



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

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

Spiral notebook (designated for this course) for in-class and journal assignments.

Internet access and email address for correspondence and to access supplementary materials.

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.

<h2>COURSE REQUIREMENTS</h2>

Instructional / Methods / Activities Assessments

Major Writing Assignments (WAs): (these are skeleton prompts which are subject to change at instructor's discretion. Always confirm with me -- your instructor-- the official prompt and due date for your specific section or course.)

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.

WA2: How Do You Define A 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 express your understanding (so far) of how a good academic argument should be presented. Your theory will be informed by all the texts you have read so far, as well as by your own experiences. 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.

WA3: Using Brandt's definition of a literacy sponsor, identify someone who has been a literacy sponsor to you. Using the model essay on pages 271-277 in *Writing About Writing*, compose your own narrative detailing a literacy sponsor you've identified and how this entity fits the definition as prescribed by Brandt. One objective of this assignment is to illustrate that you understand the concept of the literacy sponsor, but another objective is to demonstrate that you can synthesize all the major concepts and texts from the course material so far, and thus you must cite at least five sources in this WA.

Final Project-- Showcase Showdown: When everyone else is preparing for final exams, you will also be creating a showcase piece for this class. The Showcase Showdown is a creative project with meaning, and it will be done in place of a final essay or exam. Its purpose is to highlight what you've discovered about writing, specifically writing about writing, and what aspect of writing is most significant to you. The medium you select is your choice – you could do a video, a song, a poem, a short story, a painting, a puppet show, a collage, a prez presentation, a dramatic monologue, or even build a replication of

the first printing press to scale...there are many possibilities. Whatever creative outlet you chose to express yourself and your relationship to academic writing, or writing in general, you must discuss your idea in class or in a one-on-one conference for clearance.

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. Remember - you are flexing your creative muscles to think critically about writing so be creative- we are all here to prove what we are capable of in some way, so feel free to get a little sassy with it.

You will also include a typed reflection essay, 4-6 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, and directly refer to at least five of the readings we have worked with in class. (This means your 'works cited' will include at LEAST five entries.)

Reading Responses:

A large percentage of your grade is based on your progress as a writer, a critical thinker, and a reader. To assess your performance in these areas, you will turn in a one page, typed, MLA styled Reading Response for EACH assigned article or text. There will be NO late RR's accepted. Please do not email them, they are only accepted IN CLASS, and before role is taken. Should you miss class or skip a RR, you will receive a zero for that assignment. However, some extra credit options are provided, because I know how life can get in the way. However my best advice: Do the reading, write the responses, and turn in all assignments as if they matter to you. The assignments, especially the reading responses, will change your life for the better (or at least make this class more fun during discussion. Just sayin...) ☺

Grading:

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

Reading Responses: 35%

Writing Assignments (WA's): 30%

In-Class Assignments & Participation: 15%

Final Showcase Showdown and Justification Essay: 20%

Note* while the grade distribution might make you think attendance doesn't matter, you're wrong. RRs and WAs are due IN CLASS and I do not accept late work. Also, much of what you need to know to do these properly is detailed in the classroom. I will not respond to emails asking "what we talked about" or "what are we going to talk about" as I only teach once. While I agree there are some crazy circumstances where students are forced to miss this slice of

awesomeness that is English 1301 for family, health, or emergencies, the choice to miss class (this one or any other in your scholastic career) should really be a decision you do not take lightly. Missing class WILL affect your grade, miss you opportunities for extra credit, and cause horrible side effects. However, it's totally optional what you decide to do. This IS college, you know.

Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

TECHNOLOGY REQUIREMENTS

You will need:

- Means to electronically save (dropbox.com account, for example) and 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 to the class website for supplemental course information, readings, and assignments

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: tonia.tahezadeh@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@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
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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 course or they are absent. Cumulative and/or excessive tardiness will be penalized as an absence. The university has no policy for "excused absences" outside of university sanctioned events which require official notification from the appropriate sponsor directly to the instructor, so please save your absences for the most significant events. Every three tardies will be counted as an absence. Additionally, you will be expected to participate in class, as well. That is to say, if you are unprepared, sleeping, or texting your mom you can be counted as absent (your attendance requires more than just a backside in a chair.)

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*).

Readings

(numbered, all readings require you turn in a reading response unless otherwise indicated)

- 1 -- The Burkean Parlor
<http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literature/angauges/firstYearWriting/burkeanParlor.aspx>
- 2 -- Plagiarism chapter in *Guide* (No reading response, expect a quiz.)

- 3 -- “Plagiarism Lines Blur in Digital Age” article from *The New York Times* (linked on <http://tabethaadkins.com/1301texts.html>)
- 4 -- Rhetoric chapter in *Guide* (No reading response, expect a quiz.)
- 5 -- Swales, “Create a Research Space (CARS) Model of Research Introductions” (6- 8)
- 6 -- Greene, “The Role of Inquiry in Writing a Researched Argument” (9-21)
- 7 -- Kleine, “What Is It We Do When We Write Articles Like This One—And How Do We Get Students To Join Is?” (22-33)
- 8 -- Kantz, “Helping Students use Textual Sources Persuasively” (67-85)
- 9 -- Porter, “Intertextuality and the Discourse Community” (86-100)
- 10 -- Swales, “The Concept of a Discourse Community” (466-467)
- 11 -- Murray, “All Writing is Autobiography” (56-66)
- 12 -- King, “What Writing Is” (305-307)
- 13 -- Goodman, “Calming the Inner Critic and Getting to Work” (308-310)
- 14* -- Hyland, “Social Interactions in Academic Writing” (700-705) (MAYBE)
- 15 -- Revision v. Editing chapter in *Guide* (no reading response, expect a quiz.)
- 16 -- Tomlinson, “Metaphors for Revision” (251-270)
- 17 -- Lamott, “Shitty First Drafts” (301-304)
- 18 -- Malcolm X, “Learning to Read” (353-361)
- 19 -- Alexie, “Superman and Me” (362-366)
- 20 -- Textual analysis chapter in *Guide* (No reading response, expect a quiz.)
- 21 -- Devoss, et.al. “The Future of Literacy”
- 22 -- Brandt, “Sponsors of Literacy”
- 23 -- Mirabelli, “The Language and Literacy of Food Service Workers”

COURSE OUTLINE / CALENDAR

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

<p>Week 1</p> <p>Tuesday, August 28, -- Thursday, August 30 --</p>	<p>T: Intro to Course</p> <p>Reading & Response listed by number. * means quiz rather than response</p> <p>H: 1, 2, 3* Plagiarism</p>
<p>Week 2</p> <p>T Sept 4 H Sept 6</p>	<p>T: 4* Rhetoric</p> <p>H: 5, 6</p>
<p>Week 3</p> <p>T Sept 11 H Sept 13</p>	<p>T: 7, 8</p> <p>H: 9, 10 WAI DUE</p>
<p>Week 4</p> <p>T Sept 18 H Sept 20</p>	<p>T: 11, 12</p> <p>H: 13</p>
<p>Week 5</p> <p>T Sept 25 H Sept 27</p>	<p>T: 15*, 16 (Revision)</p> <p>H: 17, 18, 19</p>
<p>Week 6</p> <p>T Oct 2 H Oct 4</p>	<p>T: 20* (Textual Analysis)</p> <p>H: Visit from librarian (maybe) WA 2 DUE</p>
<p>Week 7</p> <p>T Oct 9 H Oct 11</p>	<p>T: 21</p> <p>H: TBA</p>
<p>Week 8</p> <p>T Oct 23 H Oct 25</p>	<p>T: 22</p> <p>H: TBA WA 3 DUE</p>
<p>Week 9</p> <p>T Oct 30 NO CLASS</p>	<p>T: No Class</p>

H Nov 1	H: 23
Week 10 T Nov 6 H Nov 8	TBA
Week 11 T Nov 13 H Nov 15	TBA
Week 12 T Nov 20 H Nov 22	Thanksgiving Holiday & My Birthday (not in that order, but have yourself a break!) NO CLASS T/H
Week 13 T Nov 27 H Nov 29	TBA (prep and review)
Week 14 T Dec 4 H -- Dec 6 <i>Celebration of Student Writing. Friday 12/7/12 from 10 AM to NOON in SRSC Conference A, B, and C (2nd floor) (Final Extra Credit Option)</i>	<u>SHOWCASE</u> <u>SHOWDOWN!</u> <u>(Final Paper due Dec. 6.)</u>
Week 15	
Week 16	Finals Week (no formal exam for ENG 1301)