



ENG 1301
COURSE SYLLABUS: Fall 2013

Instructor: Dr. Shannon Carter, Associate Professor of English
Office Location: HL 209
Office Hours: Tuesday/Thursday, 11-1 (appointments are especially welcome)
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COURSE INFORMATION

Required Texts:

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

ENG 1301 Course Pack available online at <http://goo.gl/IVHN6B>

additional reading materials available at our Zotero Group Library for this course at https://www.zotero.org/groups/english_1301/items

Course Description:

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 English 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 offence in academic writing.
- Students will be able to interpret texts written for academic audiences.
- Students will be able to use academic writing conventions for their own writing.

ASSIGNMENTS

- **Writing Assignment 1-** Literacy in Our Everyday Lives
- **Writing Assignment 2-** Writing and Democracy (Annotated Bibliography)
- **Writing Assignment 3-** Writing Our Worlds (Discourse Communities/Code Switching/Rhetorical Dexterity)
- **Writing Assignment 4 –** This We Believe (Writing Democracy Project)
- **Reader Responses** (informal writings designed as fodder for WA1-WA4)

- **Peer Reviews:** For each of your major projects, you will be completing an extensive peer review of a classmate’s draft and receiving your own extensive feedback, which you can apply in revision to ensure a stronger project. Your grade for this will be determined by timeliness of feedback provided and the extent to which it follows provided guidelines and provides the author constructive feedback for revision.
- **Final Reflective Statement:** For this assignment, you will reflect on the work you have done for the course in terms of the major goals of the course (see “Course Objectives” above) with the overall goal of demonstrating what and how you have learned over the 15 weeks of the semester. Project should be 3-5 pages in length.

EVALUATION

You have the opportunity to earn up to 100 points this semester. Here are the values of each assignment, as well as the point ranges for semester grades:

Assignment Values	Semester Grade Point Ranges
<ul style="list-style-type: none"> • WA1-WA4, 40 pts. (4 @ 10 pts. each) • Reader Responses, 20 pts. (multiple) • Peer Reviews, 20 pts. (online and face-to-face) • Final Reflective Statement 20 pts. 	90--100 pts. = A 80--89 pts. = B 70-79 pts. = C 65-69 pts. = D 0-64 = F

TECHNOLOGY REQUIREMENTS

- 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)

ACCESS AND NAVIGATION

Some supplementary texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts. You will find these in Doc Sharing and the Webliography in eCollege.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. In order to ensure the most effective session possible, we offer visitors the following suggestions: (1) Get started on your writing project early, and visit the Writing Center at least one day before your final draft is due. You will need time to work with the ideas and suggestions generated in your tutorial sessions. (2) Bring a written copy of your assignment, any relevant readings, and one or two specific questions or concerns you would like to discuss with us.

We are located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

Attendance Policy

Attendance is mandatory. Don't skip class. I will not be able to let you make up the work unless you experience something dire--and I don't wish that on anyone. If something is going on that's getting in the way of your class time, please let me know.

There is no such thing as “partial attendance”—students are either present for the entire class or they are absent. Excessive tardiness can be penalized as an absence.

The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, and other situations when you must miss class.

Late Assignments

You must keep up with the reading and, since each assignment builds on the previous one, I cannot accept late assignments. If you experience truly exceptional circumstances, please contact me immediately.

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.

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:

ADA Statement

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@tamu-commerce.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*).

SCHEDULE

This calendar may change to accommodate student interests and learning needs.

CK=Coursepack found at <http://goo.gl/IVHN6B>

PP= *Problem Posing* (textbook/reader)

Zotero=additional reading materials available at our Zotero Group Library for this course at https://www.zotero.org/groups/english_1301/items

Week One: Objects of Literacy		
T (8/27)	Introduction to the course and one another	HW: Read CK, pages 4-11
R (8/29)	Writing About Writing/Literacy Studies (overview)	HW: Read CK, Chapters 1-2
Week Two: Literacy in Our Lives		
T (9/3)	Quiz (on readings) WA1 introduced; literacy interviews	HW: Read CK, Chapter 3, and Lamont (PP); Begin RR1
R (9/5)	Discuss literacy interviews, prep for RR1	HW: Read Murray, Malcolm X, and Alexie (PP); complete RR1`
Week Three:		
T (9/10)	RR1 due at start of class	HW: King (PP); Read CK, Chapter 4 Write RR2
R (9/12)	Quiz (and conversation) RR2 due at start of class	HW: Brandt's "Sponsors of Literacy" (PP) and RR3
Week Four:		
T (9/17)	RR3 due at start of class Discuss with WA1 (Objects/Technology/Sponsors)	HW: RP4 in preparation for WA1
R (9/19)	Discuss RR4 (PR)	HW: Ready WA1 for PR
Week Five:		
T (9/24)	WA1 Peer Review	HW: Revise WA1 for Instructor Review
R (9/26)	WA1 due for Instructor Review WA2 introduction (Annotated Bibliography) Summary vs. Analysis (see CK, Section II)	HW: Select article from PP; Write RP5 based on same with eye to WA2
Week Six		
T (10/1)	RR5 due at start of class Discuss RR5, especially as it serves WA2	HW: Select article from PP; Write RR6 on same in preparation for WA2
R (10/3)	RR6 due at start of class Discuss RR6 as it serves WA2	HW: Select article from PP; Read PP on plagiarism; Write RR7 on both
Week Seven		
T (10/8)	RR7 due at start of class Discuss plagiarism, citations, MLA format, format for AB, especially with respect to the introduction	HW: ready WA2 for Peer Review
R (10/10)	WA2 Peer Review	HW: TBA
Week Eight		
T	No class, online or face-to-face. Use this time to complete	HW: TBA

(10/15)	your WA2.	
R (10/17)	WA2 due for Instructor Review WA3 introduction	HW: TBA
Week Nine		
T (10/22)	Film (TBA)	HW: RP8 on film
R (10/24)	RR8 due Film (TBA)	HW: “What is a community of practice?” (Zotero Group Library); “Discourse Communities” (PP); write RR9
Week Ten: Discourse Communities/Communities of Practice		
T (10/29)	RR9 due Discuss Communities of Practice/Discourse Communities	HW: RP10 hooks (PP)
R (10/31)	RR10 due Discuss hooks, “Keeping Close to Home”	HW: RP11 “Resolution on Language Rights 1974” (PP)
Week Eleven: Code Switching		
T (11/5)	RR11 due Introduce concept of Code Switching Discuss “Resolution on Language Rights”	HW: RP12 Mellix (PP), Guerra (PP)
R (11/7)	RR12 due Discuss readings on code switching	HW: RR13 Young (PP), Tan (PP)
Week Twelve: Rhetorical Dexterity		
T (11/12)	RR13 due Discuss concept of Rhetorical Dexterity	HW: RR14 Carter, “Literacy as a Social Practice” and Carter, “Living inside the Bible (Belt)” (Zotero)
R (11/14)	RR14 due	HW: WA3 for Peer Review
Week Thirteen:		
T (11/19)	WA3 due for PR	HW: revise WA3!
R (11/21)	WA3 due for Instructor Review Introduce WA4 (<i>This We Believe</i>) Introduce Final Reflections	“This We Believe” on <i>This Rhetorical Life</i> (Zotero)
Week Fourteen/Thanksgiving Break		
T (11/26)	No Class	
R (11/28)	No Class (Happy Thanksgiving!)	
Week Fifteen		
T (12/3)	WA4 Due for Peer Review Discuss Final Reflective Statement	
R (12/5)	Final Reflections Due for Peer Review	HW: Submit Final Reflections for