

Class: Eng 1301-College Reading and Writing, sections .04 & .06, Spring 2014
 Instructor: Charles Stephens, cstephens2@leomail.tamuc.edu
 Office: HL 233 / Office Hours TR 10:30-11 am, 1:45-3:30 pm
 Office Phone: (903) 886-5262 / Office Fax: (903) 886-5980



**ENG 1301: College Reading and Writing
 COURSE SYLLABUS: Spring 2014**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Couzelis, Mary J., J.D. Isip, and Tabetha Adkins. *English 1301 Fall 2013 Course Pack*. Commerce, TX: Texas A&M University-Commerce, 2013. Web.
<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

Couzelis, Mary J., J.D. Isip, and Tabetha Adkins. *Problem Posing: Readings for Democratic Learning*. Southlake, TX: Fountainhead Press, 2013. Print. ISBN #: 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):

WAI: *The Story of My Education*—For Writing Assignment 1(WA1), construct a literacy narrative in which you tell the story of your education. You may use the essays by Sherman Alexie and/or Malcolm X as models for your own narrative. Remember, education is not necessarily school, although it can be. You might want to focus on a specific period in your life, or a specific type of education, or a specific person. If you decide to expand on that, remember you only have 3-6 pages, so keep it focused on what you can adequately explain/cover in that amount of pages. It is your story to tell as you want, but you will need to cite some sources from our book. Due Date: Rough Draft 2/18, Final Draft 2/20. Page Length: 3-6 pages. Required Sources: At least 3 sources from our assigned readings and/or textbook(s).

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WA2: Literacy and The Matrix—For Writing Assignment 2 (WA2), analyze the movie *The Matrix* using some of the terms and concepts listed below. You will need to make sure you have an arguable thesis, rather than simply explaining various scenes from the movie without any coherent argument. The most basic way of doing this is to argue whether or not the movie can be seen as a literacy narrative involving literacy sponsorship. Feel free to expand on that topic if you like, or come up with your own thesis, but if you are unsure it's best to stick with the example given above.

This is a fairly open assignment. Your main goal is to show me you understand the terms and concepts listed below via analysis of 3-5 scenes and/or aspects of the movie. Be creative, but make sure to utilize proper academic argument and rhetoric. Due Date: Rough Draft 3/25, Final Draft 3/27. Page Length: 4-8 pages. Required Sources: At least 4 sources from our assigned readings and/or textbook(s). This class is focused on literacy, so make sure that at least half your sources utilize literacy concepts/terms. Don't use just dystopia concepts/terms.

<u>Literacy Concepts/Terms</u>	<u>Dystopia Concepts/Terms</u>
Discourse Community	Dystopia
Literacy Sponsor	Totalitarianism
Intertextuality	Utopia
Rhetoric	Profiling
Plagiarism	Paranoia
Literacy	Doublespeak
Framing	Hivemind
Argument	Transhumanism
Claim	The Singularity
Ethnography	Metafiction
Gatekeeping	Conspiracy Theory

WA3: Literacy and Dystopia—For Writing Assignment 3 (WA3), select a dystopian text and analyze it using the same literacy and dystopia terms and concepts utilized in WA2. You will need to come up with your own thesis for this one and demonstrate the ways in which literacy concepts can be applied to your chosen text. You are basically repeating WA2, but with your own text and thesis. Due Date: Rough Draft 4/15, Final Draft 4/17. Page Length: 5-10 pages. Required Sources: At least 5 sources from our assigned readings and/or textbook(s).

Final Project—Critical Reflections or Create Your Own Dystopia—The final project should demonstrate the accumulated knowledge and skill you've gained this semester. There are two options, a critical reflections essay or a fictional document about your own created dystopia. Either option may be presented in the form of a standard essay or a multi-modal essay (powerpoint, video, artwork, etc.). If you decide to go with a multi-modal essay and/or the Create Your Own Dystopia option, you must submit a proposal to me and get it approved before you begin work on the project. Due Date: 5/1. Page Length: 6-12 pages (Or equivalent—a multi-modal project will necessarily require some flexibility in determining textual requirements. At the very least, multi-modal projects will require a 3 page essay explaining the concepts you're utilizing.). Required Sources: At least 6 sources from our assigned readings and/or textbook(s).

Critical Reflections—Tell me what you've learned this semester. Utilize the texts from our reading that you found most useful, powerful, and/or noteworthy to demonstrate your mastery of the subject matter. Give me a snapshot of where you were before the semester started and where you are now that the semester is ending. Feel free to quote from your own writings to demonstrate your growth as a writer. This is your chance to argue for the grade you want via demonstration of your voice, writing skill, and mastery of rhetoric and literacy theory. Prove you deserve an A; impress me.

Create Your Own Dystopia—Exactly what it sounds like. Design your own dystopian civilization, country, or city. Utilize the texts from our assigned readings and/or textbook(s) to demonstrate the ways in which your dystopian rulers seize and maintain control. Then introduce your reader to your dystopia via a short story, an informative pamphlet, or a standard essay. You can write a non-fiction essay about your fictional society or create a fictional text that exists within your fictional society. Make sure your dystopia utilizes literacy based concepts to govern; military

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force is fine, but I want to know about the laws, the education, the propaganda, and information control that makes this dystopia possible.

Grading

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

WA1	10% of final grade
WA2	15% of final grade
WA3	20% of final grade
Final Project	20% of final grade
Response Journals	15% of final grade
Quiz/Classwork	20% of final grade

IMPORTANT: You must complete all of the major writing assignments (WA1, WA2, WA3, and the Final Project) in order to receive a passing grade, regardless of class average. You will have the opportunity to revise the three WAs. Your participation grade will be based on your attitude, willingness to contribute to class discussions, attendance and preparedness in student conferences, as well as any informal writing assignments, quizzes, response journals, and homework assigned. Needless to say, distracting your peers, falling asleep, and messing around on your phone or laptop will negatively impact your participation grade. There will be a quiz or in-class writing assignment nearly every time class meets; these activities cannot be made up if absent. I will, however, drop the two lowest quiz/in-class writing assignment grades at the end of the semester. Note regarding page length: The required page counts listed refer to full pages. If the assignment calls for a minimum of two pages, 1 ¾ pages does not meet that requirement.

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.)

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- Possible 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: cstephens2@leomail.tamuc.edu. Also, each instructor in the department of literature and languages is required to keep at least two 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Response Journals: There will be 10 Response Journal (RJ) assignments throughout the semester. Each RJ should be at least 1 page and in proper MLA format. RJ topics will be determined by class discussion and announced in class on a semi-weekly basis. You can say whatever you want in your RJ, as long as it's on topic. Agree, disagree, present an alternate viewpoint, rant, whatever. Practice your writing voice. Figure out what you think. As long as it's on topic, at least a page, and in decent MLA format, every RJ will receive the full credit. Note: Some RJs may be more restrictive in nature, requiring you to define terminology and/or follow a more specific format. In these cases, your grade will be based on how well you meet the requirements of the particular assignment.

Attendance Policy: You must show up for class, on-time and on a regular basis, or you will not pass this class. Excessive absences/tardies will negatively affect your grade. I don't deduct points from your grade for absences, but we do a lot of work in class in the form of quizzes, notes, viewings of video clips, group work, and interactive discussion. If you miss a quiz or any other graded work done in class, it can't be made up. This will quickly add up; as quizzes and classwork are 20% of your grade, missing class can cost you up to two whole letter grades.

Cellphones/Texting/Computer Use: Texting, use of cellphones, or the use of online chat/instant messenger/social media is not allowed in my class without my express permission. If you break this rule you might be asked to leave the classroom and might receive a participation grade of 0 for the day. You may also be required to write an essay on courtesy and respect before returning to class. It's up to my discretion.

Other Course Policies

- If you need an extension, ask for one BEFORE the due date and odds are good you'll get it. I may or may not accept late work that doesn't receive a pre-approved extension; if I accept late work, it will receive a penalty for being late. Said penalty is at my discretion.
- I do not accept papers submitted via e-mail without my pre-approval.
- You must turn in all major assignments in order to pass this course.
- All assignments must be typed in 12pt Times New Roman font, double spaced, and MLA format.
- Papers that do not meet the minimum length requirements will automatically lose 30 points.

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- Major Writing Assignments that do not include the minimum number of sources and a works cited page will automatically lose 40 points.
- Bring your books, your notes, your essays, something to write on, and something with which to write to every class meeting. You cannot participate without them.
- There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

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.

Basically, do your own work, and if you use, reference, or are inspired by the work of someone else in the process of doing your work, you need to cite them.

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:

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*).

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COURSE OUTLINE / CALENDAR

This calendar is likely to change in order to accommodate learning needs.
 “RJ” indicates that a response journal is due that week. All the listed reading for each week are due at the beginning of the week. There will be quizzes.

Week 1: Jan. 14, 16	Introduction to Course (and each other) <i>Readings:</i> Coursepack pp. 1-15 <i>Problem Posing</i> pp. 475-485
Week 2: Jan. 21, 23	Discuss Major Writing Assignment Handout <i>Readings:</i> Coursepack pp. 16-35 <i>Problem Posing</i> pp. 1-15, 294-300 RJ1 due
Week 3: Jan. 28, 30	Rhetoric and Analysis <i>Readings:</i> Coursepack pp. 36-48 <i>Problem Posing</i> pp. 16-40, 301-311, 342-351 RJ2 due
Week 4: Feb. 4, 6	Literacy Narratives <i>Readings:</i> Coursepack pp. 49-70 <i>Problem Posing</i> pp. 41-43, 55-71, 140-161 RJ3 due
Week 5: Feb. 11, 13	Literacy Sponsorship <i>Readings:</i> <i>Problem Posing</i> pp. 164-196, 231-239 RJ4 due
Week 6: Feb. 18, 20	Peer Review WA1. You must bring a hard copy of your rough draft of WA1 to class with you. WA1 due. <i>Readings:</i> <i>Problem Posing</i> pp. 197-227, 256-279 RJ5 due
Week 7: Feb. 25, 27	Watch the film <i>The Matrix</i> in class and take notes. <i>Readings:</i> <i>Problem Posing</i> pp. 352-388
Week 8: Mar. 4, 6	Discussion of <i>The Matrix</i> and literacy concepts <i>Readings:</i> http://en.wikipedia.org/wiki/Transmedia_storytelling http://www.sparknotes.com/film/matrix/section1.rhtml http://en.wikipedia.org/wiki/The_Matrix http://thematrix101.com/ http://en.wikiquote.org/wiki/The_Matrix http://matrix.wikia.com/wiki/The_Matrix http://en.wikipedia.org/wiki/The_Matrix_(franchise)

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<http://www.cracked.com/funny-131-the-matrix/>
<http://samvak.tripod.com/matrix.html>
<http://tvtropes.org/pmwiki/pmwiki.php/Franchise/TheMatrix?from=Main.TheMatrix>
<http://www.egs.edu/faculty/slavoj-zizek/articles/the-matrix-or-two-sides-of-perversion/>
<http://consc.net/papers/matrix.html>
http://www.digplanet.com/wiki/the_Matrix
<http://sensesofcinema.com/2000/feature-articles/matrix-2/>
<https://www.unomaha.edu/jrf/Vol7No2/matrix.matrixreloaded.htm>
<http://www.metaphilm.com/philms/matrix1.html>
<http://news.discovery.com/space/are-we-living-in-a-computer-simulation-2-121216.htm>

RJ6 due

Spring Break-No Class
 Mar. 11, 13

Week 9:
 Mar. 18, 20

Logical Fallacies
Readings:
Problem Posing pp. 454-466
 RJ7 due

Week 10:
 Mar. 25, 27

Peer Review WA2. You must bring a hard copy of your rough draft of WA3 to class with you.
WA2 due.
Readings:
Problem Posing pp. 242-255
 RJ8 due

Week 11:
 Apr. 1, 3

Writing as Protest
Readings:
Problem Posing pp. 280-293
 RJ9 due

Week 12:
 Apr. 8, 10

Outsider Voices
 Sign up for Final Project presentations.
Readings:
Problem Posing pp. 435-453
 RJ10 due

Week 13:
 Apr. 15, 17

Peer Review WA3. You must bring a hard copy of your rough draft of WA3 to class with you.
WA3 due.
Readings:
Problem Posing pp. 467-474

Week 14:
 Apr. 22, 24

Overflow/Catchup week.

Week 15:
 Apr. 29, May 1

Final Conclusions
Final Project due.
 Wrap up course.

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Week 16: Finals week (no formal exam for ENG 1301)

May 6, 8