



**ENG 1302: Written Argument and Research**  
**COURSE SYLLABUS: Spring 2013**  
**Section 019 – MWF 9:00am-9:50am**

**Instructor:** M. Couzelis

**Office Location:** HL 126

**Office Hours:** MWF 10am-11am and 1pm-2pm, and by appointment.

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<b>COURSE INFORMATION</b>
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**Course Description:**

In the United States, information about the world often comes to us through commercial mass media (popular culture). Media is a powerful tool of education, socialization, and indoctrination that influences our understanding of the world and how we perceive certain ideas, like literacy. Therefore, to understand how students have come to have certain attitudes toward literacy, we will research representations of literacy in our culture. Students will learn to critically examine and analyze representations of literacy in multiple genres (print, film, television, Web, etc.). At the end of the semester the students will create a final research project and create a media product of their own.

**Student Learning Outcomes:**

Students will be able to identify features of ethical research practices.

Students will be able to evaluate subject position and how it can affect research findings.

Students will be able to identify conventions of research and citation in academic texts.

Students will be able to articulate features of academic research writing.

Students will be able to articulate how mass media and popular culture shape our notions of literacy.

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbooks and Materials Required:*

\*There is no textbook for this course. All your readings will come from eCollege and the library. You will need money to print at least 50 pages worth of reading material throughout the semester.

Notebook/Journal that will hold only English 1302 notes.

Thumb 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 email address that you check everyday

*Optional Texts:*

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. Bedford/St. Martin's. 6<sup>th</sup> ed. 2011. ISBN 978-0312542542.

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

## COURSE REQUIREMENTS

### **Instructional / Methods / Activities Assessments**

#### **Grading:**

- You must turn in all major writing assignments (WAs, Annotated Bibliography, and Final Project), portfolio, and attend the Celebration of Student Writing to pass this course. Failure to turn in any of the required assignments will result in a failing grade.
- Late papers are only accepted up to one week after due date, and I reserve the right to deduct points from the grade in accordance with how late the paper is.

#### **How Course Grade is Determined:**

*Writing Assignment 1- Research Terminology (10%):* Using the readings from section one of the course (Barton & Hamilton, Scribner, Brandt, Street), explain your theory of the concept of “literacy.” What is literacy? What is the difference between a “literacy event” and a “literacy practice”? What is a “literacy sponsor”? How does cultural context and ideology (make sure you define this term) relate to literacy? Think of this essay as the foundation for the rest of the semester (you will need to know these terms like an expert, and will use them in all future essays for this class). **(This article should contain four quotes from three scholarly different articles; length suggestion: 4-5 pages)**

*Writing Assignment 2- Literacy Representations in Photography (10%):* Select three images that we have used in class (one of these images may include the brochure you found). Analyze these three images in relation to what they represent about literacy. Who is the literacy sponsor of these images (and is there a literacy sponsor in the picture)? What purpose does this image serve for the literacy sponsor? What message about literacy is being conveyed? What literacy identities, events and practices do you see? What literacy myths are depicted? How does the image shape viewer’s conceptions of literacy and identity? Are any of the literacy metaphors at work (adaptation, grace, power, dangerous, individualization, salvation)? **(This essay should**

contain 3 scholarly quotes from three different articles; length suggestion: 3-4 pages)

*Writing Assignment 3- Literacy Representations in Film or Television (10%):* In this essay you will examine one of the movies or television shows we watched during class. You will utilize the scholarly readings from WA1, the selections from Williams & Zenger, and one additional article of your own finding to support your argument. What literacy identities, events, and practices do you see portrayed in your selection? What literacy myths are being examined in the film/show, and does the film or television show perpetuate these myths or counter them in some fashion? How does the film/show shape viewer's conceptions of literacy and identity? Are any of the literacy metaphors at work (adaptation, grace, power, dangerous, individualization, salvation)? (This essay should contain 4 scholarly quotes from 4 different articles; length suggestion: 4-5 pages)

*Writing Assignment 4- Literacy Representations in Journalism (10%):* In this essay you will examine at least two examples of news reporting on literacy (you may focus on education, reading and/or writing in the news). You will discuss how you think education, reading, and writing are depicted in these reports. Why is it important to discuss these examples? How do they help or hurt the notion of literacy? What messages are these reports sending about literacy? You should provide research from one article from a scholarly journal you found on your own. (This essay should contain 4 scholarly quotes from 4 different articles; length suggestion: 4-5 pages).

*Annotated Bibliography (10%):* A good final project involves traditional library research; you will need to gather sources/research that helps shape your final essay. These sources should be books, peer reviewed journal articles, and other relevant sources approved by your instructor. Since the research you're doing is scholarly, you will only use scholarly sources to support your claims. (That means no *Wikipedia*, *About.com*, *Answer.com* or Dictionary entries, for example.) You must annotate **ten items**-six of those articles may come from class readings.

*Informal Writing Assignments and Participation (15%):* This category includes in-class writing assignments, informal writing assignments, homework writing assignments, etc. Showing up to class is not enough. To earn participation points you must actually participate in class – that means, doing the in-class journal prompts, contributing to class discussions, and doing the homework.

*Final Research Essay (30%):* A final essay that expands upon one of your earlier WAs. This essay will examine the literacy practices found in one medium (Television shows, journalism, films, music videos, etc.). You will add to examples studied in class—this means you will need to watch a movie, television show, news reports, magazine samples, etc., on your own and use them to further prove what you saw and analyzed during class time. What do the representations you find in this genre tell us about how literacy is perceived in North American culture? How do these images recreate and reinforce (or counter and challenge) notions about literacy? This essay should utilize 10 quotations from scholarly articles/books (coming from 8 different sources). You may utilize parts from other essays you've composed this semester including WA1, WA2, WA3, WA4, and the annotated bibliography (treat those prior essays as drafts, and revise pieces-a paragraph or two, and incorporate those into the final essay). (length suggestion: 10-12 pages)

*Celebration of Student Writing (5%):* Friday, May 3 from 2-4 PM in the Field House--you will

create a digital product or a poster that shows the class your research findings and you will present it at the Celebration of Student Writing. Have a 3 minute speech ready to recite about your research findings. The Celebration of Student Writing is an event held every semester where students enrolled in ENG 1302 demonstrate and show-off what they learned in their research projects. You should create some kind of display with artifacts, visual elements, and information about what you learned in your research. The “celebration” will look like a science fair with rows of tables and projects displayed. Your participation in this event is mandatory. Plan to arrive approximately 20 minutes early to set up.

### **Grading Scale**

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

Your grades will be posted for you to see throughout the semester on eCollege. The great thing about eCollege is that it calculates your total grade for you as we go so you always know where you stand in the class. Only you and I can see your grades on eCollege.

### **TECHNOLOGY REQUIREMENTS**

- 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)

### **ACCESS AND NAVIGATION**

Some supplementary 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 my address is: [mcouzelis@leo.tamu-commerce.edu](mailto:mcouzelis@leo.tamu-commerce.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:**

If you have concerns about the class or about me as an instructor, please speak to me about those concerns. If you are not satisfied with the outcome of our conversation, the next person in the chain of command is the Director of the Writing Program, Dr. Tabetha Adkins. Her e-mail address is [Tabetha\\_Adkins@tamu-commerce.edu](mailto:Tabetha_Adkins@tamu-commerce.edu).

See grievance procedures here: <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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### **Course Specific Procedures:**

#### *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.

We are located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

#### *Attendance Policy*

Students may miss up to **five** times without penalty. The **sixth** absence will lower the student's final grade by one letter. The **seventh** absence will lower the student's final grade by two letters. If a student misses **EIGHT** classes, then 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 will 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.

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.

### *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.

### *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:**

### *ADA Statement*

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*).

Cell Phone policy – using your cell phones, including texting, while in class is disrespectful and disruptive to me and those around you. If you text during class, you will be asked to leave and you will not earn participation points for that day. Your cell phones should be turned OFF and PUT AWAY.

<b>COURSE OUTLINE / CALENDAR</b>
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#### **WEEK 1**

**M Jan 14** – Introduction: Syllabus review. (show X-Men 2 clip).

HW: Read from DocSharing “Literacy Practices” by Barton & Hamilton. Type up an annotation for this article, especially mentioning what is meant by the idea that literacy is social, and the difference between a literacy practice and an event. Upload to Dropbox.

**W Jan 16** – Discuss Barton & Hamilton.

HW: Read from DocSharing “Literacy, Opportunity, and Economic Change” by Deborah Brandt in. Upload to Dropbox an annotation for Brandt’s article focused on explaining the concept of a literacy sponsor.

**F Jan 18** – Discuss Brandt.

HW: Using the library database, find and read “Literacy in Three Metaphors” by Sylvia Scribner (*American Journal of Education* (Nov 1984) Vol 93 Issue 1 p6-21). Upload to Dropbox an annotation for Scribner’s article focused on explaining the three metaphors.

#### **WEEK 2**

**M Jan 21** – **MLK Holiday = University Closed.** HW: Using the library database, find and read the article listed right below here. Type up an annotation for this article which focuses on

explaining the difference between an “autonomous” model of literacy and an “ideological” model of literacy.  
Street, Brian. “Recent Applications of New Literacy Studies in Educational Contexts.”  
*Research in the Teaching of English* 39.4 (2005): 417-423. *Education Research Complete*. Web. 19 Dec. 2012.

**W Jan 23** – Discuss Scribner and Street.

**F Jan 25** – No class. HW: Write your WA1.

### WEEK 3

**M Jan 28** – **WA1 Due**. Google literacy search.

**W Jan 30** – New Yorker cover images.

HW: bring in one cartoon dealing with literacy, reading, writing, or education.

**F Feb 1** – Cartoons.

HW: using the library database, find one article that you can utilize if writing about representations of literacy in photographs/visual images/media. Type up an annotation and place it in the Dropbox.

### WEEK 4

**M Feb 4** – Article discussion.

HW: Go around campus and find a brochure with a literacy image. Bring to class.

**W Feb 6** – Discuss brochure images of literacy.

HW: bring in ideas for WA2.

**F Feb 8** – Peer Review ideas.

### WEEK 5

**M Feb 11**- **WA 2 Due**. HW: Read from DocSharing Williams & Zenger’s Chapter 1 from *Popular Culture and Representations of Literacy*.

**W Feb 13** – Clips about authors (Literacy as individualism, suffering for craft)

*Sylvia* (2003) - <http://www.youtube.com/watch?v=rPK5dnE9CS4>

*Adaptation* (2002) - [http://www.youtube.com/watch?v=0HtZ2M4e\\_AM](http://www.youtube.com/watch?v=0HtZ2M4e_AM)

*Deconstructing Harry* (1997) - <http://www.youtube.com/watch?v=30v0CLnCzaM>

*Finding Forrester* (2000) - <http://www.youtube.com/watch?v=ziT9MIQjDjM>

**F Feb 15**- clips about literacy as inspiration, empowerment

*Dead Poet’s Society* (1989) - <http://www.youtube.com/watch?v=wrBk780aOis>

*Dangerous Minds* (1995) - <http://www.youtube.com/watch?v=gA-5nLQCmW8>

*Wonder Boys* (2002) - [http://www.youtube.com/watch?v=sveK\\_fhIqhs](http://www.youtube.com/watch?v=sveK_fhIqhs)

*Good Will Hunting* (1997) - <http://www.youtube.com/watch?v=PaZVjZEFkRs>

HW: If we watch an Action film next week, read chapter 5 from Williams & Zenger’s *Popular Culture and Representations of Literacy* to read (on reserve in library). If we watch a Fantasy film next week, read chapter 6 from Williams & Zenger.

### WEEK 6

**M Feb 18** – Film.

HW: Select an additional chapter from Williams & Zenger's *Popular Culture and Representations of Literacy* to read (on reserve in library). Type up an annotation and place in dropbox. You might want to think about what you want to focus on in your WA3 [Pick from: W&Z's Chap 2 looks at literacy & gender in films; Chap 3 looks at social class & literacy in films; Chap 4 looks at race & literacy].

**W Feb 20** – Film.

**F Feb 22** – Film.

#### **WEEK 7**

**M Feb 25** – Discussion of film.

**W Feb 27** – Television.

**F Mar 1** – Television.

#### **WEEK 8**

**M Mar 4** – Discussion of television.

**W Mar 6** - Discussion of films & Television.

HW: using the library database, find an article that relates to literacy in films or television. Type up an annotation and place in dropbox.

**F Mar 8** – Discussion of articles.

**M Mar 11** – **Spring Break** [midterm grades due].

**W Mar 13** – **Spring Break** – Work on your WA3.

**F Mar 15** – **Spring Break**

#### **WEEK 9**

**M Mar 18** – Open conference day.

**W Mar 20** - Open conference day.

**F Mar 22** - **WA3 Due.**

HW: Read from DocSharing Newsweek's "Johnny Can't Write," Elgin's Response to Newsweek, and Sheil's response to Elgin.

#### **WEEK 10**

**M Mar 25** – Discuss the "literacy crisis" in the news.

HW: Read this news story: <http://www.cnn.com/2012/12/24/us/malala-cnn-most-intriguing-2012/index.html?iref=allsearch>

And this story: <http://indiancountrytodaymedianetwork.com/article/suicide-and-bullied-survivors-now-thrive-bear-program-146625>

**W Mar 27** – Discuss CNN story about education in Middle East

HW: Read this news story: <http://www.washingtonpost.com/wp-dyn/content/article/2008/02/15/AR2008021502901.html>

**F Mar 29** – Discuss Washington Post story about American dumbness.

HW: watch "A Hidden America" <http://abcnews.go.com/GMA/video?id=6862142>  
And read from DocSharing Mortensen "8 Representations of Literacy and Region."

#### **WEEK 11**

**M Apr 1** – Appalachian literacy crisis.

HW: Watch these three videos from the Daily Show: Cory Booker's view on education and economics-- <http://www.thedailyshow.com/watch/wed-december-12-2012/exclusive---cory-booker-extended-interview-pt--3>

Basketball's books for kids-- <http://www.thedailyshow.com/watch/thu-september-27-2012/amar-e-stoudemire>

Biography about Kennedys-- <http://www.thedailyshow.com/watch/mon-november-26-2012/exclusive---david-nasaw-extended-interview-pt--2>

How are education, writing, and reading depicted in these news clips?

**W Apr 3** – Discuss the Daily Show.

HW: Come with ideas about your WA4. What examples of news reporting will you use to discuss how you think education, reading, and writing are depicted? Why is it important to discuss these examples? How do they help or hurt the notion of literacy?

**F Apr 5** – Peer Review WA4 ideas.

#### **WEEK 12**

**M Apr 8- WA4 Due.**

**W Apr 10** – Work/Research Day.

**F Apr 12** – Work/Research Day. Write your draft of the Final Essay. Bring to conference your draft and your annotated bibliography printed out to turn in for grading.

#### **WEEK 13**

**M Apr 15** – Work Day.

**W Apr 17** – Conferences. **Annotated Bibliography Due.**

**F Apr 19** – Conferences. **Annotated Bibliography Due.**

#### **WEEK 14**

**M Apr 22**– Revise.

**W Apr 24**– Revise.

**F Apr 26** – **FINAL ESSAY DUE.**

#### **WEEK 15**

**M Apr 29** – Work on Presentations.

**W May 1** – Work on presentations.

**F May 3** – Celebration of Student Writing.

**May 6-10 Finals.**