



**ENG 1301: College Reading and Writing  
Sections 26 and 27  
COURSE SYLLABUS: Fall 2015**

**Instructor:** Wesley English  
**Classroom Location:** Hall of Languages 304 or 305  
**Office Location:** TBA  
**Office Hours:** Mondays and Wednesdays 2 to 4pm  
**Office Phone:** TBA  
**Office Fax:** (903) 886.5980  
**University Email Address:** Wesley.English@tamuc.edu

**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 Couzelis, J.D. Isip, and Tabetha 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>

Other Required Materials:

Paper and Writing Utensils

A Writing Journal (separate from your notebook), which will be turned in periodically

**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.

<b>COURSE REQUIREMENTS</b>
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### **Instructional / Methods / Activities Assessments**

#### **Major Writing Assignments (WAs): (60% of grade)**

WA – 1 (10%)

Descriptive Essay – Write an essay of 1-2 pages, using MLA style and using two or more sources. A “Works Cited” page is required in addition to the text of your essay.

Option 1 – Write an essay describing a Discourse Community of which you are a part.

Use your text and other sources to support your claims.

Option 2 – Write an essay describing individuals who have in the past acted as your

**Literacy Sponsors**. Use your text and other sources to support your claim.

WA – 2 (15%) Essay – Write an essay of 3-4 pages, using MLA style and using three or more sources. A “Works Cited” page is required in addition to the text of your essay

WA – 3 (20%) Essay – Write an essay of 5-7 pages, using MLA style and using five or more sources. A “Works Cited” page is required in addition to the text of your essay

WA – 4 (15%) Critical Reflection – Using terminology, skills, and sources developed during this class, write a reflective paper of 3-5 pages. Include your understanding of how your personal literacy developed until this point in time and how that literacy will continue to be used. A works cited page is only required if you use outside resources, but the majority, in not all, of the text should come from your personal past experiences and future plans.

#### **Writing Journal (15%)**

I will take up journals for grading without notice, and from time to time students will have the opportunity to complete journal assignments in class; therefore, journals should be brought to class daily. Students are required to consistently write (three times weekly is the default) in their journals in which three varieties of entries are expected.

1. Reading Reflections – Once weekly, students will write entries of 50-100 words reflecting on and responding to assigned readings. These reflections should not be summaries of the articles. The reflections should be thoughtful responses to an intellectual audience concerning the ideas argued in the readings and how those ideas will (or will not) affect the student’s communication processes whether reading, writing, speaking, or listening.

2. Writing Reflections – Because the purpose of this class is to help students improve their writing, they will write weekly analytical entries concerning their writing. These can include past experiences, lessons learned, future plans, other communication-related ideas of importance, or grand epiphanies as long as each relates back to the topic of writing.

3. Open Entries – The students may write about any topic, in any form. These entries can include additional reflections, poems, short creative prose, personal memoir, tales of a grand adventure, or the summary of a bad day. Please be aware that your instructor will read these and use discretion.

### **Conferencing and Work-shopping (15%)**

1. Instructor Conferences –Each student will be required to meet with the instructor two or three times during the semester. At these conferences they will discuss the general progress of the student concerning the class and specific points relating to one of the major writing assignments.

2. Workshops – “Workshops” reflects the idea that writing is a process. These grades will be determined by the students’ efforts at preparing, drafting, and editing throughout the semester. Often these workshops will be in conjunction with instructor conferences or peer review.

3. Writing Center – Each student is required to keep three Writing Center appointments during the semester, each related to three different Major Writing Assignments.

### **Participation (10%)**

Students are expected to both attend class and actively participate in classroom discussion. To avoid distractions during class, please keep cell phones on silent, and neither text nor talk on the phone during class. Computers and tablets may be used for note-taking, but do not facebook, tweeting, surfing the web, etc. during the class period.

### **Attendance, Tardiness, and Grades**

Because attendance and punctuality are important parts of learning in the university environment, attendance affects grades. Students who are late may be counted as absent.

If a student has:	the maximum grade that student can earn is:
15 or more absences	F
12-14	D
9-11	C
6-8	B
0-5	A

Therefore, if a student misses eight classes, that student can still earn a B, but a B is the maximum score available. I am willing to make exceptions for university-related activities if I approve them ahead of time or for extenuating circumstances if the student has evidence that numerous absences are required. For example, if a student must be in the hospital for two weeks, the student could still receive an A if the coursework meets the A criteria

**Late Assignments:** Late assignments will be accepted at the instructor's discretion and will result in a significant decrease if accepted at all. I will make exceptions for good cause if you get my approval ahead of time.

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

Major Writing Assignments - 60% of grade

WA – 1 10%

WA – 2 15%

WA – 3 20%

WA – 4 15 %

Writing Journal – 15%

Conferences and Workshops – 10%

Participation – 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. My communication preference is e-mail, and the address is: [Wenglish@leomail.tamuc.edu](mailto:Wenglish@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 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*

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.

If a student has:	the maximum grade that student can earn is:
15 or more absences	F
12-14	D
9-11	C
6-8	B
0-5	A

#### *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:

<b>COURSE OUTLINE / CALENDAR</b>
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- Reading is to be completed before class on the day indicated. Assignments are to be completed before you come to class on the day indicated.
- Occasionally, I send notices to class members by way of Myleo mail, the e-mail account assigned to every student. Students should check their messages regularly. o If you are absent, it is up to you to contact a classmate for information and class notes. If you do not

understand any assignment or anything said in class, please ask for clarification as soon as possible.

**Remember: This calendar is subject to change, and any changes will be announced in class. It is your responsibility to record any changes in your notes. This calendar is likely to change in order to accommodate learning needs.**

<p>Week 1 8/31 9/2 9/4</p>	<p>Monday- Intro and Syllabus Wednesday- Read : Course Packet Chapter 1 (pages 12 – 15) Friday- “Discourse Community” (196)</p>
<p>Week 2 9/7 9/9 9/11</p>	<p>Monday-No class, but read Course Pack Chapter 2 Wednesday- Brandt, “Sponsors of Literacy” (140) Course Pack Chapter 3 Friday- Malcolm X, “Learning to Read” (304) Class Discussion: “Plagiarism”</p>
<p>Week 3 9/14 9/16 9/18</p>	<p>Monday- Course Pack, Ch. 4 and Murray, “All Writing is Autobiographical,” PP 342-51 Wednesday- Conferences Friday- Conferences</p>
<p>Week 4 9/21 9/23 9/25</p>	<p>Monday WA 1 Due &amp; Rose, “Blue Collar Brilliance” (442) Wednesday- Course Pack, pages 37-40 and Delpit, “The Silenced Dialogue.” Friday- Course Pack, pages 41-45; King, “A Letter from Birmingham Jail”; and the U. S. Declaration of Independence.</p>
<p>Week 5 9/28 9/30 10/2</p>	<p>Monday – Read “Freshman Composition as a Middle-Class Enterprise” (98) Class Discussion “Works Cited” Wednesday- Read hooks “Keeping Close to Home” (257). Class Discussion “Evaluating Sources” Friday- Fish “What Should Colleges Teach?” Parts 1 &amp; 3 (231) Class Discussion “Putting it all Together”</p>
<p>Week 6 10/5 10/7 10/9</p>	<p>Monday- Savant “Logical Fallacies” (467) Wednesday- Conferences Friday- Conferences</p>

<p>Week 7</p> <p>10/12</p> <p>10/14</p> <p>10/16</p>	<p>Monday- WA 2 Due &amp; Read Fogarty, "Top Ten Grammar Myths" (240-41)</p> <p>Wednesday- Read Alexie, "The Joy of Reading and Writing" (41-43); Class discussion:</p> <p>Friday- Read Course Pack, pages 42 and Conley, "Cell Phone Weighs Down Backpack of Self-Discovery."</p>
<p>Week 8</p> <p>10/19</p> <p>10/21</p> <p>10/23</p>	<p>Monday- Read Anzaldua "How to Tame a Wild Tongue" (44)</p> <p>Wednesday- Lamott, "Shitty First Drafts"(297)</p> <p>Friday- Tan, "Mother Tongue" (451)</p>
<p>Week 9</p> <p>10/26</p> <p>10/28</p> <p>10/30</p>	<p>Monday- Read Mellix "From Outside, In" (319)</p> <p>Wednesday- Wong, "Six Harsh Truths That Will Make You a Better Person" (479) Class Discussion</p> <p>Friday- Read Miller, "The Coming Apocalypse" (335)</p>
<p>Week 10</p> <p>11/2</p> <p>11/4</p> <p>11/6</p>	<p>Monday WA 3 Due, Read "Bad Comma" (329-334) and "50 Years of Stupid Grammar Advice" (429-434) Class Discussion</p> <p>Wednesday- Class Discussion "MLA vs APA"</p> <p>Friday Class Discussion</p>
<p>Week 11</p> <p>11/9</p> <p>11/11</p> <p>11/13</p>	<p>Monday- TBA</p> <p>Wednesday- TBA</p> <p>Friday- TBA</p>
<p>Week 12</p> <p>11/16</p> <p>11/18</p> <p>11/20</p>	<p>Monday- McWhorter, "The Cosmopolitan Tongue" (312)</p> <p>Wednesday- Read Perl, "The Composing Processes of Unskilled College Writers" (404); Class Discussion</p> <p>Friday WA 4 DUE</p>
<p>Week 13</p> <p>11/23</p> <p>11/25</p> <p>11/27</p>	<p>NO CLASS THANKS TO THANKSGIVING</p>
<p>Week 14</p> <p>11/30</p> <p>12/2</p> <p>12/4</p>	<p>Monday- Writing Journals Due</p> <p>Wednesday- Read Stern, "What They Learn in School" (449-50); Class discussion:</p> <p>Friday- Read Diaz, "Becoming a Writer" (194-95); Class discussion:</p>

Week 15	No class this week, however, you are required to attend the Celebration of Student Writing on Friday, December 11 from 11:00 AM until 1:00 PM in the Student Center Conference rooms A, B, & C.
Week 16	Finals Week (no formal exam for ENG 1301)