



**ENG 1301: College Reading and Writing**  
**Course that Requires ENG 100**  
**COURSE SYLLABUS: Spring 2015**

**Instructor:** Kevin Janak

**Office Location:** HL126

**Office Hours:** Mon. 11-12, 2-3, Wed. 11-12, 2-3

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English 1301-002 (CRN 20633) MWF 10:00am - 10:50 am, Room HL208

**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 J. Couzelis, J.D. Isip, and Tabettha 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:**

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**

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

WA#1: Discourse Communities: For this writing assignment, pick a specific discourse community that you are interested in and explain to me why and how it qualifies as a discourse community by comparing it to the criteria described in your English 1301 course pack. This assignment will be 2-3 pages in length (500-750 words), typed, and will follow the standard MLA format. Include at least two references and a separate works cited page with this assignment.

WA#2: Literacy Sponsors: For this writing assignment, pick a specific literacy sponsor who has been a positive influence with your writing, and explain to me why and how this particular literacy sponsor has motivated your writing. This assignment will be 2-3 pages in length (500-750 words), typed, and will follow the standard MLA format. Include at least two references and a separate works cited page with this assignment.

WA#3: Argument: Based upon our review of the types of argumentation used in communication (ethos, pathos, and logos), pick a particular (current) television commercial and analyze it by comparing these forms of argumentation to it. This assignment will be 3-5 pages in length (750-1000 words), typed, and will follow the standard MLA format. Include at least two references and a separate works cited page with this assignment.

WA#4: Reflective essay on your writing process: With this essay, reflect back on your writing experience up to this point and describe in detail what you have learned about your writing from this class and previous experiences. This assignment will be 3-5 pages in length (750-1000 words), typed, and will follow the standard MLA format.

Reading Responses: During the course of this semester, I will assign 3 reading responses (RR1-RR3) that are based on our reading analyses and discussions. These responses are informal, analytical, and based on a theme or idea presented in the articles and essays we will be reading. I will provide more specific instructions in class on these responses, and they will be due the next class day. These responses are to be 2-3 paragraphs in length (150-250 words), typed, and following the standard MLA format.

There will be at least one short quiz on plagiarism for this class, and there will be one short quiz based on the readings from your Course Pack or textbook *Problem Posing* for each class.

I reserve the right to make any necessary changes to this syllabus as needed for this course.

### **Grading**

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

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Participation	20%
Reading Responses/Quizzes	20%
WA 1	15%
WA 2	15%
WA 3	15%
WA 4	15%

### 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 his address is: [kjanak@leomail.tamuc.edu](mailto:kjanak@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 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.

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:

## COURSE OUTLINE / CALENDAR

This calendar is likely to change in order to accommodate learning needs. **Important Note: The assignments indicated for each class day are due on that class day, not the next class day.**

Week 1 (1/21, 1/23)	<p>W: Course Introduction and Syllabus</p> <p>F: Review Plagiarism rules Problem posing, pg 1-5, 489 Grammar review Course Pack - College Survival Tip: Taking Notes pg 41</p>
Week 2 (1/26, 1/28, 1/30)	<p>M: Short Quiz on Plagiarism Problem Posing pg 6-23 Rhetoric</p> <p>W: Problem Posing pg 23-38 Rhetoric</p> <p>F: Course Pack pg 1-8, 11-14 Superman and Me - Alexie pg 41</p> <p>Reading Response 1 Assignment</p>
Week 3 (2/2, 2/4, 2/6)	<p>M: Reading Response 1 due Why write? Is my writing any good? Problem posing - Brandt Drafting U.S. Literacy pg 121-126</p> <p>W: Problem posing -Shitty First Drafts pg 297 Conventions - Course Pack - pg 36-42</p> <p>F: Techniques for research Cell Phone Weighs Down Backpack of Self- Discovery pg 168 *Rough Draft of Writing Assignment 1 Due*</p>
Week 4 (2/9, 2/11, 2/13)	<p>M: Peer review day - rough drafts</p> <p>W: Course Pack - Democratic Classroom, pg 16-20</p> <p>F: Suddenly Sexy, pg 77 *Writing Assignment 1 Due*</p>
Week 5 (2/16, 2/18, 2/20)	Student Conferences
Week 6 (2/23, 2/25, 2/27)	<p>M: Composition in College Inventing the University, pg 55</p> <p>W: Freshman Composition as a Middle-Class Enterprise, pg 98</p> <p>F: Brandt - Sponsors of Literacy, pg 140-147</p>
Week 7 (3/2, 3/4, 3/6)	M: Writing and Pedagogy

	<p>Teaching About Writing, pg 197 Reading Response 2 assignment</p> <p>W: Arguments and Grammar use - Virtuous Arguments, pg 228 F: Top Ten Grammar Myths, pg 240</p> <p>F: Reading Response 2 due</p>
Week 8 (3/9, 3/11, 3/13)	<p>M: The Purpose of College What Should Colleges Teach Part 1, pg 231 W: What Should Colleges Teach Part 3, pg 235</p> <p>F: Reading and Writing to Change the World - Course Pack 20-30</p> <p>*Writing Assignment 2 Due*</p>
<b>Spring Break! March 16-20</b>	
Week 9 (3/23, 3/25, 3/27)	<p>Rhetoric and Argument review M: Problem Posing pg 6-38 Rhetoric Course Pack 20-30 Reading Response 3 assignment</p> <p>W: Rhetoric and Argument Review Problem Posing pg 6-38 Rhetoric Course Pack 20-30</p> <p>F : Reading Response 3 due</p>
Week 10 (3/30, 4/1, 4/3)	<p>M: CARS Model, pg 11 Course Pack W: Burkean Parlor, pg 10 Course Pack F: The Cave, pg 9 Course Pack</p>
Week 11 (4/6, 4/8, 4/10)	<p>M: Reading Text and Linguistics Learning to Read, pg 304</p> <p>W: The Cosmopolitan Tongue, pg 312</p> <p>F: How Do We Write? Course Pack 31-35</p> <p>*Writing Assignment 3 Due*</p>
Week 12 (4/13, 4/15, 4/17)	<p>M: Multiliteracies All Writing is Autobiography, pg 342</p> <p>W: Composing: Letter From a Birmingham Jail, pg 280</p> <p>F: The Composing Process in College The Composing Processes of Unskilled College Writers, pg 404</p>
Week 13 (4/20, 4/22, 4/24)	<p>M: Marginalized Groups Taking Women Seriously, pg 435</p>

	W: Blue-Collar Brilliance, pg 442 F: Cultural Differences - Mother Tongue, pg 451
Week 14 (4/27, 4/29, 5/1)	Student Conferences
Week 15 (5/4, 5/6, 5/8)	M: Review Concepts W: Review Concepts F: Review Concepts *Writing Assignment 4 Due*  I encourage students to attend the Celebration of Student Writing on Friday, May 8 from 10:00 AM- 2:00 PM in the Student Center Conference Rooms A, B, & C
Week 16 (5/11, 5/13, 5/15)	Finals Week (no formal exam for ENG 1301)