



**ENG 1301.01W: College Reading and Writing
COURSE SYLLABUS: Spring 2015**

Instructor: Ms. C. Anne Phifer

Office Hours: Monday and Wednesday from 2 pm to 3 pm, via e-mail.

Email Address: anne.phifer@tamuc.edu or e-mail through eCollege

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Problem Posing: Readings for Democratic Learning. Mary J. Couzelis, J.D. Isip, and Tabettha Adkins. Texas A&M University – Commerce. 978-1-59871-509-5

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):

WA1: Literacy & Discourse Communities: In this essay you will demonstrate your understanding of the concepts of Discourse Community and literacy sponsorship. In this paper you should examine a narrative from the selection of readings and analyze how that author is a part of a discourse community as proven by what they say in their writing. What discourse communities are they a part of? How does that relate to the critical readings you did? How

are they critiquing their communities, education, and language in general? Consider the role institutions have on your own identities and attitudes toward reading and writing. This essay should be 4 pages and quote from at least two critical articles you have read in this section.

WA2: Empowering Education. Identify trends in your own education. Using Delpit, Bloom, or other readings identified by you and your instructor, talk about those trends you've identified and the lasting impact on your education and attitude toward school. How can you use critical pedagogy or empowering education as a lens to analyze or understand something outside of the classroom like social media, work, family, or other elements of your life? In other words, how can critical pedagogy/ empowering education inform how you see the world? Do you have to be an "activist" to find this lens useful for analysis? This essay should be 4 pages and quote from at least two critical articles you have read in this section.

WA3: The Rhetoric of Student Language Rights: Scholars in the field are continually discussing student language rights. During this unit, you read several different types of arguments about student language rights, and were encouraged to take your own stance on the issue. For WA3, I want you to examine two of the readings from this unit and discuss which rhetorical approach these readings take: pathos, ethos, logos, or kairos. Consider your own rhetorical approach when making your argument about which rhetorical appeals they are using. It is a good idea to use contrasting readings, so you can examine the differences in language and structure alongside the rhetorical appeal. This essay should be 4 pages and use text support from both of the readings you are examining.

WA4: Digital Composition Proposal: You will write a two page proposal in which you will put forward an idea for your final project, the photo essay.

Final Project—Photo Essay: You will create a photo essay to highlight what you've learned about writing. Using software like storybird, prezzi, youtube, or other digital composition objects, build a narrative photo essay.

This photo essay takes effort and time, and especially planning and critical thinking about what writing means to you, what you've learned about it, how you can use your knowledge to better your own future and the futures of those around you. You might consider how to represent your initial views of writing and your current views. You might consider how to represent how you view writing and reading, versus how others see those topics. You might consider representing literacy sponsorship, discourse communities, rhetorical appeals, or another key term from the semester.

These are just some ideas to help you get started critically thinking. Remember - you are flexing your creative muscles to think critically about writing - so be creative!

Reflection Essay: You should include a typed reflection essay, 6 pages discussing the significance of your photo essay. Analyze what this project represents to you about writing, and what you have learned in the course. Reflect back to where you started at the beginning of the semester, and think about what and how previous institutions, people, and other forces include your writing. You can pull from previous WAs to create this section of your WA. Then discuss what you know now and hope to do with language, writing, and

literacy to achieve your future goals. Consider the influences themes from this class (gender, class, technology, school, etc.) may have on that future. This essay should be heavily cited in MLA style. You should utilize at least 4 sources to support your analysis of your showcase piece.

Digital Portfolio:

Reading Responses – Each unit you will be required to choose a reading to respond to critically. Responses can include things that the reading made you consider that you hadn't thought of before, questions the reading brought up for you, ideas that were sparked because of your reading, connections you made between multiple readings. **These responses are not summaries of what you read.** If you simply summarize what an author said, I will not count this assignment as complete. These responses are more organized than free writes, which means I will be looking for well thought out critical responses, as well as organization, grammar and punctuation. They are to be roughly 250 words, and written in MLA format. Please ensure your blog design has 12 pt font or larger, so that I can easily read your posts.

Progress Blogs – You will write Progress Blogs throughout the course of this semester. You'll need a minimum of 8 blog entries over the course of the semester, which comes out to be roughly two per unit. Blog posts must be 100 words long at minimum to count toward your final 8. These blog posts must be about your first year writing experience, online learning, or other topics related to what we're studying in class. They can be informal writing, but they should be written in a way that is coherent and accessible for your audience (ie, me).

Participation – Your participation is based on three things: regular interaction on the discussion board, turning in required assignments, and keeping up with / responding to my announcements and e-mails throughout the semester. Since this is an online class, you will get separate grades for each assignment, and for discussion board posts. You will not get a distinct “participation” grade.

Grading

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

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| WA1 | 10 pts |
| WA2 | 10 pts |
| WA3 | 10 pts |
| WA4 | 10 pts |
| Photo Essay | 15 pts |
| Reflection | 15 pts |
| Reading Responses | 15 pts |
| Progress Blogs | 15 pts |
| Total Points = | 100 pts |

You must turn in all major writing assignments (including WAs, showcase piece, and reflection) to pass this course. Failure to turn in any of the required assignments will result in a failing grade.

Grading Scale:

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|--------------|---|
| 90-100 | A |
| 89-80 | B |
| 79-70 | C |
| 69-60 | D |
| 59 and below | F |

TECHNOLOGY REQUIREMENTS

To fully participate in this online course, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or higher. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card (if your computer plays sound, you have one)
 - speakers or headphones.
 - (OPTIONAL) webcam
 - (OPTIONAL) microphone

For any video or audio blog posts, headphones are suggested for use with recording and playback. All devices should be installed and configured before class begins.

- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
 - **At a minimum**, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see:

<https://secure.ecollege.com/tamuc/index.learn?action=technical>

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 me with any questions you may have. My communication preference is e-mail, and my e-mail address is: anne.phifer@tamuc.edu. I do have set office hours every week, but I will make myself available to you by e-mail at all times. I will do my best to respond to all received e-mails within 24 hours during weekdays and within 48 hours on weekends. Please, if there is anything you need or are unsure about, contact me. I will be happy to help.

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://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/default.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

This is an online course, so there is no real “attendance.” Either you do the work, or you don’t. **If you fail to complete any of the work for a unit, it will result in an automatic failure of the course.** If you have a family emergency, contact me as soon as possible in order to make arrangements.

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 me. I want you to avoid plagiarism, too, so I will help you do so whenever and wherever I 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 or 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 contact me immediately. *Because this is an online course, I do not anticipate this being an issue for any student.*

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*).

Other Course Policies:

Writing Center

The Writing Center (or the "Communication Skills Center") offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. In order to ensure the most effective session possible, we offer visitors the following suggestions: (1) Get started on your writing project early, and visit the Writing Center at least one day before your final draft is due. You will need time to work with the ideas and suggestions generated in your tutorial sessions. (2)

Bring a written copy of your assignment, any relevant readings, and one or two specific questions or concerns you would like to discuss with us. They are located in the Hall of Languages, Room 103 (903-886-5280).

COURSE OUTLINE / CALENDAR

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

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| <p>Introduction 1/20 - 1/25</p> | <p>SYLLABUS: Read the syllabus. Once you've finished reading the syllabus, take the Syllabus Quiz by Sunday, January 25th, at 11:59pm.</p> <p>READING: Read: Course Packet Introduction (pages 1 – 11) and Section 2 (pages 36 – 48); “NYT_Plagiarism” from Doc Sharing ; “Plagiarism” from Problem Posing</p> <p>WATCH: “This is Water” at: http://www.youtube.com/watch?v=QiyY4t7WbnU Introductory Lecture Notes.</p> <p>DISCUSSION: Click on "Discussion" under "Introduction" tab and read the prompt. Submit your post by Sunday, January 25th, 11:59 p.m.</p> <p>DIGITAL PORTFOLIO: Check out the course item labeled "Digital Portfolio" and set up your tumblr account for this course.</p> |
| <p>Unit One 1/26 - 2/15</p> | <p>Required Readings (Read All): Course Packet Chapter 1 (pages 12 – 15); “Discourse Community” (196); Brandt, “Sponsors of Literacy” (140)</p> <p>Optional Readings (Pick 3): 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)</p> <p>Deliverables: WA1 Due By: 2/15</p> <p>Don't forget your Digital Portfolio!</p> |
| <p>Unit Two 2/16 - 3/8</p> | <p>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)</p> <p>Optional Readings (Pick 3): 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)</p> <p>Deliverables: WA2 Due By: 3/8</p> <p>Don't forget your Digital Portfolio!</p> |
| <p>Unit Three</p> | <p>Required Readings (Read All): Course Packet Chapter 3; “Part II: Rhetoric” (6);</p> |

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| <p>3/9 - 4/5</p> | <p>Murray, "All Writing is Autobiography" (342); NCTE Resolution on Language Rights (162); Savant "Logical Fallacies" (467)</p> <p>Optional Readings (Pick 3): 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)</p> <p>Deliverables: WA3 Due By: 4/5</p> <p>Don't forget your Digital Portfolio!</p> |
| <p>Unit Four 4/6 - 4/19</p> | <p>Required Readings (Read All): Course Packet Chapter 4; Diaz "Becoming a Writer" (194); Lamott, "Shitty First Drafts" (297); King, "What Writing Is" (294); Wong, "Six Harsh Truths That Will Make You a Better Person" (479)</p> <p>Deliverables: WA4 Due By: 4/19</p> <p>Don't forget your Digital Portfolio!</p> |
| <p>Final Unit 4/20 - 5/10</p> | <p>Deliverables</p> <p>Showcase Piece Due: 5/1 Response to 2 Showcase Pieces and Reflection Essay Due: 5/10 Digital Portfolio Due: 5/10</p> |