



**ENG 1301: College Reading and Writing  
COURSE SYLLABUS: Summer I 2014**

**Instructor:** Geoffrey Clegg

**Office Location:** 106 Hall of Languages

**Office Hours:** 11:00-12:00; 1:00-2:30 Mon-Thurs., 1:00-2:00 Fri

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**CV Updated:** 4/13/14

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

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

Textbook(s) Required:

*Problem Posing: Readings for Democratic Learning. Eds. Mary J. Couzelis, J.D. Isip, and Tabetha Adkins. Fountainhead Press, 2013.*

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):

[Assignments are subject to change during the semester. Any changes will be announced in class.]

**WA1: *Literacy Narrative:*** By the time this assignment will be assigned you'll have read several pieces on writing and have participated in several lectures on approaches to composing memory. The explicit point of this essay is not to get you to test your writing; instead, I want you to think about your previous writing experiences, how memory plays a part in these events, and why concepts like literacy practices and literacy sponsorship and research matter to your composing process. **This essay will be three (3) pages in length.**

**WA2: *Academic Arguments and You: (Re)Viewing the Argument in Academic Writing*** Now that you've read about Academic Writing in Unit One and different ideas about what makes writing "good" in Unit Two, it's time to synthesize those two concepts to explain how arguments work in academic settings. Your analysis will be informed by all the texts you have read so far. You might, for example, use these texts to help explain your analysis, quote sections of texts that help illustrate how arguments define an author's point of contention, or even point to elements of the texts with which you disagree. **This essay will be four (4) pages in length.**

**WA3: *Entering the Discourse Community:*** Since you will be tasked with observing a discourse community and their literacy practices in ENG 1302 I feel that it is important for all of you to begin thinking about the specific discourse(s) of the academic majors on campus. This essay focuses on introducing you to research (looking at academic journal articles within your chosen major) and writing a short observational piece on two articles that you pick. Your assignment will require you to read at least two journal articles from our databases (*JSTOR*, *Project Muse*, *PubMed*, etc.) on a topic of your choice and discuss how they fit into the concept of a discourse community as found in Swales and Brandt. **This essay will be five (5) to six (6) pages in length.**

**WA4: *Letter to a Literacy Sponsor:*** Using Brandt's definition of a literacy sponsor, identify someone who has been a literacy sponsor to you. Using the model essay on pages 271-277 in *Writing About Writing*, compose a letter to the literacy sponsor you've identified, using at least five texts you've read in this course (six counting Brandt) to discuss how their sponsorship has affected you as a reader and/or writer. One objective of this letter is certainly to illustrate that you understand the concept of the literacy sponsor, but another objective is to demonstrate that you can synthesize all the concepts major and texts from the course. **This essay will be five (5) to six (6) pages in length.**

**Reading Responses:** Each week you will be completing a reading response for your assigned reading. Each response should cover ALL of the reading we've done during the week, not just one. You are expected to quote at least one passage that you would like to discuss/approve/disapprove of. Each response is to be one (1) full page.

## Grading

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

**WA1: 20%**                      **WA3: 20%**                      **WA5: 10%**  
**WA2: 20%**                      **WA4: 20%**                      **Reading Responses: 10%**

### 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/her address is: TBA. 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](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>

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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### **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.

For classes that meet three times/ week, students may miss up to six times without penalty.

After the seventh absence, the student's final grade will drop by one letter. After the ninth 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 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@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.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*).

<b>COURSE OUTLINE / CALENDAR</b>
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This calendar is likely to change in order to accommodate learning needs.

### **Date In-Class Reading/Discussion Homework**

**Week 1 (June 2nd-5th)**

M: Syllabus & Plagiarism Policy (GUIDE)  
T: The Burkean Parlor (Handout)/ Writing as Conversation  
W: Plato's *Allegory of the Cave*/ Perception and Observation in Writing  
R: Working Memory, Trauma, and the Psychology of Writing  
*Mon.*: WW 34-36 (Ch. 1 Intro)  
*Tue.*: WW 1-33 (Swales, Green, Klein)  
*Wed.*: WW 56-66 (Murray)

**Thu.: Write WA1 (Due Sunday by Midnight)**

**Week 2 (June 9<sup>th</sup>-12th)**

M: WW 86-100 (Porter); 471-473 (Swales)  
T: Concepts of Rhetoric/Argumentation  
W: WW 353-66 (Malcolm X and Alexie)  
R: Logic and Writing and WW 595-601 (Keller)  
*Mon.*: WW 170-173 (Ch. 2 Intro)  
*Tue.*: GUIDE 13-23 (Rhetoric)  
*Wed.*: GUIDE 45-65 (Textual Analysis)

**Thu.: Write WA2 (Due Sunday by Midnight)**

**Week 3 (June 16<sup>th</sup>-19th)**

M: WW 305-307 (King)  
T: The Prodigal Son (Handout)  
W: Cupid and Psyche (Handout)  
R: *Dr. Horrible Sing-Along Blog* (Video)  
*Mon.*: Marquez "The Handsomest Drowned Man"  
*Tue.*: Carver "A Small, Good Thing"  
*Wed.*: Vonnegut "Harrison Bergeron"

**Thu.: Write WA3 (Due Sunday by Midnight)**

**Week 4 (June 23<sup>rd</sup>-26th)**

M: WW 328-352 (Ch. 3 Intro and Brandt)  
T: WW 463-465; 538-556 (Ch. 4 Intro and Mirabelli)  
W: What is Ethnographic Research?  
R: *Waiting for Superman* (Video)  
*Mon.*: WW 442-457 (Cecchini and Perez)  
*Tue.*: WW 557-573 (Branick)  
*Wed.*: WW 706-711 (Diaz)

**Thu.: Write WA4 (Due Sunday by Midnight)**

**Week 5 (June 30th-3rd)**

TBD