



**ENG 1301: College Reading and Writing**  
**Course that Requires ENG 100**  
**COURSE SYLLABUS: Fall 2014**

**Instructor:** TL Nugent  
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**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 Couzelis, J.D. Isip, and Tabettha Adkins. Fountainhead Press, 2013.

ENG 1301 Course Pack- available from your instructor and online:

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

**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:**

1. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

2. Students will be able to engage with peers in a way that demonstrates their understanding of relevant course theories and concepts.
3. Students will demonstrate the ability to synthesize varied sources of information, acknowledge the contributions/insights of others, and make independent judgments.
4. Students will understand and practice academic honesty.

**Core Objectives (Language, Philosophy & Culture):**

**Critical Thinking Skills:** Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.

**Critical Thinking Skills:** Students will demonstrate the ability to synthesize varied sources of information, acknowledge the contributions/insights of others, and make independent judgments.

**Communication Skills:** In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

**Social Responsibility:** Students will understand and practice academic honesty.

**Local learning outcomes:**

**Communications:** In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

This objective will be assessed by the instructor using a rubric upon each student's successful completion of at least four major writing assignments.

**Teamwork:** Students will be able to engage with peers in a way that demonstrates their understanding of relevant course theories and concepts.

This objective will be assessed by an evaluation of at least one essay or researched presentation from each student. Students will be responsible for reading and giving productive feedback to peers based on guidelines and/or a rubric provided by the instructor. Students revise work based on feedback received in peer review from one or more peers.

**Critical Thinking:** Students will demonstrate the ability to synthesize varied sources of information, acknowledge the contributions/insights of others, and make independent judgments.

This objective will be assessed by an evaluation of at least one essay, critical response paper, or researched presentation from each student.

**Social Responsibility:** Students will describe the relationships of individuals to their communities.

This objective will be assessed by an evaluation of at least one essay by each student. The essays will focus on specific readings and issues relevant to the course

Personal Responsibility: Students will understand and practice academic honesty.

Following a unit that looks at the cultural, legal, and academic contexts surrounding plagiarism, students will take a quiz that determines if students have understood the content of the unit and why plagiarism is taken so seriously in academic contexts.

## 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, in MLA format. 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:** Using definitions in our readings of Discourse Communities and literacy sponsors analyze either the Millex or Rose essay. You must argue and prove that a specific individual is a specific member of a discourse community. You must also argue and prove who their literacy sponsors were, and how those literacy sponsors impacted their identity. Each essay must have at least 2 scholarly quotes and 2 narrative quotes. 4 pages + works cited page in MLA format.

**WA2:** In this essay you will examine educational debates and critical pedagogy as reflected in this section's readings. How can you use critical pedagogy or empowering education as a lens to analyze or understand something outside of the classroom like social media, work, family, or other elements of your life? In other words, how can critical pedagogy/empowering education inform how you see the world? Do you have to be an "activist" to find this lens useful for analysis? You must have a thesis which you support with quotes from the readings. Five (5) pages plus the works cited page. MLA Format.

**WA3:** Selecting one of the essays from this section analyze the rhetorical moves the writer makes. Then assess his or her argument: was the argument persuasive, what gaps did you detect, what false logic was used, where was the argument strongest and weakest? 6 pages + works cited.

#### **Reading Responses:**

**5 Reading Responses are assigned throughout the course. These are short one page single spaced reflections on specific readings. They should not be less than 500 words. Summarize IN YOUR OWN WORDS what the reading is about. Critically reflect on issues and themes presented. Are there connections to your own experiences? Are these issues currently being debated in public discourse and what is the impact on your own education? How will the issues impact the future? Hard copies are due in class. These are valued at 4 pts each for a total of 20% of your grade.**

## Common assignment required for all 1301 sections

**Photo essay-** Choose a key theme from the course (discourse community, literacy sponsor, literacy, Burkean Parlor, CARS model, dialogue, rhetorical terms, etc.) and create a photo essay illustrating your understanding of these themes. This essay should be comprised almost entirely of images you create and collect. You will then write one paragraph about each image explaining why that image illustrates the concept you chose.

The essay should be more than a collection of images. Those images should help tell a story about the concept. Think about what stories involve: an argument, a beginning, a middle, an arc, and an end. In other words, you are using your images—a kind of rhetoric—to tell a story about a concept.

In addition to submitting this essay to your instructor, you should also send a copy of this assignment to [writingprogramTAMUC@gmail.com](mailto:writingprogramTAMUC@gmail.com) upon completion.

### Grading:

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

<b>WA1</b>	<b>10</b>
<b>WA2</b>	<b>15</b>
<b>WA3</b>	<b>20</b>
<b>Final Project</b>	<b>20</b>
<b>Reading Responses (5)</b>	<b>20</b>
<b>Participation</b>	<b>15</b>
<b>Total Points =</b>	<b>100</b>

### Grading Scale:

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

Your grades will be posted for you to see throughout the semester on eCollege. Only you and I can see your grades on eCollege.

## 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). The primary form of communication will always be through Leomail.
- 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 a Learning Studio (formerly known as 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: [tnugent@leomail.tamuc.edu](mailto:tnugent@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. Office hours are posted with your instructors contact information.

### **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://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Course Specific Procedures:**

#### *Attendance Policy*

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.

Three tardy's will count 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 dishonestly. 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*).

Cell Phone Policy – using your cell phone during class is disruptive and rude. I require your cell phone to be on silent and PUT AWAY (out of sight). If you use your cell phone during class, you will be asked to leave and points will be deducted from your participation grade. If you have an emergency that requires your cell phone to be out on the desk, you MUST talk to me before class.

Units and readings:

<b>COURSE OUTLINE / CALENDAR</b>
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This calendar is likely to change in order to accommodate learning needs and that changes to reading assignments are possible.

Week 1	<p>Topics: Introduction to Syllabus and Plagiarism Caves, Parlors, &amp; Communities</p> <p><u>Homework</u> for the week: <b>Assignments must be read before class</b></p> <p>Mon: read coursepack pg 4-11 and Problem Posing section on Plagiarism.  Wed: read coursepack pg 12-15 and the Burkean Parlor; read Problem Posing pg 196 on Discourse Community  Fri: read Problem Posing pg 319-328 “From Outside, In” by Mellix.</p> <p><b>Response Paper 1</b> - Write a 500 word (one page, single space) response explaining what plagiarism is in your OWN WORDS and how the internet, social media, and culture can complicate the concept of plagiarism. Due Friday.</p>
Week 2	<p>Topics: Literacy Sponsors, MLA Format &amp; Citations Literacies &amp; Language, Reading strategies &amp; Summarizing</p> <p><u>Homework</u></p> <p>Mon: Read Problem Posing pg 140-161 Brandt (pay attention to pages 141, 145-147, 153-157).  <b>Wed: NO CLASS ON SEPT 3<sup>rd</sup></b>  Fri: Problem Posing “Blue Collar Brilliance” by Rose and Coursepack pg 37</p>
Week 3	<p>Topics: Language Rights, Reading Prompts, and Writing introductions</p> <p><u>Homework</u></p> <p>Mon: Read Problem Posing pg 451-455 “Mother Tongue” by Tan.</p>

	<p style="text-align: center;"><b>Response Paper 2: 1 page/500 word minimum over Tan essay</b></p> <p>Wed: Language Rights – Coursepack Chap 2</p> <p>Fri: Read Problem Posing pg 242-255 “Putting Literacy in Its Place” by Guerra</p>
Week 4	<p>Topics: Workshopping WA1 roughdrafts</p> <p style="text-align: center;">Details, Details, Details</p> <p><u>Homework</u></p> <p>Mon: Problem Posing's “6 Harsh Truths” by Wong</p> <p style="text-align: center;"><b>Response Paper 3: 1 page/500 words minimum.</b></p> <p>Wed: Workshop - Bring complete &amp; typed draft of WA1 to class</p> <p>Fri: Problem Posing “Top Ten Grammar Myths” by Fogarty</p> <p>WA1 due in class Friday: Using definitions in our readings of Discourse Communities and literacy sponsors analyze either the Millex or Rose essay. You must argue and prove that a specific individual is a specific member of a discourse community. You must also argue and prove who their literacy sponsors were, and how those literacy sponsors impacted their identity. Must have at least 2 scholarly quotes and 2 narrative quotes. 4 pages + works cited page in MLA format.</p>
Week 5	<p>Topics: One-on-one Conferences this week</p>
Week 6	<p>Topics: Writing Conventions and Rhetoric</p> <p><u>Homework</u></p> <p>Mon: Problem Posing “Virtuous Arguments” by Duffy and Coursepack 20-25</p> <p>Wed: Problem Posing “Shitty First Drafts” by Lamont and Coursepack “Genre's of Writing”</p> <p>Fri: Problem Posing “What Should Colleges Teach? Part 1” by Fish</p> <p style="text-align: center;"><b>Response Paper 4 over Duffy due Friday</b></p>
Week 7	<p>Topics: Critical Pedagogy</p> <p><u>Homework</u></p> <p>Problem Posing “Keeping Close to Home: Class and Education” by bell hooks</p> <p>Problem Posing “Freshman Composition as a Middle-Class Enterprise” by Bloom</p> <p>Problem Posing “What Should Colleges Teach? Part 1” by Fish</p> <p><b>WA2 due in class Thursday:</b> In this essay you will examine educational debates and critical pedagogy as reflected in this sections readings. How can you use critical pedagogy or empowering education as a lens to analyze or understand something outside of the classroom like social media, work, family, or other elements of your life? In other words, how can critical pedagogy/empowering education inform how you see the world? Do you have to be an “activist” to find this lens useful for analysis? You must have a thesis which you support with quotes from the readings. 5 pages plus the works cited page. MLA Format.</p>
Week 8	<p>Topics: Logical Fallacies, Arguments, and Research</p> <p><u>Homework</u></p>

	<p>Mon: Problem Posing “Reality Bytes: Eight Myths About Video Games Debunked” by Jenkins.</p> <p>Wed: Problem Posing “Studies Explore Whether the Internet Makes Students Better Writers” by Keller</p> <p>Fri: Coursepack “Using Search Engines”</p>
Week 9	One-on-one Conferences
Week 10	<p>Topics: Bibliographic Essays and Writing conclusions</p> <p><u>Homework</u></p> <p>Mon: Problem Posing “The Coming Apocalypse” by Miller</p> <p>Wed: Problem Posing “Cell Phone Weighs Down Backpack of Self-Discovery” by Conley; Bring in articles etc of social media/cell phone examples like those talked about by Conley.</p> <p>Fri: Response Paper 5 due over Miller essay</p>
Week 11	<p>Topics: Rhetoric, Ideology and Audience</p> <p><u>Homework</u> Read Problem Posing section on Rhetoric</p> <p><b>Watching “The Newsroom”</b></p>
Week 12	<p>Topics: Workshopping WA3 and Annotations</p> <p><b>Monday - Bring roughdrafts of WA3 to class for workshopping</b></p> <p><b>WA3 due in class Friday:</b> Selecting one of the essays from this section analyze the rhetorical moves the writer makes. Then assess his or her argument: was the argument persuasive, what gaps did you detect, what false logic was used, where was the argument strongest and weakest? 6 pages + works cited.</p>
Week 13	<p>Topics: Photo Essays and Workshops</p> <p><u>Homework</u></p> <p>Mon: Problem Posing “Becoming a Writer” by Diaz</p> <p>Wed: <b>Workshopping final Photo Essay; bring appropriate materials.</b></p> <p>Fri: Individual Conferences over final project as needed</p>
Week 14	<p>Topics: Course wrap up; Alternative Literacies</p> <p><u>Homework</u></p> <p>Mon: Watch Graffiti Verite: Reading the Writing on the Wall</p> <p>Wed: Finish film; class discussion. <b>HAPPY THANKSGIVING</b></p> <p>Thanksgiving week- university closes Wednesday at noon.</p>
Week 15	<p>12/2 Final Photo Essay due. Hard Copy in class + digital upload</p> <p>12/4 No class....available in office for conferences if needed</p>
Week 16	<p>Finals Week (no formal exam for ENG 1301)</p>