



**ENG 1301.003: College Reading and Writing**  
**Course that Requires ENG 100**  
**COURSE SYLLABUS: Spring 2013**

**Instructor: Toni Taherzadeh**

**Office Location: Hall of Languages No. 211**

**Office Hours: Tuesday and Thursday 1 - 2:30 pm, or by appointment**

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**PLEASE NOTE:** This is a common syllabus used by graduate assistants teaching sections of this course.

<b>COURSE INFORMATION</b>
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**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):

**WA1: *The Plagiarism Problem.***

**WA2: *Annotated Bibliography with Introduction.*** If you were to write an essay about how writing works for college students, or what makes ‘good’ college writing, you’d have to do some research. The assigned readings you have worked with so far would all be good examples of research for that topic. In this writing assignment, you will create an Annotated Bibliography which cites each of the readings and gives a short description (in MLA format, of course) of what the essay argues. You will also include an introduction to the bibliography which will synthesize the topic and present the significance of the collection. This is an exercise in details! (Further directions forthcoming.)

**WA3:** *to be announced*

**Final Project-- *Showcase Showdown.*** 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. 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!

You should 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.

**Writing Memoir:** Modeled after King’s writing memoir, the culminating essay in ENG 100—which counts toward 30% of your grade in this class-- to be developed in your lab, describing your growth as a writer this term. You should use a lot of specific examples from your experiences with the writing center, peer review, comments from your teacher, etc.

**Reading Responses:** These 1 -2 page papers are required for each reading assignment. They are a short analysis which is submitted in MLA format. Further instruction for these will be provided.

## Grading

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

WA 1, 2, & 3 (averaged together): 30 %

Showcase Piece and Final Reflection Essay: 15 %

Reading Responses: 15 %

Course Participation / Quizzes / Daily Assignments / Et cetera: 10 %

Lab Grade: 30%

## 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 her address is: **TBA**. 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@tamuc.edu](mailto:Tabetha.Adkins@tamuc.edu)

See this website for details about these policies: <http://web.tamuc-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.

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.

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 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](mailto: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*).

<b>COURSE OUTLINE / CALENDAR</b>
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**This calendar changes!**

<p><i>Week 1</i></p> <p><b>Tues 15</b></p> <p><u>Thurs 17</u></p>	<p><b>Take Roll, Snow Day</b></p> <p><u>Discussion: Syllabus</u></p> <p><u>What do we write? Why? How? What's different about writing in school?</u></p> <p><u>Exercise In Text(ing) -- I'll provide in class</u></p> <p><u>MLA is... what? --</u></p>
<p><i>Week 2</i></p> <p>Tuesday, January 22</p> <p>Thursday, January 24</p>	
<p><i>Week 3</i></p> <p>Tuesday, January 29</p> <p>Thursday, January 31</p> <p><b>Due: WA 1</b></p>	
<p><i>Week 4</i></p> <p>Tuesday, February 5</p> <p><u>Thursday, February 7</u></p>	

<p><i>Week 5</i></p> <p>Tuesday, February 12</p> <p><u>Thursday, February 14</u></p>	
<p><i>Week 6</i></p> <p>Tuesday, February 19</p> <p><u>Thursday, February 21</u></p>	
<p><i>Week 7</i></p> <p>Tuesday, February 26</p> <p><b>Due: WA 2</b></p> <p><u>Thursday, February 28</u></p>	<p><i>Conferences</i></p>
<p><i>Week 8</i></p> <p>Tuesday, March 5</p> <p><u>Thursday, March 7</u></p>	
<p><i>Week 9</i></p> <p>Tuesday, March 12</p> <p>Thursday, March 14</p> <p><b>NO CLASSES!</b></p>	<p><b>Spring Break!!!</b></p>
<p><i>Week 10</i></p> <p>Tuesday, March 19</p> <p><u>Thursday, March 21</u></p>	
<p><i>Week 11</i></p> <p>Tuesday, March 26</p> <p><u>Thursday, March 28</u></p>	

<p style="text-align: center;"><i>Week 12</i></p> <p style="text-align: center;">Tuesday, April 2</p> <p style="text-align: center;"><u>Thursday, April 4</u> Due: WA 3</p>	
<p style="text-align: center;"><i>Week 13</i></p> <p style="text-align: center;">Tuesday, April 8</p> <p style="text-align: center;"><u>Thursday, April 11</u></p>	<i>Conferences!</i>
<p style="text-align: center;"><i>Week 14</i></p> <p style="text-align: center;">Tuesday, April 16</p> <p style="text-align: center;"><u>Thursday, April 18</u></p>	
<p style="text-align: center;"><i>Week 15</i></p> <p style="text-align: center;">Tuesday 23</p> <p style="text-align: center;"><u>Thursday 25</u></p>	<p style="text-align: center;"><b>Showcase Showdowns!</b></p> <p style="text-align: center;"><b>H: Preview to ENG 1302: Branick essay in <u>Writing About Writing pgs 557-573</u></b> <u>Take program assessment quiz online.</u></p>
<p style="text-align: center;"><i>Week 16</i></p> <p style="text-align: center;">April 30 Final reflection paper due You may email it to</p> <p style="text-align: center;">Tonia97@gmail.com May 2 <i>NOTHING!</i> ☺</p>	<p style="text-align: center;">Celebration of Student Writing. Friday, May 3. 2-4 PM Field House</p> <p style="text-align: center;">Finals Week (no formal exam for ENG 1301)</p>

Units and readings:

Unit I: What is Academic Writing?

Readings:

The Burkean Parlor <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/burkeanParlor.aspx>

Plagiarism chapter in Guide

“Plagiarism Lines Blur in Digital Age” article from The New York Times  
<http://chronicle.com/blogs/wiredcampus/wikipedia-founder-discourages-academic-use-of-his-creation/2305> (RR 1)

Rhetoric chapter in Guide

Swales, “Create a Research Space (CARS) Model of Research Introductions” (6-8) RR 2

Greene, “The Role of Inquiry in Writing a Researched Argument” (9-21) RR 3

Kleine, “What Is It We Do When We Write Articles Like This One—And How Do We Get Students To Join Is?” (22-33) RR 4

Kantz, “Helping Students use Textual Sources Persuasively” (67-85) RR5

Porter, “Intertextuality and the Discourse Community” (86-100) RR6

Swales, “The Concept of a Discourse Community” (466-467) RR7

## Unit 2: What Makes Good Writing?

### Readings:

Murray, “All Writing is Autobiography” (56-66) RR8

King, “What Writing Is” (305-307) RR9

Goodman, “Calming the Inner Critic and Getting to Work” (308-310) RR10

Haruf, “To See Your Story Clearly, Start Buy Pulling the Wool over Your Own Eyes” (311-314) RR11

Hyland, “Social Interactions in Academic Writing” (700-705) RR12

Revision v. Editing chapter in Guide

## Unit 3: Writing Processes... or The Process?

### Readings:

Perl, “The Composing Processes of Unskilled College Writers” (191-215)

Berkenkotter, “The Planning Strategies of a Published Writer” and Murray’s response (216-235)

Lamott, “Shitty First Drafts” (301-304)

Diaz, “Becoming a Writer” (319-321)

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

Tierney & Pearson, Toward a Composing Model of Reading

Malcolm X, “Learning to Read” (353-361)

Alexie, “Superman and Me” (362-366)

Textual analysis chapter in Guide

#### Unit 5: Writing Beyond College

##### Readings:

Brandt, “Sponsors of Literacy”

Mirabelli, “The Language and Literacy of Food Service Workers”

Branick, “Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community” (pair with visit to Celebration of Student Writing)