



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

Instructor: Jennifer Cowgill, M.A.
Office Location: Melissa High School
Office Hours: Tuesdays and Thursdays 10:30-12
Office Phone: (972)837-4216
University Email Address:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: *From Inquiry to Academic Writing* by Greene and Lidinsky
A Writer's Reference Seventh Edition by Hacker and Sommers

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.

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 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.)

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 you instructor with any questions you may have. Your instructor's communication preference is e-mail.

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

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

For classes that meet three times/ week, students may miss up to six times without penalty. After the seventh absence, the student's final grade will drop by one letter. After the ninth absence, the student cannot pass the course.

There is no such thing as "partial attendance"—students are either present for the entire course or they are absent.

Excessive tardiness can be penalized as an absence.

The university has **no policy** for "excused absences" except for university/school sanctioned events, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

Academic Honesty

"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.

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 Requirements:

1. **Writing Sample:** In this in-class essay, you will demonstrate your best response to a topic that is given to you. While this paper will not be graded, you must complete it before I will accept any other work from you. If you do not complete this assignment, all activities and assignments that follow will receive a zero for a grade.
2. **Essays:** Students will write four essays that respond to assigned topics that will be given to you in class. Each essay will require that you provide support for the claims you make about the topic. All evidence must be clearly attributed to sources and when specified, documented correctly using MLA format, including in-text citations and a works cited page. Essays must have a clear thesis, clear supporting evidence, and logical analysis and evaluation of evidence. Essays should be well organized and free of errors of grammar, punctuation, and mechanics. Essays must follow guidelines of standard MLA page layout. All essays must be typed and double-spaced with one inch margins, using a standard 10-12 point font. The values of essays are as follows:

Essay #1 (Analysis—3-5 pages):	150 points
Essay #2 (Evaluation—4-5 pages):	200 points
Essay #3 (Argument—5-7 pages):	200 points
Essay #4 (Reflection—3-4 pages):	100 points

All essays will be submitted and graded via *Turnitin.com*.

3. **Workshop:** Throughout the semester you will participate in activities including peer reviews, quizzes, group projects, and individual writings as part of the preparation for final drafts of your essays. If you show up after an activity has started, you may not have the opportunity to participate in that activity, or you may only get partial credit for the activity, depending on how late you show up. If you leave and return during an activity or if you leave early during an activity and do not return, you may not get full credit for the activity. Individually, these assignments will be worth 10 points each. Collectively, workshop assignments will be worth a total of 100 points. In class activities cannot be made up under any circumstances; however, if there are more than 15 of these assignments, only the 15 highest scores will count toward your final grade.

4. **Argumentation Oral Presentations:** You and your group members will put together a 7-10 minute presentation in which you introduce your classmates to an assigned argumentative essay from your textbook. Your presentations should include some kind of visual element, such as a PowerPoint presentation. Video clips should be no more than 30-60 seconds long. In your presentation you will be expected to explain the main point of the essay you introduce, the article's most convincing claims and reasons, the most convincing evidence provided in the article, and any logical gaps or inconsistencies you find in the article. Within your presentation, you should also make sure and direct your audience to specific passages within the text of the article. If you borrow information from any source, you must clearly identify where the information came from within your presentation. Along with your actual presentation, you must also turn in 1) an index card that includes a keyword outline of each group member's part of the presentation (presentations must not be read verbatim from a script), and 2) a typed paragraph (5-10 sentences) in which you explain and evaluate your part in preparing and presenting your presentation. Presentations will be worth 100 points.

5. **Grammar Presentations:** Starting in week three, you and your group members will put together a 5-7 minute introduction to one of the following grammar/punctuation issues: sentence fragments; comma splices and run-on sentences; subject-verb agreement; pronouns; parallelism; commas; semicolons, colons, and apostrophes. Your presentations should include some kind of visual element, such as a PowerPoint presentation. Video clips should be no more than 30-60 seconds long. Your presentation may be interactive and may require students in the class to respond to questions or work through problems, but it must also include a clear explanation of the topic and ways to fix or avoid errors. If you use information from any source, you must clearly state, within the presentation, where the borrowed information came from. Along with your actual presentation, you must also turn in 1) a note card that includes a keyword outline of each group member's part of the presentation (presentations must not be read verbatim from a script), and 2) a typed paragraph (5-10 sentences) in which you explain and evaluate your part in preparing and presenting your presentation. Presentations will be worth 100 points.

6. **Weekly Reading Notecards:** Each Monday, you will turn in your notecards based on the weekly readings. These will be used in discussion and will demonstrate that you have come to class prepared having read the weekly reading assignments. They are worth 50 points towards your final grade.

Attendance Policy: Attendance is crucial to your success in this class. If you miss class, you are missing material that you will be responsible for in your essays. It is your responsibility to be in class, and on those rare occasions when you are legitimately unable to attend, it is in your best interest to make a friend in class, someone you know you can trust and who will share their notes with you.

Make-Up or Late Work: Workshop assignments cannot be made up under any circumstances. In-class essays cannot be made up except in extreme circumstances such as hospitalization of the student or a death in the student’s immediate family (parent, child, sibling, significant other), with proper documentation. Excused and/or unexcused absences will be determined at the discretion of the instructor.

Late papers are allowed in this class. However, late essays turned in one day late will be penalized by 10 percent, regardless of your reasons for failing to submit the essay on time. Late papers submitted more than two days after the original due date will be penalized by 50 percent. Failure to turn in all parts of an assignment (including required hard copies of sources) is the same as not submitting the assignment at all. Late essays will receive minimal—if any—commentary.

Revisions: You will be allowed to revise one—and only one—essay for an improved grade. Revised essays must be submitted no later than the last day of class before final exam week. Grades for revised essays will be an average of the score for the original essay and the score for the revised essay. Revised essays must be actual revisions of a previous draft. In most cases, revised essays must go beyond making simple editorial changes; instead, they should address larger drafting concerns. Revising an essay is no guarantee of an improved grade. You may also be required to revise an essay on occasion; if so, your instructor will let you know what changes need to be made and set up a deadline for the revision.

COURSE OUTLINE / CALENDAR

This calendar is likely to change in order to accommodate learning needs.

Reference=A Writer’s Reference

Inquiry=From Inquiry to Academic Writing

Week 1 August 24	Introduction to course, syllabus Turnitin.com MLA Page Layout (<i>Reference</i>) Writing Sample
Week 2 August 31	Read Chapters 1-4 (<i>Inquiry</i>) Take detailed Notes as well as notecards
Week 3 September 8	Read Chapters 5-8 (<i>Inquiry</i>) Take detailed Notes as well as notecards Essay #1 Assigned: Analysis Review Sample Essay pg. 91 (<i>Inquiry</i>) Grammar and Punctuation Presentations- Sentence Fragments
Week 4 September 14	Read Chapters 9-10 (<i>Inquiry</i>) Take detailed Notes as well as notecards Handouts: Laurel Thatcher Ulrich, “Well- Behaved Women Seldom Make History” and

	Tori Bosch “First Eat All the Lawyers” Grammar and Punctuation Presentations- Comma Splices and Run-on Sentences
Week 5 September 21	Peer Editing and Assessing Your Own Writing Bring 2 copies of a typed, two-page draft to class. Grammar and Punctuation Presentations- Subject-Verb Agreement
Week 6 September 28	Essay #1 Due (via Turnitin.com by 11:59pm) Essay #2 Assigned: Evaluation Read Chapter 6 (<i>Inquiry</i>) Take detailed Notes as well as notecards Grammar and Punctuation Presentations- Pronouns
Week 7 October 5	Read Chapter 7-8(<i>Inquiry</i>) Take detailed Notes as well as notecards Handout-Jody Rosen, “Born This Way; Lady Gaga’s New Album is a Pop Rapture” Grammar and Punctuation Presentations- Parallelism
Week 8 October 12 Oct. 16-Last day to withdraw!	Handout-Dana Stevens, “The Help: A Feel Good Movie That Feels Kind of Icky” Peer Editing and Reviewing Your Own Writing Bring 2 copies of a typed, two-page draft to class. Grammar and Punctuation Presentations- Commas
Week 9 October 19	Essay #2 Due (via Turnitin.com by 11:59pm) Essay #3 Assigned-Argument Review Ch. 3 (<i>Inquiry</i>) and read Handout: Norton, “Arguing a Position” and “Arguing” Grammar and Punctuation Presentations- Semi-colons, colons, and apostrophes
Week 10 October 26	Sample Argument Paper Intro to Library Sources Group Presentations Assigned Research and Writing Day –Review Ch. 6 (<i>Inquiry</i>) Read Research tab (<i>Reference</i>)
Week 11 November 2	Review Ch. 7 Work on group presentations-Read your groups assigned essay and discuss Research and Writing Day

<p>Week 12 November 9</p>	<p>Read Handouts Alex Weiss, “Should Gamers Be Prosecuted for Virtual Stealing?”; Nicholas Carr, “Is Google Making Us Stupid”; Joseph E. Stiglitz, “Of the 1%, by the 1%, for the 1%”; and Grant Penrod, “Anti-Intellectualism: Why We Hate Smart Kids”</p> <p>ARGUMENTATION GROUP PRESENTATIONS</p>
<p>Week 13 November 16</p>	<p>Handout: “Documentation” Read: MLA chapter (<i>Reference</i>)</p>
<p>Week 14 Nov. 23 & 24 Nov 25-28 Thanksgiving Break *University closes Wednesday at noon for Thanksgiving. MISD is off this week but you still have assignments to complete.</p>	<p>Peer Review Workshop</p>
<p>Week 15 November 30</p>	<p>Essay #3 due (Via Turnitin.com by 11:59pm) Essay #4 Assigned Bring a copy of your essay to class!</p>
<p>Week 16 December 7 Finals Week</p>	<p>Essay #4 due (via Turnitin.com to be written in class) There is no final exam, just an essay in class on the last day.</p>

GRADE OVERVIEW	
ASSIGNMENT	POINT VALUE
Essay #1	150
Essay #2	200
Essay #3	200
Essay #4	100
Workshop	100
Argumentation Presentation	100
Grammar Presentation	100
Weekly Notecards	50
Total Possible Points	1000 points

*Students! Use this chart to keep track of your grades throughout the semester as you will not get progress reports like you did in your high school courses. Write down and keep the graded work that I return to you and record your points earned on this page.