**ENG 1301: College Reading and Writing**  
**COURSE SYLLABUS: Spring 2016**

**Instructor:** Donnie Faltesek  
**Office Location:** HL 214  
**Office Hours:** MWF 8:00-9:00 AM  
**Office Phone:** TBA  
**Office Fax:** (903) 886.5980  
**University Email Address:** donnie.faltesek@tamuc.edu

**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](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

Major Writing Assignments (WAs):

WA #1: The Story of My Education—For Writing Assignment 1 (WA #1), you will construct a literacy narrative in which you tell the story of your education. You may use the essays by Sherman Alexie and/or Malcolm X as models for your own narrative. Remember, education is not necessarily school, although it can be. You might want to focus on a specific period in your life, or a specific type of education, or a specific person. If you decide to expand on that, remember you only have 3-5 pages (500 to 750 words), so keep it focused on what you can adequately explain/cover in that amount of pages. It is your story to tell as you want, but you will need to cite some sources from our book. Page Length: 3-5 pages. Required Sources: At least 3 sources from our assigned readings and/or textbook(s).

WA #2: “Sampling Discourse Communities”—For Writing Assignment 2 (WA #2), you are to pick a discourse community that interests you and explain how it qualifies as a discourse community by comparing it to the criteria described in your English 1301 Course Pack. This assignment will be at least 3-5 pages in length (500-750 words), typed Times New Roman 12 font, double spaced, and follows standard MLA format. You need to have at least 2 citations (quotes from your source material) in your essay and a Works Cited page.

WA #3: Evaluating Rhetorical Arguments—For Writing Assignment 3 (WA #3), based upon our review of the types of argumentation used in communication (logos, pathos, ethos, and kairos), pick a particular (current) television commercial and analyze it by comparing these forms of argumentation to it. This assignment will be 3.5 to 5.5 pages in length (625 to 1000 words), typed Times New Roman 12 font, double spaced, and follows standard MLA format. Include at least two references and a separate Works Cited page with this assignment. Or

You will focus on close reading and evaluation of rhetorical works. You will have at least two (2) or three (3) argumentative/persuasive pieces to read. These works can be essays from the textbook or other outside source material (editorials, opinion pages of the newspaper/magazine websites) and based on our class discussions and your own opinions, you will offer a detailed critique of how several authors make their arguments. You will focus, as in the first option of the assignment on the types of argumentation (rhetorical strategies or evaluative criteria) used in the articles. (In other words, how do the authors make their argument?) This essay will be a minimum of 3.5 to 5 pages; the evaluation or rhetorical analysis essay will have at least 2 in text citations per article and a separate page for Works Cited.

WA #4: Proposal (2 pages) Final Project
For this essay your instructor will give you three current visual ad options to choose from. You will decide which ad you want to discuss for your research essay (Writing assignment 4). For WA4 you will be rhetorically analyzing the ad using terms we have discussed throughout the semester to do so. So, for WA#4 you will write a two page proposal in which you introduce the project, explain why the ad will be an appropriate choice for WA4, and briefly explain the different rhetorical elements you intend to focus on. AND THEN FOR PART 2
Writing Assignment 4: 2 part Argumentative Research Essay (5 pages/1 pages)
Now that you have completed your proposal you will be writing the essay in which you rhetorically analyze the ad you chose. Along with introducing and describing the ad, and clearly discussing the various rhetorical techniques utilized for it, you will also find two outside ads (medium of your choice) to compare to the ad you chose originally. Your essay will include examples from all three ads, and a clear understanding of rhetorical techniques.
Last Page: At the end of this essay you will attach a one page list (this can be in paragraph form or bulleted) that explains at least 6 rhetorical techniques that YOU used in WA4. You will list what you did and briefly explain (1-2 sentences) how you did it.

ALL ESSAYS WILL:

- ☐ Include quotes from class readings if you use portions of the text
- ☐ Be typed in MLA format
- ☐ Include accurate MLA works cited page

Response Journals: There will be 10 Response Journal (RJ) assignments throughout the semester. Each RJ should be at least 1 page and in proper MLA format. RJ topics will be determined by your assigned readings. You can say whatever you want in your RJ, as long as it’s on topic. Analyze, agree, disagree, present an alternate viewpoint, rant, whatever. Practice your writing voice. Figure out what you think. As long as it’s on topic, at least one page, and in decent MLA format, every RJ will receive the full credit. Note: Some RJs may be more restrictive in nature, requiring you to define terminology and/or follow a more specific format. In these cases, your grade will be based on how well you meet the requirements of the particular assignment.

Grading
Here’s a breakdown of how your grade will be calculated:
WA #1 10% of final grade
WA #2 10% of final grade
WA #3 10% of final grade
Final Project 20% of final grade
Response Journals 10% of final grade
Quizzes 10% of final grade
Homework Assignments 10% of final grade
Class Participation 10% of final grade
Class Presentation 10% of final grade

Important: You must complete all of the major writing assignments (WA #1, WA #2, WA #3, and the Final Project WA #4) in order to receive a passing grade, regardless of class average. You will have the opportunity to revise the first three WAs for a maximum of 10 points per essay upward revision in your grade. Your participation grade will be based on your attitude, willingness to contribute to class discussions, attendance and preparedness in student conferences, as well as any informal writing assignments, quizzes, response journals, and homework assigned. Needless to say, distracting your peers, falling asleep, and messing around on your phone or laptop will negatively impact your participation grade. Participation is an easy portion of your grade so please adhere to no cell phones or unauthorized electronics. There will a quiz or in-class writing assignment nearly every class period; these activities cannot be made up if absent. **Something to remember:** The required page counts listed refer to full pages. If the assignment calls for a minimum of two pages, 1 ¾ does not meet that requirement. Also, it is important that you have the rough draft of your WA ready for peer review when it is due—NO PEER REVIEW IS AN AUTOMATIC 10 POINT REDUCTION IN YOUR GRADE!

**Grading Scale:**

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<td>A</td>
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<td>B</td>
<td>89-80</td>
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<td>D</td>
<td>69-60</td>
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<td>F</td>
<td>59 and below</td>
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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 (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. Your instructor’s communication preference is e-mail, and his address is: donnie.faltesek@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/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:**
- If you need an extension, ask for one BEFORE the due date and odds are good you’ll get it. I may or may not accept late work that doesn’t receive a pre-approved extension; if I accept late work, it will receive a penalty for being late. Said penalty is at my discretion.
- I do not accept papers submitted via e-mail without my pre-approval.
- You must turn in all major assignments in order to pass this course.
- All assignments must be typed in 12pt Times New Roman font, double-spaced, and MLA format.
- Papers that do not meet the minimum length requirements will automatically Lose 30 points.
- Major Writing Assignments that do not include the minimum number of sources and a works cited page will automatically lose 40 points.
- Bring your books, your notes, your essays, something to write on, and something with which to write to every class meeting. You cannot participate without them.
• There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

**Attendance Policy:** You must show up for class, on-time and on a regular basis, or you will not pass this class. Excessive absences/tardies will negatively affect your grade. (Remember I can and will drop you from the class for excessive absences.) I don’t deduct points from your grade for absences, but we do a lot of work in class in the form of quizzes, notes, viewings of video clips, group work, and interactive discussions, so you must be in class. If you miss a quiz or any other graded work done in class, it can’t be made up. This will quickly add up; as quizzes and classwork are 20% of your grade, missing class can cost you up to two whole letter grades.

**Cellphones/Texting/Computer Use:** Texting, use of cellphones, or the use of online chat/instant messenger/social media is not allowed in my class without my expressed permission. If you break this rule you might be asked to leave the classroom and might receive a participation grade of 0 for the day. You may also be required to write an essay on courtesy and respect before returning to class. It’s up to my discretion. Please put your electronic devices away before we start. Yes, I know the temptation is great to check it but for 50 minutes you will survive without it.

**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:**

**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).

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.)

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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:

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<th>COURSE OUTLINE / CALENDAR</th>
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<td>This calendar is likely to change in order to accommodate learning needs. RJ” indicates that a response journal is due that week. Important Note: The assignments indicated for each class day are due on that class day, not the next class day. There will be quizzes.</td>
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| Week 1 (1/20, 1/22) | **W:** Introduction, review of syllabus. Course Pack for 1301 [https://www.dropbox.com/s/0tmrsq_wnaxd30gr/1301Coursepack.pdf?dl=0](https://www.dropbox.com/s/0tmrsq_wnaxd30gr/1301Coursepack.pdf?dl=0)  
F: Review Plagiarism rules  
Problem posing, pg 1-5, 489  
Course Pack - “The Cave” pg. 9  
In class viewing of Dr. Klienar’s explanation of “The Cave” [https://www.youtube.com/results?search_query=the+cave++by+Klienar](https://www.youtube.com/results?search_query=the+cave++by+Klienar)  
College Survival Tip: Taking Notes pg. 41 |
| Week 2 (1/25, 1/27, 1/29) | **M:** Short Quiz on Plagiarism/ “The Cave” Problem Posing pg 6-23  
“6 Harsh Truths that Will Make You a Better Person,” Peter Wong pg. 475  
**W:** Problem Posing pg. 23-38 Rhetoric “Learning to Read” Malcolm X pg. 304  
F: Course Pack pg. 1-8, 11-14 “Superman and Me,” Alexie pg. 41  
Reading Response Journal1 WA #1 Assignment |
| Week 3 (2/1, 2/3, 2/5) | **M:** Why write? Is my writing any good?  
**W:** Problem posing –“Shitty First Drafts” pg. 297  
Conventions - Course Pack – pg. 36-42  
F: *Peer review day - rough drafts  
Techniques for research / Works Cited  
*Rough Draft of Writing Assignment 1 Due* /Response Journal #2 |
| Week 4 (2/8, 2/10, 2/12) | **M:**  
W: Chapter 1: Writing and Discourse Communities (Course Pack 12-15) Discussion of Discourse Communities  
Brandt, “Sponsors of Literacy” (Problem Posing 140-161). Writing Assignment #2 Assigned  
F:” Suddenly Sexy,” pg. 77 |
<table>
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<th>Week 5 (2/15, 2/17, 2/19)</th>
<th>*Writing Assignment 1 Due/Response Journal #3</th>
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| M: “Cell Phone Weighs Down Backpack of Self-Discovery” pg. 168  
Response Journal #3 |
| W: Student Conferences |
| F: Student Conferences |

| Week 6 (2/22, 2/24, 2/26) |  
M: Review terms: Literacy, Literacy Sponsor, Discourse Community, Code Switching, etc.  
Collins, “The Lanyard” *(Problem Posing 166)*  
Hayden, “Those Winter Sundays” *(Problem Posing 256)* |
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<td>W: Freshman Composition as a Middle-Class Enterprise, pg. 98 -</td>
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| F: Mark Bauerlein, Author of The Dumbest Generation: Why Youth are Failing, pg. 72-76  
Response Journal #4 |

| Week 7 (2/29, 3/2, 3/4) |  
M: Writing and Pedagogy / “What Writing is” King pg. 294  
W: Arguments and Grammar use – “Virtuous Arguments,” pg. 228  
F: Reading and Writing to Change the World- Course Pack pg. 20-30  
“Top Ten Grammar Myths”, pg. 240 |
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<td>Reading Response #5</td>
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| Week 8 (3/7, 3/9, 3/11) |  
M: Chapter 3: Reading and Writing to Change the World, Part Two (Course Pack 27-29).  
Vos Savant, “Logical Fallacies” *(Problem Posing 467-470)*  
Keller, “Internet Makes Students Better Writers” *(Problem Posing 275-279.)* |
|--------------------------|------------------------------------------------|
| W: Peer Review of WA #2 Due (TWO COPIES)  
F: *Writing Assignment 2 Due* |

Spring Break! March 14-18

Rhetoric and Argument review  
M: Problem Posing pg. 6-38  
Rhetoric Course Pack 20-30 Introduce Writing Assignment #3  
W: How is Miller making his argument? What does he get right/wrong? What can you learn in writing your own? (You should see a trend here...)  
• Miller, “The Coming Apocalypse” *(Problem Posing 335-341)* Consider all of the pieces we have read so far and evaluate which ones are most effective rhetorically and why that might be. We will do this in class as a group activity.  
• Young, “So Black I’m Blue” *(Problem Posing 490-501)*  
F: Review ways to evaluate, compare, and contrast in our essays.  
• Cotto, “Bauerlein Interview” *(Problem Posing 72-76)*  
• Stern, “What They Learn in School” *(Problem Posing 449-450)* |
| Week 10 (3/28, 3/30, 4/1) | M: An overview of how we write and how people read us through our writing.  
- Chapter 4: How Do We Write and For Whom (Course Pack 31-34)  
- Elbow, “The Learning Process” (Course Pack 63-65)  
W: We continue to think about how writing allows us to reach out to our readers and how our readers judge us by what and how we write.  
- Barrientos, “Se Habla Español” (Course Pack 61-62)  
- Cisneros, “Barbie-Q” (Problem Posing 164-165)  
Fri. In-class group discussion about Identity Politics  
- Hooks, “Essentialism and Experience” (Course Pack 66-68)  
- Rich, “Taking Women Students Seriously” (Problem Posing 435-441)  
W: Response Journal # 6  |
Introduce Writing Assignment #4  
W: Walker, “Everyday Use” (Problem Posing 471-478)  
F: How Do We Write? Course Pack 31-35 Response Journal # 8 on themes given  
*Writing Assignment 3 Due  |
| Week 12 (4/11, 4/13, 4/15) | M: Multiliteracies  
“All Writing is Autobiography”, pg. 342  
W: Composing: “Letter From a Birmingham Jail”, pg. 280 In Class Response Journal #9  
F: The Composing Process in College  
“The Composing Processes of Unskilled College Writers”, pg. 404  |
W: “Blue-Collar Brilliance”, pg 442  
F: Cultural Differences – “Mother Tongue”, pg. 451  
Response Journal #10  |
| Week 14 (4/25, 4/27, 4/29) | M: Peer Review of Writing Assignment #4  
W: TBA  
F: Writing Assignment #4 Due  |
| Week 15 (5/4, 5/6) | M: Presentations  
W: Presentations  
F: I encourage students to attend the Celebration of Student Writing on Friday, May 6 from 11:00 AM- 1:00 PM in the Student Center Conference Rooms A, B, & C  |
| Week 16 (5/9, 5/11, 5/13) | Finals Week  
(no formal exam for ENG 1301)  |