ENG 1301: College Reading and Writing
Course that Requires ENG 100
COURSE SYLLABUS: Spring 2013

Instructor: Geoffrey Clegg
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Office Hours: 10:00-11:00; 12:30-1:30 TR; 4:00-5:00 MW
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PLEASE NOTE: This is a common syllabus used by graduate assistants teaching sections of this course.

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. Tabetha 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):

[Assignments are subject to change during the semester. Any changes will be announced in class.]

WA1: How Do I Write? 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. For example, the sample essay uses Swales' CARS model. In this essay, be explicit about the methodology or analysis tool you're using, and use a lot of examples. The more thorough your analysis, the stronger your essay will be.

WA2: How Do You Define Good Academic Argument? Now that you've read about Academic Writing in Unit One and different ideas about what makes writing "good" in Unit Two, it's time to synthesize those two concepts to create your theory of how you personally define good academic argument. 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.

WA3: 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? 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.

WA4: Letter to a Literacy Sponsor: Using Brandt's definition of a literacy sponsor, identify someone who has been a literacy sponsor to you. 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.

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, 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. You will be required to use between four and five citations.

Reading Responses: Each week you will be completing a reading response for your assigned reading. Each response should cover ALL of the reading we've done during the week, not just one. You are expected to quote at least one passage that you would like to discuss/approve/disapprove of. Each response is to be a full page.

Grading

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

WA1: 10% **WA3: 10%** **Reading Responses: 20%**
WA2: 10% **WA4: 10%** **Attendance: 10%**
LAB GRADE COUNTS FOR 30% OF GRADE FOR THIS COURSE.

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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and his/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. Tabetha 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

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.

For classes that meet three times/ week, students may miss up to six times without penalty. After the seventh absence, the student's final grade will drop by one letter. After the ninth 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 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 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
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).*

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*

Rhetoric chapter in *Guide*

Wikipedia founder on using Wikipedia in college

Swales, "'Create a Research Space (CARS) Model of Research Introductions" (6-8)

Greene, "The Role of Inquiry in Writing a Researched Argument" (9-21)

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

Kantz, "Helping Students use Textual Sources Persuasively" (67-85)

Porter, "Intertextuality and the Discourse Community" (86-100)

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

Unit 2: What Makes Good Writing?

Readings:

Williams, “The Phenomenology of Error” (37-55)

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

Dawkins, “Teaching Punctuation as a Rhetorical Tool” (139-155)****

King, “What Writing Is” (305-307)

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

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

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

Revision v. Editing chapter in *Guide*

Unit 3: Writing Processes… or *The* Process?

Readings:

“The Writer” by Richard Wilbur http://www.poets.org/viewmedia.php/prmMID/15487

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

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

Rose, “A Cognitivist Analysis of Writer’s Block” (236-250)****

Tomlinson, “Metaphors for Revision” (251-270)

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

Sontag, Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed” (315-318)

Diaz, “Becoming a Writer” (319-321)

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

Hass and Flower, Rhetorical Reading Strategies and the Construction of Meaning****

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:

Devoss, et.al. “The Future of Literacy”

Baron, “The Stages of Literacy Technologies” ****

Brandt, “Sponsors of Literacy”

Wardle, “Identity, Authority, and Learning to Write in New Workplaces”

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)

COURSE OUTLINE / CALENDAR

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

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Week 1	Introduction to 1301; Reading Responses lecture; "What is Academic Writing?"; and Punctuation/Grammar refresher.
Week 2	History of writing, fun with manuscripts! **Readings:** Greene; Kleine; Kantz; and Lamott, "Shitty First Drafts" (301-304)
Week 3	Introduction pages 2-5; Swales "Create" 6-8; Green "Role" 9-21; (From A&M Writing) "What is Rhetoric?"15-22 **STUDENT CONFERENCES**
Week 4	Discourse communities lecture; Swales, "The Concept of a Discourse Community" (466-467) **Prep and Draft WA1**: Bring drafts to class! Anyone without drafts will be penalized!
Week 5	**READINGS:** Williams, "The Phenomenology of Error" (37-55); Murray, "All Writing is Autobiography" (56-66) From A&M Writing "Thinking Critically, Reading Rhetorically" 23-35 **STUDENT CONFERENCES**
Week 6	READINGS: King, "What Writing Is" (305-307); Goodman, "Calming the Inner Critic and Getting to Work" (308-310); Hyland, "Social Interactions in Academic Writing" (700-705); Revision v. Editing chapter in Guide as well as Toulmin Analysis (50-65),**WA2 drafts due**!
Week 7	WA2 FINAL DRAFT DUE STUDENT CONFERENCES
Week 8	SPRING BREAK
Week 9 **Unit 3**	READINGS: Sontag, Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed" (315-318); Diaz, "Becoming a Writer" (319-321)
Week 10	Malcolm X, "Learning to Read" (353-361), Alexie, "Superman and Me" (362-366),

	Tierney & Pearson, Toward a Composing Model of Reading (174-190)
Week 11	Devoss, et.al. "The Future of Literacy", Baron, "The Stages of Literacy Technologies", Brandt, "Sponsors of Literacy", Wardle, "Identity, Authority, and Learning to Write in New Workplaces" **WA3 FINAL due**!
Week 12	Mirabelli, "The Language and Literacy of Food Service Workers" We will be taking about the Devoss essay again. Please reread it so that we can effectively cover different forms of literacy in new contexts.
Week 13 **Unit 4**	Student conferences all week! I will meet with you individually in HoL 233. **WA4 Draft due!**
Week 14	**WA4 due!** Reflection, help, and general overview of material given during the semester!
Week 15	**Wrap up course.** **Preview to ENG 1302: Branick essay in *Writing About Writing* pgs 557-573** **Encourage students to attend Celebration of Student Writing.** **Friday, May 3. 2-4 PM** **Field House**
Week 16	Finals Week (no formal exam for ENG 1301)