



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

Instructor: Rachel Cantrell

Office Location: HL 126

Office Hours: Tuesday & Thursday from 10AM-11AM and 2PM-3PM, Monday & Wednesday
9AM-10AM

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

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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 for printing additional reading assignments from 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

Instructors: I'm providing a general outline for the Writing Assignments (WAs). I'm leaving it to you to complete the other information students will need to complete the essay such as length, specifics about what makes a strong essay, and other details. I expect that *you will make changes to these prompts*—these are only the “skeletons” of the prompts.

Major Writing Assignments (WAs):

WA1: 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? What do you read and write online? Do you participate in any online forums, role playing games, or fanfiction communities? Do you blog? 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. *See eCollege for more the full prompt.*

WA2: How Do You Define Good Academic Argument? Now that you’ve read about Academic Writing and different ideas about what makes writing “good”, it’s time to synthesize those two concepts to create your theory of how you personally define good academic argument. What roles to rhetorical appeals play in making a convincing

academic argument? How is this similar and different than making an argument in an online blog? 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. *See eCollege for more the full prompt.*

WA3: Letter to a Literacy Sponsor: Using Brandt's definition of a literacy sponsor, identify someone or an institution who has been a literacy sponsor to you. This institution can be an online discourse community such as Facebook. Using the model essay on pages 271-277 in *Writing About Writing*, compose a letter to the literacy sponsor you've identified, using at least five texts you've read in this course (six counting Brandt) to discuss how their sponsorship has affected you as a reader and/or writer. One objective of this letter is certainly to illustrate that you understand the concept of the literacy sponsor, but another objective is to demonstrate that you can synthesize all the concepts major and texts from the course. *See eCollege for more the full prompt.*

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 on YouTube, a song recorded as an mp3 or video, a poem composed on Twitter, a short story composed on Twitter or Tumblr, a board on Pinterest representing your literacy sponsors and practices...there are many possibilities. If you are considering an option not mentioned above, you must discuss your idea with me. *See eCollege for examples.*

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 how digital literacies and other literacies are similar or different. 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! *See eCollege for more suggestions.*

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. Minimum of four sources.

Reading Responses-There will be five reading responses located on the course calendar. They will not be accepted late.

Participation – Your participation is based on four things: journal entries, reading quizzes, participation in class discussion that shows you completed the readings, and attendance. If you

are absent excessively, you will fail. If you fail to participate in class discussion, you will receive a low participation grade. If you come in to class and do not work on your journal, your participation grade will be affected. If you come into class ready to work, having read the readings, and participate in discussion, you will be fine.

Grading

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

WA1 - 15 points

WA2 - 25 points

WA3 - 25 points

Showcase - 10 points

Reflection - 30 points

Journal - 30points

Participation - 35 points (in-class writing and contribution to class discussion)

Reader Response – 30 points

Total Points = 200 points

Grading Scale:

200-180	A
179-160	B
159-140	C
139-120	D
119 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 university (MyLeo) email address that must 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). All assignments submitted to ecollege must be either in Word Doc (.doc or .docx) or rich text format. I cannot open any other file type.
- 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. You must have an understanding of eCollege and contact tech support if you encounter problems.

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. Tabettha Adkins. Students should contact her via e-mail at Tabetha.Adkins@tamuc.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

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. If the door is closed then you are too late (absent) and may not enter the classroom. Do not knock on the door and interrupt class.

Excessive tardiness can be penalized as an absence. If you come to late 3 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 by talking to me *after* class.

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.

You are responsible for obtaining the information you missed when you are absent. Do not email me and ask what you have missed; refer to the calendar on Ecollege or email a peer from class.

Writing Center

The Writing 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.

The Writing Center is located in the Hall of Languages, Room 103 (903-886-5280) and online:

<http://web.tamu-commerce.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 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

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*).

Other Course Policies

- Bring your books, your notes, your journal spiral or composition notebook, something else to write on in order to take notes, something to write with to every class meeting. You cannot participate without them. Failure to bring any or all of this to class will result in a loss of participation points for the day.

Submitting Assignments & Late Work

- Late Writing Assignments will lose 10 points for every day they are late. Reading responses and other assignments will not be accepted late
- If you are absent, you cannot make up any in-class work that you missed that day.
- Papers submitted via e-mail without my pre-approval will not be accepted.
- You must turn in all major assignments (WAs, Showcase piece, and final paper) in order to pass this course.
- All assignments must be typed in 12pt Times New Roman font, double spaced, and in MLA format. See the Major Writing Assignment Handout for more information.
- All assignments (except those done in-class) must be submitted to ecollege as either a word document (.doc or .docx) or a rich text file. I cannot open any other file type.
- Papers that do not meet the minimum length requirements will not receive a grade higher than C.
- Major Writing Assignments (WAs) that do not include the minimum number of sources and a works cited page will not receive a grade higher than D.

Revision Policy

You may revise major writing assignment s(WA). In order to revise you have to visit the writing center to work on the revisions for that WA and turn in your Writing Center visitation sheet. You need to address the issues on the revision checklist provided in my comments. Revisions must be turned in within one week of when the assignment was returned to you, and will not be accepted past that time. The revision due date will be placed in my comments. Reading responses and other assignments cannot be revised.

Cell Phones, iPods, and other devices

I find electronic devices distracting and I find the use of them while I am lecturing personally offensive and rude. Refrain from using them in class. If one goes off by accident, I tend to be forgiving. If you use one or have one visible while I am lecturing, you will write a 5 page essay on a subject of my choice which will be integrated into your grade. Refusal to put the device away will result in you being asked to leave class and you will lose all participation points for that day.

There will be times during class when I allow you to use your devices; please wait for me to tell you when it is okay to have your phones and/or computers out.

Bilingual Dictionaries vs. Translation Sites/Software

You are encouraged to use bilingual dictionaries if you find them helpful during your writing. However, I strongly discourage the use of translations sites or software as they often provide inaccurate translations with severe sentence structure problems. When you use a translation site/software to translate your writing, it is very obvious to those reading your paper. Bilingual dictionaries maybe used during in-class writing times but translation sites/software cannot be used in class.

COURSE OUTLINE / CALENDAR

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

“Academia is a conversation about ideas, and you are able to contribute ideas to a conversation as well as anyone else.” -Foss & Waters.

Abbreviations:

Guide means *Writing at Texas A&M University- Commerce*.

WaW means Writing About Writing

DocSharing means the DocSharing area of eCollege

Week 1

Tues: Intro, syllabus overview and policies. Burkean Parlor pg 11 or

<http://youtu.be/wRSPgbcDKuI>

HW: Read Rhetoric chapter in Guide and “Why Heather Can Write: Media Literacy & The Harry Potter Wars” in DocSharing
(File: Jenkins-HeatherCanWrite)

Thursday: Rhetorical Analysis

HW: Plagiarism chapter in Guide and “Buffy vs. Edward Remix Unfairly Removed by Lionsgate” by Jonathan McIntosh in DocSharing
(File:McIntosh-BuffyVsEdward) and “Trust, Betrayal, and Authorship: Plagiarism and How We Perceive Students” by Williams in DocSharing
(File:Williams-Plagiarism)

Week 2

Tuesday: Plagiarism vs. Copyright

HW: Look over the MLA Purdue OWL online at

<http://www.owl.english.purdue.edu/owl/resource/747/01/> and Plagiarism contract (signed) due next class. “YouTube as a Participatory Culture” by Chau in DocSharing (File: Chau-YouTube).

Thursday: MLA Format and Citing Your Sources & Sign up for conferences

Bring signed copy of plagiarism contract to class / Due Today

RR#1 Due to the dropbox by midnight on Monday of Week 3: Explain how plagiarism is both similar to and different from copyright. Now that we have reviewed how fans have fought for fair use of popular culture text to produce their own digital literacies, what do you think about it? Do you think fans should be able to write fanfiction about a popular book, film, or TV series if it's nonprofit and they credit the original text? Why or why not? (2 page double spaced response, 12 point Times New Roman font)

Week 3 : Conferences **MLA Worksheets due at your conference**

HW: *WaW* King “What Writing Is” and *WaW* Murray “All Writing is Autobiography”

Week 4:

Tuesday: Writing as Autobiography

HW: *WaW* Porter “Intertextuality and the Discourse Community” (86-97)

Thursday: Continue Writing as Autobiography + Intertextuality

HW: “Digital Literacy: Human Flourishing and Collective Intelligence in a Knowledge Society” by Poore in DocSharing (File: Poore- DigitalLiteracy).

WA#1 Due to the Monday of Week 5 (by midnight to the ecollege dropbox)

Week 5:

Tuesday: Discourse Communities, Intertextuality, and Collective Intelligence.

HW: *WaW* Hyland's "Social Interacting in Academic Writing" and "Social Butterflies: Facebook's Biggest Competitors" by Thomspson in DocSharing (File: Thompson-Social)

Thursday: Writing as a Social Act

HW: *WaW* Brandt's "Literacy Sponsor" and "Very Pinteresting: A New Social Network that's a Virtual Bulletin Board is Taking Educators by Storm" by Messner in DocSharing (File: Messner-Pinteresting)

Reading Response #2 – Due to the ecollege dropbox by midnight the Monday of week 6:

write a paragraph summarizing Brandt's concept of a literacy sponsor. Write a second paragraph about how social networking sites like Pinterest or blogging sites Wordpress may operate as literacy sponsors. Minimum of 1 full page, 12 point Times New Roman font.

Week 6:

Tuesday: Literacy Sponsors

HW: *WaW* Malcom X "Learning to Read"

Thursday: Literacy Sponsorship & Literacy Narratives

HW: "Empowering Learners with Digital and Media Literacy" by Hobbs in DocSharing (FileName: Hobbs-EmpoweringLearners)

Week 7:

Tuesday: Continue Literacy Sponsorship & Literacy Narratives

HW: Revision vs. Editing chapter in *Guide* and *WaW* Kantz "Helping Students Use Textual Sources Persausively" and "College Students' Text Messages, Use of Textese and Literacy Skills" by Drouin in DocSharing (Drouin-Textese)

Thursday: Revisions & Changing Literacy Skills

HW: *WaW* Perl's "The Composing Process of Unskilled Writers" and Adolescents' *anime* inspired 'fanfictions': An Exploration of Multiliteracies" by Chandless-Olcott and Mahar" in DocSharing (File: Mahar-AnimeFanfictions)

Reading Response #3 – Due to the ecollege dropbox by midnight the Monday of week 8):

Now that we've talked about the revision process and the factors impacting student writing, how do you think the internet impacts students writing? Do you think the internet helps improve

student writing or worsen it? Why or why not? Type 2 pages minimum, 12 point Times New Roman font.

Week 8: Spring Break

WA#2 Due by Monday of week 9 (by midnight to the ecollege dropbox)

Week 9:

Tuesday: The Composing Process

HW: *WaW* Johns, “Discourse Communities and Communities of Practice: Membership, Conflicts, and Diversity” and “Literate Arts in a Global World: Reframing Social Networking as Cosmopolitan Practice” by Hull & Stornaivolo in DocSharing (File: Hull-LiterateArts)

Thursday: Sign up for conferences.

HW: Work on WA3

Reading Resposne # 4- Due to the ecollege dropbox by midnight the Monday of Week 10:

Week 10: Conferences

HW: “Globalism and Multimodality in a Digitized World: Computers and Cosmposition Studies” by Gail E. Hawisher and Cynthia L. Selfe, with Gorjana Kisa and Shafinaz Ahmed (File: Selfe-Globalism) and “Around the Block and Around the World: Teaching Literacy Across Cultures” by Williams in DocSharing (File: Williams-AroundWorld)

WA# 3 Due the Monday of Week 11 (by midnight to the ecollege dropbox)

Week 11:

Tuesday: Globalism & Literacy

“Teaching English Across the Technology / Wealth Gap” by Moran & Selfe in DocSharing (File: Selfe-TeachingEnglish)

Thursday: Literacy & Class

HW: *WaW* DeVoss et all “The Future of Literacy” and “On the Rapid Rise of Social Networking Sites: New Findings and Policy Implications” by Livengstone & Brake in DocSharing (File: Brake-RapidRise)

Reading Response # 5 - Due to the ecollege dropbox by midnight on Monday of week 12:

Summarize how technology affects the literacy acquisition of non-native speakers in one paragraph. Summarize how social class and economic status impact one's ability to access these technologies in a second paragraph. What are your thoughts about the economic limitations of technology access? Minimum of two pages, double spaced, 12 point Times New Roman font.

Week 12:

Tuesday: Technology and the Future of Writing

HW: "Globalization & Agency: Designing the Literature of CyberSpace" by Hawisher, Selfe, Yi-Huey Guo and Lu Liu in DocSharing
(File: Selfe-Globalization-Agency)

Thursday: Technology and the Future of Writing Continued

HW: *WaW* Baron's "From Pencils to Pixels: The Stages of Literacy Technologies"

Week 13:

Tuesday: Globalization, Language, and Technology

Homework: HW: "Access and Affiliation: The Literacy and Composition Practices of English-Language Learners in an Online Fanfiction Community" by Black in DocSharing (File: Black-FanfictionCommunity)

Thursday: Discuss Black's article and Ethnography, Preview of ENG 1302

Week 14:

Tuesday and Thursday: Present Showcase pieces to the Class

Showcase Piece and Final Essay due to the ecollege Dropbox by midnight on Monday of Week 15.

Week 15:

To get a preview of what ENG 1302 will be like check out the ENG 1302 students final projects at the Celebration of Student Writing on Friday, May 3 from 2-4 PM at the Field House.

Week 16: Finals Week (no formal exam for ENG 1301)