



**ENG 1301: 06E College Reading and Writing
COURSE SYLLABUS: Spring 2019**

Instructor: Ruosi Wang
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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 his/her address is: rwang1@leomail.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

Our class meets three times a week (MWF), so you may miss up to **five** (5) times without penalty. Beginning with the **sixth** absence, your final grade will drop by one letter. After the **eighth** absence, the student cannot pass the course.

Excused absences include religious holidays, military service, or University sanctioned

activities, all of which require proper documentation (if available). IF there is an emergency of any other kind in which the student will not be able to attend a class s/he should contact the instructor who, at her discretion, may count the absence as excused.

HOWEVER, Students **must** contact their instructor at least 24 hours prior to missing class FOR ANY REASON for the possibility of their absence to be excused. Just letting the instructor know 24 hours in advance does NOT guarantee an excused absence. This will be to the instructor's discretion.

**Students who miss up to 20% of the class (9 absences) will fail the course even if the absences are excused.

Tardy is considered entering class 1-10 minutes late AND leaving class 1-10 minutes early.

Every 2 tardy count as 1 unexcused absence

**Students who come into class tardy must come see the instructor at the end of class to make sure they are counted as present and also to let her know why they were late.

It is up to the student to take care of this. **If the late student does not check with the instructor at the end of class to make sure they were counted as present/tardy s/he will be counted as absent.**

Even if the instructor clearly sees you walk in tardy, you will still have been recorded as absent.

For tardies, excused, or unexcused absences:

It is 100% the student's responsibility to ask peers for any material, assignments, lectures, etc. missed. **DO NOT email me asking if you missed anything** – because you did, and I will not back track for you. It is your responsibility.

IF you have an excused absence, your work will STILL BE DUE ON TIME. You need to submit your work by the time it is due.

Note: Jail time, court appearances, scheduled doctor's appointments, and flat tires are not considered excused absences.

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.

*Missing a **required conference** is equivalent to **missing three classes** and will be counted as such. If you are unable to make a conference appointment, contact your instructor in advance to reschedule during the conference week. No make-up conference is acceptable.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Late Work

Late work will only be accepted if you have contacted the instructor **at least 24 hours in advance of the due date** and if the instructor chooses to grant you an extension. Students who do not submit papers on time and have NOT contacted the instructor to request an extension as indicated above will receive a zero. **NO EXCEPTIONS.**

Having to work late, having a death in the family, having car problems, having trouble coming up with something to write, computer problems, document loss, internet issues, other course's assignment loads, etc. **DO NOT** count as legitimate reasons for an extension.

Email Policy:

Emails must be professional, prompt, and include a clear purpose (IE: Student must clearly explain to the instructor what she/he needs from the instructor.). Student will remain aware of their audience (the instructor) and construct the email accordingly (IE: Use complete and clear sentences, appropriate language, appropriate content, a subject, a greeting, and must include the student's name and course number). If emails include attachments the email will explain what the attachment is. Blank emails will be deleted. Blank emails sent with attachments will be deleted immediately even if we discussed an extension previously. **ALL emails must clearly explain their purpose—subject line and polite email request.** Composing an informative, relevant email is part of your job as a student.

Classroom Policy

***Cell Phones:** If student has cell phone ON it must be placed on vibrate/silent and be placed on the desk face up. If student gets a call or text that is an emergency and needs to answer, then step out to take care of it. Otherwise, ignore it. If student is actively using phone during class without instructor's permission, she will ask student to leave and marked as absence. No questions asked. If student is on phone due to an emergency, the student is expected to have stepped out, but otherwise phones will be left alone.

***Food:** Feel free to bring snacks and drinks to class. Students will be expected to clean up any messes they make. It's easy to forget to drink water and eat snacks and meals throughout the day when there's so much going on- so students are more than welcome to do so during this class if they can do so quietly, discreetly, and without disrupting class.

Academic Honesty/ Plagiarism

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.

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.

Week 1: Writing Inquiry Part I

Introduction to *Writing Inquiry*

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

Week 2: Chapter 1: Narrating Literacy

Brandt (20 pages)

WA 1 peer review

Week 3: Chapter 1: Narrating Literacy

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

Bartholomae (12 pages); Alexie (3 pages)

Week 4: Chapter 2: Expanding Notions of Literacy Practices

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

Carter (23); Young (11)

Week 5: Chapter 2: Expanding Notions of Literacy Practices

Mellix (9)

Student Conferences

Week 6: Chapter 2: Expanding Notions of Literacy Practices

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

WA 2 PEER REVIEW

Week 7 : Chapter 2: Expanding Notions of Literacy Practices

catch up/check in; Introduce Midterm Project

WA 2 Revision due; Work on Midterm Project in class

Week 8: Midterm Projects

Work in Groups on Midterm

Group Presentations

Week 9: Midterm Projects

Group Presentations

Introduce Chapter 3; Moss (21)

Week 10: Spring Break

Week 11: Chapter 3: Dominant and Vernacular Literacies

Miller (8)

Skilton-Sylvester (29)

Week 12: Chapter 3: Dominant and Vernacular Literacies

WA 3 Peer Review

Mills (5); catch up

Student Conferences ; introduce Final Project and Chapter 4 *Dreams and Nightmares*

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

WA 3 Revision due;

Begin work on Velásquez

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

Velásquez (pages ? -117)

Velásquez (pages 191-207)

Week 15: Wrapping Up

Work on Final Project

Work on Final Project

Finals week (May 6-10)