



ENG 1301.004: College Reading and Writing
COURSE SYLLABUS: Spring 2013
Tues/Thur 11:00am-12:15pm in HL 304

Instructor: Mary Couzelis

Office Location: HL 126

Office Hours: Tues/Thur 1:30-3:30pm, and by appointment.

Office Phone: (903) 468.8725

Office Fax: (903) 886.5980

University Email Address: mcouzelis@leomail.tamuc.edu

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:

Problem Posing: Readings for Democratic Learning. Eds. Mary Couzelis, J.D. Isip, and Tabettha Adkins. Fountainhead Press, 2013.

ENG 1301 Course Pack- available from your instructor and online:

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

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):

All writing assignments are to be typed, printed out, and brought to class on the assigned due date. Margins all around should be 1-inch, and the font should be Times New Roman 12 point, in MLA format. I strongly advise NOT waiting until the last minute – give yourself time to handle situations such as the printer dying or running out of ink or running out of money on your leocard for printing. I do not accept late papers unless under dire circumstances and procrastination is not an excuse.

WA1 – Discourse Communities: Using Porter’s and Swales’ definitions of a discourse community, and Brandt’s definition of a literacy sponsor, you will prove your understanding of these critical terms by writing a 4 page essay in MLA format. You have three options for this essay: (1) analyze Rose’s “Blue Collar Brilliance;” (2) analyze Malcolm X’s “Learning to Read;” or (3) Identify a discourse community of which you are a member. If you are selecting option 3, you MUST prove you are a member of a discourse community by satisfying all 6 of Swales’ requirements (you may NOT use facebook or an unofficial social group. Regardless of which option you select, you must argue and prove that a specific individual is a member of a specific discourse community. You must argue and prove who their literacy sponsors were, and how those literacy sponsors impacted their identity. Requirements: 4 page essay, double-spaced, MLA format, with at least two scholarly quotes and 2 narrative quotes (narrative quotes only if quoting from Rose or Malcolm X).

WA2 – Academic Discourse Communities: Select one of the following options and write a 4 page essay which argues a stance and uses quotes from at least four different articles we have read in class or that are in your textbook. Option 1- Identify trends in your own education. Using Delpit, Bloom, or other readings identified by you and your instructor, talk about those trends you’ve identified and the lasting impact on your education and attitude toward school. Option 2- There is a lot of controversy surrounding standardized testing in the United States but especially in the state of Texas. How does critical pedagogy and empowering education contribute to this debate? How do your own experiences with high-stakes standardized testing contribute to how you view this debate?

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? How have you been impacted by the issue of Language Rights?

Final Essay – Select one from of the first two options found in the Coursepack at the end of Chapter 4. Option A examines your multiple identities and literacies; Option B discusses literacy and your plans for your various literacies. More details will be given at the time of

assignment. This essay will be at least 5 pages, and will quote from at least 5 scholarly sources.

Grading:

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

WA1 -	10 pts
WA2 -	20 pts
WA3 -	20 pts
Final Essay -	40 pts
Drafts -	20 pts
Participation -	30 pts (in-class writing and contribution to class discussion)
Reader Resp –	10 pts
Total Points =	150 pts

You must turn in all major writing assignments (including WAs, Final, and Reader Responses) 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

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

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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: mcouzelis@leomail.tamuc.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:

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. Tabettha 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/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.

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 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. 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@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*).

Cell Phone Policy – using your cell phone during class is disruptive and rude. I require your cell phone to be on silent and PUT AWAY (out of sight). If you use your cell phone during class, you will be asked to leave and points will be deducted from your participation grade. If you have an emergency that requires your cell phone to be out on the desk, you MUST talk to me before class.

COURSE OUTLINE / CALENDAR

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

CK=Coursepack found in DocSharing

PP= *Problem Posing* Textbook/Reader

T 8/27 – Intro.

HW: Read Coursepack (CK) pg 4-11. Read *Problem Posing* (PP) section on Plagiarism.

Reader Response – upload to dropbox on ecollege 500 words, (one page, single-spaced) and discuss the plagiarism section. Begin by explaining what plagiarism is IN YOUR OWN WORDS and then focus on the issues of internet creations and how that complicates notions of plagiarism.

Th 8/29 – Caves & Parlors & Plagiarism.

HW: Read CK Chap 1 (12-15); PP “Discourse Community” pg 196 and Brandt’s “Sponsors of Literacy” pg 140-160 (pay close attention to pages 141, 145-147, 153-157).

9/3 – Discourse Communities & Literacy Sponsors.

HW: Read PP Rose’s “Blue Collar Brilliance” and Malcolm X’s “Learning to Read” and in CK Ottery pg 69-70.

9/5 – Rose, Malcolm X, and Ottery. Discuss WA1.

HW: Write your WA1 and bring **TWO** printed copies to class.

9/10 - Draft of WA1. Bring two copies to class.

HW: Revise WA1. Bring in for grading. Read PP’s Wong’s “6 Harsh Truths.”

9/12 – **WA1 Due.**

HW: Read CK Chap 2, and PP Delpit’s “The Silenced Dialogue.”

9/17– Delpit. Classroom experiences.

HW: Read CK Smith’s “Backlash Against Student Testing” and Weiss’ “After Three Decades,” and from PP Sterns’ “What They Learn in School.”

9/19– Standardized Testing.

HW: Read PP Rich’s “Taking Women Students Seriously” and Tannen’s “Who Does the Talking.”

9/24 – Female Students.

HW: PP New London Group’s “A Pedagogy of Multiliteracies.”

9/26– Education & Literacies.

HW: Read the prompt for WA2 and come to class with a few ideas written down.

10/1 - Discuss essay ideas.

10/3 - Conferences. No class.*Conferences are mandatory. If you do not show up for your assigned conference, I will deduct participation points and count you absent.

10/8 - Conferences. No class.

10/10 – No Class.

10/15 – Draft of WA2. Bring two copies to class.

10/17 – **WA2 Due.**

HW: CK Chap 3.

10/21 - Midterm Grades Due.

10/22– Rhetoric & Language Rights.

HW: PP Melix 319-328, Murray 342-351.

10/24– Melix and Murray.

HW: Read PP Bauerline page 72-76, Fish Part I & II pages 231-239, and McWhorter page 312-318.

10/29– Bauerline, Fish, and McWhorter

HW: Read CK Barrientos page 61-62, hooks page 66-68, and from PP Anzaldua page 44-54.

10/31 – Barrientos, hooks, and Anzaldua.

HW: write your WA3 draft and bring two copies to next class.

11/5 – Draft of WA3. Bring two copies to class.

HW: revise.

11/7 – **WA3 Due.**

HW: Read PP Bishop page 77-95.

11/12 – Bishop.

HW: Read PP Miller page 335-341, and CK Chap 4.

11/14 – Miller, Chap 4, discuss final essay.

11/19 - Conferences. No class. Bring ideas about Final essay to conference. If you are revising WA1 or WA2, you must bring those with the originals to the conference.

11/21 – Conferences. No class.

11/26 – No class.

11/28 – No Class.

12/3 – Draft of Final Essay. Bring two copies to class.

12/5 – Last Class. **Final Essay due.**

12/16 - Final Grades Due.