



**ENG 1301: 05E College Reading and Writing
COURSE SYLLABUS: Spring 2017**

Instructor: YieJe Lee

Office Location: David A Talbot Hall room 316

Office Hours: M-F 11:00am – 1:00pm. Please make appointments.

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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:

Writing Inquiry. Eds. Shannon Carter, Donna Dunbar-Odom, Tabettha Adkins, and Jessica Pauszek. Fountainhead Press, 2017.

Dreams and Nightmares / Sueños y pesadilla. Liliana Velásquez. Edited and Translated by Mark Lyons. Parlor Press. 2017.

Pro(se)letariets. Eds. Audrey Burns, Alicia Landsberg, Evan Smith, and Jesse Uruchima. New City Community Press. 2011.

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:

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.

2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
4. Students will understand and practice academic honesty.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Major Writing Assignments (WAs): See *Writing Inquiry* for full descriptions of WAs

GRADING

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	15%
Writing Assignment #2: Expanding Literacy	15%
Group Presentation and Reflection	15%
Writing Assignment #3: Tensions in Literacy	15%
Writing Assignment #4: FINAL PROJECT and Reflection	20%
Quizzes/Participation	10%
In-class writing/Reading Responses/Homework	10%

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

COMMUNICATION AND SUPPORT

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and the address is: yieje.lee@tamuc.edu. Also, each instructor in the department of literature and languages is required to keep at least three 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 Writing, Dr. Jessica Pauszek, 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. Jessica Pauszek, Director of Writing -> Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness,"

<http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

We will have daily quizzes or writing assignment at the beginning of class that cannot be made up. This will be counted as your attendance grade.

TAMUC Attendance Policy

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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.

Excused absences are defined as:

1. Personal illness. Return to class with a physician’s note.
2. Participation in an institute-wide or university sponsored trip. Notification is to be given to the instructor before the day of absence.
3. Attendance at the funeral of an immediate family member.

If you have an “excused absence,” you will be able to make up the course assignments you missed within one week of your return to class. It is your responsibility to meet with your instructor to determine the assignments missed. Failure to meet with the instructor regarding an excused absence may result in an “F” for that assignment.

If you have an unexcused absence, you may not be permitted to make up assigned course work. An unexcused absence means missing class for any reason other than those mentioned above.

- Three absences will drop the participation grade by one letter grade (A→B). After the sixth absence, the student cannot pass the course.
- You are expected to come to class *before* its scheduled start. Habitual tardiness is unacceptable. Your late arrivals will count as absences starting with the fourth time you are late.
- There is no such thing as “partial attendance”; students are either present for the entire course or they are absent.

Academic Honesty/ Plagiarism

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.

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:

Tenets of Common Behavior statement: 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);

Campus Concealed Carry statement: Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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.

Students with Disabilities information: 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:

Student Disability Resources & Services Texas A&M University-Commerce Gee Library, Room 162 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

COURSE OUTLINE / CALENDAR

Weekly Schedule:

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc.

1301 Course Calendar

Week 1: Writing Inquiry Part I

T: Introduction to *Writing Inquiry*

TR: Part I: Getting Started (“Some things we know about teaching” Activity in class)

Week 2: Chapter 1: Narrating Literacy

T: Brandt (20 pages)

TR : **WA 1 peer review**

Week 3: Chapter 1: Narrating Literacy

T: Opperman (10 pages); Malcolm X (2 pages);

TR: Bartholomae (12 pages); Alexie (3 pages)

Week 4: Chapter 2: Expanding Notions of Literacy Practices

T: **WA 1 Revision due**; Ch 2 Introduction of Writing Inquiry; Pritchard (14 pages); Green (8)

TR: Carter (23); Young (11)

Week 5: Chapter 2: Expanding Notions of Literacy Practices

T: Mellix (9)

TR: **Student Conferences**

Week 6: Chapter 2: Expanding Notions of Literacy Practices

T: hooks (6); Selections from *Pro(se)letariats* (12)

TR: **WA 2 PEER REVIEW**

Week 7 : Chapter 2: Expanding Notions of Literacy Practices

T: catch up/check in; Introduce Midterm Project; **WA 2 Revision due**; Work on Midterm Project in class

TR: Work in Groups on Midterm

Week 8: Midterm Projects

T: Group Presentations

TR: Group Presentations

Week 9: SPRING BREAK

T: No Class

TR: No Class

Week 10: Chapter 3: Dominant and Vernacular Literacies

T: Introduce Chapter 3; Moss (21)

TR: Miller (8)

Week 11: Chapter 3: Dominant and Vernacular Literacies

T: Skilton-Sylvester (29)

TR: **WA 3 Peer Review**

Week 12: Chapter 3: Dominant and Vernacular Literacies

T: Mills (5); introduce Final Project and Chapter 4 *Dreams and Nightmares*

TR: Student Conferences

Week 13: Chapter 4: (Re)defining Literacies in Our Lives

T: Student Conferences

TR: **WA 3 Revision due; Begin work on Velásquez**

Week 14: Chapter 4: (Re)defining Literacies in Our Lives

T: Velásquez (pages 1 -111)

TR: Velásquez (pages 191-207)

Week 15: Wrapping Up

T: Work on Final Project

TR: Work on Final Project

Week 16: Finals week