

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

Instructor: Dr. Connie Meyer

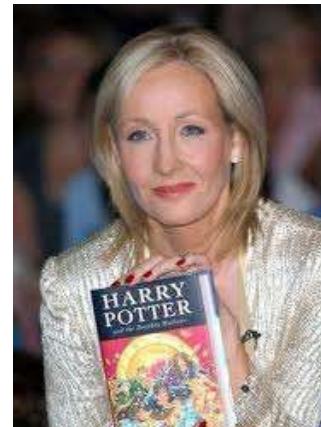
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j.k. rowling

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Back to the Lake. 2nd ed. Thomas Cooley. W. W. Norton, 2011. ISBN: 978-0-393-91268-5

A Writer's Reference 7th ed. Diana Hacker and Nancy Sommer. Bedford/St. Martin's, 2011. ISBN: 978-0-312-60143-0

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.

Course Theme: Writing as a Convergence of Public and Private Selves

In one sense, writing is an extremely personal vocation. The act of putting words on a page encourages the writer to draw on deep reserves of knowledge, experience, and intuition. Writing is also a creative act, a means by which the writer generates and forges new ideas out of old ones. Writers often comment on the thrill of seeing their thoughts take shape in new and surprising ways on the page. We also think of writing as being personal because it is generally carried out in isolation—the writer seated at a desk or perhaps curled up in a favorite chair, typing or scribbling away.

Yet, writing is hardly a solitary act. The writer's awareness of his or her audience will inform how and even why a piece of writing is carried out. When we write, we are contributing to an ongoing textual conversation. Highly skilled writers pay attention to rhetorical concerns, that is, they pay attention to their audience, purpose, and situation.

They also follow a process, spending ample time on critiquing and revising their work. This process is best carried out within a writer's community: other writers make scrupulous but sympathetic critics.

This semester, we will consider how writing demands us to balance our private and public identities as we contribute to the ongoing academic conversation.

Student Learning Outcomes:

Students who are successful in ENG 1301 will be able to:

1. Compose critical, original texts appropriate for an academic audience.
2. Read, understand, and interpret texts written for academic audiences.
3. Use rhetorical terms to talk about writing composed both by the student and by others.
4. Discuss and write about the complex academic conversations on writing.
5. Demonstrate that they are prepared for ENG 1302.

COURSE REQUIREMENTS

Graded Assignments:

Essay #1- Personal Narrative (10%)

Due Sunday, September 22rd at midnight

Requirements:

- 3-5 pages
- Double-spaced, Times New Roman
- MLA format

Prompt:

Narration is the storytelling mode of writing. Some narratives, such as short stories and novels, are fictional. Personal narratives, on the other hand, draw upon a writer's experience. You will be composing a personal

Gabriel García Márquez



narrative about a significant event from your life. In preparation for this essay, you will read and analyze a number of sample narratives by both student writers and professional writers.

Compose a personal narrative about an experience from your life that changed you in some way. This might be a childhood memory or a more recent event. This does not have to be an event that is obviously life-changing to others. Although the subject of this essay is your own experience—which you know well—the challenge will be to make the event feel relevant to your readers. You will need to include some critical analysis of how this event changed you. Although this is not an argumentative essay, it should include some sort of a thesis, whether it is implicitly or explicitly stated.

This piece is an opportunity for you to sharpen your descriptive writing skills and practice writing with your audience in mind. One key to writing a good narrative is being selective. Try to distill your narrative into the scenes and descriptions that capture the essence and argument of the experience you are relating.

You will exchange a draft of this paper with a classmate for peer review, and you will have ample time to revise and polish it. Translation: Make this first essay count.

Essay #2- Expository Essay (15%)

Due Sunday, October 13th at midnight

Requirements:

- 4-5 pages
- Double-spaced, Times New Roman
- MLA format
- Include two quotes and/or paraphrases from at least two of our readings
(reading to be preapproved by me)
- Include accurate in-text citations and works cited page

Prompt:

An expository essay provides information about a topic and contains some sort of an argument, which is summarized in a thesis statement. It is similar to an argumentative essay (which you will write in unit four), but it contains less research and may be slightly more informative than argumentative.

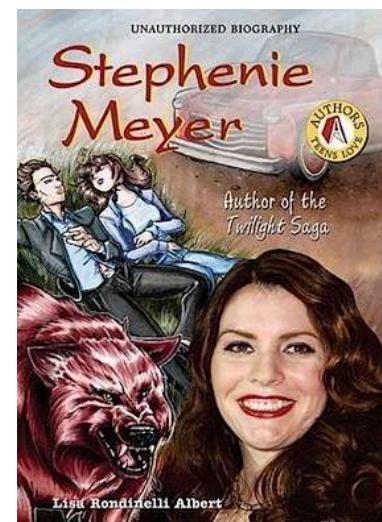
Since this is an English course, the topic of your expository essay will be *academic writing*. Think about this essay as an opportunity to offer information and advice to other writers of academic papers. You might choose to do one or more of the following:

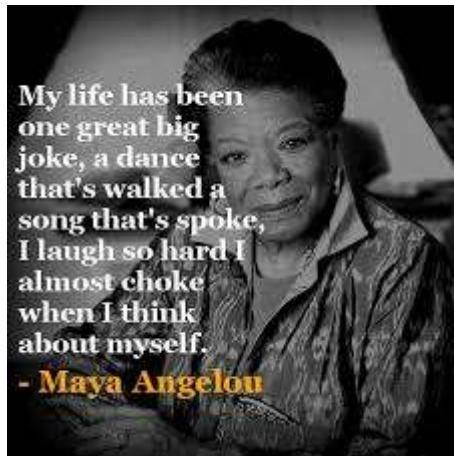
- Describe and analyze an effective process for composing academic essays
- Describe and analyze some of the elements of successful academic writing
- Compare and contrast the characteristics of different types of essays we have read
- Compare academic writing to other types of writing

Your own experiences with academic writing will certainly inform this paper and you may include narrative elements as support, but this is primarily an informative essay. Focus on providing description and analysis of your topic and draw on your experiences mainly to support your ideas. It is important that you have a clear thesis statement that summarizes your ideas and indicates your stance about your topic.

Essay #3- Review (15%)

Due Sunday, November 3rd at midnight





My life has been
one great big
joke, a dance
that's walked a
song that's spoke,
I laugh so hard I
almost choke
when I think
about myself.

- Maya Angelou

Requirements:

- 4-5 pages
- Double-spaced, Times New Roman
- MLA format
- Include three quotes and/or paraphrases from the essay you are reviewing
- Include accurate in-text citations and works cited page

Prompt:

In units two and three, you have read essays that represent a variety of topics, perspectives, arguments, and writing styles. Select one essay from the following list and compose a review of it:

- Cofer, "More Room"
- Mernissi, "The Harem Within"
- Tan, "Mother Tongue"
- Tomlinson, "Tuning, Tying, and Training Texts: Metaphors for Revision"

Your review should include a brief summary of the article's main argument(s) followed by an extended analysis and critique.

Describe and critique both the writer's argument and his or her methods of presenting and defending it. Is the writer's thesis logical? Does the writer support the thesis with sound evidence and reasoning? Is the writing style rhetorically effective? Is the writer missing anything? Is there any way that this essay could be improved upon?

You may pick an essay that you like, dislike, or have mixed feelings about. Regardless of how you critique the essay, you should demonstrate that have conducted a balanced analysis. If you are reviewing an essay that you really like, you should still discuss any ways that the essay could have been stronger. Or, if you are critiquing an article you basically disagree with, you should still acknowledge its merits. Whatever your overall evaluation is, envision yourself conducting a conversation with the author and his or her ideas.

Essay #4- Argumentative Essay (20%)

Due Sunday, December 1st at midnight

Requirements:

- 4-5 pages,
- Double-spaced, Times New Roman
- MLA format
- Include at least three quotes and/or paraphrases from three different essays. Two of these may be from Gee Library's online databases
- Include accurate in-text citations and works cited page



Jhumpa Lahiri

Prompt:

Compose an original argumentative essay on the topic of reading and writing, literacy, and/or language. Since I am giving you a very broad topic to work with, there are a number of directions that you can go with this project. After thinking about the articles you have read about these topics this semester, formulate your own focused argument. Your essay should include the following:

- A clear and defensible thesis statement
- Appropriate and effective use of evidence (including both personal experience and outside sources)
- Successful organization, logic, and transitions
- An effective and consistent voice

Since this essay topic is very open-ended, you may need to spend a considerable amount of time brainstorming and narrowing down your thesis. We will workshop ideas for this essay on the discussion board. I will also provide you with a list of possible topics.

Final Revision Project (10%)

Due Thursday, December 13th at midnight

Requirements

- 1.5- 2 page reflective essay about revision choices
- Original essay and substantially revised version of the same essay (copy and paste this into the same document after the reflective essay)
- Double-spaced, Times New Roman 12 point font
- MLA format

For your final project, you will select one essay that you have written this semester and make substantial revisions to it. You will also write a brief reflective essay that describes your revision process and the global and local revisions that you made to your essay.



Malcolm Gladwell

You may decide to revise an essay that you like and want to polish into a masterpiece. Or you may resuscitate an essay that you are not particularly pleased with. Either way, your grade will depend on your ability to make thoughtful and substantial revisions to a piece of writing. Surface edits alone will not suffice.

Peer Review 1 (7.5%)

Exchange with partner

Tuesday, September 10th by midnight

Return to partner Thursday, September 12nd by midnight

Due Sunday, September 15th at midnight

For your narrative essay assignment, you will be given extra time to conduct a peer review and make revisions to your paper. Instructions for peer review one will be provided in the Week 3 Assignment tab.

Peer Review 2 (7.5%)

Exchange with partner Tuesday, December 3rd by midnight

Return to partner Thursday, December 5th by midnight

Due Sunday, September 8th at midnight

For your final revision project, you will select one essay to revise. You will conduct a peer review to help guide you in your revision process.



Khaled Hosseini

Weekly Discussion Board Reading Responses (15%)

Due every Friday at midnight

Each week, you will contribute to a class discussion thread about the assigned readings, responding to the prompts I provide. My goal is for us to critically examine the readings as a group. Think of this as a virtual roundtable discussion.

Important: Our eCollege site houses three sections of English 1301: 901, 902, and 903. Only post in the discussion thread for your section. Post under you section number every week. To check your section number, pull up your semester schedule in myLeo.

Requirements:

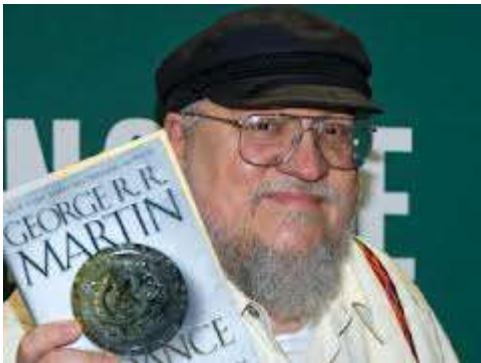
- One main post (at least 250 words but longer if necessary)
- At least two quality responses to classmates' posts every week. See guidelines for responses below.
- Discussion posts and responses are due each Friday at midnight.

Guidelines:

Main post- Your main post should meet all the requirements of the prompt and demonstrate original thought. It need not be as formal as an essay, but please respect your classmates by checking it for grammar and coherence before you publish it to the board. If you quote any part of a reading, provide an in-text citation following MLA guidelines. A works cited entry is unnecessary. Just cite the text and page number so that your classmates can locate any quote you mention.

Responses- Your responses to your classmates' posts should demonstrate that you have thought critically about their ideas and can build upon what they have said. You may add to others' ideas, question them, or argue for a conflicting point of view. Saying "I like/dislike your post" is *not* enough.

It is okay to disagree—in fact I encourage friendly academic arguments—but **you may not use abusive language or attack anyone**. Let's keep our discussions civil and respectful.



George R.R. Martin

I will also chime in on the discussion board throughout the week. Please be sure to read all of your classmates' posts as well as mine.

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)

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: ajones31@leomail.tamuc.edu.

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@tamu-commerce.edu

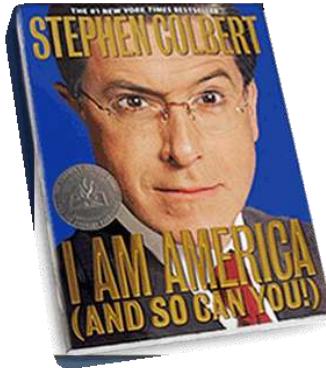
COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

The Rock Bottom Remainders are a band formed by several authors for fund raising events. It consists of the following members:- Mitch Albom (Keyboards)- Dave Barry (Lead Guitar)- Roy Blount, Jr. (the Crowd)- [Greg Iles](#) (Lead Guitar)- Kathi Kamen Goldmark (Vocals)- Stephen King (Rhythm Guitar)- Matt Groening (Cowbells)- James McBride (Saxophone)- Amy Tan (Vocals)- Ridley Pearson (Bass)

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: Units with Readings and Assignments

Important:

- This syllabus is subject to change. I will always notify you of changes to the syllabus ahead of time.
- For the purposes of this course, weeks begin on Monday and end on Sunday. For example, if an assignment is due on a Sunday, it is due on the SECOND Sunday of that school week.

Unit 1: Narrative Writing

Week 1 (Monday 8/26- Sunday 9/1)

Monday, August 26

Introduction to 1301/Introduction to Unit 1 (eCollege-Week 1 Lecture)
Syllabus (eCollege- Syllabus tab or Doc Sharing)

Wednesday, August 28

Lorde, "The Fourth of July" (eCollege-Doc Sharing)

Friday, August 30

Chapter 4 (*BTTL*, 62-81)

Discussion board due Friday, August 30th at midnight

Week 2 (Monday 9/2- Sunday 9/8)

Monday, September 2

Labor Day – No Class

Wednesday, September 4

Thesis Statements / Strategies for Invention and Composing Styles (eCollege- Week 2 lecture)

Friday, September 6

Personal Narrative Prompt (eCollege- Syllabus and Doc Sharing)

Dillard, "An American Childhood" (*BTTL*, 90-4)

Discussion board due Friday, September 6th at midnight

Week 3 (Monday 9/9- Sunday 9/15)

Chapter 2 (*B TTL*, 12-47)

Monday, September 9

Basic Format of an MLA Paper / Avoiding Plagiarism (eCollege- Week 3 Lecture)

Gabriel, "Plagiarism Lines Blur for Students in Digital Age" (*B TTL* 618-22)

"Plagiarism" (Doc Sharing)

Sample MLA Paper (Doc Sharing)

Exchange selected essay with peer reviewer by Tuesday at midnight

Return selected essay to peer reviewer by Thursday at midnight

Wednesday, September 11

White, "Once More to the Lake" (*B TTL* 163-9)

Friday, September 13

Peer Review Handout (eCollege-Doc Sharing)

: Discussion board due Friday at midnight

Peer Review #1 due Sunday, September 15th at midnight

Week 4 (Monday 9/16- Sunday 9/22)

Monday, September 16

Strategies for Revision (eCollege- Week 4 Lecture)

Wednesday, September 18

Chapter 5 (*B TTL* 121-139)

Friday, September 20

Cofer, "More Room" (*B TTL*, 152-6)

Discussion board due Friday at midnight

Essay #1 due Sunday, September 22nd at midnight

Unit 2: Expository Writing

Week 5 (Monday 9/23- Sunday 9/29)

Monday, September 23

Introduction to Unit 2/ Reading Rhetorically/Aristotle's Three Appeals (eCollege Week 5 Lecture)

Expository Essay Prompt (eCollege- Expository Essay Tab and Doc Sharing)

Wednesday, September 25

Chapter 10 (*B TTL* 374-99)

Friday, September 27

Horner, "The Extraordinary Characteristics of Dyslexia" (*B TTL* 418-421)

Mernissi, "The Harem Within" (*B TTL* 410-7)

Discussion board due Friday, September 27 at midnight

Week 6 (Monday 9/30- Sunday 10/6)

Monday, September 30

Citing Sources using MLA Format- In-text citations (eCollege- Week 6 Lecture)

MLA Papers (A Writers' Reference 372-91 only)

Sample Expository Essay (Doc Sharing)

Wednesday, October 2

Chapter 3 (*B TTL* 48-55 only)

Friday, October 4

Tan, "Mother Tongue" (*B TTL* 345-51)

Discussion board due Friday at midnight

Week 7 (Monday 10/7- Sunday 10/13)

Monday, October 7

Citing Sources using MLA Format- Works Cited Page/ More Strategies for Revision-
Wednesday, October 9

Backward Outlining (eCollege- Week 7 Lecture)

Friday, October 11

Tomlinsion, "Tuning, Tying, and Training Texts: Metaphors for Revision" (eCollege)

Discussion board due Friday at midnight

Essay #2 due Sunday, October 13th at midnight

Unit 3: Critical Writing

Week 8 (Monday 10/14- Sunday 10/20)

Monday, October 14:

Critical Reading and Writing (eCollege- Week 8 Lecture)

Critical Essay Prompt (eCollege- Syllabus and Doc Sharing)

Wednesday, October 16

Blasingame's review of *The Hunger Games* (Doc Sharing)

Friday, October 18

Hubbard's review of *The Hunger Games* (Doc Sharing)

Discussion board due Friday at midnight

Week 9 (Monday 10/21- Sunday 10/27)

Monday, October 21

Critical Reading and Writing Continued (eCollege- Week 9 Lecture)

Wednesday, October 23

Egan's review of *Eat, Pray, Love* (linked from Week 9 main page)

Friday, October 25

Ferrier-Watson's review of *That Mad Louisa* (linked from Week 9 main page)

Discussion board due Friday at midnight

Week 10 (Monday 10/28- Sunday 11/3)

Monday, October 28

Language and Power (eCollege- Week 9 Lecture)

Wednesday, October 30

Brandt, "Sponsors of Literacy" (eCollege- Doc Sharing)

Friday, November 1

Malcolm X, "Learning to Read" (eCollege- Doc Sharing)

Discussion board due Friday at midnight

Essay #3 due Sunday, November 3th at midnight

Unit 4: Argumentative Writing

Week 11 (Monday 11/4- Sunday 11/10)

Monday, November 4

Argumentation (eCollege- Week 11 Lecture)

Argumentative Essay Prompt (Syllabus)

Wednesday, November 6

Chapter 12 (BTTL 513-39)

Friday, November 8

Lessig, "Free Culture" (BTTL 627-32)

Discussion board due Friday at midnight

Week 12 (Monday 11/11- Sunday 11/17)

Monday, November 11

Models of Argumentation (eCollege- Week 12 Lecture)

Wednesday, November 13

King, "I Have a Dream" (BTTL 553-559)

Friday, November 15

Goodman, "Who Owns Dr. King's Words?" (BTTL 623-626)

Discussion board due Friday at midnight

Week 13 (Monday 11/18- Sunday 11/24)

Monday November 18

Week 14 Lecture (eCollege- Week 13 Lecture)

Wednesday, November 20

Workshop – Essay #4

Friday, November 22

Assignment

Discussion board due Friday at midnight

Week 14 (Monday 11/25- Sunday 12/1) - THANKSGIVING WEEK

Monday, November 25

Workshop – Essay #4

Wednesday, November 27

Workshop – Essay #4

Discussion board due Friday at midnight

Essay #4 due Sunday, December 1st at midnight

Unit 5: The Reflective Writer

Week 15 (Monday 12/2- Sunday 12/8)

Monday, December 2

Final Revision Project (eCollege-Week 14 Lecture)

Exchange selected essay with peer reviewer by Tuesday at midnight

Return selected essay to peer reviewer by Thursday at midnight

Wednesday, December 4

Final Revision Project Prompt (eCollege- Final Revision Project Tab and Doc Sharing)

Friday, December 6

Discussion board due Friday at midnight

Complete course evaluations

Peer Review #2 due Sunday, December 8th at midnight

Week 16 (Monday 12/9- Sunday 12/15)

No readings

Final Revision Project due Thursday, December 15th at midnight