



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

Instructor: Rachel Cantrell

Office Location: HL 126

Office Hours: TR 9:30-11:30AM and 2-3PM or by appointment

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Course website: eCollege

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. Tabetha Adkins. Fountainhead, 2011. 978-59871-474-6

Paper & writing utensil for writing in class

Binder & tabbed dividers for portfolio

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: 4-5 pages and quote from at least one critical article you have read in class.

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. 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. Length: 4-5 pages and quote from at least two critical article you have read in class.

WA3: Self-Portrait of a Reader and Writer: 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? Use the questions in the prompt (325-327) to help you get started, but be sure to connect your own experiences to the readings from Unit 3—you'll want to quote from those texts to show the connections between your experiences and the authors' experiences and/or claims. Length: 4-5 pages and quote from at least three critical article you have read in class.

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, a comic...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, 5-6 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. You should utilize at least 5 sources to support your analysis of your showcase piece.

Reading Responses:

Journals – Classes will sometimes begin with a journal entry. The prompt will allow you to reflect on your reading assignment the night before for homework or to brainstorm about the upcoming WA. These entries are free writes and thus will not be graded for punctuation or grammar, but your handwriting must be legible. It's your chance to engage with the material and show me what connections you are making with the reading. These journal entries should be kept in your portfolio and will be graded during the second conference.

Reading Responses – for some of your readings I will require that you type a full page response to the article before class and upload it to the Dropbox on eCollege. These responses should be well organized thought out critical responses. They will be graded for grammar, punctuation, organization, and content. Length: 1-2 full pages double spaced.

Peer Review Workshops- We will have workshop days where we peer review your WA's in assigned groups. You must bring your WA draft for your group members to review. You will be given a set of criteria to look for in your group mates papers. We will go over constructive criticism and how to peer review in class. This information will also be available in eCollege. **Failure to bring in your draft will result in an absence for the day as you cannot participate in class activities that day.**

Participation- includes in-class writing and contribution to class discussion

Grading Policies

You must turn in all major writing assignments (including WAs, journal, showcase piece and reflection) to pass this course.

You may revise all major writing assignments until you get an A by the revision due date. When I return your paper it will have a date on the top right corner, this will be your deadline to turn in your revision. This deadline will be 7 days from when I returned the paper. If the paper still isn't an A, I will give you feedback and a new revision deadline. Substantial revisions need to be made showing that my feedback was read and considered in order to receive a higher grade.

Late papers will not be accepted except under extenuating circumstances (which I take on a case by case basis). Procrastination or a busy schedule is not a reason to be late with an assignment. If you are worried about meeting the deadline speak to me about getting an extension. Extensions will be given on a case by case basis for extenuating circumstances only. If you know you will be out of town the day an assignment is due, plan to turn it in early.

Grading

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

Assignment	Weight	Points
WA1	10%	100
WA2	15%	150
WA3	15%	150
Showcase Piece	10%	100
Reflection Essay	15%	150
Journal	10%	100
Reader Response	10%	100
Participation	15%	150
Total	100%	1000 points

Grading Scale:

1000-900	A
899-800	B
799-700	C
699-600	D
599 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 her address is: Rachel.TAMUC@gmail.com. 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@tamu-commerce.edu. See this website for details about these policies: <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.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. An absence is not an excuse to miss an assignment: if you are absent on a day an assignment is due get it turned into the Hall of Languages Office to be time stamped and put in my box *before* class starts or make plans to turn it in early if possible.

There is no such thing as "partial attendance"—students are either present for the entire course or they are absent.

Excessive tardiness can be penalized as an absence. Coming in tardy three times will result in one absence. Students are absent if they arrive after the instructor calls roll. It is the students responsibility to see the instructor after class to get the absence changed to a tardy; failure to do so will mean the absence stands. If the student is more than five minutes late the absence will stand.

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.

Other Course Policies

Cellphone use: Cellphones need to be turned off or placed on vibrate before entering class. Cellphones need to be out of sight. No texting, etc in class. All iPods or MP3 players should be turned off before entering class and should be placed out of sight. These devices are disruptive and should not be in sight or used within the classroom. Laptops and tablets may be used during class as long as they are not be used for gaming, social networking, or chatting; laptops and tablets should be used to aid in note taking and presentations. Failure to adhere to these policies will result in point deductions from attendance/participation grade. Repeated offenders maybe asked to leave class and will receive an absence for the day.

Writing Center Resource:

The Writing Center offers writers free, one-on-one assistance. They welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, they 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, they offer visitors the following suggestions: (1) Get started on your writing project early, and visit the Writing Center at least two days 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.

The Writing Center is located in the Hall of Languages, Room 103 (903-886-5280) or online <http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

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*).

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

WaW = Writing about Writing by Wardle and Downs
Guide=Writing at Texas A&M University-Commerce

Date	In Class Today / Homework	DUE in class
Tues 8/28	Intro, Syllabus overview and policies. Burkean Parlor. HW: Look over Guide and read Plagiarism chapter	
Thurs 8/30	Discuss Plagiarism and MLA Introduce WA #1 HW: Read Rhetoric chapter in Guide and “Introduction of the Conversation” (WaW 1-5)	Signed Plagiarism form (in-class)
Tues 9/4	Discuss Readings . Discuss RR#1. HW: Swales, “Create a Research Space (CARS) Model of Research Introductions” (6-8) <u>Swales, “The Concept of a Discourse Community” (WaW 466-467) RR#1 (see eCollege for prompt) due next class</u> Kantz, “Helping Students use Textual Sources Persuasively” (WaW 67-85).	
Thurs 9/6	Discuss Reading . Visit Writing Center HW: Greene, “The Role of Inquiry in Writing a Researched Argument” (WaW 9-21) 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)	RR#1 Due
Tues 9/11	Discuss Readings. HW: Porter, “Intertextuality and the Discourse Community” (WaW 86-100) Draft WA1	
Thurs 9/13	Discuss Reading. HW: Draft WA1 Read: <u>Johns’ “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” (498-517)</u>	
Tues 9/18	Discuss Reading. <i>Rough draft of WA1 Due Next Time.</i>	
Thurs 9/20	Workshop WA1	Rough draft of WA1 (this is for a grade!)
Tues 9/25	Discuss reading. Discuss WA 2. HW: Williams, “The Phenomenology of Error” (WaW 37-55)	WA1 Due (remember: no late papers)

	Murray, "All Writing is Autobiography" (WaW 56-66)	
Thurs 9/27	Discuss reading. HW: King, "What Writing Is" (WaW 305-307) Goodman, "Calming the Inner Critic and Getting to Work" (WaW 308-310) Revision vs. Editing in <i>Guide</i> <i>Rough draft of WA2 Due Next Time</i>	
Tues 10/2	Discuss reading. Peer edit WA 2. HW: Hyland, "Social Interactions in Academic Writing" (WaW 700-705) <u>Brandt, "Sponsors of Literacy" (331-352)</u>	Rough draft of WA2 (this is for a grade!)
Thurs 10/4	Discuss reading. HW: Revise WA2 and bring this revised draft to your conference next week.	Sign up for conferences in class.
Oct-9-11	One on one conferences. Bring your WA2 to discuss it. No class this week; you must show up for your conference time in my office with a printed copy of your WA2. Failure to attend to your conference will result in an absence and 5 points off your final grade. HW: (Read before class on Tues 10/16) "The Writer" by Richard Wilbur (http://www.poets.org/viewmedia.php/prmMID/15487) Perl, "The Composing Processes of Unskilled College Writers" (WaW 191-215) Berkenkotter, "The Planning Strategies of a Published Writer" and Murray's Response (WaW 216-235) <i>WA2 due next week</i>	Draft of WA2. One-on-One conferences in my office.
Tues 10/16	Discuss readings. Discuss WA 3. HW: Tomlinson, "Metaphors for Revision" (WaW 251-270) Lamott, "Shitty First Drats" (WaW 301-304)	WA2 Due
Thurs 10/18	No class, I will be attending a conference. Use this day as a writing day. HW: Tomlinson, "Metaphors for Revision" (WaW 251-270) Lamott, "Shitty First Drats" (WaW 301-304)	
Tues 10/23	Discuss readings. HW: Sontag, "Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed" (WaW 315-318)	

	<p>Diaz, "Becoming a Writer" (WaW 319-321)</p> <p>Hass and Flower, "Rhetorical Reading Strategies and the Construction of Meaning" (WaW 120-138)</p>	
Thurs 10/25	<p>Discuss readings.</p> <p>HW: Tierney & Pearson, "Toward a Composing Model of Reading" (WaW 174-190)</p> <p>Malcom X, "Learning to Read" (WaW 353-361)</p> <p>Alexie, "Superman and Me" (WaW 362-366)</p>	
Tues 10/30	<p>Discuss readings.</p> <p>HW: Textual Analysis chapter in <i>Guide</i> <i>Draft of WA3 due next class.</i></p>	Bronwyn T. Williams on campus today and tomorrow. More about this will be discussed in class.
Thurs 11/1	<p>Discuss readings. Workshop WA3.</p> <p>HW: Devoss, et.al. "The Future of Literacy" (WaW 395-421)</p> <p><i>WA3 Due next week.</i></p>	Rough draft of WA3 (this is for a grade!)
Tues 11/6	<p>Discuss reading. Discuss showcase piece and reflexive essay.</p> <p>HW: Baron, "From Pencils to Pixels: The Stages of Literacy Technologies" (WaW 422-441)</p>	WA3 Due
Thurs 11/8	<p>Discuss reading.</p> <p>HW: Bring journal and a draft of your reflexive essay to your conference next week.</p>	Sign up for conferences in class.
Nov 13-15	Conferences. Bring your journal for grading and an essay draft.	One on one conferences in my office. Journals due and reflection essay draft.
Nov 20-22	<p>No class. Thanksgiving.</p> <p>HW: (read for class on Tuesday 11/27) "Identity, Authority, and Learning to Write in New Workplaces" (WaW 520-537)</p> <p>"The Language and Literacy of Food Service Workers" (WaW 538-556)</p>	
Tues 11/27	<p>Discuss readings.</p> <p>HW: Branick, "Coaches Can Read, Too: An Ethnographic Study of Football Coaching Discourse Community" (WaW 557-573)</p>	
Thurs 11/29	Discuss readings. Draw for presentations next week.	

	HW: Showcase pieces and reflective essays due next week. Be prepared to present next week.	
Tues 12/4	Showcase pieces presentation. Turn in final.	Showcase pieces and final paper.
Thurs 12/6	Showcase pieces presentation. Turn in final. Last day of class.	Showcase pieces and final paper.
Friday 12/7	Celebration of Student Writing 10AM-12PM. Attend for extra credit and to get a preview of what you will be doing in ENG 1302.	