



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

Instructor: Mr. Diaz

Office Location: 117

Office Hours: T (7:30AM-9:30AM), TH (7:30AM-9:30AM)

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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. 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.

WAI

Who are you as a Writer? You have considered the experience of different writers and student writers in general. What is your experience with writing, in general, and more specifically with academic writing? In what ways are you experiencing change as a writer? You may discuss how you balance identity and expectations of discourse communities, your use of rhetoric, your own experiences with literacy and literacy sponsors.

The more thorough your analysis, the stronger your essay will be. This essay should be 4 - 5 pages and quote from at least two critical articles you have read **as an assigned reading**. Use MLA citation style.

WA2 - TBA

WA3 - TBA

Final Project - TBA

Reading Responses:

Reader Responses – There are two things that will count for reader responses. First, for some of the articles I will ask that you type a *full page response* to the article before class. These responses are more organized than freewrites, which means I will be looking for well thought out critical responses, as well as organization, grammar and punctuation. They are to be a full page (250 words), double-spaced, typed in 12-point font Times New Roman and have at least one citation done in MLA style, with a MLA style heading.

Participation – Every day you will receive at least one participation grade. Your participation includes talking during class discussions, participating constructively in group work, and doing the assigned homework readings. Talking in class in an intelligent way shows you have read the homework assignments.

Additional participation grades will include work products done in class (such as journaling) or small homework assignments that will you will turn in during class time (e.g., turning in the Academic Integrity contract when assigned, quizzes, etc).

Participation Rationale

This class is important. *You need it to help you learn, but just as importantly, your classmates need you to help them learn.* Show up to class on time and prepared. Keep up with the readings. Complete the homework as assigned. When you work in groups, participate and “pull your weight.” Participate in peer reviews. Stay involved in all class discussions. Be in class, read what you are supposed to read, and do your assignments.

Make your "expert" reading response presentation with enthusiasm and be responsive to others when they lead our discussions. Contribute to the social construction of knowledge in the classroom.

Grading

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

WA1 - WA3 (40%)

Reading Responses (20%)

Participation, RATs, Level Ups, Stressers (20%) **Final Project (20%)**

Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: jdiaz@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. If need be you may use a power up (earned bonuses) to counteract a missed day or preapproved quiz like assignment.

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*).

Units and readings:

COURSE OUTLINE / CALENDAR

TENTATIVE

This calendar is likely to change in order to accommodate learning needs. As we meet, we will decide the material sequence we, as a class, want to study this semester. This schedule will change. You will get another one in the upcoming weeks.

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

The calendar is subject to change. It is your responsibility to keep up with modifications to the schedule.

“Academia is a conversation about ideas, and you are able to contribute ideas to a conversation as well as anyone else.” -Foss & Waters.

<p style="text-align: center;">Week 1 August 26 - 30</p>	<p>8/27 Class</p> <ul style="list-style-type: none"> • Introduction to English 1301 and <i>Problem Posing</i> • Introductions • Explain Class Routine: (RECAP, Class Business, RATS, Main Assignment, Clarification, Group Response, Reading/writing, Clean up) • Class Business: Fill out student information form, tour, workshop approach • Explain Syllabus • Explain My System: Parking Lot for questions, quiet down procedure, writing coach • WRITING SAMPLE: What is good writing? Are you a good writer? How do you know what is good writing? (1 page) • TOUR (Writing Center, Office, and Office) <p>HW for 8/29:</p> <ul style="list-style-type: none"> • Introduction to English 1301 from Course Pack (4 - 11) • Chapter 1 - 4, Course Pack <p>8/29 Class</p> <ul style="list-style-type: none"> • Introduction to English 1301 from Course Pack (4 - 11) • Class Business: First quiz? • BIG IDEAS: Writing about Writing, Empowering Education, The Ongoing Conversation • Chapter 1 - 4, Course Pack • Reading Groups (Allegory of the Cave, The Burkean Parlor, Cars Model) • Reading Response: Discuss how one of ideas from the reading groups may help you change as a writer. <p>HW:</p> <ul style="list-style-type: none"> • "Teaching About Writing, Righting Misconceptions" (<i>Problem Posing</i> 197 - 227) • "What Should Colleges Teach? Part 1, Part 3" (<i>Problem Posing</i> 231 - 239) • Reading Response (1 -2 full pages)
<p style="text-align: center;">Week 2 September 2-6</p>	<p>9/3 Class</p> <p>Reading response due</p> <p>"Teaching About Writing, Righting Misconceptions" (<i>Problem Posing</i> 197 - 227)</p> <p>"What Should Colleges Teach? Part 1, Part 3" (<i>Problem Posing</i> 231 - 239)</p> <p>9/5 Class</p> <p>Discussion, clarifications, group work, writing conventions</p> <p>HW: "Inventing the University" (<i>Problem Posing</i> 55 - 71)</p> <p>"Freshman Composition as a Middle-Class Enterprise" (<i>Problem Posing</i> 98 - 120)</p> <p>"Discourse Community" (<i>Problem Posing</i> 196)</p>

Week 3 September 9-13	<p>9/10 Class Discuss articles, writing conventions, WA#1 discussed</p> <p>HW: "Superman and Me" (<i>Problem Posing</i> 41 - 43) "How to Tame a Wild Tongue" (<i>Problem Posing</i> 44 - 54) "Learning to Read" (<i>Problem Posing</i> 304 - 311)</p> <p>9/12 Class Discussion, clarifications, group work, writing conventions</p> <p>HW: WA#1</p>
Week 4 September 16-20	<p>9/17 First draft of WA1 due Peer review, writing conventions, and revisions, writing center advice</p> <p>HW: "Sponsors of Literacy" (<i>Problem Posing</i> 140 - 161) "Rhetoric" (<i>Problem Posing</i> 6 - 27)</p> <p>9/19 Second draft of WA1 due Peer review, writing conventions, RATS or Pressure Cooker assignment. Make sure you did you're readings prior to coming to class.</p>
Week 5 September 23-27	<p>Student conferences Readings and assignments TBA Revised depending on student selections, groups, and schedule</p>
Week 6 Sept. 30 - Oct. 3	<p>Readings and assignments TBA</p> <p>10/ 2 Reading response due</p>
Week 7 October 7-11	<p>Readings and assignments TBA</p>
Week 8 October 14-18	<p>Readings and assignments TBA 10/15 First draft of WA2 due 10/17 Second draft of WA2 due</p>
Week 9 October 21-25	<p>Student conferences Readings and assignments TBA</p>
Week 10 Oct 28 - Nov. 1	<p>Readings and assignments TBA 10/31 Reading response due</p>
Week 11 November 4 -8	<p>Readings and assignments TBA</p>
Week 12 November 11-15	<p>Readings and assignments TBA</p> <p>11/12 First draft of WA3 due 11/14 Second draft of WA3 due</p>
Week 13 November 18-21	<p>Student conferences Readings and assignments TBA</p>
Week 14 November 25 - 29	<p>University closes at noon on Wednesday and remains closed through weekend. Be thankful Readings and assignments TBA</p>

Week 15 December 2 - 6	Readings and assignments TBA Final project due 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 December 9-13	

***If you attend the Celebration, you will receive extra credit, but you must come up to me and make sure I write your name down for the extra credit. If I don't see you and write your name down, then you will not get credit for attending.