



**ENG 1301 Sections .011 and .032  
College Reading and Writing  
Fall 2015**

**Instructor:** Bill Lancaster

**Classroom Location:** Hall of Languages 208

**Class Time:** 8:00 – 9:15 AM (032)  
and 12:30 – 1:45 PM (011)

**Office Location:** Hall of Languages 126

**Office Hours:** Tuesdays and Thursdays: 9:15 – 11:15 AM  
or by appointment.

**Office Phone:** (903) 468-8725 (Email is the best method of contact.)

**Office Fax:** (903) 886.5980

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CV Updated: January 14, 2015

<b>COURSE INFORMATION</b>
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*All items are subject to compliance with current university policy.*

**Materials – Textbooks, Readings, Supplementary Readings:**

**Required Textbook(s):**

Couzelis, Mary, J.D. Isip, and Tabetha Adkins, eds. *Problem Posing: Readings for Democratic Learning*. Southlake: Fountainhead, 2013. Print.

Couzelis, Mary, J.D. Isip, and Tabetha Adkins. ENG 1301 Course Pack. April 2013.  
(Available online at:  
<https://www.dropbox.com/s/6wodtfmedsfjgsj/1301Coursepack.pdf?dl=0>)

[\*MLA Handbook for Writers of Research Papers\*](#), 7<sup>th</sup> Edition

OR

For English majors, [\*MLA Style Manual and Guide to Scholarly Publishing\*](#), 3rd Edition

**Course Description:**

English 1301 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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**Activities / Assignments / Assessments:****Major Writing Assignments (WA):  
(60% of grade)****WA – 1 (15%)**

**Photo Essay** – Students will create a photo essay on one of two topics: Literacy Sponsors or Discourse Communities. The photo essay will define the term which is the subject of the essay and argue that the subject of their photos fits that definition for them personally. That is, the subject of the photos will either be a literacy sponsor or a discourse community of the student.

In addition to submitting this essay to your instructor, you should also send a copy of this assignment to [writingprogramTAMUC@gmail.com](mailto:writingprogramTAMUC@gmail.com) upon completion.

**WA – 2 (15%)**

Essay – Write an essay of 2-3 pages on an assigned topic, using MLA style and using two 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 3-4 pages on an assigned topic, using MLA style and using three or more secondary sources. A “Works Cited” page is required in addition to the text of you essay.

**WA – 4 (10%)**

Critical Reflection – Using terminology, skills, and sources developed during this class, write a reflective paper of 2-4 full pages. Include your understanding of how your personal literacy developed prior to entering college and how you will continue to use that literacy after college. 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.

The instructor will provide assignment sheets detailing the requirements for each of the Major Writing Assignments.

## Reading Responses

(15%)

Students are required to write Reading Responses. Students will write one to two (1-2) pages (300 to 500 words) reflecting on and responding to assigned readings. These responses should **NOT** be summaries of the articles. The responses should be thoughtful discussions for an intellectual audience concerning the ideas argued in the readings and/or how those ideas will (or will not) affect the student's communication processes whether reading, writing, speaking, or listening.

## Workshop

(15%)

1. Workshops – “Workshops” reflects the idea that writing is a process. These grades are determined by the students' preparation, drafts, and edits throughout the semester. Often these workshops will be in conjunction with instructor conferences or peer review.
2. 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.
3. Writing Center Visits – Each student should visit the Writing Center for a tutoring session two or more times as part of the developmental process of creating an essay. The students are required to turn in the tutoring form as proof of visit.

## Participation

(10%)

Students are expected to both attend class and actively participate in classroom reading and discussion. I will administer a daily participation quiz that will reflect your efforts concerning the readings and discussions.

## Attendance, Tardiness, and Grades

**Any student who misses seven (7) or more classes automatically fails.**

Because attendance and punctuality are important parts of learning in the university environment, attendance affects grades. Absences should be taken for emergencies only, and students who are late will be counted as absent.

Students who have approved university activities during class time may make up missed work without penalty; however, this does not mean they have extra absences. If students miss seven (7) or more classes, **no matter the reason**, they fail the class.

**Late Assignments:** The instructor accepts late assignments at his discretion and turning in late work will result in a significant decrease in grade if accepted at all. I will make exceptions for good cause if you get my approval ahead of time.

**Grading:** Here is a breakdown of how grades are calculated:

Major Writing Assignments - 60% of grade

WA – 1 10%

WA – 2 15%

WA – 3 20%

WA – 4 15

Reading Responses – 15%

Workshop – 15%

Participation – 10%

**Grading Scale:**

**Your grade is determined as follows:**

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

## TECHNOLOGY REQUIREMENTS

You will need:

- Flash drive or other means (dropbox account, for example) of storing digital versions of the essays and other written material you generate. Always keep a backup of everything you write.
- A valid, working, university email address (to be checked daily).
- 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: [blancaster2@leomail.tamuc.edu](mailto:blancaster2@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 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 Director of the First-Year Writing Program, Dr. Tabetha Adkins. Students should contact her via e-mail at [Tabetha.Adkins@tamuc.edu](mailto:Tabetha.Adkins@tamuc.edu)

See this website for details about these policies:

<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

## 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.

#### *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 *Problem Posing: Readings for Democratic Learning* (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*

#### ADA Statement

#### 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). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.albion.com/netiquette/corerules.html>

Texas A&M University-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.

**COURSE OUTLINE / CALENDAR – Tentative (This schedule will change)**

Units and readings: Readings come from your texts as well as supplemental sources supplied by the instructor and are assigned on a weekly basis. Unless otherwise indicated all readings are from *Posing Problems* (hereafter *PP*).

This calendar will change in order to accommodate learning needs, including additional reading assignments as the semester progresses.

<p>Week 1 <b>Influences on Writers</b> Tuesday, September 1</p> <p>Thursday, September 3</p>	<p>Read for Tuesday: Course Syllabus; Class discussion: Class introduction and orientation.</p> <p>Read for Thursday: <i>PP</i> 1-15, Course Pack 1-15, and posted news article; In-class writing assignment; Discuss discourse communities. <b>Textbooks are required in class.</b></p>
<p>Week 2</p> <p>Tuesday, September 8</p> <p>Thursday, September 10</p>	<p>Read for Tuesday: Brandt, “Sponsors of Literacy” <i>PP</i> 140-69; Discussion: Literacy sponsors. <b>Textbooks are required in class. Assign WA-1</b></p> <p>Read for Thursday: Course Pack Ch. 2 &amp; 3 and MLA 33-38; Discussion: Research and MLA Style; <b><i>MLA Guidebook</i> is required in class. Assign WA-1</b></p>
<p>Week 3</p> <p>Tuesday, September 15</p> <p>Thursday, September 17</p>	<p>Read for Tuesday: Posted pages on the writing process; Class discussion: The Writing Process; In-class prewriting.</p> <p>Read for Thursday: Read for Friday Murray, “All Writing is Autobiographical,” <i>PP</i> 342-51. Class discussion: Autobiography and the photo essay; Conference sign-up. <b>WA – 1 Proposal Due</b></p>
<p>Week 4</p> <p>Tuesday, September 22</p> <p>Thursday, September 24</p>	<p><b>Conferences Required</b></p> <p><b>Conferences Required</b></p>

<p>Week 5 Tuesday, September 29</p> <p>Thursday, October 1</p>	<p>Read for Tuesday: Course Pack Ch 4; Audience, intended reader, and the audience of one. <b>WA-1 Photo Essay due.</b></p> <p>Read for Thursday: Savant, :Logical Fallacies PP 467-70, Course Pack 37; Course Pack 41-47, and. Class discussion; Making a valid argument (commercial examples). <b>Assign Reading Response 1</b></p>
<p>Week 6 <b>The Writer in Society</b> Tuesday, October 6</p> <p>Thursday, October 8</p>	<p>Read for Tuesday: Course Pack 38-40 and Delpit, “The Silenced Dialogue” <i>PP</i> 171-93. Discussion: Getting people to listen (Colloquial vs. Academic – “sup vs. “good morning”) and Scholarly sources follow up. <b>Reading Response 1 over Delpit due</b></p> <p>Read for Thursday: U.S. Declaration of Independence; Class discussion: Rhetorical styles and elements of the nation’s founders. <b>Assign WA-2.</b></p>
<p>Week 7</p> <p>Tuesday, October 13</p> <p>Thursday, October 15</p>	<p>Read for Tuesday: King, “Letter from a Birmingham Jail”: Class discussion: Thesis Statements and Essay organization; Class discussion:</p> <p>Read for Thursday: Lamott, “Shitty First Drafts.” <i>PP</i> 297-300 and the posted Thesis Statement Handout; Class discussion: <b>WA-2 Planning Pages, Thesis Statement, and Works Cited due.</b></p>
<p>Week 8</p> <p>Tuesday, October 22</p> <p>Thursday, October 24</p>	<p><b>WA – 2 Rough Draft Due.</b></p> <p><b>Conferences Required</b></p>
<p>Week 9</p> <p>Tuesday, October 29</p> <p>Thursday, October 31</p>	<p><b>Conferences Required</b></p> <p><b>No Class Meeting (SCMLA)</b></p>
<p>Week 10</p> <p>Tuesday, November 3</p>	<p><b>No Class Meeting (SCMLA)</b> <b>WA – 2 Final Draft Due w/ planning pages and all drafts to be turned in at department office.</b></p>

<p>Thursday, November 5 <b>Self as Author</b></p>	<p>Read for Thursday: Conley, “Cell Phone Weighs Down Backpack of Self-Discovery” <i>PP</i> 168-70 and Cisneros, “Barbie-Q” <i>PP</i> 164-65. Class Discussion: Self as Author and Return to the Argument of Advertising (examples of style and element). <b>Assign WA-3</b></p>
<p>Week 11</p> <p>Tuesday, November 10</p> <p>Thursday, November 12</p>	<p>Read for Tuesday: Wednesday read Diaz, “Becoming a Writer” <i>PP</i> 194-95 and Course Pack, pages 46-47; Class discussion: <b>WA-3 Thesis Statement, Works Cited, and Planning Pages due. Assign Reading Response 2</b></p> <p>Read for Thursday: King, “What Writing Is” <i>PP</i> 294-300.; Class discussion: <b>Reading Response 2 due</b></p>
<p>Week 12</p> <p>Tuesday, November 17</p> <p>Thursday, November 19</p>	<p>Read for Tuesday: TBA Class Discussion: <b>WA-3 Rough Draft due</b></p> <p>Read for Thursday: TBA Class Discussion: <b>WA-3 Final Draft Due w/ planning pages and all drafts.</b></p>
<p>Week 13</p> <p>Tuesday, November 24</p> <p>Thursday, November 26</p>	<p>Read for Tuesday: “A Little Cloud” by James Joyce. Class discussion: Defining a writer.</p> <p><b>Thanksgiving Day: No Class Meeting</b></p>
<p>Week 14</p> <p>Tuesday, December 1</p> <p>Thursday, December 3</p>	<p>Read for Tuesday: Russell, “St. Lucy’s Home for Girls Raised by Wolves”; Class Discussion: Literacy in Fiction <b>Assign WA-4</b></p> <p>Read for Thursday: TBA Class Discussion: <b>WA-4 Outline Due</b></p>

<p>Week 15</p> <p>Tuesday, December 8</p> <p>Thursday, December 10 <b>Last Class Day</b></p> <p>Friday, December 11</p>	<p>Read for Tuesday: <b>Reading Response 3 (over Russell, “St. Lucy’s” or Joyce “A Little Cloud”) Due.</b></p> <p>Read for Thursday: Alexie, “The Joy of Reading and Writing” <i>PP</i> 41-43. <b>WA-4 Due.</b></p> <p><b>Extra Credit Activity:</b> Students should attend the Celebration of Student Writing.</p>
<p>Week 16 <b>Finals Week</b></p>	<p>No Final Exam</p>