



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

Instructor: Frank Alexander

Office Location: HL 215

Office Hours: TTH, 9:30 - 11:00 a.m., 1:45 - 2:15 pm 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.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

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

ENG 1301 Course Pack- available 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. 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 I have been contacted before the paper is due.

WA1

What you are doing in this paper: you are entering the academic conversation concerning writing through reflecting on your own experience

Who are you as a writer? You have considered the experience of different writers and student writers in general. What is your general experience with writing, 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.

WA2

What you are doing in this assignment: you are entering the academic conversation concerning writing by constructing a visual and verbal argument about key writing concepts

Photo essay (this is a common assignment required for all 1301 section):

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 or collage 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 upon completion.

WA3

What you are doing in this paper: Entering the academic conversation concerning an area of social concern in which you are personally interested

In your WA 3 you get to research an area of personal interest and that is also important to society as a whole. Examples of interests include, but are not limited to, racial, gender, sexuality, and social justice studies. In this paper you will enter the scholarly conversation concerning this interest by making an argument about your findings. In making your argument you will show your ability to integrate scholarly sources (peer reviewed articles or professionally recognized texts) to demonstrate that you know what other authorities have said about your area interest and your aspects of your particular argument.

Reading Responses:

Reader Responses – Reading responses are responses to the articles that have been assigned for reading. For these assignments 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.

Participation

Every day you will receive at least one participation grade. Your participation includes

1. Participating constructively in class discussions and in group work
2. Quizzes over the assigned homework readings Talking in class in an intelligent way shows you have read the homework assignments.
3. Work done in class (such as journaling) or small homework assignments that will you will turn in during class time.

If you miss a class for any reason, whether you have a good excuse or not, you will receive a participation grade. If you are absent, this grade will be 0. 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 when your course grade is averaged at the end of the semester. In other words, you can receive up to four 0s for absences and have all four of the 0s dropped.

Final Project

What you are doing in this paper: Entering the academic conversation concerning your area of academic and/or professional interest

In your final project you get an opportunity to bring together all of the writing skills and knowledge that you have developed over the course of the semester. In this paper you will research an area of personal academic and/or professional interest. In this paper you will enter the scholarly conversation concerning this interest by making an argument about your findings. In making your argument you will show your ability to integrate scholarly sources (peer reviewed articles or

professionally recognized texts) to demonstrate that you know what other authorities have said about your area interest and your aspects of your particular argument.

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

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.)
- Ability to access a Learning Studio (formerly known as eCollege) course shell for supplemental course information
- Pen and paper for in-class assignments

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 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. Tabetha Adkins. Students should contact her via e-mail at 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

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.

Any absence will likely cause a student to miss out on important learning since all of our classes build knowledge toward writing assignments. However, there is no grade consequence until after the **fourth** absence. After the fourth absence, the student's *final grade* will automatically drop by one letter. After the **seventh** absence, the student cannot pass the course.

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 taking 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.

Any student who is late more than 15 minutes for a class or who leaves more than 15 minutes early will be counted as absent for that class period and subject to the absence rules. This rule applies even if there is "a good reason" for being tardy.

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.)

Assignments are due at the designated time whether a student is absent or not.

You are responsible for obtaining the information you missed when you are absent. Refer to the calendar or syllabus or ask a peer from class in order to know what you missed.

If you miss a class for any reason, whether you have a good excuse or not, you will receive a participation grade. If you are absent, this grade will be 0. 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 when your course grade is averaged at the end of the semester. In other words, you can receive up to four 0s for absences and have all four of the 0s dropped.

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.

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
[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

“Academia is a conversation about ideas, and you are able to contribute ideas to a conversation as well as anyone else.” -Foss & Waters.

The calendar below is likely to change in order to accommodate learning needs.
It is your responsibility to keep up with modifications to the schedule.

The subject matter	The readings	Major assignments due
--------------------	--------------	-----------------------

Week 1 Key terms: Literacy/Burkean Parlor	8/28 <i>Course Pack</i> , 4 - 8, 10.	
Week 2 Key terms: literacy sponsor, discourse community, genre	9/2 "Learning to Read," 304 - 311 9/4 "Discourse Community," 196; <i>Course Pack</i> , 12 - 15.	9/2 RR#1 due 9/11 Student conferences
Week 3 Key terms: writing process, rhetoric, CARS model	9/9 "Becoming a Writer" 194 - 195; "Shitty First Drafts" 297-300; "What Writing Is" 294-296; "Superman and Me," 41 - 43 9/11 "Rhetoric," 6 - 27; <i>Course Pack</i> , 11 - 15.	9/9 RR#2 due 9/11 Student conferences
Week 4 Key terms: bibliography, reference, citation	9/16 Sponsors of Literacy," 140- 161 9/18 - No readings	9/18 WA1 first draft due
Week 5 Key terms: photo essay, argument, intertextuality	9/23 - No readings 9/25 - TBA	9/23 WA1 due 9/25 - Library class
Week 6 Key term: subjectivity	9/30 and 10/2 TBA and "All Writing Is Autobiography" 342 - 349.	9/30 and 10/02 Student Conferences/verbal response to the readings
Week 7 Key terms: peer group, workshopping	10/ 7 "What Should Colleges Teach? Part 1, Part 3," 231 - 239, and TBA 10/9 No reading	10/ 7 WA2 first draft due 10/9 WA2 due
Week 8 Key term: Critical pedagogy	10/14 and 10/16 <i>Course Pack</i> , 16-26, and TBA	10/14 Student Conferences 10/16 Possible student conferences
Week 9 Exploring your interests and practical instruction	10/21 TBA and "Everyday Use," 467-474 10/23 TBA and "Inventing the University," 55 - 71	10/21 - Library Class
Week 10 Exploring your interests and practical instruction	10/28 TBA and "Freshman Composition as a Middle-Class Enterprise," 98 - 120. 10/30 TBA	10/30 WA3 rough draft due
Week 11 Exploring your interests and practical instruction	11/4 No reading 11/6 TBA and "50 Years of Stupid Grammar Advice" 429-434	11/4 WA3 due
Week 12 Exploring your interests and practical instruction	11/11 TBA and "How to Tame a Wild Tongue," 44 - 54 11/13 TBA and "From Outside In," 319 - 328	11/11 and 11/13 Student Conferences/RR #3
Week 13 Exploring your interests and practical instruction	11/18 TBA and "The Composing Processes of Unskilled College Writers," 404 - 428 11/20 TBA and "Blue Collar Brilliance," 442-448.	11/20 WA4 rough draft
Week 14 Exploring your interests and	11/25 No reading 11/27 No class: Thanksgiving holiday	11/25 WA4 due

practical intruction		
Week 15 Exploring your interests and practical intruction	12/2 TBA and "Teaching About Writing, Righting Misconceptions," 197 - 227 12/4 No reading	12/4 Class moved to Celebration of Student Writing event on 12/5
Week 16	NO ENGLISH CLASS during Finals Week (No formal exam for ENG 1301)	NO ENGLISH CLASS during Finals Week (No formal exam for ENG 1301)