



**ENG 1301: College Reading and Writing
Sections 07 and 08**

COURSE SYLLABUS: Fall 2013

Instructor: Bill Lancaster

Classroom Location: Hall of Languages 208

Class Time: 8:00 AM (sec. 07) or 9:00 AM (sec. 08)

Office Location: Hall of Languages 126

Office Hours: Wednesdays 10-11 and 1-2

Fridays 10-11 and 1-2 or by appointment.

Office Phone: 903-468-8725 (Email is the best method of contact.)

Office Fax: (903) 886.5980

University Email Address: blancaster2@leomail.tamuc.edu

COURSE INFORMATION

All items are subject to compliance with current university policy.

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Problem Posing: Readings for Democratic Learning. Ed. Mary Couzelis, J.D. Isip, and Tabettha Adkins. Southlake: Fountainhead, 2013. Print.

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

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

Other Required Materials:

Note-taking Materials (notebook, paper, pen).

A Writing Journal (separate from your notebook), which will be turned in periodically.

Recommended Texts:

[*MLA Handbook for Writers of Research Papers*](#), 8th Edition

or

For ENGLISH MAJORS, [*MLA Style Manual and Guide to Scholarly Publishing*](#), 3rd Edition

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 (WA):

(60% of grade)

WA – 1 (10%)

Descriptive Essay – Write an essay of 1-2 pages, using MLA style and using two or more sources. A “Works Cited” page is required in addition to the text of you essay.

Option 1 – Write an essay describing a **Discourse Community** of which you are a part. Use your text and other sources to support your claims.

Option 2 – Write an essay describing individuals who have in the past acted as your

Literacy Sponsors. Use your text and other sources to support your claim.

WA – 2 (15%)

Essay – Write an essay of 3-4 pages, using MLA style and using three or more sources. A “Works Cited” page is required in addition to the text of you essay

WA – 3 (20%)

Essay – Write an essay of 5-7 pages, using MLA style and using five or more sources. A “Works Cited” page is required in addition to the text of you essay

WA – 4 (15%)

Critical Reflection – Using terminology, skills, and sources developed during this class, write a reflective paper of 3-5 pages. Include your understanding of how your personal literacy developed until this point in time and how that literacy will continue to be used. A works cited page in only required if you use outside resources, but the majority, in not all, of the text should come from your personal past experiences and future plans.

Writing Journal

(15%)

I will take up journals for grading without notice, and from time to time students will have the opportunity to complete journal assignments in class; therefore, journals should be brought to class daily. Students are required to consistently write (three times weekly is the default) in their journals in which three varieties of entries are expected.

1. Reading Reflections – Once weekly, students will write entries of 50-100 words reflecting on and responding to assigned readings. These reflections should **not** be summaries of the articles. The reflections should be thoughtful responses to an intellectual audience concerning the ideas argued in the readings and how those ideas will (or will not) affect the student's communication processes whether reading, writing, speaking, or listening.
2. Writing Reflections – Because the purpose of this class is to help students improve their writing, they will write weekly analytical entries concerning their writing. These can include past experiences, lessons learned, future plans, other communication-related ideas of importance, or grand epiphanies as long as each relates back to the topic of writing.
3. Open Entries – The students may write about any topic, in any form. These entries can include additional reflections, poems, short creative prose, personal memoir, tales of a grand adventure, or the summary of a bad day. Please be aware that your instructor will read these and use discretion.

Conferencing and Work-shopping

(15%)

1. Instructor Conferences – Each student will be required to meet with the instructor two or three times during the semester. At these conferences they will discuss the general progress of the student concerning the class and specific points relating to one of the major writing assignments.
2. Workshops – “Workshops” reflects the idea that writing is a process. These grades will be determined by the students' efforts at preparing, drafting, and editing throughout the semester. Often these workshops will be in conjunction with instructor conferences or peer review.
3. Writing Center – Each student is required to keep three Writing Center appointments during the semester, each related to three different Major Writing Assignments.

Participation

(10%)

Students are expected to both attend class and actively participate in classroom discussion. To avoid distractions during class, please keep cell phones on silent, and neither text nor talk on the phone during class. Computers and tablets may be used for note-taking, but do not facebook, tweet, surf the web, etc. during the class period.

Attendance, Tardiness, and Grades

Because attendance and punctuality are important parts of learning in the university environment, attendance affects grades. Students who are late may be counted as absent.

If a student has:	the maximum grade that student can earn is:
15 or more absences	F
12-14	D
9-11	C
6-8	B
0-5	A

Therefore, if a student misses eight classes, that student can still earn a B, but a B is the maximum score available. I am willing to make exceptions for university-related activities if I approve them ahead of time or for extenuating circumstances if the student has evidence that numerous absences are required. For example, if a student must be in the hospital for two weeks, the student could still receive an A if the coursework meets the A criteria.

Late Assignments: Late assignments will be accepted at the instructor's discretion and will result in a significant decrease if accepted at all. I will make exceptions for good cause if you get my approval ahead of time.

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

Major Writing Assignments - 60% of grade

WA – 1 10%

WA – 2 15%

WA – 3 20%

WA – 4 15 %

Writing Journal – 15%

Conferences and Workshops – 15%

Participation – 10%

Grading Scale:

90-100	A – with fewer than 6 absences
89-80	B – with fewer than 9 absences
79-70	C – with fewer than 12 absences
69-60	D – with fewer than 15 absences
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 address is: blancaster2@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. 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

Because attendance and punctuality are important parts of learning in the university environment, attendance affects grades. Students who are late may be counted as absent. If a student has:

15 or more absences	the maximum grade that student can earn is:	F
12-14		D
9-11		C
6-8		B
0-5		A

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 *Problem Posing: Readings for Democratic Learning* (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

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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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: Readings will come from your texts as well as supplemental sources supplied by the instructor and will be assigned on a weekly basis.

COURSE OUTLINE / CALENDAR – Current as of October 17, 2013

This calendar will change in order to accommodate learning needs, including the addition of reading assignments as the semester progresses. Unless otherwise indicated all readings are from *Posing Problems* (hereafter *PP*).

Week 1 Monday, August. 26	Class introduction and orientation;
Wednesday, August 28	Read for today: Adkins, “Plagiarism,” <i>PP</i> 1-3 and pages 1-15 in the “Course Pack”; In-class writing assignment;
Friday, August 30	Read for today: “Rhetoric” <i>PP</i> 7-16. Class discussion: Preparation, Planning, and Research; Some Terms to Consider;
Week 2	For Week 2 read: Course Pack, Ch. 2, Ch. 3, and Rose, “Blue Collar Brilliance,” <i>PP</i> 442-48.
Monday, September 2	Holiday
Wednesday, September 4	Group discussion; Book and Journal check
Friday, September 6	Journal Writing; Essay Organization
Week 3	For Week 3 read: Course Pack, Ch. 4 and Murray, “All Writing is Autobiographical,” <i>PP</i> 342-51.
Monday, September 9	Planning an essay; Assign WA – 1.
Wednesday, September 11	Class discussion: Purposes of Writing; MLA Style
Friday, September 13	WA – 1 Rough Draft Due; Conferences – each student must sign up for and attend a conference with the instructor to discuss WA-1.
Week 4	For Week 4 read: Course Pack, pages 37-40 and Delpit, “The Silenced Dialogue.”
Monday, September 16	Conferences Required
Wednesday, September 18	Conferences Required

Friday, September 20	First Writing Center Visit Due / WA – 1 Final Draft Due
Week 5	For Week 5 read: Course Pack, pages 41-45; King, “A Letter from Birmingham Jail”; and the U. S. Declaration of Independence .
Monday, September 23	Class discussion:
Wednesday, September 25	Class discussion:
Friday, September 27	
Week 6	For Monday read: U. S. Declaration of Independence
Monday, September 30	Class discussion: Rhetorical styles and elements
Wednesday, October 2	Class discussion: Scholarly sources; For Friday read Course Pack, p. 40 and King, “What Writing Is.”
Friday, October 4	Class discussion: Thesis Statements; Assign WA-2; For Monday read the Thesis Statement Handout posted in eCollege.
Week 7	
Monday, October 7	Class discussion: Developing an essay; WA-2 Planning Pages and Thesis Statement due. For Wed. read Cisneros, “Barbie-Q.”
Wednesday, October 9	Class discussion: Writing a paragraph; For Friday read Lamott, “Shitty First Drafts.”
Friday, October 11	Class discussion: WA – 2 Rough Draft Due w/ planning pages; For Monday read Course Pack, pages 42 and Conley, “Cell Phone Weighs Down Backpack of Self-Discovery.”
Week 8	
Monday, October 14	Class discussion: Transitioning from paragraph to paragraph. For Wednesday read Collins, “The Lanyard” and the PIE Handout in eCollege.
Wednesday, October 16	Class discussion: PIE method of paragraph development. 2nd Writing Center Visit Due;
Friday, October 18	Class discussion: WA – 2 Final Draft Due w/ planning pages and all drafts
Week 9	
Monday, October 21	For Monday read Course Pack, pages 46-47; WA-3 Assignment Discussion
Wednesday, October 23	For Wednesday read Class discussion; WA-3 Thesis Statement and Planning Pages Due.

Friday, October 25	For Friday read Fogarty, “Top Ten Grammar Myths” (240-41); Class discussion. Journal Check.
Week 10 Monday, October 28	Class discussion: WA – 3 Rough Draft Due
Wednesday, October 30	For Wednesday read Alexie, “The Joy of Reading and Writing” (41-43); Class discussion:
Friday, November 1	For Friday read Miller, “The Coming Apocalypse” (335-41); Class discussion.
Week 11 Monday, November 4	Conferences Required
Wednesday, November 6	Conferences Required
Friday, November 8	Conferences Required;
Week 12 Monday, November 11	For Monday read Barthololmae, “Inventing the University” (55- 71); Class discussion: Writing Center Visit Due
Wednesday, November 13	WA-3 Final Draft Due w/ previous drafts, planning pages, and Writing Center receipt
Friday, November 15	For Friday read Diaz, “Becoming a Writer” (194-95);Class discussion; Journal Check
Week 13 Monday, November 18	For Monday read Wallace, “Transcription of the 2005 Address (458-66); Class discussion: WA-4 Outline Due.
Wednesday, November 20	For Wednesday read Stern, “What They Learn in School” (449-50); Class discussion:
Friday, November 22	For Friday read Diaz, “Becoming a Writer” (194-95);Class discussion:
Week 14 Monday, November 25	WA-4 Final Draft Due.
Wednesday, November 27	For Wednesday read “A Little Cloud” by James Joyce.
Friday, November 29	Holiday
Week 15 Monday, December 2	No Class
Wednesday, December 4	No Class
Friday, December 6	REQUIRED ACTIVITY: Students are required to attend the 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 (2 nd floor).
Week 16	Finals Week (no formal exam for ENG 1301)