ENG 1301: College Reading and Writing
COURSE SYLLABUS: Fall 2015
Sections 006 and 012

Instructor: Katherine Gilbreath
Office Location: TBA
Office Hours: Thursday 9am-10:45am and 2pm-4:15pm
Office Phone: TBA
Office Fax: TBA
University Email Address: TBA

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:


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):**

**Writing Assignment 1-** (10pts): 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 Times New Roman 12-font, double-spaced, and follows standard MLA format. Make sure you cite course material in your essay and include a works cited page.

**Writing Assignment 2-** (15pts): Based upon our review of the types of argumentation used in communication (logos, pathos, ethos, and kairos), 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 Times New Roman 12-font, double-spaced, and follows standard MLA format. Include at least two references and a separate works cited page with this assignment.

**Writing Assignment 3-** (15pts): Consider this essay as a look at your own personal writing history. This essay is an assessment of your own writing based on our readings. You may want to include your early education, your family influences, and other literacy sponsors. Have the readings changed how you see this history? If you have a new way of “seeing” your history, how did it change? Have you developed a new approach for your writing and research? This assignment will be 5-7 pages in length and follow the same format as the prior writing assignments.

**Photo Essay (WA 4)-** 20pts: Choose a key theme from the course (discourse community, literacy sponsor, literacy, Burkean Parlor, CARS model, rhetorical terms, etc.) and create a photo essay illustrating your understanding of these themes. This essay will consist of images you created or collected with a paragraph about each image explaining why that image illustrates the concept you chose. Keep in mind, this essay should be more than just a collection of images. Those images should help tell a story about the concept. Think about what stories involved: an argument, a beginning, 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.

**Reading Responses (15pts-- 5 points each):**

During the course of this semester, I will assign 3 reading responses (RR1-RR3) that are based on our reading analyses and discussions. A prompt with detailed requirements will be provided. While these responses are informal, I do want you to engage in analysis by discussing the main purpose of the reading (what is the author’s main argument?), and how you can apply what you read/took from the article to your own life. Your reading responses
will be typed, 12pt font, Times New Roman, 300-500 words. You will turn in these reading responses at the start of class on the day they are due.

Conferences (10pts—5pts each):

All students will be required to attend two conferences with the instructor during the semester. These conferences are designed to give us time to discuss expectations and any questions or concerns that may arise.

Participation (15pts) (1 point per week):
Participation is based on class attendance, involvement with discussions and in-class activities, as well as one paragraph papers students will turn in every week summarizing the reading assignments and their progress on their WAs or RRs. Students are encouraged to attend the Celebration of Student Writing on December 11, 2015 at 11am.

Grading:

Writing Assignment (WA) 1: 10pts
Writing Assignment (WA) 2: 15pts
Writing Assignment (WA) 3: 15pts
Photo Essay (WA) 4: 20pts
Reading Response (RR) 1: 5pts
Reading Response (RR) 2: 5pts
Reading Response (RR) 3: 5pts
Conferences with Instructor (twice): 10pts (5pts each)
Participation/ Attendance: 15pts (1 pt per week)

Grading Scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

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 her address will be given as soon as she has a university email in place. 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 regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of First-Year Writing, Dr. Tabetha Adkins, by completing a student grievance form available on the program website: http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx).

Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Departmental Chain of Command for ENG 100/1301/1302 courses: Instructor -> Dr. Tabetha Adkins, Director of First-Year Writing -> Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy
Students may miss up to **three** class days without penalty. After the fourth absence, the student’s final grade will drop by one letter. After the seventh absence, the student cannot pass the course. (Students can arrange to make up **ONE** absence by arranging an extra credit assignment with me.)

There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

Excessive tardiness will be penalized as an absence. Tardies are considered entering class 1-10 minutes late AND/OR leaving class 1-10 minutes early. Three tardies equals one absence.

This is a 1 hour and fifteen minute class. Please take care of restroom and food needs before class so that you do not miss precious class time. Excessive trips such as these will count as tardies.

The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, and other situations when you must miss class. Life happens, so use your three ‘free’ absences wisely. Also, you **do not** have to tell me that you are missing class. However, it is your responsibility to find out what you have missed if you are absent. Please **do not** email me asking what you missed. **NOTE:** If you miss class you will miss out on the participation point for that week.

**Late Work Policy**

As a rule, I do not accept late work unless you speak with me **at least 24 hours prior to the due date.** I understand that things come up unexpectedly and cannot be helped. The due dates are clearly defined on the syllabus so I would like you to make every effort to plan accordingly. I am committed to helping you succeed in this class and I ask that you will show the same commitment. Late work that I do accept will start out at an **89** and will be graded from there.

**Electronics**

You may bring your laptop, netbook, iPad, Kindle, etc. to class for academic purposes only. If I catch you on social media you will have to put it away. A second instance and I will mark you absent for the day.

**Cell Phone Use**

Put the phones on silent and keep it out of sight. You’re only in class for less than 90 minutes. Calls, texts, and notifications can wait. I understand the desire to check your phone while in class. A rare glance I will overlook, but if I catch you more than once in a class period will lead to me making you place it on the table and not touch it.

**Food**

Feel free to bring snacks and drinks to class. Please though nothing that has overpowering smells or is excessively noisy. I also ask that you make sure you clean up after yourself and
leave the classroom clean. Failure to do so will result in a loss of this privilege. Also, be discrete and eat quietly.

**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:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

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, Gee Library, Room 132 (903) 886-5150 or (903) 886-5835 phone (903) 468-8148 fax Email: Rebecca.Tuerk@tamuc.edu 1.11

Nondiscrimination notice: A&M – Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
Units and readings:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Due</th>
</tr>
</thead>
</table>
| Week 1 | Course Introduction and Syllabus
Read in class Course Packet pgs. 4-11                                  | ◊ Purchase textbook for the class        |
| (Sept 1) |                                                                         |                                          |
| (Sept 3) | Informal Class Discussion about Writing and Plagiarism
Read in class *Problem Posing* 297-300 (we will be discussing the reading) | ◊ Read *Problem Posing* pgs. 1-5          |
| Week 2 | First Reading Participation assignment will be done in class.
Visit to Writing Center                                              | ◊ Read *Problem Posing*
◊ Read *Course Packet* 36-40                                                   |
| (Sept 8) |                                                                         |                                          |
| (Sept 10) | Discussion of Grammar in the first year writing classroom and introducing WA 1 | ◊ Read *Problem Posing* 240-242, 329-334
◊ **Reading Response 1 Due**                                                   |
| Week 3 | Second Reading Participation will be done in class.
Discussion over Discourse Communities                                  | ◊ Read *Problem Posing*  pg. 196 and Course Packet Chapter 1 and chapter 4       |
| (Sept 15) |                                                                         |                                          |
| (Sept 17) | Conference Sign Up
Introduction of WA 2
Continue discussion of discourse communities.                       | ◊ **WA 1 Due**                                                                       |
| Week 4 | CONFERENCES (No formal class but your participation response will be due when you have your meeting) | ◊                                       |
| (Sept 22) |                                                                         |                                          |
| (Sept 24) | CONFERENCES                                                              | ◊ Read Course Pack pgs. 16-18
◊ Read Problem Posing: pgs. 98-120                                          |
<p>| Week 5 | Literacy &amp; Literacy Sponsors Class Discussion on Assigned Reading      | ◊ Read <em>Problem Posing</em> pgs. 149-161     |
| (Sept 29) |                                                                         |                                          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td>Discussion on Course Packet Chapter 2</td>
<td>✧ Read <em>Course Packet Chapter 2 and Problem Posing</em> Pgs. 121-148</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✧ Reading Response 2 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✧ Reading Response 3 due</td>
</tr>
<tr>
<td>Week 6</td>
<td>Continued Discussion of readings from Thursday</td>
<td>✧ Read <em>On Writing</em> (pp. 122-137)</td>
</tr>
<tr>
<td>October 8</td>
<td>Workshop day (no class) Office hours will be 1-5 this week so you will have time to come ask me questions.</td>
<td>✧ Read <em>Course Packet 54-60</em></td>
</tr>
<tr>
<td>Week 7</td>
<td>Participation Response in class. Critical Pedagogy</td>
<td>✧ Read <em>Course Packet</em> 3</td>
</tr>
<tr>
<td>October 13</td>
<td>Review of the semester so far.</td>
<td>✧ WA 2 Due Read Course Packet Chapter 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Participation Response to be done in class. Rhetoric and Rhetorical Concepts discussion</td>
<td>✧ Read <em>Problem Posing</em> 72-77</td>
</tr>
<tr>
<td>October 20</td>
<td>Class Discussion Continued</td>
<td>✧ Reading Response 3 due</td>
</tr>
<tr>
<td>Week 9</td>
<td>CONFERENCES</td>
<td>✧ Bring your proposal for WA4 to the conference.</td>
</tr>
<tr>
<td>October 27</td>
<td>CONFERENCES</td>
<td>✧</td>
</tr>
<tr>
<td>Week 10</td>
<td>Participation Report due Workshop in class for WA 3</td>
<td>✧ Read <em>Problem Posing</em> pgs. 228-239</td>
</tr>
<tr>
<td>November 3</td>
<td>Discussion over readings</td>
<td>✧ WA 3 Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Introduction to WA 4 Participation Report</td>
<td>✧</td>
</tr>
<tr>
<td>November 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>TBD</td>
<td>✧</td>
</tr>
<tr>
<td>November 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>CCONFERENCE</td>
<td>✧</td>
</tr>
<tr>
<td>November 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Workshop day (In class) This is a time to start putting on final touches NOT to be starting the assignment.</td>
<td>✧ Photo Essay (WA 4) DUE!</td>
</tr>
<tr>
<td>December 1</td>
<td>Workshop day (In class) Project due at the end of the class!</td>
<td>✧</td>
</tr>
<tr>
<td>Week 15</td>
<td>Photo Essay Presentations</td>
<td>◊ We will begin presentations. <strong>Students are required to be in class both days even if you have already presented.</strong></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(December 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(December 10)</td>
<td>Photo Essay Presentations</td>
<td>Celebration of Student Writing on Friday, December 11 from 11:00 AM until 1:00 PM in the Student Center Conference rooms A, B, &amp; C. December 10 is the last class day.</td>
</tr>
<tr>
<td>Week 16</td>
<td>Finals Week</td>
<td>◊ <strong>No formal exam for this class</strong></td>
</tr>
</tbody>
</table>