Englis\(\text{h} \) 1301.021 - 80809  
MWF 12:00-12:50 pm H 302  
Englis\(\text{h} \) 1301.05 - 81950  
MWF 10:00-10:50 pm H 325

**ENG 1301: College Reading and Writing**  
**COURSE SYLLABUS:** Fall 2015

**Instructor:** Donnie Faltesek  
**Office Location:** TBA  
**Office Hours:** MWF 8:30-10:00 AM  
**Office Phone:** TBA  
**Office Fax:** (903) 886.5980  
**University Email Address:** donnie.faltesek@tamuc.edu

**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](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: The Story of My Education—For Writing Assignment 1 (WA #1), you will construct a literacy narrative in which you tell the story of your education. You may use the essays by Sherman Alexie and/or Malcolm X as models for your own narrative. Remember, education is not necessarily school, although it can be. You might want to focus on a specific period in your life, or a specific type of education, or a specific person. If you decide to expand on that, remember you only have 3-5 pages, so keep it focused on what you can adequately explain/cover in that amount of pages. It is your story to tell as you want, but you will need to cite some sources from our book. Due Date: Rough Draft 9/18, Final Draft 9/20. Page Length: 3-5 pages. Required Sources: At least 3 sources from our assigned readings and/or textbook(s).

WA #2: Evaluating Rhetorical Arguments—For Writing Assignment 2 (WA #2),

For the second essay you will focus on close reading and evaluation. You will have several argumentative/persuasive pieces to read for class and, based on our class discussions and your own opinions, you will offer a detailed critique of how several authors make their arguments. This essay will be a minimum of four pages; the evaluation or rhetorical analysis essay will be from one of the readings of your choice— with one page evaluation outline and one page for Works Cited for a total of 6 pages.

WA3: “Sampling Discourse Communities” –For Writing Assignment 3 (WA #3)

The focus of this third writing assignment is for you to become familiar with the conventions of academic writing as well as the language of the types of discourses you will be encountering. The purpose of this assignment requires that you read two academic articles that deal with an item of interest in your major. You will be thinking about the lexis used by the author(s) and how they convey this information. Don’t worry if you are new to the terminology, we will talk about that. You will also be looking at the basic and nuanced argument made in these articles. How do they function? What do they reveal? How might we better understand the act of writing in these articles? (3-5 pages minimum)

WA #4: Proposal (2 pages) Final Project
For this essay your instructor will give you three current visual ad options to choose from. You will decide which ad you want to discuss for your research essay (Writing assignment 4). For WA4 you will be rhetoricaly analyzing the ad using terms we have discussed throughout the semester to do so. So, for WA3 you will write a two page proposal in which you introduce the project, explain why the ad will be an appropriate choice for WA4, and briefly explain the different rhetorical elements you intend to focus on. AND THEN FOR PART 2

Writing Assignment 4: 2 part Argumentative Research Essay (5 pages/ 1 pages)
Now that you have completed your proposal you will be writing the essay in which you rhetorically analyze the ad you chose. Along with introducing and describing the ad, and clearly
discussing the various rhetorical techniques utilized for it, you will also find two outside ads (medium of your choice) to compare to the ad you chose originally. Your essay will include examples from all three ads, and a clear understanding of rhetorical techniques.

Last Page: At the end of this essay you will attach a one page list (this can be in paragraph form or bulleted) that explains at least 6 rhetorical techniques that YOU used in WA4. You will list what you did and briefly explain (1-2 sentences) how you did it.

ALL ESSAYS WILL:

- Include quotes from class readings if you use portions of the text
- Be typed in MLA format
- Include accurate MLA works cited page

Response Journals: There will be 10 Response Journal (RJ) assignments throughout the semester. Each RJ should be at least 1 page and in proper MLA format. RJ topics will be determined by your assigned readings. You can say whatever you want in your RJ, as long as it’s on topic. Analyze, agree, disagree, present an alternate viewpoint, rant, whatever. Practice your writing voice. Figure out what you think. As long as it’s on topic, at least a page, and in decent MLA format, every RJ will receive the full credit. Note: Some RJs may be more restrictive in nature, requiring you to define terminology and/or follow a more specific format. In these cases, your grade will be based on how well you meet the requirements of the particular assignment.

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

WA #1 10% of final grade
WA #2 10% of final grade
WA3 20% of final grade
Final Project 20% of final grade
Response Journals 20% of final grade
Quiz/Classwork 20% of final grade

Important: You must complete all of the major writing assignments (WA #1, WA #2, WA #3, and the Final Project WA #4) in order to receive a passing grade, regardless of class average. You will have the opportunity to revise the first three WAs for a maximum of 10 points per essay upward revision in your grade. Your participation grade will be based on your attitude, willingness to contribute to class discussions, attendance and preparedness in
student conferences, as well as any informal writing assignments, quizzes, response journals, and homework assigned. Needless to say, distracting your peers, falling asleep, and messing around on your phone or laptop will negatively impact your participation grade. Participation is an easy portion of your grade so please adhere to no cell phones or unauthorized electronics. There will be a quiz or in-class writing assignment nearly every class period; these activities cannot be made up if absent. Something to remember: The required page counts listed refer to full pages. If the assignment calls for a minimum of two pages, 1 ¾ does not meet that requirement.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<td>89-80</td>
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<tr>
<td>69-60</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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**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: donnie.faltesek@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.

**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:**
- If you need an extension, ask for one BEFORE the due date and odds are good you’ll get it. I may or may not accept late work that doesn’t receive a pre-approved extension; if I accept late work, it will receive a penalty for being late. Said penalty is at my discretion.
- I do not accept papers submitted via e-mail without my pre-approval.
- You must turn in all major assignments in order to pass this course.
- All assignments must be typed in 12pt Times New Roman font, double-spaced, and MLA format.
- Papers that do not meet the minimum length requirements will automatically lose 30 points.
- Major Writing Assignments that do not include the minimum number of sources and a works cited page will automatically lose 40 points.
- Bring your books, your notes, your essays, something to write on, and something with which to write to every class meeting. You cannot participate without them.
- There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

**Attendance Policy:** You must show up for class, on-time and on a regular basis, or you will not pass this class. Excessive absences/tardies will negatively affect your grade. I don’t deduct points from your grade for absences, but we do a lot of work in class in the form of quizzes, notes, viewings of video clips, group work, and interactive discussion. If you miss a quiz or any other graded work done in class, it can’t be made up. This will quickly add up; as quizzes and classwork are 20% of your grade, missing class can cost you up to two whole letter grades.
**Cellphones/Texting/Computer Use:** Texting, use of cellphones, or the use of online chat/instant messenger/social media is not allowed in my class without my express permission. If you break this rule you might be asked to leave the classroom and might receive a participation grade of 0 for the day. You may also be required to write an essay on courtesy and respect before returning to class. It’s up to my discretion.

**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:**

**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 Room 132

Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

**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).

**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>COURSE OUTLINE / CALENDAR</th>
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<tbody>
<tr>
<td>This calendar is likely to change in order to accommodate learning needs.</td>
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<tr>
<td>RJ” indicates that a response journal is due that week. All the listed readings for each week are due at the beginning of the week. There will be quizzes.</td>
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*Readings:* Course Pack pp. 1-15  
*Problem Posing* pp. 479-488 |
|---|---|
| Week 2 (9/7-9/9-9/11) | Discuss Major Writing Assignment Handout  
*Readings:* Coursepack pp. 16-35  
*Problem Posing* pp. 1-15, 294-300  
RJ1 due  
WA #1 rough draft next Friday |
| Week 3 (9/14-9/16-9/18) | Rhetoric and Analysis: An overview of argument and rhetoric.  
*Readings:* Coursepack pp. 36-48  
*Problem Posing* pp. 16-40, 301-311, 342-351  
RJ2 due  
Finalize Rough Draft for 9/18  
Fri. 9/18 **A COMPLETE DRAFT OF WA #1 DUE FOR PEER REVIEW!** |
- **WA #1 Due**  
- Group Reading: Adkins, “Plagiarism” (*Course Pack* 1-3). (Refocus)  
Wed. 9/23  
- Chapter 3: Reading and Writing to Change the World, Part One (*Course Pack* 20-26). |
<table>
<thead>
<tr>
<th>Week 5 (9/28-9/30-10/2)</th>
<th>Literacy Sponsorship</th>
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<tr>
<td><strong>Readings:</strong></td>
<td>Problem Posing pp. 242-255</td>
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<tr>
<td><strong>Readings:</strong></td>
<td>Problem Posing pp. 164-196, 231-239</td>
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<tr>
<td>RJ4 due</td>
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<tr>
<th>Week 6 (10/5-10/7-10/9)</th>
<th>Assign WA #3</th>
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<tr>
<td><strong>Readings:</strong></td>
<td>Problem Posing pp. 197-227, 256-279</td>
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<tr>
<td><strong>Readings:</strong></td>
<td>Chapter 1: Writing and Discourse Communities (Course Pack 12-15)</td>
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<tr>
<td><strong>Readings:</strong></td>
<td>Brandt, “Sponsors of Literacy” (Problem Posing 140-161)</td>
</tr>
<tr>
<td>Peer Review of WA #2 Due 10/7 (TWO COPIES)</td>
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<tr>
<td><strong>Readings:</strong></td>
<td>Collins, “The Lanyard” (Problem Posing 166)</td>
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<td><strong>Readings:</strong></td>
<td>Hayden, “Those Winter Sundays” (Problem Posing 256)</td>
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<tr>
<td><strong>Readings:</strong></td>
<td>Wong, “Six Harsh Truths” (Problem Posing 479-488)</td>
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<tr>
<td>Fri. 10/9 Outside of “The Cave” and Outside of Ourselves.</td>
<td><a href="http://www.youtube.com/watch?v=QiyY4t7WbnU">http://www.youtube.com/watch?v=QiyY4t7WbnU</a></td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Wallace, “This is Water” (Problem Posing 458-466) This is also available on YouTube as an Audio Book</td>
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**FINAL DRAFT OF WA #2 DUE!**
| Week 7 (10/12-10/14-10/16) | RJ #5 due  
Watch youtube video on “The Cave”  
Individual Conferences for all students this week |
|---|---|
| Week 8 (10/19-10/21-10/23) | Reading and Writing “Rhetorically.” We will come up with a thesis and outline for WA #3.  
- Rhetoric and argument (*Problem Posing* 6-16 only)  
Wed. 10/19 Begin discussion of Delpit.  
How is Delpit making her argument? What does she get right/wrong? What can you learn in writing your own?  
- Delpit, “The Silenced Dialogue” (*Problem Posing* 171-184 only)  
Fri. 10/23 Continue discussion of Delpit.  
RJ #6 DUE |
| Week 9 (10/26-10/28-10/30) | How is Miller making his argument? What does he get right/wrong? What can you learn in writing your own? (You should see a trend here...)  
- Miller, “The Coming Apocalypse” (*Problem Posing* 335-DUE341)  
Wed. 10/28 Consider all of the pieces we have read so far and evaluate which ones are most effective rhetorically and *why* that might be. We will do this in class as a group activity.  
- Young, “So Black I’m Blue” (*Problem Posing* 490-501)  
**PEER REVIEW OF WA #3 (TWO COPIES)**  
Fri. 10/30 Review ways to evaluate, compare, and contrast in our essays.  
- Cotto, “Bauerlein Interview” (*Problem Posing* 72-76)  
- Stern, “What They Learn in School” (*Problem Posing* 449-450) |
| Assign WA #4  
Due 11/30 |
| Week 10 (11/2-11/4-11/6) | Mon. 11/2 | An overview of how we write and how people read us through our writing.  
- Chapter 4: How Do We Write and For Whom (Course Pack 31-34)  
- Elbow, “The Learning Process” (Course Pack 63-65)  
Wed. 11/4 | We continue to think about how writing allows us to reach out to our readers and how our readers judge us by what and how we write.  
- Barrientos, “Se Habla Español” (Course Pack 61-62)  
- Cisneros, “Barbie-Q” (Problem Posing 164-165)  
Fri. 11/6 | In-class group discussion about Identity Politics  
- Hooks, “Essentialism and Experience” (Course Pack 66-68)  
- Rich, “Taking Women Students Seriously” (Problem Posing 435-441)  
| | | RJ #8 Due |
| Week 11 (11/9-11/11-11/13) | Mon. 11/9 | Discuss the parameters of WA#4. We will continue to discuss identity and representation.  
- Lee, “Eating Alone” (*Problem Posing* 301)  
Wed. 11/11 | Our reading by Bishop this week is not easy, but it helps us to understand the parameters of WA #4 better. (Begin only with the proposal) You may want to find some friends to read it with.  
- King, “What Writing Is” (*Problem Posing* 294-296)  
- Bishop, “Suddenly Sexy” (*Problem Posing* 77-85 only)  
Fri. 11/11 | Finish up our discussion of Bishop and creative writing.  
- Bishop, “Suddenly Sexy” (*Problem Posing* 85-95)  
- Alexie, “Superman and Me” (*Problem Posing* 41-43)  
<p>| | | RJ #9 Due |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activity</th>
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| 12   | 11/16-11/20| Mon. 11/16 In-Class: Group Brainstorming Session for WA#4. You will leave today with a thesis and an outline of your WA #4.  
- Come to class with THREE possibilities for WA#4 to discuss with your group members  
Wed. 11/18 Integrating sources into your WA #4  
- Come to class with 3-5 sources from class to include in your WA #4.  
Fri. 11/20 RJ #10 (Journal your thoughts on visual analysis) |
| 13   | 11/23      | Mon. 11/23  
**COMPLETE DRAFT OF WA #4** Today we will offer one another Peer Review and feedback for these drafts so that you may revise them for your final draft due on 11/30.  
Bring THREE copies of your complete draft of WA #4.  
Wed and Friday 11/25 and 11/27 No Classes!  
Thanksgiving week- University closes Wednesday at noon. |
| 14   | 11/28-12/4 | CATCH UP WEEK AND FINAL PRESENTATION OF ESSAYS. |
| 15   |            | CLASS PRESENTATIONS OF ESSAYS.  
Go to the Celebration of Student Writing on Friday, 11:00 AM to 1:00 PM Dec. 11 in the Sam Rayburn Student Center, Conference A, B, and C (Second Floor). |
| 16   |            | Finals Week (no formal exam for ENG 1301) |