



**ENG 1301: College Reading and Writing: Section 17**  
**COURSE SYLLABUS: Spring 2014**

**Instructor:** YieJe Lee  
**Office Location:** Hall of Languages. Rm117  
**Office Hours:** Thursday 11:00 – 15:00  
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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 Tabetha 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>

**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**

**There will be unannounced quizzes during class meetings based on the previous assignments.**

**\*\*Students are responsible for their assignments and constant reminders will not be given in class. Please check the syllabus (schedule) for assignments and due dates!!**

### **Major Writing Assignments (WAs):**

#### **WA1 – Discourse Community**

Identify a discourse community of which you are a member. Using Porter’s and Swales’ definitions, prove that your community is indeed a discourse community. Who is the literacy sponsor of that community’s writing and reading, and how has that community shaped your writing?

#### **WA2 – Argumentative Essay**

“Women in Western society, a symbol of freedom” OR “Women in Western society, a symbol of lust.” Choose a statement and argue using the rhetorical devices. Why do you think women in the Western society are a symbol of freedom/lust? What are your supporting evidences? Find as much information as you can and provide strong grounds for your claim!

OR

#### **WA2 – Compare and Contrast, Argumentative essay**

“**Education System**” In this essay, you will choose a foreign country’s education system and compare it to the U.S education system. What are some of the similarities and differences you can find? What are some of the purposes of the things that they value in their education system? Which do you think is better? Why? What kind of changes would you make to these education systems?

#### **WA 3 – Photo Essay**

**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, 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.

\* We will discuss about WA 3 more in class.

**Check the Weekly schedules for your reading response due dates. Reading responses (RR) should include:**

- The main purpose of the article (or the assigned reading passage): what is the author trying to say?
- Why is the information provided important?
- How can you apply this in your life?
- What is your opinion?
- Extra instructions will be given in the class

**Reading response should:**

- Be in Times New Roman, Font size 12
- Include name and reading response number on the header
- More than 350 words but less than 400 words

**Grading**

Attendance and class participation: 10%

Quizzes: 15%

Response papers: 20%

WA1: 15%

WA2: 20%

WA3: 20%

\* All the WAs require writing center visits and one-on-one conference with the instructor. Failure to meet these requirements will cause deduction in the grades.

**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 her address is: ylee11@leomail.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.

### **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>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **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.

**Other policies you may want to include:**

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@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*).

Units and readings:

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

Week 1	Tuesday-Introduction. Assignment: pg 1-3 (plagiarism) Thursday- Discussion. Assignment: pg 294-296 (what is writing)
Week 2	Tuesday- Discussion on assignment, summarizing, annotation, format of essay writing in college, reading strategies. Assignment: pg 240-241 (top ten grammar myths) & 329-334 (Bad comma) Thursday- Discussion on assignment, Formatting (MLA, Pronoun usage, contractions, colloquials). Assignment: pg 41-43 (the joy of reading and writing) & 297-300 (shitty first draft), RR 1
Week 3	Tuesday- RR1 Due!!! Discussion (in-text citation, work cited page). Assignment: pg 342-351 (all writing is autobiography) Thursday- Discussion. Activity on citation. Assignment: pg 304-311 (learning to read), CP pg 12-14 (writing and discourse community), CP pg 196 (Discourse Community)
Week 4	Tuesday- Discussion on the Course Packet assignment. Assignment: pg 6-25 (rhetoric) & pg 29-38 (responding to oral and visual media) Thursday- Discussion on Rhetoric and argument in course packet. Assignment: pg 275-279 (studies explore whether...), and RR 2
Week 5	Tuesday- RR 2 due!! Introduction to WA1. Discussion on proofreading and revising Thursday- draft copy of WA1 due!! Discussion on WA1. Conference
Week 6	Tuesday- Conference Thursday- <b>WA 1 Due!!</b> Assignment: pg 162-163 (resolution on language rights 1974 NCTE)
Week 7	Tuesday- Discussion on WA1. Assignment: pg 451-455 (mother tongue)

	Thursday- Discussion. Assignment: RR 3
Week 8	Tuesday- RR 3 Due. Video on <i>Friends</i> about using “sophisticated” words on your essays. Assignment: pg 44-54 (How to tame a wild tongue) Thursday- Discussion on the assignment and on WA2 & pg. 312-318 (the cosmopolitan tongue)
<b>Spring Break!</b>	
Week 9	Tuesday- Discussion on the assignment and WA2 Thursday- Draft copy of WA2 Due!!
Week 10	Tuesday- Conference. Assignment: pg 435-441 (taking women seriously) Thursday- Conference
Week 11	Tuesday- <b>WA 2 final draft Due!</b> Assignment: pg. 164-165 (Barbie-Q) Thursday- Discussion on Reading, Introduction of cross-cultural communication/attitude toward differences, finding issues (stereotype, high context – low context)
Week 12	Tuesday- Discussion continue on cross-cultural communication/attitude toward differences, finding issues (stereotype, high context – low context). Assignment: pg. 442-448 (Blue-Collar Brilliance) Thursday- Discussion. Assignment: RR 4
Week 13	Tuesday- Discussion: Cross-cultural communication/attitude toward differences finding issues (pragmatic coherence, insiders-outsiders, linguistic relativity, conversational style) AND introduction to WA 3. Assignment: choose a topic for WA 3 Thursday- Discussion: Cross-cultural communication/attitude toward differences finding issues (pragmatic coherence, insiders-outsiders, linguistic relativity, conversational style) AND discussion on WA 3. What needs to be done!!
Week 14	Tuesday- Draft copy of WA 3 DUE!! Thanksgiving week- university closes Wednesday at noon.
Week 15	Tuesday- Conference for WA 3 Thursday- Discussion on WA 3 (share in class) and wrap-up (review everything that we have learned so far)
Week 16	Tuesday- WA 3 Due!! Thursday- Finals Week (no formal exam for ENG 1301)