

COURSE SYLLABUS: Fall 1301. 95E

ENG 1301: College Reading and Writing “Future Less Vivid’: Writing About Dystrophic Texts”

Instructor: Dr. Connie Meyer

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Class Time: TR 9:25a-10:10a

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Course Website: Ecollege - Accessed through student’s myleo account



COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Back to the Lake. 2nd ed. Thomas Cooley. W.W. Norton,
2011. ISBN: 978-0-393-91268-5

(Suggested) *A Writer’s Reference* 7th ed. Diana Hacker and Nancy Sommer. Bedford/St. Martin’s, 2011. ISBN: 978-0-312-60143-0

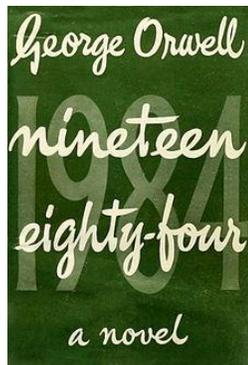
Course Description:

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.

Course Theme:

Writing about Dystrophic Literature

The particular theme for this course is “Future Tense: Exploring Dystrophic Literature.” In this course, we will explore examples of dystrophic texts. In other words, we will examine and write various writing projects inspired by this intriguing genre that proposes the idea of a tragically flawed future wherein the basic tenets of humanity has been compromised – often through the advent of some mechanized force.



Student Learning Outcomes:

Students who are successful in ENG 1301 will be able to:

1. Compose critical, original texts appropriate for an academic audience.
2. Read, understand, and interpret texts written for academic audiences.
3. Use rhetorical terms to talk about writing composed both by the student and by others.
4. Discuss and write about the complex academic conversations on writing.
5. Demonstrate that they are prepared for ENG 1302.



COURSE REQUIREMENTS

Graded Assignments:

Essay #1- Personal Narrative (10%)

Due Thursday, September 24 (hardcopy in class)

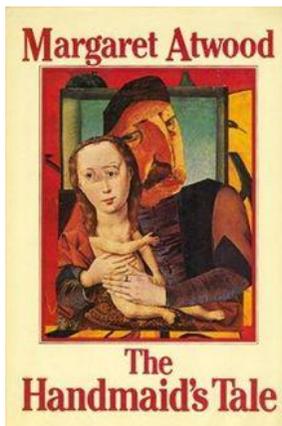
Requirements:

- 3-5 pages
- Double-spaced, Times New Roman
- MLA format

Prompt:

Narration is the storytelling mode of writing. Some narratives, such as short stories and novels, are fictional. Personal narratives, on the other hand, draw upon a writer's experience. You will be composing a *personal narrative* about a significant event from your life. In preparation for this essay, you will read and analyze a number of sample narratives by both student writers and professional writers.

Compose a personal narrative about a specific experience you have had involving technology. This could have been a negative experience (perhaps also salvaged by technology) or a positive experience that greatly impacted you. This might be a childhood memory or a more recent event. This does not have to be an event that is noticeably life-changing to others. Although the subject of this essay is your own experience—which you know well—the challenge will be to make the event feel relevant to your readers. You will need to include some critical analysis of how this event influenced both your ideas and others' behaviors. Although this is not an argumentative essay, it should include some sort of a thesis, whether it is implicitly or explicitly stated.



This piece is an opportunity for you to sharpen your descriptive writing skills and practice writing with your audience in mind. One key to writing a good narrative is being selective. Try to distill your narrative into the scenes and descriptions that capture the essence and argument of the experience you are relating.

Essay #2- Expository Essay (15%)

Due Thursday, October 15 (hard copy in class)

Requirements:

- 4-5 pages
- Double-spaced, Times New Roman
- MLA format
- Include two quotes and/or paraphrases from at least two of our readings (reading to be preapproved by me)
- Include accurate in-text citations and works cited page



Prompt:

An expository essay provides information about a topic and contains some sort of an argument, which is summarized in a thesis statement. It is similar to an argumentative essay (which you will write in unit four), but it contains less research and may be slightly more informative than argumentative.

Focus your essay on something involving a change in modern society. It might be a new product or service or it might be a new trend of behavior. Think about this essay as an opportunity to offer information and advice to other writers of academic papers.

Remember that this is primarily an informative essay. Focus on providing description and analysis of your topic and draw on your experiences mainly to support your ideas. It is important that you have a clear thesis statement that summarizes your ideas and indicates your stance about your topic.

You will exchange a draft of this paper with a classmate for peer review, and you will have ample time to revise and polish it. Translation: Make this first essay count.

Prompt:

Essay #3- Text or Film Review (15%)

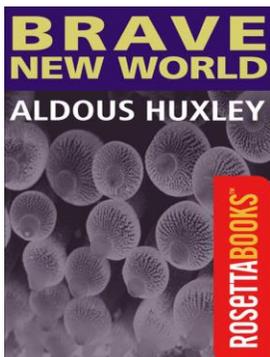
Due Thursday, November 5 (hard copy in class)

- 4-5 pages
- Double-spaced, Times New Roman
- MLA format
- Include three quotes and/or paraphrases from the essay you are reviewing
- Include accurate in-text citations and works cited page

In units two and three, you have read texts that represent a variety of topics, perspectives, arguments, and writing styles. Many of these works have film adaptations. Select a primary source work from our readings thus far or its film adaptation and compose a review of it. Your review should include a brief summary of the article's main argument(s) followed by extended analysis and critique.

Describe and critique both the writer's argument and his or her methods of presenting and defending it. Is the writer's thesis logical? Does the writer support the thesis with sound evidence and reasoning? Is the writing style rhetorically effective? Is the writer missing anything? Is there any way that this essay could be improved upon?

You may pick an text or film that you like, dislike, or have mixed feelings about. Regardless of how you critique the essay, you should demonstrate that



have conducted a balanced analysis. If you are reviewing an essay that you really like, you should still discuss any ways that the essay could have been stronger. Or, if you are critiquing an article you basically disagree with, you should still acknowledge its merits. Whatever your overall evaluation is, envision yourself conducting a conversation with the author and his or her ideas.

Essay #4- Argumentative Essay (20%)

Due Thursday, December 3 (hard copy in class)

Requirements:

- 4-5 pages,
- Double-spaced, Times New Roman
- MLA format
- Include at least three quotes and/or paraphrases from three different essays. Two of these may be from Gee Library's online databases
- Include accurate in-text citations and works cited page



Prompt:

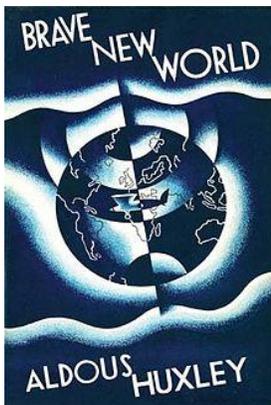
Compose an original argumentative essay on the topic of reading and writing, literacy, and/or language as it involves “selling” a (possibly dystrophic) vision to an uninformed and/or hostile audience. Since I am giving you a very broad topic to work with, there are a number of directions that you can go with this project. After thinking about the articles you have read about these topics this semester, formulate your own focused argument. Your essay should include the following:

- A clear and defensible thesis statement
- Appropriate and effective use of evidence (including both personal experience and outside sources)
- Successful organization, logic, and transitions
- An effective and consistent voice

Since this essay topic is very open-ended, you may need to spend a considerable amount of time brainstorming and narrowing down your thesis. We will workshop ideas for this essay on the discussion board. I will also provide you with a list of possible topics.

Final Presentations (10%)

Due Last Week of Class



Requirements

- 1.5- 2 page presentation discussing either the topic of your argumentative essay **OR** a creative “vision” (product, service, or concept) you wish to “launch.”
- Double-spaced, Times New Roman 12 point font
- MLA format

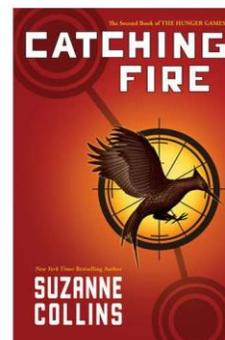
For your final project, you will make a short presentation to the class. You can focus on the argumentative essay that you wrote for your WA #4 essay, or you can

introduce the class to your own creative “vision” in the form of a product, service, **OR** concept you wish to “launch.” this semester and make substantial revisions to it. You will also provide brief notes or an outline to your instructor on your presentation

Peer Review 1 (7.5%)WA#2

Thursday, October 8 (hard copy in class)

For your narrative essay assignment, you will be given extra time to conduct a peer review and make revisions to your paper. Instructions for peer review one will be provided in the Week 3 Assignment tab.



Peer Review 2 (7.5%) WA#4

Tuesday, December 1 (in class).

For your final revision project, you will select one essay to revise. You will conduct a peer review to help guide you in your revision process.

Occasional Discussion Board Reading Responses (15%)

Due on specified Saturday evenings at midnight

Each week, you will contribute to a class discussion thread about the assigned readings, responding to the prompts I provide. My goal is for us to critically examine the readings as a group. Think of this as a virtual roundtable discussion.

Requirements:

- One main post (at least 250 words but longer if necessary)
- At least two quality responses to classmates’ posts every week. See guidelines for responses below.
- Discussion posts and responses are due each Saturday evening at midnight.

Guidelines:

Main post- Your main post should meet all the requirements of the prompt and demonstrate original thought. It need not be as formal as an essay, but please respect your classmates by checking it for grammar and coherence before you publish it to the board. If you quote any part of a reading, provide an in-text citation following MLA guidelines. A works cited entry is unnecessary. Just cite the text and page number so that your classmates can locate any quote you mention.

Responses- Your responses to your classmates’ posts should demonstrate that you have thought critically about their ideas and can build upon what they have said. You may add to others’ ideas, question them, or argue for a conflicting point of view. Saying “I like/dislike your post” is *not* enough.

It is okay to disagree—in fact I encourage friendly academic arguments—but **you may not use abusive language or attack anyone**. Let’s keep our discussions civil and respectful.

I will also chime in on the discussion board from time to time throughout the week. Please be sure to read all of your classmates’ posts as well as mine.



Grading Scale:

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



Your grade compilation will be available on the course website through your myleo account. If you are confused or disagree with your grade, please arrange to meet with me. If you require further action, you will need to schedule a meeting with the Dean of the University College at TAMUC – Dr. Ricky Dobbs. He can be reached at ricky.dobbs@tamuc.edu

Course Policies:

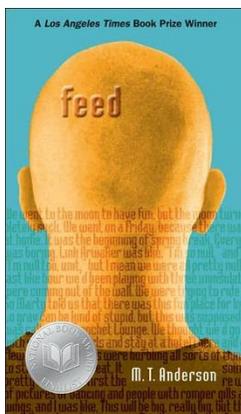
Please turn off cell phones and other disruptive devices, such as ipods, prior to class.

Because your active participation in discussions is expected, attendance is vital for success in this course. **After four absences your final grade will be lowered by a letter grade.** No late work will be accepted unless you make prior arrangements. Assigned readings must be completed before the start of class.

Although differing views and debate among class members are encouraged, I expect all students to treat other class members with respect and courtesy. Rudeness and insulting remarks will not be tolerated. I also try to foster an active, informal classroom atmosphere that further encourages free expression in regard to course selections. Please honor the spirit of this goal by keeping discussion focused on the topic at hand and crosstalk to a minimum

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)

Some texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts.

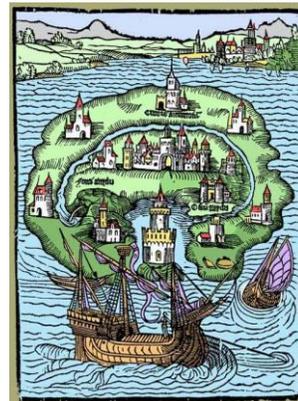
COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: connie.meyer@tamuc.edu

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 Dean of the University College, Dr. Ricky Dobbs. Students should contact him at Ricky.Dobbs@tamuc.edu.



COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty

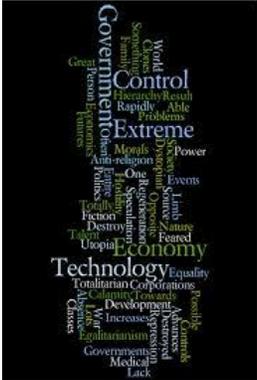
Plagiarism can be described as the "wrongful appropriation" or taking credit for another writer's "language, thoughts, ideas, or expressions" and/or the representation of them as one's own original work. The official departmental policy: "Instructors in the Department of Literature and Languages do not 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])

You will be given more clarification about this topic in class, particularly on how to avoid inadvertent plagiarism. 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*).

Course Calendar: Units with Readings and Assignments

Important:

- **This syllabus is subject to change. I will always notify you of changes to the syllabus ahead of time. No assignment deadline will ever be “moved up,” but some may be extended as the course unfolds and we face unexpected delays.**
- **For the purposes of this course, weeks begin on Monday and end on Sunday. For example, if an assignment is due on a Sunday, it is due on the SECOND Sunday of that school week.**