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

Instructor: Amanda McCain
Office Location: HL 215
Office Hours: MW 10-10:50am, 2-3:30pm, T4:30-6pm and by appointment
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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 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:

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):

Reading Responses: – . This will consist of three paragraphs written in response over what you had to read for class discussion. Responses can include a number of things such as: thoughts and feelings caused by the reading, ideas you had during the reading, an example of you see the ideas from the reading appearing in or affecting your life, etc.

WA1: Literacy Events—(3-5 pages) This essay will allow you to identify three personal literacy events that included some form of technology and how that has/has not affected the way you look at technology and literacy.

WA2: Charting Literacy—(3-5 pages) In this essay, you will analyze how much you use technology and the literacy practices involved in how much you use it. In addition, you're going to analyze how much technology affects your writing process.

WA3: Analyzing Technology—(3-5 pages) Now that you've analyzed your own technology usage, you will analyze and incorporate the ways other people view technology usage by integrating their ideas into your own argument.

WA4: Final Project Proposal—(2-4 pages) In this proposal, you will put together your ideas of what you want your Photo Essay to be about to show what you have learned about writing, technology and how your interact with the two from taking this course.

Final Portfolio: you will revise the essays you've written for this class, and write an introductory, reflective letter to your instructor that you'll include in the front of the portfolio. See more information about the portfolio below under "Grading

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

You will be assigned a grade on the initial due date for each discrete piece of writing, but you will have the opportunity to revise to make your writing stronger. The **first revision** is due one week after the assignment has been returned to you.

You can spend a lot of time developing and revising, working on certain aspects of your writing, and all of this effort and expertise will be reflected in your final project and your grade. *That means that your attention to revision and your awareness of your own work habits, strengths and weaknesses will become a very important element of your writing process.*

I DO NOT ACCEPT LATE WORK.

If an assignment is due at the beginning of class, it is due at the beginning of class. If you must be absent the day an assignment is due, you must get the assignment to me BEFORE class begins.

Always turn in something; something is better than nothing—with something, you can revise. If you submit nothing, you cannot revise and receive a passing grade on the assignment.

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

Your grade for this course will be determined by a number of factors. You'll need to keep up with the readings, involve yourself in all the in-class discussions, and be an active participant in the class. **Please note: If you do not turn in all major assignments (including your portfolio), you will not pass the course.**

For more information, see the breakdown below:

WA1-WA4 *(30% of final course grade):* Obviously, since this is a writing class, you will be expected to write and submit writing assignments on time. In addition, revision is an important part of the writing process and as such, you will be expected to revise your papers. The grade on your writing assignments will primarily be affected by your writing, but you must also participate in the peer review process. In each draft, you'll want to think about how the class assignments fit into your argument, as the goal for in class assignments are to assist you with coming up with ideas for your writing assignments. Don't forget that you'll want to meet the minimum page requirements and address the prompt as completely as possible.

Final Portfolio*: (30% of final course grade):* Your final portfolio must contain these three sections:

1. Final, complete, polished versions of the essays you have written in this course.

2. A reflective letter in which you talk about the writing assignments you included in your portfolio. The letter should be addressed to your instructor and include information like why you chose the essays you included in your portfolio, what process you went through to write and revise these essays, what you learned from writing these essays, what you want to convey in your Photo Essay, etc. Think of this letter as an introduction to your portfolio.

***Photo Essay**: (20% of final course grade).* 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.

This piece should be something you're proud of and are prepared to share with the class, because you will present your Showcase Piece during the last week of class.

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

***Participation** (20% of final course grade):* Participation includes: Reading Responses, completing in class assignments, attending the writing center, and in general being an active part of our class.

Please don't think that simply coming to class will earn you full credit in participation. Bring yourself both physically and mentally prepared to class with thought provoking questions that might help all of us gain insight into the class activities at hand for the day.

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 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: TBA. 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. 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.

There is no such thing as "partial attendance"—students are either present for the entire course or they are absent. If you are asked to leave the class for disruptive or

disrespectful behavior, the day will be counted as an absence regardless of how much class time is left.

This class meets three times a week **(MWF).** You may miss up to six **(6)** times without penalty. On and after the seventh **(7)** absence, your final grade will drop by one letter. After the ninth **(9)** absence, you cannot pass the course.

Excessive tardiness will be penalized as an absence.

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
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

This calendar is likely to change in order to accommodate learning needs.

Week 1	Introduction of class and topics, readings
Week 2	TBA
Week 3	TBA
Week 4	WA1 Due
Week 5	Student Conferences
Week 6	TBA
Week 7	WA2 Due
Week 8	TBA
Week 9	WA3 Due
Week 10	TBA
Week 11	WA4 Due
Week 12	Student Conferences
Week 13	TBA
Week 14	Thanksgiving week- university closes Wednesday at noon.
Week 15	Photo Essay Presentations Attending the Celebration of Student Writing date, time, and location TBA
Week 16	Finals Week Portfolios Due on Monday

Confirmation of Syllabus

McCain
Fall 2014
ENGL 1301

Contact Information

Name (printed):_____

Email Address (checked at least daily): _____

Phone Number: _____

Major: _____

The above information is to be only used for this course and only when the instructor needs to contact me for reasons dealing with this class.

I have read and understand the syllabus for this spring session of ENG 1301. I understand that I am responsible for keeping up with the class demands: class assignments, exercises, as well as field visits, field notes and portfolio upkeep.

I understand that Mrs. McCain does not accept late work and assignments are due at the beginning of class. I also understand that there is an attendance policy where my grade will be dropped by a letter after 7 absences and then I will fail the course after 9 absences.

If I have any questions concerning the class, I understand that I am to contact my instructor, Mrs. Amanda McCain, through the means listed on the syllabus (office visit, office phone, or email). I also understand that if I have any problems with the class I must contact Mrs. McCain first to try and resolve the situation. If the situation cannot be resolved with Mrs. McCain, she will then direct me to her supervisor, Dr. Tabetha Adkins.

I have received, read and understand a copy of the syllabus for ENG 1301 Fall 2014.

_____ _____

Name Date