

ENGL 1301: College Reading and Writing
Course that Requires ENG 100
COURSE SYLLABUS: Spring 2014



ENG 1301.001 meets MWF 8:00-8:50 AM

ENG 1301.005 meets MWF 9:00-9:50 AM

You must be registered for one of the following labs associated with this course:

ENG 100.01L *or* ENG 100.02L for those in ENG 1301.001

ENG 100.09L *or* ENG 100.10L for those in ENG 1301.005

Instructor: J.D. Isip

Lab Instructor: Hilal Ergul and TBD

Office Location: HoL 126

Office Hours: MWF 10-12

Office Phone: (903) 468.8725

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University Email Address:

Jomar.Isip@tamuc.edu

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>

Instructor Isip’s Note About This Course:

This course is not so much a course in which you learn “how” to write; you already know how. Instead, we will think about *why* we write, *for whom* do we write, and what our writing says about us, our values and beliefs, and our culture (broadly defined). That being said, *we will write* and *we will write quite a bit*. Regardless of whether you think of yourself as a “good writer” or you simply hate writing, you will need to *do writing* in this class so best to get past your anxieties. Have some perspective in this class: people your age—and many of you probably—are raising children, taking care of older parents, balancing budgets, and may have even fought in foreign countries. These things *are* hard. Writing an essay or a few sentences each day (as we will with our warm-ups), by comparison, cannot rightly be thought of in the same category as “hard.” The sooner you “get over it” and get to writing, you may be surprised at how easy and fun it can be. At the very least, hopefully you will consider that it is not the hardest thing to face in this life. **So there are no surprises: You can expect to read 10-15 pages for each class or about 30 for each week. You will write about 5-10 full pages a week.**

Catalogue 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**Grading Breakdown:**

Warm-Ups/Attendance	25 pts.
WA1: Discourse Communities and Code Switching	25 pts.
WA2: Evaluating Rhetorical Arguments	25 pts.
WA3: What My Writing Says About Me	25 pts.

Major Writing Assignments*WA1: Discourse Communities and Code Switching*

Your first essay for this course will be your longest and the one we spend the most time on. We will take our time reviewing basic essay writing techniques such as writing introductions and conclusions, coming up with a working outline, and writing in MLA format. The subject matter for this essay will come from our first few weeks' readings about literacy and literacy practices in disparate and overlapping discourse communities. This essay will be a minimum length of 8 pages with a one page outline and one page for Works Cited which will be a total of 10 pages.

WA2: Evaluating Rhetorical Arguments

For our second essay we will focus on close reading and evaluation. You will have several argumentative/persuasive pieces to read for class and, based on our class discussions and your own opinions, you will offer a detailed critique of how several authors make their arguments. This essay will be a minimum of six pages (two per evaluation of three essays of your choice) with one page evaluation outline and one page for Works Cited for a total of 8 pages.

WA3: What My Writing Says About Me

Your final essay is an assessment of your own writing based on our readings about influence in the last portion of the class. This essay will be a minimum of 6 pages, one outline page, and one Works Cited page for a total of 8 pages. This will include portions of your ENG 100 memoir.

Grading Scale:

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

Descriptions of Graded Assignments:

Daily Warm-Up/Attendance (25 pts.)

A quarter of your grade is based on your showing up *and* participating in class. Participation will be measured by your daily responses to our readings. In other words, you don't get credit for simply filling the seat. You have to have done the reading, shown up, *and* complete the daily writing. These are not trick questions. They often go over the very basics. I am under no obligation to give you "credit" for showing up to our class and taking up space with nothing to offer because you did not do the reading or you didn't get enough sleep.

Also...

You are welcome to use your electronic devices while we are doing in-class readings, taking quizzes, writing, etc. However, because I find it incredibly rude, texting, answering calls, playing games, etc. while I am lecturing will result in a 0 for your attendance for the day. Keep in mind I usually only lecture for 10-15 minutes most days. You can handle being unplugged that long.

Writing Assignments (WAs) (75 pts. total)

You have three major writing assignments in this class and we will spend several weeks on each. I don't believe in busy work, so most of your daily reading responses will be "parts" of what will become your large WA. In other words, every piece of what we do in class should make writing your essays easier. I also structure our writing this way so that none of you are tempted to simply pull together some last minute piece the night before. If you show up and participate every day, you should only have to do some minor touching up before each assignment is due.

You *will* have an opportunity in our final week to revise any ONE assignment for a higher grade.

TECHNOLOGY REQUIREMENTS

You will need:

1. 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!)
2. A valid, working email address that you check often (everyday)
3. Regular internet access (additional readings available online)
4. Access to a computer with a word processing program and a printer (assignments must be typed and printed)
5. Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)
6. **This course require students to access an eCollege course shell for supplemental course information**

ACCESS AND NAVIGATION

1. Some texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts.
2. Students must access the eCollege shell for this class to obtain required course materials. Instructions for accessing eCollege will be provided during the first week of class.
3. Successful students will check their myLeo email account daily.

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: **Jomar.Isip@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.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

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

- You may miss up to **SIX** times without penalty. After the seventh absence, you will have failed the class regardless of your grade
- TWO tardies equal one absence

- The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, and other situations when you must miss class.

Late/Missed Work

The daily reading response/attendance may not be made-up.

All Writing Assignments (WAs) may be turned in late *only* if you have informed me 24 hours prior to the due date that you would not be able to get it in on time. At that time you must tell me a precise date (within reason) when you *will* turn in your late assignment.

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.

Incompletes

An incomplete will only be granted in an extreme circumstance. Contact the instructor if you need to discuss receiving an incomplete.

Administrative Withdrawal

It is the student’s responsibility to withdraw from the course. Students who are failing will not automatically be withdrawn.

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*).

COURSE OUTLINE / CALENDAR

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

All readings are to be completed before the class day under which they are listed.

<p>Week 1</p> <p>Introduction and Basics</p>	<p><u>Mon. 01/13</u> Welcome to Class</p> <ul style="list-style-type: none"> • Group Reading: <i>Course Pack</i> Introduction (4-11) <p><u>Wed. 01/15</u> MLA Format, College Writing Basics</p> <ul style="list-style-type: none"> • All “Section II: Conventions” (<i>Course Pack</i> 36-48) <p><u>Fri. 01/17 – NO CLASS</u> Please make sure that you do the reading sometime over your extra-long weekend as we will be discussing once we get back next Wednesday.</p> <ul style="list-style-type: none"> • Chapter 1: Writing and Discourse Communities (<i>Course Pack</i> 12-15) • Brandt, “Sponsors of Literacy” (<i>Problem Posing</i> 140-161)
<p>Week 2</p> <p>Getting Started on WA1</p> <p>(See <i>Problem Posing</i> 196 for a clear definition of Discourse Community)</p>	<p><u>Mon. 01/20 – NO CLASS</u> Martin Luther King, Jr. Holiday Remember that these two readings are to be done by Wednesday!</p> <ul style="list-style-type: none"> • Chapter 1: Writing and Discourse Communities (<i>Course Pack</i> 12-15) • Brandt, “Sponsors of Literacy” (<i>Problem Posing</i> 140-161) <p><u>Wed. 01/22</u> Review terms: Literacy, Literacy Sponsor, Discourse Community, Code Switching, etc. We will also write our Introductions for WA1</p> <ul style="list-style-type: none"> • Collins, “The Lanyard” (<i>Problem Posing</i> 166) • Hayden, “Those Winter Sundays” (<i>Problem Posing</i> 256) • Wong, “Six Harsh Truths” (<i>Problem Posing</i> 479-488) <p><u>Fri. 01/24</u> Outside of “The Cave” and Outside of Ourselves. We will create an outline for WA1. http://www.youtube.com/watch?v=QiyY4t7WbnU</p> <ul style="list-style-type: none"> • Wallace, “This is Water” (<i>Problem Posing</i> 458-466) <i>This is also available on YouTube as an Audio Book</i>
<p>Week 3</p> <p>More Progress on WA1</p>	<p><u>Mon. 01/27</u> Finding our voice in our surroundings. We will start to create topic sentences and transitions with our outline.</p> <ul style="list-style-type: none"> • Chapter 2: The Democratic Classroom (<i>Course Pack</i> 16-19) • Duffy, “Virtuous Arguments” (<i>Problem Posing</i> 228-230) • Jordan, “A Poem About Intelligence” (<i>Problem Posing</i> 273-274) • Levine, “You Can Have It” (<i>Problem Posing</i> 302-303) <p><u>Wed. 01/29</u> The “Education” We Take for Granted. Sources and Citations for WA1.</p> <ul style="list-style-type: none"> • Rose, “Blue Collar Brilliance” (<i>Problem Posing</i> 442-448) <p><u>Fri. 01/31 – COMPLETE DRAFT OF WA1 DUE</u> Today we will offer one another Peer Review and feedback for final draft to be turned in Monday 02/03</p> <ul style="list-style-type: none"> • Bring THREE copies of your complete draft of WA1

<p>Week 4</p> <p>Finishing Up WA 1 and Gearing Up for WA2</p>	<p><u>Mon. 02/03</u> In-Class Writing: Reflection on the writing process for WA1.</p> <ul style="list-style-type: none"> • Group Reading: Adkins, “Plagiarism” (<i>Course Pack</i> 1-3) • WA1 Due <p><u>Wed. 02/05</u> An overview of argument and rhetoric.</p> <ul style="list-style-type: none"> • Chapter 3: Reading and Writing to Change the World, Part One (<i>Course Pack</i> 20-26) • Conley, “Cell Phone Weighs Down” (<i>Problem Posing</i> 168-170) <p><u>Fri. 02/07</u> Continue our overview of argument and rhetoric. Sign up for Student Conference in Week 5.</p> <ul style="list-style-type: none"> • Chapter 3: Reading and Writing to Change the World, Part Two (<i>Course Pack</i> 27-29) • Vos Savant, “Logical Fallacies” (<i>Problem Posing</i> 467-470) • Keller, “Internet Makes Students Better Writers” (<i>Problem Posing</i> 275-279)
<p>Week 5</p> <p>Individual Student Conference</p>	<p><u>Mon. 02/10</u> Individual Student Conference Day (no class meeting)</p> <p><u>Wed. 02/12</u> Individual Student Conference Day (no class meeting)</p> <p><u>Fri. 02/14</u> Individual Student Conference Day (no class meeting)</p>
<p>Week 6</p> <p>Writing WA2</p>	<p><u>Mon. 02/17</u> Reading and Writing “Rhetorically.” We will come up with our thesis and outline for WA2.</p> <ul style="list-style-type: none"> • Rhetoric (<i>Problem Posing</i> 6-16 only) <p><u>Wed. 02/19</u> How is Delpit making her argument? What does she get right/wrong? What can you learn in writing your own?</p> <ul style="list-style-type: none"> • Delpit, “The Silenced Dialogue” (<i>Problem Posing</i> 171-184 only) <p><u>Fri. 02/21</u> Continue discussion of Delpit.</p> <ul style="list-style-type: none"> • Delpit, “The Silenced Dialogue” (<i>Problem Posing</i> 185-193)
<p>Week 7</p> <p>Writing MORE of WA2</p>	<p><u>Mon. 02/24</u> How is Miller making his argument? What does he get right/wrong? What can you learn in writing your own? (You should see a trend here...)</p> <ul style="list-style-type: none"> • Miller, “The Coming Apocalypse” (<i>Problem Posing</i> 335-341) <p><u>Wed. 02/26</u> Consider all of the pieces we have read so far and evaluate which ones are most effective rhetorically and <i>why</i> that might be. We will do this in class as a group activity.</p> <ul style="list-style-type: none"> • Young, “So Black I’m Blue” (<i>Problem Posing</i> 490-501) <p><u>Fri. 02/28</u> Review ways to evaluate, compare, and contrast in our essays.</p> <ul style="list-style-type: none"> • Cotto, “Bauerlein Interview” (<i>Problem Posing</i> 72-76) • Stern, “What They Learn in School” (<i>Problem Posing</i> 449-450)

<p>Week 8</p> <p>Finishing Up WA2</p>	<p><u>Mon. 03/03</u> More arguments for us to evaluate and learn from.</p> <ul style="list-style-type: none"> • Bloom, “Freshman Composition” (<i>Problem Posing</i> 98-117) <p><u>Wed. 03/05</u> Review Works Cited and setting up in-text citations for WA2.</p> <ul style="list-style-type: none"> • Fish, “What Should Colleges – ONE” (<i>Problem Posing</i> 231-234) • Fish, “What Should Colleges – THREE” (<i>Problem Posing</i> 235-239) <p><u>Fri. 03/07 – COMPLETE FINAL DRAFT OF WA2</u> Today we will offer one another Peer Review and feedback for these final drafts</p> <ul style="list-style-type: none"> • Bring THREE copies of your complete final draft of WA2 (WA2 Due)
<p>Week 9</p>	<p>Spring Break! Enjoy!</p>
<p>Week 10</p> <p>Individual Student Conferences</p>	<p><u>Mon. 03/17</u> Individual Student Conference Day (no class meeting)</p> <p><u>Wed. 03/19</u> Individual Student Conference Day (no class meeting)</p> <p><u>Fri. 03/21</u> Individual Student Conference Day (no class meeting)</p>
<p>Week 11</p> <p>Some Ideas About Writing and Representation</p>	<p><u>Mon. 03/24</u> An overview of how we write and how people read us through our writing.</p> <ul style="list-style-type: none"> • Chapter 4: How Do We Write and For Whom (<i>Course Pack</i> 31-34) • Elbow, “The Learning Process” (<i>Course Pack</i> 63-65) <p><u>Wed. 03/26</u> We continue to think about how writing allows us to reach out to our readers and how our readers judge us by what and how we write.</p> <ul style="list-style-type: none"> • Barrientos, “Se Habla Español” (<i>Couse Pack</i> 61-62) • Cisneros, “Barbie-Q” (<i>Problem Posing</i> 164-165) <p><u>Fri. 03/28</u> In-class group discussion about Identity Politics</p> <ul style="list-style-type: none"> • hooks, “Essentialism and Experience” (<i>Course Pack</i> 66-68) • Rich, “Taking Women Students Seriously” (<i>Problem Posing</i> 435-441)
<p>Week 12</p> <p>Gathering Ideas for WA3</p>	<p><u>Mon. 03/31</u> We will discuss the parameters of WA3. We will continue to discuss identity and representation.</p> <ul style="list-style-type: none"> • Lee, “Eating Alone” (<i>Problem Posing</i> 301) • Walker, “Everyday Use” (<i>Problem Posing</i> 471-478) <p><u>Wed. 04/02</u> Our reading by Bishop this week is not easy, but it helps us to understand the parameters of WA3 better. You may want to find some friends to read it with.</p> <ul style="list-style-type: none"> • King, “What Writing Is” (<i>Problem Posing</i> 294-296) • Bishop, “Suddenly Sexy” (<i>Problem Posing</i> 77-85 only) <p><u>Fri. 04/04</u> Finish up our discussion of Bishop and creative writing</p> <ul style="list-style-type: none"> • Bishop, “Suddenly Sexy” (<i>Problem Posing</i> 85-95) • Alexie, “Superman and Me” (<i>Problem Posing</i> 41-43)
<p>Week 13</p>	<p><u>Mon. 04/07</u></p>

Writing WA3	<p>In-Class: Group Brainstorming Session for WA3. You will leave today with a thesis and an outline of your WA3.</p> <ul style="list-style-type: none"> • Come to class with THREE possibilities for WA3 to discuss with your group members <p><u>Wed. 04/09</u> Integrating sources into your WA3</p> <ul style="list-style-type: none"> • Come to class with 3-5 sources from class to include in your WA3 <p><u>Fri. 04/11 – COMPLETE DRAFT OF WA3</u> Today we will offer one another Peer Review and feedback for these drafts so that you may revise them for your final draft due 04/14 Bring THREE copies of your complete draft of WA3</p>
Week 14 Finishing Up WA3	<p><u>Mon. 04/14</u> Group Activity: Evaluating each of our Writing Assignments in terms of how they will/can/won't/can't serve you in the "real world"</p> <ul style="list-style-type: none"> • WA3 Due <p>No class on Wednesday or Friday. I will be away for the Popular Culture in America Conference in Chicago. Enjoy your time off!</p>
Week 15 Wrap Up and Evaluate	<p><u>Mon. 04/21</u> Your WA3 will have been graded by today which means that you may choose which essay you would like to revise for a higher grade (this is optional – if you are happy with your grades, fine). <i>We will meet in the Language Lab on the First Floor of the Hall of Languages to do your class evaluations.</i></p> <p><u>Wed. 04/23</u> In-Class Writing Assignment: Letter to Prof. Isip. We will also have a very quick overview of what you can expect in ENG 1302.</p> <p><u>Fri. 04/25</u> Walt Whitman's "O Me! O Life" Rudyard Kipling's "If—"</p>
See what you're in for!	<p>I highly recommend that if you have the time you attend the Celebration of Student Writing on Friday, May 2 from noon until 2:00 PM in the Field House. You probably only need hang out for a half an hour or so to get the gist. This is the culminating activity for ENG 1302 which, if all goes well, you will be participating in next semester. You can see what to expect, ask your fellow students questions about their projects, and maybe get some tips (some might even sell you their books at a discount).</p>
Week 16	<p>Finals Week (no formal exam for ENG 1301)</p>