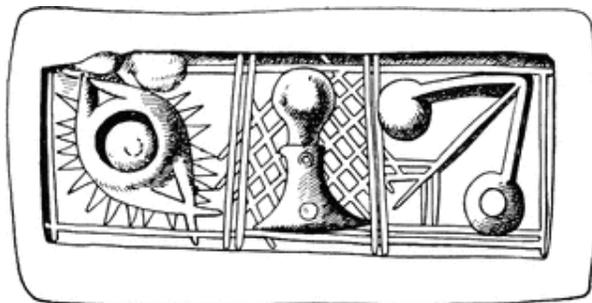




**ENGL 1301.005: College Reading and Writing
COURSE SYLLABUS: Fall 2013**



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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:

Problem Posing: Readings for Democratic Learning. Eds. Mary Couzelis, J.D. Isip, and Tabetha 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

Grading Breakdown:

Participation, Daily Work, Homework	15 pts.
Reading Responses	15 pts.
WA1: Discourse Communities/Literacy Sponsors	15 pts.
WA2: What is Academic Writing?	20 pts.
WA3: New Literacies	25 pts.
Final Presentation	10 pts.

Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

Descriptions of Graded Assignments:*Participation, Daily Work, Homework (10 pts.)*

Informal in-class writing assignments, peer review sessions, and brief homework assignments will account for ten points of your grade. Expect to write in class frequently. In-class writing is your chance to engage informally with ideas we are discussing in class and is not graded on quality but on completion. Peer review sessions are also very important; coming to class without a draft prepared on a peer review day will result in an absence. The key to making a high participation grade is coming to class prepared every day!

Reading Responses (3 pts. each, 15 pts. total)

You will submit five 500-word typed responses to assigned readings. There are actually seven reading response days indicated on the syllabus, meaning that you may choose not to write responses on two of the days indicated. Alternately, you may complete all seven responses and I will drop the two lowest response grades. A prompt and detailed requirements for reading responses will be posted on eCollege.

Writing Assignments (WAs) (55 pts. total)

You will compose three major writing assignments for this course. These WAs range in length from three to six pages. Prompts and detailed requirements for WAs will be posted on eCollege. Note: Near the end of the semester, you will be required to select and revise one WA for a higher grade.

Final Presentation (10 pts.)

In lieu of a final examination, you will deliver a presentation to the class about your writing process. This presentation will ask you to draw from your experiences writing the WAs as well as your experience selecting and revising one WA. You will create a visual or multimedia aid to help you present your ideas. The prompt and detailed requirements for the final presentation will be posted 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.)
- **This course requires 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.

Students must access the eCollege shell for this class to obtain required course materials. Instructions for accessing eCollege will be provided during the first week of class.

Successful students will check their myLeo email account daily.

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: ajones31@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.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

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/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

- You may miss up to six times without penalty. After the seventh absence, your final grade will drop by one letter. After the ninth absence, you cannot pass the course.
- Three tardies equal one absence
- 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/Missed Work

Late reading responses and WAs will be docked the equivalent of a letter grade. In-class writing assignments, peer reviews, and group work may not be made up.

It is your responsibility to catch up on information you missed on a day you were absent by asking a classmate for notes on lectures and assignments. You may approach me with questions about specific assignments, but I cannot be expected to deliver a lecture a second time for you.

Electronics in the Classroom

Cell phones, headsets, and tablets must be silenced and put away during class time. Laptop use is allowed but not recommended. I may ask you to leave class if cell phone use is a problem.

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.

Incompletes

An incomplete will only be granted in an extreme circumstance. Contact the instructor if you need to discuss receiving an incomplete.

Administrative Withdrawal

It is the student's responsibility to withdraw from the course. Students who are failing will not automatically be withdrawn.

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*).

COURSE OUTLINE / CALENDAR

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

All readings are to be completed before the class day under which they are listed.

Week 1	<p><u>Mon. 8/26</u> Introduction to course</p> <p><u>Wed. 8/28</u></p> <ul style="list-style-type: none"> • Mellix, “From Outside, In” (<i>Problem Posing</i> 319-28) <p><u>Fri. 8/30</u></p> <ul style="list-style-type: none"> • Chapter 1: Writing and Discourse Communities (<i>1301 Course Pack</i> 12-15) • Chapter 2: The Democratic Classroom (<i>1301 Course Pack</i> 16-19) • Hayden, “Those Winter Sundays” (<i>Problem Posing</i> 256)
Week 2	<p><u>Mon. 9/2</u> No class. Happy Labor Day!</p> <p><u>Wed. 9/4</u></p> <ul style="list-style-type: none"> • Reading response #1 due • Brandt, “Sponsors of Literacy” (<i>Problem Posing</i> 140-61) <p><u>Fri. 9/6</u></p> <ul style="list-style-type: none"> • The Burkean Parlor (<i>1301 Course Pack</i> 10) • Chapter 3: Reading and Writing to Change the World (<i>1301 Course Pack</i> 20-30)
Week 3	<p><u>Mon. 9/9</u></p> <ul style="list-style-type: none"> • Reading response #2 due • Rose, “Blue Collar Brilliance” (<i>Problem Posing</i> 442-48) • Tan, “Mother Tongue” (<i>Problem Posing</i> 451-55) <p><u>Wed. 9/11</u></p> <ul style="list-style-type: none"> • Anzaldua, “How to Tame a Wild Tongue” (<i>Problem Posing</i> 44-55) • Guerra, “Putting Literacy in Its Place” (<i>Problem Posing</i> 242-255) <p><u>Fri. 9/13</u></p> <ul style="list-style-type: none"> • Bring a printed 2-page draft of WA1 for peer review
Week 4	<p><u>Mon. 9/16</u></p> <ul style="list-style-type: none"> • WA1 Due

	<p><u>Wed. 9/18</u></p> <ul style="list-style-type: none"> • Chapter 4: How Do We Write and For Whom (<i>1301 Course Pack</i> 31-35) • Rhetoric (<i>Problem Posing</i> 5-16 only) <p><u>Fri. 9/20</u></p> <ul style="list-style-type: none"> • hooks, “Keeping Close to Home: Class and Education” (<i>Problem Posing</i> 257-67) • Jordan, “A Poem About Intelligence for My Brothers and Sisters” (<i>Problem Posing</i> 273-74)
Week 5	<p><u>Mon. 9/23</u> Individual Student Conference Day (no class meeting)</p> <p><u>Wed. 9/25</u> Individual Student Conference Day (no class meeting)</p> <p><u>Fri. 9/27</u> Individual Student Conference Day (no class meeting)</p>
Week 6	<p><u>Mon. 9/30</u></p> <ul style="list-style-type: none"> • Reading response #3 due • Delpit, “Power and Pedagogy in Educating Other People’s Children” (<i>Problem Posing</i> 171-93) <p><u>Wed. 10/2</u></p> <ul style="list-style-type: none"> • <u>Virtual class day (no class meeting- discussion will be completed via eCollege Week 6 content area)</u> • no reading assignment <p><u>Fri. 10/4</u></p> <ul style="list-style-type: none"> • <u>Virtual class day (no class meeting- discussion will be completed via eCollege Week 6 content area)</u> • Pullum, “50 Years of Stupid Grammar Advice” (<i>Problem Posing</i> 429-34)
Week 7	<p><u>Mon. 10/7</u></p> <ul style="list-style-type: none"> • Fish, “What Should Colleges Teach, Parts 1 and 2” (<i>Problem Posing</i> 231-39) <p><u>Wed. 10/9</u></p> <ul style="list-style-type: none"> • Turn in summary notes <p><u>Fri. 10/11</u></p> <ul style="list-style-type: none"> • Reading response #4 due (summarize the article you are writing about for WA2)
Week 8	<p><u>Mon. 10/14</u></p>

	<ul style="list-style-type: none"> • Diaz, “Becoming a Writer” (<i>Problem Posing</i> 194-95) • Lamott, “Shitty First Drafts” (<i>Problem Posing</i> 297-300) <p><u>Wed. 10/16</u></p> <ul style="list-style-type: none"> • Bring a printed 2-page draft of WA2 for peer review <p><u>Fri. 10/18</u></p> <ul style="list-style-type: none"> • WA2 due to drop box by 11:59 P.M.
Week 9	<p><u>Mon. 10/21</u></p> <ul style="list-style-type: none"> • Miller, “The Coming Apocalypse” (<i>Problem Posing</i> 335-41) <p><u>Wed. 10/23</u></p> <ul style="list-style-type: none"> • Trip, “Plagiarism Lines Blur for Students in Digital Age” (linked at eCollege Webliography) • Conley, “Cell Phone Weighs Down Backpack of Self Discovery” (<i>Problem Posing</i> 168-170) <p><u>Fri. 10/25</u></p> <ul style="list-style-type: none"> • Reading response #5 due • Johnson, “Why Games are Good For You” (eCollege doc sharing)
Week 10	<p><u>Mon. 10/28</u> Individual Student Conference Day (no class meeting)</p> <p><u>Wed. 10/30</u> Individual Student Conference Day (no class meeting)</p> <p><u>Fri. 11/1</u> Individual Student Conference Day (no class meeting)</p>
Week 11	<p><u>Mon. 11/4</u></p> <ul style="list-style-type: none"> • Reading response #6 due • Alexie, “The Joy of Reading and Writing: Superman and Me” (<i>Problem Posing</i> 41-43) • McCloud, “The Vocabulary of Comics” (eCollege doc sharing) <p><u>Wed. 11/6</u></p> <ul style="list-style-type: none"> • no reading assignment <p><u>Fri. 11/8</u></p> <ul style="list-style-type: none"> • Bring a printed 2-page draft of WA3 for peer review
Week 12	<u>Mon. 11/11</u>

	<ul style="list-style-type: none"> • WA3 due <p><u>Wed. 11/13</u></p> <ul style="list-style-type: none"> • King, “Letter from Birmingham Jail” (<i>Problem Posing</i> 280-93) <p><u>Fri. 11/15</u></p> <ul style="list-style-type: none"> • Goodman, “Calming the Inner Critic and Getting to Work” (eCollege doc sharing)
Week 13	<p><u>Mon. 11/18</u></p> <ul style="list-style-type: none"> • Reading response #7 due • Tomlinson, “Tuning, Tying, and Training Texts” (eCollege doc sharing) <p><u>Wed. 11/20</u></p> <ul style="list-style-type: none"> • King, “What Writing Is” (<i>Problem Posing</i> 294-96) <p><u>Fri. 11/22</u></p> <ul style="list-style-type: none"> • Haruf, “To See Your Story Clearly, Start by Pulling the Wool over Your Own Eyes” (eCollege doc sharing)
Week 14	<p><u>Mon. 11/25</u></p> <p>Final revision of selected WA due No class on Wednesday or Friday. Happy Thanksgiving!</p>
Week 15	<p><u>Mon. 12/2</u></p> <p>Give final presentations</p> <p><u>Wed. 12/4</u></p> <p>Give final presentations</p> <p><u>Fri. 12/6</u></p> <p>Give final presentations</p> <p>Celebration of Student Writing on Friday, December 6 from noon until 2:00 PM in the Sam Rayburn Student Center, Conference A, B, and C (2nd floor).*</p> <p>*Attend this event for 2 pts. extra credit on your final grade</p>
Week 16	<p style="text-align: center;">Finals Week (no formal exam for ENG 1301)</p>