ENG 1301.015 & ENG 1301.029: College Reading and Writing
COURSE SYLLABUS: Fall 2015

Instructor: Elizabeth Shaw
Class Location: HL 306
Office Location: TBA
Office Hours: T/R 11-12, W 10-12, and by appointment
Office Phone: TBA
Office Fax: (903) 886.5980
University Email Address: eshaw1@leomail.tamuc.edu
CV Last updated August 2015

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

Assignments & Grading:

Major Writing Assignments (WA) 55 points: WA 1 (10), WA 2 (15), WA 3 (20), WA 4 (10)
The major assignments through the semester will cover a range of writing and rhetoric skills acquired at different points in the semester. The prompts will be assigned with the basic requirements on the designated dates. All WAs are to be submitted with all rough drafts, a clean, printed final copy, and should be in MLA format with a works cited page included if outside sources are used.

Reading Responses 20 points: 4 readings responses worth 5 points each.
Reading Responses are analyses of essays read for class throughout the semester. The responses are not summaries, but are to be critical responses to the rhetoric, subject matter, theme, or some element of the chosen essay. Each response is to be a single page, typed, single-spaced, in 12 point font, and is to be printed and submitted in class on the designated dates.

Workshops 10 points: Participation in peer editing and instructor conferences
There will be 2 required conferences and 2 required peer edits during the semester. There will be a sign up for instructor conferences prior to, and if the designated appointment is missed points will be deducted.
A lack of participation in peer edits (ie actively assisting your peers with constructive criticism as well as receiving constructive criticism) will result in point deduction.

Participation & In-class writing 15 points: Active participation in discussion is required.
Lack of participation and/or low attendance will result in decline in grade. Active participation is speaking out in class at least twice during the semester about the various materials covered. If in-class writings are not completed and submitted points will be deducted.

Grading Scale:

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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. Check leomail often.

• 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 is eshaw1@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.

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/collages/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 four times without penalty. After the fifth absence, the student’s final grade will drop by one letter. After the seventh absence, the student cannot pass the course.

Students who miss up to 20% of the class (7 absences) will fail the course even if the absences are excused.

Excused absences include religious holidays, military service, or University sanctioned activities. IF there is an emergency of any other kind in which the student will not be able to attend a class s/he should contact the instructor who, at her discretion, may count the absence as excused. HOWEVER, Students must contact their instructor at least 24 hours prior to missing class FOR ANY REASON for the possibility of their absence to be excused. Just letting the instructor know 24 hours in advance does NOT guarantee an excused absence. This will be to the instructor’s discretion.

Tardies are considered entering class 1-10 minutes late AND leaving class 1-10 minutes early.

3 tardies count as 1 unexcused absence

Students who come into class tardy must come see the instructor at the end of class to make sure they are counted as present and also to let her know why they were late. It is up to the student to take care of this. If the late student does not check with the instructor at the end of class to make sure they were counted as present/tardy s/he will be counted as absent. Even if the instructor clearly sees you walk in tardy. The student has still been recorded as absent.

For tardies, excused, or unexcused absences:
It is 100% the student’s responsibility to ask peers for any material, assignments, lectures, etc. missed.

**Late Work Policy:**
No late work will be accepted. Assignments are due at the beginning of the designated class session.

**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**

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.
This calendar is likely to change in order to accommodate learning needs. The assignments and schedule are subject to change at instructor’s discretion.

Schedule

Week 1
T: Introductions, Read Syllabus and PP pgs 1-3 (Plagiarism)
Th: Read: Coursepack Intro, PP King “What Writing Is” (294)
Class: Discussion of Coursepack Intro, Rhetoric Definition, and Power of Literacy
In Class Writing

Week 2
T: Read: CP Chp 1 and PP Brandt “Sponsor of Literacy” (140)
Class: Discussion of Literacy and Literacy Sponsors, Cover How to Read a Prompt CP (39), MLA Format, Assign WA #1
Th: Read: PP Tan “Mother Tongue” (451), Rose “Blue Collar Brilliance” (442)
Class: Discussion and Connection, Cover Summary vs. Analysis CP pg 37, MLA Format, Reading Response #1 due over King, Rose, Tan, or Brandt’s essays

Week 3
T: Read: CP Chp 2 and PP Bloom “Freshman Composition” (98)
Class: Discussion, Writing Introductions and Conclusions CP (38, 40)
Th: Read: PP Fish “What Should Colleges Teach Part 1&3” (231), Stern “What They Learn in School” (449)
Class: Discussion, Conference Sign Up, WA #1 RD due

Week 4
T: Conferences Required
Th: Conferences Required

Week 5
T: Read: CP Chp 3, PP Savant “Logical Fallacies” (463)
Class: Discuss chapter, Savant’s essay, argument, and reasoning
Th: Read: PP Duffy “Virtuous Arguments” (228), McWhorter “The Cosmopolitan Tongue” (312) Mellix “From Outside, In” (319)
Class: WA 1 Due, Discussion: Validity, bias, motivation

Week 6
T: Read: CP Chp 4, PP Bishop “Suddenly Sexy” (77)
Class: Assign WA #2, Discussion of problem posing, brainstorming, processes
Th: Read: PP Perl “The Composing Process of Unskilled College Writers” (404)
Class: RR #2 Due, Discussion of techniques, processes, etc.
Week 7
T: Read: CP pgs 41-42, PP Miller “The Coming Apocalypse” (335), Lamott “Shitty First Drafts” (297)
Class: Discussion of thesis statements, transitions, topic sentences, class activity, etc.
Th: Bring WA 2 RD, Peer Edit

Week 8
T: Read CP pgs: 43-45, Assigned Readings TBA
Class: Discussion of bibliographic essays, purpose, and research
Th: Read CP pgs: 46, 47, Assigned Readings TBA
Class: WA 2 Due, Discuss multiple genres, intended audiences, and rhetorical techniques

Week 9
T: Read CP pg 48, PP Young “Wikipedia Founder” (489), Keller “Studies Explore” (275)
Class: Assign WA 3, Discuss research, methods, and venues for academic research
Th: RR #3 Due, In-Class writing, Catch Up

Week 10
T: Conferences
Th: Conferences

Week 11 Language and Gender
Class: Discussion
Th: Bring WA 3 RD, Peer Review

Week 12 Language and Race
T: Read: PP Malcolm X “Learning to Read” (304), Delpit “The Silenced Dialogue” (171)
Class: WA #3 Due, Discussion
Th: Read: PP Young, “So Black I’m Blue” (490), Anzaldua “How to Tame a Wild Tongue” (44)
Class: Discussion

Week 13 Language and Life
T: Read: PP Wong “6 Harsh Truths That Will Make You a Better Person” (475), Conley “Cell Phone Weighs Down Backpack of Self-Discovery” (168)
Class: Assign WA #4, Discussion
Th: No Class Thanksgiving Break

Week 14 Language and Class
T: Read: PP hooks “Keeping Close to Home” (257), Alexie “The Joy of Reading and Writing” (41)
Class: RR #4 Due, Discussion
Th: Read: PP “Mark Bauerlein” (72), Excerpts (Print Outs)
Class: Discussion, In-class writing

Week 15
T: In-class work day
Th: In-class work day, WA #4 due

Friday: Celebration of Student Writing 11am-1pm in the Student Center Conference rooms A, B, and C. If you attend for 30+ minutes you will have 2 points added to your final grade. You must check in with me to note your presence.

Week 16
No Formal Exam