

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

Instructor: Donnie Falteseck

Office Location: By appointment

Office Hours: By appointment

Office Phone:

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Back to the Lake. 2nd ed. Thomas Cooley. W.W. Norton, 2011. ISBN: 978-0-393-91268-5

A Writer's Reference 7th ed. Diana Hacker and Nancy Sommer. Bedford/St. Martin's, 2011.
ISBN: 978-0-312-60143-0

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.

Course Theme:

Analyzing the Rhetoric of the Visionary

What constitutes a visionary and how does he or she envision a concept, create a viable system for it, and “sell” it to a culture? One of the pivotal steps in this process involves the written word or rhetoric that communicates these concepts to others – particularly those who wield the power to implement change. In this course, you will read primary source material drafted by visionaries in several fields throughout history – from Aristotle to Bonaparte, as you learn how to draft effective essays that clearly convey and convince audiences for the need for change (as well as the need for a wider vision). You will also read selections from your textbook that compliments these ideas. As you work on learning the basics of academic writing, you will hopefully be learning the ways to “win friends and influence people” (Dale Carnegie).

Student Learning Outcomes:

Students who are successful in ENG 1301 will be able to:

1. Compose critical, original texts appropriate for an academic audience.
2. Read, understand, and interpret texts written for academic audiences.
3. Use rhetorical terms to talk about writing composed both by the student and by others.
4. Discuss and write about the complex academic conversations on writing.
5. Demonstrate that they are prepared for ENG 1302.

COURSE REQUIREMENTS

Graded Assignments:

Essay #1- Personal Narrative (10%)

Due Saturday, September 13th at midnight

Requirements:

- 3-5 pages
- Double-spaced, Times New Roman
- MLA format

Prompt:

Narration is the storytelling mode of writing. Some narratives, such as short stories and novels, are fictional. Personal narratives, on the other hand, draw upon a writer's experience. You will be composing a *personal narrative* about a significant event from your life. In preparation for this essay, you will read and analyze a number of sample narratives by both student writers and professional writers.

Compose a personal narrative about an experience from your life in which you feel you were a "visionary." This might be a childhood memory or a more recent event. This does not have to be an event that is obviously life-changing to others. Although the subject of this essay is your own experience—which you know well—the challenge will be to make the event feel relevant to your readers. You will need to include some critical analysis of how this event influenced both your ideas and others' behaviors. Although this is not an argumentative essay, it should include some sort of a thesis, whether it is implicitly or explicitly stated.

This piece is an opportunity for you to sharpen your descriptive writing skills and practice writing with your audience in mind. One key to writing a good narrative is being selective. Try to distill your narrative into the scenes and descriptions that capture the essence and argument of the experience you are relating.

You will exchange a draft of this paper with a classmate for peer review, and you will have ample time to revise and polish it. Translation: Make this first essay count.

Essay #2- Expository Essay (15%)

Due Saturday, October 4th at midnight

Requirements:

- 4-5 pages
- Double-spaced, Times New Roman
- MLA format
- Include two quotes and/or paraphrases from at least two of our readings (reading to be preapproved by me)
- Include accurate in-text citations and works cited page

Prompt:

An expository essay provides information about a topic and contains some sort of an argument, which is summarized in a thesis statement. It is similar to an argumentative essay (which you will write in unit four), but it contains less research and may be slightly more informative than argumentative.

Focus your essay on something involving a change in modern society. It might be a new product or service or it might be a new trend of behavior. Think about this essay as an opportunity to offer information and advice to other writers of academic papers.

Remember that this is primarily an informative essay. Focus on providing description and analysis of your topic and draw on your experiences mainly to support your ideas. It is important that you have a clear thesis statement that summarizes your ideas and indicates your stance about your topic.

Essay #3- Review (15%)

Due Saturday, November 1st at midnight

Requirements:

- 4-5 pages
- Double-spaced, Times New Roman
- MLA format
- Include three quotes and/or paraphrases from the essay you are reviewing
- Include accurate in-text citations and works cited page

Prompt:

In units two and three, you have read essays that represent a variety of topics, perspectives, arguments, and writing styles. Select an essay or a primary source work from our readings thus far and compose a review of it:

Your review should include a brief summary of the article's main argument(s) followed by an extended analysis and critique.

Describe and critique both the writer's argument and his or her methods of presenting and defending it. Is the writer's thesis logical? Does the writer support the thesis with sound evidence and reasoning? Is the writing style rhetorically effective? Is the writer missing anything? Is there any way that this essay could be improved upon?

You may pick an essay that you like, dislike, or have mixed feelings about. Regardless of how you critique the essay, you should demonstrate that you have conducted a balanced analysis. If you are reviewing an essay that you really like, you should still discuss any ways that the essay could have been stronger. Or, if you are critiquing an article you basically disagree with, you should still acknowledge its merits. Whatever your overall evaluation is, envision yourself conducting a conversation with the author and his or her ideas.

Essay #4- Argumentative Essay (20%)

Due Saturday, November 22nd at midnight

Requirements:

- 4-5 pages,
- Double-spaced, Times New Roman
- MLA format
- Include at least three quotes and/or paraphrases from three different essays. Two of these may be from Gee Library's online databases

- Include accurate in-text citations and works cited page

Prompt:

Compose an original argumentative essay on the topic of reading and writing, literacy, and/or language as it involves “selling” a vision to an uninformed and/or hostile audience. Since I am giving you a very broad topic to work with, there are a number of directions that you can go with this project. After thinking about the articles you have read about these topics this semester, formulate your own focused argument. Your essay should include the following:

- A clear and defensible thesis statement
- Appropriate and effective use of evidence (including both personal experience and outside sources)
- Successful organization, logic, and transitions
- An effective and consistent voice

Since this essay topic is very open-ended, you may need to spend a considerable amount of time brainstorming and narrowing down your thesis. We will workshop ideas for this essay on the discussion board. I will also provide you with a list of possible topics.

Final Presentations (10%)

Due Last Week of Class

Requirements

- 1.5- 2 page presentation discussing either the topic of your argumentative essay **OR** a creative “vision” (product, service, or concept) you wish to “launch.”
- Double-spaced, Times New Roman 12 point font
- MLA format

For your final project, you will make a short presentation to the class. You can focus on the argumentative essay that you wrote for your WA #4 essay, or you can introduce the class to your own creative “vision” in the form of a product, service, **OR** concept you wish to “launch.” this semester and make substantial revisions to it. You will also provide brief notes or an outline to your instructor on your presentation

Peer Review 1 (7.5%)WA#2

Due Wednesday, October 1st at midnight

For your narrative essay assignment, you will be given extra time to conduct a peer review and make revisions to your paper. Instructions for peer review one will be provided in the Week 3 Assignment tab.

Peer Review 2 (7.5%) WA#4

Exchange with partner Wednesday, November 19th (inclass).

For your final revision project, you will select one essay to revise. You will conduct a peer review to help guide you in your revision process.

Weekly Discussion Board Reading Responses (15%)

Due every Saturday evening at midnight

Each week, you will contribute to a class discussion thread about the assigned readings, responding to the prompts I provide. My goal is for us to critically examine the readings as a group. Think of this as a virtual roundtable discussion.

Important: Our eCollege site houses three sections of English 1301: 901, 902, and 903. Only post in the discussion thread for your section. Post under you section number every week. To check your section number, pull up your semester schedule in myLeo.

Requirements:

- One main post (at least 250 words but longer if necessary)
- At least two quality responses to classmates' posts every week. See guidelines for responses below.
- Discussion posts and responses are due each Friday at midnight.

Guidelines:

Main post- Your main post should meet all the requirements of the prompt and demonstrate original thought. It need not be as formal as an essay, but please respect your classmates by checking it for grammar and coherence before you publish it to the board. If you quote any part of a reading, provide an in-text citation following MLA guidelines. A works cited entry is unnecessary. Just cite the text and page number so that your classmates can locate any quote you mention.

Responses- Your responses to your classmates' posts should demonstrate that you have thought critically about their ideas and can build upon what they have said. You may add to others' ideas, question them, or argue for a conflicting point of view. Saying "I like/dislike your post" is *not* enough.

It is okay to disagree—in fact I encourage friendly academic arguments—but **you may not use abusive language or attack anyone**. Let's keep our discussions civil and respectful.

I will also chime in on the discussion board from time to time throughout the week. Please be sure to read all of your classmates' posts as well as mine.

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)

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: ajones31@leomail.tamuc.edu.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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
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 Calendar: Units with Readings and Assignments

Important:

- **This syllabus is subject to change. I will always notify you of changes to the syllabus ahead of time.**
- **For the purposes of this course, weeks begin on Monday and end on Sunday. For example, if an assignment is due on a Sunday, it is due on the SECOND Sunday of that school week.**

Unit 1: Narrative Writing

	Discussion Board Post Due by midnight, Saturday, September 6
Week 3	
<i>Monday: September 8</i>	Class Discussion/Class Exercise. Bring (for next class) WA #1 Draft for Peer Review
<i>Wednesday: September 10</i>	Peer Review: WA #1. Read (for next class): Science/Application
<i>Friday: September 12</i>	-Excerpts from The Royal Society of London WA #1 Due. Class Discussion. Read (for next class): -Sir Isaac Newton (excerpt)
	Discussion Board Post Due by midnight, Saturday, September 13
Week 4	
<i>Monday: September 15</i>	Class Discussion. Read (for next class): -BTTL Pg.
<i>Wednesday: September 17</i>	Class Discussion. Read (for next class):
<i>Friday: September 19</i>	Discussion Board Post Due by midnight, Saturday, September 20

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<p>Week 5</p> <p>Monday: September 22</p> <p>Wednesday: September 24</p> <p>Friday: September 26</p>	<p>Philosophy</p> <p>John Locke</p> <p>Thomas Jefferson</p> <p>Class Discussion. Class Exercise. Read (for next class):</p> <p>Class Discussion. Class Exercise. Read (for next class):</p> <p>Discussion Board Post Due by midnight, Saturday, August 30</p>
<p>Week 6</p> <p>Monday: September 29</p> <p>Wednesday: October 1</p> <p>Friday: October 3</p>	<p>Colonialism/ Military Expansionism</p> <p>Christopher Columbus</p> <p>Napoleon Bonaparte</p> <p>Raleigh</p> <p>WA #2 Due . Introduce WA #3 Class Exercise (Bad Writing Contest) Read (for next class):</p> <p>Class Discussion. Class Exercise. Read (for next class):</p>

	Discussion Board Post Due by midnight, Saturday, August 30
Week 7 Monday: October 6 Wednesday: October 8 Friday: October 10	Literature/Dramatic Arts Gutenberg Material Texts : Divine Art, Infernal Machine : The Reception of Printing in the West from First Impressions to the Sense of an Ending <i>by Eisenstein, Elizabeth L.</i> Christopher Marlowe William Shakespeare Class Discussion. Class Exercise. Read (for next class): Class Discussion. Class Exercise. Read (for next class): Discussion Board Post Due by midnight, Saturday, August 30
Week 8 Monday: October 13 Wednesday: October 15 Friday: October 17	Student Conferences Student Conferences Continued. Bring (for next class):WA #3 Draft Discussion Board Post Due by midnight, Saturday, August 30

<p>Week 9</p> <p>Monday: October 20</p> <p>Wednesday: October 22</p> <p>Friday: October 24</p>	<p>Feminism and Leadership</p> <p>Christine De Pizan</p> <p>Queen Elizabeth</p> <p>Margaret Cavendish</p> <p>Peer Review WA #3.</p> <p>WA #3 Due.</p> <p>Discussion Board Post Due by midnight, Saturday, August 30</p>
<p>Week 10</p> <p>Monday : October 27</p> <p>Wednesday: October 29</p> <p>Friday: October 31</p>	<p>Class Discussion. Class Exercise. Read (for next class):</p> <p>Discussion Board Post Due by midnight, Saturday, August 30</p>
<p>Week 11</p> <p>Monday: November 3</p> <p>Wednesday : November 5</p>	<p>Peer Review. WA #4. Read (for next class):</p>

<p>Friday: November 7</p>	<p>WA #4 Due.</p> <p>Discussion Board Post Due by midnight, Saturday, August 30</p>
<p>Week 12</p> <p>Monday: November 10</p> <p>Wednesday: November 12</p> <p>Friday: November 14</p>	<p>Class Discussion. Class Exercise. Read (for next class):</p> <p>Discussion Board Post Due by midnight, Saturday, August 30</p>
<p>Week 13</p> <p>Monday: November 17</p> <p>Wednesday: November 19</p> <p>Friday: November 21</p>	<p>Class Discussion. Class exercise (</p> <ul style="list-style-type: none"> • Coaching Discourse Community” <p>Preview to ENG 1302: Branick essay in Writing About Writing pgs 557-573</p> <p>Student Conferences</p> <p>Discussion Board Post Due by midnight, Saturday, August 30</p>
<p>Week 14</p> <p>Monday : November 24</p> <p>Wednesday: November 26</p>	<p>Student Conferences Continued</p> <p>THANKSGIVING WEEK</p>

Friday: November 28

Week 15

Monday: December 1

Wednesday: December 5

Friday: December 7

Week 16

Monday: December 10

Wednesday: December 12

Friday: December 14