



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

Instructor: Khimen Cooper
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Class Website: <https://1301english1820.wikispaces.com/Course+Home>

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

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| COURSE INFORMATION |
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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://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

Course Description:

English 1301 - 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

Journal and Participation:

At the beginning of each class period there will be a prompt on the board and you will have 5-10 minutes to write in your daily journal. You will bring this journal to class every day. I will take them up 3 times periodically throughout the semester to grade- the days I take them up will not be in the syllabus. Even I don't know when I will decide to do it. Students who do not have the journal the day that they are taken up will receive a zero for that journal grade. They will be taken up at the BEGINNING of class- no exceptions. Students will not be allowed to leave the classroom to get them.

These journals are solely for daily journal entries. Journals that have mixtures of entries, assignments, and class notes (either from our class or other classes), will receive zeroes. I expect them to be organized by day (and include the date on them), and have a substantial amount of writing (so, 1-3 short sentences won't cut it. Make it count. If you have 10 minutes to write I expect 10 minutes of writing).

Writing Assignments:

Writing Assignment 1: (4 pages) *Literacy and Beliefs*

We've been discussing and defining literacy as more than just reading and writing text. This essay asks you to think about a social literacy that you are familiar with and discuss the importance that literacy has for those who understand it. Consider those who are unfamiliar with it? How does this particular literacy impact the world- or at least your world? You will choose a literacy that specifically incorporates some form of social issue such as gender, race, politics, education, etc. Connect this literacy to a specific current event using examples to discuss its relevance. Consider how those without an understanding of this particular literacy could be impacted if they were to gain an understanding of it.

Writing Assignment 2: *Education Narrative* (6 pages)

Expanding the concept of education beyond the walls of the classroom, you will narrate a moment in your own life in which you became a part of a discourse community. What were the literacies you learned within that community? Who were your literacy sponsors? Were you a sponsor for anyone else? Use this essay as a way to communicate to your reader the important ways that education can reach outside of the classroom and apply in broader more social ways than just memorizing information and acing tests.

Writing Assignment 3: *Proposal* (2 pages)

For this essay your instructor will give you three current visual ad options to choose from. You will decide which ad you want to discuss for your research essay (Writing assignment 4). For WA4 you will be rhetorically analyzing the ad using terms we have discussed throughout the semester to do so. So, for WA3 you will write a 2 page proposal in which you introduce the project, explain why the ad will be an appropriate choice for WA4, and briefly explain the different rhetorical elements you intend to focus on.

Writing Assignment 4: 2 part Argumentative Research Essay (5 pages/ 1 pages)

Now that you have completed your proposal you will be writing the essay in which you rhetorically analyze the ad you chose. Along with introducing and describing the ad, and clearly discussing the various rhetorical techniques utilized for it, you will also find two outside ads (medium of your choice) to compare to the ad you chose originally. Your essay will include examples from all three ads, and a clear understanding of rhetorical techniques.

Last Page: At the end of this essay you will attach a one page list (this can be in paragraph form or bulleted) that explains at least 6 rhetorical techniques that *YOU* used in WA4. You will list what you did and briefly explain (1-2 sentences) how you did it.

ALL ESSAYS WILL:

- Include quotes from class readings (this will be specified on separate prompt handouts)
- Be typed in MLA format
- Include accurate MLA works cited page

Final Exam: Photo Essay and Reflection

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 upon completion.

Grading

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

- Writing Assignment 1 10%
- Writing Assignment 2 20%
- Writing Assignment 3 15%
- Writing Assignment 4 20%
- Journal & Participation 10%
- Conferences 10%
- Final Photo-Reflection Exam 15%

Total Points 100%

Grading Scale:

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|--------------|---|
| 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 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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: kcooper7@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.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy:

Excused absences include religious holidays, military service, or University sanctioned activities. IF there is an emergency of any other kind in which the student will not be able to attend a class s/he should contact the instructor who, at her discretion, *may* count the absence as excused.

HOWEVER, Students **must** contact their instructor at least 24 hours prior to missing class FOR ANY REASON for the possibility of their absence to be excused. Just letting the instructor know 24 hours in advance does NOT guarantee an excused absence. This will be to the instructor's discretion.

Students who miss up to 20% of the class (7 absences) will fail the course even if the absences are excused.

For unexcused absences:

- Students who miss 5 classes will drop one letter grade
- Students who miss 7 classes will fail the course

Tardies are considered entering class 10 minutes late AND leaving class 10 minutes early

- 3 tardies count as 1 unexcused absence

Students who come into class late must come see the instructor at the end of class to make sure they are counted as present and also to let her know why they were late. It is up to the student to take care of this. If the late student does not inform the instructor they will be counted as absent.

For tardies, excused, or unexcused absences:

It is 100% the student's responsibility to ask peers for any material, assignments, lectures, etc. missed. DO NOT email me asking if you missed anything- because you did, and I will not back track for you. It is your responsibility.

Note: Jail time, court appearances, scheduled doctor's appointments and flat tires are not considered an excused absence. Life has many unexpected events—this is why you receive three 'free' absences before your grade is affected. Use them wisely!

Late Work:

Late work will *only* be accepted if you have contacted the instructor **at least 24 hours in advance about the issue** and she *chooses* to grant you an extension. Depending on the situation, the paper will be docked 15 points for lateness. If your reason legitimately falls under her Excused Absences Policy and you contact her 24 hours in advance you may not lose points. Student who do NOT contact the instructor and receive an extension will NOT be able to turn their essays in late. They will receive a zero.

Having to work late, having trouble coming up with something to write, computer problems, document loss, internet issues, other classes assignment loads, etc. DO NOT count as legitimate reasons for an extension. Computers crash, life happens, and papers will still need to be turned in when they are due.

*I recommend using dropbox, or other outside methods of saving documents such as emailing them to yourself because computers *do* crash and flash drives *do* get eaten by your dog. Which is unfortunate, but still not an excuse.

Paper Policy:

- Turnitin: Students will turn papers in to Turnitin which will be accessible on the class blackboard (Cougarweb). Essays are not considered turned in until they are uploaded to the correct *Turnitin* dropbox.
- Email: Students will also email their papers to the professor (as an attachment. Do not copy and paste the entire paper in the email. Those emails will be disregarded).
- Peer Review: Students will bring printed copies of their papers for peer review days. However, their final drafts will only be turned in via email and turnitin.

*Turnitin.com *Turnitin* allows instructors to check papers for plagiarism by comparing them to websites and a database that includes books, journals, and paper-selling services. The program highlights passages that appear in other sources and sends a report to me. You are required to upload all essays to *Turnitin*. Essays are not considered turned in until they are uploaded to the correct *Turnitin* dropbox on blackboard, and I will not grade—or *even look at*—a paper that hasn't been.

***Turnitin Problems:**

When a student has issues turning their paper in to the turnitin dropbox (because yes, this will absolutely happen to at least one person) just explain what the problem is in the email s/he sends with the paper. I understand that technology messes up and the point is to make sure your work is done and submitted on time. You will still be emailing me your essays so just explain the situation in the email and we will work it out.

Electronics and Food:

*These are the instructor's personal policies with electronics and food. However, students are expected to follow any rules established by the school/institution/building.

Electronics

Students will be allowed to use *laptops, netbooks, iPads, Kindles etc.* if it applies to class. If I get the impression that you are using the electronic for anything unrelated to class I will ask you to put it away once. If it happens a second time I will ask you to leave and you will receive an absence for that class day and will not be allowed to use it in class again.

Cell phones- put them on vibrate/silent and have it on your desk if you are going to have it on you. If you get a call or text that is an emergency and you need to answer, then step out to take care of it. Otherwise, ignore it. If you are actively using your phone during class for anything that is clearly unrelated to class I will ask you to leave. No questions asked. If it's an emergency, you will step out, but otherwise I expect you to just leave the phone alone. *DO NOT* ninja text. I can see you texting under the desk and in your purse and it's disrespectful. THAT will get you kicked out of class.

Food

Feel free to bring snacks and drinks to class. If you make a mess you clean it up. Don't bring a four course meal or a giant onion, but keep it discreet and you'll be fine. It's easy to forget to drink water and eat snacks and meals throughout the day when you have so much going on- so you are more than welcome to do that during this class if you can do so quietly and discreetly.

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*).

Units and readings:

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| COURSE OUTLINE / CALENDAR |
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- Reading is to be completed **before class** on the day indicated. Assignments are to be completed before you come to class on the day indicated.
- Occasionally, I send notices to class members by way of Myleo mail, the e-mail account assigned to every student. Students should check their messages regularly.
 - If you are absent, it is up to you to contact a classmate for information and class notes. If you do not understand any assignment or anything said in class, please ask for clarification as soon as possible.

Remember: This calendar is subject to change, and any changes will be announced in class. It is your responsibility to record any changes in your notes.

| Weeks | Sunday 8pm | Tuesday | Thursday |
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| 1 | 8/24 | Intro and Syllabus | |
| 2 <i>Unit 1</i> | 8/31 | | Required Readings Due |
| 3 | 9/7 | | Optional Readings Due |

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| 4 <i>Unit 2</i> | 9/14 WA1 DUE | | Required Readings Due |
| 5 | 9/21 | | Optional Readings Due |
| 6 | 9/28 | Work Day/No Class | |
| 7 <i>Unit 3</i> | 10/5 | | Required Readings Due |
| 8 | 10/12 WA2 DUE | | Optional Readings Due |
| 9 | 10/19 | Work Day/No Class | |
| 10 <i>Unit 4</i> | 10/26 | | Required Readings Due |
| 11 | 11/2 WA3 DUE | | Optional Readings Due |
| 12 | 11/9 | | |
| 13 | 11/16 WA4 DUE | | |
| 14 | 11/23 | TG/No Class | TG/No Class |
| 15 | 11/30 | Photo Essays and Presentation | Photo Essays and Presentation |
| 16-F | 12/7 | No Class | No Class |

Unit Readings:

UNIT 1

Required Readings (Read All): Course Packet Chapter 1 (pages 12 – 15); “Discourse Community” (196); Brandt, “Sponsors of Literacy” (140)

Optional Readings (Pick 2): Malcolm X, “Learning to Read” (304); Alexie, “Superman and Me” (41); Rose, “Blue Collar Brilliance” (442); Jordan, “A Poem About Intelligence” (273); Lee, “Eating Alone” (301); Levine, “You Can Have It” (302)

UNIT 2

Required Readings (Read All): Course Packet Chapter 2; Bloom, “Freshman Composition as a Middle-Class Enterprise” (98); Delpit “The Silenced Dialogue” (171); hooks “Keeping Close to Home” (257)

Optional Readings (Pick 2): Cisneros, “Barbie-Q” (164); Fish “What Should Colleges Teach?” Parts 1 & 3 (231); Rich, “Taking Women Students Seriously” (435); Stern, “What They Learn In School” (449); Bartholomae “Inventing the University” (55)

UNIT 3

Required Readings (Read All): Course Packet Chapter 3; “Part II: Rhetoric” (6); Murray, “All Writing is Autobiography” (342); NCTE Resolution on Language Rights (162); Savant “Logical Fallacies” (467)

Optional Readings (Pick 2): Anzaldua “How to Tame a Wild Tongue” (44); McWhorter, “The Cosmopolitan Tongue” (312); Mellix “From Outside, In” (319); Tan, “Mother Tongue” (451); Brandt “Drafting U.S. Literacy” (121)

UNIT 4

Required Readings (Read All): Course Packet Chapter 4; Perl, “The Composing Processes of Unskilled College Writers” (404); Bishop, “Suddenly Sexy” (77); Miller, “The Coming Apocalypse” (335)

Optional Readings (Pick 2): Diaz “Becoming a Writer” (194); Lamott, “Shitty First Drafts” (297); King, “What Writing Is” (294); Tannen, “Who Does the Talking Here?” (452); Wong, “Six Harsh Truths That Will Make You a Better Person” (479); Collins, “The Lanyard” (166)