



**ENG 1301: College Reading and Writing
COURSE SYLLABUS: Spring 2013**

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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

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):***WAI: Terms and Format*

For your first writing assignment, you will need to demonstrate your ability to utilize your textbooks as sources, explain your sources, and properly cite and format those sources using MLA format. Below is a list of 11 terms that are critical to our semester long discussion of composition and literacy. A general understanding of these terms and where to find them will serve you well in the class discussions, activities, and remaining Writing Assignments. For each of the terms, you will need to do the following:

--Find a quote within our textbooks that defines, explains, or clarifies the term, and copy the quote into your Writing Assignment, using parenthetical citation. You must utilize quotes found within individual essays, not the glossary or the "Framing the Reading" section preceding each essay. That means you'll need to utilize the index in order to locate possible quotes, scan the source essay, and select the quote you feel best exemplifies the term. There will often be more than one "good" quote available for a term. It's not a "wrong" quote unless it provides no insight whatsoever into the term.

--Explain and/or unpack the quote. What does it mean? Can you put it in context, or use an analogy or example to explain it? Can you say anything about the relevance or validity of the quote? You don't need to say a lot here, just a paragraph (or two if necessary) for each term. Convince me you have a basic understanding of what you quoted. You might also wish to convince me that you selected a "good" quote for the term by utilizing argument in your explanation.

--Properly format and list the source of the quote on your works cited page.

*The eleventh term is extra credit. See what definition you can find for it online, and explain it in the context of literacy. Make sure to properly cite the quote, and list the source on your works cited page.

- 1) Discourse Community
- 2) Literacy Sponsor
- 3) Intertextuality
- 4) Rhetoric
- 5) Plagiarism
- 6) Literacy
- 7) Framing
- 8) Argument
- 9) Claim
- 10) Ethnography
- 11) Gatekeeping (internet)*

Each entry should follow this template:

1. Term: "full text of quote" (citation).
Your explanation.

That means your Writing Assignment will consist of 11 numbered terms, each with at least two paragraphs following it: a quote and an explanation. The final page will be your works cited page, which should list your sources for all 11 terms.

Your textbooks provide basic information on MLA format. I also recommend you check out the following website:

<http://owl.english.purdue.edu/owl/resource/747/01/>.

You should format the entire writing assignment in MLA format. That means use a proper heading, pagination, spacing, etc. *Pay attention to detail!* A significant portion of your grade will be determined by how closely you follow proper MLA format.

Due Date: Wednesday, 2/20/13. Bring a hardcopy to class; no emailed assignments accepted.

WA2: Literacy through The Matrix

Using the list of terms and concepts you created for WA1, analyze the movie *The Matrix*. You will need to make sure you have an arguable thesis, rather than simply explaining various scenes from the movie without any coherent argument. The most basic way of doing this is to argue whether or not the movie can be seen as a literacy narrative, involving literacy sponsorship, intertextuality, gatekeeping, etc. Feel free to expand on/change that thesis is you like.

Length: 3-6 pages, not including your Works Cited page, in proper MLA format.

Required Sources: 3 from either of our textbooks, plus the movie.

Due Date: 3/20/13.

WA3: Literacy and Dystopia

This assignment asks you to reflect on the concept of dystopia and the ways in which our literacy based framework connects with dystopia. There are several options for this assignment:

1. Creative option: Create your own dystopian society, and explain how control is maintained using literacy concepts. You can write a story, create an introductory pamphlet for new members of your city, write a diary from the perspective of a member of the population, or present some other creative exemplification using whatever media you choose. As there's a lot of gray area in this option, you will also be required to write a 2-3 page explanation of how the required concepts work within your creative text.
2. Pop Culture option: Pick your own dystopian text (movie, tv show, film, comic, book, whatever) and analyze it in much the same manner we examined *The Matrix*. You must have a valid thesis, and your analysis has to focus on the connections between dystopia and literacy. For this option, you'll need to produce a 4-6 page essay, not including your Works Cited page.

3. Real World option: Analyze one or more real world governments, corporations, groups, or organization to illuminate dystopian elements within the selected entity. As with option 2, you will need to have a valid thesis and your analysis must focus on the connections between dystopia and literacy. For this option you'll need to produce a 4-6 page essay, not including your Works Cited page.

Required Sources: 5 from our textbooks.

Due Date: 4/26/13.

Final Project—Critical Reflections

Utilize 3-5 of your journals/writing segments to demonstrate your development and/or what you've learned. Examine your writing from the beginning, middle, and end of the semester, and select passages from these writings to demonstrate the ways in which your writing ability, voice, and technical mastery has developed. You will need to utilize at least various sources from either of your textbooks to also demonstrate mastery of the class concepts you've found most useful/important.

Length: 3-6 pages.

Required Sources: 6 from either of your textbooks.

Due Date: 5/3/13.

Response Journals: There will be approximately 10-15 Response Journal (RJ) assignments throughout the semester. Each RJ should be approximately 1 page and in proper MLA format. RJ topics will be determined by class discussion and announced in class on a semi-weekly basis. You can say whatever you want in your RJ, as long as it's on topic. Agree, disagree, present an alternate viewpoint, rant, whatever. Practice your writing voice. Figure out what you think. As long as it's on topic, approximately a page, and in decent MLA format, every RJ will receive the full credit.

Grading

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

WA1	10% of final grade
WA2	10% of final grade
WA3	15% of final grade
Final Project	5% of final grade
Response Journals	10% of final grade
Quiz/Classwork	20% of final grade
Lab	30% of final grade

IMPORTANT: You must complete all of the major writing assignments (WA1, WA2, WA3, and the Final Project) in order to receive a passing grade, regardless of class average. You will have the opportunity to revise the three WA's. Your participation grade will be based on your attitude, willingness to contribute to class discussions, attendance and preparedness in student conferences, as well as any informal writing assignments, quizzes, response journals, and homework assigned. There will be a quiz or in-class writing assignment nearly every time class meets; these activities cannot be made up if absent. I will, however, drop the two lowest quiz/in-

class writing assignment grades at the end of the semester. Note regarding page length: The required page counts listed refer to full pages. If the assignment calls for a minimum of two pages, 1 ¾ pages does not meet that requirement.

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)
- 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: cstephens.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. Tabettha 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: You must show up for class, on-time and on a regular basis, or you will not pass this class. Excessive absences will negatively affect your grade. I don't deduct points from your grade for absences, but we do a lot of work in class in the form of quizzes, notes, viewings of video clips, group work, and interactive discussion. If you miss a quiz or any other graded work done in class, it can't be made up. This will quickly add up; as quizzes and classwork are 20% of your grade, missing class can cost you up to two whole letter grades.

Cellphones/Texting/Computer Use: Texting, use of cellphones, or the use of online chat/instant messenger is not allowed in my class. If you break this rule you will be asked to leave the classroom and will receive a participation grade of 0 for the day. You may also be required to write an essay on courtesy and respect before returning to class.

Other Course Policies

- If you need an extension, ask for one BEFORE the due date and odds are good you'll get it.
- I do not accept papers submitted via e-mail without my pre-approval.
- You must turn in all major assignments in order to pass this course.
- All assignments must be typed in 12pt Times New Roman font, double spaced, and MLA format.
- Papers that do not meet the minimum length requirements will not receive a grade higher than C.
- Major Writing Assignments that do not include the minimum number of sources and a works cited page will not receive a grade higher than D.
- Bring your books, your notes, your essays, something to write on, and something with which to write to every class meeting. You cannot participate without them.

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*).

COURSE OUTLINE / CALENDAR

Writing About Writing=WaW, *Writing at Texas A&M University-Commerce*=Guide

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

All the listed reading for each week is due at the beginning of the week. There will be quizzes.

Week 1: **Begin Unit 1: What is Academic Writing?**

Readings:

- The Burkean Parlor
(<http://english.ttu.edu/kairos/2.1/features/brent/burke.htm>)
- Chapter 3: Plagiarism (*Guide* 3-12)
- “Plagiarism Lines Blur in Digital Age” article from *The New York Times*. (<http://www.nytimes.com/2010/08/02/education/02cheat.html>)
- Wikipedia founder on using Wikipedia in college
(<http://chronicle.com/blogs/wiredcampus/wikipedia-founder-discourages-academic-use-of-his-creation/2305>)
- “How to Write a Personal Essay” article from the *Utne Reader*
(<http://www.utne.com/1999-03-01/HowtoWriteaPersonalEssay.aspx>)
- “The History of Dialogue: Other People’s Papers” article from *The New Inquiry* (<http://thenewinquiry.com/post/6797940267/the-history-of-dialogue-other-peoples-papers>)

Week 2:

Readings:

- Chapter 4: Rhetoric (*Guide* 13-44)
- Swales, “‘Create a Research Space’ (CARS) Model of Research Introductions” (*WaW* 6-8)
- Greene, “The Role of Inquiry in Writing a Researched Argument” (*WaW* 9-21)

Week 3:

Readings:

- 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)
- Kantz, “Helping Students use Textual Sources Persuasively” (*WaW* 67-85)
- Porter, “Intertextuality and the Discourse Community” (*WaW* 86-100)
- Swales, “The Concept of a Discourse Community” (*WaW* 466-467)

Week 4:

Begin Unit 2: What Makes Good Writing?

Readings:

- Williams, “The Phenomenology of Error” (*WaW* 37-55)
- Dawkins, “Teaching Punctuation as a Rhetorical Tool” (*WaW* 139-155)
- Murray, “All Writing is Autobiography” (*WaW* 56-66)

Week 5:

Readings:

- King, “What Writing Is” (*WaW* 305-307)

- Goodman, “Calming the Inner Critic and Getting to Work” (*WaW* 308-310)
- Haruf, “To See Your Story Clearly, Start By Pulling the Wool over Your Own Eyes” (*WaW* 311-314)
- Hyland, “Social Interactions in Academic Writing” (*WaW* 700-705)
- Chapter 6: Revision v. editing (*Guide* 67-84)

Week 6:

WA1 due 2/20/13.

Begin Unit 3: Writing Processes... or *The Process?*

Readings:

- “The Writer” by Richard Wilbur
(<http://www.poets.org/viewmedia.php/prmMID/15487>)
- Perl, “The Composing Processes of Unskilled College Writers” (*WaW* 191-215)
- Brandt, “Sponsors of Literacy” (*WaW* 331-352)

Week 7:

Readings:

- Rose, “A Cognitivist Analysis of Writer’s Block” (*WaW* 236-250)
- Lamott, “Shitty First Drafts” (*WaW* 301-304)
- Sontag, Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed” (*WaW* 315-318)
- Tomlinson, “Metaphors for Revision” (*WaW* 251-270)
- Diaz, “Becoming a Writer” (*WaW* 319-321)

Week 8:

Begin Unit 4: What’s Reading Got To Do With It?

Readings:

- Hass and Flower, “Rhetorical Reading Strategies and the Construction of Meaning” (*WaW* 120-138)
- Tierney & Pearson, “Toward a Composing Model of Reading” (*WaW* 174-191)

Week 9:

Readings:

- Malcolm X, “Learning to Read” (353-361)
- Alexie, “Superman and Me” (362-366)
- Chapter 5: Textual analysis (*Guide* 45-66)

Week 0:

Spring Break. Have fun and be safe.

Week 10:

WA2 due 3/20/13.

Begin Unit 5: Writing Beyond College

Readings:

- Devoss, et.al. “The Future of Literacy” (*WaW* 395-421)
- Baron, “The Stages of Literacy Technologies” (*WaW* 422-441)

- Week 12: No class this week. Make sure to show up for your assigned student conference timeslot, and be prepared to discuss your final project, grade, progress in the class, and any writing related questions you may have)
- Week 13: *Readings:*
- Wardle, “Identity, Authority, and Learning to Write in New Workplaces” (*WaW* 520-537)
 - Mirabelli, “The Language and Literacy of Food Service Workers” (*WaW* 538-556)
- Week 14: *Readings:*
- Branick, “Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community” (*WaW* 557-573)
- Week 15: **WA3 due 4/26/13.**
Wrap up course.
- Week 16: Finals week (no formal exam for ENG 1301)