



**ENG 1301: College Reading and Writing
COURSE SYLLABUS: Fall 2014**

Instructor: Dr. Melinda Bobbitt

Office Location: Online or by appointment

Office Hours: Online daily

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Problem Posing: Readings for Democratic Learning. Eds. Mary Couzelis, J.D. Isip, and Tabetha Adkins. Fountainhead Press, 2013.

ENG 1301 Course Pack- available from your instructor and online:

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

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: 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.

1. Students will be able to engage with peers in a way that demonstrates their understanding of relevant course theories and concepts.

2. Students will demonstrate the ability to synthesize varied sources of information, acknowledge the contributions/insights of others, and make independent judgments.
3. Students will understand and practice academic honesty.

Core Objectives (Language, Philosophy & Culture):

Critical Thinking Skills: Students will be able to form substantive and evidence- driven arguments to propose solutions to problems or explain phenomena.

Critical Thinking Skills: Students will demonstrate the ability to synthesize varied sources of information, acknowledge the contributions/insights of others, and make independent judgments.

Communication Skills: 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.

Social Responsibility: Students will understand and practice academic honesty.

Local learning outcomes:

Communications: 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.

This objective will be assessed by the instructor using a rubric upon each student's successful completion of at least four major writing assignments.

Teamwork: Students will be able to engage with peers in a way that demonstrates their understanding of relevant course theories and concepts.

This objective will be assessed by an evaluation of at least one essay or researched presentation from each student. Students will be responsible for reading and giving productive feedback to peers based on guidelines and/or a rubric provided by the instructor. Students revise work based on feedback received in peer review from one or more peers.

Critical Thinking: Students will demonstrate the ability to synthesize varied sources of information, acknowledge the contributions/insights of others, and make independent judgments.

This objective will be assessed by an evaluation of at least one essay, critical response paper, or researched presentation from each student.

Social Responsibility: Students will describe the relationships of individuals to their communities.

This objective will be assessed by an evaluation of at least one essay by each student. The essays will focus on specific readings and issues relevant to the course

Personal Responsibility: Students will understand and practice academic honesty.

Following a unit that looks at the cultural, legal, and academic contexts surrounding plagiarism, students will take a quiz that determines if students have understood the content of the unit and why plagiarism is taken so seriously in academic contexts.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

~Please note that these assignments are subject to change as I see fit to better meet the needs of you the learner. In this event I will notify you of the change in enough time that you can successfully complete the assignment. ~

- Essays will be graded per a rubric and handed back to you through the blackboard with comments attached. If I see the need for revision it will be noted there on your paper and include a deadline for the revisions. This is an English class, therefore it includes a great deal of writing and to be a successful writer, you must write often. All essays will be written in 12 point font, times new roman and use MLA format. Essay length will generally be 2 pages long for the Writing Assignments 1-4. Other assignments will have specific instructions as well.
- Reading of the textbook is essential to the writing and learning in this class. We will spend a vast amount of time reading the text as well as supplemental reading to enhance the content we are studying. My goal is to help you become a critical thinker and learner.
- Our class is a face to face class; therefore we will not have all of our content online through ecollege. However, there will be aspects of this class that are enhanced by the online component, so please check there daily and be prepared to print off needed documents for class assignments.
- We will do a lot of collaborative learning this semester. There are many reasons for this but first and foremost I believe that we all should strive to be lifelong learners and that by using collaborative learning students learn from one another.

Major Writing Assignments (WAs):

There will be 3 writing assignments this semester. I will discuss the writing prompts as we get deeper into the reading of our text. We will discuss this in a timely manner and as a class so that you are aware of the expectations.

Reading Responses:

Reading Response Journals will be used as a way for me to see what you have learned by reading your assigned Chapters. I will use a handout called *Questions Using the Elements of Thought*, and you will be required to submit these to me. I will determine how and when these are submitted.

Photo essay- Choose a key theme from the course (discourse community, literacy sponsor, literacy, Burkean Parlor, CARS model, dialogue, rhetorical terms, etc.) and create a photo essay illustrating your understanding of these themes. This essay should be comprised almost entirely of images you create and collect. You will then write one paragraph about each image explaining why that image illustrates the concept you chose.

The essay should be more than a collection of images. Those images should help tell a story about the concept. Think about what stories involve: an argument, a beginning, a middle, an arc, and an end. In other words, you are using your images—a kind of rhetoric—to tell a story about a concept.

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

Grading:**Rubric for Writing Assignments:**

Grade	Criteria
90-100	The essay provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct.
80-89	The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation, and spelling are correct.
70-79	The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled.
60-69	The essay provides a response to the topic but generally has no overall pattern of organization OR begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs. The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The essay has recurrent grammatical problems or has occasional problems <i>only</i> because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often.
Below 50	The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonably accurate judgment of the writer's competence is impossible.

Here's a breakdown of how your grade will be calculated:

Grading Scale:**Writing Assignment 1: 20%****Writing Assignment 2: 20%****Writing Assignment 3: 20%****Photo Essay: 15%****Reading Response Journals: 10%****Attendance/Participation: 15%**

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

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 a Learning Studio (formerly known as 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. My communication preference is e-mail the address is: Angela.Martinez@tamuc.edu

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. Tabettha Adkins. Students should contact her via e-mail at Tabetha.Adkins@tamuc.edu

See this website for details about these policies:

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Student Responsibilities/Expectations:

Attendance will be taken daily. If you come to class late, it is **YOUR** responsibility to make sure that the instructor counts you in attendance that day. Participation in class will also be included in your grade, so become involved. We will do many cooperative learning assignments and in class projects that involve all students involvement to be a success. Each day you come to class you **MUST** bring your textbook even if we don't need it that day, something to write with and paper to write on. Many times we begin writing and reading assignments at the start of class; if you're late you **will not** be able to make up those assignments. This is an English composition course; therefore we will be reading the text and writing in class. You will not be successful in this class without the appropriate materials.

Please don't engage in casual conversations during our lecture, discussion and group times or while we're working on other assignments. I reserve the right to act as necessary to maintain a productive class environment, including asking disruptive students to leave, and in extreme circumstances, dropping chronic disruptors from my course. I will not tolerate uncivil behavior toward other class members during class discussions. Uncivil behavior includes interrupting others while they have the floor, rude responses to the ideas expressed by others, and the use of racial, ethnic, sexual, gender, or religious slurs. If you have an issue, please see me before or after class. I have an open door policy and am confident that we can solve any issue that may arise.

I will not allow any cell phones on during class, which includes texting as well. If you are expecting an emergency call during class time, please let me know before class. There may be some activities that involve cell phone usage for assignments. If you have an issue, please see me before or after class. I have an open door policy and am confident that we can solve any issue that may arise.

Attendance Policy

For classes that meet twice/week, students may miss up to four times without penalty.

After the fifth absence, the student's final grade will drop by one letter. After the seventh absence, the student cannot pass the course.

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.

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 *Writing at Texas A&M University-Commerce* Guide (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

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*).

Units and readings:

COURSE OUTLINE / CALENDAR

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

Week 1	Introductions, Syllabus Acknowledgement, Student Expectations', Assign Reading Assignments
Week 2	Plagiarism Unit, Discuss Chapters Assigned, In class writing and activities
Week 3	Academic Writing, Discuss Chapters Assigned, In class writing and activities, Student Conferences Scheduled
Week 4	Writing Assignment 1 Assigned & Due Writers Voice Unit, Chapter Assigned
Week 5	Research Unit, Scheduled visit with Library
Week 6	Audience Unit, Chapters Assigned, In class writing and activities
Week 7	Writing Process Unit, Chapters Assigned, In class writing and activities
Week 8	Classical Rhetoric Unit, Chapters Assigned, In class writing and activities
Week 9	Writing Assignment 2 Assigned and Due, Chapters Assigned
Week 10	Argument Unit, Chapters Assigned, In class writing and activities
Week 11	Critical reading Strategies Unit, Chapters Assigned, In class writing and activities
Week 12	Photo Essay Assigned and Due, this will be an ongoing project that has been taught throughout the semester
Week 13	Writing Assignment 3 Assigned and Due, In class writing and activities
Week 14	Thanksgiving week- university closes Wednesday at noon.
Week 15	Chapters Assigned, End of Year conference and Reflection
Week 16	(no formal exam for ENG 1301)