



**ENG 1301: College Reading and Writing  
COURSE SYLLABUS: Fall, 2013**

**Instructor:** Michael Baker

**Office Location:** HL 115

**Office Hours:** Monday 12-1pm, Tuesday, Thursday, 9:30-11am

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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

Textbook(s) Required:

*Problem Posing: Readings for Democratic Learning.* Mary J. Couzelis, J.D. Isip, and Tabetha Adkins. Fountainhead, 2013. 978-1-59871-509-5

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):**

*WA 1: Rhetorical Arguments in Pop Culture*

Pick a commercial, newspaper ad, political debate, or YouTube video and analyze how ethos, pathos, and/or logos is used in order to make the argument convincing. Make sure you have a

clear thesis statement that identifies the main idea of your paper. This assignment should use at least 2 sources from the textbook and should be in MLA format.

*WA 2: Critical Pedagogy in the Real World*

How can you use critical pedagogy or empowering education as a lens to analyze or understand something outside of the classroom like social media, work, family, or other elements of your life? In other words, how can critical pedagogy/empowering education inform how you see the world? Do you have to be an “activist” to find this lens useful for analysis?

*WA 3: Analyzing Ethical Dilemmas*

Choose an ethical dilemma that has been given special attention on the news, or even on Facebook. Then analyze how writing, rhetorical elements, and/or word choice affect the argument. How can writing change the persuasiveness of an idea? Consider these questions while you write your response using at least 2 academic sources.

*WA 4: How Do I Write?*

Analyze how you write using the reading from this semester. Do you favor methodology? Or perhaps you like to use a specific analysis tool to make your argument affective? To complete this analysis, you will need to employ one of the strategies or techniques described by many of the scholars you have read so far this semester. 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.

*Final Project-- Showcase Piece:*

You will also create a showcase piece to highlight what you’ve learned about this semester. 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, 3-5 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. Use 3-5 sources from the readings from this semester to support your essay.

**Reading Responses:**

Throughout the semester there will be assigned reading responses to evaluate your understanding of the material. These reading responses will be announced in class and due the following class period. There will be a required minimum of 500 words to a maximum of 750.

In your reading response you may choose to apply the reading to a current event, personal experience, or otherwise demonstrate how you personally reacted to the information.

**Grading:**

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

Reading Responses	10%
WA 1	15%
WA 2	15%
WA 3	15%
WA 4	15%
Final Project	20%
Participation	10%

**Grading Scale:**

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

<b>TECHNOLOGY REQUIREMENTS</b>
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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 his address is: mbaker8@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@tamu-commerce.edu](mailto:Tabetha_Adkins@tamu-commerce.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 two times a 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 sixth 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 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](mailto: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*).

**Course Calendar:**

This calendar is subject to change.

<p>Week 1 August 27/29</p>	<p><b>T: Syllabus and Course Introduction</b>  <b>R: Plagiarism</b> <i>Problem Posing, pg 1-5, 489</i></p>
<p>Week 2 September 3/5</p>	<p><b>T: Introduction to Rhetoric</b> <i>Problem Posing, pg 6-38</i> <i>Course Pack, pg 4-11</i>  <b>R: Writing and Literacy</b> <i>Course Pack, pg 12-15</i> <i>Drafting US Literacy, pg 121</i></p>
<p>Week 3 September 10/12</p>	<p><b>T: The Purpose of Writing</b> <i>Superman and Me, pg 41</i> <i>Suddenly Sexy, pg 77</i>  <b>R: Research Space</b> <i>Cell Phone Weighs Down Backpack of Self-Discovery pg 168</i> <i>Becoming a Writer, pg 194</i></p>
<p>Week 4 September 17/19</p>	<p><b>T: Peer Editing Day</b>  <b>R: The Democratic Classroom</b> <i>Course Pack, pg 12-15</i> <b>*Writing Assignment 1 Due*</b></p>
<p>Week 5 September 24/26</p>	<p style="text-align: center;"><b>Student Conferences</b></p>
<p>Week 6 October 1/3</p>	<p><b>T: Composition in College</b> <i>Inventing the University, pg 55</i> <i>Freshman Composition as a Middle-Class Enterprise, pg 98</i>  <b>R: Voice</b> <i>The Silenced Dialogue, pg 171</i></p>
<p>Week 7 October 8/10</p>	<p><b>T: About Writing</b> <i>Teaching About Writing, pg 197</i>  <b>R: Arguments and Myths</b> <i>Virtuous Arguments, pg 228</i> <i>Top Ten Grammar Myths, pg 240</i></p>
<p>Week 8 October 15/17</p>	<p><b>T: What Should Colleges Teach?</b> <i>What Should Colleges Teach Part 1 and 3, pg 231</i>  <b>R: Reading and Writing to Change the World</b> <i>Course Pack 20-30</i></p>

	<b>*Writing Assignment 2 Due*</b>
<p>Week 9 October 22/24</p>	<p><b>T: Literacy Sponsors</b> <i>Sponsor of Literacy, 140</i> <i>Barbie-Q, pg 164</i></p> <p><b>R: The Process...</b> <i>What Writing Is, pg 294</i> <i>Shitty First Drafts, pg 297</i></p>
<p>Week 10 October 29/31</p>	<p><b>T: Reading Text and Situations</b> <i>Learning to Read, pg 304</i> <i>The Cosmopolitan Tongue, pg 312</i></p> <p><b>R: How Do We Write?</b> <i>Course Pack 31-35</i></p> <p style="text-align: center;"><b>*Writing Assignment 3 Due*</b></p>
<p>Week 11 November 5/7</p>	<p><b>T: Writing and Multiliteracies</b> <i>All Writing is Autobiography, pg 342</i> <i>A Pedagogy of Multiliteracies: Designing Social Futures, pg 352</i></p> <p><b>R: Composing</b> <i>The Composing Processes of Unskilled College Writers, pg 404</i></p>
<p>Week 12 November 12/14</p>	<p><b>T: Marginalization</b> <i>Taking Women Seriously, pg 435</i> <i>Blue-Collar Brilliance, pg 442</i></p> <p><b>R: Cultural Differences</b> <i>What They Learn In School, pg 449</i> <i>Mother Tongue, pg 451</i></p>
<p>Week 13 November 19/21</p>	<p><b>Student Conferences</b> <b>*Writing Assignment 4 Due*</b></p>
<p>Week 14 November 26/28</p>	<p><b>NO CLASS! HAPPY THANKSGIVING!</b></p>
<p>Week 15 December 3/5</p>	<p><b>T: Presentations</b></p> <p><b>R: Presentations</b></p>
<p>Week 16 December 12</p>	<p><b>*FINALS WEEK*</b></p>