



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

Instructor: Ms. Angela Kennedy

Office Location: HL 215 (On the second floor of the Hall of Languages)

Office Hours: MW 12:00-1:00, F 9:00-9:55 and by appointment

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| COURSE INFORMATION |
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Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: (Bring your textbooks to every class meeting.)

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

Additional readings and information will be available on eCollege.

Other Materials Required:

- Paper & writing utensil for writing in class.
- A ½ -1” three ring binder and tabbed dividers (to be used for your portfolio)
- Access to a working computer (with Internet access) and printer **AND/OR** money on your Lion Card to print your work for this class.
- A cloud account (Dropbox.com, Box.net. etc.) where you can save your work and access it. Most are free, and are usually more reliable than a USB drive that can get lost, stolen, or break.

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):

Note: These are brief overviews of the writing assignments. See the full prompts on eCollege for more details.

WA1: Facing the Inner Critic: Everyone has an inner critic, or that thing that tries to keep you from accomplishing a task. This essay will ask you to think critically about what keeps you (consciously or subconsciously) from putting words onto the page. You will use the readings, class discussions, and your own personal experiences, in order to examine what blocks you from writing and discuss what you are going to do to beat your inner critic over the course of the semester.

WA2: Applying Academic Argument: Now that you understand your own writing better, you will shift your analysis to academic argument. This assignment will allow you to develop an argument using the rhetorical tools from our textbooks and other readings. While we discuss academic argument in the classroom, you will apply that knowledge as you create an argument for your paper.

WA3: Literacy Sponsorship and Film: For this assignment, you will apply Deborah Brandt's definition(s) of literacy sponsorship towards an analysis of a film we will watch and discuss in class. You will define literacy sponsorship as it applies to your argument as to which character is the most influential literacy sponsor from the film.

Showcase Piece: You will also create a piece that both expands and highlights what you've learned over the course of the semester. The medium you select is your choice – you could do a video, website, board game, a song, a short story, a painting...there are many possibilities for this project. Do not limit yourself as you think through your ideas for this project.

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 and play to your strengths!

Reflection Essay: In addition to your Showcase Piece, you will include a typed reflection essay, 5-7 pages discussing the significance of your showcase piece. This paper serves as a critical analysis of your work on this project, and how your project not only represents, but also expands upon the ideas 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. You will use a minimum of five sources from the readings we've done this semester.

Other Graded Items

Reading Summaries: Over the course of the semester, you will have to write summaries for the class readings. These are one to two page responses that assess your comprehension of the readings. More details on the summaries will be given in a handout. The grades of these summaries will be averaged together at the end of the semester. If you turn it in on time and do not earn the grade you would like, you can revise it. Also, the lowest summary grade will be dropped.

Portfolio: You will receive more information about this later in the class; however, your portfolio will serve as a space for your writing assignments, drafts, etc.

Participation (Class Discussion and Minor Assignments): This grade is broken into two parts. You will receive points daily for how much you actively participate in class and any work taken up during class or homework will be factored into your participation grade. Just showing up to class is not participating. Your voice is important in contributing to our discussions. Don't be shy!

Please Note: If you do not turn in any of the major writing assignments, including the final portfolio at the end of the semester, you will not pass the course.

Grading

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

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| Writing Assignment 1: | 100 pts |
| Writing Assignment 2: | 150 pts |
| Writing Assignment 3: | 100 pts |
| Final Showcase Piece: | 100 pts |
| Reflection Essay | 150 pts |
| Reading Summaries: | 100 pts |
| Final Portfolio: | 100 pts |
| Class Discussion: | 100 pts |
| Minor Assignments: | 100 pts |

Grading Scale:

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|------------------|---|
| 900 pts or above | A |
| 889-800 | B |
| 799-700 | C |
| 699-600 | D |
| 599 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.)**

- This course requires you 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 me with any questions you may have. Your instructor's communication preference is e-mail, and my address is: angela.kennedy@tamuc.edu. My office hours are MW 12:00-1:00, F 9:00-9:55 and by appointment.

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@tamuc.edu.

See this website for details about these policies:

<http://web.tamuc.edu/commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

As a rule, an absence is an absence, **regardless of reason**. The university has no policy for "excused absences" except for university sanctioned events. Please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class. When you aren't in class, we cannot benefit from your contributions to class activities, and I cannot recreate a class meeting for you.

- After three absences, I will email you requesting a meeting to discuss your attendance.
- After six absences, your grade will drop a letter at the end of the semester.
- After nine absences, you will fail the course.
- Being on time is important. Three tardies turns into one absence. If you are more than ten minutes late, you will be considered absent for the day.

The important thing is to be in class, prepared to learn; however, life sometimes has a way of throwing wrenches into that plan. That said, if you must unexpectedly miss class, you should do the following:

- Check eCollege to see if there is any online material that you missed.
- Contact a few of your classmates to see if you can get a copy of their class notes.
- Send me an email **as soon as possible** letting me what is going on, so I am aware of your situation. Often times, if you contact me before a problem becomes a crisis, we can work something out.

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 consistently conflict with a university-sanctioned activity in which you are involved (athletics, music, theater, etc.), please see your instructor after class on the first day so we can make arrangements that will ensure your success in this course.

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@tamuc.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*).

Give people the respect that you want to receive. In this class (and your other college classes), you will be expected to discuss complex, and at times, controversial subjects. At times, you may disagree with opinions of your classmates (or even your instructor); however, one of the goals of this class is to help you communicate your opinions in an appropriate way—regardless of the setting.

Please turn your phone on silent before class begins. When a phone goes off in class, it is disruptive to class learning. If you must keep your phone ringer on (for a family emergency, etc.), please inform me before class. If your phone rings, leave the room and take care of business. Accidents happen and phones may go off during class; however, you will receive one warning before being asked to leave and being marked absent for the class. If you are caught texting during class, the same rules apply.

Tips for Success

A lot of times students want to know the “secret” to passing a particular class. After all, every class and professor has a different approach to learning. That said, I’ve come up with three “tips” that will help you be successful in this class:

1. Make yourself accountable to yourself for your education. There is a lot to be said for someone who is prepared and works hard in a class. Many students say something to the effect of “when I get a ‘real’ job, I’ll do what it takes to get the job done.” Treat school like your job—after all, taking college classes is an investment towards your goals outside of academia. Working hard in this class will not only help you improve as a writer, but also will be reflected in the grade you earn for this class.
2. Learn how to manage your time. Being a college student offers a lot of unique opportunities that you cannot find anywhere else. Be sure to take advantage of those opportunities, but remember that the end goal of being a college student is to become a college graduate. Organize your time and activities so that you will be able put the time that you need into your classes.
3. Be a positive contributor to class discussions. Contributing to class discussions will help you better understand the material/ideas we’re covering in class. Even if you think that you already know the material, when you don’t participate, you’re cheating everyone else out of the knowledge and experience you bring to the table. In this class, every voice is important to the learning process. Don’t be shy!