



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

**Instructor:** Frank Alexander

**Office Location:** HL 215

**Office Hours:** TTH, 10: 50 a.m. - 12:50 p.m. and by appt.

**Office Phone:** (903) 886.5908

**Office Fax:** (903) 886.5980

**University Email Address:** falexander1@leomail.tamuc.edu

**PLEASE NOTE:** This is a common syllabus used by graduate assistants teaching sections of this course.

<b>COURSE INFORMATION</b>
---------------------------

**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 online:

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

**Course Description:**

English 1301 - 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.*

#### WA1

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

From your studies and own experience, what would you consider to be practical advice for student writers? Do you think that practical knowledge is important? What do you think is theoretical and what is practical about writing knowledge?

#### WA3

Subject of prompt to be determined by class preference. Will reflect the content of the studied after the WA2 assignment.

#### *Final Project*

*Culminating project and/or paper that will reflect the research done in the class throughout the semester.*

#### 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.

*Second, when you lead class discussion as the expert of the day, you will receive a reader response grade for how well you handle the day that you are an “expert” on an article. Each of you for one day will be responsible for starting the class discussion concerning an article that will help clarify any confusion students might have with the article. Part of your talk*

will be asking the class a question with regard to the article. This question should not be answered with a yes/no (Do NOT ask "Do you agree..." questions). Ask questions that begin with "what," "why," or "how."

*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).

If you miss a class for any reason, whether you have a good excuse or not, you will receive a participation grade. Quizzes and assignments done at the beginning of class, if missed, cannot be made up. However, your four lowest daily participation grades will be dropped.

### **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 (30%)**

**Reading Responses (20%)**

**Participation (30%)**

**Final Project (20%)**

### **Grading Scale:**

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

\*\*Please note, by departmental rule: if a student is enrolled in ENG 1301 and 100, if the student passes 1301 but fails 100, they must repeat the entire six hours.

## 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.)
- Pen, pencil, highlighter, and notebook

## 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 me with any questions you may have. Your instructor's communication preference is e-mail, and my address is: falexander1@leomail.tamuc.edu . Also, each I keep at least four 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](mailto: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*

Any absence will likely cause a drop in grade due to missed assignments and class participation. However, students may miss up to **three** times without penalty. After the **fourth** absence, the student's final grade will drop by one letter. After the **seventh** 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 will be penalized as an absence. If you come to late 3 times that will count as an absence. "Late" is when I have completed calling roll and class has begun. It is your responsibility to make sure your presence is accounted for accurately; therefore, if you do come in late, then it is your responsibility to make sure I have you marked as late instead of absent.

Scheduled conferences with the instructor (for which regular class meetings are cancelled) count as class meetings when counting attendance. (In other words, if you skip your conference with me, it counts 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. Email me ahead of time when you know you will not be able to be at class.

You are responsible for obtaining the information you missed when you are absent. Do not email me and ask what you have missed; refer to the calendar or syllabus or email a peer from 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](mailto: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*).

#### *Other course policies:*

1. I do not accept late work unless the situation is dire. You must talk to be beforehand to have any chance of receiving credit on late work. Procrastination is no excuse.
2. I do not accept papers submitted via e-mail unless we previously agreed upon that arrangement.
3. Turn your cell phone ringer off and put it away during class. If you're experiencing some kind of emergency in your personal life that requires access to a cell phone during class, let me know before class begins.
4. You must turn in all assignments in order to pass the course.
5. Please be courteous to me and to your classmates; come to class on time. See attendance policy for more information.
6. All assignments must be typed in 12pt Times New Roman font and double-spaced.

## COURSE OUTLINE / CALENDAR

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.*

Week 1 August 26 - 30	8/29 Readings 1. Introduction to English 1301 from Course Pack (4 - 11) 2. Chapter 1 - 4, Course Pack
Week 2 September 3-6	9/3 Readings 1. "Teaching About Writing, Righting Misconceptions" <i>(Problem Posing 197 - 227)</i> 2. "What Should Colleges Teach? Part 1, Part 3" <i>(Problem Posing 231 - 239)</i> 9/5 <b>First reading response due</b>
Week 3 September 9-13	9/10 Readings 1. "Inventing the University" <i>(Problem Posing 55 - 71)</i> 2. "Freshman Composition as a Middle-Class Enterprise" <i>(Problem Posing 98 - 120)</i> 3. "Discourse Community" <i>(Problem Posing 196)</i> 9/12 Readings 1. "Superman and Me" <i>(Problem Posing 41 - 43)</i> 2. "How to Tame a Wild Tongue" <i>(Problem Posing 44 - 54)</i> 3. "Learning to Read" <i>(Problem Posing 304 - 311)</i>
Week 4 September 16-20	9/17 <b>First draft of WA1 due</b> Readings 1. "Sponsors of Literacy" <i>(Problem Posing 140 - 161)</i> 2. "Rhetoric" <i>(Problem Posing 6 - 27)</i> 9/19 <b>Second draft of WA1 due</b>
Week 5 September 23-27	<b>Student conferences</b>
Week 6 Sept. 30 - Oct. 3	<b>Readings:</b> Review of previous class readings  <b>10/ 2 Reading response due</b>
Week 7 October 7-11	Read "Rhetoric" pp. 6 - 27 in <i>Problem Posing</i> Tuesday - Rhetoric/Discussion of where you want the class to go Thursday - Rhetoric
Week 8 October 14-18	Tuesday - Read "Becoming a Writer" 194 - 195; "Shitty First Drafts" 297-300; "What Writing Is" 294-296, "All Writing Is Autobiography" 342 - 349. Thursday - "50 Years of Stupid Grammar Advice" 429-434
Week 9 October 21-25	Tuesday - <b>First draft of WA2 due</b> Thursday - <b>Second draft of WA2 due</b>
Week 10 Oct 28 - Nov. 1	<b>Student conferences</b>
Week 11 November 4 -8	11/4, 11/6 Readings and content to be determined by class
Week 12	

November 11-15	<b>11/12 First draft of WA3 due</b> <b>11/14 Second draft of WA3 due</b>
Week 13 November 18-21	<b>Student conferences</b> <b>Readings and assignments TBA</b>
Week 14 November 25 - 29	University closes at noon on Wednesday and remains closed through weekend. <b><i>Be thankful</i></b> <b>Readings and assignments TBA</b>
Week 15 December 2 - 6	Readings and assignments to be determined by class needs and preferences 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 <sup>nd</sup> floor).***
Week 16 December 9-13	<b>Finals Week</b> <b>No formal exam for ENG 1301</b>

\*\*\*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.