



**ENG 1301.01W: College Reading and Writing  
COURSE SYLLABUS: Spring 2013**

**Instructor:** Ms. C. Anne Phifer

**Office Hours:** Like many of you, I'm not on campus, so I don't have set office hours, but I will do my best to respond to e-mails within 24 hours.

**Email Address:** [annephifer.tamuc@gmail.com](mailto:annephifer.tamuc@gmail.com) or e-mail through eCollege

**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

**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 Writing Process.* Using the model essay found in *Writing About Writing* pages 292-297, analyze your own writing process or processes. To complete this analysis, you

will need to employ one of the strategies or techniques described by the scholars you read in unit one. Make sure you use Swales' CARS model to help create your introduction. In this essay, be explicit about the methodology or analysis tool you are using, and use a lot of examples. The more thorough your analysis, the stronger your essay will be. This essay should be 5-6 pages and quote from at least two critical articles you have read in class in addition to Swales.

*WA2: Literacy & Discourse Communities:* In this essay you will demonstrate your understanding of the concept Discourse Community. In this paper you should examine a narrative from the selection of readings (Malcolm X or Rose) and analyze how that author is a part of a discourse community as proven by what they say in their writing. What discourse community are they a part of, which critical reading (Swales, Brandt, or Porter) can you see at work in their narrative, and how are they critiquing that community, education, and language in general? Consider the role institutions have on your own identities and attitudes toward reading and writing. Examine your own attitudes toward writing by making larger connections to the narratives and the critical scholarship. You may want to look at *WaW* pg 458 Assignment Option #1 for help brainstorming. This essay should be 5-7 pages and quote from at least two critical articles you have read in this section.

*WA3: Language Rights.* Scholars in the field are continually discussing student language rights; now it is your turn to weigh in on the argument. What is meant by "student language rights"? What do you think about this debate? Where do you stand on the topic? What might be gained and lost by students when adopting SAE? You may want to look at *WaW* pg 712 Assignment Option #1 to help you brainstorm. This essay should be 4-5 pages and quote from at least three critical articles you have read in this section.

*Final Project-- Showcase Piece:* You will also create a showcase piece to highlight what you've learned about writing. The medium you select is your choice – you could do a video, a song, a poem, a short story, a blog, a website, a collection of photographs, 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!

*Reflection Essay:* You should include a typed reflection essay, 4 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 have discussed in the course. To make these connections, you will quote from the readings, your own essays, your own reading responses, and maybe even class discussions. This essay should be heavily cited in MLA style. You should utilize at least 5 sources to support your analysis of your showcase piece.

## Reading Responses:

*Discussion:* Almost each week is dedicated in part to reading and writing practice. You will be asked to participate to the discussion board and interact with your classmates. I will require one 200 word discussion post and two 50 word responses to classmates' ideas each week for minimum discussion participation. You will need to post your initial response by Thursday at midnight; your responses to classmates will be due by Sunday at midnight.

Discussion posts will be considered pass/fail. If you write a critically-considered post that meets or exceeds word count requirements and respond thoughtfully and critically to your classmates, you will pass. If you do not, you will fail for that week. At the end of the semester, I will average the number of passes and fails, and that will be your discussion grade. Discussions are worth up to 15% of the final grade.

*Reader Responses* – For some of the readings I will ask that you type a full page response to the article before the deadline. These responses are more organized than freewrites, which means I will be looking for well thought out critical responses, as well as organization, grammar and punctuation. They are to be double-spaced, typed in 12 point font Times New Roman, and in MLA format. You will turn these in using Dropbox on eCollege.

*Participation* – Your participation is based on three things: regular interaction on the discussion board, turning in required assignments, and keeping up with / responding to my announcements and e-mails throughout the semester. Since this is an online class, you will get separate grades for each assignment, and for discussion board posts. You will not get a distinct “participation” grade.

## Grading

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

WA1 -	15 pts
WA2 -	15 pts
WA3 -	15 pts
Showcase -	10 pts
Reflection -	15 pts
Discussion -	15 pts
Reader Response -	15 pts
Total Points =	100

**You must turn in all major writing assignments (including WAs, showcase piece, and reflection) to pass this course.** Failure to turn in any of the required assignments will result in a failing grade.

## 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)
- Access to eCollege to turn things in and access readings

## 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. My communication preference is e-mail, and my e-mail address is: [annephiper.tamuc@gmail.com](mailto:annephiper.tamuc@gmail.com). I do not have set office hours every week, but I will make myself available to you by e-mail at all times. I will do my best to respond to all received e-mails within 24 hours. Please, if there is anything you need or are unsure about, contact me. I will be happy to help.

### 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](mailto:Tabetha.Adkins@tamuc.edu). See this website for details about these policies: <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/default.aspx>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Attendance Policy*

This is an online course, so there is no real “attendance.” Either you do the work, or you don’t. However, I will be keeping track of the number of weekly discussion post assignments you miss. This is a 16 week course, and for 10 of those weeks, you are required to do discussion board posts. Missing a week of discussion board activity will count as an absence. Once you miss four weeks of discussion assignments, you fail the 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 me. I want you to avoid plagiarism, too, so I will help you do so whenever and wherever I 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 contact me immediately. *Because this is an online course, I do not anticipate this being an issue for any student.*

### 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*).

*Other Course Policies:*

*Writing Center*

The Writing Center (or the “Communication Skills 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. They are located in the Hall of Languages, Room 103 (903-886-5280).

**COURSE OUTLINE / CALENDAR required to be on syllabus**

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

Week 1 1/14 - 1/20	Introduction to the Course. <b>This week we will:</b>  Go over the syllabus. Any questions will need to be directed to me immediately.  Introduce yourself in Week 1 discussion board, and respond to one or more of the readings.  <b>Readings:</b> The Burkean Parlor (in Webliography) (Short, I promise) The Plagiarism Chapter in <i>Guide</i> “NYT Plagiarism” from DocSharing
Week 2 1/21 -	<span style="color: red;"><b>Discussion Board</b></span>  <b>Readings:</b>

1/27	Rhetoric chapter in <i>Guide</i> Read <i>WaW</i> “Introduction to the Conversation” (1-5). <i>WAW</i> Swales, “Create a Research Space (CARS) Model of Research Introductions” (6-8) Kleine, “What Is It We Do When We Write Articles Like This One—And How Do We Get Students To Join Is?” (22-33)
Week 3 1/28 - 2/3	<b>Discussion Board</b>  <b>Readings:</b> <i>WAW</i> Perl, “The Composing Processes of Unskilled College Writers” (191-215) Lamott, “Shitty First Drafts” (301-304) King, “What Writing Is” (305-307)
Week 4 2/4 - 2/10	<b>Discussion Board</b> <b>Reading Response #1</b>  <b>Readings:</b> Kantz, “Helping Students use Textual Sources Persuasively” (67-85) Textual Analysis Chapter in <i>Guide</i> Revision v. Editing chapter in <i>Guide</i>  <b>Reading Response #1: Use the readings from this week to discuss why textual evidence is necessary in academic writing, and accurately quote one of them. Must be at least one full page, double spaced, MLA format. Turn in to Dropbox in eCollege by Sunday, 2/10, at midnight.</b>
Week 5 2/11 - 2/17	<b>No Discussion Board this week. Submit WA1 by Friday, February 15<sup>th</sup>, at midnight.</b>  To get a jumpstart on our next unit... Read: <i>WAW</i> Swales, “The Concept of a Discourse Community” (466-467)
Week 6 2/18 - 2/24	<b>Discussion Board</b>  <b>Readings:</b> Johns’ “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” (498-517). <i>WaW</i> Porter’s “Intertextuality and the Discourse Community”, (86-97) Mirabelli’s “Learning to Serve” (538-556)
Week 7 2/25 - 3/3	<b>Discussion Board</b> <b>Reading Response 2</b>  <b>Readings:</b> <i>WAW</i> Malcolm X, “Learning to Read” (353-361) Brandt’s “Sponsors of Literacy” (331-349). Go online to Youtube and other sites to see/hear clips of Malcolm X’s speeches and the 1992 movie – what do you notice about his use of language, what does he do with language?  <b>RR#2 – Write a paragraph summarizing Brandt’s concept of a literacy sponsor. Write a second paragraph about the clip you found on Malcolm X and his use of language, and what he does with language (what is he arguing in your clip? What rhetorical strategies is he using?). Turn into Dropbox by Sunday, 3/3 at midnight.</b>
Week 8	<b>Discussion Board</b>

3/4 - 3/10	<b>Readings:</b> WAW Alexie, "Superman and Me" (362-366) WAW Murray, "All Writing is Autobiography" (56-66). Waw Harris' "The Idea of Community in the Study of Writing" (581-594)
Week 9 3/11 - 3/17	Spring Break. Have a fun and safe break!
Week 10 3/18 - 3/24	No Discussion Board This Week. <b>WA2 due 3-22-12 by midnight to dropbox.</b>  To get a jump-start on our next unit, read the National Council of Teachers of English 1974 "Resolution on the Students' Right to Their Own Language" found at <a href="http://www.ncte.org/positions/statements/righttoownlanguage">http://www.ncte.org/positions/statements/righttoownlanguage</a>
Week 11 3/25 - 3/31	<b>Discussion Board</b>  <b>Readings:</b> WAW Wardle, "Identity, Authority, and Learning to Write in New Workplaces" (520-537). Waw Heath's "Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate Traditions" (367-394).
Week 12 4/1 - 4/7	<b>Discussion Board</b>  <b>Readings:</b> DocSharing Richardson "Race, Class(es), Gender, and Age: The Making of Knowledge about Language Diversity" DocSharing Anzaldua's "How to Tame a Wild Tongue." DocSharing Mellix's "From Outside, In."  <b>RR#3 – Write a two page, double-spaced response to either Mellix or Anzaldua. What is the argument in the narrative? How do they support the thesis? What part is argued well, and what part is not convincing to you? How does this relate to NCTE? To Heath? Due by midnight on Sunday, 4-7-2013.</b>
Week 13 4/8 - 4/14	No Discussion Board.  <b>WA3 due 4-12-13 by midnight in Dropbox.</b>
Week 14 4/15 - 4/21	<b>Discussion Board</b>  WAW Branick, "Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community" (557-573).  Work on Showcase Pieces
Week 15 4/22 - 4/28	<b>Discussion Board</b>  <b>Showcase Pieces should be posted in discussion thread and/or Document Sharing by 4/24.</b> You should respond to two different showcase pieces in the discussion board.
Week 16 4/29	We're done! Have a great summer! Grades should be posted by the end of the week.

-  
5/5