy sponsors you will write about two literacy sponsors from your life- a positive sponsor and a negative one- detailing what they did as sponsors, how they affected you then, and how those experiences have affected you later in life. This essay should include at least two citations from the class readings, show a clear understanding of literacy sponsors, and will be typed in MLA format.

Final Showcase Piece and Reflection:

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. Students are also welcome to work together on this project- in which case they must be able to clearly demonstrate an equal team effort. Before we start working on the showcase pieces you will submit a very brief proposal to me for approval. 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 1200-1500 word 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.

Collaborative Project:

The main purpose of this project is to learn how to successfully collaborate. Students will break into groups of 3-5 and will each be assigned a topic (plagiarism, proper citing, thesis statements, etc.). Students will have two full work days and any outside time they decide to devote to the project to research their topic. Each group will give a short presentation (no more than 5 minutes) to the class explaining the topic in their own words and in their own creative way. The group will also submit a short 300 word essay that includes at least two sources defining their topic, a description in their own words and an explanation as to why they chose to present in the way that they did. A week after their presentation each student will individually submit a 400-500 word reflection memo describing their collaborative process and experience in detail.

Reading Responses:

For some articles we read I will ask you to type a 300-400 word response to the article before class. I expect these to be organized and well thought out critical responses. These responses are not just summaries of the reading. They will answer questions such as, what is the author arguing, how does the author back up this argument, do you agree with the author, why or why not. These responses will be fully typed, printed, 12 point font, Times New Roman

Journals:

The first five minutes of each class time will be dedicated to writing in your journal. These will be used to get into class mode and start thinking about what we will be covering for the day. Sometimes journals will also be an opportunity for you to reflect on articles read the night before, or to brainstorm on upcoming writing assignments. These entries should be kept in a notebook and will be turned in periodically throughout the semester. I will not be grading these entries on punctuation or grammar, but your handwriting must be legible

to get credit. I will be looking more for comprehension and critical thought along with a recognizable understanding of class discussions and readings.

Participation:

Coming to class on time and actively participating in the discussions are important for success in this course- for instance asking questions such as Why, What, and How. Along with attendance, you will be graded on actually interacting in class.

Conferences:

Throughout the semester there will be three conference meetings. The week before these meetings students will be able to sign up for times (either during class time or during the instructor’s office hours) to meet- typically around 15-20 minutes. During the conference students can talk about any questions or concerns they might have about class, assignments, readings, grades, and/or expectations. Students will also be expected to briefly summarize key points from their journals and discuss them. This conference is designed to give the instructor and student a chance to talk about the student’s progress. Each of these conferences counts towards a percentage of the final grade and will also go towards their attendance and participation grade so students are expected to show up for the time they sign up for.

Grading

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

- WA1- 15 pts
- WA2- 10 pts
- WA3- 15 pts
- Showcase piece- 5 pts
- Showcase Reflection- 10 pts
- Collaborative Project- 10 pts
- Responses- 15 pts
- Journals- 5 pts
- Participation- 10 pts
- Conferences- 5 pts

Grading Scale:

90-100 pts	A
89-80 pts	B
79-70 pts	C
69-60 pts	D
59 pts 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.)

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 her address is kcooper7@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:

Attendance Policy

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 **sixth** absence the student's grade will drop by another letter. After **seven** absences 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 class late three 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.

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. In any of these cases, students are required to inform the instructor prior to class via email or office visit for the opportunity for an excused absence.

Students are responsible for obtaining the information missed when they were absent. Do not email me and ask what you missed; refer to the 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 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*).

Cell Phones:

Using your cell phone while in class is disrespectful and disruptive to me and those around you. I understand that we all have phones and we all have important things going on in our lives. However, makes sure you turn them on vibrate and/or silent. If I see you on your phone (talking, texting, etc.) during class I will ask you to leave (not put it away- but leave.) and you will not earn participation points for that day.

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) and online at <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

Food:

Feel free to bring food to class. Running around campus all day trying to make it to classes on time can be crazy, so don't forget to eat and drink lots of water!

Extra Credit:

Extra credit will be awarded to those students who are interested. Students are able to receive extra credit starting from day one until November 15th. There are three extra credit options:

Present at an Open Mic Night- Extra 10% on a Reading Response

Visit the Writing Center- Extra 10% on Writing Assignment

This extra credit opportunity is available once per writing assignment. The student must work on the assignment in the Writing Center before the assignment is due to receive Extra credit. Staple the white sheet from the writing center on the back of the writing assignment when you turn in the WA.

Syllabus- Print your syllabus and have me sign it before the end of week two. If you still have the same syllabus when you present your showcase piece you will receive two extra points on your participation grade.

Course Outline/Calendar

Week 1

T- 8/28 –Introduction: Syllabus and Tour

HW: Read Plagiarism Lines Blur

Read *Writing At* Page 4 Plagiarism What and Why

R- 8/30 – Unit 1: Argument is Everywhere

HW: Read WaW Swales “Cars”

Read WaW Greene “Argument as Conversation”

Read WaW Klein “What is it we do When...” (22-25)

Response Sheet - Greene

Week 2

T-9/4- Burkean Parlor and Barbie Poem

HW: Read House Article (e-college)

Read *Writing At* Page 14

Read *Writing At* Page 50-51 Toulmin Claims

R- 9/6- Necessity of Conflict

HW: Respond to House article- Type up a 300-400 word response. This response should clearly state what the article is arguing, whether you agree or disagree with this article and why or why not. Apply the Burkean parlor to this article- would someone who has never seen the show *House* be able to understand and contribute to the argument the author is making?

Why or why not? Also, choose one quote from the article to discuss in detail. This response should be typed and printed in MLA format ready to hand in on Tuesday 9/11.

Week 3

T- 9/11 – WA1 and Rhetorical Elements

HW: Read WaW Lamott “Shitty First Drafts”

Respond to Lamott- Type up a 300-400 word response. This response should recognize both the topic and argument in Lamott’s article. Try to find Lamott’s thesis statement and quote it, followed by an explanation of why you think this was her TS. Discuss what you thought about her examples, organization, language, and any other elements. I do not want a summary of this article- I have already read it. Your response should be typed and printed in MLA format ready to be handed in on Thursday.

R- 9/13- Rhetorical Elements

HW: Work on WA1

Week 4

T- 9/18- Citing

HW: First Draft of WA1 (Print and bring to class Thursday)

R- 9/20- Peer Review

HW: Revise WA1

Week 5- WA1 Due

T- 9/25 – Conference One (Bring WA1 to Conference)

R- 9/27- Conference One (Bring WA1 to Conference)

Week 6

T- 10/2- Collaboration

HW: Collaboration Sheet (Bring 2 copies to class)

R- 10/4- Collaboration Work Day

HW: Read WaW Porter “Intertextuality and Discourse Community”

Week 7

T- 10/9- Unit 2: Literacy and Discourse

HW: Read WaW Swales “The Concept of Discourse Community”

Read Hidden Intellectualism (e-college)

R- 10/11- Collaboration Work Day

HW: Work on Collaborative Project and Individual Essay

Work on WA2 First Draft (Bring to Class Tuesday)

Week 8

T- 10/16- WA2, Organization, and Outlining

HW: Work on Collaborative Project and Individual Essay

Work on WA2

R- 10/18- Collaboration Presentation Day

HW: Work on Individual Essay
Work on WA2

Week 9- WA2 and Individual Essay Due

T- 10/23- Conference Two (Bring WA2 and Individual Essay to Conference)

R- 10/25- Conference Two (Bring WA2 and Individual Essay to Conference)

Week 10

T- 10/30- Unit 3: Voice and Sponsors

HW: Read WaW Murray “All Writing is Autobiography”
Read Waw King “What Writing is”

R- 11/1- Voice and Variation

HW: Respond to Murray or King. Choose Murray or King’s article to type up a 300-400 word response. At this point, you should be familiar with what a good response should include. Feel free to discuss what you would like about the article- however, do not summarize the article. Response should be typed and printed in MLA format ready to hand in Tuesday.

Week 11

T- 11/6- Literacy Sponsors

HW: Read WaW Brandt “Sponsors of Literacy”
Read WaW Malcolm X “Learning to Read”

Respond to both Brandt and Malcolm X. Type up a 300-400 word response describing Brandt’s idea of literacy sponsors. After reading Malcolm X’s article what connections can you make between the articles?

R- 11/8- WA3

HW: Work on WA3

Week 12

T- 11/13- Showcase and Reflection

HW: Email Proposal Showcase Piece Idea (2-3 Sentences)

R- 11/15- WA3 Due

Showcase and Reflection

HW: Work on Showcases and Reflections

Week 13

THANKSGIVING WEEK- NO CLASS

Week 14

T- 11/27- Present Showcase Pieces

R- 11/29- Present Showcase Pieces- **Reflections Due**

Week 15

FREE- NO CLASS

Finals Week

FREE- NO CLASS