



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

Instructor: TL Nugent
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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 Tabettha 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

Major Writing Assignments (WAs):

All writing assignments are to be typed, printed out, and brought to class on the assigned due date. Margins all around should be 1-inch and the font should be Times New Roman 12 point, in MLA format. I strongly advise NOT waiting until the last minute – give yourself time to handle situations such as the printer dying or running out of ink or running out of money on your leocard for printing. I do not accept late papers unless under dire circumstances and procrastination is not an excuse.

WA1 due Friday in eCollege dropbox: This will be a personal narrative that uses the definitions in our readings about Discourse Communities and literacy sponsors. Identify discourse communities you are a part of and the forms of reading and writing involved and analyze how those communities influenced your beliefs about yourself and your skills as a reader/writer. Identify and discuss the literacy sponsors in your life and how these sponsors impact your identity. Finally, reflecting on Bartholomae's essay, discuss how you position yourself as a student in "defin[ing] a position of privilege" within academic discourse. Although this is a personal narrative, it should include a thesis. Must have at least 2 scholarly quotes and 2 narrative quotes. 5-6 pages + works cited page in MLA format.

WA2 due Friday: This assignment will be more of an expository essay and not a personal narrative. Selecting one of the essays from this section, analyze the rhetorical moves the writer makes (Use Section II pg 23-29 as a guide). Then assess his or her argument: was the argument persuasive, what gaps did you detect, where was the argument strongest and weakest? This writing assignment involves providing the reader with information about an authors strategies utilized in his or her text as well as a thesis. There should be description and analysis of the chosen essay as well as a thesis statement therefore the final assignment should include at least 4 quotes from the selected text. 6-7 pages + works cited page in MLA format.

WA3 due Friday: This will be an argumentative essay in which your thesis will be a statement of your position and which you will defend. It will include appropriate and effective evidence from both personal experience and the readings from this class. Only scholarly peer reviewed articles acquired through Gee Library can supplement your argument as an outside source. The general topic is "how and what should be taught in freshman composition given the increasing influence of globalization on our culture?" and can be addressed through a focus on language, class related issues, or the transitioning economic foundation from industrial to informational societies. Keep in mind how literacy, literacy sponsors, and discourse communities are integrated into each of these topics. 7-8 pages + works cited in MLA format.

Discussion Posts:

Each week you will be required to post in the eCollege discussion link. The first post is due by Wednesday at Midnight, with a second post responding to at least two of your peers due by Sunday at Midnight and will encompass your participation grade.

I expect each of you to maintain polite and respectful discourse in these posts.

Group Presentations:

These presentations will allow each group to teach the rest of the class how to use different presentation mediums. The groups will choose between *Prezi*, *Power Points*, *YouTube*

video's, iMovie, or blogs. The group will then learn how to use the medium and present that to the class with examples. Grades will be based on both the overall group presentation and a short one page evaluation of the group presented by each member; therefore, each individual will receive a grade based on their individual performance.

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 it. Images you create and collect will comprise the skeleton of your essay. You will then write one paragraph about each image explaining why that image illustrates the concept you chose. These images and paragraphs will form the body. An introduction and a conclusion are also crucial. Having a clear thesis statement and an argument, along with using proper grammar and academic language will greatly improve the quality of your essay. You are free to choose the format (PowerPoint, Prezi, video, etc.).

The essay should be more than a collection of images. Those images should help explain the concept. Think about what essays involve: an argument, a beginning/introduction, a middle/supporting points, and an end. In other words, you are using your images—a kind of rhetoric—to tell a story about a concept. The way you present the images and arrange the text around them is also going to make an impression on your reader. The quality of images (i.e. high resolution vs. low resolution) is important. Remember that the final product will show exactly how much knowledge, thought, and effort you put into this assignment.

Always bear in mind that this is an academic essay and should abide by the rules of scholarly writing. You need to cite your sources at all times. Where are your definitions, concepts, thoughts, images, etc. coming from? You are encouraged to cite the scholars that we read in class, and have at least 5 citations in your references page. Use MLA. The essay should consist of around 1500 words including the references.

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:

WA1	20
WA2	20
WA3	20
Photo Essay	20
Discussion Posts	10
Group Presentations	10
Total Points =	100

Grading Scale:

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

Your grades will be posted for you to see throughout the semester on eCollege. Only you and I can see your grades on eCollege.

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). The primary form of communication will always be through Leomail.
- 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail: tnugent@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. Office hours are posted with your instructors contact information.

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

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.

Three tardy's will count 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 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*).

Cell Phone Policy – using your cell phone during class is disruptive and rude. I require your cell phone to be on silent and PUT AWAY (out of sight). If you use your cell phone during class, you will be asked to leave and points will be deducted from your participation grade. If you have an emergency that requires your cell phone to be out on the desk, you MUST talk to me before class.

Units and readings:

COURSE OUTLINE / CALENDAR

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

Week 1 Jan 21/23	Introduction in Course Pack, pg 4-11 and Section 1 “Plagiarism” in Problem Posing Problem Posing “Discourse Community” pg 196
Week 2 Jan 26/28/30	Course Pack Chapter 1 Sponsors of Literacy by Deborah Brandt - Problem Posing pg 140-161 (pay attention to pages 141, 145-147, 153-157).
Week 3 Feb 2/4/6	Inventing the University by David Bartholomae – Problem Posing pg 55 Problem Posing Section II – Rhetoric, pg 7-16 NO CLASS FRIDAY FEB 6TH – online discussion posts
Week 4 Feb 9/11/13	One-on-one Conferences in my office. WA1 due Friday in eCollege dropbox: Using in definitions in our readings of Discourse Communities and literacy sponsors write your own literacy narrative. Identify discourse communities you are a part of and the forms of reading and writing involved. Identify and discuss the literacy sponsors in your life and how these sponsors impact your identity. Finally, reflecting on Bartholomae's essay, discuss how you position yourself as a student in “defin[ing] a position of privilege” within academic discourse. Must have at least 2 scholarly quotes and 2 narrative quotes. 5 pages + works cited page in MLA format.
Week 5 Feb 16/18/20	Problem Posing Section II – Rhetoric, pg 23-29 Problem Posing “The Coming Apocalypse” by Miller
Week 6 Feb 23/25/27	Problem Posing “Keeping Close to Home: Class and Education” by bell hooks Problem Posing “Blue Collar Brilliance” by Mike Rose
Week 7 Mar 2/4/6	Problem Posing “Freshman Composition as a Middle-Class Enterprise” by Bloom WA2 due Friday: This assignment will be more of an expository essay and not a personal narrative. Selecting one of the essays from this section, analyze the rhetorical moves the writer makes (Use Section II pg 23-29 as a guide). Then assess his or her argument: was the argument persuasive, what gaps did you detect, where was the argument strongest and weakest? This writing assignment involves providing the reader with information about an authors strategies utilized in his or her text as well as a thesis. There should be description and analysis of the chosen essay as well as a thesis statement; therefore, the final assignment should include at least 4 quotes from the selected text. 6-7 pages + works cited page in MLA format.
Week 8 Mar 9/11/13	One-on-One conference PHOTO ESSAY PROPOSALS: due during conference
March 16-20	SPRING BREAK
Week 9 Mar	Problem Posing “Responding to Visual Rhetoric” pg 32 – 38

23/25/27	<p>Watch <i>Graffiti Verite: Reading the Writing on the Wall</i></p> <p>Friday: Rough Draft of Photo Essay script due in dropbox</p>
<p>Week 10</p> <p>Mar 30</p> <p>Apr 1/3</p>	<p>Group Presentations on digital mediums</p>
<p>Week 11</p> <p>Apr</p> <p>6/8/10</p>	<p>Problem Posing “Virtuous Arguments” by John Duffy, pg 228 – 230</p> <p>Photo Essay due Friday in dropbox</p>
<p>Week 12</p> <p>Apr</p> <p>13/15/17</p>	<p>Problem Posing “Logical Fallacies” by Marilyn vos Savant, pg 467-470</p>
<p>Week 13</p> <p>Apr</p> <p>20/22/24</p>	<p>Problem Posing “A Pedagogy of Multiliteracies: Designing Social Futures” pg 352 - 384</p>
<p>Week 14</p> <p>Apr</p> <p>27/29</p> <p>May 1</p>	<p>Monday: Roughdrafts of WA3 due in class</p>
<p>Week 15</p> <p>May</p> <p>4/6/8</p>	<p>WA3 due Monday: This will be an argumentative essay in which your thesis will be a statement of your position and which you will defend. It will include appropriate and effective evidence from both personal experience and the readings from this class. Only scholarly peer reviewed articles acquired through Gee Library can supplement your argument as an outside source. The general topic is “how and what should be taught in freshman composition given the increasing influence of globalization on our culture?” and can be addressed through a focus on language, class related issues, or the transitioning economic foundation from industrial to informational societies. Keep in mind how literacy, literacy sponsors, and discourse communities are integrated into each of these topics. 7-8 pages + works cited in MLA format.</p> <p>Friday May 8th: No class, attend Celebration of Student Writing</p>
<p>Week 16</p> <p>May</p> <p>11-15</p>	<p>Finals Week</p>