



## ENG 771: Teaching Reading/Writing in College COURSE SYLLABUS: Spring 2013

**Instructor:** Dr. Shannon Carter, Associate Professor of English

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**Office Hours:** TBA

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### COURSE INFORMATION

***Textbooks Required:***

Ritter, Kelly. *Before Shaughnessy*. Southern Illinois UP, 2009.

Donahue, et. al. *Local Histories*, 2007.

Brandt, Deborah. *Literacy and Learning*. Jossey-Bass, 2009

Masters. *Practicing Writing*, 2004.

Gold, David. *Rhetoric at the Margins*. Southern Illinois UP, 2008.

Tarpley, Fred, Ed. *Memories of Old ET*. Silver Leos Guild. No ISBN available but complete purchase information at [http://www.ntxe-news.com/artman/publish/article\\_65365.shtml](http://www.ntxe-news.com/artman/publish/article_65365.shtml)

In addition to the above required texts, we will be making extensive use of texts available online. Please check eCollege for collection of additional required readings.

***Recommended Texts:***

Ramsey, et. al. *Working in the Archives* (2010)

Westhafer, Cheryl and James H. Conrad. *A Pictorial History of Commerce , Texas*.

Commerce, Texas: Friends of Commerce Public Library, 2010. Print. ISBN 9780615386645

**Course Description:**

An overview of the history and theory of teaching reading and writing at the college level.

**Objectives**

- to gain familiarity with various ways reading and writing have been taught in American colleges
- to gain familiarity with the scholarly conversation in composition studies
- to develop an awareness of the ways in which local conditions and individual, lived experiences shape writing and writers
- to gain familiarity with a variety of resources and professional organizations available to college teachers
- to expand research skills by engaging in primary and secondary research inside and outside the library <research methods>
- to learn how to expand initial observations about college reading and writing into an extended argument presenting relevant research

## COURSE REQUIREMENTS

***Informal Writing Assignments and Participation (40%):*** This category includes regular participation in various discussion areas and in-class, weekly reading assignments, and other informal writing assignments. The bulk of this will be your weekly Reader Response papers, typically about one to two pages in length addressing the assigned readings. Much additional information about the RRs and other assignments will be available soon. All assignments are designed to provide support for you in the creation of your major projects and, both directly and indirectly, for your teaching. Scope: Primarily the current week's assigned readings, though you are encouraged to place the week's readings within a broader context. After Week 2, please see "Informal Writing Assignments and Participation" at the Course Home tab for specific details concerning this requirement.

***Book Review: (20%):*** You will conduct a review of a relevant text. I will provide a list of options, but you are welcome to suggest others. Much more information available soon. See the "Book Review" tab after week 2.

***Final Project (40%):*** Seminar paper or other means of extending your initial observations and insight into an extended argument presenting relevant research. Details forthcoming. Everything you do this semester leads to this project, and I'll provide extensive information and support along the way. Your project will very likely contribute to our ongoing series Northeast Texas Writers and Their Teachers, building from guest speakers, archival materials, and other locally-connected writers. This can be presented as a traditional "paper" or in another modality—audio, video, text. See the "Final Project" tab after Week 2.

## 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.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### 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*

**Attendance is mandatory.** Attendance is mandatory. Though you are not physically attending a class here, you are “here” when you show up to the online discussions (TDAs), engage with them, and get your assignments in on time. Don't skip a week. I will not let you make up the work unless you experience something dire--and I don't wish that on anyone. If something is going on that's getting in the way of your class time, please let me know.

The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, and other situations when you must miss class.

## *Late Assignments*

You must keep up with the reading and, since each assignment builds on the previous one, I cannot accept late assignments. If you experience truly exceptional circumstances, please contact me immediately.

## *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

*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*).

**COURSE OUTLINE / CALENDAR**

NOTE: *Additional, supplemental videos and other, relatively brief readings will be included throughout the semester. These will be infrequent, assigned far ahead of time, and adjusted to consider other items assigned in a given week.*

	<b>Topic</b>	<b>Readings</b>	<b>Due</b>
<b>Week 1</b>	<b>General</b>	<i>Introductions</i> “Frameworks for Success in FYC”	
<b>Week 2</b>	<b>History</b>	<i>Local Histories</i> (intro) <i>College English</i> (1926)* <i>English Journal</i> (1912)*	<b>Reader Response #1</b>
<b>Week 3</b>	<b>History</b>	<i>Local Histories</i> Fulkerson* <i>Memories</i> (selections)	<b>Reader Response #2</b>
<b>Week 4</b>	<b>History</b>	<i>Local Histories</i> <i>Memories</i> (selections) J. Mason Brewer (Byrd)*	<b>Reader Response #3</b>
<b>Week 5</b>	<b>History</b>	Gold TBA**	<b>Reader Response #4</b>
<b>Week 6</b>	<b>History</b>	Gold TBA**	<b>Reader Response #5</b>
<b>Week 7</b>	<b>Archives</b>	Gold TBA**	<b>Reader Response #6</b>
<b>Week 8</b>		Ritter TBA**	<b>Reader Response #7</b>
<b>Week 9</b>		Book Reviews, Group 1 Ritter	<b>Book Reviews</b> <b>Reader Response #8</b>
<b>Week 10</b>		Book Reviews, Group 2 Ritter	<b>Book Reviews</b> <b>Reader Response #8</b>
<b>Week 11</b>		No class (conferences)	Proposal (regarding final project)
<b>Week 12</b>		Masters	<b>Reader Response #9</b>
<b>Week 13</b>		Masters	<b>Response Paper #10</b>
<b>Week 14</b>			<b>Final Project due for Peer Review</b>
<b>Week 15</b>			<b>Submission of Final Project</b>